

Lessons for CBA: What's the Big Idea?
by Kristin Garrett-Lummio, 5th grade

Title: A Throw-Away Society
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Publish Permission: Yes
Course: Social Studies - History of Ideas
Grade Level: 5

Summary of Lessons: Students are asked to compare and contrast the idea of 'garbage' by looking at what people threw away in the early 1900's compared to what they throw away today. These lessons are intended to direct student thinking toward the relatively new ideas of recycling and reusing and the impact these ideas will have on people's actions.

Time Required: 4 days (30 min x 1) (4 hr x 1) (45 min x 1) (30 min x 1)

Essential Question(s):

Lesson 1: What do you consider worth throwing away?

Lesson 2: What are the differences and similarities between what people threw away in the early 1900's and today?

Lesson 3: How has the idea of recycling affected the way people live?

Lesson 4: How can we "Make a Difference" at school, home or in our community?

Central Guiding Question:

How has an idea or technology affected the way people live?

Required CBA Components:

Explain the affects of the idea or technology on people's actions, and describe how the technology or idea led to changes in people's values and beliefs. In addition, list the effects of the idea or technology on the people in a graphic organizer.

Culminating Activity:

Write an essay or develop a presentation in which you explain how an idea or technology has affected the way people live.

Relevant Secondary Sources:

Lesson 3: Recycle brochures: Skamania County Transfer Station and Waste Connections

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Relevant Primary Sources:

- Lesson 2: Clark County Historical Museum
Exhibit: Vancouver, Then & Now
- Lesson 3: Text Book – United States, Adventures in Time and Place
McGraw Hill & National Geographic Society

Museum Connection:

- Lesson 2: Field trip to the Clark County Historical Museum
Power Point presentation (?) providing pictures of the artifacts
found at the Hilton/Vancouver site, if travel is not possible

Support Materials:

- Lesson 1: “Extremely Madeover” worksheet (attachment 1)
- Lesson 2: Field Trip Pre-Assess (attachment 2)
“A Throw-Away Society” Venn diagram (attachment 3)
- Lesson 3: 2 CBA Question Pre-Assessment (attachment 4)
Graphic Organizer from CBA – What's the Big Idea
- Lesson 4: “Where Garbage Goes” Pre-Assessment (attachment 5)
Recycling Contracts (attachment 6)

Resource List for the Teacher:

- Clark County Historical Museum 360-993-5679
www.cchmuseum.org
- Waste Connections 360-747-3725
www.wasteconnections.com
- Mt. Pleasant Transfer Station 360-837-3329
www.skamaniacounty.org
- The History of Garbage
www.environmentalchemistry.com
www.swa.org/pdf/history_of_garbage.pdf

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Lesson 1:

“Extremely Makeover” - What do you consider worth throwing away?

This lesson is a quick introduction to the concept of garbage and the types of things we tend to throw away. The worksheet activity should stem individual thought as well as provide resources for small/whole group discussion about garbage.

Expected pre-knowledge and/or skills:

List making
Following direction
Group discussion

Pre-Assessment:

This lesson is technically the ‘pre-assessment’

Daily Classroom Activities:

Students will receive the “Extremely Makeover” worksheet prior to any instruction. Upon completion students will be asked to share their information with either small/whole group discussion about garbage.

Garbage: What does it mean?
 Where does it go?
 Who works with garbage?
 Will it ever go away?

Connections to other curricular areas:

Reading
 2.4.5 Generalizing Information
Science
 1.2.1 Parts of a System

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Lesson 2:

Vancouver, Then & Now: What are the differences and similarities between what people threw away in the early 1900's and today?

This lesson involves a trip to the Clark County Historical Museum to analyze the artifacts found at the Hilton/Vancouver dig site. A day before the field trip, students will be given pre-assessment asking general questions about archeology, artifacts and their historical significance. Prior to leaving for the field trip, the pre-assessment answers will be discussed, whole group. At the museum, students will be asked to analyze the artifacts for similarities and differences between the types of things thrown away in the early 1900's and today. To demonstrate their understanding, a Venn diagram of the differences and similarities will be completed.

**If field trip is not possible, power point presentation of artifacts could be used.*

Expected pre-knowledge and/or skills:

How to use a Venn diagram

Pre-Assessment:

Field Trip Pre-Assess handout (see attached)

Daily Classroom Activities:

Day before the field trip – Pre-Assessment

Day of field trip prior to departure – Whole group discussion about pre-assessment

Day of field trip upon return – Individual work on Venn diagram

Small group discussion on findings

Whole group discussion about generalizations/conclusions

Individual journal writing

Connections to other curricular areas:

Reading

2.4.1 Drawing Conclusions

2.4.5 Generalizing Information

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Lesson 3:

Big Ideas: How has the idea of recycling affected the way people live?

