



- A 6-DAY UNIT ON LOCAL DISASTERS AND DISASTER PREPAREDNESS FOR GRADES 6+.
- THIS UNIT IS BUILT FOR 33 STUDENTS IN GROUPS OF 3S.
- THIS IS A CROSS-CURRICULAR UNIT BEST APPLICABLE TO SCIENCE, SOCIAL STUDIES, OR LIFE SKILLS SETTINGS.

## OVERVIEW

STUDENTS ARE NATURALLY CURIOUS ABOUT DISASTERS, WHETHER IT BE THE FICTIONAL TORNADO IN WIZARD OF OZ, OR THE REAL-LIFE FIRE THAT BURNED NOTRE DAME IN APRIL OF 2019. DISASTERS ARE "GLOBAL ISSUES" THAT PRESENT BOTH TEACHABLE MOMENTS AS WELL AS A CHANCE TO ENGAGE IN THE WIDER WORLD. TEACHING ABOUT DISASTERS CAN SERVE TO PROMOTE STUDENTS' HISTORICAL KNOWLEDGE IN A HIGH-INTEREST AREA. TEACHING ABOUT LOCAL DISASTERS ENSURES THAT THE LEARNERS ARE PRESENTED WITH THE SKILLS TO MITIGATE AND BETTER RESPOND TO A DISASTER. BY MAKING THE LESSON APPLICABLE AND CONNECTABLE IN REAL-LIFE SITUATIONS, STUDENTS WILL ALSO LEARN ABOUT COMPASSION AND EMPATHY IN THE LOSSES OF OTHERS.

THIS UNIT WILL CULMINATE IN A SMALL POSTER OF A TYPE OF HAZARD/DISASTER THAT CAN AFFECT JUNEAU BASED ON THE FOLLOWING EVENTS:

AUGUST 5, 1910 - SHIPWRECK OF THE PRINCESS MAY, THE MOST ICONIC SHIPWRECK IN THE U.S.

APRIL 20, 1917 - TREADWELL MINE COLLAPSE, THE LARGEST MINE COLLAPSE IN ALASKA.

OCTOBER 24, 1918 - SHIPWRECK OF THE PRINCESS SOPHIA, THE DEADLIEST SHIPWRECK IN ALASKAN WATERS.

NOVEMBER 22, 1936 - LANDSLIDE, THE DEADLIEST LANDSLIDE IN JUNEAU.

JANUARY 19, 1972 - AVALANCHE, THE LARGEST RECORDED AVALANCHE IN JUNEAU

NOVEMBER 22, 1984 - WINTER STORM AND FLOOD, THE LARGEST WINTER STORM RECORDED IN JUNEAU.

APRIL 16, 2008 - AVALANCHE, THE LONGEST PERIOD OF TIME WHERE JUNEAU WAS ON BACK-UP/RESERVE POWER.

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Curriculum developed by Mike Heiman, May 29 2019, for the City and Borough of Juneau and Juneau Douglas City Museum.

Funding for this unit was made possible by the Alaska State Museums Grant-In-Aid Program.

Additional Disaster Decks can be purchased at [www.thegamecrafter.com/games/juneau-disasters-and-preparedness](http://www.thegamecrafter.com/games/juneau-disasters-and-preparedness)



# CURRICULUM MAP

*THIS UNIT TAKES SIX DAYS BUT CAN BE EXTENDED TO GIVE MORE TIME ON ASSIGNMENTS AND THE FINAL POSTER PROJECT. SINCE THIS IS A STAND-ALONE UNIT, IT CAN BE DELIVERED AT ANY TIME, BUT WOULD PROBABLY BEST FIT IN DURING SHORTENED WEEKS. FOR INSTANCE, THE WEEK BEFORE AND DURING TEACHER CONFERENCES, OR BEFORE AND DURING THANKSGIVING WEEK.*

Day 1	What is a Disaster?	Students will identify common man-made and natural disasters.
Day 2	What is an Archive?	Students will compare and contrast Artifacts and Archives and a museum's role in maintaining these.
Day 3	What do I know about being Prepared?	Students will identify local disasters and evaluate how to prepare for a disaster.
Day 4	What's in a Go-Bag?	Students will choose items that should be included in an emergency response kit.
Day 5	What would I do in this Scenario?	Students will evaluate difficult real-life scenarios that are targeted to their age group and refer to known localities.
Day 6	What have I learned?	Students will reflect on this unit and evaluate its effectiveness.

## MATERIALS PROVIDED

*THIS 26-PAGE INSTRUCTIONAL UNIT WITH EMBEDDED ASSIGNMENT SHEETS.*

*11 YENN-DIAGRAM MATS (DOUBLE-SIDED)*

*11 JUNEAU DISASTERS AND PREPAREDNESS PLAYING CARD DECKS (90 CARDS PER DECK).*

## MATERIALS REQUIRED (FOR THE DAY 5 AND DAY 6 POSTER PROJECT)

SCISSORS

ACCESS TO COMPUTERS AND PRINTERS

GLUE

COLORED PENCILS

COLORED PAPER



# Day 1 – What is a Disaster?

## **PREPARATION AND MATERIALS**

- 1- **PREARRANGE THE CLASS INTO PRODUCTIVE GROUPS OF 3. STUDENTS WILL MAINTAIN THESE GROUPS THROUGHOUT THE DISASTERS!! UNIT.**
- 2- **MAKE COPIES FOR EACH STUDENT OF THE FOLLOWING PAGES; 4, 5, 6, AND 7 (CUT OUT ALONG THE DASHED LINES BEFORE HANDING OUT AS HOMEWORK AT THE END OF CLASS).**
- 3- **TURN OFF ALL OF THE LIGHTS BEFORE STUDENTS ENTER CLASS. TURN OVER SOME TABLES AND DESKS SO IT LOOKS LIKE A MESS.**

### **5 MINUTES**

**AS STUDENTS ENTER, HAVE THEM STAND AROUND THE MESS (THE PERIMETER OF THE CLASS). ASK STUDENTS TO SHARE IF THEY EVEN HAVE BEEN IN A DISASTER. EXPLAIN THAT DISASTERS (NATURAL AND MAN-MADE) ARE HARDSHIPS, THE LEAST OF WHICH IS HAVING TO CLEAN UP AND REORGANIZE. HAVE STUDENTS PUT THE CLASS BACK IN ORDER.**

