Welcome to part two of E Pollution around the world. This webquest will serve as a follow up to the original. Here you will have a five day assignment that will introduce and guide you through the hazards of e waste on a variety of fronts.

Tasks

In our first webquest we looked at the world's problem with e waste. This webquest differs slightly by adding additional information, drawing different conclusions and looking for a solution to e waste. The webquest will consist of 5 days with five different lessons. The ultimate goal is for you to learn more about e waste and how it affects the environment around the world. Each day you will have a different assignment to complete related to the 5 themes of geography.

Process

Day One Geography
http://www.merriam-webster.com/Identifying the 5 themes of geography will be the first step. Click the link http://geography.mrdonn.org/Schemes-definitions.html How are each of the five themes affected by e waste? Location Region Movement Human Environment interaction Click the link http://news.mongabay.com/2011/0909-moukaddem_eWaste.html Click the link http://www.merriam-webster.com/Watch this clip from PBS on e waste in Ghana Click the link www.pbs.org/frontlineworld/stories/ghanaw04/video/video_index.html Write a news paper article describing the e waste hazards in Africa. Use the following Graphic Organizer Click the link http://www.teachervision.fen.com/tv/printables/SWH.pdf This provides the detail information you will need to know as you progress through the webquest. Click the link http://www.merriam-webster.com/European nations are also tightening down on recycled materials and hazardous e-waste but are still finding that many items are being illegally exported. As companies don't want to have to pay to dispose of waste properly, it's easier just to pay someone underground and make the problem disappear, or to hide waste among other recyclables and hope no one finds out. Currently it is four times more expensive to incinerate waste in Europe (the rule) rather than to put it on a boat to China (the exception). Two to three million tons of e-waste was turned into European officials last year after regulations were passed mandating the proper disposal. Officials were expecting to see closer to seven million tons and estimate that the difference was illegally exported. (Tree Huggers 2009) What are the specific laws for your state that deal with e waste and pollution? Click the link http://www electronecstakeback.com/wp-content/uploads/States_Summary_2010 How are Bills turned into Laws? Click the link http://kids.clerk.house.gov/grade-school/lesson.html?intID=17 Fill out the graphic Organizer showing the chain of events from a bill to a law. Fill in the graphic organizer below Click the link http://www.educationasius.com/curriculum/GO/GO_pdf/chapter_6.pdf Day Three World History
http://www.merriam-webster.com/Last May, Pike Research estimated that e-waste going to our landfills would plateau by 2015 and begin to decline. That's great news since landfill is the last place we want our e-waste going. However, it has to go somewhere and the mountain of used gadgets, computers, televisions and other electronics just keeps growing. So where is it likely to end up? According to a new report from the United Nations, it'll end up in developing countries. The report estimates a 500% growth over the next 10 years in computer waste in India alone. Now that is some frightening news. Not only is it scary news, but as CNET points out, we are major culprits: "The report, co-authored by EMPA of Switzerland, specialty materials group Unicode and the United Nations University, said that the United States is the biggest producer of e-waste, creating around 3 million metric tons a year. Close behinds China, which produces around 2.3 million metric tons domestically and is where a lot of the developed world's e-waste is sent, EMPA said." According to the report, not only will India see a 500% increase in e-waste, but China and South Africa will see a 400% increase from 2007 levels over the next ten years, with mobilephones being a significant component, rising seven times higher in China and 18 times higher in India. E-Waste from televisions will be 1.5 to 2 times higher than in China and India, and e-waste from discarded refrigerators will double or triple in India. (www.ewasteworkshop.com) What are the United Nations laws on e waste? What are the laws in New Delhi India, Ghana and China on e waste? What does the EMPA stand for? Click the link www.mapcrow.info/Distance_between_Ghana_GH_and_New_York_US.html What is the distance from New York to Ghana, from New York to China and from New York to India? Click the link http://www.timeanddate.com/worldclock/distance.html How long does it take for a cargo ship to travel from New York to each of the three countries? Click the link wiki.answers.com/Q/How_long_does_it_take_a_cargo_ship_to_travel_from_China_to_the_USA&space; Day Four Civic/ Government http://www.merriam-webster.com/US cities are requiring proper disposal of e-waste, but there is no follow through because the US doesn't mandate what happens next. Asmore is collected, it is time for the US to come up with a master plan. Currently the US and Canada send roughly 100 containers a day to Hong Kong, and dispose of e-waste, all of it legal. They feel that in some instances shipping items to developing countries can be okay, for example, where a product was originally manufactured.

