

## *Who's the expert?*

### Lesson

This lesson will help students consider the expertise of others and how the views of experts might be included in science articles.

*Sources are relevant and reliable.*

SciJour Standards for Scientific Literacy

Objective: Students will recognize the importance of experts as sources of relevant, factually accurate information.

Materials: *Name the Experts*

Time: approximately 45 minutes

### Getting Started

Ask the class if anyone knows an expert. Discuss who those experts may be. Record a list of identified experts on the board.

Ask, "What makes these people experts?" Discuss

Ask, "Are there degrees of expertise? Are some people more of an expert than others? Why do you think so?"

Ask, "Who decides if someone is an expert? How do *you* decide if someone can be considered an expert?"

### Addressing the Topic

As a class, develop a definition of "expert". Record the definition on the board. Then, use that definition and apply it to the list of experts recorded on the board. As a result, the definition may require revision.

Distribute *Name the Experts* (form 090720). Have the students complete PART A individually. After a short time, discuss who the students identified as experts. See if the definition still applies.

Have students work in pairs to complete PART B. Explain that there are a series of scenarios in which a student author might need to identify an expert. Encourage students to discuss possibilities with their partners. They may select one or more choices. After a reasonable time, discuss the results with the class. Encourage students to defend their choices.

With partners, have students complete PART C. Discuss.

### Follow-up

Discuss the “*Think about . . .*” which follows PART C.

Exit write - Have students write several sentences about the importance of identifying experts who may be relevant to certain topics.

## *Name the Experts*

### **PART A**

Look at the list of people below. Place a check mark on the line beside those you believe to be experts.

- |  |                       |                           |
|--|-----------------------|---------------------------|
| ___ flight attendant                   | ___ dermatologist     | ___ chemistry teacher     |
| ___ high school student                | ___ police officer    | ___ physicist             |
| ___ grocery store clerk                | ___ school bus driver | ___ life guard            |
| ___ astronomer                         | ___ astronaut         | ___ aeronautical engineer |
| ___ public information officer at NASA |                       | ___ ice road trucker      |
| ___ construction worker                | ___ chemical engineer | ___ YOU                   |

### **PART B**

*Who would you go to for information about the following topics.*

- The behaviors of passengers on an air flight:  
A) airline pilot                      B) police officer  
C) luggage handler                  D) flight attendant
- A recent press release about increased levels of skin cancer:  
A) life guard                          B) chemistry teacher  
C) dermatologist                      D) make-up artist
- Safety hazards in a chemistry classroom:  
A) school board member              B) chemistry teacher  
C) chemical engineer                  D) parent of a high school student
- The favorite lunches of high school students in the cafeteria:  
A) high school chemistry teacher      B) parent of a high school student  
C) high school student                  D) nurse who specializes in nutrition
- The use of drug sniffing dogs at the airport:  
A) luggage handler                      B) airline pilot  
C) flight attendant                      D) police officer
- Alternative energy sources:  
A) physicist                              B) construction worker  
C) oil rig worker                          D) ice road trucker
- Children's behaviors at food market check-out:  
A) kindergarten teacher                  B) parent of a high school student  
C) police officer                          D) grocery store clerk
- Recent school field trip destinations:  
A) school bus driver                      B) police officer  
C) travel agent                              D) museum curator

9. Water safety:

- A) tugboat captain
- B) deep sea fisherman
- C) aquarium tour guide
- D) life guard

10. Plans for people to return to the moon:

- A) TV news reporter
- B) astronomer
- C) astronaut
- D) airline pilot
- E) physicist
- F) aeronautical engineer
- G) public information officer at NASA
- H) ice road trucker

11. Driving a truck over a frozen ocean:

- A) school bus driver
- B) travel agent
- C) UPS delivery person
- D) ice road trucker

12. A news story about your own experiences in science:

- A) chemistry teacher
- B) physicist
- C) chemical engineer
- D) dermatologist
- E) YOU

### PART C

Work with a partner. Each of you are to select a different situation from above. Discuss and record the following for the situation you selected.

1. What situation did you select? \_\_\_\_\_

2. Who did you identify as the expert(s)? \_\_\_\_\_

3. Is your selected expert included in the definition discussed earlier and is written on the board? YES NO If NO, how should we revise the definition? \_\_\_\_\_

\_\_\_\_\_

4. Write 3 possible questions that you would ask the expert about the selected topic.

a) \_\_\_\_\_

b) \_\_\_\_\_

c) \_\_\_\_\_

**Think about** problems or questions that you have recently had. To what experts could you go for assistance?