### **5 MINUTES**

**HAVE STUDENTS SIT AT DESKS AND CLOSE THEIR EYES AND IMAGINE ANY NATURAL DISASTER THEY CAN THINK OF HERE IN JUNEAU. HOW WOULD THEY CONTACT THEIR PARENTS IF THERE WAS NO POWER AND THEIR PHONE WAS NOT WORKING? DO THEY HAVE 3 IMPORTANT CONTACT NUMBERS MEMORIZED?**

### **5 MINUTES**

**PLACE STUDENTS INTO THE PREARRANGED GROUPS OF 3 (2 GROUPS OF 2 IS ALLOWED IF ONE GROUP CANNOT BE IN THREES).**

### **15 MINUTES**

**HAND OUT THEIR DISASTER DECKS AND YENN DIAGRAMS. EACH STUDENT DRAWS 6 CARDS FROM CARD ACTIVITY 1 DISASTERS (9 FOR TWO-PERSON TEAMS). THE STUDENTS TAKE TURNS PLACING THEIR CARDS IN NATURAL, MAN-MADE, OR IN BETWEEN ON THEIR YENN DIAGRAM, WHILE ALSO EXPLAINING THEIR REASONING. THE OTHER TWO STUDENTS MUST EITHER AGREE WITH THE PLACEMENT (ADDING ANY OTHER INFORMATION THEY CAN THINK OF), OR DISAGREE WITH THEIR PLACEMENT (EXPLAINING WHY THE CARD SHOULD BE PLACED IN ANOTHER AREA).**

### **20 MINUTES**

**HAND OUT THE DISASTERS!! CROSSWORD PUZZLES TO EACH STUDENT. THEY WILL USE THE CARDS FROM THE PREVIOUS EXERCISE TO COMPLETE THE CROSSWORD PUZZLE ASSIGNMENT. MAKE SURE THAT EACH STUDENT IN THE GROUP HAS A DIFFERENT CROSSWORD PUZZLE (ONE STUDENT GETS PAGE 4, ANOTHER GETS PAGE 5, AND THE THIRD GETS PAGE 6).**

### **HOMEWORK**

**AS AN EXIT TICKET, COLLECT ALL DISASTER DECKS AND HAND OUT A DATE SLIP (FROM PAGE 7) OF A DISASTER THAT HAS HIT JUNEAU. HAVE STUDENTS RESEARCH IT AND RETURN TOMORROW WITH A BRIEF DESCRIPTION. EACH STUDENT IN THE SAME GROUP OF 3 SHOULD GET THE SAME DATE.**



**Disasters!!**

NAME \_\_\_\_\_

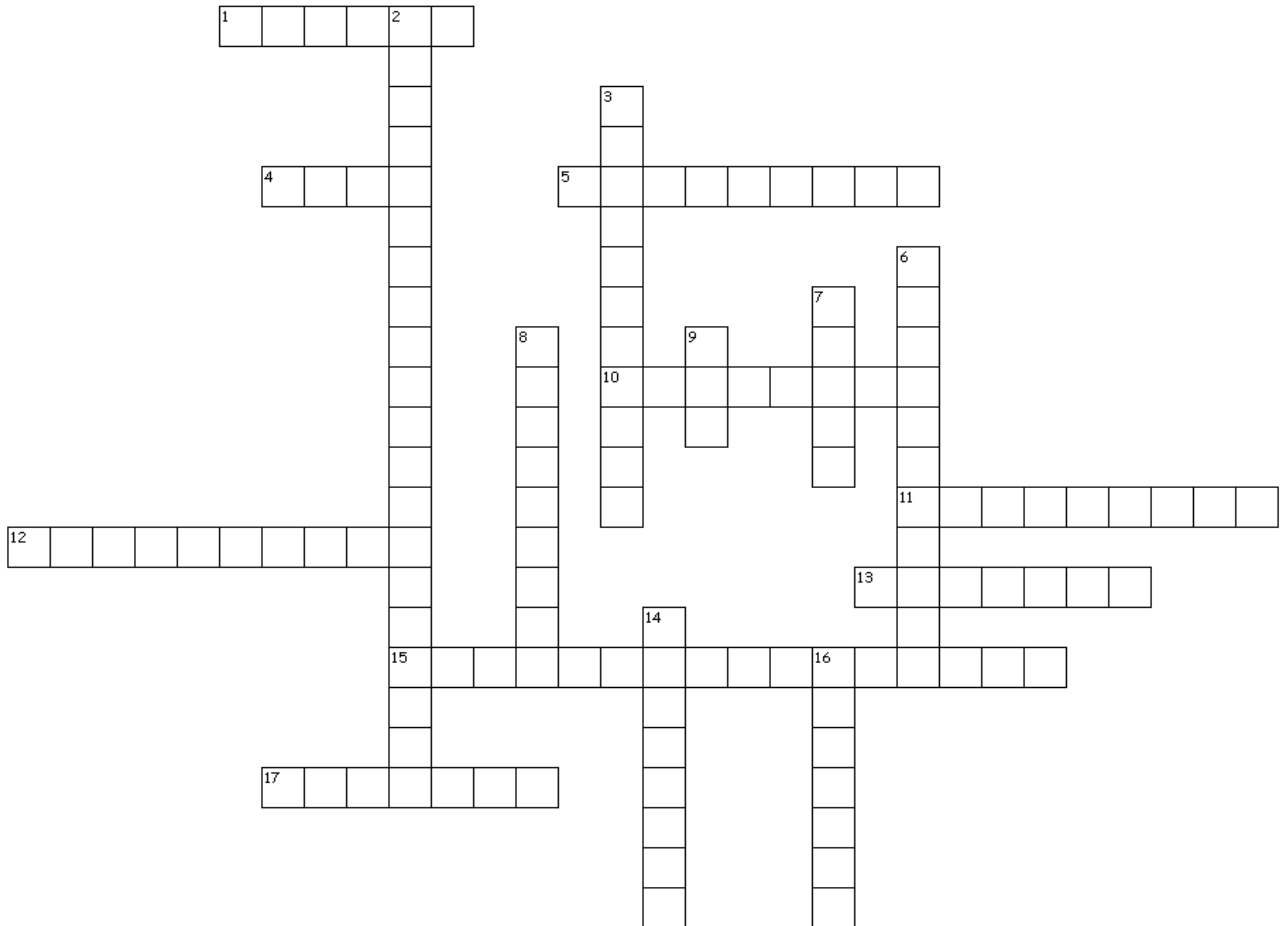
Use the 18 Cards help complete this crossword puzzle.

