

Title:

Blown Away

Overview:

In this lesson, students learn about some of the ways Canada is vulnerable to the impact and effects of natural disasters, specifically hurricanes.

Grade Level:

This lesson is appropriate for students in grade six.

Time Required:

This activity will be conducted in one class period.

Curriculum Connection/ Province and course:

This lesson meets the outcomes as identified in the Atlantic Provinces Education Foundation documents Social Studies curriculum, grades K-6 Newfoundland and Labrador Curriculum outcomes.

Link to Canadian National Geography and History Standards/Themes:

In our activity we will be covering all of the five themes of geography: location, movement, human-environment interaction, regions, and place.

Additional Resources, Materials and Equipment Required:**Annotated Bibliography****Books:**

Brindze, Ruth. Hurricanes: Monster Storms From the Sea. 1973, McClelland & Stewart, Ltd.: Canada.

Recounts some famous hurricanes of history and describes what man has learned about hurricanes, how they are tracked, and attempts to tame them.

Mortillaro, Nicole. Sun and Storms: Canadian Summer Weather. 2005, Scholastic Canada Ltd.: Toronto, Canada. Pgs 37-45.

What makes a cloud? Why do we get seasons? What makes a tornado? Canada might be known for its cold weather, but we also get wild summer weather like thunderstorms and tornadoes. With easy-to-understand explanations and thrilling true stories of major weather events, this book provides an entertaining and informative introduction to Canadian summer weather!

Nicolson, Cynthia. *Hurricane!* 2002, Kids Can Press: Toronto, Canada. In *Hurricane!*, the third title in the Disaster series, kids explore how hurricanes form. They'll discover the ways hurricane hunters improve forecasting and help save lives. And they'll read about some of the most powerful hurricanes of the last century! The book features amazing photos of the destructive power of hurricanes, creative hands-on activities that investigate the surprising strength of air pressure, and fascinating true-life stories that are sure to blow kids away!

Web sites:

Environment Canada. *Canadian Hurricane Centre: Just for Kids!* Accessed July 24th, 2006 from <http://www.ns.ec.gc.ca/weather/hurricane/kids.html>

This government web site page is geared for children at about the grade 6-8 level. Students can follow the "Hurricane Harry" icon in discovering what hurricanes are all about. The site has a list of nine hurricane questions that have hyperlinks to more specific questions, and ultimately easy-to-read explanations. These answers are illustrated, informative, and applicative for grade 6-8 students. Uncommon words have hyperlinks to their definitions, and there is also a printable hurricane word search that highlights key terms.

Miami Museum of Science. *Hurricane: Storm Science*. Accessed July 19th, 2006 from <http://www.miamisci.org/hurricane/hurricane0.html>

This website has a variety of activities for students and teachers studying hurricanes. It has a variety of activities to understand hurricanes such as how they work and what conditions are needed, and how to make a weather station. It even has a special activity called the "Healing Quilt" where students and teachers can tell their story if they have been in a natural disaster.

Weisel, Frank. *Hurricane!* Accessed July 24th, 2006 from <http://school.discovery.com/lessonplans/programs/ragingplanet-hurricane/>

This web site page has great links to other hurricane websites for students and teachers, an interactive section that the user can click on vocabulary words to hear them pronounced and used in a sentence, and a list of suggested readings.

Main Objective:

The primary goal of this activity is to get students to consider some of the ways hurricanes are a drastic natural disaster that have a huge impact on communities.

Learning Outcomes:

GCO 6.2.1: Students will be expected to demonstrate an understanding of the influence of climate and vegetation on selected regions of the world.

SCO#1: Students will be expected to give examples of the characteristics of climate and vegetation of these regions

SCO#2: Students will be expected to explain the influence of the climate and vegetation on these regions

The Activity:

Activity #1: An Opinionated Group Discussion

	Teacher	Student
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<p>Introduction How will the activity open?</p>	<ul style="list-style-type: none"> - will begin letting students know that their opinions and viewpoints are important to others - will introduce the title of the activity: “An Opinionated Group Discussion” and explain it’s importance to understanding hurricanes - will announce the four opinion statements that the students can choose in the four corners of the classroom: strongly agree, agree, strongly disagree, disagree - will ask if every student understands what they have to do before he/ she begins the activity by providing sufficient wait time for them to answer 	<ul style="list-style-type: none"> - have students share prior knowledge of hurricanes to the class - encourage students to ask questions that they have about the activities
<p>Development Detail point by point the student and teacher involvement</p>	<ul style="list-style-type: none"> - will read out four statements and will ask each student to go to the corner that best corresponds with what they believe - will encourage the student to choose whatever statement they most agree with, and ensure them that no one answer is the right one - when the students have assembled in their respective corners, the teacher will then encourage the students to discuss the reasons why they have the opinion that they do 	<ul style="list-style-type: none"> -the students will choose the opinion that they most agree with and will move to that appropriate corner - each student will discuss with members in their group reasons why they believe the way they do about each statement

