

Week One, Day One

Lesson Plan: Introduction to Waste Generation and Disposal

Grade Level: Middle School

Time: 40-45 minutes

Objective

Students will explore the concept of waste, its categories, and its significance in human and ecological contexts. They will engage in inquiry-based discussions and writing activities to reflect on their daily interactions with waste and its broader implications. This creates a dynamic introduction to waste and waste practices while fostering critical thinking and personal reflection.

Note: a personal connection to waste generation and management are critical to help right-size the sense of responsibility humans feel about their role in the process. Terms like “throw it away” and “toss it out” have, for years, helped distance society from the act of disposal. This sense of distance is detrimental to responsible consumption and waste disposal practices, which impact all of society and the natural world.

Potential Standard Alignment

Today’s lesson is intended to probe prior knowledge. Lessons connect to standards beginning day 2.

Materials

- **Pre-test handout**
 - **Chart paper or whiteboard**
 - **Markers**
 - **Exit slips**
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Lesson Activities

1. Introduction and Pre-Test (7-10 minutes)

- **Purpose:** Assess prior knowledge and set the stage for the unit.
- **Activity:** Distribute the pre-test. Allow students 7-10 minutes to complete. Collect for review, and to compare with post-test at the end of the unit.

Pre-Test Questions

1. Describe or define garbage in your own words.
2. Describe or define recycling in your own words.
3. Describe or define hazardous waste in your own words.
4. Describe or define compost in your own words.
5. What happens after you throw something away? Tell as much as you can about the journey your garbage goes on once you’ve “taken out the trash.”
6. How is waste different now than it was in the past?
7. Who is responsible for managing the waste we all produce today?

2. Think-Pair-Share: What Is Waste? (10 minutes)

- **Purpose:** Build common language, probe prior knowledge, and encourage peer-to-peer dialogue.
- **Activity**
 1. Pose the question: *What comes to mind when you think of waste?*
 2. Students share their thoughts with partners or groups (3 minutes).
 3. As a class, compile examples of waste on the board. Next, task students with coming up with categories for the examples and allow time to discuss and share out. Record the suggestions for categories in a way that can be saved for reference later, like chart paper or a class notebook.
 - *Note: do not reject suggestions pertaining to human waste, but let students know that your work will be more focused on the disposal of used materials.*

3. Whole Group Discussion: The Importance of Managing Waste Responsibly (10 minutes)

- **Purpose:** Deepen understanding of why waste and disposal matter.
- **Guiding Questions**
 - Why is waste an important consideration for societies?
 - Why, of all species, do humans need to be concerned about waste practices?
 - Are there times when other species or environmental factors may be responsible for waste that causes problems (ex, invasive species, animal waste, diseased animals, natural disasters)?
- **Facilitation Tips**
 - Encourage students to share real-world examples.
 - Highlight key points, such as environmental health, resource conservation, and societal impact.

4. Wrap-Up and Exit Ticket

- **Purpose:** Close the lesson and gather student insights.
- **Activity**
 - Ask students to complete an exit slip:
Reflect on your daily interactions with waste. What waste do you generate? How do you manage or reduce it?
 - Students write individually for 5 minutes.
 - Volunteers share reflections with the class (optional).

Post-Class Challenge

Ask students to observe and consider the ways they interact with waste between now and the next class.

Week One, Day Two

Lesson Plan: Historical Contributions to the Waste Stream

Grade Level: Middle School

Time: 40-45 minutes

Objective

Students will examine how waste generation and management have evolved over time, identifying key historical factors that contributed to these changes. They will read, write, and engage in discussions to analyze the causes of these shifts, preparing for a future role-play activity. This lesson bridges the individual perspective from the prior class to a broader historical lens, setting the foundation for dynamic role-play and deeper understanding of waste evolution over time.