**Across**

- 1. An extreme and general scarcity of food.
- 4. A state, process, or instance of combustion giving off light, heat, and flame.
- 5. The downward falling or movement of a mass of soil or rock from a steep slope.
- 10. A period during a massive power failure when the lack of electricity for illumination resulting in darkness
- 11. The destruction or loss of a ship.
- 12. A series of vibrations induced in the Earth's crust by the abrupt rupture and rebound of rocks.
- 13. A vent in the earth's crust through which lava, steam, ashes, etc., are expelled.
- 15. A rapid spread of a virus, bacteria, or protozoa that causes a illness amongst a large population.
- 17. An unusually large sea wave produced by a seaquake or undersea volcanic eruption.

**Down**

- 2. The destruction of a power facility by a radioactive isotope that reaches critical and uncontrollable temperatures.
- 3. An accumulation of loose fragments of rocks or metals in space that pose a threat to Earth.
- 6. A heavy and prolonged storm with dry, driving snow, strong winds, and intense cold.
- 7. An overflowing of water onto land faster than the land can absorb it.
- 8. A large mass of snow, ice, etc., detached from a mountain slope and sliding or falling suddenly downward.
- 9. A conflict between two nations, cultures, or ideals.
- 14. An air mass of abnormally high temperature covering an extended area.
- 16. An extended period of dry weather that is injurious to crops and people.



**Disasters!!**

NAME \_\_\_\_\_

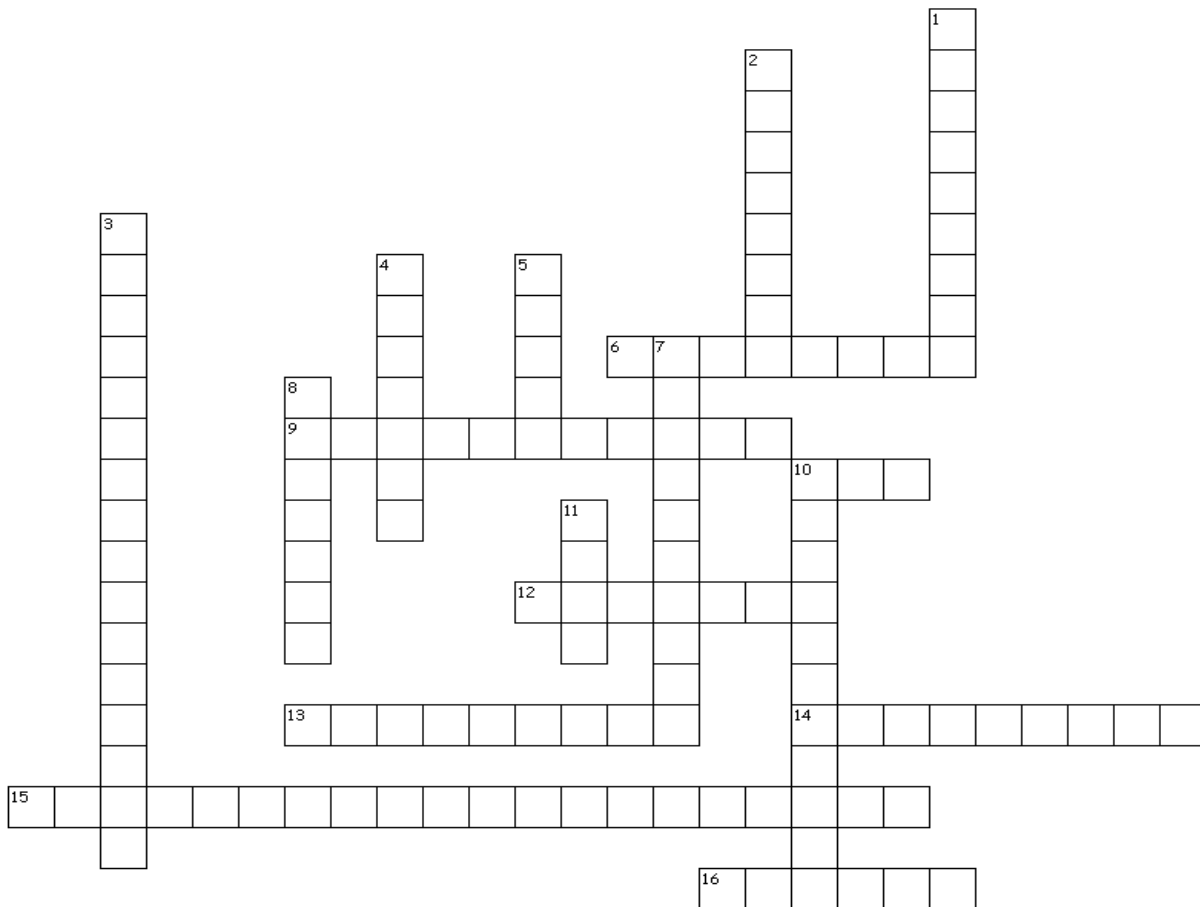
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**Disasters!!**

