

**The Minnesota Literacy Council created this curriculum with funding from the MN Department of Education. We invite you to adapt it for your own classrooms.**

**MASTER** **Climate Change Week 3 of 3**

**Unit Overview**

This is a 3-week unit. This unit was created in response to student requests for more high school science and social studies content.

**Unit Objectives:**

* Students will practice making and checking predictions as a reading comprehension strategy
* Students will practice scanning for information
* Students will practice using a dictionary (English as well as 1st language)
* Students will be able to explain, draw, or demonstrate the effects of greenhouse gases
* Students will be able to name 3 sources of greenhouse gases
* Students will be able to identify 3 things they can do to reduce greenhouse gas emissions

**MATERIALS**

**Online Materials:** There are many hyperlinks in this document. Hyperlinks are words you can click on to open a webpage. To use these just open the Microsoft Word version of this document. Click (or Ctrl +Click) on the underlined resource titles to open the webpage.

**Nat. Geo. Global Warming:** Johnson, Rebecca L., Science Issues Today: Global Warming. National Geographic School Publishing. Washington, D.C. 2002.

**Nat. Geo. Teacher’s Guide:** Johnson, Rebecca L., Science Issues Today: Global Warming Teacher’s Guide**.** National Geographic School Publishing. Washington, D.C. 2002.

**PreGED Science:** Northcutt, Ellen, Ed. PreGED Science. Steck-Vaughn. Austin, 2003.

**PreGED CTS:** Northcutt, Ellen, Ed. PreGED Critical Thinking Skills. Steck-Vaughn. Austin 2003.

**Supplemental Activities:** [Global Warming Supplemental Activities](http://teacherweb.com/MN/MLC/teach/Global_Warming_Supplemental_Activities.doc) [**http://tinyurl.com/5tcncz**](http://tinyurl.com/5tcncz)Jones, Jessica Grace. “Global Warming Supplemental Activities.” Minnesota Literacy Council, 2008.

**Daily Geo.:** Johnson, Sandi and Chyrl Light, Ed. Daily Geography Practice Grade 6. Evan-Moor Educational Publishers. Monterey, 2004. ISBN: 1-55799-975-9

**World View:** Lubawy, Susan. World View: A Global Sutdy of Geography, History, and Culture. Linmore Publishing, Inc. Palatine, 2000. ISBN: 0-916591-30-1

**Climate Change: Monday, Week 3 of 3**
Climate Change in the News

|  |  |
| --- | --- |
| **Lesson Objectives:** | **Materials:** |
| Students will...* Review information about climate change through authentic news articles.
* Practice making predictions
* Use modals to express possibility and advice
* Discuss the possible effects of global warming and suggest strategies for combating it.
 | * **Nat. Geo. Global Warming** p24-25
* [BBC: Crunch Time for Climate Change](http://downloads.bbc.co.uk/worldservice/learningenglish/witn/pdfs/witn_plan_071212_climate.pdf)[**http://tinyurl.com/5ewa6w**](http://tinyurl.com/5ewa6w)Ask your coordinator about appropriate grammar resources!
 |

|  |
| --- |
| **Activity Ideas:** |
| * Have students make a list of possible effects of global warming. Encourage them to use modals such as **may, might, could** to express possibility. Have another group make a list of possible action steps for stopping global warming. Encourage them to use modals such as **should, ought to, must,** and **have to** to show advice or necessity. Discuss which words suggest strong advice or necessity. Which effects of global warming are already happening? Should we use may, might, and could in these sentences?
* Choose activities from *BBC: Crunch Time for Climate Change*. Before reading the article have the students use the vocabulary list and article title to make predictions about the content of the article. Check their predictions after the first read-through.
 |

