1 Purpose  
To explore people's reactions to catastrophic natural and human-triggered disasters. This lesson would serve as an introduction or hook into further exploration of individuals' responses to disasters as reflected in Zora Neale Hurston's novel, Their Eyes were Watching God.

2 Duration  
50 – 60 minutes

3 Additional Topics  
Media coverage of a natural disaster

4 Objectives  
at the conclusion of this lesson, students will be able to
- Analyze first-person accounts of the 9/11 terrorist attacks on the World Trade Center and the Pentagon, recent wildfires in California, Hurricane Katrina (2005), and Midwest floods (2007).
- Identify and categorize the effects of catastrophic disasters for people.

5 Standards Addressed

BIOLOGY  
B.1.39  
Describe how ecosystems can be reasonably stable over hundreds or thousands of years. Understand that if a disaster such as flood or fire occurs, the damaged ecosystem is likely to recover in stages that eventually result in a system similar to the original one. (Core Standard)

ENVIRONMENTAL SCIENCE  
ENV.1.2  
Understand and describe that if a disaster, such as flood or fire occurs, the damaged ecosystem is likely to recover in stages that eventually result in a system similar to the original one.

WORLD GEOGRAPHY  
WG.5.4  
Analyze the possible effect of a natural disaster on the local community and devise plans to cope with a disaster so as to minimize or mitigate its effects.

GEOGRAPHY AND HISTORY OF THE WORLD  
GHW.9.1  
Use maps to identify regions in the world where particular natural disasters occur frequently. Analyze how the physical and human environments in these regions have been modified over time in response to environmental threats. Give examples of how international efforts bring aid to these regions and assess the success of these efforts.
GLOBAL ECONOMICS
Analyze the influence of events such as trade policies, politics, natural disasters, and cultural factors on the value of currency

INTERNATIONAL BUSINESS
Assess the implications of natural disasters in international business

INFORMATION TECHNOLOGY
Identify possible effects of natural disasters on computers

NINTH GRADE ENGLISH/LANGUAGE ARTS
Students read and respond to grade-level-appropriate historically or culturally significant works of literature, such as the selections in the Indiana Reading List (http://dc.doe.in.gov/Standards/AcademicStandards/PrintLibrary/readinglist.shtml), which illustrate the quality and complexity of the materials to be read by students. At Grade 9, students read a wide variety of literature, such as classic and contemporary literature, historical fiction, fantasy, science fiction, folklore, mythology, poetry, short stories, dramas, and other genres.

TENTH GRADE ENGLISH/LANGUAGE ARTS
Students read and respond to grade-level-appropriate historically or culturally significant works of literature, such as the selections in the Indiana Reading List (http://dc.doe.in.gov/Standards/AcademicStandards/PrintLibrary/readinglist.shtml) illustrate the quality and complexity of the materials to be read by students. At Grade 10, students read a wide variety of literature, such as classic and contemporary literature, historical fiction, fantasy, science fiction, folklore, mythology, poetry, short stories, dramas, and other genres.

ELEVENTH GRADE ENGLISH/LANGUAGE ARTS
Reading: Comprehension and Analysis of Literary Text
Students read and respond to grade-level-appropriate historically or culturally significant works of literature, such as the selections in the Indiana Reading List (available online at http://dc.doe.in.gov/Standards/AcademicStandards/PrintLibrary/readinglist.shtml), which illustrate the quality and complexity of the materials to be read by students. At Grade 11, students read a wide variety of literature, such as classic and contemporary literature, historical fiction, fantasy, science fiction, folklore, mythology, poetry, short stories, dramas, and other genres.
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TWELFTH GRADE ENGLISH/LANGUAGE ARTS

READING: COMPREHENSION AND ANALYSIS OF LITERARY TEXT
Students read and respond to grade-level-appropriate historically or culturally significant works of literature, such as the selections in the Indiana Reading List (http://dc.doe.in.gov/Standards/AcademicStandards/PrintLibrary/readinglist.shtml), which illustrate the quality and complexity of the materials to be read by students. At Grade 12, students read a wide variety of fiction, such as classic and contemporary literature, historical fiction, fantasy, science fiction, folklore, mythology, poetry, short stories, dramas, and other genres.


6 Vocabulary
b Bloated, capsized, catastrophic, conscripted, levee, torrent, vigil, vigilant
- **Bloated**: Much bigger than desired.
- **Capsized**: To overturn
- **Catastrophic**: A tragic event resulting in extreme misfortune or ruin.
- **Conscripted**: Drafted or enrolled into service.
- **Levee**: A slope or wall to regulate water levels from overflowing.
- **Torrent**: A violent and rapid movement of water.
- **Vigil**: A period of time to stay awake during customary hours of sleep.
- **Vigilant**: Watchful and alert.

7 Materials
“Unmarked but not unmourned, 1928 Hurricane’s victims get memorial 80 years later,” (St. Petersburg Times news article (9/14/2008), Their Eyes were Watching God, first-person accounts of catastrophic disasters, Effects of Catastrophic Disasters Concept Map constructed by students
8. Additional Resources

- http://www.epa.gov/naturalevents/flooding.html&ei=hJuRSpqPGrVgBtgfsk7TOBA&sa=X&oi=video_result_group&ct=title&resnum=4

9. Procedures

THEIR EYES WERE WATCHING GOD

A) Introduction

Prior to this lesson, assign students to complete the following:

Interview a family member or friend who had experienced a catastrophic disaster (i.e., flooding, tornadoes, house fire). Students will share selected quotes from their interview at the beginning of this lesson. Here are some possible interview questions: What is your full name? Did you live through a disaster? Can you describe it in one word? What caused it? Can you describe the scene? What were you doing at the time? What did you lose? Did you or your relatives get hurt? What did you lose? What happened next?

B) Development

Based on the quotes, in a whole-group discussion, students will list the effects reflected in the stories into the following categories: physical, psychological, economic, political, and sociological. (10-15 minutes)

C) Practice

In four small groups, students will peruse first-person accounts of the four catastrophic disasters (see Objective #1) and complete a student-generated Effects of Catastrophic Disasters Concept Map. Students will be provided with appropriate video clips, newspaper reports, magazine articles, podcasts, blogs. (30-45 minutes)

D) Independent Practice

Not applicable for this lesson.
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E) Accommodations

- Differentiated Instruction - Students who are struggling may need to have the teacher provide them with the beginnings of the concept map. Rather than generating it completely on their own. Students who easily grasp the concepts may be asked to compare and contrast the various catastrophic disasters researched.

- Students have the opportunity to use specific intelligences in this lesson (verbal, interpersonal, visual, logical).

F) Checking for Understanding

Participation in whole group discussions, monitoring small group work.

G) Closure

As a whole group, compare the four Catastrophic Disasters Concept Maps to identify common themes or patterns. Having explored nonfiction first-person accounts of the effects of catastrophic disasters, the teacher reads the first three paragraphs of Their Eyes were Watching God aloud as a teaser into a fictional account.


10 Evaluation

Evaluation – For an example of a rubric related to the topic in this lesson, please go to http://dmc.umn.edu/activities/mindmap/grading.doc

11 Teacher Reflection

To be completed by teacher

12 Resources & Media

Video, newspaper articles, magazine, articles, podcasts, etc., reflecting first-person accounts of 9/11, Hurricane Katrina, California wildfires, and Midwest flooding.
“Unmarked but not unmourned, 1928 Hurricane’s victims get memorial 80 years later,” (St. Petersburg Times news article 9/14/2008),

Their Eyes were Watching God,

Effects of Catastrophic Disasters Concept Map constructed by students

  


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