

Topic:

Wartville Wizard
by Don Madden

Time:

Teacher's
Discretion

Grade:

K-6

Core:

K: 6000-0202 1: 6010-0501
2: 6020-0301 3: 6030-0502
4: 6040-0402 6: 6060-0404

Objectives: Students will:

1. Become involved with the book.
2. Discuss the problem of littering in their community.
3. Begin to understand actions and consequences.

Procedure:

1. The following themes emerge as the story is read:
 - a. The effects of littering in our community--pollution.
 - b. We have responsibility for our actions. Consequences may later come back to haunt us.
 - c. We all have faults, and some people try to hide them from others.
 - d. Solving problems as a group is better than alone. There is more community support.
 - e. Cleaning up after others is not very fun.
2. The following are suggestions that may be used to illustrate the above themes.
 - a. Have the students clean out their desks and pin the trash on themselves.
 - b. Throw trash all over the room before the students arrive. Watch what happens when they enter the room. Teacher may: (1) Say nothing, or (2) Assign one student to clean up the mess. Discuss the feelings of the student cleaning up and the general feelings about the messy room.
 - c. Hide the trash cans for a day. See how difficult it is to be without them. Do students even notice?!
 - d. Clean up around the school.
 - (1) Put junk in decorated small brown paper bags.
 - (2) Make a collage out of what is collected.
 - (3) Have a scavenger hunt. (Handout 1)
 - (4) Draw pictures showing to whom the garbage might belong.

Additional Resources:

1. Shell Silverstein
Poem (Handout 2)
2. Keep America
Beautiful
(Handout 3)
3. Take Out the
Garbage
(Handout 4)

Author:

Gloria Skanchy

- e. Take the students into the lunch room immediately following lunch for some activity (P.E. etc.). Ask the custodian beforehand to not clean up the floor. How do the students feel? Will they participate in push-ups?
- f. Give a button/badge to students, which will give them Power Over Trash for one day. (Handout 4)
- g. If they could have power for a day or be a wizard, what would they like to control? Write about it.
- h. Littering:
 - (1) Call the students “litter warts.” Try to use this term creatively throughout your day of teaching.
 - (2) Do research into the laws on littering. Have a debate: Why vs. Why not control littering. How severe should penalties be?
 - (3) Brainstorm with students what the future will be like if people continue littering.
 - (4) Take a field trip to the area dump or suggest to children that they ask their parents to help them. What happens to all of the trash?
- i. Make a list of things people throw out and put them into categories.
- j. Creative writing starters:
 - (1) Do you know someone like Jimmy?
 - (2) The adventures of _____? (Piece of trash)
 - (3) What would you want to have attached to you?
 - (4) What would you not want attached to you?
 - (5) Do you hide feelings/faults from others? What are they and why do you hide them?
- k. If you choose to discuss littering further, especially with younger children, use the ideas and activities excerpted from Mess Is Not Best from the Maryland Law-Related Project. These are found on Handouts 5, 6, and 7.

SCAVENGER HUNT

The Scavenger Hunt can be a clean-up around the school or it could extend into the community. Depending on which type you choose, the following rules should be included:

1. A time limit must be set: 15 minutes around school
1 or 2 days around the community
2. All trash collected must be found laying around. For example, you can't buy a can of pop, drink it and use the can.
3. Students may work in partners or teams, but the prize will be shared.

Items of trash should be assigned a point value. You may want to use the list the children came up with in Lesson Plan, Idea i. A sample list follows:

- | | | |
|----|---------------|-----------|
| 1. | Pop can | 10 points |
| 2. | Paper plate | 10 points |
| 3. | Plastic bag | 25 points |
| 4. | School papers | 5 points |
| 5. | Colored paper | 7 points |
| 6. | Candy wrapper | 5 points |
| 7. | Gum wrapper | 5 points |
| 8. | Orange peel | 10 points |

Assign the point value based on how difficult the item will be to find. Each child should have a copy. At the end of the time period, have the children add up their totals and verify by seeing and counting the items.

