



# Contents

## TEACHER GUIDE

- Assessment Rubric ..... 5
- How Is Our Resource Organized? ..... 6
- Bloom's Taxonomy for Reading Comprehension ..... 7
- Vocabulary ..... 7

## STUDENT HANDOUTS

### Global Warming: Causes

- Reading Comprehension
  - 1. Earth's Atmosphere ..... 9
  - 2. Global Warming ..... 14
  - 3. Greenhouse Gases: Water Vapor ..... 19
  - 4. Greenhouse Gases: Carbon Dioxide ..... 23
  - 5. Greenhouse Gases: Methane ..... 28
  - 6. Greenhouse Gases: Ozone ..... 32
  - 7. Greenhouse Gases: Nitrous Oxide ..... 36
  - 8. Greenhouse Gases: Synthetic Gases ..... 40
- Hands-on Activities, Writing Tasks ..... 44
- Crossword ..... 48
- Word Search ..... 49
- Comprehension Quiz ..... 50

### Global Warming: Effects

- Reading Comprehension
  - 9. Earth's Climate ..... 52
  - 10. Climate and Human Civilizations ..... 57
  - 11. Melting Ice Sheets ..... 61
  - 12. Sea Level Changes ..... 65
  - 13. Extreme Weather ..... 69
  - 14. Climate and Human Health ..... 73
  - 15. Climate and the Economy ..... 77
  - 16. Climate and Ecosystems ..... 81
- Hands-on Activities, Writing Tasks ..... 84
- Crossword ..... 88
- Word Search ..... 89
- Comprehension Quiz ..... 90

NAME: \_\_\_\_\_

## Climate and Human Civilization

1. Think about how early humans lived before they developed agricultural technology to build houses. On the lines below, describe how you would have been affected by changes in Earth's climate.

---



---



---



---

2. Match the term on the left to its definition on the right. You may use help you.

- |   |           |                                     |
|---|-----------|-------------------------------------|
| 1 | evolve    | to change from a liquid to a solid  |
| 2 | society   | became smaller                      |
| 3 | shrunk    | a place that is able to be lived in |
| 4 | forage    | to change characteristics over many |
| 5 | freeze    | to search in nature for plants to   |
| 6 | habitable | a group of people living and w      |

Earth's climate has gone through many changes in its history. Humans have been around for only a tiny part of Earth's history. But climate changes over the past 1 million years have greatly affected the development of humans and human societies.



During the time that humans and their early relatives have been evolving, Earth's climate has gone through many cyclical changes. Ice sheets have grown and shrunk as a result of changes in Earth's temperature. At one point, 200,000 years ago, thick ice sheets covered much of North America. Great rivers carried melt water from the ice sheets to the oceans.

During what period of time did ice sheets cover much of North America?




---



---

Climate changes affected how early humans moved, or **migrated**, around the world. Early humans had to hunt wild animals and forage for wild plants for food. When changes in climate caused droughts or movement of ice sheets, humans often had to move to follow their food supply. Climate changes also opened new lands for humans. Most of the water that freezes to form ice sheets comes from the ocean. As ice sheets grow, the level of water in the oceans, or **sea level**, drops. As sea level drops, new lands are exposed for people to live on or move across. When the climate warms and the ice sheets melt, sea level rises and floods areas that were once dry. Early humans moved to find habitable places to live.

## Hands-On Activity #1

### How does an object's color affect how much radiation the object absorbs?

#### You will need:

- 4 thermometers
- 4 shoe boxes (or boxes of similar size)
- White, yellow, green, and black construction paper

This activity must be done on a sunny day.

Different surfaces on Earth reflect and absorb different amounts of Sun's radiation. Some surfaces, like thick clouds and snow, reflect a lot of radiation. Other surfaces, such as asphalt and soil, absorb a lot of radiation. The color of a surface plays a big role in determining how much radiation the surface will absorb.

Cover four different shoe boxes with different colors of construction paper: white, yellow, green, and black. Place a thermometer inside each box. Place the boxes in a sunny location for a few hours. Take each thermometer out and read the temperature. Which box had the highest temperature? Which box had the lowest temperature? Draw conclusions about how color affects the amount of radiation that an object absorbs.

Box Color	Temperature



## Climate

### 3. Answer each question.

- a) Describe how the climate of North America would have been different 650,000 years ago.
- 
- 
- 
- b) Describe how the shorelines of North America would have looked different 650,000 years ago.
- 
- 
- 

### Research

4. Learn more about the lives of early humans, and how they would have been affected by climate. Use the library or internet resources to learn about how human societies evolved from hunting and gathering, to agriculture and building, to the formation of cities and modern technology.

Choose a period in early human history and create a diorama showing a typical setting for your period. Use clay or other materials to model humans doing everyday activities that they would need to do for survival. Include the type of shelter humans would have used to protect themselves from bad weather in your time period. Share your model with the class, and explain how the humans in your time period would have been affected by global changes in climate.