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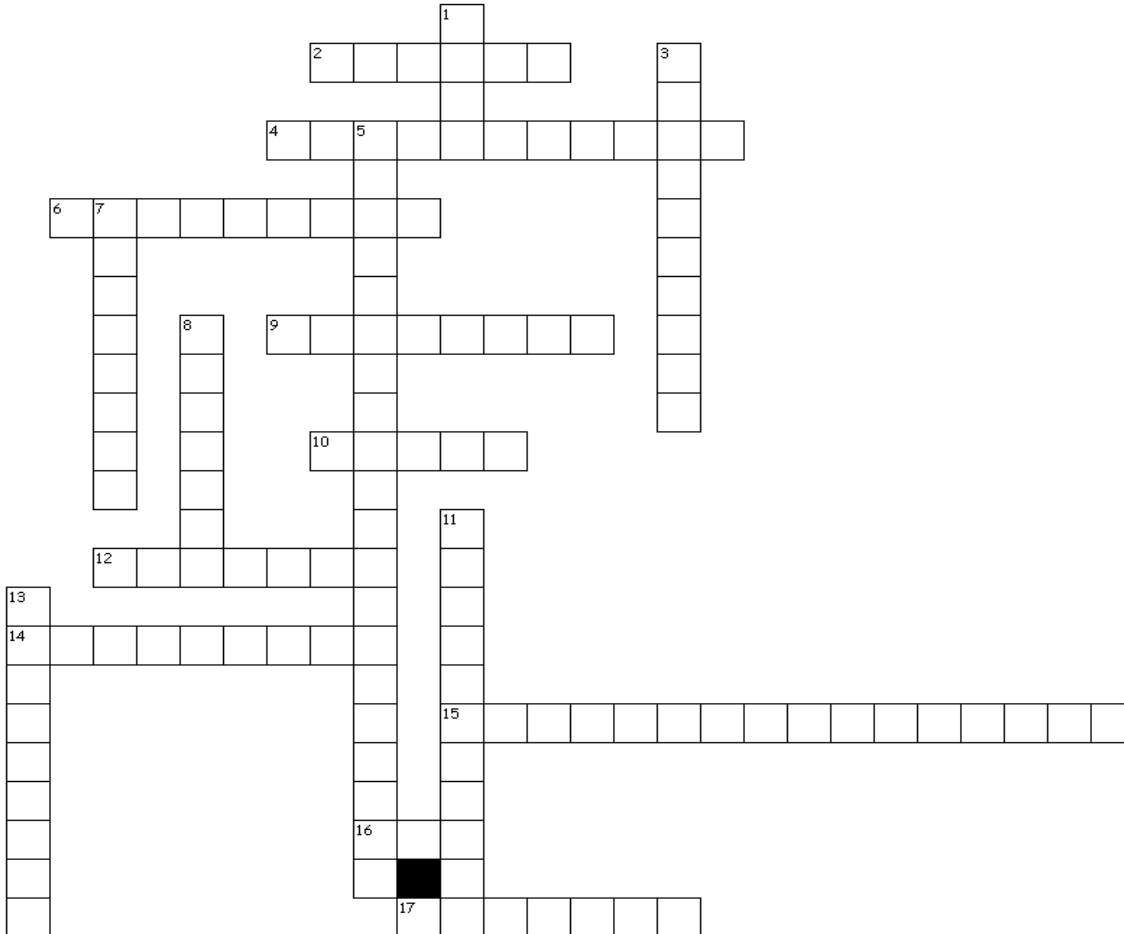
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March 9, 1911	March 9, 1911	March 9, 1911
April 20, 1917	April 20, 1917	April 20, 1917
October 24, 1918	October 24, 1918	October 24, 1918
November 22, 1936	November 22, 1936	November 22, 1936
January 19, 1972	January 19, 1972	January 19, 1972
November 22, 1984	November 22, 1984	November 22, 1984
April 16, 2008	April 16, 2008	April 16, 2008
August 5, 1910	August 5, 1910	August 5, 1910
April 20, 1917	April 20, 1917	April 20, 1917
October 24, 1918	October 24, 1918	October 24, 1918
November 22, 1936	November 22, 1936	November 22, 1936



## Day 2 – What is an Archive?

### **PREPARATION AND MATERIALS**

- 1- STUDENTS MUST SIT WITH THEIR TWO PARTNERS.
- 2- MAKE COPIES FOR EACH STUDENT OF THE FOLLOWING PAGES; 9.
- 3- CUT OUT AND HAND OUT A CARD FROM PAGE 10 TO FOUR (RANDOM OR SELECTED) STUDENTS AS THEY ENTER THE CLASS. TELL THEM THAT THEY'LL BE RESPONSIBLE FOR READING THE CARD OUT LOUD WHEN YOU CUE THEM.

### **15 MINUTES**

HAVE EACH GROUP SHARE THEIR DISCOVERIES FROM THEIR DATES OF LAST NIGHT'S HOMEWORK. IF THERE WAS MORE THAN ONE FOR A GIVEN DATE, HAVE BOTH GROUPS PRESENT IN FRONT OF THE CLASS. ALL OTHER STUDENTS SHOULD RECORD THESE DATES AND THE TYPE OF DISASTER ON NOTEPAPER. THEY WILL NEED IT FOR THE UNSCRAMBLE ASSIGNMENT TOMORROW.

### **5 MINUTES**

ASK STUDENTS WHY WE HAVE MUSEUMS AND WHAT THEY STORE?  
ALLOW THEM TO DISCUSS THIS BEFORE YOU GIVE A MORE SUCCINCT ANSWER. THEN READ THE FOLLOWING OUT LOUD TO THE CLASS:

*Museums are more than just a place where old stuff is kept. They are public buildings that **collect, preserve, study, and exhibit** artifacts and archives. These physical objects and historical documents stimulate appreciation for and advance knowledge of our past; both human achievements and human mistakes.*

### **5 MINUTES**

CALL ON EACH OF THE FOUR STUDENTS TO READ FROM THEIR CARD.

### **10 MINUTES**

HANDOUT THE ARCHIVE OR ARTIFACT READINGS TO EACH STUDENT AND GIVE TIME FOR THEM TO READ EACH. AFTER THEY ARE FINISHED, EXPLAIN THAT BOTH ARCHIVES AND ARTIFACTS ARE USED TO HELP STUDY AND RECORD DISASTERS, LIKE THE ONES WE'RE STUDYING IN THIS UNIT.

### **15 MINUTES**

HAND OUT THEIR DISASTER DECKS AND TELL THEM TO PULL OUT THE 18 CARDS FOR ACTIVITY 2: ARCHIVES. EACH STUDENT DRAWS 6 CARDS (9 FOR TWO-PERSON TEAMS). THE STUDENTS TAKE TURNS PLACING THEIR CARDS AND DECIDING ON A PAIR BETWEEN THE NEWSPAPER HEADLINE AND THE CORRECT PHOTOGRAPH. (ANSWER: THE NEWSPAPER HEADLINE AND THE CORRECT PHOTOGRAPH ARE CONSECUTIVE NUMBERS FOUND IN THE UPPER RIGHT CORNER OF EACH CARD), SINCE GROUPS WILL FINISH AT DIFFERENT TIMES, CIRCULATE THROUGH THE CLASS CHECKING THEIR WORK. BRIEFLY DISCUSS YOUR KNOWLEDGE OF EACH OF THESE AS FAMOUS DISASTERS.

