

Where Does the Garbage Go?

Overview

In this activity students will research the sequence of events that different types of waste go through after they have been disposed of. Students will illustrate their findings by creating a Garbage sequence in Timeliner XE.

Time Needed

- 1-3 class periods to plan and research
- 1-2 class periods to create the Timeliner XE sequence
- 1 class period for group presentations

Materials

Several copies of the **Garbage Research Worksheet** and the **Sequence Planner**

Grade Range

Grades 4 - 7

Learning Objectives

- Describe different types of waste.
- Discover the process that different types of waste go through after being discarded.
- Learn how to create a sequence using Timeliner XE.

Directions


1. Brainstorm with students what they already know about garbage. Ask students what makes something garbage. Discuss with students what they think happens to garbage after it is thrown away or placed in a recycling bin.
2. Ask students to list the different types of waste that they know of – include things that can and can not be recycled. Lists could include yard waste, food waste, plastics, metals, wood, glass, electronics, furniture, and rubber (tires).
3. Divide students into groups of 2 -3. Assign (or allow groups to choose) each group a waste product. Tell students they will be researching the journey that their type of waste takes after it is discarded. Each group will create a Timeliner XE sequence illustrating what happens and will present their results to the class.
4. Give each student a **Garbage Research Worksheet**. Provide groups time to conduct research using the Internet and the library. Suggest that students call their local dump

and sanitation facilities to find out where waste from your town is sent after it is discarded. Students should record their information on the **Garbage Research Worksheet**, using additional paper only as necessary. Remind students to keep their research notes brief yet informative.

5. Students should locate and save any pictures and graphics they want to use in their Timeliner XE sequence and record the name and location of each graphic on the **Sequence Planner**.
6. Instruct students to fill out the **Sequence Planner** with the steps that their waste product goes through after being thrown away. Remind students that this sheet is for planning purposes only and can be used for sketches of illustrations and abbreviations of desired text.

7. Have students launch Timeliner XE, click on the **Blank Sequence**  and choose **OK** .

8. Title the Sequence "Where the Garbage Goes" and click **OK**.

9. Click the **Add Event button**  to add an event. Describe the first step that the waste product takes after it has been discarded. Continue to click on the **Add Event button** to add each subsequent step in the sequence.

10. Tell students to click on the **Media button**  to open the Media Palette and then click on **Browse**. Students should navigate to their saved images, choose the related event in the sequence and click **OK**.

11. Remind students to use their **Garbage Research Worksheet** and **Sequence Planner** as a reference. Repeat steps 7 and 8 until the sequence is complete.

Extensions

- For more advanced students, you may want to have students write a story about their waste product. They can personify the garbage by giving it a name and telling its "life story."
 - For younger students, you could provide them with the steps and have students put them in the correct order. You could also limit the number of choices for types of waste.
 - You might want to focus only on things that can be recycled or only on those that can not.
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Assessment

- Have each group present their findings to the class describing each step of the process.
- Have each group design some test questions on their waste product. Have the class answer the questions after all of the groups have presented.

Garbage Research Worksheet

Type of waste being researched: _____

Use the library, classroom books, or the Internet to research your waste product. You may want to call the local sanitation facility to find out where waste and recycling in your town is sent. Write a description of each step below.

1. _____

2. _____

3. _____

4. _____

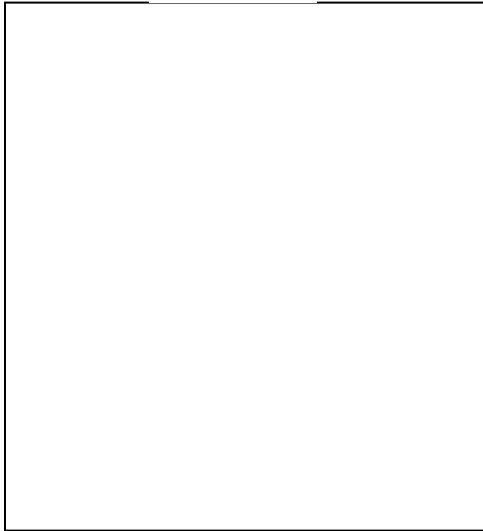
5. _____

6. _____

Sequence Planner

Sketch out the images and text you will use for each step in the sequence.

Sketch

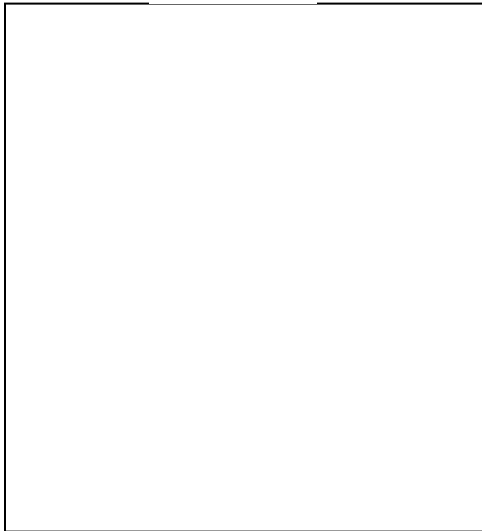


Step ___ Description:

Image Name:

Location:

Sketch



Step ___ Description:

Image Name:

Location:
