

# Natural Disaster Project

Student Name: \_\_\_\_\_

Natural Disaster and Date: \_\_\_\_\_

Original Artwork:

A Description of the Natural Disaster:

<b>GREAT</b>	<b>GOOD</b>	<b>OKAY</b>	<b>RE-DO</b>
All parts here. Perfect or near perfect grammar and spelling. Neat. Great artwork from the appropriate time/place. Great introductory paragraph describing the disaster.	All parts here. Near perfect grammar and spelling. Neat. Good artwork from the appropriate time/place. Good introductory paragraph describing the disaster.	All parts here. Acceptable grammar and spelling. Not-so-neat. Acceptable artwork from the appropriate time/place. Acceptable introductory paragraph describing the disaster.	Too many parts missing. Unacceptable grammar and/or spelling. Too Messy. Incomplete. Did not follow directions. Unacceptable artwork. Unacceptable intro paragraph.

Student (circle one)	GREAT 4	GOOD 3	OKAY 2	RE - DO
----------------------	---------	--------	--------	---------

Parent (circle one)	GREAT 4	GOOD 3	OKAY 2	RE - DO
---------------------	---------	--------	--------	---------

Teacher (circle one)	GREAT 4	GOOD 3	OKAY 2	RE - DO
----------------------	---------	--------	--------	---------

# Natural Disaster Project

## Part Two: The Timeline

Student Name: \_\_\_\_\_

Natural Disaster and Date: \_\_\_\_\_

**Directions:** Draw a timeline that shows what events take place. List at least five events and then put their letters on the line in the appropriate place. Use proper spacing and scale.

Timeline diagram showing a dashed line with three diamond markers. Below each marker is a line labeled "DATE".

EVENT	DATE
A. _____	_____
B. _____	_____
C. _____	_____
D. _____	_____
E. _____	_____
F. _____	_____
G. _____	_____
H. _____	_____
I. _____	_____
J. _____	_____

GREAT	GOOD	OKAY	RE-DO
All parts here. Perfect or near perfect spelling and grammar. Neat. Five or more events in the right places. Accurate spacing and scale. Looks great.	All parts here. Near perfect spelling and grammar. Neat. Five or more events in the right places. Accurate spacing and scale. Looks good.	All parts here. Acceptable spelling and grammar. Not-so-neat. Most events in the right places. Spacing and scale a little off. Looks okay.	Too many parts missing. Unacceptable spelling and grammar. Too Messy. Incomplete. Did not follow directions. Events not in the right place. Poor spacing and scale.

Student (circle one)	GREAT 3	GOOD 2	OKAY 1	RE - DO
Parent (circle one)	GREAT 3	GOOD 2	OKAY 1	RE - DO
Teacher (circle one)	GREAT 3	GOOD 2	OKAY 1	RE - DO

# Natural Disaster Project

## Part Three: The Map

Student Name: \_\_\_\_\_

Natural Disaster and Date: \_\_\_\_\_

**Directions:** Draw a map that shows where this disaster occurred. The map must be from the correct historical period, have accurate shapes, sizes, labels, and a key. The map must be in color.

<b>GREAT</b>	<b>GOOD</b>	<b>OKAY</b>	<b>RE-DO</b>
All parts here. Perfect or near perfect spelling and grammar. Neat. From the proper historical period. Very accurate shapes, sizes, labels, and key. Looks great. Shows where the disaster took place.	All parts here. Near perfect spelling and grammar. Neat. From the proper historical period. Accurate shapes, sizes, labels, and key. Looks good. Shows where the disaster took place.	Some parts missing. Acceptable spelling and grammar. Not-so-neat. From the proper historical period. Mostly accurate shapes, sizes, labels, and key. Looks acceptable. Shows where the disaster took place.	Too many parts missing. Unacceptable spelling and grammar. Too Messy. Incomplete. Did not follow directions. Not from the proper historical period. Inaccurate shapes, sizes, labels, and key. Looks unacceptable. Does not show where the disaster took place.

Student (circle one)	GREAT 5	GOOD 4	OKAY 3	RE - DO
----------------------	---------	--------	--------	---------

Parent (circle one)	GREAT 5	GOOD 4	OKAY 3	RE - DO
---------------------	---------	--------	--------	---------

Teacher (circle one)	GREAT 5	GOOD 4	OKAY 3	RE - DO
----------------------	---------	--------	--------	---------

# Natural Disaster Project

## Part Four: The Place

Student Name: \_\_\_\_\_

Natural Disaster and Date: \_\_\_\_\_

**Directions:** Describe the **place** where the natural disaster happened. Make sure to address the following questions: (1) What is the relative location of the place? (2) What does it look like? (3) What geographical features are there? (4) What is the climate of this place? (5) How densely populated is this place? (6) What is the culture of the people who live here? (7) What would it be like to visit this place a month before the disaster occurred? Use additional pages if necessary.