Evaluation

<table>
<thead>
<tr>
<th>Category and Score</th>
<th>Beginning</th>
<th>Developing</th>
<th>Very Good</th>
<th>Exemplary</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day one Graphic Organizer Who What Where When Why and How</td>
<td>Graphic Organizer had two sections filled out correctly</td>
<td>The Graphic Organizer had three sections filled out correctly</td>
<td>Graphic Organizer had several details correct</td>
<td>Graphic Organizer was filled out in great detail.</td>
<td>10 %</td>
</tr>
<tr>
<td>Chain Of Events Graphic Organizer</td>
<td>No effort was made to fill in the Chain of Events Graphic Organizer</td>
<td>Some effort was made to fill in the Chain of Events Graphic Organizer</td>
<td>Most information on Graphic Organizer was filled out. More detail needed</td>
<td>Completely filled out with great detail.</td>
<td>15 %</td>
</tr>
<tr>
<td>Article connecting the Who What Where When Why and How graphic organizer to your written article.</td>
<td>No Article done</td>
<td>Article did not connect to Graphic Organizer</td>
<td>Article had several good points. Needed More information.</td>
<td>Article connected to Graphic Organizer and showed a great understanding of the topic.</td>
<td>25 %</td>
</tr>
<tr>
<td>Quiz</td>
<td>No questions correctly answered</td>
<td>One to Two questions answer correctly</td>
<td>Three to Four questions answered Correctly</td>
<td>All 5 questions correct</td>
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<tr>
<td>Total Score</td>
<td></td>
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Conclusion

Now we have learned about the hazards of E Waste and it horrible effects on the environment. We now realize it affects human life as well as the environment. We have learned about the laws in the United States and the laws that the United Nations has regarding electronic waste. We need to become conscious of the way we treat the earth and the way we treat fellow humans around the world. There problem is our problem.

Teacher Page

This webquest explores the dangers of e waste. The laws that are exploited and the horrible living conditions that e waste creates on the environment. Who stands to profit from e waste and some possible solutions.

Standards
Arizona Elementary Social Studies Standards
American History Concept 1: Research Skills for History
Historical research is a process in which students examine topics or questions related to historical studies and/or current issues. By using primary and secondary sources effectively students obtain accurate and relevant information. An understanding of chronological order is applied to the analysis of the interrelatedness of events. These performance objectives also appear in Strand 2: World History. They are intended to be taught in conjunction with appropriate American or World History content, when applicable.

World History Strand 2 Concept 1 PO 4. Describe how archaeological research adds to our understanding of the past.
Civics/ Government Strand 3 Concept 1 PO 2. Identify the rights and freedoms supported by the following documents:
a. Preamble of the U.S. Constitution
b. Bill of Rights
c. Statement of Natural Rights as found in the Declaration of Independence (We hold these truths to be self evident...........) (Note: Aligns to State Statute)
Geography Strand 4 PO 4. Construct charts and graphs to display geographic information.
Economics Strand 5 Concept 1 PO 3. Identify how voluntary exchange helps both buyers and sellers as in colonial trade in North America.

Connect with:
Strand 1 Concept 3
Strand 2 Concept 5

Credits
http://www.dosomething.org/actnow/tipsandtools/terms-you-should-know-about-e-waste
www.electronicstakeback.com/promote-good-laws/state-legislation/
http://geography.mrdonn.org/5themes-definitions.html
http://www.azed.gov/standards-practices/academic-standards/social-studies/
http://www.merriam-webster.com/
http://www.timeanddate.com/worldclock/distance.html
wiki.answers.com/Q/How_long_does_it_take_a_cargo_ship_to_travel_from_China_to_the_USA
www.pbs.org/frontlineworld/stories/ghanatv804/video/video_index.html

Other