**Global Warming Propaganda Activity**

**By Michael Deering**

**Standards – Common Core Science & Technical Subjects**

CCSS.ELA-LITERACY.RST.11-12.7

Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.

CCSS.ELA-LITERACY.RST.9-10.9

Compare and contrast findings presented in a text to those from other sources, noting when the findings support or contradict previous explanations or accounts.

**Learning Targets**

I will analyze environmental propaganda.

I will develop my own present-day piece of propaganda in support of or opposing debatable environmental topics that we have learned about in class using an iPad.

I will support my propaganda with evidence learned in class.

**Student Directions**

View the following piece of global warming propaganda (from the Library of Congress website <http://www.loc.gov/pictures/item/2011647559/>). Write a paragraph supporting the information contained within the picture using information learned in class. As global warming is a topic of debate in current society, form your own opinion on global warming using the information that we have learned in class, and construct a graphic or advertisement for or against global warming. Use one (or more) of the following apps on the class iPads to create your advertisement: WordSwag, Typic Pro, LetterGlow, BubbleFrame, Rhonna Design, or PhotoGene 2. After creating your advertisement, write one paragraph supporting your opinion using information learned in class. Consult the following rubric while constructing your advertisement and paragraphs.

**Rubric for Global Warming Propaganda**

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| --- | --- | --- | --- | --- |
| **Item** | **Does Not Meet** | **Meets** | **Exceeds** | **Comments / Score** |
| *Polar Bear Propaganda Paragraph* | *Paragraph* is missing or incomplete. The following elements are incomplete or missing: connection to propaganda, connection to class material, and appropriate analysis. | *Paragraph* is complete. It includes connection to propaganda, connection to class material, and appropriate analysis. | *Paragraph* contain all required elements and are free of grammatical and typographical errors. |  |
| (0-13 points) | (14-17 points) | (18-20 points) |  |
| *Original Propaganda Paragraph* | *Paragraph* is missing or incomplete. The following elements are incomplete or missing: connection to propaganda, connection to class material, and appropriate analysis. | *Paragraph* is complete. It includes connection to propaganda, connection to class material, and appropriate analysis. | *Paragraph* contain all required elements and are free of grammatical and typographical errors. |  |
| (0-13 points) | (14-17 points) | (18-20 points) |  |
| *Original Propaganda Piece* | *Propaganda piece* is incomplete or not clearly written. | *Propaganda piece* is clearly developed, contains required elements, and is appropriate for school. | *Propaganda piece* is complete, contains all required elements, and is free of grammatical and typographical errors. |  |
| (0-13 points) | (14-17 points) | (18-20 points) |  |
| *Use of iPad Apps* | *iPad apps* not used. | *iPad apps* used minimally or without innovation or creativity. | *iPad apps* used creatively. |  |
| (0-6 points) | (7-8 points) | (9-10 points) |  |

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| --- | --- |
| **Total Score** |  |