

Gr #6 QFT-Lesson Plan: Single Use Plastics by J Suter

*\*Feel free to edit, adapt, or amend this template as is most helpful to you.*

LESSON OVERVIEW			
<b>Name:</b> John Suter	<b>Grade:</b> 6Th - 8TH	<b>Subject:</b> American History (STEP Days)	<b>Location:</b> The Haverford School
<p><b>Context &amp; Purpose:</b> <i>Share your content/topic and/or teaching and learning objectives for this lesson and where (beginning, middle, end) in the unit or learning cycle this lesson falls.</i></p> <p>During the School year right before Thanksgiving, the school participates in STEP Days (Solving the Earth's Problems). In the 6th grade our subject is single use plastics and the environmental harm they cause. The boys will be given a QFocus that includes a political cartoon and an image of children playing in pollution or living with pollution.</p>			
<p><b>Lesson Procedure:</b> <i>Share the sequence of learning activities before, during, and after the QFT</i></p> <ol style="list-style-type: none"> <li>The Haverford School - middle school will be participating in STEP (Solving the Earth's Problems) days Monday and Tuesday before Thanksgiving Break. There is an introduction and 7 periods of instruction and exploration. The sixth grade will be working on plastics and pollution.</li> <li>After discussing ground rules The boys will be given a QFocus that includes a political cartoon and an image of children playing in pollution or living with pollution. Individually write as many questions as you can in 5 minutes. Group work consolidates questions with a group of students(2-3) 10 minutes. Questions presented by each group on post it notes around images on the back board of classroom, later moved into the hallway. <ul style="list-style-type: none"> <li>- student will work in pods (2-3 per pod)</li> <li>- 2x3ft post-it note sheets (poster sheet)</li> <li>- groups pick an image and a cartoon</li> <li>- develop a group name (must connect to their image and cartoon)</li> <li>- work on questions individually then work as a group to get ten questions on their poster</li> <li>- next each group member thinks of creative alternatives (Come up with three ideas)</li> <li>- internet research for a company right now addressing this issue using their creative alternative</li> </ul> </li> <li>... English Working with the Book <u><i>Me and Marvin Gardens by Amy Sarig King</i></u></li> <li>Science class will work with the book <u><i>Flush by Carl Hiaasen - Oceans and plastic pollution</i></u></li> </ol>			
<p><b>Next Steps (i.e. how student questions will be used after the QFT):</b> <i>Share your tentative plans for using student questions to drive subsequent learning</i></p> <ul style="list-style-type: none"> <li>● <b>Recognize creative alternatives to the problem</b></li> <li>● <b>Student action after issue identified</b></li> <li>● <b>Ensure sustainable consumption and production patterns</b></li> </ul>			



**Overall, what did you learn from this experience? What questions do you now have?**