



Garbology

What can we learn from trash?

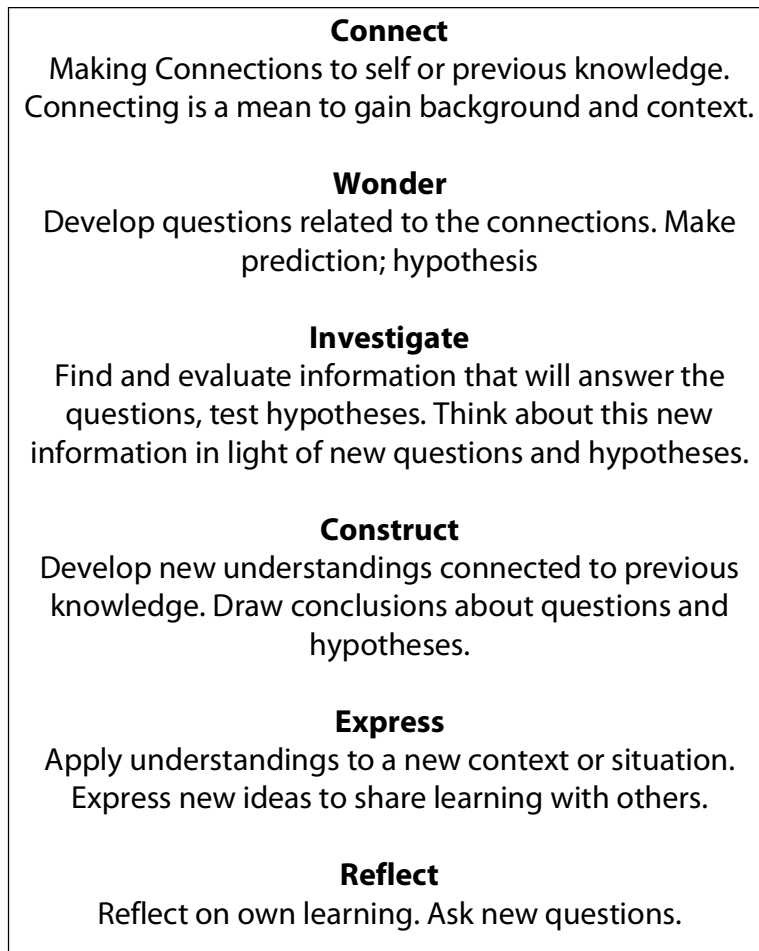
What items are contained in your assemblage ¹ ?	
Where do you think your items came from? Why?	
How many people do you believe contributed to your assemblage? What evidence supports this?	
Is there anything in your assemblage to indicated the status of the individuals?	
Gender(s)?	
Age(s)?	
Occupation? Education?	
Religion, Hobbies, Political Preferences?	
What can you tell about subsistence ² ?	
What questions / mysteries are there?	

¹ Assemblage: a group of artifacts found in association with each other.

² Subsistence: The way individuals obtain the necessities of life (food, water, basic needs).

Stripling Model of Inquiry

The model developed by Barbara Stripling thoroughly articulates, guides, and benchmarks the learner's inquiry process. Stripling describes six major stages in the process:



Garbology Activity Supplies

- One assemblage of household or office trash per group.
- Assemblage should include a variety of clean, non-dangerous items found from household trash from different areas. You can collect it and ask co-workers to do the same or you can have your students collect it from their homes and bring it in to use. Be sure to talk about what is "Clean" trash.

Process

- Have students work through the questions on the front.
 - What did they see? (Connect)
 - What does an object reveal? What is its purpose? (Wonder)
 - What are various categories – age, gender, occupation, etc. (Investigate)
- After the investigation, have each group of students share its conclusions, using the evidence from the garbage to support their claims (Construct & Express).
- Have the class discuss the merits of the analysis: Was the interpretation logical? Backed by evidence? What did the group assume? Could there be other interpretations? (Reflect)
- **Help students make the connection of evidence to support their interpretations.**