

The Great Stink: How Joseph Bazalgette Solved London's Poop Pollution Problem

Discussion Guide

Grades K – 4th

Before Reading: to activate schema, build background knowledge, and set a purpose.

- Watch [this](#) short video to introduce your students to The Great Stink of 1858!
- Read [this](#) article from National Geographic Kids on pollution.
- Discuss with your students the meaning of **perseverance** and some ways people overcome challenges. What are some ways you have overcome challenges in *your* life? (Optional: Think, Pair, Share)
- Frontload tier 2 vocabulary: *revolting, compost, pollution, epidemic, purify, precise, contribution*

During Reading: to engage students, check for understanding, and make connections.

- What do you think the author means when she says, "*But luckily for London, he does.*"?
- How is Joseph persevering through his challenges?
- Why is Joseph celebrating the upcoming cholera outbreak?
- How was Joseph able to create his sewage system?

After Reading: to summarize, question, and reflect.

- Have a discussion with your students around what character traits allowed for Joseph to be successful.
- Encourage students to work in pairs and/or groups to create their own map, inspired by Joseph, illustrating the way they would solve a problem in the environment!
- Consider using RIF's Historic Figures Activity Guides to allow for students to make connections and expand on what they have learned.

If your students enjoyed this book...

- Encourage them to continue to discuss it and refer to it in other lessons and conversations.
- Let them explore more about the topic by reading other books with similar themes, structure, characters, or content.