**Plastic Pollution Lesson Plan**

**Fourth Grade**

**Background**

As part of the fourth grade social studies curriculum, students learn about each geographic region of MD, all of which center around the bay. After investigating the geographic features of the Atlantic Coastal Plain, Piedmont Plateau, and Appalachian Region, students read and discuss the health of the Chesapeake Bay with a “Chesapeake Bay in Trouble” lesson.

**Objectives**

* SWBAT define a watershed and explain how human activity can impact the Bay, and eventually the ocean.
* SWBAT identify 2-3 plastic pollution facts and brainstorm possible solutions at a local level.

**Standards**

4-ESS3-1. Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.

4-ESS3-2. Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.

**Materials**

* Powerpoint
* Chespeake Bay Plastic Pollution News Articles: <https://www.chesapeakebay.net/news/blog/small_plastics_are_a_big_problem>

<https://www.citylab.com/environment/2015/07/the-chesapeake-bay-is-turning-into-plastic-soup/399152/>

<https://blog.epa.gov/2014/11/24/a-plastic-problem-in-the-chesapeake/>

<https://marylandreporter.com/2019/06/19/microplastics-are-everywhere-but-how-do-they-harm-the-bay/>

* **Examples of Student Voice:** <http://wskg.org/science/we-have-to-take-care-of-our-water/?c=education>

<https://www.baltimoresun.com/politics/bs-md-ci-bag-ban-vote-20191105-pyrqz2acwjhpxhdcbh22ecik2e-story.html>

<https://www.wmdt.com/2020/01/styrofoam-ban-soon-to-impact-local-shelters/>

**Procedure**

1. Show students the Chesapeake Bay watershed map.
2. Discuss how all human activity in the Bay watershed eventually leads to the ocean.
3. Show the “World Oceans Day Plastic Pollution Powerpoint.” Have students record 2-3 facts that surprise them.
4. Share out surprising facts in groups of 2.
5. Show students articles about plastic pollution in the Chesapeake Bay.
6. As a class, come up with action steps we can take on a personal, class, school, and city level to combat this plastic pollution problem. Show examples of other towns/cities in Maryland who have used student voice to effect change.