GREAT	GOOD	OKAY	RE-DO
All questions answered here. Perfect or near perfect spelling and grammar. Neat. Very clearly demonstrated an understanding of the place involved in this natural disaster. Great details. Got all of the facts right.	All questions answered here. Near perfect spelling and grammar. Neat. Clearly demonstrated an understanding of the place involved in this natural disaster. Good details. Got all of the facts right.	Some parts missing. Acceptable spelling and grammar. Not-so-neat. Demonstrated an acceptable understanding of the place involved in this natural disaster. Adequate details. Got most of the facts right.	Too many parts missing. Unacceptable spelling and grammar. Too Messy. Incomplete. Did not follow directions. Did not demonstrate an understanding of the place involved in this natural disaster. Not enough detail. Did not get the facts right.

Student (circle one)	GREAT 5	GOOD 4	OKAY 3	RE - DO
Parent (circle one)	GREAT 5	GOOD 4	OKAY 3	RE - DO
Teacher (circle one)	GREAT 5	GOOD 4	OKAY 3	RE - DO

# Natural Disaster Project

## Part Five: The Natural Event

Student Name: \_\_\_\_\_

Natural Disaster and Date: \_\_\_\_\_

**Directions:** Explain the natural event that happened. (1) What is the event? (2) What causes this event? (3) What causes the natural power of this kind of event? (4) What is still not understood about this kind of event? (5) What were the casualties and damages in this instance? (6) What can humans do to prevent or minimize the damages and casualties caused by this kind of event?

<b>GREAT</b>	<b>GOOD</b>	<b>OKAY</b>	<b>RE-DO</b>
All questions answered here. Perfect or near perfect spelling and grammar. Neat. Very clearly demonstrated an understanding of the natural event. Great details. Got all of the facts right.	All questions answered here. Near perfect spelling and grammar. Neat. Clearly demonstrated an understanding of the natural event. Good details. Got all of the facts right.	Some parts missing. Acceptable spelling and grammar. Not-so-neat. Demonstrated an acceptable understanding of the natural event. Adequate details. Got most of the facts right.	Too many parts missing. Unacceptable spelling and grammar. Too Messy. Incomplete. Did not follow directions. Did not demonstrate an understanding of the natural event. Not enough detail. Did not get the facts right.

Student (circle one)	GREAT 5	GOOD 4	OKAY 3	RE - DO
Parent (circle one)	GREAT 5	GOOD 4	OKAY 3	RE - DO
Teacher (circle one)	GREAT 5	GOOD 4	OKAY 3	RE - DO

# Natural Disaster Project

## Part Six: Option A – The Summary – Demonstrate Knowledge

Student Name: \_\_\_\_\_

Natural Disaster and Date: \_\_\_\_\_

**Directions:** Summarize exactly what happened in this natural disaster. Assume that the reader does not know anything about this time period or event and you must explain everything. Use lots of facts and details in your work. (1) Describe life in this place before the disaster. (2) Tell what happened (the natural disaster) and include details. (3) Tell the costs of this disaster in human lives, property lost or damaged, and financial losses. (4) Describe life in this place in the months after the disaster. (5) Describe how governments and other organizations responded to this disaster. Use additional pages if necessary.

<b>GREAT</b>	<b>GOOD</b>	<b>OKAY</b>	<b>RE-DO</b>
All parts covered here. Perfect or near perfect spelling and grammar. Neat. Very clearly demonstrated an understanding of the this natural disaster. Great details. Got all of the facts right.	All parts covered here. Near perfect spelling and grammar. Neat. Clearly demonstrated an understanding of this natural disaster. Good details. Got all of the facts right.	Some parts missing. Acceptable spelling and grammar. Not-so-neat. Demonstrated an acceptable understanding of this natural disaster. Adequate details. Got most of the facts right.	Too many parts missing. Unacceptable spelling and grammar. Too Messy. Incomplete. Did not follow directions. Did not demonstrate an understanding of this natural disaster. Not enough detail. Did not get the facts right.

