



# *Go Green* Activity Guide

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Activities are based on the 2014 Newspaper in Education publication *Go Green*, created by the Herald-Tribune in partnership with Publix Super Markets, Inc. and Florida Press Educational Services.

**Reading this supplement and completing the newspaper activities in this publication can be applied to the following Florida Standards for middle school students:** LAFS.6-8.RI.1; LAFS.6-8.RI.1.2; LAFS.6-8.RI.1.3; LAFS.6-8.RI.2.4; LAFS.6-8.RI.2.5; LAFS.6-8.RI.2.6; LAFS.6-8.RI.3.7; LAFS.6-8.RI.3.8; LAFS.6-8.W.1.1; LAFS.6-8.W.1.2; LAFS.6-8.W.1.3; LAFS.6-8.W.2.4; LAFS.6-8.W.2.5; LAFS.6-8.W.2.6; LAFS.6-8.W.3.7; LAFS.6-8.W.3.8; LAFS.6-8.W.3.9; LAFS.6-8.SL.1.1; LAFS.6-8.SL.1.2; LAFS.6-8.SL.2.4; LAFS.6-8.SL.2.5; LAFS.6-8.SL.2.6; LAFS.6-8.L.1.1; LAFS.6-8.L.1.2; LAFS.6-8.L.2.3; LAFS.6-8.L.3.4; LAFS.6-8.L.3.6; LAFS.6-8.RL.1.1; LAFS.6-8.RL.1.2; LAFS.6-8.RL.3.9

**This publication and the corresponding activities, also incorporate the following Science Next Generation Sunshine State Standards:** SC.6.E.7.5; SC.6.E.7.6; SC.6.P.11.1; SC.7.E.6.4; SC.7.E.6.6; SC.7.N.1.5; SC.7.P.10.1; SC.7.P.11.1; SC.7.P.12.1; SC.8.N.4.2

## Read like a detective. Write like a reporter.

### *Go Green, pages 3 & 4*

**Essential Question:** What is sustainability and why is it important to you?

#### **Text Dependent Questions:**

- Using the definition and information from the text, define sustainability in your own words.
- Based on the examples in the text, explain why sustainability is important.

#### **Reporting**

- Choose one of the topics from the text and find three additional sources to answer the essential question. Use the *Tampa Bay Times* as one of your sources.
- Create a PowerPoint presentation that includes at least one of the following: chart, newspaper article, image or video clip.

### *Go Green, page 5*

**Essential Question:** Why is sustainable seafood a balancing act?

#### **Text Dependent Questions:**

- How is sustainable seafood healthy for the economy?
- How is sustainable seafood healthy for the environment?

#### **Reporting**

- Using the information in the text, video and newspaper articles, write an essay or blog post to answer this question: What challenges do you think the partners faced in trying to document the catch?

### *Go Green, pages 6-8*

**Essential Question:** How can schools develop a GREEN Routine?

#### **Text Dependent Questions:**

- What is a green ribbon school?
- Choose one of the schools and describe how the students developed a green routine.
- How can your school apply some of these routines?

#### **Reporting**

- Using this publication, articles from the *Tampa Bay Times*, and the U.S. Department of Education website, develop a plan for your school to become a Green Ribbon School.
- Create a public service campaign for this project (posters, ads, PSAs).

## Go Green, pages 13-18

**Essential Question:** What is your carbon footprint and how can you reduce it?

### Text Dependent Questions:

- What is the connection between the environment and the newspaper?
- Provide three examples of how Publix gets into the green routine.
- Explain three significant reasons to recycle paper and cardboard.
- What are four steps you can take to conserve water?
- How is your ecological footprint measured?
- What are three results of climate change?
- What is solar energy?
- In your own words, explain one type of solar energy.
- What can you do to eCycle?

### Reporting

- Using this publication, articles from the *Tampa Bay Times*, and the Publix and Environmental Protection Agency websites, choose one of the items discussed on these pages to research and explore. Write a blog post focusing on the essential question for these pages. Use the examples from this publication and your research to support your ideas.
- Create trading cards for the following items:
  - Paper bags
  - Plastic bags
  - Cotton bags
  - Incandescent light bulbs
  - Solar energy
  - Compact fluorescent bulbs
  - Eco Footprint

Use this model for your trading cards: <http://www.readwritethink.org/parent-afterschool-resources/games-tools/trading-card-creator-a-30181.html>

### Creating arguments

Note: Students can prepare their argument by using an interactive persuasion map:

[http://www.readwritethink.org/files/resources/interactives/persuasion\\_map](http://www.readwritethink.org/files/resources/interactives/persuasion_map)

- Create an argument based on one of the concepts discussed in this publication.
- With a partner or in a small group, read about the topic, record relevant evidence. Conduct additional research using reliable sources, such as the *Tampa Bay Times* and the Department of Environmental Protection website, the USF Patel College of Global Sustainability <http://psgs.usf.edu/office-of-sustainability>
- Fill in the Environmental Decision-Making model, using examples from the texts.

