Environmentalists had tried for many years to generate interest in the landfill crisis, and no one cared. 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
- 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 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 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](http://alliance.la.asu.edu/maps/N-AMER.pdf)
Winter, Jonah. *Here Comes the Garbage Barge!* New York: Schwartz & Wade. 2010

http://www.archives.nysed.gov