

Date: \_\_\_\_\_

Name: \_\_\_\_\_

### SUSTAINABLE LIVING: GLOBAL WARMING ASSIGNMENT

**OVERVIEW:** To apply your knowledge of global warming to a world issue.

**TASK:** To create a bristol-board sized poster OR PowerPoint presentation that answers the questions below for your assigned issue.

**ISSUES:** Individually or in groups of 2, select a global warming issue from the list below:

- Building construction in Canada's arctic region
- Changes to the Atlantic Ocean hurricane season
- Impact on Canada's Boreal Forest
- Tourism in Montana's (U.S.A.) Glacier National Park
- Impact on the size and health of coral reefs
- Drought and its impact on water supply in Africa's Sahara Desert
- Impact of former-President George Bush's refusal to participate in the Kyoto Protocol
- Flooding of small islands (Leaders of the Alliance of Small Island States – AOSIS)
- Impact of melting ice on polar bears
- Describe Canada's current plan to reduce greenhouse gas emissions
- Describe the size and significance of major ice sheet break-ups in Antarctica
- Extreme weather in Canada attributed (caused by) global warming
- Significance of the Northwest Passage and the melting of ice that currently blocks it
- Impact of increased ocean temperatures on fish
- Impact on hibernating animals and when they wake up
- How increased temperatures encourage spread of diseases (e.g. malaria)
- Describe how much sea levels are expected to rise if glaciers melted
- Longer growing seasons in Canada (but with more frequency of drought?)
- Impact on Antarctica's King Penguins
- Impact on bird migration
- Your own? (requires approval) \_\_\_\_\_

- QUESTIONS:**
1. What makes your issue a 'world issue' (see textbook for definition).
  2. How does your issue relate to sustainability (locally and/or globally)?
  3. 5 W's (**who, what, where, when** and **why**)
    - a. Example questions: **Who** is researching your issue and/or **who** is impacted by your issue? **Where** is your issue? **What** are people doing about it? **When** did your issue start taking place? **Why** is it a concern?
  4. Who/what does your issue impact the most?

	Level 4 (80-100%)	Level 3 (70-79%)	Level 2 (60-69%)	Level 1 (50-59%)
<b>Presentation</b>  /15	Speaks clearly and distinctly all the time; eye contact, facial expressions and body language generate a strong interest and enthusiasm about the topic in others; listens intently and does not make distracting noises or movements.  15 - 14.5 - 14 13.5 - 13 - 12.5 - 12	Speaks clearly throughout the presentation; eye contact, facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others; listens intently but has one distracting noise or movement  11.5 - 11 - 10.5	Speaks clearly through some of the presentation, other times hard to understand; eye contact, facial expressions and body language are used with little interest generated or effectiveness; does not appear to be listening but is not a distracting audience member.  10 - 9.5 - 9	Often mumbles or can not be heard; very little use of eye contact, facial expressions or body language; did not generate much interest in topic being presented; sometimes does not appear to be listening and is continuously distracting audience member.  8.5 - 8
<b>Poster or PowerPoint</b>  /25	Poster or PowerPoint follows proper format; Poster/PowerPoint description effectively and accurately describes the issue with a high degree of detail; No spelling errors  25 - 24.5 - 24 23.5 - 23 - 22.5 - 22 21.5 - 21 - 20.5 - 20	Poster/PowerPoint follows proper format; Poster/PowerPoint description effectively describes the issue with moderate detail; few spelling errors  19.5 - 19 - 18.5 - 18 17.5	Poster/PowerPoint somewhat follows the proper format; Poster/PowerPoint description does not adequately describe the issue; some spelling errors  17 - 16.5 - 16 - 15.5 - 15	Poster/Presentation does not follow the proper format; Poster/PowerPoint description does not adequately describe the issue; several spelling errors  14.5 - 14 - 13.5 - 13 - 12.5
<b>TOTAL</b> /40	Comments:			