

# “ONE MAN’S TRASH”

Classroom Guide

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## Winter 2010



Our winter newsletter focuses on developing better recycling habits.

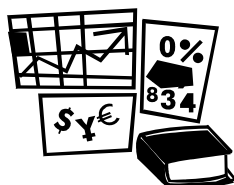
In this Classroom Guide, we give you ideas so that you can incorporate the newsletter into your classroom instruction, helping meet your educational goals and teach your standards and helping us share this important information about our community.

If you have suggestions or comments for improving the newsletter or this Classroom Guide, please call or write us.

## Number Sense

Scan the inside pages of the newsletter to see how different types of numbers are used in the articles (weights, percentages, phone numbers, years, etc.). Circle or highlight all of these numbers. Then report your findings using one of these methods:

- Write a short report of your findings, including examples.
- Tally your results and show your findings in a chart or graph.
- Clip out some samples and create a collage; be sure to label and caption your findings.

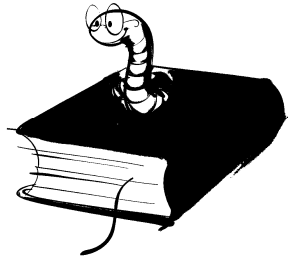


## For Discussion • Social Norms

- ♦ What are “social norms”? (Rules or standards of behavior shared by a social group or community)
- ♦ Why are social norms useful? Can they also be harmful? Name an example of a current or past social norm that is or was harmful?
- ♦ What are some of the social norms of this school community? Do students have different social norms than teachers and other adults in the building? If so, what are some of the social norms unique to students? Do different groups of students have different social norms? Which social norms might be fads? What are some social norms that are unchanged from the past (10 or more years ago) and will probably continue in the future?
- ♦ When you deviate from a social norm, how do others react? How do you feel?
- ♦ When adults say, “Choose your friends carefully,” are they thinking about social norms? If so, how and why?
- ♦ When No Impact Man (see inside pages of newsletter) began his project, what social norms was he violating? How do you think people responded to his behavior? Do you think people responded differently to his wife, who hadn’t chosen the project but was taking part? If No Impact Man’s daughter had been a teenager, how might her peers have responded to the family’s project?
- ♦ What are the consequences (positive and/or negative) of violating social norms?
- ♦ At times when people violate social norms, others can be very critical or even mocking? Why do you think others might sometimes respond this way?

# Book or Movie?

*No Impact Man* is a book and a documentary movie. Many movies are based on books, including the recent movies, *New Moon* and *The Blind Side*. Whether the book is nonfiction or fiction, the movie version tends to differ for a variety of reasons. As a class, discuss some of these reasons (length, emphasis, ability to depict scenes, events, and characters, etc.). In addition, in adapting fiction books to the screen, prior readers may disagree with casting selections, and future readers may be affected by them.



Ask your students (individually or in groups) to select a book that has been made into a movie. The students should have read the book and seen the movie. Then ask them to answer these questions:

- Were some parts of the book left out in the movie version? Why were these parts left out?
- Were some things added for the movie version? If so, why do you think they were added?
- Use a Venn Diagram to compare the book and the movie. On one side, list things that were only in the book, and on the other, things that were only in the movie. In the intersecting portion, list things that were in both book and movie. The things you list may include characters or events. What do you learn when you look at your diagram?
- How does the method of storytelling in a book versus a movie affect what is included or excluded?
- If you had made the movie version, what would you have done differently? Why?
- What was your favorite part of the book? Why?
- What was your favorite part of the movie? Why?
- Which did you prefer: the book or the movie? Why?



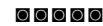
# Can-Do

Use these facts to answer the questions below:

- ♦ 31.92 empty aluminum cans weigh 1 pound.
- ♦ 1 ton is equal to 2,000 pounds.
- ♦ In 2008, 720,000 tons of aluminum cans were recycled.
- ♦ Each ton of cans recycled conserves the equivalent of 1,665 gallons of gasoline.

How many cans were recycled in 2008?

How much energy, in terms of gallons of gasoline, was saved as a result?



**Answers:**

$$31.92 \times 2000 \times 720,000 = 45,964,800,000 \text{ cans}$$
$$720,000 \times 1,665 = 1,198,800,000 \text{ gallons of gasoline}$$

# Reader Redux

Incorporate this newsletter into your classroom as you might use a newspaper. Here are some ideas to help your students get started:

- The lines in “Quotes Requoted” come from a Theodore Roethke poem entitled “The Waking.” Find the text of that poem online or at the library. Copy the poem and read it. In a sentence or two, describe what you think the poet is saying. Can you think of a popular song that deals with the same theme? Copy the lyrics. Explain the similarities between the poem and the song.
- Reread “Recycling Holds Steady” and “Did You Know?” inside the newsletter. One of the benefits of recycling is that it saves energy. Were you surprised by how much energy can be saved by recycling common household materials? Does knowing about the energy savings change how you think about recycling? Will you recycle more as a result? List three things you can do to promote recycling among your family members, friends, and neighbors.