Student (circle one)	GREAT 10	GOOD 9 8	OKAY 7 6	RE - DO
Parent (circle one)	GREAT 10	GOOD 9 8	OKAY 7 6	RE - DO
Teacher (circle one)	GREAT 10	GOOD 9 8	OKAY 7 6	RE - DO

# Natural Disaster Project

## Part Six: Option B – The Letter – Demonstrate Empathy

Student Name: \_\_\_\_\_

Natural Disaster and Date: \_\_\_\_\_

**Directions:** Write a letter from someone involved in this natural disaster. Assume that the reader does not know anything about the disaster and you must explain everything. Use lots of facts and details in your work. (1) Describe what happened to you and your family in the natural disaster and include details. (2) Tell how you feel emotionally and why. (3) Describe your life now – after the disaster. How is it different from life before? (4) Tell how you feel about how governments and other organizations responded to this disaster and why. (5) Tell your fears and your hopes and support them. Use additional pages if necessary.

GREAT	GOOD	OKAY	RE-DO
All parts covered here. Perfect or near perfect spelling and grammar. Neat. Used a point of view different from own. Very clearly expresses feelings, emotions, opinions, and/or values based on and very clearly supported by the facts, details, and ideas. Adequate, appropriate and accurate use of facts.	All parts covered here. Near perfect spelling and grammar. Neat. Used a point of view different from own. Clearly expresses feelings, emotions, opinions, and/or values based on and clearly supported by the facts, details, and ideas. Adequate, appropriate and accurate use of facts.	Some parts missing. Acceptable spelling and grammar. Not-so-neat. Expresses feelings, emotions, opinions, and/or values based on and supported by the facts, details, and ideas. Adequate details. Got most of the facts right.	Too many parts missing. Unacceptable spelling and grammar. Too Messy. Incomplete. Did not follow directions. Did not express feelings, emotions, opinions, and/or values based on and supported by the facts, details, and ideas. Not enough detail. Did not get the facts right.

Student (circle one)	GREAT 10	GOOD 9 8	OKAY 7 6	RE - DO
Parent (circle one)	GREAT 10	GOOD 9 8	OKAY 7 6	RE - DO
Teacher (circle one)	GREAT 10	GOOD 9 8	OKAY 7 6	RE - DO

# Natural Disaster Project

## Part Six: Option C – The Analysis – Demonstrate Analysis

Student Name: \_\_\_\_\_

Natural Disaster and Date: \_\_\_\_\_

**Directions:** Evaluate how human systems (governments and other organizations) handled this disaster. (1) What did they do right before the disaster? (2) What did they do wrong before the disaster? (3) What did they do right after the disaster? (4) What did they do wrong after the disaster? (5) Summarize your opinion of how human systems responded to this natural disaster. Use additional pages if necessary.

<b>GREAT</b>	<b>GOOD</b>	<b>OKAY</b>	<b>RE-DO</b>
All parts covered here. Perfect or near perfect spelling and grammar. Neat. Did an analysis that went beyond simple knowledge. Conclusions are very clearly supported by facts, details, and ideas. Adequate, appropriate and accurate use of facts. Logical, organized, and convincing. Adequate, appropriate and accurate use of facts.	All parts covered here. Near perfect spelling and grammar. Neat. Did an analysis that went beyond simple knowledge. Conclusions are clearly supported by facts, details, and ideas. Adequate, appropriate and accurate use of facts. Logical, organized, and convincing. Adequate, appropriate and accurate use of facts.	Some parts missing. Acceptable spelling and grammar. Not-so-neat. Did an analysis that went somewhat beyond simple knowledge. Conclusions are supported by facts, details, and ideas. Adequate, appropriate and accurate use of facts. Logical, organized, and convincing. Adequate details. Got most of the facts right.	Too many parts missing. Unacceptable spelling and grammar. Too Messy. Incomplete. Did not follow directions. Did not do an analysis that went beyond simple knowledge. Conclusions are not supported by facts, details, and ideas. Not enough detail. Did not get the facts right.

Student (circle one)	GREAT 10	GOOD 9 8	OKAY 7 6	RE - DO
Parent (circle one)	GREAT 10	GOOD 9 8	OKAY 7 6	RE - DO
Teacher (circle one)	GREAT 10	GOOD 9 8	OKAY 7 6	RE - DO



# Natural Disaster Project

## Part Six: Option D – The Machine – Demonstrate Creativity

Student Name: \_\_\_\_\_

Natural Disaster and Date: \_\_\_\_\_

**Directions:** Design a fantastic (make-believe) machine that will prevent natural disasters like this from happening in the future. Create a full-page advertisement for your machine that includes the following: (1) a drawing of the machine, (2) an explanation of the machine and its purpose, (3) how the machine works, (4) how the machine will prevent future disasters of this type, and (5) what governments and/or organizations should be in charge of such a machine and why. Use additional pages if necessary.

