

Garbology

What can we learn from trash?

What items are	
contained in your	
assemblage ¹ ?	
3	
Where do you think	
your items came	
from? Why?	
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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)?	
/ igc(3).	
Occupation?	
Education?	
Religion, Hobbies,	
Political Preferences?	
What can you tell	
about subsistence ² ?	
What questions /	
mysteries are there?	
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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:

Connect

Making Connections to self or previous knowledge. Connecting is a mean to gain background and context.

Wonder

Develop questions related to the connections. Make prediction; hypothesis

Investigate

Find and evaluate information that will answer the questions, test hypotheses. Think about this new information in light of new questions and hypotheses.

Construct

Develop new understandings connected to previous knowledge. Draw conclusions about questions and hypotheses.

Express

Apply understandings to a new context or situation. Express new ideas to share learning with others.

Reflect

Reflect on own learning. Ask new questions.

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)
 - o 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.