## After You Read

NAME: \_\_\_\_\_

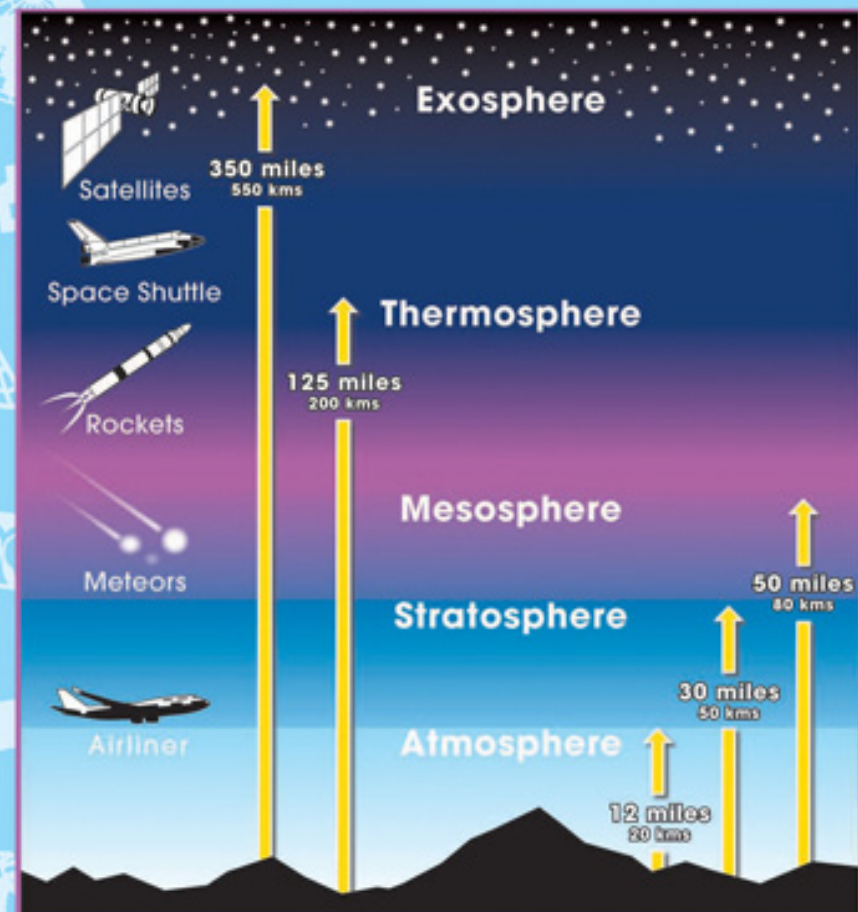
### Part A Comprehension Quiz

Write **TRUE** if the statement is TRUE or **FALSE** if the word is FALSE.

- 1. Greenhouse gas emissions come from burning fossil fuels. **FALSE**
- 2. If we stop emitting greenhouse gases today, Earth's average temperature will start to go down right away. **FALSE**
- 3. Natural gas releases more greenhouse gases than fossil fuels. **FALSE**
- 4. Renewable energy sources are replaced by nature faster than they are used. **FALSE**
- 5. Nuclear power generators change energy from sunlight into electricity. **FALSE**
- 6. Products made with recycled materials most likely used less energy to produce than the same product made with raw materials. **FALSE**
- 7. Products that are manufactured are made by people using raw materials. **FALSE**
- 8. Growing fruits and vegetables grown near where you live is one way to reduce greenhouse gas emissions. **FALSE**

Write down, list five transportation choices that result in less greenhouse gas emissions than driving individual vehicles.

## Layers of the Atmosphere



**TEACHER GUIDE**

- Assessment Rubric ..... 5
- How Is Our Resource Organized? ..... 6
- Bloom's Taxonomy for Reading Comprehension ..... 7
- Vocabulary ..... 7

**STUDENT HANDOUTS**

**Reducing Your Own Carbon Footprint**

- Climate Change Has Your Footprint On It ..... 9
- Your Footprint At Home ..... 14
- A Footprint On Your Dinner Plate ..... 19
- Your Travel Footprint ..... 24
- Footprints At The Mall And In The Trash ..... 29
- Your Slice Of The Shared Footprint ..... 33
- How To Make Your Footprint Smaller And Why You Should ..... 37
- Graphic Organizer ..... 42
- Carbon Footprint Calculator ..... 44
- Calculating Your New, Improved Carbon Footprint ..... 46
- Crossword ..... 48
- Word Search ..... 49
- Comprehension Quiz ..... 50

**Reducing Your School's Carbon Footprint**

- Your School and Climate Change ..... 52
- How Your School Uses Energy ..... 57
- Cars, Buses, Bicycles, and Feet ..... 62
- Footprints in Your Lunch ..... 62
- We Recycle Cans, Trees Recycle Carbon ..... 62
- Study Green ..... 62
- Reduce What You Can and Offset the Rest ..... 62
- Graphic Organizer ..... 62
- Carbon Footprint Calculator ..... 62
- Calculating Your School's New, Improved Carbon Footprint ..... 62
- Crossword ..... 62
- Word Search ..... 62
- Comprehension Quiz ..... 62