As a related art project, the students could decorate white tall kitchen garbage bags to be used in their collection project. Magic markers work very well on them.

Suggested Prizes:

1. Could be related to trash clean-up
 - a. trash bags
 - b. garbage can -- colorful type for bedroom
2. Other ideas
 - a. six pack of pop
 - b. candy bars or gum
 - c. oranges or bananas(The children would be expected to know what to do with cans, wrappers, etc.)

If competition is not what you had in mind, a trade-in system could be established. For example:

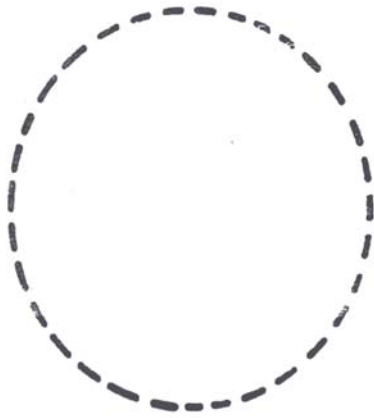
1. Candy bar for 500 points
2. Can of pop for 600 points

SARAH CYNTHIA SYLVIA STOUT WOULD NOT TAKE THE GARBAGE OUT

By Shel Silverstein from Where the Sidewalk Ends

Sarah Cynthia Sylvia Stout
Would not take the garbage out!
She'd scour the pots and scrape the pans.
Candy the yams and spice the hams.
And though her daddy would scream and shout,
She simply would not take the garbage out.
And so it piled up to the ceilings:
Coffee grounds, potato peelings.
Brown bananas, rotten peas.
Chunks of sour cottage cheese.
It filled the can, it covered the floor,
It cracked the window and blocked the door
With bacon rinds and chicken bones.
Drippy ends of ice cream cones.
Prune pits, peach pits, orange peel.
Gloppy glumps of cold oatmeal.
Pizza crusts and withered greens.
Soggy beans and tangerines.
Crusts of black burned buttered toast.
Grisley bits of beefy roasts. . .
The garbage rolled on down the hall.
It raised the roof, it broke the wall. . .
Greasy napkins, cookie crumbs,
Globs of gooey bubble gum,
Cellophane from green baloney.
Rubbery blubbery macaroni.
Peanut butter, caked and dry.
Curdled milk and crusts of pie,
Moldy melons, dried-up mustard,
Eggshells mixed with lemon custard,
Cold french fries and rancid meat,
Yellow lumps of Cream of Wheat.
At last the garbage reached so high
That finally it touched the sky.
And all the neighbors moved away,
And none of her friends would come to play.
And finally Sarah Cynthia Stout said,
"OK, I'll take the garbage out!"
But then, of course, it was too late. . .
The garbage reached across the state,
From New York to the Golden Gate.
And there, in the garbage she did hate,
Poor Sarah met an awful fate,
That I cannot right now relate
Because the hour is much too late.
But children, remember Sarah Stout
And always take the garbage out!

AMERICA THE BEAUTIFUL



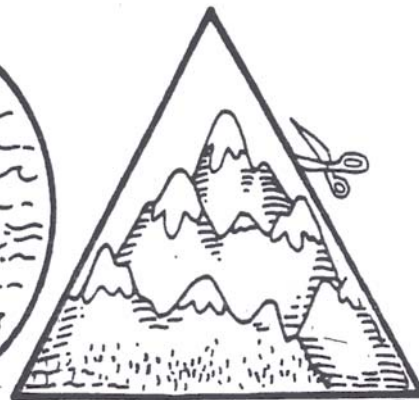
sea



mountains



skies



cut, and paste the pictures of America's beauty.