## Learning with the *Times*: Newspaper activities

### Learning new words

When you study new things, you often come up against some tough vocabulary words! Words such as sustainability, harvesting or byproduct may be new to you. Most vocabulary words are learned from context clues or good old fashioned dictionary work. While you read this publication, be sure to highlight or circle words you don't know. Keep a running list of new words you encounter in a notebook or journal. Try to figure out the words' meanings by looking for clues in the sentences around them. Write down your best guess, and then look the words up in a dictionary. As a group activity, make a list of the words students identified and see which ones stumped the class. Next, use these words for a news scavenger hunt. See if you can find these words in the *Tampa Bay Times*. The group that finds the most words wins the game.

### Journaling to self discovery

Knowing who you are is the first step in taking charge of your life. Are you a person who cares about the environment and the future of our Earth? Do you recycle and buy sustainable products? Do you encourage others to be environmentally conscious? Keeping a journal or creating a personal blog is a great way to learn more about yourself. Who are you? Why do you do what you do? Do you have strong convictions? Are you able to stand up to others when your ideas are questioned? While you are keeping your journal or blog, read the *Tampa Bay Times* to test yourself. What are your thoughts about the things you read in the news? You can focus on environmental issues or just the news in general. To begin your journal, write about something that you have read in the *Times* that directly affects your life. You also can write about an article in the *Go Green* publication. Share some of your journal entries and thoughts with your peers.

### Analyzing information critically

It is time to use your critical thinking skills. After all, that is a main focus of learning about yourself and what makes you a strong individual. Using the electronic edition of the *Tampa Bay Times*, review the articles and ads for a one-week time period. Save all articles that focus on health and the environment. Write down the main points for each article. Be sure to comment on whether the article is focusing on positive or negative choices. Choose one of the points represented in one of the articles to write a research paper. You can focus your research and paper on any aspect of the article. After your paper is written, create an oral presentation for your class. Explain whether the information you found is positive, negative, helpful or harmful. Be sure to use specific examples from the article and your research in your paper and presentation.

### **Making good choices**

Though many of us know the difference between making “green” and “not-so-green” choices, we are often convinced by highly effective advertising to make choices that may be harmful to the environment. Sometimes the ads focus on convenience or economics. Look at the advertisements in the electronic edition of the *Tampa Bay Times* and select several examples of ads that may result in a negative result for the environment. Analyze your selections carefully, making brief notes on the arguments or techniques used to influence buyers. For example, is the product created using non-sustainable source? Will use of the product create an excessive amount of non-recyclable materials? In a small group, discuss your findings. On a piece of construction paper or poster board, create an ad for that might convince the best-informed of readers not to purchase this product.

### **Going organic**

Because of concerns about health risks, some people prefer not to eat produce that’s been grown with chemical aids. Publix sells their organic products under the Green Wise label. Organic farmers avoid using artificial pesticides and fertilizers to grow their crops. Look for articles in the *Tampa Bay Times* about organic farming and produce. Do some research to find out more about organic farming and its methods? How are they different from the methods of conventional farming? Would you like to see more or less organic farming in the future? Why? Write a short editorial explaining your viewpoint. Be sure to back up your opinions with facts from your research.

### **Being energy efficient**

Look in the *Tampa Bay Times* for pictures of home appliances that use energy. For each appliance, answer the following questions. Is this a necessity or a luxury? What are the advantages and disadvantages to using it? What’s the alternative to this appliance? Do a little research to determine the energy efficiency of each. Rate the appliances from most efficient to least efficient. Using the e-Edition archives, find newspaper articles about energy issues such as energy shortages, nonrenewable energy sources, energy costs, energy dependence and health problems associated with pollution or other effects of energy use. List ways you can save energy and create an energy contract to make a difference. Share your energy conservation ideas with your family and classmates.