Potential Standard Alignment

Literacy

- **Reading Informational Text**
 - **RI.6-8.7:** Integrate information presented in different media or formats (ex, visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- **Writing**
 - **(W.6-8.3):** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Social Studies

- **SS.6.22:** Explain multiple causes and effects of events and developments in the past.
- **SS.7.25:** Analyze connections among historical events and developments in broader historical contexts.

Science (NGSS)

- **MS-ESS3-3:** Apply scientific principles to design a method for monitoring and minimizing human impact on the environment.
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Materials

- **Short reading passages [provided] or resources focused on historical waste practices (ancient Greece and Rome, Medieval times, Industrial Revolution, early 20th century, 1950s-1970s)**
 - **Chart paper or whiteboard**
 - **Markers**
 - **Student notebooks or writing paper**
 - **Exit slips**
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Lesson Activities

1. Introduction and Recap (5 minutes)

- **Purpose:** Connect to the previous lesson and set the stage for today's focus.
- **Discussion**
 1. Remind students that in the last lesson, they explored how individuals today contribute to the waste stream.

2. Introduce the focus of today's lesson: How have humans historically contributed to the waste stream, and why have practices changed over time?

***Note: encourage students to keep modern thoughts in mind as they explore historic practices*

2. Reading Activity: Historical Waste Practices (15-30 minutes)

- **Purpose:** Provide context for changes in waste generation and management.
 - **Activity**
 1. Divide students into small groups and provide each group with a reading passage. If desired, provide access to resources to allow students to take a deeper dive into their assigned historical period:
 - **Ancient Times**
 - **Medieval Times**
 - **Industrial Revolution**
 - **Early 20th Century**
 - **1950s-1970s**
 2. Each group reads and discusses:
 - *What waste was common in this time?*
 - *How was waste managed?*
 - *What were the main factors impacting decisions about waste during this time?*
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3. Writing Activity: Perspective Taking (5 minutes)

- **Purpose:** Reflect on historical waste practices and prepare for the future role-play activity.
 - **Activity**
 - Prompt: *Imagine you are a person living in the time period your group studied. Write a journal entry describing your perspective on waste. What challenges do you face? How do you manage waste?*
 - Students write individually, drawing from their group's reading and discussion.
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4. Wrap-Up (5 minutes)

- **Purpose:** Reinforce learning.
 - **Activity**
 - Have students share their writing in whatever format best fits your needs. (Volunteers share their writing with the whole group, partners share with each other, groups jigsaw, share with their original groups, etc.)
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Assessment

- Group discussions for understanding of historical waste practices.
- Writing journal entries for depth of perspective and comprehension.
- Exit slips for insights and questions.

Week One, Day Three

Lesson Plan: Prep for Mock TV Talk Show – "Talking Trash "

Grade Level: Middle School

Time: 40-45 minutes

Objective

Students will prepare to role-play historical perspectives on waste generation and management by participating in a mock TV talk show. They will apply knowledge from previous lessons, collaborate in groups, and present to the class to deepen their understanding of historical waste practices. This lesson allows students to prepare for the talk show, which will take place the next day. It encourages creativity, collaboration, and critical thinking while allowing students to immerse themselves in historical perspectives on waste.

Potential Standard Alignment

Literacy

- **Speaking and Listening**
 - **SL.6-8.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
 - **SL.6-8.4:** Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

Social Studies

- **SS.6.22:** Explain multiple causes and effects of events and developments in the past.
 - **SS.7.25:** Analyze connections among historical events and developments in broader historical contexts.
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Materials

- **Group notes and journal entries from the previous lesson**
 - **"Talking Trash" role cards [provided]**
 - **Devices for research (optional)**
 - **Supplies to create props (optional)**
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Lesson Activities

1. Introduction and Recap (5 minutes)

- **Purpose:** Connect today's activity to the previous lesson.
 - **Discussion**
 1. Remind students that in the last lesson, they explored waste practices across historical periods.
 2. Introduce the activity: *Today, we'll bring history to life by participating in a mock TV talk show called "Talking Trash."*
 3. Explain that each group will take on roles as citizens from their assigned time period and discuss waste practices with a host.
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2. Group Preparation (35 minutes)