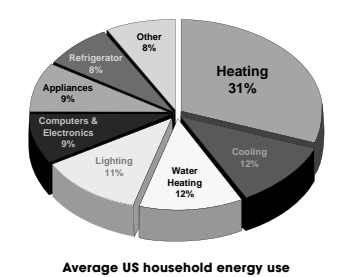
Before You Read NAME: \_\_\_\_\_

## Your Footprint At Home

1. Circle the word **TRUE** if the statement is TRUE or Circle the word **FALSE** if it is FALSE.
- a) Electrical appliances have a carbon footprint.
    - TRUE
    - FALSE
  - b) A heating oil bill shows how much oil you used.
    - TRUE
    - FALSE
  - c) An electric dryer is more energy efficient than a clothesline.
    - TRUE
    - FALSE
  - d) Modern appliances are usually less efficient than old ones.
    - TRUE
    - FALSE
  - e) Most factories have a carbon footprint.
    - TRUE
    - FALSE
2. Put a check mark (✓) next to the answer that is most correct.
- a) An electricity bill shows how much energy you used in units.
    - A volts
    - B amps
    - C electrons
    - D kilowatt-hours
  - b) What is the source of energy for most of the electricity generated in the United States?
    - A solar cells
    - B fossil fuels
    - C hydroelectric dams
    - D nuclear power plants
  - c) All of these release CO<sub>2</sub> into the atmosphere, except
    - A a gas stove
    - B a solar cell
    - C a diesel truck
    - D a wood-burning fireplace
3. Answer the questions.
- a) What information is needed to calculate a carbon footprint?
    - \_\_\_\_\_
    - \_\_\_\_\_
  - b) Describe the steps in the calculation after you have gathered the information in part a).
    - \_\_\_\_\_
    - \_\_\_\_\_

## Your Footprint At Home

Think of all the things you have at home that use some kind of energy. All or most of that energy comes from the combustion of fossil fuels. So everything in your home that uses energy puts carbon dioxide into the atmosphere.



If you are thinking you will have to figure the carbon footprint of every appliance and electronic device, you can relax. It is much simpler than that. You probably use only two or three kinds of energy. Each kind of energy is sold to your household by an energy company. They keep careful records so they know how much to charge you. The amounts of each kind of energy are shown on the bill.

You will have to find copies of your energy bill to calculate the carbon footprint for your home. Electricity is measured in **kilowatt-hours (kWh)**, natural gas and other kinds of gas are measured in **therms** or hundreds of cubic feet, heating oil is measured in gallons, and coal and wood are measured in tons.

**STOP** Identify two forms of energy sold to home owners by power companies.

\_\_\_\_\_

\_\_\_\_\_

We have already seen that the combustion of coal, oil, and gas releases CO<sub>2</sub>, but why is electricity part of the footprint? Most electricity is generated with energy produced by the combustion of fossil fuels, especially coal. But what if you live next to a power plant that doesn't use fossil fuels, like a

Hands-On

## Carbon Footprint Calculator

On this and the following page you can calculate your school's carbon footprint. The calculations will be done in pounds per year (lbs./yr.) or tons per year. One ton = 2000 lbs. If you don't understand how to do the calculations, ask your teacher for help.

For each of the four parts of your school footprint, you will have to collect data. Some of the numbers you will need may take some time to collect. It is a good idea to work in groups and share the leg work. Suggested information are given under the heading of each part of the footprint.

**Energy**  
Your school probably uses electricity and one type of fuel. You will need to find out how much of each kind of energy used by the school for the entire school year. You will need the school's energy bills. Ask your teacher or principal where you can find them. They might also be found in the school's annual budget. The number of **kilowatt-hours (kWh)** of electricity, **therms** or 100 cubic feet (100 tons of coal. Multiplying each of these times the number in the energy bills to lbs. of CO<sub>2</sub>/yr. If all you can find are monthly bills, you will need to multiply by the number of months in the school year.

**Electricity:** \_\_\_\_\_ kWh/yr. × (1.75) = \_\_\_\_\_ lbs. CO<sub>2</sub>/yr.

**Gas:** \_\_\_\_\_ therms, gal. or 100 ft<sup>3</sup>/yr. × (1) = \_\_\_\_\_ lbs. CO<sub>2</sub>/yr.

**Oil:** \_\_\_\_\_ gal./yr. × (24) = \_\_\_\_\_ lbs. CO<sub>2</sub>/yr.

**Coal:** \_\_\_\_\_ tons/yr. × (5,000) = \_\_\_\_\_ lbs. CO<sub>2</sub>/yr.

**Total emissions due to school energy use:** \_\_\_\_\_ pounds CO<sub>2</sub>/yr.

\_\_\_\_\_ lbs./yr. = \_\_\_\_\_ tons CO<sub>2</sub>/yr.

2000

**Transportation**  
First find the number of days in the school year and the average daily attendance. Then find the number of students who show up—not how many are supposed to show up. Next do a survey of 50 students chosen so they are scattered evenly throughout the school. For each student, ask them to fill out a survey form at every tenth locker, but don't choose the first 50 students off buses. The questions will be: how do you get to school? How many total miles do you travel each day on your way to and from school? If you carpool, how many students do you carpool with? Record your results in a table with these headings:

### Extensions & Applications

A typical modern kitchen is shown below.



This kitchen uses energy in at least eleven different ways, each of which adds to the carbon footprint. Try to identify seven ways the kitchen uses energy, write their names and draw arrows to the appliance or other feature that uses energy.

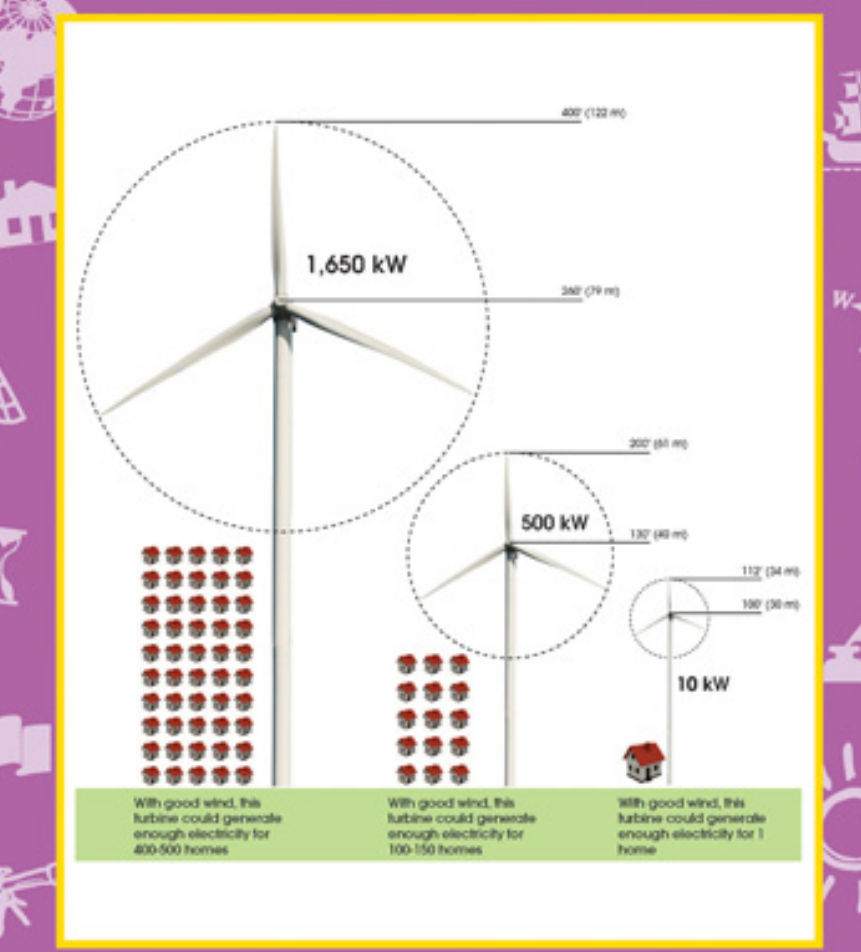
After You Read NAME: \_\_\_\_\_

## Comprehension Quiz

- Part A
1. Circle the word **TRUE** if the statement is TRUE or Circle the word **FALSE** if it is FALSE.
- a) Climate change is caused by a change in the amount of greenhouse gases.
    - TRUE
    - FALSE
  - b) Carbon dioxide is a greenhouse gas.
    - TRUE
    - FALSE
  - c) A community's carbon footprint is the same as your personal carbon footprint.
    - TRUE
    - FALSE
  - d) A community's carbon footprint increases its carbon footprint.
    - TRUE
    - FALSE
  - e) Communities generate all their own electricity from renewable sources.
    - TRUE
    - FALSE
  - f) Renewable energy communities are being built in countries around the world.
    - TRUE
    - FALSE
  - g) People on low-lying islands are looking forward to a rise in global temperatures.
    - TRUE
    - FALSE
2. Put a check mark (✓) next to the answer that is most correct.
3. What was the main cause of cities and communities being built in the past?
- A the invention of the automobile
  - B the invention of the electric light
  - C the invention of the telephone
  - D the invention of the electric light
4. How can a community's food supply reduce its carbon footprint?
- A by growing food from farmers closer to home.
  - B by using packaging to keep food fresh longer.
  - C by using more chemical fertilizer to increase crop yield.
  - D by growing more food than you need to be ready for natural disasters.
5. How can a community generate more solar energy than the surrounding countryside, even in a desert area?
- A by using solar panels.
  - B by using solar panels on a desert island.
  - C by using solar panels on a desert island.
  - D by using solar panels on a desert island.



## Wind Turbine Capacity



**Contents**

**TEACHER GUIDE**

- Assessment Rubric ..... 5
- How Is Our Resource Organized? ..... 6
- Bloom's Taxonomy for Reading Comprehension ..... 7
- Vocabulary ..... 7

**STUDENT HANDOUTS**

**Conservation: Fresh Water Resources**

- Reading Comprehension
- 1. What Is Fresh Water? ..... 9
- 2. Where Is Fresh Water? ..... 14
- 3. How Climate Change Can Affect Fresh Water ..... 18
- 4. How The Amount Of Fresh Water Could Change ..... 23
- 5. How The Purity Of Fresh Water Could Change ..... 28
- 6. How The Changes In Fresh Water Could Change Our Lives ..... 32
- 7. Conservation: What We Can Do ..... 37
- 8. Graphic Organizer ..... 43
- Hands-on Activities ..... 44
- Crossword ..... 48
- Word Search ..... 49
- Comprehension Quiz ..... 50

**Conservation: Ocean Water Resources**

- Reading Comprehension
- 9. What Is Salt Water? ..... 52
- 10. Where Is Earth's Salt Water? ..... 57
- 11. Climate Change and Salt Water ..... 61
- 12. How the Amount of Salt Water Could Change ..... 66
- 13. How the Purity of Salt Water Could Change ..... 71
- 14. How Changes in Salt Water Could Change Our Lives ..... 76
- 15. Conservation: What We Can Do ..... 81
- 16. Graphic Organizers ..... 86
- Hands-on Activities ..... 91
- Crossword ..... 96
- Word Search ..... 101
- Comprehension Quiz ..... 106

