

Introductory Activities

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Pre-reading Exercises: (helpful for groups where many students haven't read the book)

- Examine the back cover of the book. Ask students to talk about the language on the back cover. What is the book about?
- Ask students to respond to the image on the front cover and the title.
- What does “truth” mean? What does “inconvenient” mean? What is “an inconvenient truth”? What does that phrase convey?
- Interestingly, there is no “Table of Contents” for this book. By looking at the pictures, ask students to discuss what they think the book is about and what the sections are. Guide students through a brief overview of the book by examining the photographs. (Note: click here for a synopsis of the book). =>please connect to Thematic Synopsis
- Choose 2-3 photographs and easily accessible text to give students the flavor of the book (for example: 226-227, 244-245, 248-249, 277).

Opening Association Questions (make a list on the board):

- Ask students if they are familiar with the terms “environment,” “climate change,” or “global warming.” Discuss the social and political connotations of the terms.
- How do Al Gore’s experiences create the basis for this text? Ask students about their history with living in New York City.
 - How does everyday life in New York City affect the environment?
 - What do you already do to care for the environment?
 - What concerns do you have about the environment?

Next, ask students to page through the book and find pictures that they respond to. Ask them each to talk through their reactions to a single photograph (do this in a circle, moving around the room so everyone has a chance to talk).

Working with Allied Health majors: (pages 172-175):

Here, Gore outlines the beginning of an argument for the relationship between disease and the environment. Focus on these 3 pages with the students. Make a list of the diseases Gore lists. Lead students in a discussion of how the environment literally affects our health.

Working with Business majors: (pages 102, 280-281):

1. Focusing on these 3 pages, help students to consider the economic ramifications of global climate change.
2. Help students to think about what creating a socially responsible business might look like.

3. What would be involved in creating a socially responsible business? How would an environmentally responsible business differ from a “regular” business? You might find Ceres, Investors and Environmentalists for Sustainable Prosperity, helpful in leading that discussion. You can find more information about Ceres here: <http://www.ceres.org/ceres/>.