- **Purpose:** Organize groups and prepare for the talk show.
 - **Activity**
 1. Divide students into their historical groups from the last lesson (ancient Greece and Rome, medieval times, Industrial Revolution, early 20th century, 1950s-1970s). Note: students should be assigned to the same era and group members as the previous session.)
 2. Distribute role cards
 - One student serves as the **talk show host**.
 - The remaining students act as **guests** from the historical period.
 3. Groups review their notes and journal entries to prepare answers and practice responses. If desired, allow students to use devices to research additional details for their presentation.
 4. Groups create any visuals they'd like to use during their talk show presentation.
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Assessment

- Group preparation and participation in the talk show for historical accuracy and creativity.

Printable Role-Playing Cards for "Talking Trash" are included in this unit. This version is for teacher reference.

Host (same card for all groups)

Role:

You host the talk show "Talking Trash" and interview your guests about waste in their era. You want to help viewers get a good sense of the experience and perspectives of each guest.

Questions to Consider:

These questions are examples of questions that could help tell the story of garbage in your era. Work with your team to decide which questions are most relevant, or come up with new ones!

- Why is your role challenging?
- What is difficult about making rules in your era?
- What do you think is the best option for managing waste during this time in history?
- What kind of waste do you dispose of?
- Whose responsibility is it to manage waste?
- How concerned are you about waste? What worries do you have?
- How does waste factor in to your daily life?

Ancient Greece and Rome

City Leader/Lawmaker

Role:

You make rules and decisions to keep the streets clean and manage waste.

Perspective:

Clean streets are important to keep odors, diseases, and pests under control. You also want things to look nice, and you hope to remain popular with the citizens of the city.

Talking Points:

- Why is this role challenging?
 - What is difficult about making rules about waste in a big, ancient city?
 - What do you think is the best option for managing waste during this time in history?
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Wealthy Citizen

Role:

You live in a large, beautiful home and have staff to manage any waste-related work.

Perspective:

Waste - yuck! You avoid dealing with it directly and instead expect others to be responsible for managing it. You expect your surroundings to be clean and are eager to keep consuming. The waste is someone else's problem!

Talking Points:

- Why do you think the streets are so dirty?
 - Who do you think should be responsible for keeping things clean?
 - What kinds of waste do you generate?
 - What do you think leaders and lawmakers should do? What worries you about waste?
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Poor Citizen

Role:

You live in a crowded area where waste piles up quickly.

Perspective:

You're used to waste - it is part of your everyday life, and it is all around you. You know the wealthy citizens don't come to your streets, and you suspect the leaders and lawmakers are not worried about waste in your area.

Talking Points:

- Why do you think the streets are so dirty?
 - Who do you think should be responsible for keeping things clean?
 - What kinds of waste do you generate?
 - What do you think leaders and lawmakers should do?
 - What worries you about waste?
-

Average Citizen, Small Town

Role:

You live in a small rural town, far from the city, where most of your waste is organic -- that means it is mostly plant- or animal-based.

Perspective:

Waste doesn't seem like a big issue in your town. There aren't many citizens, and most of them reuse materials over and over because they have few options for shopping and trading.

Talking Points:

- Why do you think your town is cleaner than big cities?
 - Why is most of your waste plant- or animal-based?
 - Why do you and the other citizens reuse materials so often?
 - What kinds of waste do you dispose of on a normal day, and what do you do with it?
-

Average Citizen, Big City

Role:

You live in a fairly busy area of a big city.

Perspective:

Waste is everywhere, and it is hard to figure out where to put it. Everywhere you look, there are buildings and people. Travel is difficult, so you rarely leave your part of town.

Talking Points:

- Why do you think there is so much waste in the streets?
- Why do you put your daily waste in the streets?
- Do you think waste is a problem? Why or why not?
- Who should be in charge of keeping the streets clean?

