

“ONE PERSON’S TRASH”

Classroom Guide

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Fall 2009

Welcome back to school! Our fall newsletter focuses on reducing and reusing waste to save families money, completing the recycling “cycle” by purchasing recycled-content products, and improving ecological intelligence.



If you have suggestions or comments for improving the newsletter or this Classroom Guide, please call or write us.

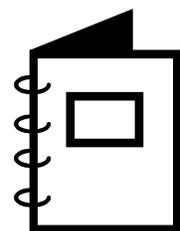
Have a great America Recycles Day on November 15th!

For Discussion

- ◆ Discuss the idea that understanding leads to concern, which leads to involvement, which leads to more understanding, which leads to more concern, etc. Ask your students to discuss an issue or situation where they have experienced this (maybe at school, in a youth group, or in the community).
- ◆ When it comes to the environment, what are the potential impacts of the philosophy, “What I don’t know won’t hurt me”? Are these impacts positive or negative?
- ◆ Discuss “Think Globally — Act Locally.” What are some examples of this?

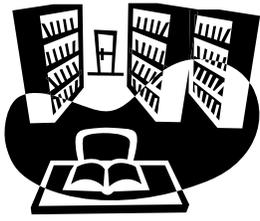
Rewrite It

We often need to summarize information that we have read, heard, or seen to relay it to other people. Creating a good, concise summary is harder than it looks! Have each student choose one article from the newsletter and then practice summary writing with these activities:



- ◆ Reread the article.
- ◆ Write a paraphrase of the article. A paraphrase will be written in the same order and cover all of the information. However, you will use your own words without inserting your opinions.
- ◆ Write a short summary of the article (three sentences or less). Again, use your own words. In the summary, you are not bound by the author’s original order and you need to convey only the main point(s).
- ◆ Write a new title for the article. Make sure that the title is descriptive and yet designed to grab the reader’s attention.

You might want to put your students in groups and assign each group one article. After your students have completed these tasks, ask them to read each others’ paraphrases, summaries, and titles. How are they similar? How are they different?



What's Your Source?

No matter where your students find information—the Internet, books, or periodicals—they need to evaluate the source. Encourage them to ask these questions about source materials:

- Who wrote this material?
- Is the person or organization that wrote this material an authority on the topic? Can the identity of the author (individual or organization) be independently verified? (For instance, does the organization have a physical address and phone number?)
- Who published this material? (With websites, check the “URL” or web address.)
- Who is the intended audience of the material? Could the material be useful to others outside of this audience?
- Is this material current?
- Is it accurate?
- Are citations correct? Can facts and assertions be verified by another source?
- What is the tone of the material? (serious, academic, ironic, satirical, informative, etc.)
- Do the graphics support the text and reflect the content without overwhelming it?

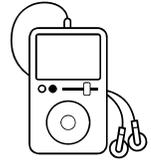
To see more evaluation criteria, visit these websites with your students: www.medialit.org or www.name.net.

“Media literacy connects the curriculum of the classroom with the curriculum of the living room”
David Considine, *Visual Messages: Integrating Imagery Into Instruction*

Reader Redux

Incorporate this newsletter into your classroom as you might use a newspaper. Here are some ideas to help your students get started:

- Choose a product that you use regularly, such as an iPod or MP3 player, a cell phone, a computer, a book, a T-shirt, or a pair of jeans. Beginning with the websites suggested in “Ecological Intelligence,” research how this product is made, including what resources are used to make it and where those resources come from, how it is packaged and shipped, and how it is disposed when you no longer need it. Create a flow chart to document your findings.



- Earth Overshoot Day was September 25, 2009. As of this date, humanity has used 100% of nature’s budget for the year. According to the Global Footprint Network, “Humanity’s use of nature (in terms of natural resources and services) has increased from using slightly more than half of planet Earth’s biocapacity in 1961 to the equivalent of 1.4 planet Earths in 2009.” In 2008, Earth Overshoot Day was September 23. Since 1986, when humans first began using more resources than the earth produces, this day has moved earlier every year. Discuss some of the reasons that Overshoot Day was later in 2009 than in 2008. How did global economics affect resource consumption? Discuss ways that we can continue to provide for the planet’s growing population while using resources in sustainable ways. To learn more, visit: www.footprintnetwork.org/en/index.php/GFN/page/earth_overshoot_day/.



Attention, Science Teachers!

Seventh Generation has several lesson plans available to teachers at no charge. These lesson plans meet the standards for “Science as Inquiry” and “Science in Personal and Social Perspectives.” To review or download the lesson plans, go to www.seventhgeneration.com/give/lesson-plans-fall-2009.

These are the available lesson plans for 6-12th graders:

- ◆ Grades 5-6: The Inside Environment
- ◆ Grades 6-12: What’s Your Family’s Carbon Footprint?
- ◆ Grades 9-12: The Effectiveness of Cleaning Products