

Name: _____ Date: _____ Period: _____

Insulating You, Insulating Earth

Your Group		
Time	A. Towel Temp.	B. Towel + Mylar Blanket Temp.
Lap	°C	°C
1 minute	°C	°C
2 minutes	°C	°C
3 minutes	°C	°C
4 minutes	°C	°C
5 minutes	°C	°C




A. Towel Difference

B. Towel + Mylar Blanket Difference

$$\frac{\quad}{5 \text{ min.}} \text{ } ^\circ\text{C} - \frac{\quad}{\text{Lap}} \text{ } ^\circ\text{C} = \frac{\quad}{\text{Difference}} \text{ } ^\circ\text{C}$$

$$\frac{\quad}{5 \text{ min.}} \text{ } ^\circ\text{C} - \frac{\quad}{\text{Lap}} \text{ } ^\circ\text{C} = \frac{\quad}{\text{Difference}} \text{ } ^\circ\text{C}$$

Whole Class		
Group	A. Towel Difference	B. Towel + Mylar Blanket Difference
Group 1	°C	°C
Group 2	°C	°C
Group 3	°C	°C
Group 4	°C	°C
Group 5	°C	°C
Group 6	°C	°C
Group 7	°C	°C
Group 8	°C	°C
Mean		

Key	
	More energy transferred
	Less energy transferred
	Greenhouse gases

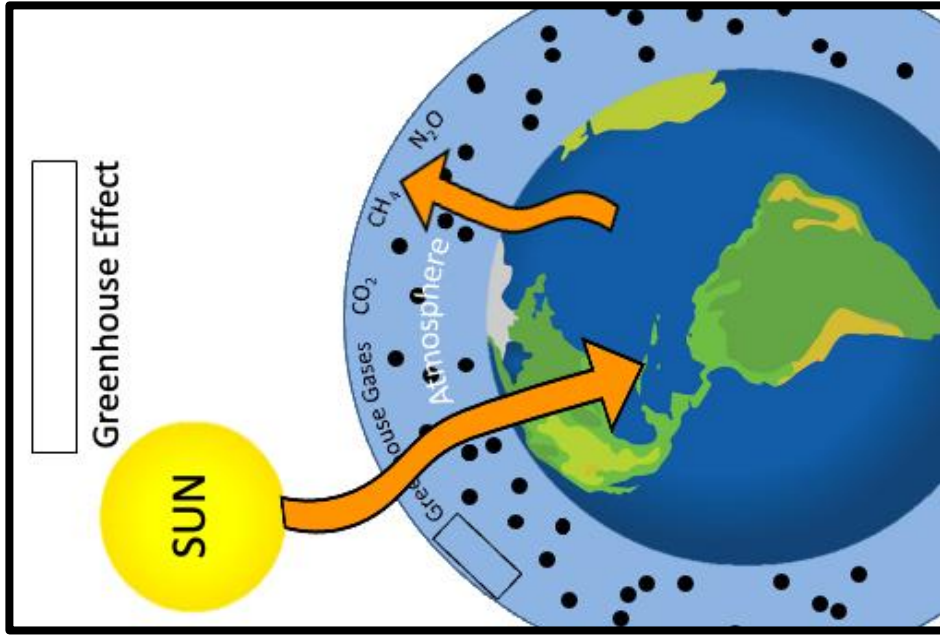


Figure 2.

