

## Pollution and Global Warming.

**WebQuest Description:** A national campaign against pollution and global warming!

**Grade Level:** College / Adult

**Curriculum:** Social Studies

**Keywords:** Contamination, Pollution, Air pollution, Global Warming, Deforestation.

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### Introduction

Pollution is the introduction of contaminants into the natural environment that cause adverse change. Pollution can take the form of chemical substances or energy, such as noise, heat or light. Pollutants, the components of pollution, can be either foreign substances/energies or naturally occurring contaminants. Pollution is often classed as point source or nonpoint source pollution. Global warming is when the earth heats up and it happens when greenhouse gases trap heat and light from the sun in the earth's atmosphere. Pollution affects global warming by sending greenhouse gases into the air. Electrical pollution is a cause of global warming. Many pollutants are sent into the air when fossil fuels are burned. Using electricity for watching television, playing video games, heating meals in the microwave, and riding in a car are examples of using energy and polluting the air. This study will focus on the role of people and social media about this phenomenon. You will investigate, generate, and create a campaign against pollution and contamination because it causes the global warming.

### Tasks

You will create a multimedia campaign against pollution and contamination using knowledge gained through research on various web sites and real-life cases.

### Process

**Step 1: Introduction and discussion:** As a class, we will read about, view videos on, and discuss the different forms of pollution and contamination and compare real statistics of pollution in our world. Students will take notes (written or typed) and write responses to at least 5 specific questions about what generate pollution. Journal responses and reactions will be discussed in small groups. **Journal/Discussion Questions:** 1. What is the difference between pollution and contamination? 2. What are you doing to reduce pollution and contamination? 3. Who, do you think is more responsible for pollution, individual people or the government? Explain. 4. Do you know about any anti-pollution programs in your community? 5. Describe a place or site that you consider is contaminated. **Step 2: Research:** You will view a series of videos, explore websites, and read online articles and blogs about origins, causes, effects, statistics, investigations of pollution and contamination (see resources/links below). Citing reliable sources, you will complete at least 20 notecards providing key points or concepts based on your research. **Step 3: Presentation:** In small groups, you will complete a final presentation (an informative video, poster, pamphlet, PowerPoint, or webpage) educating and cautioning your classmates, schoolmates, other teens, and/or the general public against the growing dangers of pollution and global warming and the need for stricter policies to prevent them. **Step 4: Letter-Writing Campaign:** Using formal language, the standards of written English, and the knowledge and insight you've gained during the research process, you will compose a letter to a real-life authority figure or stakeholder (the President, a judge, a lawmaker, a social networking website executive) persuading them to establish litter laws in order to penalize industries and people who damage the environment.

### Evaluation

Hello students! This is how your work will be evaluated.

Category and Score	Beginning 1	Developing 2	Very Good 3	Exemplary 4	Score
Discussion Journal	Fewer than three journal responses; responses show little or no insight.	At least three responses show some understanding of key concepts but lack insight based on class discussion.	At least four journal responses are thorough and demonstrate understanding and insight gained from class discussion.	All five journal responses are detailed and complete and demonstrate insight gained from class discussion.	20%

Category and Score	Beginning 1	Developing 2	Very Good 3	Exemplary 4	Score
Research	Student has fewer than 10 note cards; information on note cards is incomplete, inaccurate, irrelevant, or from unreliable or uncited sources	Student has at least 12 note cards with citations from reliable sources; some information is incomplete, inaccurate, or irrelevant	Student has at least 16 accurate and complete note cards with citations from reliable sources	Student has 20 detailed, accurate, and complete note cards with citations from reliable sources	20%
Group Presentation	Presentation reflects little or no teamwork, research, and understanding of key concepts. The final product is incomplete, offers little or no creativity, visual appeal, or interest on the part of the presenters.	Presentation does not reflect strong teamwork and does not show contribution from all members. Its content demonstrates very basic or superficial understanding of key concepts. The final product is not creative or visually appealing and is presented/performed with little or no enthusiasm or emotion.	Presentation reflects some teamwork with contribution from most members. Its content demonstrates understanding of concepts gained through research and class discussions. The final product is creative and visually appealing, has a clearly-worded message and is presented/performed with emotion.	Presentation reflects strong teamwork with contribution from every member. Its content demonstrates a full understanding of concepts gained through research and class discussions. The final product is creative and visually appealing, has a strong clearly-worded message and is presented/performed with enthusiasm.	30%
Letter-Writing	Letter demonstrates little or no understanding, insight, or evidence to persuade the reader. Errors in word choice, grammar, sentence structure, capitalization, punctuation, and spelling distract the reader and affect meaning.	Letter cites some evidence but is not detailed or persuasive. Errors in word choice, grammar, sentence structure, capitalization, punctuation, and spelling distract the reader.	Letter is persuasive, demonstrates understanding and uses some evidence to support the writer's convictions. The writer uses formal language with few errors in word choice, grammar, sentence structure, capitalization, punctuation, and spelling.	Letter is persuasive, demonstrates insight, and uses strong evidence to support the writer's convictions. The writer uses formal language with no errors in word choice, grammar, sentence structure, capitalization, punctuation, and spelling.	30%
				Total Score	100

## Conclusion

Presence of dangerous unnatural ingredients causing imbalance in the ecosystems and health hazards to human beings and animals is called pollution. Pollution is mainly found in air, water, soil, food and sound. Major human activities like industries, agriculture, health care, transport, dwelling and energy generation are the causes of pollution. Many industries like textile, paper, steel, sugar, petroleum, food, chemical and cement industries cause air pollution, water pollution and soil pollution. Industrial pollutants include gases like methane, cyanides, carbon tetrachloride, carbon disulphides, carbon monoxide, hydrogen disulphides, hydrochloric acids, ammonia, sulphur dioxide as well as multiples of liquid / solid compounds. Modern agriculture - encouraging the large scale of fertilizers and pesticides - is primary cause of drinking water pollution. Transport has been the main reason for air pollution in most cities. Vehicular traffic releasing carbon monoxide, sulphur dioxide, nitrogen dioxide has caused large scale air pollution in cities. Pollution of air is the major cause human health problems such as respiratory problems, lung / throat, cancer etc. Pollution of water is also the main cause of health problems like gastro - enteritis formation of ulcers, tumors. Health problems due to pollution range from simple vomiting and skin irritations to intestinal cancer, brain tumors, from simple fever to fatal hepatitis, from throat irritation to deadly heart diseases. Foods that we eat are polluted because of use of pesticides, use of polluted water or microbial activities. Many persistent pesticides enter food chains and accumulate in bodies at a larger concentrations. Soil pollution by various solids and liquids has created imbalances in soil ecosystems besides creating number of ecological hazards in cities and villages. Control of pollution has been a formidable challenge to human civilization. As the pollution grows with the civilization and growing population, the control of pollution is more challenging. Several measures have been adopted, suggested imposed in industries, in agriculture and urban dwellings to control the pollution. However fast growing population and high capital requirement are the major problems being faced to implement the scientific methods of pollution control.

## Teacher Page

**Standards**

**Credits**

**Other**

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