ENVIRONMENTAL MOVEMENT: THEN AND NOW

A 16 Day Lesson
Grade 5
Linda Stumbough
What I observe in the photograph **before & during** Expo '74

<table>
<thead>
<tr>
<th>What I observe in the photograph <strong>after</strong> Expo '74 left Spokane</th>
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The conclusions that I made while comparing and contrasting the two photo-
Examining Primary Resources

For each Primary Source, record what it is and what story can be shared from it.

Name: ___________________
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<th>What do I <strong>KNOW</strong></th>
<th>What do I <strong>WANT</strong> to learn</th>
<th><strong>HOW</strong> will I find out</th>
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The conclusions that I made while comparing and contrasting the two photo-
The Environmental Movement: Then and Now

Name: ____________________

Facts I’ve learned:
- _______________________
- _______________________
- _______________________
- _______________________

Then

Similar

Now

Then

Similar

Now
## The Environmental Movement: Then and Now

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- __________________________________________________________________________
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### Then

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### Now

| ___________ |
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Celebrating Tomorrow's Fresh New Environment
What was Expo ’74?

At first glance, Spokane seemed the least likely city in the country to hold an international exposition. Spokane came up with an environmental theme. The environment was such a serious subject and environmentalists wanted to return to nature.

Spokane became the smallest city in the world ever to stage a world’s fair.
What the area looked like before construction began

Old Havermale Island and Cannon Islands and adjacent river banks, 2 obsolete railroad stations (demolished quickly) and the Great Northern Clock Tower can be seen. Washington Water Power Company donated adjacent land to the project and the dream of a downtown riverfront park would live at the end of the Fair.
View of the area as it is being constructed for Expo ‘74.

The Great Northern Clock Tower was preserved by the city as a reminder of the gift by the railroad industry. A countdown of the days remaining until the opening day, May 4, 1974 was displayed at the top of the tower.
The USA Pavilion is nearing completion as well as the buildings for each country are nearing completion.
Opening Day with President Nixon giving the opening day speech.
The local newspaper the day Expo opened.
Opening day for Expo ‘74
Opening Day
Opening day for Expo with a view of the Clock Tower and the Pavilion.
A view of the fair at night

Expo at night—a magical sight
Newspaper Advertisement
The symbol for Expo '74 expresses an overall theme of the continuity of life.

**White**=cleanliness of fresh air  

**Blue**=purity of clean water  

**Green**=unspoiled natural beauty of growing plants and trees
Memorabilia from Expo ‘74
“Pollution Stinks!”
*The World’s Fair*
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Theme and Scope of the World’s Fair

"Celebrating Tomorrow’s Fresh, New Environment"

The concern of man living in harmony with his environment is universal. Citizens of the world are increasingly concerned and interested in how they may enjoy a quality life. Expo ’74 was undertaken as an opportunity for nations, states, industries and organizations of the world to show those things now being done or contemplated to enhance the quality of life on this planet. Expo ’74 is an exposition of world recognition with an exciting program of international exhibits, performing arts, fine arts, foods, crafts and amusements all drawn together in a spectacular setting on and around the falls, rapids and islands of the scenic Spokane River.

“Expo ’74 is registered by the Bureau of International Expositions as a Special Category Exposition.

Meaning of the Symbol

Basically, the Expo ’74 symbol is an adaptation of a three-dimensional form to a flat plane. Let your eye travel along the parallel lines and you will see that you are following the surface of a curious object which has only one side. In modern geometry and topology, it is called a “Mobius Strip”—a fascinating, improbable shape introduced by the German mathematician and astronomer Augustus Ferdinand Mobius. Since it has no “other side,” it has no definable beginning and no end. It is continuous. Seen as a whole, the symbol thus expresses an over-all theme of the continuity of life—man’s inescapable relationship with all things in his immediate environment and in his total universe. The symbol colors are significant. White expresses cleanliness of fresh air; blue stands for the purity of clean water, and green represents the unspoiled natural beauty of growing plants and trees.

Proper Use of the Symbol

To maintain coordinated usage of the symbol for Expo ’74, the following design specifications have been established: The mark “Expo ’74” and the Expo ’74 symbol are Federally registered trademarks of Expo ’74, a private, non-profit corporation. This registration should always be indicated by a small inconspicuous “®” immediately beneath and not touching the lower right-hand corner of the symbol and should likewise be placed to the lower right of the “4” of the “Expo ’74” mark. The right to use the Expo ’74 symbol and/or mark “Expo ’74” is restricted to Expo ’74 and its authorized licensees. Applications for license privileges should be directed to the Concessions Department, Expo ’74, P.O. Box 1974, Spokane, Washington 99210. Authorized reproductions of the Postage Meter cuts

The symbol for Expo ’74 expresses an over-all theme of the continuity of life.

White=cleanliness of fresh air

Blue=purity of clean water

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Memorabilia from Expo ‘74
“Pollution Stinks!”
*The World’s Fair*
**Primary Sources:**


This photograph provides a visual account of Expo ’74 World’s Fair. It is relevant since it is a photographic record of the historical event.


This photographic book provides a visual account of Expo ’74 World’s Fair. It includes several photographs and accounts of the fair. It is relevant since it is a photographic record of the historical event and provides information for my unit.


This provides a visual account of the people attending Expo ’74. It provides information on the fair, how it was conceived, and the optimistic people involved in bringing this event to Spokane. The photo on the front is of General Manager Petr Spurney and his family. It is relevant since it provides general information on Expo ’74 that can be shared with students.


This short article provides information on how Spokane is expanding its recycling program. It provides information on the Waste-to-Energy Plant, what materials will now be recycled curbside, what are considered acceptable materials to recycle, data on recycling increases, and the meaning behind the symbols found on various materials. It is relevant since it provides current information to students on recycling and what is happening locally to make it easier for residents to recycle. This will promote conversation and further develop student understanding and help strengthen their perspective on their views of recycling.


