



# LESSON PLAN Examining the Issues

In *Waste Deep* 1, students evaluate different media—quotes, statistics, definitions, lyrics, political cartoons and images—to gain a deeper understanding of the bigger implications of their waste and its relationship to current economic, social, and environmental issues in New York City and the world beyond.

**STANDARDS:** Common Core ELA RST.11-12.2, SL.11-12.4, RST.11-12.7; Living Science Scope and Sequence Key Idea 7; NGSS HS-ESS3-1

## OBJECTIVE

Students evaluate a set of cards to identify a common theme and then integrate the cards into a poster that includes their own personal reflections.

After this activity students will be able to:

- ✓ Identify a main theme from multiple sources of information
- ✓ Clearly and concisely present supporting evidence for the identified theme
- ✓ Articulate how human consumption patterns influence resource usage and impact ecosystems

## TIME REQUIRED

1 to 2 45-minute class periods

## PROCEDURE

Small groups of students each develop expertise in one issue area and present that information, in a poster, to their peers.

- I. **Warm Up** a brief exercise to immediately engage students and help them identify their current relationship with waste.
- II. **Scratching the Surface** students form into Expert Groups and brainstorm current words they associate with waste.
- III. **Going Deeper** students analyze Waste Deep Issue Cards, record their reactions, and assemble a poster using the cards and responses.
- IV. **Poster Presentations** students present posters to peers, summarizing their issue area through title, definition, and responses.
- V. **Wrap Up** teacher facilitates a discussion about the issues explored and their connections to each other.



## MATERIALS NEEDED

### Teacher Materials/Setup

- Digital Issue Cards Slide Deck (optional)
- Smartboard or projector (optional)

Arrange class so that up to five groups of students can work together.

### Student Handouts

- Sets of five different themed Issue Cards
- 30-50 Student Response Cards
- Exit Cards (1 per student)
- Waste Journal (1 per student)

### Supplies

- Scrap paper
- Flip-chart paper
- Markers
- Tape
- Timer



This card makes me feel...

Because...

Name \_\_\_\_\_



## IV. POSTER PRESENTATIONS

Students return to their seats for Expert Group poster presentations.

1. Instruct students to return to their seats.
2. Explain the Poster Presentations: Expert Groups will spend 2-3 minutes presenting their poster in front of the class. Each Expert Group's presentation should include the following:
  - a) Title/Theme
  - b) Definition/Description
  - c) Summarize Expert Group's feelings and main discussion points
  - d) Field reactions to the theme/cards from rest of class
3. Instruct each student to fill out an Exit Card at the end of the Poster Presentations.



## V. WRAP UP

1. Remind students that this lesson addressed various issues around waste.
2. Connect students' poster topics with the intended theme for each Issue Card set.
3. Facilitate a discussion about the issues and their connections.
  - What is one thing you learned from your own Expert Group?
  - What is one thing you learned from another Expert Group?
  - How are each of these issues from the different posters connected to one another?
  - What are some examples of these issues that you have encountered in your life? Something you've seen? Heard? Read? Experienced?
  - Looking at your original waste brainstorm, do you have any additional words to add?
  - What can you do starting today to address the issues you identified?
4. Conclude with a reminder to recycle in the classroom, cafeteria, and outside of school.

## EXTENSION

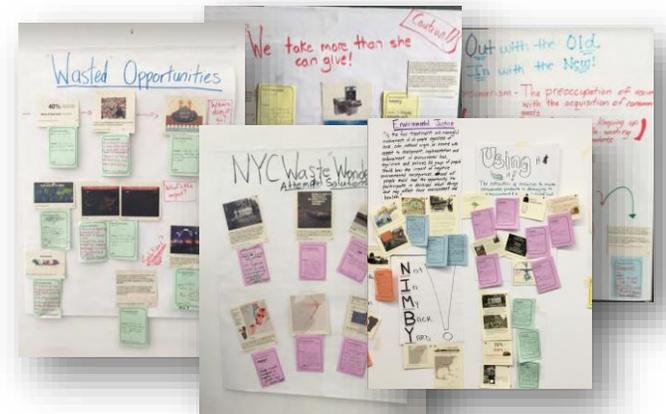
Distribute a Waste Journal to all students.

- Have students keep track of what they use and dispose for a day in their Waste Journal.

## CHECK FOR UNDERSTANDING

Review posters and Exit Cards to ensure the lesson objective was met.

- ✓ Were students able to define the theme of their Issues cards?
- ✓ Were students able to draw conclusions from their issues cards?
- ✓ Did students add anything to their initial waste brainstorm sheet



Continue the Waste journey in *Waste Deep 2: Understanding New York City!*

