

ELEMENTARY/MIDDLE SCHOOL LOCAL GOVERNMENT CURRICULA
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Grade 2



Title: *Let's Reuse*

GLCE: 2 – C1.0.2 Distinguish between government action and private action. You can explain the information in blue to students.
Practical application: The government says that we need to be responsible by not littering on our streets. Even though we need to put our trash where it belongs, we can do so much more than that. They make rules that say that we need to take care of our community. In Michigan, if you are caught littering, especially if it is a considerable amount, you may have to pay to have the land where you littered cleaned up. Moral application: Even though we may not get caught if we choose to litter, it is not a good idea. Littering means we are not taking care of our environment.

The government has not made a law that says that we *have* to recycle. However, it has set up organizations like the E.P.A. (Environmental Protection Agency) at the federal level, and the D.E.Q (Department of Environmental Quality) at the state level to set up programs to help keep our land, air, and water clean. These organizations give people and businesses information to encourage recycling.

GLCE: 2 – C5.0.2 Distinguish between personal and civic responsibilities and explain why they are important in community life.

Practical application:

1. Personal responsibility is taking the time to recycle, when, at times it would be easier to simply throw things in the garbage.
2. Civic responsibilities mean that we can encourage friends and neighbors to recycle. We can help by handing out fliers for our local recycling facilities. We can reuse things at home (compost piles, containers). We can be responsible in not filling up our waste sites. We can cooperate by volunteering and helping others by collecting items to recycle. We can also volunteer at places such as *Goodwill*, *Salvation Army*, and *The Habitat Restore* that collect used items and resell them.

GLCE: 2 – P3.1.1 Identify public issues in the local community that influence the daily lives of its citizens.

Practical application:

How easy is it for people to recycle in their community?
Where are recycling facilities in communities?
Can community members set out recyclable items for collection, or must they take the reusable items themselves?
Are community members aware of what they CAN do to reuse and recycle items?
In many cities and towns, it is *cheaper* to recycle than to throw your garbage away (especially when recycled items can be picked up at your house).

GLCE: 2 – P3.1.2 Use graphic data and other sources to analyze information about a public issue in the local community and evaluate alternative resolutions.

What is in the local landfill? What are the problems of disposing of the waste? How much of the materials in the dumps could be recycled or reused? How much, as a school (or classroom) do we recycle vs. how much is in the trash?

GLCE: 2 – P3.1.3 Give examples of how conflicts over core democratic

values lead people to differ on resolutions to a public policy issue in the local community.

Practical application:

An example of a core democratic value is the *common good*. This means that people should work together for the good of all. Learning to be responsible in our world will help us today, and will benefit others in the future by not filling up our world with waste. Not everyone recognizes the importance of recycling. It is simply easier to not do it.

GLCE: 2 – P4.2.1 Develop and implement an action plan to address or inform others about a public issue.

Practical application:

What can we do to help solve the problem? How can we encourage school, family members, and community members to recycle?

How can *we* learn to be responsible about properly recycling or throwing items away at home and at school?

MATERIALS NEEDED:

- Clean, empty glass jar (jam, jelly, pickle)
- Clean, empty plastic recyclable (#1 or #2 on bottom – most facilities accept at least these)
- Clean, empty tin can/container
- Paper scraps
- Newspaper
- Empty, returnable soda can or bottle (w/\$.10 deposit)
- Plastic grocery bag (s)
- Cloth reusable grocery bag
- Poster board
- Supply of markers
- Grocery fliers
- Attached handouts
- Scissors
- Glue or glue sticks
- Graph paper

REFERENCE MATERIALS TO HAVE ON HAND: (Trade books)

Coping With...Plastic Trash. 1994. Jamie Daniel and Veronica Bonar
Follow That Trash. 1996. by Francine Jacobs
Garbage Disposal. 2004. Deborah Jackson Bedford
Trash and Recycling. 2005. Usborne Beginners – Stephanie Turnbull
Recycling. 2006. Jen Green
Waste, Recycling and Re-use. 1998. Steve Parker
Why Does Litter Cause Problems? 1992. Isaac Asimov
You Can Save the Planet: 50 Ways You Can Make a Difference. 2007. Jacquie Wines

