

Climate Change Brochure/Poster



You will create an informational brochure or poster on climate change to inform the general public. The diagram attached shows a layout for the information in both brochure and poster layouts. This project will be Due _____

Section 1: Section 1 should include a creative and descriptive title. Create a drawing or design to match your title.

Section 2: Origin of Climate Change.

- 1.) What is climate change?
- 2.) What human activities effect climate change?
- 3.) How do human activities affect climate change?

Section 3: What are the Effects of Climate Change?

- 1.) How has climate change effected the environment and society?
- 2.) What can happen if climate change is not addressed?
- 3.) What areas are the most vulnerable to climate change?
- 4.) Create and incorporate a graph to demonstrate the effects of climate change over the past century. Possible graph topics include:

- Global temperatures
- Ocean Temperatures
- Carbon Dioxide Levels
- Disruption of Precipitation
- Ocean Acidity
- Ice Melt
- Sea Level Rise
- Disruption of growing seasons

Section 4: Provide a list of at **least 5 key vocabulary words**, with definitions, needed to understand climate change.

Section 5: Action Plan.

- 1.) What can someone do to help stop climate change?
- 2.) What can a school do to help stop climate change?
- 3.) What can a city/state/country do to stop climate change?

Section 6: Works cited. You must use at **least three reputable sources**. You must cite your sources by listing them here. If you use any images, remember that you must cite those sources as well.

Grading: This rubric will be used to grade your project

Standard (I Can)	Non-Scorable (1) 0-2	Does Not Meet (2) 3-4	Meets (3) 5-7	Exceeds (4) 8-10
<p>Section 2: I can determine the origins and processes of climate Change</p>	<p>Student does not answer any of the three questions or accurately answers one question by meeting one of the following requirements: Student defines climate change. Student identifies human activities that effect climate change. Student describes how human activities affect climate change in general detail.</p>	<p>Student accurately answers two question by meeting two of the following requirements: Student defines climate change. Student identifies human activities that effect climate change. Student accurately describes how human activities affect climate change.</p>	<p>Student accurately answers the three of the questions by meeting three of the following requirements: Student defines climate change and identifies factors. Student identifies human activities that effect climate change. Student accurately describes how human activities affect climate change.</p>	<p>Student accurately answers the three questions by meeting the following requirements: Student defines climate change and identifies factors. Student identifies human activities that effect climate change and provides examples. Student accurately describes how human activities affect climate change and provides examples of changes caused by climate. Examples: How burning fossil fuels increase climate change.</p>
<p>Section 3: I can describe the effects of climate change.</p>	<p>Student does not answer any of the three questions or accurately answers one question by meeting one of the following requirements: Student describes how climate change has already impacted the environment and society. Student makes predictions to what will happen if climate change is not addressed. Student identifies general areas that will most likely be impacted by climate change.</p>	<p>Student accurately answers two question by meeting two of the following requirements: Student describes in detail how climate change has already impacted the environment and society. Student makes predictions to what will happen if climate change is not addressed. Student identifies general areas that will most likely be impacted by climate change.</p>	<p>Student accurately answers three questions by meeting three of the following requirements: Student describes in detail how climate change has already impacted the environment and society. Student makes informed predictions to what will happen if climate change is not addressed. Student identifies specific areas that will most likely be impacted by climate change.</p>	<p>Student accurately answers the three questions by meeting the following requirements: Student describes in detail how climate change has already impacted the environment and society. Student makes informed predictions to what will happen if climate change is not addressed. Student identifies specific areas that will most likely be impacted by climate change and describes how it will be impacted.. Examples: Miami experiencing sea level rise.</p>
<p>Section 3: I can communicate Climate Change over the past century through a graph.</p>	<p>Graph contains only one of the following graph mechanics: Graph type is appropriate for data. Data is clear,concise, and relevant to climate change. Axis labeled with units. Data source is cited.</p>	<p>Graph contains only two of the following proper graph mechanics: Graph type is appropriate for data. Data is clear,concise, and relevant to climate change. Axis labeled with units. Data source is cited.</p>	<p>Graph contains at least three of the following proper graph mechanics: Graph type is appropriate for data. Data is clear, concise, and relevant to climate change. Axis labeled with units. Data source is cited.</p>	<p>Graph contains all of the following proper graph mechanics: Graph type is appropriate for data. Data is clear, concise, and relevant to climate chang. Axis labeled with units. Data source is cited.</p>