This magazine provides information on ways to live green. It provides information on local movements affecting the environment, environmentalism, SpokeFest, and awareness of promoting clean air. It is relevant since it provides general information for students on preserving the environment.
This document provides information on how Expo has evolved over time. It provides information on Expo 2010. It displays information on Shanghai and the facts and figures relating to the event. It is significant since it will promote conversation about how the event has evolved over time and encourage students to compare and contrast Expo ’74 and Expo Shanghai 2010. It further promotes discussion about the theme for both events.

This photograph provides a visual account of the transformation of the land for Expo ’74. It is relevant since it is a photographic record of the transformation of the land used for Expo ’74.

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This photograph provides a visual account of Expo ’74 and the interior of the Opera House under construction. It is relevant since it is a photographic record of the construction of the Opera House for Expo ’74.

This photograph provides a visual account of Expo ’74 World’s Fair. It is relevant since it is a photographic record of the historical event.


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This short document provides information on the facts of Expo ’74. It includes topics such as: theme, participants, entertainment, features, site, industry, special groups, states, and the meaning of the World’s Fair symbol. It is relevant to this
unit as it provides general information about Expo ’74 that can promote conversation to further student understanding.


This photograph provides a visual of Expo ’74. It provides the name of the first visitor to Expo ’74. The visitor is wearing a button that is significant to the overall theme of Expo ’74. It is relevant since it encourages discussion of pollution and what it meant to wear the button.


This program provided information on the exhibits and background information relating to the fair. It provides the welcome letter from Expo ’74 president King Cole, the government’s role in Expo, entertainment schedule, background information on the U.S. pavilion, things to do and see around Spokane, and general information that is relevant to my unit.


This short document provides information on the environment in 1974. It addresses the future of the environment in 1974, shares plans for developing a permanent center for environmental learning devoted to public education, providing the public with necessary tools to make responsible decisions about the environment, and local environmental programs. This is relevant to my unit as it provides additional general information about events taking place during Expo ’74 and what direction people wanted to take to continue the message of taking care of the environment. This information can be used to provide additional information as students formulate their opinion about the impact Expo ’74 had on Spokane and if it still lives on today.


This photograph provides a visual account of opening day during Expo ’74. It is relevant since it is a photographic record of the historical event.

This photograph provides a visual account of the transformation of the land for Expo ’74. It is relevant since it is a photographic record of the transformation of the land used for Expo ’74.


This map provides a visual of the area where Expo ’74 took place. It provides specific information on the pavilions, exhibits, and other buildings at the fair. It is relevant since it is a document that was distributed during Expo ’74 and is a record of what visitors received and used at the time.


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This article provides information on sustainability. It provides a question and answer session with one of the coordinators of Sustainable September Spokane, a monthlong effort to encourage people to explore ways to live cleaner and work smarter. It is relevant to this unit as it provides general information about preserving the environment and what sustainable is.

**Secondary Sources:**


This book provides information on the environmental movement. It explains the history of the movement and a timeline of events relevant to explaining what is was and how it relates to today. It focuses on the people, legislation, and events that drove the environmental movement. It recounts the movement’s heyday in the 1970s, during which Earth Day celebrations and protests helped spur the federal government to establish the Environmental Protection Agency and enact landmark environmental legislation. This book is relevant since it examines the environmental movement chronologically and looks at the future of the movement. It promotes discussion on how to meet the challenge of growing environmental problems, further deepens student understanding, and enables student perspectives to be examined.


This book provides information on Spokane’s Expo ’74 and how it played a part in the transformation of an American environment. It provides information on the early years of Spokane and the purchasing of the falls, rediscovering them as the downtown was declining and needed to recover its natural beauty, the World’s Fair, the redesigning of the falls and the environmental debate, and finally the opening of Expo ’74 and its impact on Spokane. It provided relevant information for my research on Expo ’74 and included a variety of perspectives of the fair.

**Literature for Classroom Use:**

This book discusses our impact on the world around us. It examines the trash we throw away, clothes we wear, food we eat, and the gardens we grow. It provides students with suggestions on what can be done to protect our planet. The book gives ideas, facts, vocabulary, experiments, and additional resources that can be utilized. It is relevant to this unit since it provides information to students in a format that has variety and is easy to follow. Students use this information to continue to develop their own opinion on their impact on the environment.


A book that is full of information about being green. It provides information to its readers on climate change, fossil fuels, energy alternatives, natural resources and their importance, pollution, and our impact on wildlife and habitats. It is relevant for this unit since it provides information to students in an easy-to-follow format where they can select topics of interest to them and further develop their perspective on being green. The back includes websites that students can visit to further explore the topics mentioned in the book.


This is a short, whimsical story about a child who is lazy, wasteful, messy, and hates recycling. It provides information about recycling and environmental awareness. Colorful illustrations provide readers with a captivating tale of how a green-caped crusader can show ways to help make a difference. It is relevant for students as it provides students with visual to assist in formulating their opinion on recycling.


This is an environmental history book on the story of the Nashua River. It provides a useful timeline in the front of the book and an author’s note about the
Nashua River. It is relevant as it provides students with a look on the impact people can have on nature and laws that are now in effect to eliminate waste that can be put into the environment. It allows the opportunity for students to formulate their opinion on what can make a difference in the world.


This book provides information on conservation and our natural resources. Its text and photography provide students a format that is learner-friendly. It explores how human activities have hurt the supply of some resources and explains the issues that concern Earth and affect everyone and everything. It is relevant since it provides specific information on what conservation is and how we utilize natural resources freely. It encourages discussion on environmental topics relevant to this unit and to the student’s perspective on these issues.