NAME: \_\_\_\_\_ Before You Read

## What Is Fresh Water?

1. Circle the word **TRUE** if the statement is TRUE or Circle the word **FALSE** if it is FALSE.
- a) Ocean water is called fresh water if it is not polluted.  
**TRUE FALSE**
  - b) Most of Earth's water is in rivers.  
**TRUE FALSE**
  - c) Snow is a form of precipitation.  
**TRUE FALSE**
  - d) Water can be a solid, a liquid, or a gas.  
**TRUE FALSE**
  - e) Animals cannot live without water.  
**TRUE FALSE**

2. Complete each sentence with a word from the list. Use a dictionary.

evaporation    condense    ice    melt

- a) Solid water is called \_\_\_\_\_.
- b) Water in the atmosphere is called water \_\_\_\_\_.
- c) When water \_\_\_\_\_, it changes from solid to liquid.
- d) Dew forms on the grass when water in the air \_\_\_\_\_.
- e) \_\_\_\_\_ moves water from the ocean to the atmosphere.

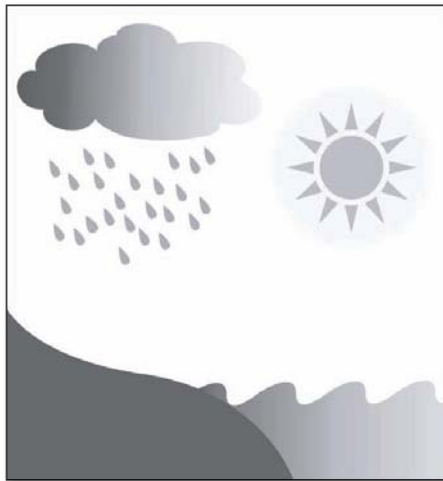
NAME: \_\_\_\_\_

3. Answer the questions. Write each of the three words above Earth's surface.

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_

### Extensions & Applications

An unlabeled diagram of the water cycle is shown below.

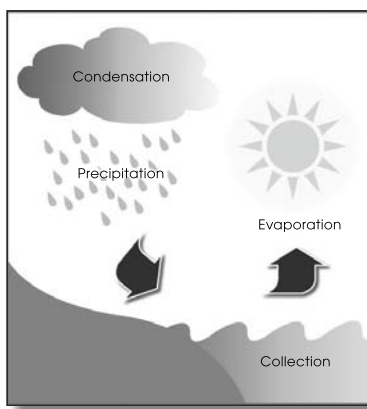


- Show the processes in the water cycle by completing the diagram.
- a) Draw the arrows that show the movement of water in the water cycle.
  - b) For each arrow, write the name of the process indicated by the arrow.

Reading Passage NAME: \_\_\_\_\_

## What Is Fresh Water?

**W**hen we say water is **fresh**, it just means it is not salty, like water in the ocean. When used to describe water, the word fresh has a different meaning than when it is used to describe vegetables. Fresh vegetables are not rotten, but fresh water is not salty. So water could be fresh but still not fit to drink.



Water is all around you. It is on Earth's surface, deep in the Earth, in the air, and inside you. Like most living things, you are mostly water.

People have some very important needs that can only be satisfied by fresh water. We must have fresh water to drink because our bodies need it to carry out all the reactions and processes in every one of our cells. Only fresh water can be used to water crops and other plants. Many fish and other forms of life can only live in fresh water.

**STOP** Describe two things that fresh water is used for. Be sure only fresh water and not salt water or other liquids could be used for these purposes.

## Activity Two

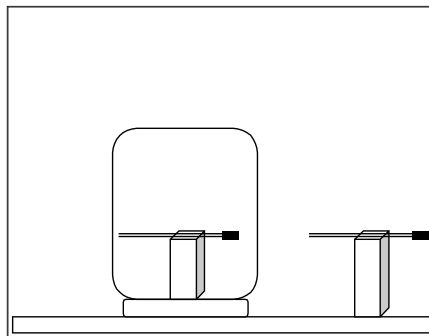
### Build a Greenhouse

For this activity you will need:

- A large glass jar, a glass goldfish bowl, or a glass aquarium
- Two thermometers
- Any two flat-topped objects about half as high as the jar

This is what you will do:

1. Take all your materials outside on a sunny day.
2. Read and record the temperature on one of your thermometers.
3. Arrange your experiment as shown below.



4. Read the thermometers every 15 minutes for two hours.
- How did the temperatures inside and outside the glass container compare? Explain your observations in terms of the greenhouse effect.

After You Read

## Comprehension Quiz

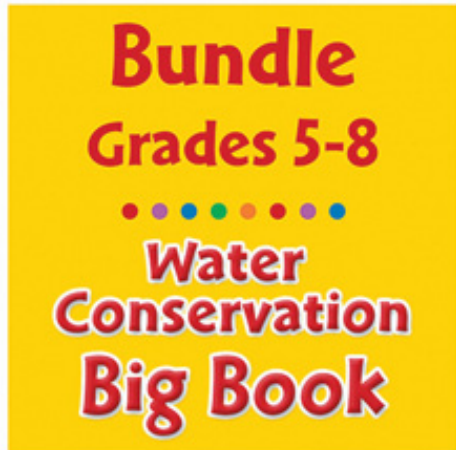
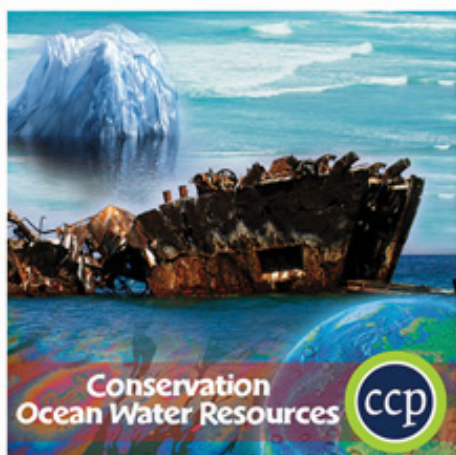
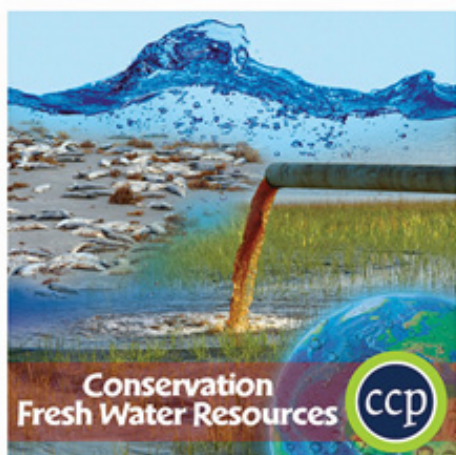
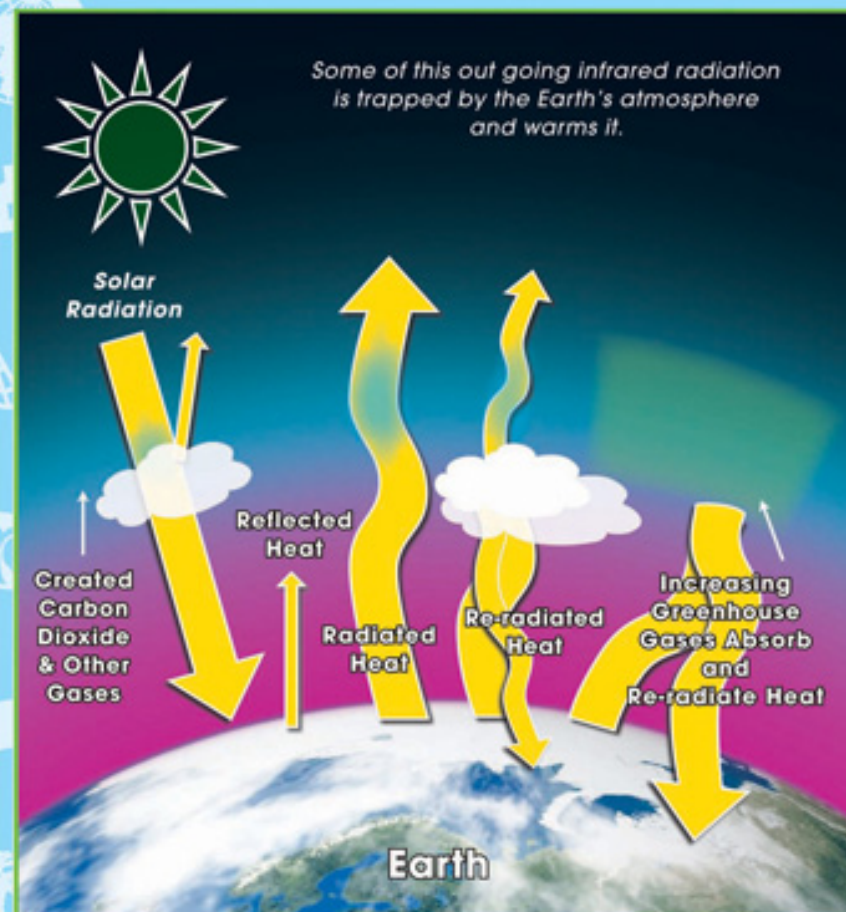
### Part A

- Circle the word **TRUE** if the statement is TRUE or Circle the word **FALSE** if it is FALSE.
- 1. Biotic factors cannot share the same ecosystem.  
**FALSE**
  - 2. Coral reef systems were in the ocean.  
**FALSE**
  - 3. Methane is a greenhouse gas.  
**FALSE**
  - 4. Ice has made it easier for polar bears to adapt to the Arctic.  
**FALSE**
  - 5. Fossil fuels can cause acid rain.  
**FALSE**
  - 6. Invasive species brought most invasive species to freshwater ecosystems.  
**FALSE**
  - 7. Wetlands are endangered by human activities.  
**FALSE**

Mark (✓) next to the answer that is most correct.