### **HOMEWORK**

AS AN EXIT TICKET, COLLECT THE DISASTER DECKS. EACH STUDENT SHOULD WRITE AT LEAST A ONE-PARAGRAPH SUMMARY OF THE DISASTER THEY WERE ASSIGNED YESTERDAY.





## Prehistoric footprint discovered in Interior Alaska

KYRIE LONG, News Miner, May 4, 2019

A team of archaeologists with the University of Alaska has discovered a human footprint at a site in the Interior, providing evidence of prehistoric family life in the area.

“This is the only human footprint that has been found in the North American subarctic anywhere,” said Gerard Smith, a doctoral candidate working at the site, “and that includes Canada also.”

Smith and the other researchers recently published the finding in the *Journal of Archaeological Science: Reports*. He is the instructor of record at Swan Point, an archaeological site near Big Delta. Reaching the area requires passing through a bog, but once there, he said, it’s a wide space from which the Alaska Range is visible to the south.

Smith has been working at Swan Point for a few years with other researchers from the University of Alaska Fairbanks and University of Alaska Anchorage. Swan Point was discovered by Charles Holmes, an affiliate research professor with UAF, in the early 1990s. Initially, he and the students who discovered it found lithic artifacts, or stone tools, indicating human activity.

“The site has a very long record of human activity there starting 14,000 years ago,” Holmes said. “So we can see a lot of the environmental changes that took place over that time. And we can see how the people changed their toolkit in adapting to the changes.”

Smith has noticed that finding the footprint seems to get a different response than when they discover tools or bone scraps. “There’s something kind of cool about footprints that strikes us in a very personal way,” he said.

In 2005, according to Smith, three surface features in the area were tested to see if it had a cultural origin, and it looked like it might have been an ancient house. Smith first came to Swan Point in 2012, when Holmes was looking for graduate students to help with work in the area. “We planned out and organized a return in 2017 and 2018 to excavate that site,” he said.

## 'Lost' book of scientific drawings rediscovered

CZERNE REID, National Geographic, April 22, 2019

Lost for 190 years, a three-volume book blooming with vivid color drawings of Cuban flora has resurfaced in upstate New York.

Nondescript marbled cardboard covers and a title page in cursive handwriting announce *Specimens of the Plants & Fruits of the Island of Cuba by Mrs. A.K. Wollstonecraft*. This simplicity belies the contents of the slim, well-worn volumes. Pages and pages contain 121 illustrated plates showing plants, fruit, and flowers in amazing detail.

Accompanying them are 220 pages of English-language descriptions relating historical facts, poetry, and personal observations. The illustrations show vegetation, life cycles, and dissections of reproductive parts. Some pressed plant material is even taped in. The author writes that she did not consult botanists or receive any help with her work. “A jewel of botanical literature in Cuba,” is how Cuban botanist Miguel Esquivel describes the work, classifying it among the greatest discoveries of its kind in recent times.

“I think the manuscript by Anne Wollstonecraft is of great importance,” says ethnobotanist Paul Cox, executive director of Brain Chemistry Labs in Jackson, Wyoming, who studies how plants are used by people. “Although the plants that she profiles in her drawings and descriptions are generally common, the detailed notes she makes of local uses add a whole new dimension to understanding their possible utility, and could be used today to guide researchers in discovering new medicinal purposes.”

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**The first article is about artifacts since they are physical creations. The second article is about archives since it’s a written record.**



## **Collect**

Museums enhance the human experience by acquiring physical objects that represent our past. The physical objects are called artifacts. They can be both historic and pre-historic. Historic artifacts are items made by people. Pre-historic objects might predate humans, but also might be made by people before writing was invented. Written items and documents presented in a museum are archives. These are usually first-hand accounts of important human events.

## **Preserve**

Museums do more than just showcase artifacts and archives. They also employ the highest standards of conservation to make sure the artifacts and archives last as long as possible. Museum curators are people who specialize in studying and preserving these important items.

## **Study**

A museum is also a special type of library that supports continuing investigation and research in order to document and understand their collections. Museums maintain libraries, archives, and databases to support research by curators and others who are interested in specific human events.

## **Exhibit**

Most kids think about exhibits when they hear the word museum. These are the usually the artifacts that attract the most attention. They are visually appealing and intellectually stimulating. Usually exhibits have a theme. Some exhibits showcase an important person or people, like Elizabeth Peratrovich, or the Auk tribe of Alaska. Other exhibits might be grouped around an event, like World War II artifacts. And still other artifacts and archives exhibited might be around an interest, like disasters in general!



## Day 3 – What do I know about being Prepared?

### **PREPARATION AND MATERIALS**

- 1- STUDENTS MUST SIT WITH THEIR TWO PARTNERS.
- 2- MAKE COPIES FOR EACH STUDENT OF THE FOLLOWING PAGES; 12, 13, 14.
- 3- CUT OUT AND HAND OUT A CARD FROM PAGE 10 TO FOUR (RANDOM OR SELECTED) STUDENTS AS THEY ENTER THE CLASS. TELL THEM THAT THEY'LL BE RESPONSIBLE FOR READING THE CARD OUT LOUD WHEN YOU CUE THEM.

### **15 MINUTES**

HAVE EACH GROUP SHARE ONE OF THEIR PARAGRAPHS FROM THEIR DATES OF LAST NIGHT'S HOMEWORK. ALL OTHER STUDENTS SHOULD TAKE SHORT NOTES ON THESE DATES AND THE TYPE OF DISASTER ON NOTEPAPER.

### **10 MINUTES**

HAND OUT THE UNSCRAMBLE ASSIGNMENT AND LET STUDENTS SOLVE THEM. THE CIRCLED LETTERS CAN THEN BE ARRANGED FOR A HANDY PIECE OF ADVICE. MAKE SURE EACH STUDENT THE GROUP HAS A DIFFERENT UNSCRAMBLE PUZZLE (PAGE 12, 13, AND 14). YOU CAN REFER TO THE ANSWERS OF THIS ASSIGNMENT ON THE BOTTOM OF PAGE 1.