### **Conserve and create**

Conserving resources is important. Recycling and reusing an item is a great way to conserve resources and avoid waste. Look in the *Tampa Bay Times* for photographs, comics, advertisements and words of items that can and cannot be recycled. Make a chart listing the items in each group. Group items by type of waste (i.e., plastic, glass, wood, metal and such). For your list of items that cannot be recycled, identify which are flammable, corrosive, reactive or toxic. Group these items by the disposal method you would use. Now that you have your lists, it is time to be creative. Write and illustrate a short story for each type of waste from the viewpoint of an item. If possible, add some impact numbers to your story. Share your story with your classmates.

### **Planning for the future**

We must begin recycling today if we are to reduce the rate at which our landfills are filling up. Look for articles in the *Tampa Bay Times* about recycling and the environment. Collect these articles over the course of a month. Working together with other students, come up with a plan to get your school and family to recycle. Use the articles you have collected as a basis for your plan. Read the editorials and opinion articles in the *Tampa Bay Times*. Think about the dynamics of these persuasive articles. Think about ways to draw people's attention to a message. Now it is your turn to be persuasive. Write an editorial or opinion article focused on the importance of recycling in your community.

### **Think globally, act locally**

Use current and archived issues of the *Tampa Bay Times* to find articles, photos or cartoons about recycling and the environment in your local or regional community. Based on your news research, write an analysis essay that describes how the issue specifically impacts your community. Identify individuals or groups in your area who are helping to improve the community by protecting the environment. You can include related headlines, articles and photos in your paper. You may wish to complete further research using additional resources. Write a blog post about what you have learned. What are the most important needs in your community? What volunteer opportunities are available? How can people help keep our communities beautiful? Share your research with your class.

### **Take the science challenge**

Find examples of six items advertised in the *Tampa Bay Times* that are packaged in a way that is not harmful to the environment. For each item, explain whether you think the packaging is more or less expensive than if it were packaged in a manner that ignored the environment. Next, find one item advertised in the *Times* that is packaged in a wasteful way. Design a better product package for that item. Describe your idea and illustrate it. Include what objections there may be to your idea, if any, and how you would respond to those objections.

### **Conserving water**

Look for an article or photograph related to water use and/or conservation in current issues of the *Tampa Bay Times*. How are people using the water? Are they drinking it, using it for industrial production or enjoying it for recreation? Is water being used conservatively or does the article or photograph suggest the water is being wasted? What can you and your family do to help conserve water? Write a letter to the editor about this issue.

### **Durable science**

Climate change is an important topic. Read about climate change in *Go Green*. Next find an article in the *Tampa Bay Times* about climate change or global warming. Write down the main points of the article. In the form of a blog post, explain how climate change pertains to the following assertion: Scientific knowledge is durable because it is open to change as new evidence or interpretations are encountered. Share your thoughts with your class.

### **It's all about science**

Look in the *Tampa Bay Times* for photos, cartoons and other images that pertain to the following two scientific theories.

- Explore the Law of Conservation of Energy by differentiating between potential and kinetic energy. Identify situations where kinetic energy is transformed into potential energy and vice versa.
- The Law of Conservation of Energy: Energy is conserved as it transfers from one object to another and from one form to another.

Next find at least one news story, feature or opinion article that relates to these concepts. Write a narrative or expository essay focusing on one or both of these concepts in relationship to conservation and the idea of being green. Be creative. Be sure to document any sources that you use for research. Share your essay with your class.

### **Connecting science and literature**

Sticking with the theme of conservation or being green, look for an article in the *Tampa Bay Times* that relates to one of the issues you have read about in *Go Green* and a literary work you have read in class. You may need to exercise your critical thinking skills to make a connection. Write an essay explaining the connection between the literary work, the newspaper article and one of the concepts presented in this *Go Green* publication. Use quotes from all three documents to support your ideas. Make a presentation to your classmates sharing what you have written about and what you have learned.

### **An alternate world**

Now that you have learned about all of the importance of reducing your carbon and electronic footprint, imagine a future if people did not conserve resources and climate change continued to deteriorate at a rapid pace. Science fiction is a literature of imagination, of ideas and thought experiments, of “what if.” A science fiction story may be set on another planet; thousands of years in the future; in a universe with different physical laws; within a society with more, less or different races or genders; or in a world similar to our own but with a different past. Science fiction author Brian W. Aldiss once called science fiction “a mirror to the present,” which, set up 50 years into the future, serves to illuminate what seems like chaos from our vantage point in the present. Working in small groups, create a future world that has been shaped by people disregarding the conservation message presented in *Go Green*. Write a fully developed paragraph describing your world. Using the front page of the *Tampa Bay Times* as a model, create a newspaper for this science fiction world you have created. Each student in your group should be responsible for different stories giving the reader a good view of this new world. Share the description of your world and your stories with your classmates.