Medieval Times

City Leader/Lawmaker

Role:

You make rules and decisions to keep the streets clean, manage waste, and reduce disease.

Perspective:

You suspect that waste causes problems like disease. You also want things to look nice, and you hope to remain popular with the citizens of the city.

Talking Points:

- Why is this role challenging?
 - What is difficult about making rules about waste in a big, medieval city?
 - What do you think is the best option for managing waste during this time in history?
-

Wealthy Citizen

Role:

You live in a fairly well-maintained home and have staff to manage any waste-related work.

Perspective:

Waste - yuck! You avoid dealing with it directly and instead expect others to be responsible for managing it. Waste is someone else's problem! But you do notice the smells...

Talking Points:

- Why do you think the streets are so dirty?
 - Who do you think should be responsible for keeping things clean?
 - What kinds of waste do you generate?
 - What do you think leaders and lawmakers should do?
 - What worries you about waste?
-

Poor Citizen

Role:

You live in a crowded area where waste piles up quickly and life is hard.

Perspective:

You deal with waste daily and worry that the conditions lead to sickness. However, day-to-day life is a hard distraction, so waste does not get much of your attention. The river is a convenient way to get rid of waste so it does not stay near your home.

Talking Points:

- Why do you think the streets are so dirty?
 - Who do you think should be responsible for keeping things clean?
 - What kinds of waste do you generate?
 - What do you think leaders and lawmakers should do?
 - What worries you about waste?
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Average Citizen, Small Town

Role:

You live in a small rural town, far from the city, where most of your waste is organic -- that means it is mostly plant- or animal-based.

Perspective:

Waste doesn't seem like a big issue in your town. There aren't many citizens, and most of them reuse materials over and over because they have few options for shopping and trading.

Talking Points:

- Why do you think your town is cleaner than big cities?
 - Why is most of your waste plant- or animal-based?
 - Why do you and the other citizens reuse materials so often?
 - What kinds of waste do you dispose of on a normal day, and what do you do with it?
-

Average Citizen, Big City

Role:

You live in a fairly busy area of a big city, like Paris or London.

Perspective:

Waste is everywhere, and it is hard to figure out where to put it. Everywhere you look, there are buildings and people. Travel is difficult, so you rarely leave your part of town. And why would you need to? There are markets and street vendors around you so there is no need to leave!

Talking Points:

- Why do you think there is so much waste in the streets?
- Why do you put your daily waste in the streets?
- Do you think waste is a problem? Why or why not?
- Who should be in charge of keeping the streets clean?

Industrial Revolution

City Leader/Lawmaker

Role:

You make rules and decisions to improve waste disposal in your rapidly growing city.

Perspective:

Factories and people are producing more waste than ever, and its overwhelming the system.

Talking Points:

- Why is this role challenging?
 - What is the growing population challenging when it comes to managing waste?
 - As people have more options of materials to buy, why are they reusing less?
 - What do you think is the best option for managing waste during this time in history?
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Wealthy Citizen

Role:

You live in a fairly well-maintained home and have staff to manage any waste-related work.

Perspective:

You care about clean surroundings, but you don't really notice the problems others may face in poorer parts of town. You hire people to take waste away from your home and neighborhood.

Talking Points:

- Why do you think streets are dirtier in other parts of town?
 - Who do you think should be responsible for keeping things clean?
 - What kinds of waste do you generate?
 - What do you think leaders and lawmakers should do?
 - What worries you about waste?
-

Poor Citizen

Role:

You live in a crowded area near many new factories.

Perspective:

Waste and polluted air make your neighborhood feel dirty and unhealthy.

Talking Points:

- Why do you think the streets are so dirty?
 - Who do you think should be responsible for keeping things clean?
 - What do you think of the factories in the area?
 - What kinds of waste do you generate?
 - What do you think leaders and lawmakers should do?
 - What worries you about waste?
-

Average Citizen, Small Town

Role:

You live in a small rural town, where organized methods of dealing with waste are just getting started.

