

LESSON PLAN
~Grade 7 Language~

“Analyzing an Anti-Idling Article”
-created by Lynn Perreault, Ph.D.
(for Idle-Free Windsor)

Date:	Time:
School:	Teacher:
Special Instructions:	

Ontario Curriculum Connection

Overall Expectations:

Reading:

- (1) Read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning.

Writing:

- (1) Generate, gather, and organize ideas and information to write for an intended purpose and audience.

Specific Expectations:

Reading:

- (1.1) Read a wide variety of increasingly complex or difficult texts from diverse cultures, including literary texts, graphic texts, and informational texts (e.g., magazine and newspaper articles).
- (1.2) Demonstrate understanding of increasingly complex texts by summarizing important ideas and citing a variety of details that support the main idea (e.g., theme and related ideas in magazine articles).

Writing:

- (1.5) Identify and order main ideas and supporting details and group them into units that could be used to develop a multi-paragraph piece of writing, using a variety of strategies (e.g., making jot notes according to key words) and organizational patterns.

MATERIALS & EQUIPMENT:

Dictionaries, and copies of the anti-idling article (Appendix 1).

Vocabulary:
Words & concepts your class may be learning

Air pollution: Substances in the air that have harmful or unpleasant effects.

Climate change: Climate change is the change in average weather over time and over a region. It results from the greenhouse effect and will cause major disruptions in various ecosystems around the world.

Emission: The process of sending out.

Exhaust: Gases ejected from an engine as waste products.

Greenhouse effect: The insulating effect produced by gases in the Earth's atmosphere. It traps radiant heat and warms the planet.

Greenhouse gases: Any of the atmospheric gases that contribute to the greenhouse effect (for more information on the greenhouse effect and climate change, visit www.idlefreewindsor.org, click on Teaching Resources, then click on Background: Anti-Idling Issues).

Idle or Idling: Inactive, not in use, not moving or in operation.

Smog: A discoloured haze that is a combination of airborne particles, gases, and chemicals (ground-level ozone) that together affect our health and our natural environment.

Vehicle: A machine or object that helps us get from one place to another.

Vulnerable: Easily hurt or injured.

PROCEDURE

Part 1 (Reading)

Topic Intro - Brainstorming, Connecting ideas (assess students' knowledge!) ~10 min.

Ask students to discuss the various situations in which they sat in an idling vehicle (e.g., drive-thrus, waiting for someone).

What does "idle" or "idling" mean?

What are "vehicle exhaust emissions?"

What is "smog?"

What does "climate change" mean? (Make sure to note that vehicle idling contributes to climate change.)

Activity ~ 20 min.

Ask students to read the anti-idling article (see Appendix 1). They may use a dictionary to find unfamiliar words.

Part 2 (Writing)

Activity ~ 35 min.

Ask students to summarize the anti-idling article. They should make point-form notes (i.e., jot notes) based on key words in the text.

For more information about Windsor's anti-idling campaign, please visit www.idlefreewindsor.org or call 519-973-1156. (After May 1, 2007, please call the Citizens Environment Alliance at 519-973-1116.)

Appendix 1

Anti-Idling Article

Be Idle-Free: For Our Health and Our Environment

-compiled by Lynn Perreault, Ph.D. (for Idle-Free Windsor)

A recent study of driving habits and behaviour shows that Canadians idle their vehicles year-round (an average of 5 to 10 minutes per day) and they do so for many reasons. Warming up a vehicle is the most common excuse for idling. Drivers also spend a lot of time idling their cars needlessly in the drive-thru lanes of fast-food restaurants and while waiting for someone. Moreover, drivers idle while they are stopped at railway crossings, waiting to park, running quick errands, stopped to talk to an acquaintance or friend, waiting in line to get gasoline or having the car washed, and preparing to leave the house. All these situations have two things in common: they waste fuel and money, and they cause environmental damage.

Idling produces unnecessary emissions of carbon dioxide, the principal greenhouse gas that contributes to climate change. Carbon dioxide is an unavoidable by-product of burning gasoline. Every time drivers turn on their vehicle's engine, they generate carbon dioxide – and the more fuel they use, the greater their greenhouse gas emissions. The average car produces about 2.4 kg of carbon dioxide for every litre of gasoline used. Vehicle exhaust emissions also contribute to other environmental problems such as smog and acid rain.

Idling is particularly an issue at schools – many parents idle their vehicles while waiting to pick up their children. This is made worse by the fact that, due to commuting traffic, smog is already at its daily peak when parents are picking up their kids. Smog is one of Canada's most dangerous air-borne pollutants. Children are particularly vulnerable to smog because their lungs are still developing, they spend more time outdoors being physically active, they breathe faster than adults and inhale more air per kilogram of body weight, and their breathing zone is lower than adults which exposes them to vehicle exhausts and heavier pollutants that concentrate at lower levels in the air.

In order to protect children's health and the environment, it is important to stop idling. Talk to your family, friends and neighbours about the benefits of not idling. It will save money, protect the environment and contribute to a healthier community.

ASSESSMENT TOOL

Reading - Analyzing Information: An Anti-Idling article

Teacher Name: _____

Student Name: _____

CATEGORY	4	3	2	1
Identifies main idea	Student very clearly describes the main idea of the article in one sentence.	Student describes the main idea of the article in one sentence.	Student describes the main idea of the article in more than one sentence.	Student cannot list the main idea of the article.
Identifies important information	Student lists all the main points of the article without having the article in front of him/her.	The student lists all the main points, but uses the article for reference.	The student lists most of the main points, using the article for reference.	The student cannot list important information with accuracy.
Identifies details	Student recalls several details for each main point without referring to the article.	Student recalls several details for each main point, but needs to refer to the article, occasionally.	Student is able to locate most of the details when looking at the article.	Student cannot locate details with accuracy.