- What is the most important product of photosynthesis?  
a) oxygen  
b) carbon dioxide  
c) calcium chloride  
d) glucose
- What is the basic cause of most extinctions?  
a) predators  
b) overpopulation  
c) natural disasters  
d) failure to adapt to change

## The Greenhouse Effect



# Contents

## TEACHER GUIDE

- Assessment Rubric ..... 5
- How Is Our Resource Organized? ..... 6
- Bloom's Taxonomy for Reading Comprehension ..... 7
- Vocabulary ..... 7

## STUDENT HANDOUTS

### Waste Management: At the Source

- Reading Comprehension
  - 1. What Is Waste? ..... 9
  - 2. Pre-Consumer Waste ..... 13
  - 3. Post-Consumer Waste ..... 17
  - 4. Packaging ..... 21
  - 5. Solid Waste Disposal ..... 25
  - 6. Toxic Waste ..... 29
  - 7. Pollution ..... 35
  - 8. Waste and the Ocean ..... 40
- Hands-on Activities ..... 44
- Crossword ..... 48
- Word Search ..... 49
- Comprehension Quiz ..... 50

### Waste Management: Prevention, Recycling & Conservation

- Reading Comprehension
  - 9. Conservation ..... 52
  - 10. Reduce and Reuse ..... 57
  - 11. Recycling ..... 61
  - 12. Composting ..... 66
  - 13. Fresh Water Resources ..... 66
  - 14. Conserving Fresh Water ..... 66
  - 15. Clean Air Resources ..... 66
  - 16. Sustainable Living ..... 66
- Hands-on Activities ..... 66
- Crossword ..... 66
- Word Search ..... 66
- Comprehension Quiz ..... 66

NAME: \_\_\_\_\_

## Pre-Consumer Waste

1. Think about the chair you are sitting in. How was it made? What raw materials were used to make your chair? What types of wastes were produced when your chair was made?

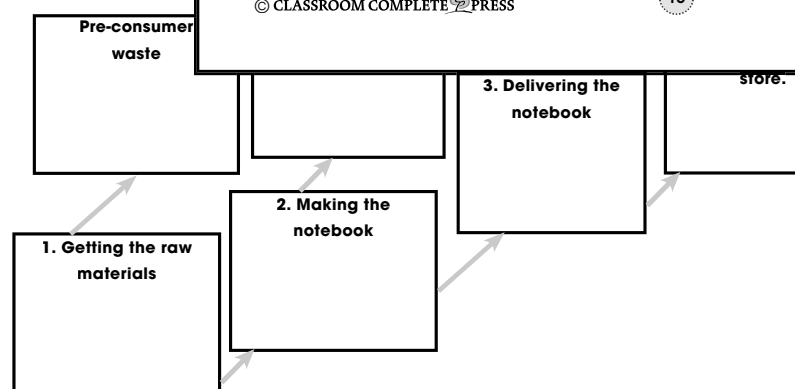
2. Draw a line from the word on the left to its definition on the right. Use a dictionary to help you.

- |   |                    |  |
|---|--------------------|--|
| 1 | raw materials      | A person who uses a product.   |
| 2 | solid              | wood, metal, rock, and other materials found in the earth used to make products. |
| 3 | pre-consumer waste | all of the living and nonliving things that surround you.                        |
| 4 | environment        | leftover material from manufacturing.  |
| 5 | consumer           | a form of matter that has a definite shape and volume.                           |

3. In the left column, list three products that you use in everyday life. In the right column, list the raw materials used to make those products.

Product	Raw Materials

3. Fill in the flowchart showing how people get their raw materials. Describe how they are used.



### Extension & Application

4. Design a brochure which will convince factories to lessen the amount of pre-consumer waste they produce. Choose any product, and write your brochure to the factory that makes that product.

In your brochure, be sure to include:

- information about the raw materials used in your product
- the benefits to the factory of using fewer raw materials
- ways that they can save raw materials, or use less to make the same amount of product



Reading Passage

NAME: \_\_\_\_\_

## Pre-Consumer Waste

What types of manufactured products are around you right now? Perhaps books, pens, desks, a clock. All of these things are made in factories from raw materials. During the manufacturing process, some of the raw materials end up as waste. Waste from manufactured products is often called **solid waste**, because it is made up of mostly solids, such as wood and metal scraps.

Many people think of solid waste as parts of a product thrown away after use. However, most solid waste is actually created *before* a product even gets to you! This type of waste is called **pre-consumer waste**. A consumer is simply a person who uses a product. The prefix "pre" is added to mean "before."

**Describe the meaning of the word pre-consumer waste. Give an example of pre-consumer waste.**

### What happens to pre-consumer waste?

For every ton of waste that people throw away after they buy products, twenty tons of waste was made to make those products. Finding a place to dispose of pre-consumer waste from factories can be a problem. Long ago, factories used to dump large amounts of solid waste into the environment. Now, stricter laws control how this waste must be disposed.

Getting raw materials can be costly and harmful to the environment. For example, metal mines need expensive machinery to operate. Large areas of land must be moved, and the area becomes unsuitable for many plants and animals.

When manufacturing first began, raw materials seemed plentiful. Land and space for wildlife also seemed plentiful. Pre-consumer waste was often simply thrown away. Now, things have changed. Raw materials are harder to find and more expensive to get. More land is used by people, so less land is available to wildlife. People now look for ways to make manufacturing less wasteful, and to save and reuse scraps instead of throwing them away.



