

Reading Strategies and Suggestions

This curriculum covers a wide range of issues over a long period of time. Your students may find the readings complex. It might also be difficult for them to synthesize such a large amount of information. The following are suggestions to help your students better understand the readings.

Pre-reading strategies: Help students to prepare for the reading.

1. You might create a Know/Want to Know/Learned (K-W-L) worksheet for students to record what they already know and what they want to know about global environmental problems. As they read they can fill out the “learned” section of the worksheet. Alternatively, brainstorm their current knowledge and then create visual maps in which students link the concepts and ideas they have about the topic.

2. Use the questions in the text to introduce students to the topic. Ask them to scan the reading for major headings, images, and questions so they can gain familiarity with the structure and organization of the text.

3. Preview the vocabulary and key concepts listed in the back of the TRB with students.

4. Since studies show that most students are visual learners, use a visual introduction, such as photographs or a short film clip, to orient your students.

5. Be sure that students understand the purpose for their reading the text. Will you have a debate later, and they need to know the information to formulate arguments? Will students write letters to Congress or a local newspaper? Will they create a class podcast?

Split up readings into smaller chunks:

Assign students readings over a longer period of time or divide readings among groups of students.

Graphic organizers: You may also wish to use graphic organizers to help your students better understand the information that they are given. These organizers are located on TRB-21 and on TRB-33. (Note: The Part I Study Guide is also a graphic organizer.) Students can complete them in class in groups or as part of their homework, or you can use them as reading checks or quizzes.

Name: _____

Study Guide—Part I

Complete the chart below filling in the causes and effects of each environmental problem. Then consider how these changes might affect human lives.

| | Causes | Effects on the Environment | Effects on Humans |
|-----------------------------------|--------|----------------------------|-------------------|
| Climate Change | | | |
| Ozone Depletion | | | |
| Acid Rain | | | |
| Water Pollution | | | |
| Deforestation and Desertification | | | |
| Decline of Biodiversity | | | |

Development and the Environment

Instructions: Use your reading to help you answer the questions and fill in the spaces below.

How does development affect the environment?

| | |
|--|--|
| <p>Population Growth Why has the world's population been increasing faster in the last century?</p> <p>How does population growth affect the environment?</p> | <p>Consumption How does consumption affect the environment?</p> <p>What is sustainable development?</p> |
|--|--|

| Energy Resources | |
|---------------------------------|--|
| Types of Energy | Effects on the Environment |
| Example: <i>Fossil Fuels</i> | <i>Create greenhouse gas emissions</i> |
| | |
| | |
| | |
| | |
| | |

How do these concerns affect different parts of the world?

| | |
|---|--|
| <p>List two environmental challenges of INDUSTRIALIZED COUNTRIES:</p> <ul style="list-style-type: none"> • • | <p>List two environmental challenges of FORMER SOVIET COUNTRIES:</p> <ul style="list-style-type: none"> • • |
| <p>List two environmental challenges of NEWLY-INDUSTRIALIZING COUNTRIES:</p> <ul style="list-style-type: none"> • • | <p>List two environmental challenges of LESS-DEVELOPED COUNTRIES:</p> <ul style="list-style-type: none"> • • |

Addressing Global Environmental Issues

Instructions: Use your reading to help you answer the questions and fill in the spaces below.

