

# NIMBY: The Garbage Barge from Islip

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**Grade Level** 5  
**Duration** 2 class periods

## National Standards

### Element 1: The World in Spatial Terms

1. How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information

### Element 5: Environment and Society

14. How human actions modify the physical environment

### Element 6: 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

**RI.5** Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

#### Writing

#### Text Types and Purposes

**5.W.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.  
a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). d. Provide a concluding statement or section related to the opinion presented.

### Mathematics

#### Measurement and Data

**5.MD.A.1.** Convert among different-sized standard measurement units within a given measurement system, and use these conversions in solving multi-step, real-world problems.

#### Standards for Mathematical Practice

**5.MP.2.** Reason abstractly and quantitatively.

## Arizona Social Science Standards

### Geography

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

**5.G1.1** Use and construct maps and graphs to represent changes in the United States.

**Human-environment interactions are essential aspects of human life in all societies.**

**5.G2.1** Describe how natural and human-caused changes to habitats or climate can impact our world.

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

**5G4.1** Describe how economic activities, natural phenomena, and human-made events in one place or region are impacted by interactions with nearby and distant places or regions.

### Civics

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

**5.C4.1** Using primary and secondary sources to examine historical and contemporary means of a changing society through laws and policies in order to address public problems.

### Disciplinary Skills and Processes

**SP3:** Historians and Social Scientist gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.

**SP4:** Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.

## Overview

Environmentalists had tried for many years to generate interest in the landfill crisis, and no one

cares. Garbage has to go somewhere. If you don't want it in your backyard, where should it go?

## Purpose

## NIMBY: The Garbage Barge from Islip

In this lesson students will learn the value of communities working together to solve a problem by charting the voyage of “the garbage barge.”

### Materials

- Winter, Jonah. Here Comes the Garbage Barge! New York: Schwartz & Wade. 2010
- Using North America Continent Map Worksheet and Answer Key
- North America Map  
<http://geoalliance.asu.edu/sites/default/files/maps/N-AMER.pdf>
- Highlighters
- Atlases
- Environmental Affairs in New York State: An Historical Overview reading
- Environmental Affairs in New York State: An Historical Overview Cause and Effect Analysis and Answer Key

### Objectives

The student will be able to:

1. Identify cities on a map.
2. Determine cause and effect when reading informational text.
3. Describe the importance of citizens being actively involved in community issues.
4. Discuss the effects of human migrations on the landscape.

### Procedures

#### SESSION ONE

Anticipatory Set: Write the letters NIMBY on the whiteboard. Explain that this acronym stands for Not In My Back Yard. Then ask what kinds of facilities would they would not want in their backyards (or next door to them)? (a busy store, a daycare center, a freeway, homeless shelter, ????) Then tell them that today they will be looking at a NIMBY issue of where to put the trash.

1. Read the book Here Comes the Garbage Barge to students. Discuss the main points of the story.
2. Pass out the Using North America Continent Map worksheet and the North America map. Have students locate on the North America map the 8 cities are that are mentioned in the worksheet. Students should use atlases to locate these cities.

3. Point out the scale on the map. Discuss ways students could measure the distances (use string, finger, mark paper, ruler) and how to figure fractional parts. Have students measure (in miles) and calculate the distances between the cities. Then they will add these distances to get the total distance that the barge traveled.

#### SESSION TWO

4. Read the article together and discuss the information. Then re-read and have students highlight critical information from the text. You might even try highlighting causes in one color and effects in the other.
5. Complete the worksheet Cause and Effect in groups or individually.
6. As homework or as another session, have students write an opinion paper about what should be done with waste/trash. Their writing should include whether laws need to be passed, how trash affects us globally, and what citizens can do to help with the problem.

### Assessment

#### Mathematics

Students will score 8 out of 10 points for mastery in math on the Using the North America Continent Map Worksheet.

#### Geography

Students will score 6 out of 8 points for mastery in geography for locating the cities on the North America Continent Map.

#### Civics and ELA

Students will score 5 out of 6 for mastery on the Environmental Affairs in New York State: An Historical Overview Cause and Effect Analysis worksheet.

Opinion papers can be graded for Ideas and Content using the 6 Traits Writing Rubric. Mastery will be considered 4 or higher.

### Extensions

Invite students to make art from garbage. Have a gallery showing.

### Sources

<http://alliance.la.asu.edu/maps/N-AMER.pdf>

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Winter, Jonah. Here Comes the Garbage Barge!  
New York: Schwartz & Wade. 2010

<http://www.archives.nysed.gov>