This is a handbook for kids that provides a look at the process of recycling. It provides facts about garbage and helpful tips on ways that you can help clean up the environment. This book is relevant as it provides information for students on what happens to plastic, glass, paper, aluminum, and polystyrene after the recycling trucks pick it up.


This book provides information to children about the environment. Its amusing pictures and simple text encourage discussion about the importance of recycling things we often throw away, such as plastic, paper, and bottles. Notes for parents and teachers are provided in the back of the book to help with discussion. It is relevant to this unit as it promotes discussion on the subject of recycling and whether or not it is worthwhile to do.
This book provides information on environmental issues in an easy-to-follow format for kids. It suggests simple actions that anyone can take and how to protect the earth for future generations. Each page provides relevant vocabulary for environmental topics and factual information is provided in the margins for further clarification. Resources are also included in the back of the book for access online and further research on environmental topics.

This short fictional book focuses on how a little monster learns how to reduce, reuse, and recycle. It provides children with a whimsical tale of how to get excited about recycling and creates an awareness of endangered animals and more. This book is relevant as it provides students with the topics in a kid-friendly approach and plants the seed for considering their own perspective on recycling.

This is a short nonfiction text with captivating photography that addresses environmental information for kids. It provides a story that creates excitement and responsibility toward the planet. It includes topics of climate change, conservation, global warming, recycling, reusing, and reducing waste. This book is relevant since it provides a visual for children about the environment and what they can do for the earth.

This nonfiction text provides information regarding our impact on the environment. It discusses the difference between a heavy and light environmental footprint and what steps can be taken in the future. It is relevant as it allows readers the opportunity to discover ways to reduce your shopping footprint and reflect on ways you may lighten your footprint.

This nonfiction text provides information on global warming, climate change, renewable energy, and the environment. It provides suggestions for ways to help the environment. This book is relevant as it provides students information about topics relating to the environment and what we can do to reduce global warming.


This is a guide for students on the topic of global warming. It provides information on fossil fuels, greenhouse gases, climate change, pollution, ecology, conservation, preservation, carbon footprints, and more. This guide is relevant as it provides students information about topics relating to the environment and how it affects them.


This story provides an unusual look at how habitats are affected by pollution. It provides a look into another perspective other than human and what environmental impact they have. This tale is relevant to furthering student perspective on the topic of pollution.


This story provides a whimsical look at how industry and consumers alike need to conserve the earth’s precious and finite natural resource. It raises awareness for students of environmental issues and inspires earth-friendly action worldwide. It is relevant to this unit as it builds schema necessary to formulate a position for discussion on environmental issues.


This provides a full-color photographic introduction to the causes and effects of global warming and climate change. It provides readers with a look into the many factors that play an important role in determining how the climate changes. It is relevant since it provides actual photographs of our impact on the environment and encourages students to think critically about their contributions—both positive
and negative. It provides suggestions on how to slow down climate change as well as additional online resources students can visit to research further.

A tale of a young child who is a litterbug that believes that sorting trash is a big waste of time. This book looks at how the environment is affected and what small steps can be taken to make a difference. It is relevant to this unit as it provides a story that students can relate to and actions that can be taken right now that will have an impact on the environment.

This book provides kids with an awareness of their responsibility for the earth. It includes stories about ways kids are making a difference and suggestions for what they can do themselves. It provides a look into recycling, reducing, and reusing materials. It looks at real stories about families who live green and real kids who are making a difference. It is relevant to this unit as it provides students with ways to live green and reduce their impact on the environment.

This book provides information on conservation and how Americans faced environmental problems such as pesticides, water pollution, global warming, and acid rain. It provides information on the conservation movement in the U.S. It includes information about Teddy Roosevelt’s western adventures and the founding of the Girl Scouts. It is relevant to this unit as it provides students additional information that may help shape their own views on the environment.

This book provides information for kids on practical and fun things they can do to make their home, school, neighborhood, and planet more environmentally friendly. It discusses global warming, greenhouse effect, recycling, protecting animal habitats, and how to save water. It is relevant to this unit since it provides
general information for students on how to save the planet and how they can make a difference.

**Classroom Discussion Cards for the Classroom:**
These are short reading comprehension cards that provide photographs, informational paragraphs, and comprehension questions. They provide scientific content on ecology and build comprehension skills while reading for details, building vocabulary, using context clues, inferring, drawing conclusions, and more. They are relevant to this unit since the cards provide factual information on ecology and encourage students to think critically about their views on the environment.

**Video Sources for the Classroom:**
Television.
This educational video provides information on how important it is for all humans to prepare for the future by recycling, researching, and developing innovative solutions to environmental awareness. It provides information for students to utilize as they determine their ability to help the earth. It is correlated to the National Science Standards and includes interactive glossaries and quizzes.

This educational video provides information on conservation. It provides witness to the environmental impact on three species of animals—polar bears, elephants, and humpback whales. It is correlated to the National Curriculum Standards.

This is a video of the classic story which tells of the greedy, tree-chopping Once-lers and the brave Lorax who speaks for the trees. It provides a whimsical yet powerful tale of industry and consumers alike and how to conserve the earth’s precious and finite natural resource.

Television.

This educational video provides information on whether or not solar power can help save the earth from global warming. It discusses ways to make solar power more efficient and affordable.
Environmental Movement: Then and Now

Author: Linda Stumbough  10/03/2010 09:02:00 PM EDT

VITAL INFORMATION

Subject(s): Social Studies

Grade/Level: 5

Time Required: 16 days

Objective(s): The students will know and be able to identify what the Environmental Movement is.

The students will know and be able to explain what Expo '74 was.

The students will know and be able to identify the effects on the environment from recycling.