**Climate Change: Tuesday, Week 3 of 3**
Global Warming: Personal Plan

|  |  |
| --- | --- |
| **Lesson Objectives:** | **Materials:** |
| Students will...* Recognize personal steps you can take to minimize global warming
* Create a plan outlining 3 steps to reduce personal impact on global warming
 | * [Energy Use at Home](http://www.rbkc.gov.uk/coolit_resources/general/teachres02bws5.pdf)[**http://tinyurl.com/66vjzj**](http://tinyurl.com/66vjzj)
* [Ideas for the Home](http://www.startribune.com/newsgraphics/18013324.html)[**http://tinyurl.com/6yhsuh**](http://tinyurl.com/6yhsuh)(see sections on the **Family Room, Laundry Room,**and **Basement**)
* [Top 10 Things You Can Do](http://environment.about.com/od/globalwarming/tp/globalwarmtips.htm?p=1)[**http://tinyurl.com/587r8c**](http://tinyurl.com/587r8c)
 |

|  |
| --- |
| **Activity Ideas:** |
| * Find out what students have already learned about possible actions to reduce global warming.
* Distribute the *Top 10 Things You Can Do* article. Have each student (or pair of students) select one item on the list. Have them read about it, using an English or multi-lingual dictionary to resolve any new vocabulary. Have each student report back to the class about the solution they read about.
* Have each student write a list of 3 things their household can do to reduce global warming. After a student has written 3 complete sentences, suggest the following extensions to the writing assignment:
	1. Add *time phrases* to the sentences to explain when you will take these actions, how often, and for how long.
	2. Use cause-and-effect words to explain how these changes will reduce global warming. Use **because, since, therefore, as a result**, etc. *I will use energy efficient light bulbs in my bedroom and as a result I will use less energy. Because I am using less energy, the energy company will burn less fossil fuel.*
 |

**Climate Change: Wednesday, Week 3 of 3**
Personal Plan and Poster Project

|  |  |
| --- | --- |
| **Lesson Objectives:** | **Materials:** |
| Students will...* Review vocabulary and concepts of the entire unit
* Revise personal plans
* Begin group poster projects/presentations
 | * See materials from yesterday (10/12)
 |

|  |
| --- |
| **Activity Ideas:** |
| * Give students time to continue working on their personal plans (see instructions from yesterday). Students who are finished should copy their plan onto a clean sheet of paper to display in the hallway or classroom.
* Ask students to share their plan with a partner. Ask the partner to write down at least one question about their partner’s plan.
* Ask each student to write one sentence from their plan on the board. Tell the students that this will be used to correct grammar and spelling. As a class review needed changes to grammar and spelling.
* Introduce the group poster project:
	1. Gather materials from your coordinator (poster paper, markers, scissors, glue, etc.).
	2. Divide the class into groups of 2 or 3 students.
	3. The assignment is to create a poster to hang in the hallway that will explain something they have learned about global warming.
	4. Write these suggested topics on the board:
* The Greenhouse Effect
* Causes of Global Warming
* Effects of Warmer Temperatures
* Fossil Fuels and Alternative Energy
* What Can You Do to Reduce Global Warming
* Discuss each of the topics and what information could be included on each poster. Add other topics to the list, if you can. Ask each group to choose a topic (it is fine if more than one group does the same topic)
* Have them plan their information on a sheet of notebook paper. Provide teacher feedback on content and English usage.
* Your coordinator can help you plan a way for students to find pictures online to include in their presentations.
 |

|  |
| --- |
|  |

**Climate Change: Thursday, Week 3 of 3**
Poster Project and Presentation

|  |  |
| --- | --- |
| **Lesson Objectives:** | **Materials:** |
| Students will...* Review unit vocabulary and concepts
* Complete group poster presentations
 | * See materials from yesterday and the day before (10/12 & 10/13)
 |

|  |
| --- |
| **Activity Ideas:** |
| * Give students time to continue working on poster projects (see instructions from yesterday). Assign any student who was not present yesterday to join an existing group.
* Ask each group to present their poster to the class. Each member of the group should speak. They should explain why they included the information and how the pictures relate to the text.
* You could design a trivia game, such as Jeopardy, to review content from the unit, or any meaningful activity that reviews and reiterates the ideas and vocabulary they practiced for the last three weeks
 |