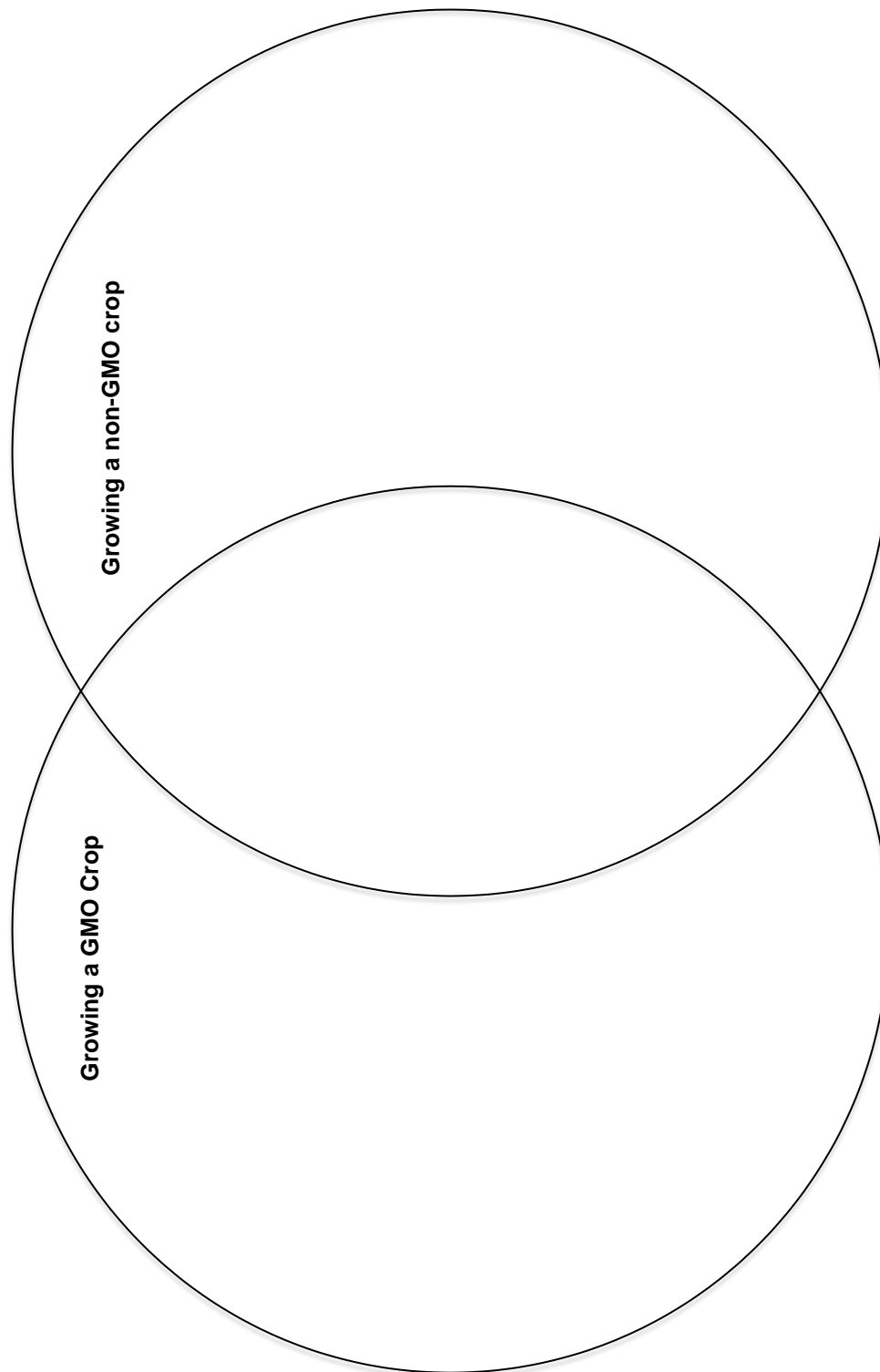


Critically Thinking GMOs

Name: _____ Section: _____ Date: _____

Comparing Crop Production Methods



Benefits of GMO crops	Risks of GMO crops

Critically Thinking in Pairs

Name: _____ Section: _____ Date: _____

Instructions:

Step 1: After being grouped into pairs, you will be assigned in a position on the use of GMOs in our food supply. Mark it below:

☐ I am in favor of GMOs.

☐ I am against GMOs.

Step 2: Find **evidence** to support your assigned position. List three (3) pieces of evidence below in order, from highest to lowest quality. Your notes on the first two (2) pages of this worksheet will serve as your reference.

1. _____

2. _____

3. _____

Step 3: Formulate your **argument** to support the position you have been assigned. Summarize it below in 1-2 paragraphs.

Step 4: With your partner, discuss your final positions on the use of GMOs and the evidence for each position. Identify which portions of the position are based on scientific research and which portions are based more on social issues. List them below:

SCIENTIFIC ISSUES

SOCIAL ISSUES

Step 5: Reach a consensus. The use of GMOs is a topic that combines both social and scientific issues. Your consensus will be a combination **of** the two (2) opposing views based on multiple lines of evidence. Below, formulate a NEW position, which addresses the needs and wants of both sides of the issue. (Note: The consensus could include multiple solutions.)

Reference

Gardner, A. (n.d.). *Critically thinking GMOs*. Retrieved on April 18, 2018, from National Agriculture in the Classroom: https://naitc-api.usu.edu/media/uploads/2016/03/30/Critically_Thinking_GMOs_handout.pdf