Summary: This unit will tie in the Environmental Movement to today. Students will explore Expo '74, learn its significance, and relate it to today. Environmental issues such as: conservation, prevention, climate change, greenhouse effect, Global Warming, sustainability, and the elimination of pollution will be examined. Students will investigate how recycling effects the environment and consider their responsibility, as citizens, with recycling. Students will take a stand on the issue of whether recycling should be mandated, and demonstrate this understanding in an essay to satisfy the Washington Classroom-Based Assessment for grade 5.

IMPLEMENTATION

Learning Activities:

1. **Why Celebrate Earth Day?**

2. **What is the Environmental Movement?**

3. **Expo 1974**

4. **What Does it Mean to Recycle?**

5. **What Does it Mean to "Go Green"?**

6. **Why Should I Recycle?**
ASSESSMENT & STANDARDS

Standards addressed by unit:

**WA- Washington State Grade Level Expectations**

**Subject**: Social Studies

**EALR**: Social Studies EALR 5: SOCIAL STUDIES SKILLS The student understands and applies reasoning skills to conduct research, deliberate, form, and evaluate positions through the processes of reading, writing, and communicating.

**Component**: Component 5.3: Deliberates public issues.

**GLE tag**: DELIBERATION

**Grade**: 5

**GLE**: 5.3.1 Engages others in discussions that attempt to clarify and address multiple viewpoints on public issues based on key ideals.

**Component**: Component 5.1: Uses critical reasoning skills to analyze and evaluate positions.

**GLE tag**: EVALUATES REASONING

**Grade**: 5

**GLE**: 5.1.2 Evaluates the relevance of facts used in forming a position on an issue or event.

**Subject**: Science

**EALR**: EALR 3 — APPLICATION: The student knows and applies science concepts and skills to develop solutions to human problems in societal contexts.

**Component**: Component 3.2 Science, Technology, and Society: Analyze how science and technology are human endeavors, interrelated to each other, society, the workplace, and the environment.
GLE tag: Environmental and Resource Issues

GLE: 3.2.4 Understand how humans depend on the natural environment and can cause changes in the environment that affect humans’ ability to survive. W (3 - 5)

- **Evidence**: (3, 4, 5) Describe how resources can be conserved through reusing, reducing, and recycling.
- **Evidence**: (3, 5) Describe the effects conservation has on the environment.
- **Evidence**: (3, 5) Describe the effects of humans on the health of an ecosystem.
- **Evidence**: (3, 5) Describe how humans can cause changes in the environment that affect the livability of the environment for humans.
- **Evidence**: (3, 5) Describe the limited resources humans depend on and how changes in these resources affect the livability of the environment for humans.

**Standards compiled from learning activities:**

**WA - Washington State Grade Level Expectations**

**Subject**: Science

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- **Evidence**: (3, 5) Describe how humans can cause changes in the environment that affect the livability of the environment for humans.
- **Evidence**: (3, 5) Describe the limited resources humans depend on and how changes in these resources affect the livability of the environment for humans.

**Subject**: Writing
**EALR**: EALR 2: The student writes in a variety of forms for different audiences and purposes.

**Component**: Component 2.2: Writes for different purposes. 

**Grade**: 5

**GLE**: 2.2.1 Demonstrates understanding of different purposes for writing.

- **Evidence**: Writes for more than one purpose using the same form (e.g., a letter used to explain, to request, or to persuade).

**Subject**: Communication

**EALR**: EALR 1: The student uses listening and observation skills and strategies to gain understanding.

**Component**: Component 1.1: Uses listening and observation skills and strategies to focus attention and interpret information.

**Grade**: 5

**GLE**: 1.1.2 Applies a variety of listening and observation skills/strategies to interpret information.

- **Evidence**: Paraphrases information by stating in own words (revising).
- **Evidence**: Arranges ideas using a variety of organizing methods to interpret information with teacher guidance (e.g., drawings, graphic organizers, note taking, etc.).
- **Evidence**: Explains visual information gained through observation required in content areas (e.g., Visual Art: creates drawing to reflect personal understanding or feeling evoked from artwork).

**EALR**: EALR 3: The student uses communication skills and strategies to effectively present ideas and one’s self in a variety of situations.

**Component**: Component 3.2: Uses media and other resources to support presentations.

**Grade**: 5

**GLE**: 3.2.1 Uses available media and resources to convey a message and enhance oral presentations.

- **Evidence**: Uses reliable on-line sources (e.g., Internet, encyclopedia)

**Subject**: Social Studies

**EALR**: EALR 1: CIVICS The student understands and applies knowledge of government, law, politics, and the nation’s fundamental documents to make decisions about local, national, and international issues and to demonstrate thoughtful, participatory citizenship.

**Component**: Component 1.4: Understands civic involvement.

**GLE tag**: CIVIC INVOLVEMENT

**Grade**: 5

- **GLE**: 1.4.1 Understands that civic participation involves being informed about how public issues are related to rights and responsibilities.
EALR: Social Studies EALR 4: HISTORY The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes in local, Washington State, tribal, United States, and world history in order to evaluate how history shapes the present and future.

Component: Component 4.3: Understands that there are multiple perspectives and interpretations of historical events.

GLE tag: HISTORICAL INTERPRETATION

Grade: 5

GLE: 4.3.1 Analyzes the multiple perspectives and interpretations of historical events in U.S. history.

Component: Component 4.4: Uses history to understand the present and plan for the future.

GLE tag: HISTORICAL ANTECEDENTS

Grade: 5

GLE: 4.4.1 Understands that significant historical events in the United States have implications for current decisions and influence the future.

EALR: Social Studies EALR 5: SOCIAL STUDIES SKILLS The student understands and applies reasoning skills to conduct research, deliberate, form, and evaluate positions through the processes of reading, writing, and communicating.

Component: Component 5.1: Uses critical reasoning skills to analyze and evaluate positions.