WEB RESOURCES:

www.usborne-quicklinks.com type in the keywords “beginners trash”
www.recycle.net/recycle/Associations/
www.envirolink.org
www.earth911.org
www.recycled.com
www.recycle.net
www.epa.gov/wastewise/
www.recycledproducts.org
www.kidsrecycle.org
www.epa.gov
www.michigan.gov.deq

METHODOLOGICAL PROCEDURES:

Teacher will display recyclable materials, and will then connect the concept of the personal vs. civic concept of recycling. Then teacher will explain - Who can recycle? Why is recycling beneficial? Why, as citizens are we responsible to take care of our environment? The teacher will use hands-on materials, a power point presentation, trade books, and possible websites to help the students understand the concept of recycling. Students will learn second-grade level vocabulary words about their role in the community, and how these words can be used in this unit lessons.

VOCABULARY:

Role – part someone plays in their family, at school, in their neighborhood and community

Citizen – a person who belongs to a community

Recycling – processing items and materials that would otherwise be disposed of as waste, so they can be used as raw materials

Conservation – working to save resources or make them last longer

Environment – all the things around us

Natural Resource – Something in nature that people can use to meet their needs

Community – a group of people who live or work together in the same place

Cooperate – to work together with others

DAY ONE:

Bring recyclable items into class, using a cloth shopping bag. As you display materials in items list to class, ask, “Does anyone know what these things have in common?” Entertain responses, concluding with, “They can all be re-used into other things.”

Also pose to students, “Do any of your families use these bags?” Does anyone know why people might use them while they shop? You might bring a few extra to use in the classroom to collect recyclable items, if a receptacle does not exist. Throughout the week, you can encourage other classrooms to do the same (students can bring in empty bags, boxes, or cloth shopping bags to use to collect the items). At the end of the week, gather the recyclable items to see how much has been used – Don’t forget to include such items as brown lunch bags, plastic lunch snack containers, etc.

Use table on the next page. Distribute to students, read through each, and have them check the appropriate box

Vocabulary Term	I Know	Sounds Familiar	Don't Know
Role			
Citizen			
Recycling			
Conservation			
Environment			
Natural Resource			
Community			
Cooperate			

After students have completed the above table, you open up the power point presentation, which contains these terms and definitions. If you do not have internet access in your school or in your classroom, you can print out the power point slides and use them from which to read, or print off copies for each of your students.

Next, give each student a copy of the vocabulary flashcards that they can use for the unit in learning the vocabulary terms. Students can cut these apart, laminate if you wish.

Read the book *Trash and Recycling*. You can look for examples of the vocabulary terms:

- Ex. Citizens: In this book are the people who live in houses, throw things away, etc. p. 4
- Community: Point out pictures of homes, buildings, p. 4
- Recycling: Indicate some of the items that can be re-used, p. 18
- Role: Many examples are throughout the book that show people in their different roles in the community (garbage collector, worker at an incinerator, worker handling toxic waste, workers at recycling center)

On day 2, you will use another book, *Recycling*, to provide more examples of the vocabulary words.

DAY TWO:

Review concepts from day one. You may want to use the power point presentation to help the students with the meanings. Have the students review using their flashcards. Begin by asking for volunteers to read each card.

Read the book, *Recycling*, and use examples to explain more of the vocabulary words.

- Cooperate: pp. 4-5, pp. 8-9 show pictures of citizens recycling
- Natural Resource: pp. 18-25 show pictures of recycling in ways that re-use our natural resources (water, metal, glass & paper – from raw materials)
- Environment: Any of the scenes in the book display various environments
- Conservation: pp. 19, 21 provide ways to conserve

Place students into groups of three or four. Supply each group with a grocery store fliers that contain examples/pictures of product materials that they could recycle (ex. detergent bottles, milk containers, glass jars, soup cans, etc.). Instruct each group to cut out

examples of each of the recycle categories. After the groups have cut out items, they will set them aside for use in a Who, What, When, Where, Why? poster. Students can begin working on their posters using each of the following criteria:

Who can recycle?	All of us (students can draw pictures of themselves, family members, teachers, or cut out pictures of magazines - hence re-using them, etc).
What can we recycle?	Items pictured in fliers, examples in class The most common ones are glass, tin, paper, plastics with the #1 or #2 in the arrows, at the bottoms of the containers.
When can we recycle?	Anytime. We can store them in containers at home, and ask when collection/drop off take place in our communities. Students Write sample times on poster, ex. 9:00am - 3:00pm. If time permits, you can visit your community's (or the one nearest you) city/ township website to see what their specifics are on pickup times/dates/locations.
Why should we recycle?	Because it takes care of our communities.
Where should we recycle?	At our local facilities. Students can draw a picture of home recycling bins, recycling recycling centers.
What else can be done?	The book <i>You Can Save the Planet: 50 Ways...</i> is an excellent resource, giving ideas about other ways to help.

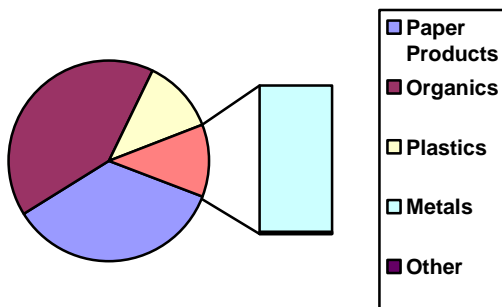
DAY THREE:

Review the vocabulary words and their meanings. Select one vocabulary word at a time and read its definition. After you have reviewed all of the words, randomly choose a definition, and ask students for the correct term that applies.

Read the book *Waste, Recycling and Re-Use*

Page 9 gives graphic illustrations of what types of products are found in landfills that can usually be recycled. You will probably want to write the figures on an overhead or white board for students to read.

Percent of Domestic Waste



Students can make a pie chart, table, or graph (using graph paper) for information found on pages 9-11. Page 10 compares the United States with the United Kingdom and Switzerland regarding where municipal solid waste goes.

Page 31 also gives a comparison of recycling efforts in Germany in the years 1992 and 1995.

DAY FOUR:

1. Think, Pair, Share: Ask students to retrieve vocabulary cards and their meanings. Put students into groups, and give each group a book. Ask the students to locate examples for as many vocabulary words as they can. One student can use his/her word/definition card as bookmarks, and mark the places in their book where they have found their examples. After the groups have had ample time, ask a representative from each group to report on their findings.
2. Distribute plain, white paper, and ask students to draw a picture, using as many vocabulary words as they can.
3. Whatever time permits, read any of the remaining books from the list at the beginning of this lesson.

DAY FIVE:

1. Check for understanding – please read together the terms discussed in this unit. Review the meaning of each word, give an example of each. Ask for student participation.
2. Check that group posters are complete. Allow time for finishing posters, if necessary.
3. Distribute the handouts found at the end of this unit. It is entitled “*Do You Remember?*”
4. Read, if time permits, any of the remaining trade books.

Do You Remember?



1. To work together with others is called _____.
2. A group of people who work or live together in the same place is called a _____.
3. All the things around us – is called our _____.
4. Working to save resources or make them last longer is called _____.
5. A part that someone plays (is) in their family, at school, in their neighborhood or community is called a _____.
6. Processing items and materials that would otherwise be disposed of as waste, so they can be used again as raw materials is called _____.
7. This is something that is found in nature that people can use to meet their needs _____.
8. A person who belongs to a community is called a _____.
9. Bonus question...Why does our government have people that try to help us learn about recycling?



10. Bonus: What is one of our *Core Democratic Values*? Hint...

Core Democratic Value

Common Good

One of the Core Democratic Values is the *common good*. This means that people should work together for the good of all. The government should make laws that are good for everyone.



ROLE

Part someone plays in their family, at school, in their neighborhood and community



NATURAL RESOURCE

something found in nature that people can use to meet their needs



CITIZEN

a person who belongs to a community



ENVIRONMENT

all the things around us



RECYCLING



COOPERATE

to work together with others



CONSERVATION

working to save resources or make them last longer



COMMUNITY

a group of people who live and work together in the same place