Section 4: I can determine vocabulary necessary to understand climate change.	At least one of the five vocabulary words chosen meet one of the following requirements; relevant, defined accurately, and provides examples.	At least two of the five vocabulary words chosen meet two of the following requirements; relevant, defined accurately, and provides examples.	At least three of the five vocabulary words chosen meet two of the following requirements; relevant, defined accurately, and provides examples.	The five vocabulary words chosen meet all three of the following requirements; relevant, defined accurately, and provides examples.
Section 5: I can create an action Plan to combat climate change	Student answers at least one of the questions by meeting the following requirements: Student describes one step an individual can make to combat climate change. Student describes one step a school can make to combat climate change. Student describes one step a government body can make to combat climate change. Action plans are neither descriptive nor realistic	Student answers at least two of the questions by meeting the following requirements: Student describes one step an individual can make to combat climate change. Student describes one step a school can make to combat climate change. Student describes one step a government body can make to combat climate change. Action plans are either descriptive or realistic.	Student accurately answers the three questions by meeting the following requirements: Student describes one realistic step an individual can make to combat climate change. Student describes one realistic step a school can make to combat climate change. Student describes one realistic step a government body can make to combat climate change. Action plans are both descriptive and realistic.	Student accurately answers the three questions by meeting the following requirements: Student describes in detail more than one realistic step an individual can make to combat climate change. Student describes in detail more than one realistic step a school can make to combat climate change. Student describes in detail more than one realistic step a government body can make to combat climate change. Action plans are both descriptive and realistic.
Section 6: I can determine sources cited are reputable.	No sources were cited correctly.	Only one source is cited correctly and deemed reputable by providing accurate scientific information .	Only two sources are cited correctly and deemed reputable by providing accurate scientific information.	All 3 or more sources are cited correctly and deemed reputable by providing accurate scientific information..

Total points: _____/60
How to get it all done.....

- Step 1: **Research**
Begin gathering the information for your brochure from the Internet, books in class, or class handouts.

