ACTIVITY 7: READ ABOUT CITIZEN SCIENCE

It's often the case that when when we think of people doing science, we often envision professionals in long white coats looking through microscopes in a laboratory. But science can be conducted by everyday residents of communities, like us, as well—that's citizen science. Understanding the role that it plays in scientific research, as well as the similarities and differences between it and professional science is an important part of the fuller picture. That's why in this activity, students will use a **Think Pair Square Protocol** for discussing what they will read about this very topic.

First, have students partner up and distribute the article (available in the student handouts section of the lesson) **Why Does Citizen Science Matter?** by Gary Abud, Jr. from *Great Lakes Now*. Allow time for students to individually read the article, and have them jot down three things they took away from the article using the **Rose Thorn Bud Protocol**—in their notebook or using the handout.

Then, give students time after reading to discuss the article that they read with their partner. Have students share their rose, thorn, and bud with each other, including how those points connect to each other. The pair should come up with a statement to summarize all of their article takeaways.

Next, have two student pairs join up, standing near each other to form the four corners of a square, to discuss the article and what they talked about in their pairs. Encourage them to come to a consensus about which point they found most important or interesting in the article.

Last, have each group craft a summary statement of the most important point from their discussion and ask for a volunteer in each group to share that key point with the whole group. As student groups share their most important point, record their ideas on the board and have students copy the list of student ideas down into their notebooks. Once the shareout is complete, ask students to return to their groups and discuss one last question based on the article:

How might citizen science play a role in our community to solve local problems or learn more about our regional environment?

Allow time for students to discuss their responses to this question with their partners before engaging the entire group in a discussion about their ideas.

As an extension of this discussion, you can move next to **Activity 8 and Activity 9** in the lesson.

Teaching Tip:
If the reading level of the article is going to be tough for some students to read individually, have partners or small groups read the article together aloud while each follows along.