

NIMBY: NOT IN MY BACKYARD

Author	Gale Olp Ekiss
Grade Level	7-High School
Duration	2 class periods

National Standards

GEOGRAPHY

Element One: The World in Spatial Terms

1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.

Element Two:

Places and Regions

6. How culture and experience influence people's perceptions of places and regions.

Element Six: The Uses of Geography

18. How to apply geography to interpret the present and plan for the future.

AZ Standards

ELA

Reading

Craft and Structure

7.RI.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

8.RI.6 Determine an author's point of view, perspective and purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

9-10.RI.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Integration of Knowledge and Ideas

7.RI.7 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

7.RI.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

8.RI.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

8.RI.9 Analyze a case in which two or more texts provide conflicting information on the same topic and

Arizona Social Science Standards

GEOGRAPHY

The use of geographic representations and tools helps individuals understand their world.

7.G1.1 Use and construct maps and other geographic representations to explain the spatial patterns of cultural and environmental characteristics. Key tools and representations such as maps, globes, aerial and other photos, remotely sensed images, tables, graphs, and geospatial technology

7.G1.2 Analyze various geographic representations and use geographic tools to explain relationships between the location of places and their environments.

8.G1.1 Use geographic tools and representations to analyze historical and modern political and economic issues and events. Key tools and representations such as maps, globes, aerial and other photos, remotely sensed images, tables, graphs, and geospatial technology

HS.G1.1 Use geographic data to explain and analyze relationships between locations of place and regions. Key tools and representations such as maps, remotely sensed and other images, tables, and graphs

HS.G1.2 Use geospatial tools and related technologies to construct relevant geographic data to explain spatial patterns and relationships. Key tools and representations such as Google Earth, story mapping, wayfaring apps, and other geospatial technologies

Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.

identify where the texts disagree on matters of fact or interpretation.
9-10.RI.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

7.G3.4 Evaluate human population and movement may cause conflict or promote cooperation.

8.G3.1 Evaluate the impact of economic, political, and social decisions that have caused conflict or promoted cooperation throughout time.

HS.G3.2 Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.

HS.G3.5 Evaluate the impact of social, political, and economic decisions that have caused conflict or promoted cooperation throughout time.

Global interconnections and spatial patterns are a necessary part of geographic reasoning.

7.G4.1 Analyze cultural and environmental characteristics among various places and regions of the world.

7.G4.2 Explain how the relationship between the human and physical characteristics of places and production of goods influences patterns of world trade.

7.G4.3 Analyze how changes in population distribution patterns affect changes in land use in places and regions

7.G4.4 Explain an issue in terms of its scale (local, regional, state, national, or global)

8.G4.1 Take an active stance on a geographic issue reflecting its scale (local, regional, state, national, or global)

HS.G4.1 Take an active stance on a geographic issue reflecting its scale (local, regional, state, national, or global)

CIVICS

Process, rules, and laws direct how individuals are governed and how society addresses problems.

7.C4.1 Compare historical and contemporary means of changing societies to promote the common good.

7.C4.2 Assess specific rules and laws (both actual and proposed) as a means of addressing public problems.

7.C4.3 Analyze the purpose, process, implementation, and consequences of decision making and public policies in multiple settings.

7.C4.4 Explain challenges people face and opportunities they create in addressing local, regional, and global problems at

various times and places. Apply a range of deliberative and democratic procedures to make decisions and act in local, regional, and global communities.

8.C4.2 Assess specific rules and laws (both actual and proposed) as means of addressing public problems.

8.C4.3 Analyze the purpose, process, implementation, and consequences of decision making and public policies in multiple settings and at different levels including the national, state, local (county, city, school board), and tribal.

8.C4.4 Identify, research, analyze, discuss, and defend a position on a national, state, or local public policy issue including an action plan to address or inform others about the issue.

8.C4.5 Analyze how a specific problem can manifest itself at the local, regional, and global levels, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem. Apply a range of deliberative and democratic procedures to take action and solve the problem.

HS.C4.2 Evaluate local, state, national, and international policies in terms of intended and unintended outcomes and related consequences.