Perspective:

Waste seems like a pretty new problem, and it doesn't seem like too big of it is a big deal. The river water seems to be getting dirtier and dirtier.

Talking Points:

- Why do you think your town is cleaner than big cities?
 - Why is your river water not as clean as it used to be?
 - What kinds of waste do you dispose of on a normal day, and what do you do with it?
-

Average Citizen, Big City

Role:

You live in fairly busy area of a big city, like Pittsburgh.

Perspective:

Waste is everywhere, and it is hard to figure out where to put it. Everywhere you look, there are buildings and people. The air seems to be getting dirtier too. There are some options for getting waste removed from the streets and neighborhoods, but there doesn't seem to be a great system yet.

Talking Points:

- Do you think waste is a problem? Why or why not?
- Is waste something you think about every day?
- Who should be in charge of keeping the streets clean?

Early 20th Century

City Leader/Lawmaker

Role:

You make rules and decisions to improve waste disposal in your rapidly growing city.

Perspective:

There are more options for disposing of waste, like landfills and incinerators, but there is also more waste being produced!

Talking Points:

- Why is this role challenging?
 - What is the growing population challenging when it comes to managing waste?
 - As people have more options of materials to buy, why are they reusing less?
 - What do you think is the best option for managing waste during this time in history?
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Wealthy Citizen

Role:

You live in a well-maintained home and have your waste collected and taken from your home.

Perspective:

You want a clean city and support the development of new methods to manage garbage. You like that there are more products to buy, use, and throw away!

Talking Points:

- Why do you think streets are dirtier in other parts of town?
 - Who do you think should be responsible for keeping things clean?
 - What kinds of waste do you generate?
 - What do you think leaders and lawmakers should do?
 - What worries you about waste?
-

Poor Citizen

Role:

You live in a crowded area where waste collection is not reliable.

Perspective:

Your neighborhood isn't filthy, but it is still common to see piles of garbage, and you often see rats and other pests. You think unclean conditions probably lead to sickness, and that makes you worry. You reuse items when you can and try not to throw things away before they have lost their usefulness.

Talking Points:

- Why do you think the streets are dirty?
 - Who do you think should be responsible for keeping things clean?
 - What kinds of waste do you generate?
 - What do you think leaders and lawmakers should do?
 - What worries you about waste?
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Average Citizen, Small Town

Role:

You live in a small rural town, where organized methods of dealing with waste are not developing as quickly as in the big city.

Perspective:

Waste doesn't seem like a big deal - you can just burn it in your own backyard. The river water seems to be getting dirtier and dirtier.

Talking Points:

- Why do you think your town is cleaner than big cities?
 - Why is your river water not as clean as it used to be?
 - What kinds of waste do you dispose of on a normal day, and what do you do with it?
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Average Citizen, Big City

Role:

You live in a fairly busy area of a big city, like Chicago

Perspective:

Waste collection is getting better, but garbage still collects in the streets. Everywhere you look, there are buildings and people. The air seems to be getting dirtier too. You and your neighbors are all working to recycle more for the war efforts.

Talking Points:

- Do you think waste is a problem? Why or why not?
- Is waste something you think about every day?
- Who should be in charge of keeping the streets clean?

City Leader/Lawmaker

Role:
You make rules and decisions to keep the streets clean and manage waste in a city struggling with a growing population and increased garbage generation.

Perspective:
Garbage collection is getting easier and more common, and the garbage has a place to go - to dumps and incinerators. Your concern for the environment is growing because dumps are open to the air and attract pests, and there aren't any steps being taken to protect the groundwater. Incinerators release a lot of pollution into the air.

Talking Points:

- Why is this role challenging?
 - While this system is better than dumping garbage loose into the streets, it is far from perfect. What changes do you hope will happen over time?
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Wealthy Citizen

Role:
You live in the suburbs and make a LOT of garbage.

Perspective:
You love the convenience of disposable materials and packaging. Keeping a tidy home is much easier when you can just throw most things away after you've used them once! And you love that a garbage truck comes by your home to take it all away. It is a perfect system!