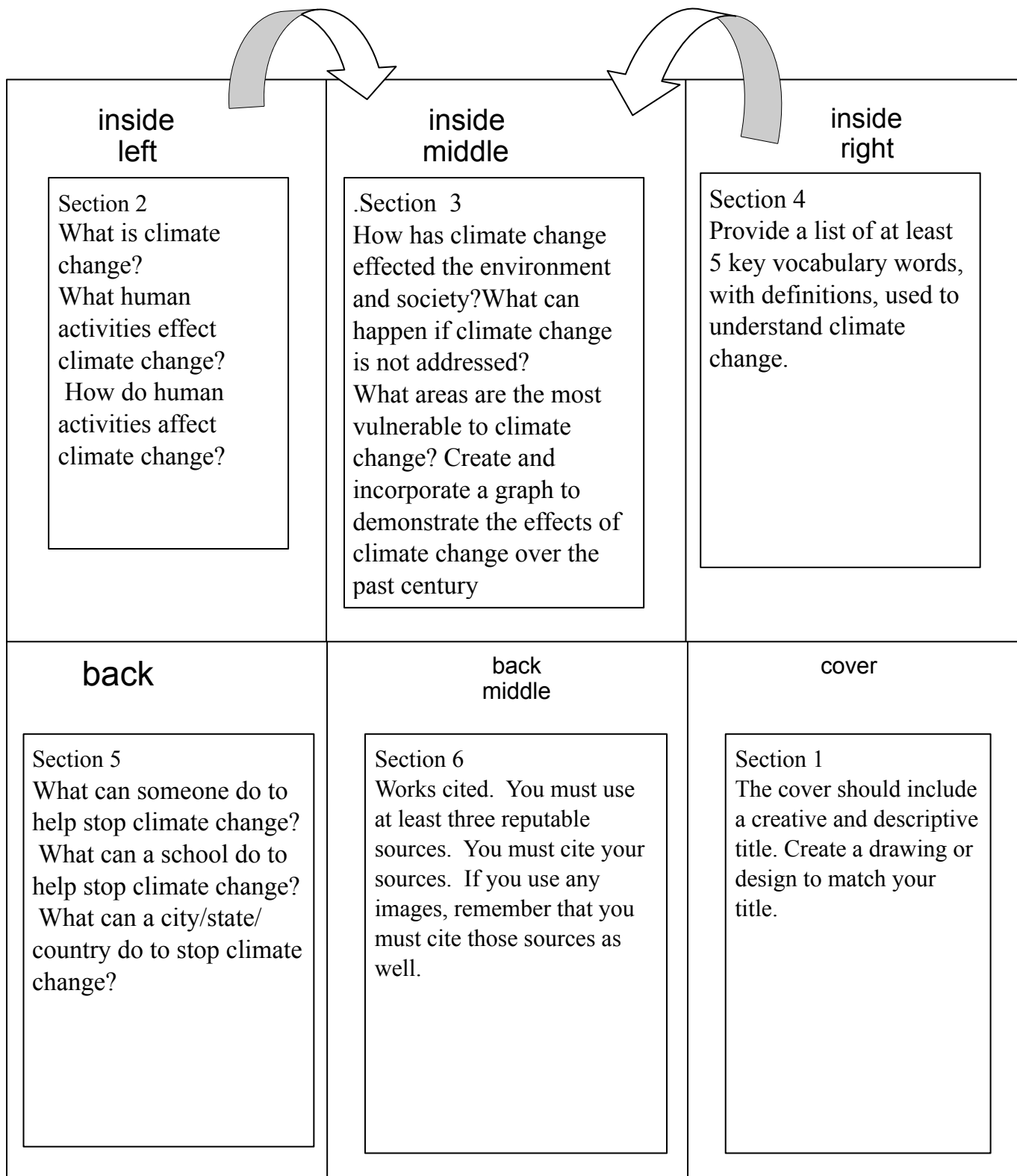
- Step 2: **Brainstorm Ideas for Organizing Your Brochure**
No idea is a bad idea! Once you have ideas, decide on the best one. Be creative.

- Step 3: **Rough Sketch**
Draw a rough sketch of your brochure in pencil to be sure to plan for all of the pieces of information.

- Step 4: **Final Copy**
Create your final copy of the brochure on construction paper. Use pencil first just in case you make a mistake. Make sure it is legible for your peers and attractive so others will want to read it! If possible consider typing your information then gluing it in the proper location.

- Step 5: **Finishing Touches**
Add color, illustrations, and diagrams to your brochure to make it appealing to others.

Brochure Layout



Poster Layout

<p style="text-align: center;">top left</p> <div data-bbox="154 415 540 963" style="border: 1px solid black; padding: 5px;"><p>Section 4 Provide a list of at least 5 key vocabulary words, with definitions, used to understand climate change.</p></div>	<p style="text-align: center;">Top Center</p> <div data-bbox="609 415 1011 972" style="border: 1px solid black; padding: 5px;"><p>Section 1 The cover should include a creative and descriptive title. Create a drawing or design to match your title.</p></div>	<p style="text-align: center;">top right</p> <div data-bbox="1089 415 1443 972" style="border: 1px solid black; padding: 5px;"><p>Section 2 What is climate change? What human activities effect climate change? How do human activities affect climate change?</p></div>
<p style="text-align: center;">bottom left</p> <div data-bbox="154 1194 540 1745" style="border: 1px solid black; padding: 5px;"><p>Section 5 What can someone do to help stop climate change? What can a school do to help stop climate change? What can a city/state/country do to stop climate change?</p></div>	<p style="text-align: center;">bottom center</p> <div data-bbox="609 1194 1011 1751" style="border: 1px solid black; padding: 5px;"><p>Section 6 Works cited. You must use at least three reputable sources. You must cite your sources. If you use any images, remember that you must cite those sources as well.</p></div>	<p style="text-align: center;">bottom right</p> <div data-bbox="1089 1194 1443 1751" style="border: 1px solid black; padding: 5px;"><p>Section 3 How has climate change effected the environment and society?What can happen if climate change is not addressed? What areas are the most vulnerable to climate change? Create and incorporate a graph to demonstrate the effects of climate change over the past century</p></div>