### **15 MINUTES**

HAND OUT THEIR DISASTER DECKS AND TELL THEM TO PULL OUT ONLY THE 18 CARDS FOR ACTIVITY 3: DO YOU KNOW? AND SHUFFLE THEM. EACH STUDENT DRAWS 6 CARDS (9 FOR TWO-PERSON TEAMS). THE STUDENTS TAKE TURNS PLACING THEIR CARDS AND DISCUSSING THEIR ANSWERS. THEY DO NOT ALL HAVE TO AGREE. AFTER ALL STUDENTS HAVE FINISHED, OR TIME HAS RUN OUT, DISCUSS THE CORRECT ANSWERS (FOUND ON PAGE 15). (ANSWER: THE NEWSPAPER HEADLINE AND THE CORRECT PHOTOGRAPH ARE CONSECUTIVE NUMBERS FOUND IN THE UPPER RIGHT CORNER OF EACH CARD), SINCE GROUPS WILL FINISH AT DIFFERENT TIMES, CIRCULATE THROUGH THE CLASS CHECKING THEIR WORK. BRIEFLY DISCUSS YOUR KNOWLEDGE OF EACH OF THESE AS FAMOUS DISASTERS.

### **10 MINUTES**

USE PAGE 15 TO DISCUSS THE CORRECT ANSWERS TO EACH CARD.

### **HOMEWORK**

AS AN EXIT TICKET, COLLECT THE DISASTER DECKS. EACH STUDENT SHOULD THINK ABOUT WHAT THEY WOULD WANT IN THEIR OWN PERSONAL GO-BAG.



Local Disasters

NAME \_\_\_\_\_

Use the notes you've taken on the dates of specific events and unscramble the letters to spell it out correctly. Afterwards, use the numbered spaces to spell out a piece of helpful advice.

PESICRSN SIHOPA

12 empty boxes

WRLALDETE MEIN

14 empty boxes

SIPRESCN YMA

12 empty boxes

LAAVHCAEN

10 empty boxes

THNAGVINKIGS ADY TSMOR

18 empty boxes

SINDALELD

10 empty boxes

DUAGOSL IFRE

12 empty boxes

10 numbered empty boxes (1-10)

March 9, 1911 - \_\_\_\_\_

April 20, 1917 - \_\_\_\_\_

October 24, 1918 - \_\_\_\_\_

November 22, 1936 - \_\_\_\_\_

January 19, 1972 - \_\_\_\_\_

November 22, 1984 - \_\_\_\_\_

April 16, 2008 - \_\_\_\_\_



Local Disasters

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Use the notes you've taken on the dates of specific events and unscramble the letters to spell it out correctly. Afterwards, use the numbered spaces to spell out a piece of helpful advice.

TIKGHANGSVN YAD RTSOM     
7

CENISRSP HIAPOS    
1 5

REALWLETD IMNE    
3

PRVICENS AMY    
2

NALVEHACA   
4

GOSALDU REFI    
6

ILALDESDN   
9 8

1 2 3 4 5 6 7 8 9

March 9, 1911 - \_\_\_\_\_

April 20, 1917 - \_\_\_\_\_

October 24, 1918 - \_\_\_\_\_

November 22, 1936 - \_\_\_\_\_

January 19, 1972 - \_\_\_\_\_

November 22, 1984 - \_\_\_\_\_

April 16, 2008 - \_\_\_\_\_



Local Disasters

NAME \_\_\_\_\_

Use the notes you've taken on the dates of specific events and unscramble the letters to spell it out correctly. Afterwards, use the numbered spaces to spell out a piece of helpful advice.

LEELTDARW NEMI

8														

RENCISSP SAPIOH

2										5						

CSSENPIR YAM

1													

GASDOLU FEIR

								3						

NIDSELDAL

6											

NAHLAAEVC

										4	

NVKIAGTHNSIG YDA SOMTR

																9											

<b>B</b>										
1	2 3 4 5 6 7 8 9									

- March 9, 1911 - \_\_\_\_\_
- April 20, 1917 - \_\_\_\_\_
- October 24, 1918 - \_\_\_\_\_
- November 22, 1936 - \_\_\_\_\_
- January 19, 1972 - \_\_\_\_\_
- November 22, 1984 - \_\_\_\_\_
- April 16, 2008 - \_\_\_\_\_



## Answers to Card Activity #3; Did you Know?

1 After a disaster, if your cellphone is working you should text instead of call your parents.  
(True, Calls get dropped and take up much more bandwidth.)

2 What is a smoke alarm and how does it work?  
(A: It's a tool that can sense if there is smoke in the air. When it senses smoke, it makes a very loud beeping noise to warn you that a fire has started.)

3 How many smoke alarms (detectors) should you have in your home?  
(At least one on every level of your home, and inside and outside sleeping areas. Many fires start at night when we are sleeping. Having alarms inside and outside all sleeping areas increases the likelihood of waking up during a fire and getting out of your home safely.)

4 How often should you test and replace the batteries in your smoke alarms?  
(Test batteries once a month, and replace them at least once a year. Replace the entire smoke alarm between 5-10 years, check the instructions.)

5 What should you do if you are the first one out of a burning building?  
(Go to the outside meeting place you and your family decided on and call 911.)

6 How many escape routes should you have from a bedroom?  
(At least 2.)

7 True or False: Fires create toxic gases that can make you sleepy, confused, and short of breath.  
(True. That's why it's important to stay low to the ground, and get out fast!)

8 True or False: Poor electrical wiring inside of walls is the leading cause of home fires.  
(False. Cooking fires are the leading causes of home fires.)

9 What should you do before opening a door in a fire?  
(Lightly touch the doorknob with the back of your hand to check if it's hot. If it is hot, use your second escape route.)

10 What is a Go-bag?  
(An easily accessible backpack or duffle bag that contains personalized emergency supplies in case you have to evacuate your home at a moment's notice.)

11. What is a Family Communication Plan?  
(A list of phone numbers, and rendezvous points that may come in handy during a disaster.)

12. True or False: Families should practice a home fire drill / evacuation drill once a year.  
(False, Once a year is better than none at all, but families should practice at least once in the summer and once in the winter.)

13. During an earthquake, the safest place inside a building is under a door frame.  
(False, Drop, Cover, and Hold)

14. What should you do if you just exited a building when an earthquake starts?  
(Get as fall away from the building, and other buildings as possible.)

15. When trapped under debris after an earthquake, landslide, or avalanche, you should yell until rescued.  
(False, Tap on a pipe so rescuers can find you, or use a whistle. DO not yell. You will waste your breathe and sound like everybody else talking that are looking for you.)

