How Did it Get There?

## Grade: 9-12

## Time Allotments: Teacher Preparation: 30 minutes

## Lesson and Activity: Part I, 15 minutes. Part II, 15 minutes. Homework will vary.

CCCS Language Arts 3.1.12.H., 3.3.12.A.2-3, 3.3.12.B.2

Social Studies 6.1.12.C.16.a

Extension

Social studies 6.3.4.B.1

Content Objectives – Students will be able to:

Demonstrate their understanding of the causes and consequences of litter.

Process Objectives – Students will:

Use life experience to construct a hypothesis of why people litter and how this could be prevented.

Use life experience to compile a list of businesses that can be harmed by litter, and loss of quality of life for all citizens.

Suggest policy to suppress litter.

Materials:

For teacher’s presentation and the entire class: Chalk board.

For each group: Scrap paper.

### Anticipatory Set

 Teacher brings in an item of litter she found. She explains where she found it and asks:

Do students see a lot of litter? Where is it, mostly?

Can students think of locations that have no litter?

Teacher’s Presentation or Modeling

Ask the students to work in groups listing all the reasons they can think of explaining why people litter, and who litters. Then ask a member of each group to share the findings.

Ask students where the litter ends up (one answer is in the bay) and ask if this causes any bad effects. If so, for whom? For all of us as we have to look at it or clean it up, but also businesses.

Have students list businesses in town or nearby that could suffer loss of income due to litter. Have them list the bad effects of this (loss of jobs, income, spending money, empty storefronts). Have a new representative share these ideas.

Guided and Independent Practice

Student research litter and how communities handle it.
Two good sources are:

<http://www.njclean.org>

<https://kab.org/happenings/resources/>

Students can use some judgment here and choose additional sources. They should take notes on how communities address litter.

##### Closure

Discuss findings. One will probably be that litter control takes repeated effort: the blitz will give immediate relief to the area, but litter will return. Important ideas:

Many litterers feel no connection to the community.

Litterers drop litter where they see litter, and where they see graffiti.

More trash receptacles leads to less litter.

Consequently, property owners and the community have influence over litter. By keeping an area clean, they forestall litter. This isn’t perfect, but vigilance helps suppress the problem.

Assessment:

The teacher will assess students understanding through observation of the students’ participation and contributions during discussion.

The teacher will assess students’ findings from research.

Extension of Lesson:

Student can take part in Clean Communities activities, and may start a new group if the town is inactive in Clean Communities. They can report dumping to the town’s Department of Public Works, so that piles of trash don’t attract more. (Middle school students are doing this in East Orange).

This could become an independent investigation for one or more students.

Thanks to Whata Waste, curriculum of Minnesota Office of Environmental Assistance.