GLE tag: EVALUATES REASONING

Grade: 5

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Assessment/Rubrics: Rubrics

1. Recycling Poster

Links

1. OSPI
Expo 1974

Basic Information

Summary: Students will explore Expo '74 using primary resources. They will conduct an interview with a person who was in Spokane during this time and share it with the class. Students will use the information learned to create an a

Grade/Level: 5

Time Frame: Three 1 hour class periods

Subject(s): Elementary, History, Language Arts (English), Research, Science, Social Studies

Topic(s): Expo '74 and our Environment

Notes:

Standards and Key Concepts

Standards:

WA- Washington State Grade Level Expectations

Subject: Social Studies

EALR: Social Studies EALR 4: HISTORY The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes in local, Washington State, tribal, United States, and world history in order to evaluate how history shapes the present and future.

Component: Component 4.4: Uses history to understand the present and plan for the future.

GLE tag: HISTORICAL ANTECEDENTS

Grade: 5

GLE: 4.4.1 Understands that significant historical events in the United States have implications for current decisions and influence the future.

Understandings: How can studying the past help us understand the present world and the future?

Why should we recognize and analyze multiple points of view?
Essential Questions: How did Expo '74 affect people's awareness of environmental issues?

Are there elements of this awareness today?

Knowledge and Skills:

Performance Tasks and Assessment

Performance Task:

Performance Prompt:

Assessment/Rubrics: Students will be assessed through observation and the graphic organizers.

Learning Experiences and Resources

Sequence of Activities:

1. Open with a class discussion of what students know about Expo '74
2. Present Expo '74 PowerPoint
3. Place the primary sources from Expo '74 in 5 stations around the classroom
4. Students are then formed into groups of 5 or 6 at each station
5. Students read the information from the source and record what they learned on the activity sheet
6. Have the students then rotate to the next station after 10 minutes
7. Students continue recording information as they rotate from station to station
8. Gather the students, inviting them to share their learnings and clarify questions they may have while displaying the primary sources
9. On the next day, place the aerial photos of Expo '74 (before and during) and the after photos together in 5 stations around the classroom
10. Students are then formed into groups with a different arrangement of 5-6 at each station.
11. Have students look at both maps and compare and contrast the photographs and record on the graphic organizer.
12. After providing students time to complete their organizers, gather the students together and invite some to share their organizers using an overhead or document camera.
13. On the final day, display the primary source of Expo 2010 for the class to examine. Read aloud the sections and initiate a conversation with the students about the changes they observe between the two Expos.

Differentiated Instruction: Students are formed into groups heterogeneously. Advanced learners will be encouraged to provide more information on their organizers. Students receiving special education services will provide a minimum of 3 ideas per task.
Resources:

- Materials and resources:
  Various primary resources gathered on Expo '74 before, during, and after
  Compare and Contrast organizer
  Examining Primary Resources organizer
- Technology resources:
  Document camera or overhead projector

Attachments

1. **Compare and Contrast organizer**
2. **Examining Primary Resources organizer**
3. **Expo 74**
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# Recycling Poster

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<tr>
<td>Neatness</td>
<td>Difficult to read and the illustrations are barely colored; work is not neat</td>
<td>A bit of the writing is legible but most is not easy to read; the illustrations are colored</td>
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<td>Legible and neatly written; illustrations are colored neatly and thoroughly</td>
<td></td>
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<td>Creativity/ Originality</td>
<td>Does not express originality or creative thought</td>
<td>Expresses some originality or creative thought, but does not always meet requirements</td>
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<tr>
<td>Applied Knowledge</td>
<td>Is unable to put into practice skills and theories based on discussions, readings, and observations</td>
<td>Has little ability to put into practice skills and theories based on discussions, readings, and observations</td>
<td>Has some ability to put into practice skills and theories based on discussions, readings, and observations</td>
<td>Has excellent ability to put into practice skills and theories based on discussions, readings, and observations</td>
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Illustration which includes my capital letter completes the page.

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What Does it Mean to "Go Green"?

Designer(s): Linda Stumbough  10/01/2010 02:34:00 PM EDT

Basic Information

Summary: Students will be engaged in discussion about what it means to "Go Green" and what they can do to make a difference.

Grade/Level: 5

Time Frame: One hour class period

Subject(s): Science, Social Studies

Topic(s): Taking care of our environment.

Notes:

Standards and Key Concepts

Standards:

WA- Washington State Grade Level Expectations

Subject : Social Studies

EALR : Social Studies EALR 5: SOCIAL STUDIES SKILLS The student understands and applies reasoning skills to conduct research, deliberate, form, and evaluate positions through the processes of reading, writing, and communicating.

Component : Component 5.1: Uses critical reasoning skills to analyze and evaluate positions.

GLE tag : EVALUATES REASONING

Grade : 5

GLE : 5.1.2 Evaluates the relevance of facts used in forming a position on an issue or event.

Subject : Science

EALR : EALR 3 — APPLICATION: The student knows and applies science concepts and skills to develop solutions to human problems in societal contexts.

Component : Component 3.2 Science, Technology, and Society: Analyze how science and technology are human endeavors, interrelated to each other, society, the workplace, and the environment.

GLE tag : Environmental and Resource Issues

GLE : 3.2.4 Understand how humans depend on the natural environment and can cause changes in the environment that affect humans’ ability to survive. W ( 3 - 5 )
Evidence: (3, 4, 5) Describe how resources can be conserved through reusing, reducing, and recycling.

Evidence: (3, 5) Describe the effects conservation has on the environment.

Evidence: (3, 5) Describe the effects of humans on the health of an ecosystem.

Evidence: (3, 5) Describe how humans can cause changes in the environment that affect the livability of the environment for humans.

Evidence: (3, 5) Describe the limited resources humans depend on and how changes in these resources affect the livability of the environment for humans.