Col
or,

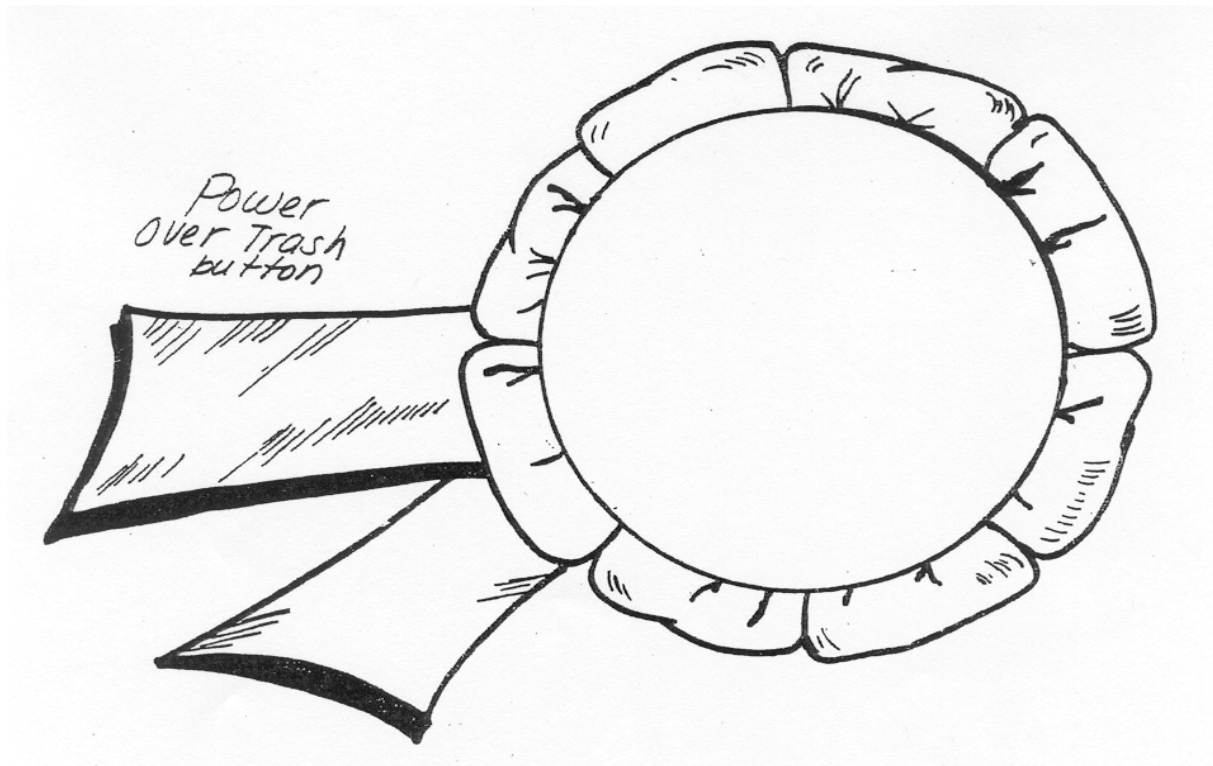
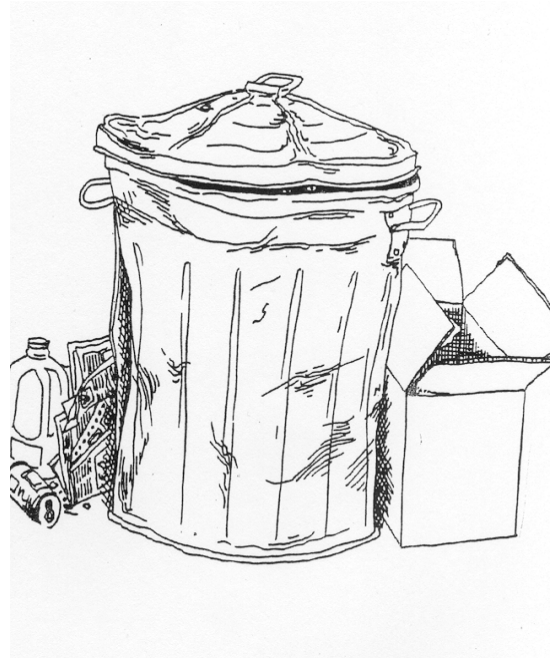
HANDOUT 4

