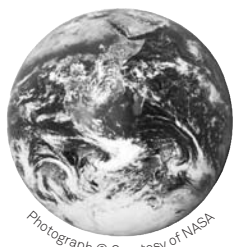


**AL GORE'S** *An Inconvenient Truth* warns that we are facing a planetary emergency. This book, with its dramatic full color photos, illustrations, and powerful writing explains that global warming is real and man-made, and that its effects will be disastrous if all of us—including young people—don't take action. Gore presents facts and information in a thoughtful, compelling, and ultimately convincing way. The activities below are designed to engage students while educating them about the climate crisis.

Recommended for grades 5-8

The activities on this poster are based on the National Science Standards.



## TAKE ACTION!

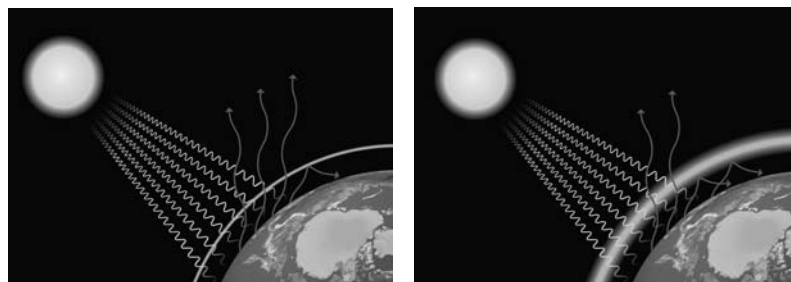
KNOWLEDGE IS POWER, LEARN HOW YOU CAN MAKE A DIFFERENCE.

### activity one Understanding the Greenhouse Effect

After reading Chapter 2: A Silent Alarm in *An Inconvenient Truth*, have students create their own greenhouse conditions using the following materials: a plastic bottle, one medium sized nail, and two thermometers (mercury or digital). Be sure to choose a sunny location when setting up this experiment. Have students create a hole near the top of the plastic bottle with the nail, make sure the top is on the bottle, and insert one of the thermometers (the tip of the thermometer should be fully inserted into the bottle). Then, have them place the second thermometer adjacent to the bottle. Students should record the temperature from both thermometers every 10 minutes and put their findings into a chart. Encourage students to analyze their findings and consider how the bottle acts similarly to greenhouse gases by trapping heat.

**Standards:**

The student will investigate and understand that energy transfer between the sun, Earth, and the Earth's atmosphere drives weather and climate on Earth.



Illus. © Tom Van Sant/ GeoSphere Project and Michael Fornalski

### activity two CO<sub>2</sub> Emissions Chart

According to *An Inconvenient Truth*, Carbon dioxide (CO<sub>2</sub>) makes up 80 percent of the total greenhouse emissions. We release CO<sub>2</sub> in the atmosphere when we burn fossil fuels—oil, natural gas, and coal used in cars, homes, factories, and power plants. Cutting down forests and producing cement also releases CO<sub>2</sub>. Using the Internet, have students gather data on CO<sub>2</sub> emissions by country and enter the data into a spreadsheet. Have students create charts to visually illustrate their findings. Encourage students to analyze, share, and discuss their findings.

**Standards:**

The student will investigate and understand that energy transfer between the sun, Earth, and the Earth's atmosphere drives weather and climate on Earth. The student will investigate and understand the relationships between ecosystem dynamics and human activity.

### activity three An Inconvenient Rap

Encourage your students to spread the word about global warming by having them create a poem or a song. Assign students, in groups or individually, to write a rap or poem using the knowledge they gained by reading *An Inconvenient Truth*. Have students share these creations with the rest of the class and other students in your school.

**Standards:**

The student will investigate and understand the origin and evolution of the atmosphere and the interrelationship of geologic processes, biologic processes, and human activities on its composition and dynamics. The student will investigate and understand the relationships between ecosystem dynamics and human activity.

