**Lesson 4: 3 Truths and a Lie**

**Problem Statement:** The problem is the PUD needs to invest money into alternative energy sources and needs suggestions for the future. This lesson ties into the problem because students must understand what options are going to be available in future years.

Learning objectives:

**SWBAT:**

1. Compare correct and incorrect information and determine which is true and which is a lie.

2. Provide justification for their selections of untrue statements.

**21st Century Skills:**

***Make Judgments and Decisions***

* **Effectively analyze and evaluate evidence, arguments, claims and beliefs**
* **Analyze and evaluate major alternative points of view**
* **Synthesize and make connections between information and arguments**
* **Interpret information and draw conclusions based on the best analysis**
* **Reflect critically on learning experiences and processes**

**Materials:**

3 Truths and a Lie Worksheet

The 10 PUD Fact Sheets

3 Truths and a Lie Key

**Procedure:**

1. Place the 10 PUD Fact Sheets around the room

2. Put students into groups of 3

3. Give each student an answer sheet

4. Read the directions on the answer sheet, and inform students that they must each fill out their own paper! Their points come from the thinking they demonstrate through their reasons given.

5. Have each group start at one of the 10 stations

6. After 2 minutes have gone by instruct students to rotate to the next station, or let them rotate as they finish with a total time countdown of 20 minutes displayed for them to self manage.

7. When each student has been at each station bring them back to their seats

8. For each set of statements, call on different students to give their answers, and their reasoning.

9. Provide the correct answer and ask students to correct their own and write down an interesting fact--these may come in handy for their presentation. Know your client!

10. As you grade the papers together, discuss important facts, ideas or issues that come up regarding the PUD or student interests.

**Time Required**: 40 minutes

**Assessment**: As students leave, have them turn in their worksheet. Full points are awarded for any question where they provided reasoning.

**Accommodations**: a student or the teacher could read out each statement at each station for ELL students or weak readers.

**Extensions**: Students could be asked to create a few 3 truths and a lie statements about a specific energy source or energy in general for later use or review.