Using the concept of RECYCLING as an example, this lesson is designed to introduce students to the CBA components: explain the affects of the idea or technology on people's actions, describe how the technology or idea led to changes in people's values and beliefs and list the effects of the idea or technology on the people in a graphic organizer. Teacher will ultimately model appropriate responses to all three components.

Expected pre-knowledge and/or skills:

- Concept of garbage (historically and presently)
- Differences and similarities between what was historically thrown away and today
- Natural resources
- Difference between belief (idea) and behavior (action)

Pre-Assessment:

- 2 CBA Questions Pre-Assess (see attached)

Daily Classroom Activities:

- Day before lesson – Pre-Assessment
- Day of lesson – Read Aloud “Resources for the Future” and “Why it Matters” pg 48 of textbook
 - Whole group discussion: Idea of Recycling
 - Technology used to recycle
 - Changes in people's behavior, beliefs
 - Small group activity: Brainstorm answers to 2 CBA questions & present to class
 - Whole group activity: (MODEL) Complete the graphic organizer using student provided information and review pre-assessment

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Lesson 4:

How can we “Make a Difference” at school, home or in our community?

This lesson asks students to consider how ideas and technology are put into action. In addition, students will be asked to reflect on what they've learned, how their own ideas about garbage have changed and how they can make a difference.

Expected pre-knowledge and/or skills:

- Concept of garbage
- Concept of recycling
- Differences and similarities between what was historically thrown away and today
- Natural resources
- Difference between belief (idea) and behavior (action)

Pre-Assessment:

- Where does Garbage Go? Pre-Assess (see attached)
- Students are shown 4 pictures and asked to label them with the following words:
Landfill, transfer station, illegal dump (extra credit – Guess where they're located)

Daily Classroom Activities:

- Day of lesson – Individual “Where does Garbage go?” (Whole group discussion)
- Read Aloud “Making a Difference” pg. 49 of textbook
- Whole group discussion/brainstorm
 - How can we use this idea (Recycling) and technology in our classroom, at home and in our community?
- Small Group – Recycling Contracts (see attached)
- Individual Reflection – Journal Writing
 - “Take another look at your Extremely Makeover lists... what items would you reconsider throwing away?”

Congratulations!

YOU have just been selected for a brand new room from the hottest television show, “*EXTREMELY Makeover.*”

In order for the design team to begin work, the following tasks must be completed:

1. Make a list of the items in your room you'd like to KEEP
2. Make a list of the items in your room you'd like to THROW AWAY
3. Make a list of the items in your room that fall under OTHER

Deadline: September 14, 2007

KEEP	THROW AWAY	OTHER
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____
4. _____	4. _____	4. _____
5. _____	5. _____	5. _____
6. _____	6. _____	6. _____
7. _____	7. _____	7. _____
8. _____	8. _____	8. _____
9. _____	9. _____	9. _____
10. _____	10. _____	10. _____
11. _____	11. _____	11. _____
12. _____	12. _____	12. _____
13. _____	13. _____	13. _____
14. _____	14. _____	14. _____
15. _____	15. _____	15. _____

Deadline: September 14, 2007

Lesson 2 Pre-Assessment: Archeology, Artifacts and Historical Significance

Name: _____

Date: _____

1. (True / False) An archeologist looks for and studies evidence from long ago.
2. List 4 possible artifacts from the early 1900's.
 - a. _____
 - b. _____
 - c. _____
 - d. _____
3. An archeologist found 2 bent silver spoons, 5 broken glass bottles and 1 leather shoe buried at a construction site. What can you conclude about the people who used to live or work there?