<b>GREAT</b>	<b>GOOD</b>	<b>OKAY</b>	<b>RE-DO</b>
All parts covered here. Perfect or near perfect spelling and grammar. Neat. Created something new and went beyond simple knowledge or analysis. Creative and original. Adequate, appropriate and accurate use of facts. Logical, organized, and convincing. Adequate, appropriate and accurate use of facts.	All parts covered here. Near perfect spelling and grammar. Neat. Created something new and went beyond simple knowledge or analysis. Original. Adequate, appropriate and accurate use of facts. Logical, organized, and convincing. Adequate, appropriate and accurate use of facts.	Some parts missing. Acceptable spelling and grammar. Not-so-neat. Created something new. Adequate, appropriate and accurate use of facts. Logical, organized, and convincing. Adequate details. Got most of the facts right.	Too many parts missing. Unacceptable spelling and grammar. Too Messy. Incomplete. Did not follow directions. Did not create anything new and did not go beyond simple knowledge. Not enough detail. Did not get the facts right.

Student (circle one)	GREAT 10	GOOD 9 8	OKAY 7 6	RE - DO
Parent (circle one)	GREAT 10	GOOD 9 8	OKAY 7 6	RE - DO
Teacher (circle one)	GREAT 10	GOOD 9 8	OKAY 7 6	RE - DO

# Natural Disaster Project

## Part Seven: The Resources

Student Name: \_\_\_\_\_

Natural Disaster and Date: \_\_\_\_\_

**Directions:** Properly identify all the resources you used to complete this natural disaster report. You must have at least three other references besides your textbook. Your references may include web sites and encyclopedias. Underline or italicize any book, newspaper, or magazine titles. Put the article titles in quotation marks. Identify writers or authors, publishers, and copyright dates.

Examples:

Geography: The World and Its People, by Boehm, Armstrong, and Hunkins. Glencoe/McGraw-Hill, 1998.

Bring Warm Clothes, by Peg Meier. Minneapolis Star Tribune Publishing, 1986.

"The Mess of the Century," by Tom Thompson. Newsweek, April 5, 2001, p. 23.

"Cleanup Continues," by Joe Jones. StarTribune, October 12, 2001, p. 1A.

"Big Boom" web site. <http://www.esc20.net/etprojects/formats/webquests/summer99/northside/westq/immigration.htm>

	<b>GREAT</b>	<b>GOOD</b>	<b>OKAY</b>	<b>RE-DO</b>
	All parts here. Perfect or near perfect spelling and grammar. Neat. Identified all resources. Perfect citations.	All parts here. Near perfect spelling and grammar. Neat. Identified all resources. Near perfect citations.	Some parts missing. Acceptable spelling and grammar. Not-so-neat. Left out some resources or did not make proper citations	Too many parts missing. Unacceptable spelling and grammar. Too Messy. Incomplete list of resources. Incomplete citations.
Student (circle one)	GREAT 3	GOOD 2	OKAY 1	RE - DO
Parent (circle one)	GREAT 3	GOOD 2	OKAY 1	RE - DO
Teacher (circle one)	GREAT 3	GOOD 2	OKAY 1	RE - DO

# Natural Disaster Project

## Part Eight: The Student, Parent, and Teacher Page

Student Name: \_\_\_\_\_

Natural Disaster and Date: \_\_\_\_\_

<b>GREAT</b> All evaluation rubrics filled out by student. All evaluation rubrics filled out by parent. This page dated and signed by student and parent.		<b>GOOD</b> All evaluation rubrics filled out by student. All evaluation rubrics filled out by parent. This page dated and signed by student and parent. <u>LATE.</u>				<b>RE-DO</b> Incomplete. Evaluation rubrics not filled out. This page not signed by student and parent.	
Student (circle one)	GREAT 5	GOOD	4	3	2	1	RE - DO
Parent (circle one)	GREAT 5	GOOD	4	3	2	1	RE - DO
Teacher (circle one)	GREAT 5	GOOD	4	3	2	1	RE - DO

Student Signature

Date

Parent Signature

### Grand Total (out of 40)

Student	Parent	Teacher

Student Comments About This Work:

Parent Comments About This Work:

Teacher Comments About This Work: