

Lesson Plan Template
 Catastrophic Events
 Grade Level: 9th-10th
 Subject Area: Interdisciplinary
 Duration: Three 90-Minute Blocks

Plan Goals:
 Students Will be able to...

- Give examples of catastrophic events that have had a large impact on society.
- List some safety rules, policies, or social norms that have been created because of a catastrophic event.
- Summarize information from various media including both print, visual, audio, and video sources.

KNOW	UNDERSTAND	DO
<p>Vocabulary:</p> <ul style="list-style-type: none"> • Catastrophe • Earthquake • Hurricane • Smog • Natural Gas • Thalidomide • Syphilis • Nuclear Energy <p>Essential Questions:</p> <ul style="list-style-type: none"> • How do large scale catastrophes impact society? • How can we use sources to research historic events? 	<p>Standards:</p> <ul style="list-style-type: none"> • Science has an impact on everyday life. • Rules, laws, and social norms will change in response to changing events. • Humans and the environment are impacted by each other. 	<p>Skills Learned:</p> <ul style="list-style-type: none"> • Understand information presented in written and auditory formats. • Effectively summarize information. • Interpret data in the form of graphs and/or charts. • Create an effective multimedia presentation. • Collaborate in a group setting.

<p style="text-align: center;">Materials</p>	<p>Teacher will provide:</p> <ul style="list-style-type: none"> • Sample presentation based on 1918 Influenza Pandemic • Project handout (directions, reflection questions, and grading rubric) • Primary sources for the catastrophic events <ul style="list-style-type: none"> ○ Galveston Hurricane (1900) - Newspaper Article Page 1 & Page 2 ○ San Francisco Earthquake (1906) - Newspaper Article ○ Triangle Shirtwaist Fire (1911) - Newspaper Article ○ New London School Explosion (1937) - New London School District Site ○ Thalidomide (1950s) - Oral Histories ○ Chernobyl (1986) - Video <p>Students will need:</p> <ul style="list-style-type: none"> • Computer with internet access <p>Software to create a presentation (PowerPoint, Google Slides, Prezi, etc...)</p>
<p style="text-align: center;">Procedures & Methods</p>	<p><u>First 90 minute block:</u></p> <p>The teacher will use the sample presentation to introduce the project to the students and give a sample presentation about the 1918 Influenza Pandemic. The presentation includes verbal and pictorial information on the slides, along with video and audio recordings. There are also places built in for the students to share some of their experiences with COVID-19 if desired.</p> <p>During this part of the lesson, the teacher will go through the material while pausing to allow students to share thoughts and comments as appropriate.</p> <p>After the sample presentation, the teacher can give students the project handout and go over the expectations for their assignment. Groups may be assigned at the teacher’s discretion. Since some catastrophes will involve more reading than others, the teacher may want to be deliberate into which groups they place learners who are more successful when material is presented in auditory or visual form. Depending on the skill levels of the students, the teacher may also want to spend some time reviewing how to do research and give examples of</p>

appropriate sources. For the remainder of the first block, allow the students time to work in their groups. Depending on the maturity level of your students, you may encourage them to spend this time determining roles and assigning specific tasks to each group member. You may also wish to create a time management checklist to keep students on tasks.

Second 90 minute block:

The students will have the entire class to research and create their presentation. As the teacher, you should encourage them to remain on task, work together respectfully and effectively, and also suggest that they practice the presentation at least once to check their timing. It might also be a good idea to determine the order of the presentations (maybe by drawing numbers from a hat) to save time during the third block.

Third 90 minute block:

Have the student groups give their presentations. During the presentations, the other students should be polite and listen respectfully.

If a particular class of students are known to easily get off task, you may want to create a graphic organizer or other worksheet for them to fill in during the other group presentations to keep them focused.

You may choose to use the rubric (included in the [project handout](#)) to grade the presentation “live” or record the presentations and use the rubric to grade them at a later time if you need to spend the “live” time focusing on classroom management instead of grading.

After Presentations:

Have the students complete the reflection questions at the end of the [project handout](#). This may be completed as a homework assignment if there is not enough time to complete it in class.

If time allows, students can be given a chance to share their answers with their groups or in the form of a teacher-led class discussion.

<p>Assessment</p>	<p>The students will be assessed using the grading rubric that is provided in the project handout.</p>
<p>Reflection</p>	<p>After implementation, please send in an assessment for inclusion on the website addressing what worked, what did not, and what adjustments you might suggest for the next time. Please include any assessment data.</p>