

Area/Skill - Interdisciplinary	Cognitive Skill Level - Analysis/Evaluation	Correlation to Framework - 02.04/02.06/03.03	Lesson #11
<p><b>Activity Title - Global Warming - Points of View</b></p> <p><b>Goal/Objective</b></p> <p>To understand the concepts of plant respiration, the effects of pollutants, the environment, and preventative measures as described through editorial cartoons.</p> <p><b>Lesson Outline</b> <b>Introduction</b></p> <p>Show an editorial cartoon that focuses on global warming. Discuss that editorial cartoons usually focus on political or societal issues and usually indicate the cartoonists' point of view.</p> <p><b>Activity</b></p> <p>Discuss the cartoonists' topic, audience, and purpose. Focus on what the cartoonist wants the reader to think. Discuss plant respiration and fossil fuel usage that results in CO<sub>2</sub> emission concerns. Identify alternatives to fossil fuels. Discuss the President's policy statements concerning fuel usage and regulations.</p> <p>To prepare for the lesson, you may wish to search the World Wide Web for current information on the topics.</p> <p><b>Debriefing/Evaluation Activity</b></p> <p>Debrief the activity have students review the cartoon again and answer the following questions:</p> <ol style="list-style-type: none"> <li>1. What is the event or issue that inspired the cartoon?</li> <li>2. Are there symbols in the cartoon?</li> <li>3. What are they? What do they represent?</li> <li>4. What is the cartoonist's opinion about the topic portrayed in the cartoon?</li> <li>5. Do you agree or disagree with cartoonist's opinion? Why?</li> </ol>			<p><b>Materials/Texts/Realia/Handouts</b></p> <ul style="list-style-type: none"> <li>• Editorial cartoon that focuses on global warming by completing a search on the Internet. Sample cartoons are available at: <a href="http://cagle.com/news/GlobalWarming07/main.asp">http://cagle.com/news/GlobalWarming07/main.asp</a></li> <li>• Chart paper/board and markers</li> <li>• Paper and pencils</li> <li>• Computers with Internet access for researching plant respiration, the effects of pollutants, and preventative measures</li> </ul>
<p><b>Real-Life Connection</b></p> <p>Connect current governmental policies with scientific concepts of global warming. Have students identify how this impacts them in their daily lives.</p>			<p><b>Extension Activity</b></p> <p>Divide the class into pairs of students. Have them generate a list of questions about the cartoon. Discuss the questions. Identify the humor, sarcasm, or irony in the cartoon. Discuss how cartoons or editorials can poke fun at sensitive issues.</p> <p><b>ESE/ESOL Accommodations</b></p> <p>Use visual displays for plant respiration and the effects of air pollution</p> <p>If available, show a video on weather or global warming and plant respiration.</p> <p>Use small groups to complete and debrief the activities.</p>

## GED 2002 Teachers' Handbook of Lesson Plans

Area/Skill - Interdisciplinary	Cognitive Skill Level - Analysis/Evaluation	Correlation to Framework - 02.04/02.06/03.03	Lesson #11
--------------------------------	---	--	------------

### Activity Title - Global Warming - Points of View

#### Introduction

Show the class a selected editorial cartoon that focuses on global warming. *Say:* Editorial cartoons usually focus on political or societal issues and indicate the cartoonists' point of view. *Ask:* What do you think the cartoonist's point of view is on global warming? Do you have enough information to make a good analysis?

*Say:* In order to understand an editorial or an editorial cartoon, the reader must have some background or content knowledge. Let's see what kind of knowledge we can obtain about the issue of global warming. Then we will return to the cartoon and see whether our initial analysis needs to be changed.

#### Main Activity

Before class, obtain basic information on global warming, plant respiration, fossil fuel usage, CO<sub>2</sub> emissions, and alternatives to fossil fuels. You may wish to search for these subjects on the World Wide Web.

*Ask:* What is global warming? What has reportedly caused this phenomenon? What happens when one burns a fossil fuel such as coal or oil? Where do the emissions from such fuels go? How does plant respiration fit in with the environment and global warming?

*Say:* Too much CO<sub>2</sub> in the air is thought by some to be increasing the earth's temperature - what we often term global warming. The way we get CO<sub>2</sub> into the air is through the burning of fossil fuels and the naturally occurring decay of plants, etc. CO<sub>2</sub> is necessary for plants. They use it in the process of plant respiration which continues to replenish our own oxygen supply. However too much CO<sub>2</sub> results in pollution and what some believe to be an increase in the temperature of the earth. (Visuals may be used to enhance discussion on global warming and possible causes and effects.)

#### Debriefing/Evaluation Activity

*Say:* Now that you know more about global warming, let's review the cartoon again and answer the following questions:

1. What is the event or issue that inspired the cartoon?
2. Are there symbols in the cartoon?
3. What are they? What do they represent?
4. What is the cartoonist's opinion about the topic portrayed in the cartoon?
5. Do you agree or disagree with cartoonist's opinion? Why?

Have students share their answers with the class.

#### Follow-up Lessons/Activities

Divide the class into pairs of students. Have them generate a list of questions about the cartoon. Discuss the questions. Identify the humor, sarcasm, or irony in the cartoon. Discuss how cartoons or editorials can poke fun at sensitive issues.

Connect current governmental policies with scientific concepts of global warming. Have students identify how this impacts them in their daily lives.