HS.C4.4 Analyze the purpose, process, implementation, and consequences of decision making and public policies in multiple settings and at various levels.

HS.C4.5 Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems, instances of such problems in multiple contexts, and challenges and opportunities faced by those trying to address these problems over time and place.

HS.C4.6 Assess options for action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.

HISTORY

Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.

7.H3.4 Explain the influence of individuals, groups, and institutions on people and events in historical and contemporary settings.

HS.H3.1 Analyze how societies, leaders, institutions, and organizations respond to societal needs and changes.

Overview

More than ever before, people are forced to contend with problems that impact our neighborhoods. Some of these problems are just minor irritations, and yet some of these problems can be dangerous. Citizens need to be aware of current issues, so they can make informed decisions on where facilities are placed in their community in order to provide the best environment possible for all residents.

Purpose

In this lesson, students evaluate and speculate on what kinds of land usage they would like in their neighborhood and community. They will then look at local issues and evaluate news articles supporting or protesting the adoption of a new facility in their community.

Materials

- Copies of NIMBY: Not in My Backyard Worksheets 1 and 2
- Copies (paper or electronic) of some NIMBY issues in your community
- Mileage information on key landmarks in your area in relation to your school
- Reading Assignment—One Article
- Reading Assignment Comparing Articles

Objectives

The student will be able to:

1. Analyze and quantify his/her attitudes on the location of public facilities that could compromise his/her quality of living.
1. Identify of how others perceive such issues.
2. Evaluate arguments and specific claims about a local issue.

Procedures

Background Knowledge for Teacher: NIMBY (Not in My Backyard) is 1. the idea that while a community

may want certain facilities to exist, one may not want them in close proximity to their home or 2. the desires of one group in the community may not fit with the desires of others to include these facilities in their neighborhood.

Prior to the lesson: Collect NIMBY issues for students. Adolescent aged themes are good such as locations for hotels, schools, certain businesses that market to teens, etc. The more articles on one issue the better.

Session One

1. Begin the class with a discussion of the acronym NIMBY. Ask students what they know about local issues that have been discussed and perhaps opposed by certain citizens or groups. Have the students read several articles from the local newspaper that have the theme of NIMBY.
2. Then address the major issue of NIMBY: There are many public facilities in an urban environment, and controversy may arise when these facilities are placed close to one's home.
3. Explain the directions to the Not in My Backyard worksheet and have the students number from 1 to 15 on NIMBY: Not in My Backyard Worksheet 1.
4. Before continuing to page two of the worksheet, discuss your community in terms of distance from the school. Start with a key landmark known to most students so they have a frame of reference for what one mile would be from their school--then for what 5 miles would be, etc.
5. Then have students complete NIMBY: Not in My Backyard Worksheet 2 and evaluate how far from their house they would situate each of the facilities on the concentric circles.
6. Discuss as a whole class which facilities they placed nearest their homes. Then discuss why they placed some facilities so far from their homes.
7. Now throw in wind direction. Tell them the wind comes from the north and is blowing to the south. Would this change their placement of a facility? Add some other variables: freeways, mountains, large greenbelt, etc.
8. Did any of these variables make a difference in the first decision?

Session Two

1. Distribute a NIMBY article from your local community. Explain the directions to Reading Assignment—One Article. Have the students work individually or in small groups to complete the worksheet. Discuss their answers as a whole group.
2. Distribute Reading Assignment—Comparing Articles. Have the students work individually or in small groups to complete the questions and chart. Then have students write one page stating their position on the issue using evidence from the articles they read. This can be completed as homework.

3. Assessment

Not in My Backyard worksheets can be graded for completeness. Ninety percent or higher would be considered mastery.

The one-page stance on an issue can be graded using the 6 Traits Writing Rubric focusing on Ideas

and Content. Mastery will be considered a 4 or higher on the rubric.

Extensions

Have the student explain their top five choices and their bottom five choices in a composition.

Have the students interview their parents and complete the same exercise. Then have the students explain how their choices were different from their parents and reasons for the differences.

Have the students find an example of local NIMBY issue. Then write an opinion paper, a blog, or an editorial stating their position on the issue and their reasons for such an opinion.