16. Tsunamis kill more people during earthquakes than the actual earthquakes.  
(True, Tsunamis usually kill many more people than the earthquake that caused it.)

17. The largest recorded earthquake, volcano, and tsunami in North America were all in Alaska.  
(True, 1964 Good Friday Earthquake, 1958 Lituya Bay Tsunami, 1912 Novarupta volcano)

18. What is this sign?  
Standardized evacuation route in case of a tsunami emergency. These signs are found in many coastal communities that have a high awareness of tsunami threats.



## Day 4 – What’s in a Go-Bag?

### **PREPARATION AND MATERIALS**

- 1- STUDENTS MUST SIT WITH THEIR TWO PARTNERS.
- 2- MAKE COPIES FOR EACH STUDENT OF THE FOLLOWING PAGES; 17-22. PAGE 22 MUST BE PRINTED IN COLOR SO THAT THE YELLOW RING IS VISIBLE.
- 3- CUT OUT AND HAND OUT A CARD FROM PAGE 10 TO FOUR (RANDOM OR SELECTED) STUDENTS AS THEY ENTER THE CLASS. TELL THEM THAT THEY’LL BE RESPONSIBLE FOR READING THE CARD OUT LOUD WHEN YOU CUE THEM.

### **5 MINUTES**

HAND EACH STUDENT THE ARTICLE ON PAGES 17 AND 18 TO READ SILENTLY. THEN HAVE THE STUDENTS QUIETLY DISCUSS THE ARTICLE WITH THEIR PARTNERS.

### **10 MINUTES**

HAND OUT THEIR DISASTER DECKS AND YENN DIAGRAMS (THIS TIME THEY’LL USE THE HIGH/LOW SIDE OF THE DIAGRAM). TELL THEM TO PULL OUT ONLY THE 18 CARDS FOR ACTIVITY 4: GO-BAG AND SHUFFLE THEM. EACH STUDENT DRAWS 6 CARDS (9 FOR TWO-PERSON TEAMS). THE STUDENTS TAKE TURNS PLACING THEIR CARDS ON THE YENN DIAGRAM AS TO HOW MUCH OF A PRIORITY THEY THINK IT IS TO HAVE THE ITEM IN A GO-BAG. THEY DO NOT ALL HAVE TO AGREE BUT THEY ALL DO HAVE TO DISCUSS EACH CARD/ITEM.

### **20 MINUTES**

HAND OUT THE WHAT’S IN MY GO-BAG WORDSEARCH TO EACH STUDENT. THEY WILL USE THE CARDS FROM THE PREVIOUS EXERCISE TO HELP COMPLETE THE ASSIGNMENT. MAKE SURE THAT EACH STUDENT IN THE GROUP HAS A DIFFERENT CROSSWORD PUZZLE (ONE STUDENT GETS PAGE 19, ANOTHER GETS PAGE 20, AND THE THIRD GETS PAGE 21).

### **15 MINUTES**

HAND OUT PAGE 22 TO EACH STUDENT. TELL THE STUDENTS THAT THERE IS GOING TO BE A DISTRICT-WIDE CONTEST AMONG ALL OF THE MIDDLE SCHOOL STUDENTS SIMILAR TO THE JUNEAU PUBLIC LIBRARIES BOOKMARK CONTEST. STUDENTS WILL BE CHALLENGED TO DESIGN A COLORFUL TWO AND ONE-HALF INCH STICKER THAT BRINGS AWARENESS ABOUT EMERGENCIES AND THE IMPORTANCE OF HAVING A GO-BAG READY. STUDENTS THAT SHOW THEIR TEACHER THAT THEY HAVE A GO-BAG (IN PERSON OR THROUGH PICTURES) WILL GET A STICKER! THEY CAN PUT IT ON THEIR WATER BOTTLE, BINDER, SKATEBOARD, OR EVEN THEIR GO-BAG! THESE STICKER ART ENTRIES ARE NOT DUE UNTIL TOMORROW, SO NO NEED TO RUSH.

### **HOMEWORK**

AS AN EXIT TICKET, COLLECT THE DISASTER DECKS. EACH STUDENT SHOULD CONTINUE TO WORK ON THEIR STICKER CONTEST SHEET. THESE ARE DUE AT THE END OF THE UNIT (IN 3 DAYS).





## How to Pack an Emergency Kit for Any Disaster

KENNETH ROSEN, *New York Times*, July 3, 2017

As evacuations begin for the hurricane to make ground, it is a reminder that it's never too early to talk with friends and family about their emergency plans. Those plans should also include an emergency go-bag, no matter where in the world you live.

"The geographical issues you and your family face — wildfires, hurricanes, tornadoes, terrorist attacks, flooding, earthquakes — are among the most important factors to consider in deciding what goes in your emergency bag," said William Booher, a spokesman for the Federal Emergency Management Agency. "It's important to build an emergency supply kit and have it ready and available at a moment's notice," he said.

Frank Smyth, the executive director of Global Journalist Security, a hostile environments training and consulting firm, cautioned that "what might make sense in one place might not be recommended in another." Variables in putting together the right kit for your needs include everything from how much money and in what currencies you'd like to store, whether you want to keep a bag at home and at your office, and how many people you're packing for.

FEMA, the American Red Cross and the Centers for Disease Control and Prevention all provide checklists to help you get started, and many items they recommend overlap. Each agency offers a basic list, which includes water, food, a battery- or hand-powered radio, a flashlight, batteries and a first-aid kit.

Building from there, here's what you should include in an emergency bag if you're on your own, have a family of four or have a pet in the mix.

### The Bare Basics

Ready.gov has guidance and materials for virtually every emergency scenario: biological and chemical attacks, cyber-incidents, droughts, landslides, home fires, snowstorms and even space weather. Wirecutter spent 120 hours researching and testing nearly 100 products to assemble the perfect emergency kit. Whether you buy one or build it, here's what every kit should include.

**Water:** Nearly every professional preparedness organization will suggest stocking away bottles or pouches of water and gallons of potable water in the event of an emergency. But if you have to move, it's best to carry a portable filtration system. "People think you need to stash gallons and gallons, but a filter carries better and means as long as you have access to running water, your supply is nearly unlimited," said Will Egensteiner, an associate editor at *Outside Magazine*. The LifeStraw is Mr. Smyth's choice for purification straws you can drink water through. If you have a container to drink from, iodine water purification tablets are a simpler, nearly weightless alternative.



