

## Lesson Plan

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**Grade:** 8

**Unit:** Geography, Economics

**Lesson:** Troubled times

**Anticipatory Set:** On the board or overhead or Elmo (what ever your classroom has) there will be two large photographs one of the after math of the Flood of 1927 and Hurricane Katrina

**Objective:** Students will define( **Blooms #1,2**) delta, levee, “natural” disaster, prejudices  
Students will explain (**Blooms #1,2**) the causes and effects natural disasters can have on a particular geographic area. Students will explain the difference of social, political, environmental, economical changes.

Students will determine (**Blooms#6**) reasons why such disasters can effect the economic growth and development of an area.

Students will examine (**Blooms #4**) Newspaper articles, photographs, oral histories, records and newsreels related to the flood of 1927 and Katrina.

Students will relate and compare (**Blooms #3**) the flood of 1927 and Hurricane Katrina and the similar effects on the local economy racial prejudices.

### **NYS Standard being addressed:**

Standard for Social Studies: #1 US, #3 Geography, #4 Economics, #5Government

- Procedure Input:**
1. Start class by asking students what they see on the board and what They know about what happened. Ask them for the similarities and dfferences if any they know of in both disasters.
  2. Students will visit stations where there will be articles, recorded oral history, and other primary docs about both Levee flood, and Katrina.
  3. Students will pair and share reading and question of what they saw and read at each station making a list of what happened to the area, economy, people and local political climate.
  4. Students fill in share with the class what they discovered.

**Checking for understanding:** Teacher will ask any questions on the material we are going over and engage students in conversation/ debate on specific issues. As a class we will brainstorm what we as a small community would do with such a disaster

