

## **Unit 4 Lesson 16: The Carbon Cycle**

### **Two Day Lesson Reading Assignment**

**Directions:** Answer to the following reading comprehension questions by typing your responses in the provided document. Please be sure to save your work! I will be collecting a portion of your written responses for credit once we have discussed this article and questions during an upcoming ClassConnect.

#### **Day 1; Slide #1**

- a) Where is most carbon stored?
  
- b) Name five other reservoirs for carbon.

#### **Day 1; Slide #2**

- a) What does the diagram show?  
Hint: This information is typically found in two different locations.
  
- b) What do the labeled areas describe?
  
- c) Why are there arrows? Explain how their direction is important.
  
- d) Why do numbers appear in different colors?

#### **Day 1; Slide #3**

- a) What is the main idea of slide #3.
  
- b) Provide a detail (in the form of a quoted portion of text) that supports what you have described as the main idea.

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- c) What reference does the writer make that could be considering foreshadowing?

#### **Day 1; Slides #4 and #5**

- a) What is the slow carbon cycle?  
Describe how carbon moves through this system.

#### **Day 1; Slide #6**

- a) Describe all possible outcomes for carbon that is contained by living things.

#### **Day 2; Slide #7**

- a) Explain how carbon concentrations have changed within reservoirs as a result of the industrial age.

#### **Day 2; Slides #8 and #9**

- a) What is the fast carbon cycle?  
Describe how carbon moves through this system.

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b) Name the process shown by each of the chemical equations.

#### **Day 2; Slide #10**

a) What causes the natural “ebb and flow of the fast carbon cycle”?

#### **Day 2; Slides #11, #12 and #13**

a) Name two human activities that are addressed by the article as disturbances to the carbon cycle.

b) For each of these disruptions, explain how the natural flux of carbon is being affected?

#### **Day 2; Slides #14**

a) Cite to or more pieces of quantitative evidence from this slide that the writer offers as support for rising carbon dioxide levels in the atmosphere.