Understandings: How can what we do make a difference?

Essential Questions: What does it mean to "Go Green"?

Knowledge and Skills:

Performance Tasks and Assessment

Performance Task:

Performance Prompt:

Assessment/Rubrics: Teacher will use a formative assessment of student discussion and activities. Children will be observed in discussion groups.

Learning Experiences and Resources

Sequence of Activities: 1. Read aloud S is for Save the Planet: A How to be Green Alphabet by Brad Herzog
   2. After discussing the information from the book and drawing attention to the format of the pages on the book, invite students to share their new learnings
   3. Assign each student a letter of the alphabet
   4. Provide time for students to brainstorm their ideas for their page using the planning sheet
   5. Have students type up (or write neatly) their page and illustrate it
   6. Invite a student(s) to create the cover of the class book
   7. Follow-up this activity by inviting students from a primary grade to come in for a group reading of the book

Differentiated Instruction: Students who have difficulty with handwriting are encouraged to type their page.
Resources:

- Materials and resources:
  - S is for Save the Planet: A How to be Green Alphabet by Brad Herzog
  - Markers, colored pencils, or crayons
  - 8 1/2 X 11 white computer paper or construction paper
  - class book template
  - planning sheet (optional)
- Technology resources:
  - Word
- The number of computers required is 1 per 5 students.

Attachments

1. Class book planning sheet
2. Class book template
What Does it Mean to Recycle?

**Designer(s):** Linda Stumbough  10/01/2010 01:43:00 PM EDT

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**Basic Information**

**Summary:** Students will focus on what recycling means.

**Grade/Level:** 5

**Time Frame:** Four 1 hour class periods

**Subject(s):** Science, Social Studies

**Topic(s):** Recycling-Reduce, Reuse, and Recycle

**Notes:** Vocabulary that needs to be defined: recycle, reuse, and reduce.

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**Standards and Key Concepts**

**Standards:**

**WA - Washington State Grade Level Expectations**

**Subject:** Social Studies

**EALR:** Social Studies EALR 5: SOCIAL STUDIES SKILLS The student understands and applies reasoning skills to conduct research, deliberate, form, and evaluate positions through the processes of reading, writing, and communicating.

**Component:** Component 5.3: Deliberates public issues.

**GLE tag:** DELIBERATION

**Grade:** 5

**GLE:** 5.3.1 Engages others in discussions that attempt to clarify and address multiple viewpoints on public issues based on key ideals.

**Subject:** Science

**EALR:** EALR 3 — APPLICATION: The student knows and applies science concepts and skills to develop solutions to human problems in societal contexts.

**Component:** Component 3.2 Science, Technology, and Society: Analyze how science and technology are human endeavors, interrelated to each other, society, the workplace, and the environment.

**GLE tag:** Environmental and Resource Issues

**GLE:** 3.2.4 Understand how humans depend on the natural environment and can cause changes in the environment that affect humans’ ability to survive. W ( 3 - 5 )
Evidence: (3, 4, 5) Describe how resources can be conserved through reusing, reducing, and recycling.

Evidence: (3, 5) Describe the effects conservation has on the environment.

Evidence: (3, 5) Describe the effects of humans on the health of an ecosystem.

Evidence: (3, 5) Describe how humans can cause changes in the environment that affect the livability of the environment for humans.

Evidence: (3, 5) Describe the limited resources humans depend on and how changes in these resources affect the livability of the environment for humans.

Subject: Social Studies

EALR: EALR 1: CIVICS The student understands and applies knowledge of government, law, politics, and the nation’s fundamental documents to make decisions about local, national, and international issues and to demonstrate thoughtful, participatory citizenship.

Component: Component 1.4: Understands civic involvement.

GLE tag: CIVIC INVOLVEMENT

Grade: 5

GLE: 1.4.1 Understands that civic participation involves being informed about how public issues are related to rights and responsibilities.

Understandings: Why should we recognize and analyze multiple points of view?

Essential Questions: How is the way people live affected by recycling?

How has the media affected the way people view recycling?

Knowledge and Skills:

Performance Tasks and Assessment

Performance Task:

Performance Prompt:

Assessment/Rubrics: Rubrics

1. **Recycling Poster**
Learning Experiences and Resources

Sequence of Activities:

1. Read aloud Michael Recycle Meets Litterbug Doug by Ellie Bethel
2. Brainstorm "What do you personally do to avoid wasting our natural resources?" using a Think, Pair, Share strategy
3. Have students think about what they do to avoid waste.
4. Have students turn to their neighbor to share their list and add to it if they think of new ideas
5. Invite students to share their list with the class and allow the class to add to their lists if they like.
6. On the next day, read aloud Recycle! by Gail Gibbons
7. Initiate a class discussion on the information from the text
8. Have students add to their list with additional learnings
9. Discuss as a class the various materials identified in the text and how they can be recycled
10. Use the program Inspiration (or draw on paper if not available) to make a picture web of the information from their list to assist in organizing their information to use in class tomorrow
11. On the following day, place students into groups of 2 or 3
12. Discuss what might be included in an advertisement for recycling. Who is the audience? is it important to have a clear message? Do the colors need to be eye-catching? What other information should be included?
13. Using this information, students create a magazine ad on large poster paper on the topic of recycling
14. Have students share their poster with the class when complete and display them around the school
15. Invite students to review the local newspaper for articles and information relating to recycling to share in class tomorrow
16. For the final day of this lesson, review local efforts on recycling using the sources students brought in
17. Discuss as a class what are the advantages and disadvantages to recycling
18. Invite students to recognize and analyze multiple points of view on this topic

Differentiated Instruction: Students needing additional assistance will be assigned a peer tutor.

