2D – Geography of Natural Hazards MCCC \$5060207, \$5060208, \$5060209 greatly simplified

6th Grade Social Studies Network - 2015-6 Part D of Unit 2 - The World in Spatial Terms

GLCEs: 6G121 geographic inquiry; 6G522 natural disasters; 6G212 tectonics; 6G312 climate

1. Review idea of region – drawing a line around places that have some characteristics in common (5 to 10 minutes, depending on how many maps you project)

6th 1B Ancient Cities Region

BI2 North America Big Idea presentation

2. Activity: Matching titles with maps of hazard regions

(30-50 minutes, depending on how many related facts you choose to mention).

Students examine maps that show the areas susceptible to various natural hazards. By trying to match the maps with their titles, they have to ask themselves about the physical processes that cause a particular hazard to be prevalent in a particular region. PS This activity is a good one to help you identify students who think anecdotally ("I heard Buffalo has a lot of snow, . . ."), analytically ("Snow requires moisture and cold, so a location near a Great Lake . . ."), and analogically ("It snows a lot in Muskegon, and Buffalo is located in similar position, so . . . "). Putting people who "naturally" think in these different ways together in a group can help them teach each other. 6th 2D Weather Hazard Teacher Notes 6th 2D Weather Hazard Matching Activity

3. Extension Activity: Spatial Thinking about Natural Hazards (15-50 minutes, depending on students' prior knowledge.) 6th 2D Weather Hazards Detailed Maps (5 pages)

4. Extension Activity: Coping with Natural Hazards

(10-40 minutes, depending on how much detail you explore)

How should we deal with hazards? Pros and cons of laissez faire, insurance, zoning, regulation, other policy options? Options: Do this now, save it for a "teachable moment" after a disaster makes the news, or use the MCCC Hazard Profiles to help set up a capstone inquiry thread – see GLCE 7.

Pages from MCCC

SuppMaterials.SS060207 has a good graphic organizer, word cards, and a mini-glossary. The hazard profiles are useful background, but they are probably too complex for 6th-grade student use. The data forms are likewise too comprehensive for this early in the course, before students have examined the basic world patterns of temperature, precipitation, and wind.

SuppMaterials.SS060208 is also too complex. We suggest a narrower focus on just one hazard that is likely to occur in your community. (PS. Shrinking this lesson will save time needed for Unit 4).

SuppMaterials.SS060209 word cards are a good organizing tool. Country profiles are too complex. **SS060207.Powerpoint** has some great images and maps of tornadoes.

SS060208.Powerpoint has ideas about a reading activity, but the activity form requires a lot of prior knowledge that is the focus of many lessons that come later in the course – regional economies. community and political organization. We'd recommend postponing it, perhaps as a capstone activity, or even omitting it, since it does not directly address a 6th grade GLCE.

SS060209.Powerpoint is another well-constructed aid for deploying a lot of knowledge, and therefore would work better later in the class. We especially note that students are likely to find the small choropleth maps of the world particularly hard to interpret at this early stage.

Takehome: Natural hazards are a high-interest way to get students to learn about processes that shape the environment in different parts of the world. This topic does not have to be done in October; many teachers reserve it for "teachable moments" after a natural disaster has occurred in some part of the world.