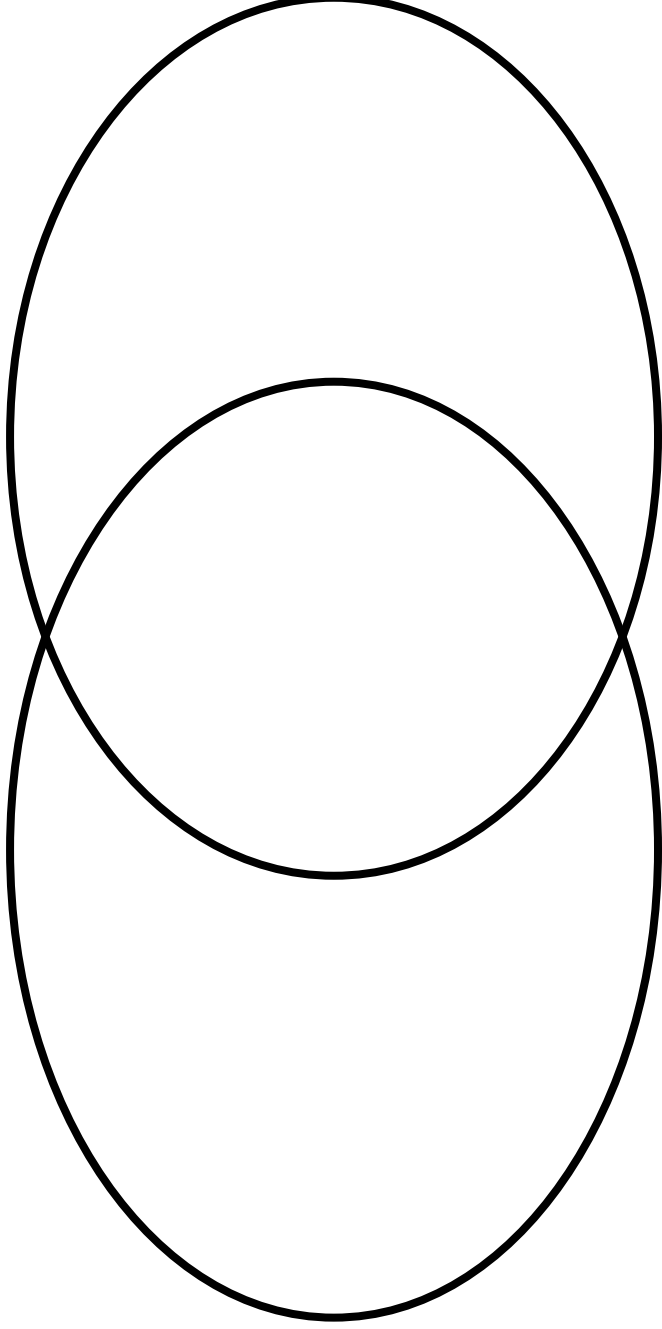
Name: _____

Date: _____

1. (True / False) An archeologist looks for and studies evidence from long ago.
2. List 4 possible artifacts from the 1900's.
 - a. _____
 - b. _____
 - c. _____
 - d. _____
3. An archeologist found 2 bent silver spoons, 5 broken glass bottles and 1 leather shoe buried at a construction site. What can you conclude about the people who used to live or work there?

A Throw-Away Society: Compare & Contrast

Vancouver, Then & Now



Throw Away Items:
Early 1900's

Throw Away Items:
Today

Lesson 3 Pre-Assessment: 2 CBA Questions

Name: _____

Date: _____

1. List 3 ways technology (example: television, cell phones, computers) can change a person's actions.

a. _____

b. _____

c. _____

2. How might a new idea change a person's beliefs or behavior?

Name: _____

Date: _____

1. List 3 ways technology (example: television, cell phones, computers) can change a person's actions.

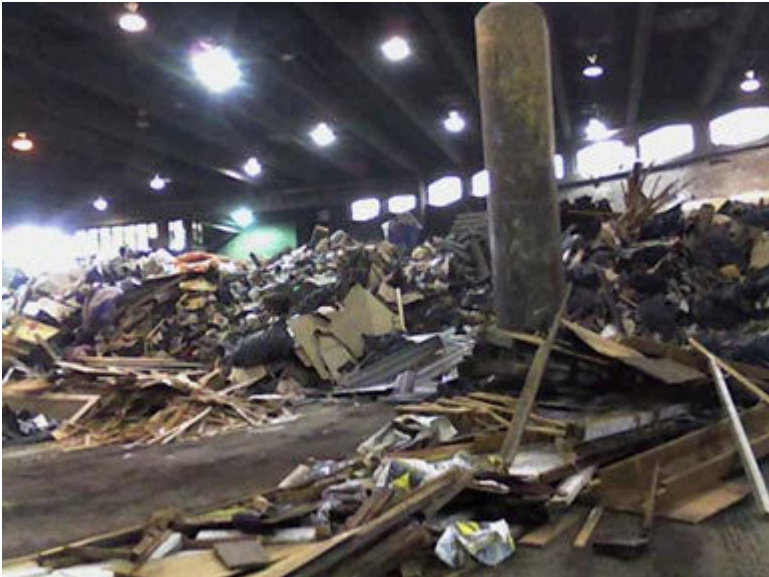
a. _____

b. _____

c. _____

2. How might a new idea change a person's beliefs or behavior?

WHERE DOES GARBAGE GO?





RECYCLE CONTRACT

I, _____, promise to recycle the following item(s) for 1
(first and last name)
month. I will do my best to recycle at home, at school and while out in my
community.

(signature)

RECYCLE CONTRACT

I, _____, promise to recycle the following item(s) for 1
(First and last name)
month. I will do my best to recycle at home, at school and while out in my
community.

(Signature)