Talking Points:

- Why do you think disposable items are so great?
 - Why aren't you worried about how much you are throwing away?
 - What do you think of garbage trucks picking up material at your home and taking it to a dump?
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Poor Citizen

Role:
You live in a crowded area with limited access to modern waste disposal systems, like garbage trucks picking material up at your house.

Perspective:
You're used to waste - it is part of your everyday life, and it is all around you. You know the wealthy citizens don't come to your streets, and you suspect the leaders and lawmakers are not worried about waste in your area.

Talking Points:

- Why do you think the streets are so dirty?
 - Who do you think should be responsible for keeping things clean?
 - What kinds of waste do you generate?
 - What do you think leaders and lawmakers should do?
 - What worries you about waste?
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Average Citizen, Big City

Role:
You live in a fairly busy area of a big city that is growing quickly.

Perspective:
Waste is manageable and garbage collection systems help, but pollution and waste are still issues.

Talking Points:

- Do you think waste is a problem? Why or why not?
 - Is waste something you think about every day?
 - Who is most responsible for waste generation and proper management?
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Average Citizen, Small Town

Role:
You live in a small rural town, where organized methods of dealing with waste are slow to catch on.

Perspective:
Waste seems manageable, but many times you manage it yourself with methods like burning garbage in a metal barrel in your yard. Disposable products and plastics are more and more common.

Talking Points:

- Why do you think your town is cleaner than big cities?
- Why do you think garbage services are happening in bigger cities, while your town is slower to catch up?
- What kinds of waste do you dispose of on a normal day, and what do you do with it?

Week One, Day Four

Lesson Plan: Mock TV Talk Show – "Talking Trash "

Grade Level: Middle School

Time: 40-45 minutes

Objective

Students will role-play historical perspectives on waste generation and management by participating in a mock TV talk show. They will apply knowledge from previous lessons, collaborate in groups, and present to the class to deepen their understanding of historical waste practices. This lesson encourages creativity, collaboration, and critical thinking while allowing students to immerse themselves in historical perspectives on waste.

Potential Standard Alignment

Literacy:

- **Speaking and Listening**
 - **SSL.6-8.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
 - **SL.6-8.4:** Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

Social Studies:

- **SS.6.22:** Explain multiple causes and effects of events and developments in the past.
 - **SS.7.25:** Analyze connections among historical events and developments in broader historical contexts.
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Materials

- **Materials (props, notes, etc.) prepared in the prior lesson**
 - **"Talking Trash" role cards**
 - **Paper or notebooks to take notes**
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Lesson Activities

1. Group Preparation (5 minutes)

- **Purpose:** Organize back into groups and prepare for the talk show presentation.
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2. Mock TV Talk Show Presentations (20-25 minutes)

- **Purpose:** Showcase understanding of historical waste practices through engaging role-play.
- **Activity**
 1. Groups take turns presenting their segment of "Talking Trash." Each segment is 4-5 minutes.
 2. The host asks questions, and guests respond in character. Encourage creativity, such as using historical language or props.

3. The rest of the class acts as the audience, taking notes on paper or in their notebooks. They should write down key waste practices and challenges from each time period.
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3. Whole Class Discussion and Reflection (10 minutes)

- **Purpose:** Synthesize learning and connect the activity to the broader unit.
 - **Discussion Questions**
 - What were some similarities and differences between time periods?
 - How did the management of waste change over time, and what challenges remain today?
 - What can we learn from historical waste practices to improve modern waste management?
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4. Wrap-Up and Exit Slip

- **Purpose:** Reinforce learning and gather insights.
 - **Activity**
 - Exit slip:
 - *What was the most surprising thing you learned about historical waste practices?*
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Assessment

- Group preparation and participation in the talk show for historical accuracy and creativity.
 - Audience note-taking for engagement and comprehension.
 - Exit slips for individual reflection.
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Homework/Extension

Ask students to reflect or have a conversation at home about how modern waste practices might be viewed by future generations. Encourage them to consider what they think our biggest challenges are today.

