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The Big Shake: The 2010 Haitian Earthquake

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The Big Shake: The 2010 Haitian Earthquake

Grade Level: 6

Purpose/Overview:
This lesson explores how the poor/weak infrastructure practices of Haiti caused the impacts of the 2010 Haitian Earthquake to be much more severe, and prolonged the country's continued recovery from this disaster, than might have otherwise been the case. This case study will help students understand how physical hazards and societal risks can intersect to cause disasters.

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

Oklahoma Academic Standards for the Social Studies:

OAS 2012	OAS 2019
Content Standard 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:
Each lesson plan should answer in a short narrative these questions:

1. What **key topic/issue**(s) is/are associated with this lesson/unit?

A: 1) Human-environment interactions
2) Natural disasters

2. **What should students know** after this lesson/unit?

A: Students should be familiar with the (1) political geography of Hispaniola and surrounding countries, (2) the geologic reasons for the 2010 Haitian Earthquake, and (3) how the poor infrastructure practices in Haiti magnified the severity of this natural disaster.

3. **How will students apply** this lesson/unit **content**?

A: Students should be able to apply critical thinking skills to analyze other natural disasters to determine if poor pre-disaster human-environment interactions made the scope of a disaster worse.

Materials:

- Computer/LCD projector
- Atlases
- Handout of blank map of the Caribbean and Central America
- Handout of PowerPoint Questions
- Pre-made Jell-O
- Paper towels
- Ruler
- Toothpicks
- Scotch tape

Time Frame: 60 minutes

Procedures:

- The teacher will provide a quick introduction to what the lesson will cover and will divide students into groups of four (or whatever size needed based on available materials)
- The students will identify the listed items on the map as a group using an atlas
- The teacher will then go over the PowerPoint on the 2010 Haitian Earthquake with the students answering the questions on the corresponding handout
- The teacher will then go over the directions for the Jell-O earthquake activity
- Students will complete the Jell-O earthquake activity in their groups, answering the questions on the activity sheet to complete the lesson

Assessment Options:

The best way to gauge if students have learned the intended objectives would be a performanced-based assessment. Have the students write a 1-2 page summation of the lesson, using the information they completed on the handouts as reference, to put in their own words what the lesson covered. The teacher can then determine if the students understand the big picture that lesson is meant to impart, the impact of natural disasters on human populations. The teacher can also use a short multiple-choice quiz in conjunction with the writing assignment for more immediate assessment.

Simplification:

A teacher could adapt this lesson for a shorter time period by providing at the beginning of the lesson a competed map of Hispaniola (either as a handout or as an additional slide on the PowerPoint) instead of having the students fill out the map themselves using atlases.