

The Big Chill

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The Big Chill: Scene 1

Collin walked through a department store in downtown London with his mother, a confused look on his face. “Mum,” he asked, “tell me again why we’re here?”

Collin’s mother replied, “You see, poppet, we need to buy plenty of nice warm sweaters and blankets for when the weather gets cold. Hurry along now, before all the warm woolens are gone.” She grabbed his hand and led him down the store aisle to the winter clothes department.

“But Mum,” Collin protested, “it’s not winter. It’s June, and it’s really hot out! We’ve got plenty of sweaters at home. Can’t we go to the beach instead?”

“Oh no, poppet, I’m afraid we can’t. I read it in the newspaper. The weather in all of Europe is going to get quite cold before long. It’s something to do with global warming, you see.”

Global warming making Europe *cold*? Now Collin was really confused.

The Big Chill: Scene 2

Collin logged out of the *New York Times* website and shook his head. “Well Mum, it seems you were right after all. Global warming really might make the European climate much colder. And just think of the other damage it will cause to marine life and the climate elsewhere! It’s just terrible.”

Collin’s mother nodded her head. “You see now why we need all of those sweaters, poppet. It’s going to be very cold, and what with oil becoming so scarce, we’ll need to keep warm somehow.”

“But Mum,” Collin said, “the article says that the cooling won’t happen for at least ten years. That means we can stop it before it happens.”

Collin’s mother asked, “Well, that’s all very well and good, but how do we do that?”

Collin thought for a moment, and then replied, “For one thing, maybe we should buy some compact florescent light bulbs instead of more sweaters. It’s a good start.”

The Big Chill: Box Chart

<p><u>Facts</u> (What we know right now)</p>	<p><u>Questions</u> (Based on current knowledge)</p>
<p><u>Hypotheses</u> (Based on facts and questions)</p>	<p><u>Learning Issues</u> (What we need to learn)</p>

The Big Chill: Assignment

Your group is to create a poster, PowerPoint presentation, or 3D model that describes the dynamic relationship between climate change and ocean currents.

The poster must contain:

1. A concise description of the problem
2. Definitions of key terms
3. An illustrated world map identifying all ocean currents and those discussed in the article
4. A discussion of how both individuals and countries can combat global warming

Be sure to properly cite all sources used. Be creative and have fun!!