### activity four The People Doing the Research

Provide students with a list of scientists who have been working closely on the problems addressed in *An Inconvenient Truth*. Ask each student to choose one person and write a research report on them. Encourage students to include recent research summaries and quotes that represent the scientist's major focus. Possible scientists to include: Rosina Bierbaum, Roger Revelle, Charles Keeling, Lonnie Thompson, John Mercer, David King, James Hansen, Donald Kennedy, Kevin Trenberth, Ben Santer, Michael Mann, Richard Alley, Drew Shindell, Jeffrey Severinghaus.

**Standards:**

The student will write a research report on a specific scientist, thoroughly covering his/her life details and accomplishments.



Photograph © Derek Mueller and Warwick Vincent/ Laval University/ArcticNet

### activity five Alternative Energy Source Slogan

Have students research alternative energy sources and create a slogan for the one they feel is most viable. Encourage students to create items that showcase their slogan such as a bumper sticker, poster, or T-shirt. Be creative, while suggesting that they make their creations eco-friendly (i.e., using recycled paper or natural color dyes).

**Standards:**

The student will investigate and understand the differences between renewable and nonrenewable resources.

### activity six Home Energy Audit

Ask students to work with the adults in their home to perform a home energy audit sponsored by the U.S. Department of Energy. The online tool can be found at: <http://hes.lbl.gov/>. After completing the audit, encourage students to generate a list of things they can do to help use energy more efficiently.

**Standards:**

The student will investigate and understand the amounts of energy used or misused at home. The student will compose a list of activities and resources needed to increase energy efficiency at home.



Photograph © Steve Cole/Getty Images

### activity seven School Energy Audit

Have your students conduct an energy audit of their school, using the tool at <http://hes.lbl.gov/>. After completing the audit, have students generate a list of things they and their classmates can do to help the school be more energy efficient.

**Standards:**

The student will investigate and understand the amounts of energy used or misused in school. The student will compose a list of activities and resources needed to increase energy efficiency in at school.

### activity eight Communicate the Learning

In small groups, have students choose an aspect of the global warming issue that they feel other people should know about—something they feel passionate about. Have them organize this into key points. Using the key points, students will then create a presentation. They can use *An Inconvenient Truth* and the internet to find supporting information. Images to enhance the presentation can be found on the Web or created by the students. Seek permission to share these presentations in a central location or common time in your school.

**Standards:**

The student will create persuasive presentations. They will state a clear position, support the position with organized and relevant evidence, and anticipate and address reader concerns and counterarguments.

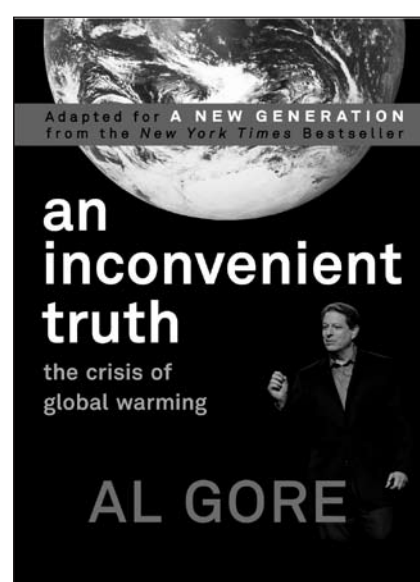
## about the author

FORMER VICE PRESIDENT AL GORE is a longtime advocate for the environment. He was elected to the U. S. House of Representatives in 1976 and the U. S. Senate in 1984 and 1990, and served eight years as vice president of the United States, from 1993 to 2000. He is the author of the 1992 bestseller *Earth in the Balance: Ecology and the Human Spirit* and the creator of the documentary and book *An Inconvenient Truth*. He lives with his wife, Tipper, in Nashville, Tennessee.



Photograph © Callie Shell

For more information about global warming and what you can do to help reduce it, visit [www.climatecrisis.net](http://www.climatecrisis.net).



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