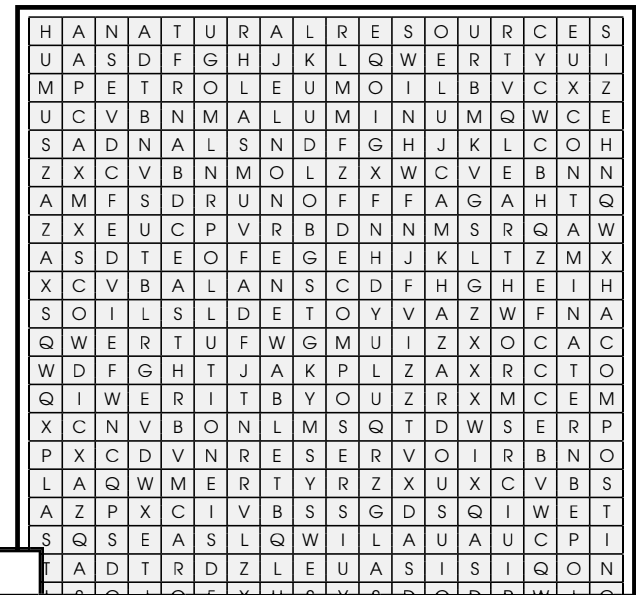
© CLASSROOM COMPLETE PRESS

14

Waste Management CC5767

Find all of the words in the Word Search. Words are written horizontally, vertically, diagonally, and some are even written backwards.

- |             |                   |               |           |
|-------------|-------------------|---------------|-----------|
| aluminum    | fuel              | nonrenewable  | sewer     |
| composting  | glass             | paper         | soil      |
| contaminate | hazardous         | petroleum oil | stone     |
| copper      | humus             | plastic       | toxic     |
| decomposers | land              | pollution     | waste     |
| drain       | metal             | reservoir     | windmills |
| earthworms  | natural resources | runoff        |           |



## Hands-On Activity #2

### Reuse Contest

Hold a contest at your school to find the most USEFUL and CREATIVE items. Work with a small group to run a contest for your class, or you can run a contest for your school.

#### Part A

Create posters to **advertise** the contest. Be sure your posters are eye-catching and include the following information:

- Why** should students enter the contest? Tell students why it is important instead of throwing them away.
- What** are the contest rules? What are the prizes?
- Where** is the contest located? Where should students drop off their entries?
- When** will the entries be judged? When is the deadline for entries?
- Who** will judge the entries? Who is allowed to enter?
- How** will the entries be judged? What are the judges looking for? One category of winners? For example, you may want to offer prizes for practical reuse, and another for the most creative.

#### Part B

**Collect all of the entries.** Write a judging checklist that all of the judges will use. On your checklist, think about what are the most important things you are looking for. Do you want to use a point system for judging?

#### Part C

**Choose the winners and runners-up.** Keep the best projects on display for a week. Invite parents, teachers, and students to view.

After You Read NAME: \_\_\_\_\_

## Comprehension Quiz

### Part A

1. Circle the word **TRUE** if the statement is TRUE or **FALSE** if it is FALSE.

- Pre-consumer waste is an example of agricultural waste. **FALSE**
- Pre-consumer waste can contaminate water supplies. **FALSE**
- Pre-consumer waste spilled from a tanker, it spreads out on the ocean floor. **FALSE**
- Pre-consumer waste can remain harmful for thousands of years. **FALSE**
- Pre-consumer waste from Hurricane Katrina is still a problem. **FALSE**
- Pre-consumer waste pieces of space junk can be found orbiting Earth. **FALSE**
- Pre-consumer waste is the study of how much money it costs to dispose of organic waste. **FALSE**
- Pre-consumer waste can cause air pollution. **FALSE**

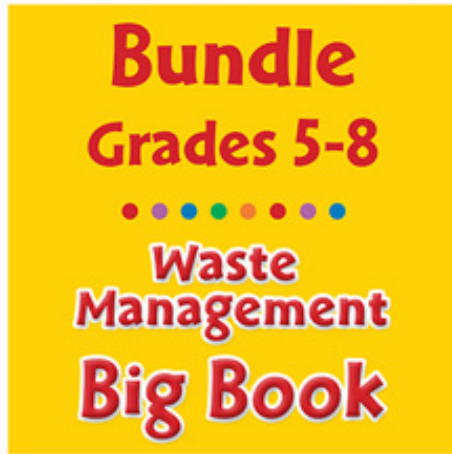
Mark (✓) next to the answer that is most correct.

- Pre-consumer waste is high-level waste?
- ✓ **A** aluminum ore
  - B** paper machines
  - C** cancer medicines
  - D** fuel rods
- Pre-consumer waste is an example of solid waste?
- A** hide
  - B** glass
  - C** printer
  - D** aluminum
- Which of these substances is found in waste from metal recycling?
- A** acids
  - B** oil
  - C** sewage
  - D** fungicides
- Which facility will help a community practice zero waste?
- A** biogas
  - B** incinerator
  - C** landfill
  - D** nuclear plant

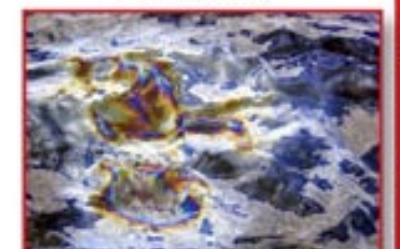
© CLASSROOM COMPLETE PRESS

136

SUBTOPIC Waste Management



## Waste in Our Oceans



© CLASSROOM COMPLETE PRESS

153

Waste Management CC5767