



South Carolina

Full STEAM Ahead:

Connecting Library of Congress Primary Sources and Graphic Novels

Lesson Plan Template

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Grade Level(s): 4th Grade

Subject: Science

Length of Class:

1 – 1.5 hours



Image Citation: https://commons.wikimedia.org/wiki/File:Amazing-natural-disasters.jpg	
Lesson Title:	Survival Kits
Overview:	Students will create a collage of items that might be needed to survive a specific natural disaster.
Learning Objective:	Students will be able to identify traits of a hurricane, tornado, earthquake, or blizzard. Students will be able to create an appropriate survival kit for a specific natural disaster.
Standards:	4.E.2B.2 Students who demonstrate this understanding can obtain and communicate information about severe weather phenomena (including thunderstorms, hurricanes, and tornadoes) to explain steps humans can take to reduce the impact of severe weather phenomena.
Essential Question:	How does knowing about the weather help you to survive when a natural disaster occurs?
Supporting Question(s):	~What are characteristics of a natural disaster? ~What is needed to survive?
Digital Primary and Secondary Sources:	<p>Primary sources:</p> <p>~https://www.inquirer.com/philly/news/new_jersey/Seaside-Heights-replaces-coaster-that-fell-into-the-sea-during-Superstorm-Sandy.html (hurricane)</p> <p>~ https://www.loc.gov/item/2021669941/ (hurricane 1906)</p> <p>~https://www.loc.gov/item/2010630024/ (hurricane Katrina house)</p> <p>~http://loc.gov/pictures/resource/fsa.8c35999/ (blizzard 1941)</p> <p>~https://www.loc.gov/item/2015650751/ (San Fran earthquake 1906)</p> <p>~ https://www.loc.gov/item/2014650314/ (tornado 1890)</p> <p>Secondary Sources:</p> <p>https://school-eb-com.scsl.idm.oclc.org/levels/middle/assembly/view/138122 (blizzard woman shoveling snow)</p> <p>https://search-credreference-com.scsl.idm.oclc.org/content/entry/philipsglobalhaz/the_san_andreas_fault_californian_earthquakes/0 (San Fran earthquake 1989)</p>

	https://www.theatlantic.com/photo/2013/05/photos-of-tornado-damage-in-moore-oklahoma/100518/ (tornado 2013) SCDISCUS databases
Required Classroom Materials:	Teacher: computer; projector Students: Chromebooks/computers; poster board; coloring utensils; scissors; glue; old magazines/books; paper; writing utensils
Classroom Environment:	Students will first congregate in front of the projector/smartboard. After class discussion, students will pair off and work around the room/library.
Differentiation and Adaptations:	~Students who need accommodation could have a lesser amount of items on the survival kit with an adjusted rubric, depending on needs. ~If a student needs to do oral work versus written, can create a newscast report instead of creating a poster.

Lesson Sequence/Procedures	
Estimated Time Needed	Detailed Description of Teaching and Learning
5 minutes	Bell Ringer: Have picture of Roller Coaster on Board. Let students discuss what they see/speculations.
5-10 minutes	Review: Have students recall characteristics of each disaster (hurricane, tornado, earthquake, and blizzard) that was taught previously from class lessons and book reading of <u>Science Comics: Wild Weather</u> .
30 minutes	Class Discussion: One disaster at a time: Show “older” and “recent” pictures side by side. 1. In small groups (3/4 students): Have students discuss the similarities and differences between the pictures. 2. Write 2 words or phrases for each old and new on post-its. 3. Each group share 1 post-it. Have groups try not to repeat words/phrases. 4. Discuss which time period would be harder to survive after the disaster. Have students vote.

30-40 minutes	<p>Survival Kits:</p> <ol style="list-style-type: none"> 1. Students will be put in pairs. 2. Have students draw from a hat what natural disaster they will be working on. 3. Students will then research what would be needed for survival for that specific disaster using SCIDISCUS databases. (Students will turn in an electric document/bibliography (Google Docs or Word) with what sources were used to find information.) 4. On poster board, students will create a collage of survival items by drawing/cutting/making items from old magazines/discarded books and coloring utensils.
2-5 minutes	<p>Exit Ticket:</p> <p>Write on a post-it/journal entry (depending on class situation): Do you think you would be able to survive your specific natural disaster? Why or why not? (1-2 sentences)</p>

Assessments:	<p>Informal:</p> <p>Review (verbal feedback): making sure students remember what was previously taught by asking a variety of questions.</p> <p>Class Discussion (verbal feedback): Observe what students are writing on post-its and make sure it is in line with what was taught.</p> <p>Exit Ticket (written feedback): Teacher will write a quick response to student either on the post-it or in the journal.</p> <p>Formal:</p> <p>Survival Kits (written feedback): rubric for poster boards (points for creativity, having necessary items; teamwork; proper resources used for research)</p>
Learning Extensions:	<p>~Students can present their boards to classmates</p> <p>~Students can write an “I Survive” short story or comic about them surviving the natural disaster.</p>