

Unit I: Human Behavior

Grade Levels: 5-8

Time: 90 minutes

Lesson MI-3: Natural vs. Human-made

Objective:

Students will be able to understand how natural and man-made disasters affect people and events.

Key Terms:

Nature

Human-made

Materials:

- www.Katrinadestruction.com http://news.nationalgeographic.com/news/2005/09/0902_050902_katrina_coveage.html
- www.photosfromkatrina.com/default.htm www.911research.wtc7.net/non911/oklahoma/index.html

Activities/Procedures:

1. Students will create a web about their attitudes, likes and dislikes.
2. Class discussion of webs.
3. Define nature and human-made.
 - a. Relating to your webs, which are examples of nature?
 - b. Relating to your webs, which are examples of human-made things or events?
 - c. Analyze the influence of both in your life.
4. Brainstorm for examples of disasters and catastrophes.
 - a. Which were caused by nature?
 - b. Which were caused by humans?
5. Students should view pictures in the websites and identify which were caused by nature and which were caused by humans. (Other disasters and catastrophes may be researched on the Internet.)
6. Give students attached handouts to read.
 - a. How has nature affected these events?
 - b. How have humans affected these events?
7. Ask students how their opinions were changed about the pictures after finishing the readings.
8. Ask students how people may complicate recovery efforts during a natural or human-made disaster.

Evidence of Understanding:

Webs and class discussion.

Extension Activities: Taking Action and Giving Service

Research additional information about these two events. How does this additional information affect your point of view and insights into these events?

Hurricane Katrina

In 2005, Hurricane Katrina became one of the costliest and deadliest hurricanes in the history of the United States. It formed over the Bahamas on August 23rd, crossed Southern Florida as a moderate category 1 hurricane, causing some deaths and flooding before rapidly strengthening in the Gulf of Mexico. It made its 2nd landfall as a category 3 storm on the morning of August 29th in Southeast Louisiana. The most severe loss of property and life occurred in New Orleans, Louisiana, catastrophically flooding the levee system, forcing a mass evacuation. Almost every levee in New Orleans was breached as Hurricane Katrina passed. Eighty percent of the city became flooded, and the floodwaters lingered for weeks. Reports confirmed that 1,836 people lost their lives and 705 were missing in the actual hurricane and later in the floods. The highest winds were measured at 175 mph (280 km/h). Places affected by the hurricane included the Bahamas, South Florida, Cuba, Louisiana, Mississippi, Alabama, the Florida Panhandle, and most of eastern North America. Damage was estimated at \$81.2 billion dollars (2005 USD).

Oklahoma City Bombing

The Oklahoma City bombing April 19, 1995, was the destruction of the Alfred P. Murrah Federal Building, a government office complex in downtown Oklahoma City. In this tragedy, 168 people were killed and over 800 were injured. Besides federal employees, children who were attending a nursery school within the complex also perished. It was the largest terrorist attack on American soil in history before the September 11, 2001 attacks. It remains the deadliest act of domestic terrorism in American history. Within days, Timothy McVeigh and Terry Nichols were arrested for the bombings. As sympathizers of a militia movement, their motive was to retaliate against the government's handling of the Waco and Ruby Ridge incidents. McVeigh was executed by lethal injection on June 11, 2001; Nichols was sentenced to life in prison; a third defendant, Michael Fortier, after testifying against McVeigh and Nichols, was sentenced to twelve years in prison for failing to warn the U.S. government. Today, a memorial stands at the footprint of the federal building, and chairs symbolically represent each victim of this terrorism.

- Ask students to identify ways that people have helped during disasters in their own communities. Suggest they research articles in their local newspapers about those who have made a contribution, in time, talent or money. Have them write a letter of appreciation to those individuals.