TAKE OUT THE GARBAGE

Several years ago, an inventive, though somewhat surreptitious reporter, was trying to find out some information about one of his subjects. He was not having any luck, as the subject was being very close-mouthed and had locked up all his records. So early one morning the reporter sneaked to an alley where the subject's garbage cans innocently sat waiting to be picked up by the city sanitation crew. As the rose-glow of the sun crept over the horizon, the reporter carefully sifted through the subject's garbage, searching for bits of information or evidence. What he found was quite revealing.

For this project, you will:

1. Create a sculpture or picture of a garbage can. Fill it with items that could be found in your main character's garbage.
2. Explain why each piece of garbage was chosen.



MESS IS NOT BEST

1. Distribute Handout 6.
2. Tell the children that they are going to make their own map today. “First draw a line (path) from your house to school. The line can be straight or curvy. Now pretend you are coming to school. Draw some things near the path that you see on the way to school.”
3. Have the class share some of the things that they saw by making a list on the board of things they liked and things they did not like. Occasionally ask what it is that someone likes/dislikes about the item. Some children will have seen some evidence of litter. Poll the class to see what their opinion is about liking/disliking litter.
4. “Most of us don’t like to see old cans, paper or garbage anyplace, but sometimes we don’t notice it because we don’t remember the place not being littered. I am going to read you a story about a place we would probably notice getting messy.”

THE PARK IN MIXINWHICH

The city of Mixinwhich had a beautiful park. It was small but had many different kinds of trees and flowers. Everyone and everything loved the park. Everyone and everything felt safe and happy in the park.

One fine summer day, a family stopped to have a picnic at the park. They finished their hot dogs and shakes and pushed the leftovers into a brown bag filled with leftovers from other lunches. The big, brown bag broke. Smelly, sticky paper, Hershey Bar wrappers, empty bottles, and cans flew everywhere. A pine tree caught some candy bar wrappers, a flower bed ended up with broken glass, and a couple of cans rolled into the duck pond.

The family looked around and said, “Oh, dear.” They didn’t have any more bags, and they couldn’t find a garbage can anywhere. Finally, they climbed into the car and drove away. Maybe the animals would eat the scraps, and the wind would blow the paper away.

That evening, another family decided to have a picnic at the park. After eating, they stuffed their leftovers into a brown bag, but nobody wanted to carry the garbage home. Finally, they hid the brown bag, filled with leftovers from the picnic, under some bushes.

The next day, three more families celebrated a birthday at the park. Everyone had a birthday cupcake. Almost everyone left a birthday cupcake wrapper stuffed in the flower bed, under a tree or bush, or threw the wrappers in the pond.

Each day that summer, someone left something in the park. One day a family came along. They didn’t like the mess. They picked some up, but couldn’t get it all. By the end of the summer, the park was covered with paper, bottles, glass, and cans.

5. Have the class discuss:
 - Did everyone still love the park?
 - Would you like to play in the park?
 - What do you think the park looks like now?
 - Is it still pretty?
 - Would your family want to go there or have you go there?
6. The next day students could make a mural showing what the park looked like before the litter. Ask them to think about the most beautiful park they can imagine for tomorrow.
7. Then, let the students paste or tape litter found on the school grounds on their mural.

HANDOUT 6

This is my map. This is what I see on the way to school.

HOME



HOOL



CASE STUDIES

1. Joan stopped on her way home from school. She bought an ice cream bar. It was delicious! She ate it all up. All she had left was a stick and a wrapper. What happened next? (Circle one.)

She threw them on the ground.



What would happen if everyone did this?

She threw them in the trash can.



What would happen if she couldn't find a trash can?

She carried them home and threw them out.



What would happen if she stuck them in her pocket and forgot them?

2. Miss Stone's 1st grade class went to the park for a picnic. When they got there, the place they wanted to eat was covered with trash. What happened next?