Resources:

- Materials and resources:
  - Recycle! by Gail Gibbons
  - Michael Recycle Meets Litterbug Doug by Ellie Bethel
  - Markers, colored pencils, or crayons
  - Large pieces of butcher paper or poster board
- Technology resources:
  - Inspiration
  - The number of computers required is 1 per 5 students.
- Students Familiarity with Software Tool:
  - Students need to have basic knowledge and ability to use the program Inspiration.
  - A computer lab with one computer per student would be ideal as it would take only 1 class period of 45 minutes to complete the graphic organizer.
What is the Environmental Movement?

Summary: Students will be introduced to the Environmental Movement.

Grade/Level: 5

Time Frame: One hour class period

Subject(s): Science, Social Studies

Topic(s): Environmental Movement

Notes: Vocabulary that needs to be defined: conservation, prevention, & pollution.

Standards and Key Concepts

Subject: Social Studies

EALR: Social Studies EALR 4: HISTORY The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes in local, Washington State, tribal, United States, and world history in order to evaluate how history shapes the present and future.

Component: Component 4.3: Understands that there are multiple perspectives and interpretations of historical events.

GLE tag: HISTORICAL INTERPRETATION

Grade: 5

GLE: 4.3.1 Analyzes the multiple perspectives and interpretations of historical events in U.S. history.

EALR: Social Studies EALR 5: SOCIAL STUDIES SKILLS The student understands and applies reasoning skills to conduct research, deliberate, form, and evaluate positions through the processes of reading, writing, and communicating.

Component: Component 5.1: Uses critical reasoning skills to analyze and evaluate positions.

GLE tag: EVALUATES REASONING

Grade: 5

GLE: 5.1.2 Evaluates the relevance of facts used in forming a position on an issue or event.

Subject: Science
**EALR:** EALR 3 — APPLICATION: The student knows and applies science concepts and skills to develop solutions to human problems in societal contexts.

**Component:** Component 3.2 Science, Technology, and Society: Analyze how science and technology are human endeavors, interrelated to each other, society, the workplace, and the environment.

**GLE tag:** Environmental and Resource Issues

**GLE:** 3.2.4 Understand how humans depend on the natural environment and can cause changes in the environment that affect humans’ ability to survive. W (3 - 5)

- **Evidence:** (3, 4, 5) Describe how resources can be conserved through reusing, reducing, and recycling.
- **Evidence:** (3, 5) Describe the effects conservation has on the environment.
- **Evidence:** (3, 5) Describe how humans can cause changes in the environment that affect the livability of the environment for humans.
- **Evidence:** (3, 5) Describe the effects of humans on the health of an ecosystem.
- **Evidence:** (3, 5) Describe the limited resources humans depend on and how changes in these resources affect the livability of the environment for humans.

**Understandings:**

- Why should we study the past?
- How can studying the past help us understand the present world and the future?

**Essential Questions:**

- What are the similarities and differences between the environmental movement when it began and today?

**Knowledge and Skills:**

**Performance Tasks and Assessment**

**Performance Task:**

**Performance Prompt:**

**Assessment/Rubrics:** Students will be assessed through observation and the completion of the graphic organizer

**Learning Experiences and Resources**
Sequence of Activities:
1. Introduce and discuss vocabulary words (see notes) as a class
2. Have students record the vocabulary on the organizer
3. Read pgs.35-42 aloud from The Environmental Movement by Liz Sonneborn
4. Have students share their learnings orally through class discussion
5. Ask students if they have noticed an awareness to the environment today—at home, school, community, television, etc.
6. Discuss as a class what influences they notice in the media and does that make them more aware
7. On the organizer, invite students to work in pairs to complete the venn diagram on the environmental movement then and now
8. After students have had time to complete most of the organizer, have them share their responses with the class
9. Using the graphic organizer, have students complete the final portion where they state facts about the environment that they can return to later in the unit
10. Invite students to reflect on the lesson orally
11. Watch Unitedstreaming video and follow-up with a class discussion (if available)

Differentiated Instruction: Students will work with partners to complete the graphic organizer.

Resources:
- Materials and resources:
  The Environmental Movement by Liz Sonneborn
  Unitedstreaming video-TLC Elementary School: People and the Environment may be used as a follow-up if available
- Technology resources:
  Discovery Unitedstreaming capability (subscription)

Attachments
1. Environmental Movement organizer
Why Celebrate Earth Day?

Summary: Students will learn about Earth Day and create a class book.

Grade/Level: 5

Time Frame: Two 1 hour class periods

Subject(s): Science, Social Studies

Topic(s): Earth Day

Standards:

WA - Washington State Grade Level Expectations

Subject: Science

   EALR: EALR 3 — APPLICATION: The student knows and applies science concepts and skills to develop solutions to human problems in societal contexts.

   Component: Component 3.2 Science, Technology, and Society: Analyze how science and technology are human endeavors, interrelated to each other, society, the workplace, and the environment.

   GLE tag: Environmental and Resource Issues

   GLE: 3.2.4 Understand how humans depend on the natural environment and can cause changes in the environment that affect humans’ ability to survive. W (3 - 5)

   Evidence: (3, 5) Describe how humans can cause changes in the environment that affect the livability of the environment for humans.

   Evidence: (3, 5) Describe the limited resources humans depend on and how changes in these resources affect the livability of the environment for humans.

   Evidence: (3, 4, 5) Describe how resources can be conserved through reusing, reducing, and recycling.

Subject: Social Studies

file:///E|/Linda%20Stumbough%20TAH%202010/lessons/Why-Celebrate-Earth-Day@.htm (1 of 3) [3/14/2011 10:45:00 AM]
EALR : Social Studies EALR 5: SOCIAL STUDIES SKILLS The student understands and applies reasoning skills to conduct research, deliberate, form, and evaluate positions through the processes of reading, writing, and communicating.

