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Disasters Happen: Are you Ready?

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Disasters Happen: Are You Ready?

Grade Level:
6th Grade

Purpose/Overview:
Students will investigate natural disasters, discover the urgency to be prepare and create an emergency kit which they will present to the class.

National Geography Standards from *Geography for Life* Geographic Elements & Standards:

V. Environment & Society
   15. How physical systems affect human systems

Oklahoma Academic Standards for Social Studies

OAS 2012	OAS 2019
Literacy Skills Standard 2 The student will develop and demonstrate Common Core Social Studies writing literacy skills.	**Engage in Evidence-Based Writing** Students will apply effective communication skills by developing a variety of evidence-based written products designed for multiple purposes and tasks, in order to demonstrate their understandings of social studies concepts, ideas, and content.
2.B.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	**5.A.6-8.2** Compose informative essays and other written products about social studies topics, incorporating evidence (e.g. facts, examples, details) from multiple sources, maintaining an organized, formal structure.
2.B.9 Draw evidence from informational texts to support analysis reflection, and research.	**5.A.6-8.2** Compose informative essays and other written products about social studies topics, incorporating evidence (e.g. facts, examples, details) from multiple sources, maintaining an organized, formal structure.
Content Standard 3 The student will examine the interactions of physical	**6.2** The student will analyze the physical systems of the major regions

systems that shape the patterns of Earth's surface.	of the Western Hemisphere.
3.3 Analyze the impact of natural disasters on human populations, including forced migration, scarcity of consumer goods, and loss of employment.	**6.4.3** Analyze the impact of climate and natural disasters on human populations, including forced migration, scarcity of consumer goods, economic activities, and loss of life.

Geographic Themes:
Human-Environmental Interaction

Objectives:
1. Students will gain an understanding of natural hazards.
2. Students will research facts to analyze a specific natural disaster.
3. Students will organize the data and apply the information to a prototype for explanation to peers.

Materials:
Computer/LCD projector
Access to computer lab with Internet
Copies of following documents (included in lesson) for all students:
- *Disasters Happen: Are You Ready?* PowerPoint Presentation
- *Disasters Happen: Are You Ready?* Student Research Handout
- *Disasters Happen: Are You Ready?* Student Inventory List/Rubric

Time Frame:
3-4 50-minute class periods

Procedures:
BEFORE LESSON BEGINS
1. The teacher will make copies of all student handouts and rubric.
2. The teacher will reserve one 50-minute period in the computer lab or library for research.

SESSION ONE
1. The teacher will explain the lesson, its purpose, and the required supplies.

2. The teacher will show *Disasters Happen: Are You Ready?* PowerPoint Presentation
3. The teacher will handout *Disasters Happen: Are You Ready?* Student Research Handout.
4. The student will be assigned a specific natural disaster and write the name of it non their handout.
5. The teacher will instruct the students to meet in the computer lab/library the following day.

SESSION TWO

1. In the library, the teacher will instruct the students to research their assigned disaster and gather information according to the handout.
2. Students will use the Internet and/or books to gather information.
3. Students will continue research on natural disasters while the teacher continually monitors and makes suggestions as needed.
4. Before students leave, the teacher will hand out *Disasters Happen: Are You Ready?* Student Inventory List and instruct students to begin gathering emergency kit items.
5. The teacher will instruct students that the kits will be due in 5 school days and that photos of items are acceptable.

SESSION THREE

1. On the day of presentations, the teacher will organize the order of presentations and arrange a space for presenting items.
2. Students with similar disasters will present chronologically.
3. The teacher will use the grading rubric to assess students' kits and presentations.

Assessment Options:

See *Disasters Happen Are You Ready?* Student Inventory List/Rubric

Resources:

Definition Natural Disaster
http://www.thefreedictionary.com/natural+disaster

Disaster Education Kyoto University
http://www.unisdr.org/files/12088_123sm.pdf

USA Aid Government Report

https://www.usaid.gov/sites/default/files/documents/2155/Natural%20Disasters%20Report%20FINAL.pdf

Education after Natural Disasters Brookings University
http://www.brookings.edu/blogs/up-front/posts/2012/10/31-natural-disasterswinthrop

http://www.preventionweb.net/files/7560_DisasterEducation.pdf

Oklahoma Health and Safety Education Objectives
http://ok.gov/sde/sites/ok.gov.sde/files/C3%20PASS%20PE.pdf

Ready.gov Several Natural Disasters
http://www.ready.gov/natural-disasters

Jamie Lee Curtis
https://www.youtube.com/watch?v=5wWyVTPitXI

BBC Natural Disaster Education
http://www.bbcactive.com/BBCActiveIdeasandResources/Whatisanaturaldisaster.aspx

Warning Siren mp3 sound clip
http://soundbible.com/1355-Warning-Siren.html

Suggested student research sites:
a. http://www.ready.gov/natural-disasters
b. http://emergency.cdc.gov/disasters/alldisasters.asp
c. http://environment.nationalgeographic.com/environment/natural-disasters
d. http://www.redcross.org/prepare/disaster
e. http://www.gio.com.au/tools-tips/natural-disasters-safety-information
f. http://lifehacker.com/5976362/the-complete-guide-to-what-to-do-before-during-and-after-a-disaster
g. http://www.ready.gov/kids

Extension and Enrichment/Simplification:
Students may be assessed on cumulative information using a written or multiple choice test created by the teacher.

Special education or ELL students may create a kit as a group or make a list of items needed for all natural disasters.

Students may choose to display and/or present the emergency kits to students in a lower grade level in order to demonstrate the importance of preparation and safety.

Connections:
Oklahoma Priority Academic Student Skills
Information Literacy
Grades K-12
INFORMATION LITERACY
Standard 1: The student who is information literate accesses information efficiently and effectively. (American Association of School Librarians [AASL], Information Power)

1. The student will demonstrate he/she understands the need for information. Standard 9: The student who contributes positively to the learning community and to society is information literate and participates effectively in groups to pursue and generate information. (AASL, Information Power)

1. The student will demonstrate the ability to be a contributing member of a group by locating, using and communicating information to solve a need or problem.

Oklahoma Priority Academic Student Skills- Health/Safety Education
Grades 5-8
Health and Safety Literacy
Standard 1: The student will comprehend concepts related to health promotion, disease prevention, and safety practices.
1.3 Examine potential hazards at home, school, and play; describe methods for prevention and procedures to follow in the event of an emergency.

Responsible Health and Safety Behavior
Standard 6: The student will demonstrate the ability to use goal setting and decision-making skills to enhance health.
6.3 Demonstrate the ability to apply a decision-making process to health and safety issues individually and collaboratively.

Health and Safety Advocacy

Standard 7: The student will become an advocate for health and safety enhancement of self, family, and community.
7.3 Demonstrate the ability to influence and support others in making positive health and safety choices.

http://ok.gov/sde/sites/ok.gov.sde/files/C3%20PASS%20PE.pdf