<p>Conclusion How will the activity conclude? What final product or culmination if any is expected?</p>	<p>- the teacher will discuss the importance of having opinions and being able to express them openly to a group.</p>	<p>- the students will share their opinions with the rest of the class and participate in a class discussion</p>
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Activity #2: Hurricane Jeopardy

	Teacher	Student
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<p>Introduction How will the activity open?</p>	<ul style="list-style-type: none"> - the teacher will introduce the activity by pretending he/ she is “Alex Trebek” from Jeopardy, and play the Jeopardy music as motivation - the teacher will give solid directions of how to play the game, and will provide fly squatters to each group so that they can hit it off the table when they have the correct answer to the question - the teacher will provide a sample question at the beginning of the activity to see which group gets to go first. 	<ul style="list-style-type: none"> - the students will create an appropriate name for their group that relates to hurricanes.
<p>Development Detail point by point the student and teacher involvement</p>	<ul style="list-style-type: none"> - the teacher will give a variety of questions to the class and each group will have to come up with an appropriate answer - the teacher will provide the correct answer to the class and include a brief explanation if neither group gets the question. 	<ul style="list-style-type: none"> - the students will take turns in the group holding the fly squatter and hitting it off the table when their group has compiled the correct answer
<p>Conclusion How will the activity conclude? What final product or culmination if any is expected?</p>	<ul style="list-style-type: none"> - After the teacher has read 10 questions, the group with the most correct answers will be rewarded with a surprise (such as a pencil and notepad for each group member, etc.) - the teacher will ask each group to summarize what they learned from this Jeopardy activity 	<ul style="list-style-type: none"> - the students will summarize the information that they learned from playing Jeopardy with their class

Pathways:

To cover Pathways 1-3, the teacher will ensure that both of the activities sufficiently meet the needs of each student. In **Pathway 1**, the teacher will follow the regular activity

outline that is in the lesson plan. In **Pathway 2**, the teacher would accommodate students on an individual basis to meet their needs. For instance, if the child was having trouble understanding information on hurricanes, then the teacher would adapt the learning process so that the student could better grasp the concepts being taught. In **Pathway 3**, the teacher would modify the activity to better suit the needs of the student. In this pathway, the individual would work individually and not within the group and the teacher would help the student understand the material based on his/ her learning abilities.

Extension:

For an extension, we will make a class hurricane survival kit. We will brainstorm a list of things that are important to go in the kit, and then ask each student to bring in one item each to compose our own class hurricane survival kit. (See appendix C)

Assessment of Student Learning:

To assess the students learning we will observe them while they are doing the activities using a checklist (See appendix A). We will also use self and group participation assessment (See appendix B).

Appendix C: Extension

This extension would be introduced near the end of the lesson, after consolidating what students have learned. The teacher would post up a chart similar to the one below. Then the teacher would tell the students that for next class they will be creating an Emergency Hurricane Kit. Students would be asked to choose one of the item basics to bring to the next Social Studies class, and to also be prepared to defend why they believe that their item is necessary for hurricane emergencies. **This extension can be a cross-curricular activity with health class.**

Assemble a Disaster Supplies Kit Including the Following Items:

There are six basics you should stock for your home:

- Water,
- Food,
- First aid supplies,
- Tools/emergency supplies,
- Clothing/Bedding, and
- Special items.

First Aid Kit Should Include the Following Items:

- Sterile adhesive bandages in assorted sizes
- Safety pins
- Cleansing agent/soap
- Latex gloves (2 pairs)
- Sunscreen
- 2-inch sterile gauze pads (4-6)
- 4-inch sterile gauze pads (4-6)
- Triangular bandages (3)
- Non-prescription drugs
- 2-inch sterile roller bandages (3 rolls)
- 3-inch sterile roller bandages (3 rolls)
- Scissors
- Tweezers
- Needle
- Moistened towelettes
- Antiseptic
- Thermometer
- Tongue depressors (2)

- Tube of petroleum jelly or other lubricant
- First Aid manual
- Nonprescription drugs: aspirin or other pain reliever, anti-diarrhea medication, antacid, and laxative