Week One, Day Five

Lesson Plan: "Crafting Campaigns for Change"

Grade Level: Middle School

Time: 40-45 minutes

Objective

This lesson helps students connect persuasive communication to waste management solutions while reinforcing their understanding of historical waste practices. They will analyze historical and modern campaign advertisements about waste management practices, identify persuasive techniques used in advertisements, and create a campaign advertisement promoting an effective waste practice for a historical era.

**Note – students will write a short reflection on the back of their advertisement and hand it in during the next class period.*

Potential Standard Alignment

Literacy:

- **Writing**
 - **W.6-8.1:** Write arguments to support claims with clear reasons and relevant evidence.
- **Speaking and Listening**
 - **SL.6-8.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.

Social Studies:

- **SS.6.22:** Explain multiple causes and effects of events and developments in the past.
 - **SS.7.25:** Analyze connections among historical events and developments in broader historical contexts.
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Materials Needed:

- **Projector or screen for showing advertisements**
 - **Paper, markers, and colored pencils for creating advertisements**
 - **Optional: Digital tools for designing advertisements if resources are available**
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Lesson Activities

1. Introduction and Recap (5 minutes)

Purpose

- Connect today's lesson to prior learning.
- Introduce students to the power of advertisements in shaping public behavior and waste management practices.

Activity

- **Review Prior Lessons:**
 - Remind students about their participation in the "Talking Trash" mock talk show.
 - Discuss how they explored waste management challenges and practices in different historical eras.

- **Set the Stage:**

- Explain that today they will examine how advertisements influence public behavior regarding waste.
 - Highlight that advertisements reflect the needs and values of their time and encourage behavior change.
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2. Whole-Group Activity: Advertisement Analysis (10 minutes)

Purpose

- Expose students to real-world advertisements about managing waste.
- Identify key persuasive techniques used in advertisements.

Activity

1. Watch and Discuss:

- Share 2-3 campaign advertisements related to waste management or public health, such as:
 - “Don’t Be a Litterbug”
 - Wartime recycling posters
 - A modern recycling PSA

**Note: While the 'Keep America Beautiful' campaign is a well-known example of a waste-related advertisement, it presents some complexities that may be difficult to fully unpack in a middle school setting in a short time period. Given the nuanced discussion required to critically analyze this messaging, it may be more effective to use alternative examples of waste-related campaigns.*

2. Discussion Questions:

- What message is the advertisement trying to convey?
- Who is the audience?
- What persuasive techniques (slogans, visuals, emotions, facts) are used?
- How might an ad like this have been different in a different historical era?

3. Key Takeaway:

- Advertisements are powerful tools that reflect the concerns and values of their time while shaping public behavior.
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3. Creating an Era-Specific Advertisement (30 minutes)

Purpose:

- Apply knowledge of waste history to create an engaging and persuasive advertisement.
- Encourage students to use creativity while considering historical context.

Activity:

1. Assignment Explanation:

- Students will create an advertisement promoting a waste practice or solution relevant to their assigned historical era.

2. Examples of Advertisements:

- **Ancient Greece and Rome:** Promote proper disposal of waste outside city walls.
- **Medieval Times:** Encourage better street cleaning to reduce pest infestations.
- **Industrial Revolution:** Advocate for using early landfills instead of dumping waste in rivers.

- **1950s–1970s:** Promote recycling as a solution to rising plastic waste.

3. Advertisement Requirements:

- A **catchy slogan or headline**
 - A **clear message** targeting a specific audience (ex, city dwellers, factory workers, small-town residents)
 - At least **one visual element** (drawing, symbol, or layout)
 - Use **persuasive techniques** learned in the analysis
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Assessment

- **Participation** in advertisement analysis discussion.
 - **Creativity and historical accuracy** in advertisements.
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Homework

- Complete advertisement, if needed.

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