



Lesson 4, Activity 3 *Global Warming Swindle* Student Worksheet

NAME _____

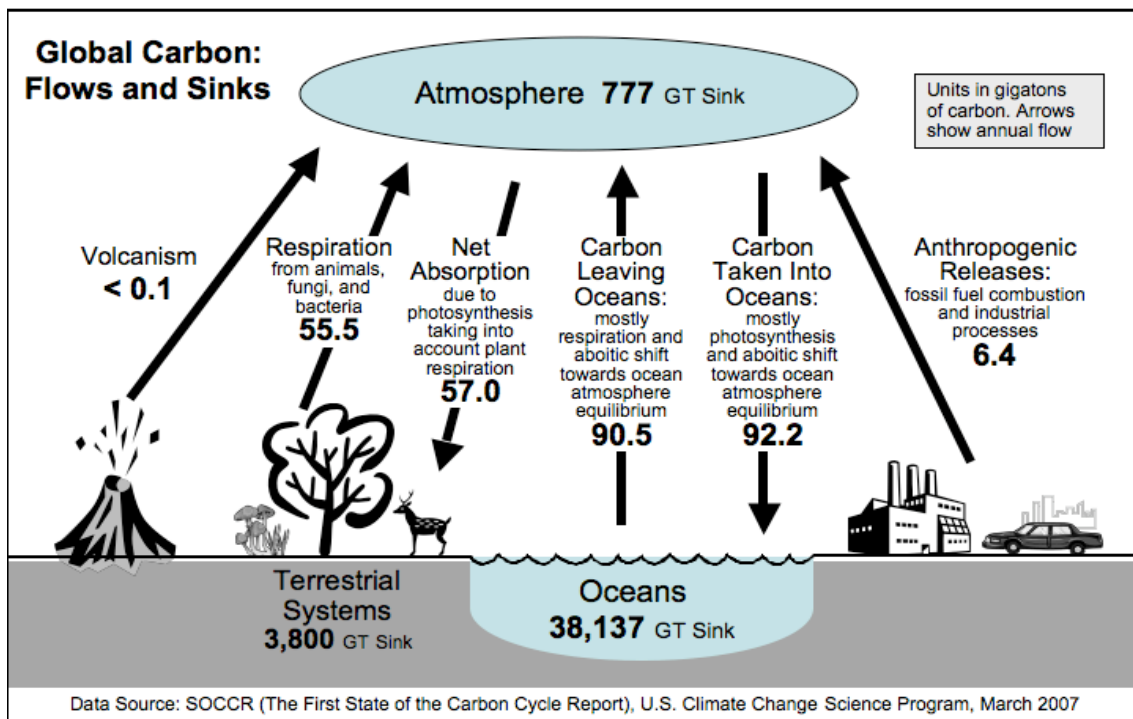
DATE _____

Read over the questions below before viewing the short video clip. You may want to take notes as you view the clip. You will then be given time to write your answers.

Transcript: Volcanoes produce more CO₂ each year than all the factories and cars and planes and other sources of man-made carbon dioxide put together. More still comes from animals and bacteria, which produce about 150 Gt of CO₂ each year, compared to a mere 6.5 Gt for humans. An even larger source of CO₂ is dying vegetation from fallen leaves. But the biggest source of CO₂ by far is the oceans.

1. What are the key messages in this clip about global warming and the role of anthropogenic CO₂? What techniques do the filmmakers use to communicate those messages?

2. Compare the information in the film about volcanic CO₂ with information in this diagram from the SOCCR report prepared by the U.S. Climate Change Science Program (2007).



3. Which source should you believe?

4. The film clip states, **“More still comes from animals and bacteria, which produce about 150 Gt of CO₂ each year, compared to a mere 6.5 Gt for humans.”**

a) Compare the figures for the sources of carbon entering the atmosphere (anthropogenic and natural) given in the film and the SOCCR diagram.

b) What important information has been left out of the film, but appears in the diagram, that makes the above statement misleading?

5. The film goes on to state, **“An even larger source of CO₂ is dying vegetation from fallen leaves, for example in the autumn.”** Since dying vegetation releases carbon only as it is decomposed, where does this release of carbon appear in the SOCCR diagram?

6. The film clip ends with this statement: **“But the biggest source of CO₂ by far is the oceans.”** Using the SOCCR diagram, explain how this statement is accurate but misleading.

7. Speculate on why the film *The Great Global Warming Swindle* might distort information about the role of anthropogenic CO₂.



Lesson 4, Activity 3 *An Inconvenient Truth* Student Worksheet

NAME _____

DATE _____

Read over the questions below before viewing the short video clip. You may want to take notes as you view the clips. You will then be given time to write your answers after viewing the clips.

Title of Film Clip: *An Inconvenient Truth*

1. What are the key messages being communicated in this clip about global warming and the role of anthropogenic CO₂?

2. What techniques does the film use to communicate those messages?

3. Gore has been criticized for the way in which he represented the relationship between CO₂ and temperature in the film. Al Gore states the following in the clip you just saw:

“The relationship is actually very complicated, but there is one relationship that is far more powerful than all the others and it is this: When there is more carbon dioxide, the temperature gets warmer because it traps more heat from the sun inside.”

Climate scientists are generally in agreement that temperature rise has historically preceded a rise in CO₂ by approximately 800 years. In its Fourth Assessment Report released in 2007, the IPCC stated:

“The ice core record indicates that greenhouse gasses co-varied with Antarctic temperatures over glacial-interglacial cycles, suggesting a close link between natural atmospheric greenhouse gas variations and temperatures. Variations in CO₂ over the last 420 kyr (thousand years) broadly followed Antarctic temperatures, typically by several centuries.”

Given this information, what aspect of Gore’s position in the film seems misleading?



Lesson 4: Lesson Review Student Worksheet

NAME _____

DATE _____

Lesson Review

1) Summarize how the clips we saw from *The Great Global Warming Swindle* and *An Inconvenient Truth* misrepresented accurate scientific facts to promote their main ideas.

2) What are the key lessons about media literacy that you learned from analyzing the two film clips?

3) Is anthropogenic CO₂ causing global warming?