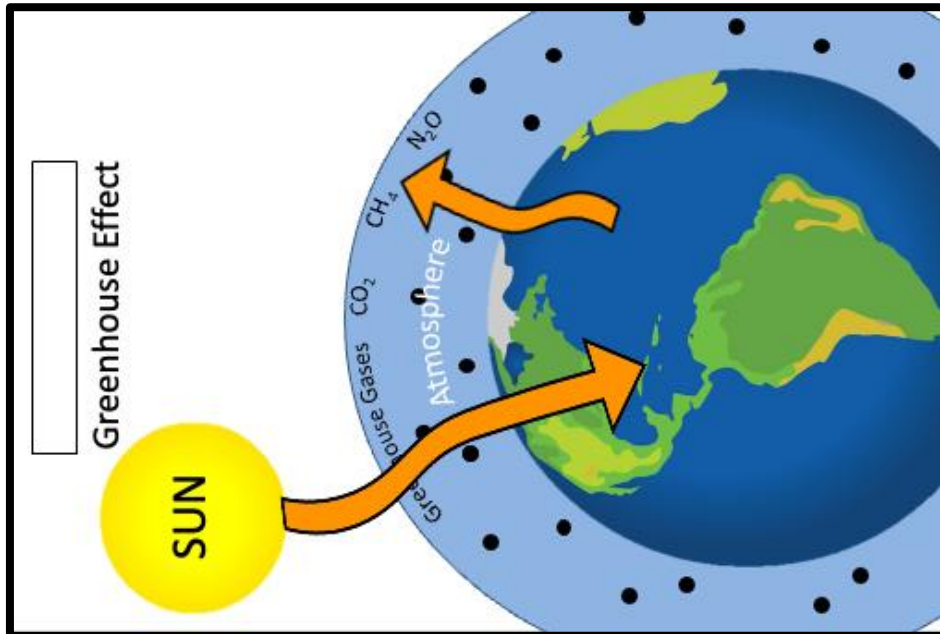


Figure 1.

Understanding the Model

1. Fill in the blanks below to indicate which component in model represents which component of the greenhouse effect (circle one for each).

Earth was modeled by the _____ Lap / Towel / Mylar Blanket

The atmosphere was modeled by the _____ Lap / Towel / Mylar Blanket

Additional carbon dioxide was modeled by the _____ Lap / Towel / Mylar Blanket

Results

2. In your group, which trial had the greater temperature difference? (Circle one.)
 - a. Towel
 - b. Towel + Mylar blanket
 - c. Same in both trials
3. In the whole class data, which trial had the greater mean difference? (Circle one.)
 - a. Towel
 - b. Towel + Mylar blanket
 - c. Same in both trials
4. Review your answer to the results question #2. Looking at the trial that you circled, why do you think that it had a greater difference in temperature, or if it was the same, why do you think it was the same?

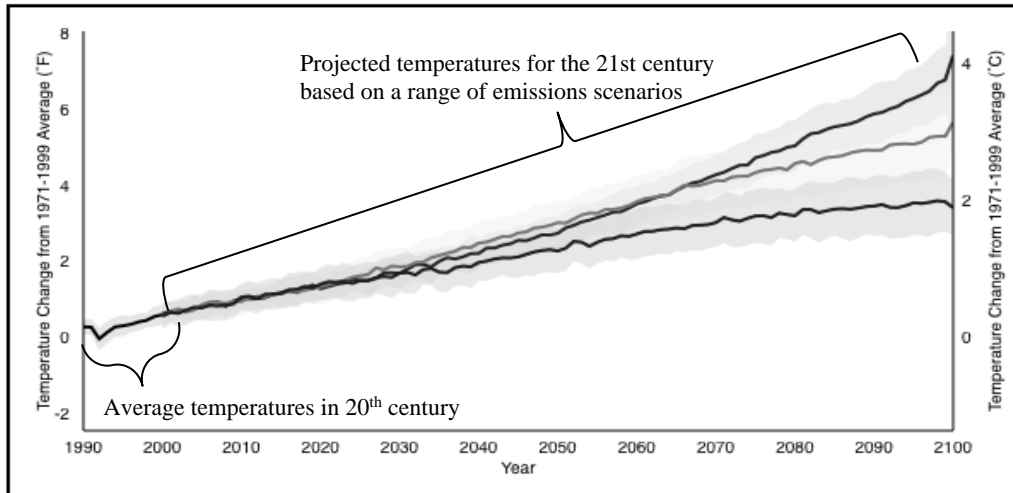
Conclusion

4. How do changes in the amount of greenhouse gases in the Earth's atmosphere affect surface temperatures?
5. Think back to Climate Data Jam and Ready Set Grow. What are the expected effects of climate change in New Mexico in the future? How is increased CO₂ related to increasing temperatures and changing precipitation patterns in New Mexico?
6. What can you do to decrease the rate of climate change due to the enhanced greenhouse effect?

Extension

Figure 3. Global Temperature Projections. The graph shows the average of a set of temperature simulations for the 20th century (single line), followed by projected temperatures for the 21st century based on a range of emissions scenarios (three lines). The shaded areas around each line indicate the statistical spread (one standard deviation) provided by individual model runs.

Source: www.climate.gov/news-features/understanding-climate/climate-change-global-temperature-projections



Use the Global Temperatures Projections graph (Fig. 3) to answer the following questions.

1. Examine the scenario with the warmest projected temperatures (top line). In the scenario with the warmest projected temperatures, approximately how much is the temperature projected to increase (in degrees Celsius) in the 21st century, from the year 2000 to the year 2100?

2. Examine the scenario with the lowest projected temperatures (bottom line). In the scenario with the lowest projected temperatures, approximately how much is the temperature projected to increase (in degrees Celsius) in the 21st century, from the year 2000 to the year 2100?