Component : Component 5.3: Deliberates public issues.

GLE tag : DELIBERATION

Grade : 5

GLE : 5.3.1 Engages others in discussions that attempt to clarify and address multiple viewpoints on public issues based on key ideals.

Subject : Communication

EALR : EALR 1: The student uses listening and observation skills and strategies to gain understanding.

Component : Component 1.1: Uses listening and observation skills and strategies to focus attention and interpret information.

Grade : 5

GLE : 1.1.2 Applies a variety of listening and observation skills/strategies to interpret information.

Evidence : Paraphrases information by stating in own words (revising).

Evidence : Arranges ideas using a variety of organizing methods to interpret information with teacher guidance (e.g., drawings, graphic organizers, note taking, etc.).

Evidence : Explains visual information gained through observation required in content areas (e.g., Visual Art: creates drawing to reflect personal understanding or feeling evoked from artwork).

Understandings: Why should Earth Day be studied?

Essential Questions: What is Earth Day and why do we celebrate it?

Knowledge and Skills: Students should know and be able to consider the origin of Earth Day and how it relates to them today.

Performance Tasks and Assessment

Performance Task:

Performance Prompt:

Assessment/Rubrics: Students will be observed throughout the lesson and their completed page to the class book will be shared.
Learning Experiences and Resources

Sequence of Activities:
1. Discuss Earth Day as a group through the use of a KWHL Chart.
2. Students record the information on their own chart as well.
3. Record what the students **Know** about Earth Day
4. Record what the students **Want** to find out about Earth Day
5. Record **How** students can find the information the want to learn about.
6. When the unit is complete, return to this chart to complete the **Learned** portion as an assessment of student learning.
7. Read aloud the book *Just a Dream* by Chris Van Allsburg
8. Discuss the meaning behind the story with the students. Record their ideas on an anchor chart to be displayed in the classroom throughout the unit.
9. Divide the students into groups of 3 or 4.
10. Have students select a part from the book that they would like to illustrate and caption or come up with their own idea to illustrate.
11. When students have completed their work, have them share with the class.
12. Allow students time to reflect on the lesson in writing and provide time for those that would like to share their thoughts orally to do so.
13. Bind the illustrations together into a class book and invite a student(s) to create the cover.
14. Gather students to review the origin of Earth Day through discussion and the use of [http://www.epa.gov/kids/](http://www.epa.gov/kids/)
15. Invite another class of younger students in to listen to the class book

Differentiated Instruction:
Students will be placed into heterogeneous groups.

Resources:

- Materials and resources:
  - *Just a Dream* by Chris Van Allsburg
  - Large piece of butcher paper
  - Marking pens
  - Supply of 11X17 xerox paper
  - Crayons or colored pencils

Attachments

1. **KWHL Chart**

Links

1. **EPA** The Environmental Protection Agency's kid-friendly website
Why Should I Recycle?

Summary: Students formulate their opinion on whether or not recycling should be mandated? Perspectives from both sides will be explored and the Classroom-Based Assessment will be the culminating piece of evaluation.

Grade/Level: 5

Time Frame: Five 1 hour class periods

Subject(s): Language Arts (English), Research, Science, Social Studies

Topic(s): Mandating Recycling

Notes: The following vocabulary will need to be defined: mandating, responsibility, and perspective.

Standards and Key Concepts

Standards:

**WA- Washington State Grade Level Expectations**

Subject: Social Studies

EALR: Social Studies EALR 5: SOCIAL STUDIES SKILLS The student understands and applies reasoning skills to conduct research, deliberate, form, and evaluate positions through the processes of reading, writing, and communicating.

Component: Component 5.3: Deliberates public issues.

GLE tag: DELIBERATION

Grade: 5

GLE: 5.3.1 Engages others in discussions that attempt to clarify and address multiple viewpoints on public issues based on key ideals.

Subject: Communication

EALR: EALR 3: The student uses communication skills and strategies to effectively present ideas and one’s self in a variety of situations.

Component: Component 3.2: Uses media and other resources to support presentations.

Grade: 5

GLE: 3.2.1 Uses available media and resources to convey a message and enhance oral presentations.
Evidence: Uses reliable on-line sources (e.g., Internet, encyclopedia)

Subject: Writing

EALR: EALR 2: The student writes in a variety of forms for different audiences and purposes.

Component: Component 2.2: Writes for different purposes. W

Grade: 5

GLE: 2.2.1 Demonstrates understanding of different purposes for writing.

Evidence: Writes for more than one purpose using the same form (e.g., a letter used to explain, to request, or to persuade).

Understandings: Why should we recognize and analyze multiple points of view?

How can past events shape present and future events?

Essential Questions: Should recycling be mandated?

Knowledge and Skills:

Performance Tasks and Assessment

Performance Task:

Performance Prompt:

Assessment/Rubrics: Students will be assessed using the state rubric for the Classroom-Based Assessment.

Links

1. OSPI Scoring Rubric for CBA-You Decide from the OSPI site
2. OSPI Directions for teacher to administer the CBA from the OSPI site
3. OSPI Information about the CBA with description

Learning Experiences and Resources
Sequence of Activities:

1. Read aloud Why Should I Recycle?
2. Discuss as a class both sides to the issue and encourage students to take notes
3. Using the planning sheet, complete the organizer for the Classroom-Based Assessment
4. Students research information that will be used as Primary and Secondary sources for their presentation
5. Allow time for students to complete their PowerPoint

Differentiated Instruction:

Students who receive special education services will be assigned a buddy to assist them throughout the unit. Advanced learners will be encouraged to include more than one Primary Source as well as providing advanced features in their PowerPoint.

Resources:

- Materials and resources:
  Why Should I Recycle? by Jen Green
- Technology resources:
  PowerPoint
- The number of computers required is 1 per 5 students.