**Food:** Three days' worth of nonperishable food can come in many forms, including massive hunks of survival food bars that contain 2,000 calories. But setting aside a few boxes of Clif Bars or your preferred energy bar is a better tasting, reliable option.

**Portable Lighting:** Flashlights and tea candles are ideal for setting up emergency lighting around a home or in a primitive dwelling, but a headlamp is compact and frees up both hands. "At night, even minor problems can be a hassle if you can't see what you're doing," said Rik Paul, an editor at Wirecutter. "While a flashlight is handy, we recommend having a headlamp." He suggested the Black Diamond Spot, which lasts up to 200 hours on three AAA batteries (50 hours at its maximum illumination setting).

**An Emergency Whistle:** If your cellphone cannot get service or the battery is drained, a simple signaling whistle is great for alerting emergency rescue crews of your location or for locating others in hazardous conditions.

**A Dust Mask:** Airborne debris, fumes or gas from accidents or natural disasters can cause respiratory problems. A simple painter's mask or surgical mask will do in any kit, although more advanced models can filter out a wide variety of smaller particulates and last much longer before they need to be replaced. Consider what you may need to filter out of the air, and buy the right type of mask for that purpose.

**Solar Chargers:** If you don't have access to an electrical outlet or reliable power, a solar charger like the Anker PowerPort Solar Lite, a favorite of The Wirecutter, will charge devices as large as a tablet with a day's worth of sun. If there is very little sunlight, rechargeable battery packs are the next-best option (and The Wirecutter has some suggestions there, too.) As with any technology and most other things in the bag, "It's a good idea to check the bag every couple of years in case tech has become outdated or batteries have lost their power," Mr. Egensteiner said.

**Miscellaneous Items:** Don't forget to pack a few days' supply of personal medications and prescriptions (especially life-preserving ones), as well as medical items you rely on, like glucose and blood-pressure monitoring equipment and supplies. Make sure you also pack a spare pair of glasses, sanitary towelettes, paper maps of your area, tweezers, scissors, duct tape, wind-resistant matches, and cash, traveler's checks or change.

An emergency can occur at any time, even when you're alone. In those cases, you need to plan for yourself, but also how you'll find and reach friends or family in an emergency. "You should have a general evacuation plan as well as a communication plan. You should sit down with your family and discuss," said Mr. Booher, the FEMA spokesman, "but also share with your friends and colleagues in case something was to happen — someone outside your immediate family would be able to track you down."



What's in my Go-Bag?

NAME \_\_\_\_\_

Use the 18 Cards to find at least 10 high priority items to put into a Go-Bag. Once you find them, write them down on the blanks provided below. Be careful though. Some items in this WordSearch should not be in your Go-Bag.

D X B F M P O Q H W D X N W E  
 O E B L U D M V R R V B O H X  
 O N K A L T I X P S E P N L S  
 F I R S T A I D K I T P N Y A  
 D C E H I T O N G U E G A W N  
 E I L L T R E T U P M O C P A  
 N D P I O Q H R E T A W Y X N  
 N E A G O U S K I R U D U R A  
 A M T H L M A Y T E K N A L B  
 C U S T E A C H E R S E O H S




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What's in my Go-Bag?

NAME \_\_\_\_\_

Use the 18 Cards to find at least 10 high priority items to put into a Go-Bag. Once you find them, write them down on the blanks provided below. Be careful though. Some items in this WordSearch should not be in your Go-Bag.

Q I Q X C C A O E E O B C O L  
 F I R S T A I D K I T A R E L  
 B T E A C N K G O H E T U T O  
 F M P N O N N A C S K T L E O  
 U L A A M E D I C I N E U A T  
 P K P N P D O B F S A R P C I  
 Y N C A U F L A S H L I G H T  
 T Z O B T O N G U E B E V E L  
 D H M S E O H S A C U S F R U  
 W A T E R D J R E L P A T S M




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What's in my Go-Bag?

NAME \_\_\_\_\_

Use the 18 Cards to find at least 10 high priority items to put into a Go-Bag. Once you find them, write them down on the blanks provided below. Be careful though. Some items in this WordSearch should not be in your Go-Bag.

P Z R Z R R E T U P M O C B N  
 V S S E T H G I L H S A L F H  
 L D P Q Z F T N K D N O M R S  
 S A N A N A B L A N K E T E K  
 P B A T T E R I E S D A O L J  
 F I R S T A I D K I T H N P R  
 Z W E O I R F H C A S H G A B  
 W J T L O O T I T L U M U T M  
 X H A N O N N A C F U O E S U  
 R R W D T E A C H E R S H R X




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## Juneau School District Go-Bag Sticker Contest

### Contest Rules

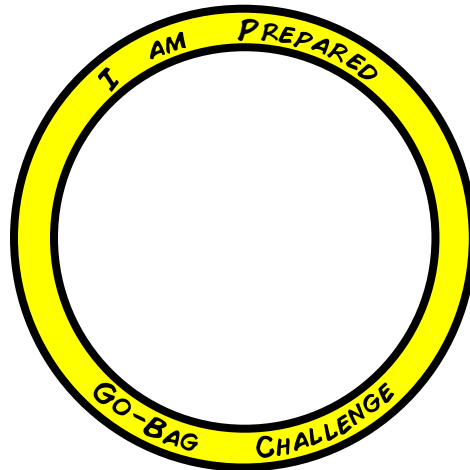
Your entry must be inside of the inner borders of the circle provided.

You must include your first & last name, School and grade.

You cannot use trademarked icons, slogans, or cartoon characters.

Entry Deadline: \_\_\_\_\_

Awards for winning design will be presented at the end of March.



NAME \_\_\_\_\_

SCHOOL \_\_\_\_\_

DATE \_\_\_\_\_

TEACHER \_\_\_\_\_



## Day 5 – What would I do in this Scenario?

### **PREPARATION AND MATERIALS**

- 1- **STUDENTS MUST SIT WITH THEIR TWO PARTNERS.**
- 2- **MAKE COPIES FOR EACH GROUP OF THE FOLLOWING PAGE; 24. THIS PAGE SHOULD BE INCREASED (ZOOM FUNCTION) FROM 8.5x11 TO 11x17.**
- 3- **STUDENTS WILL NEED ACCESS TO COMPUTERS, PRINTERS, SCISSORS, GLUE, COLORED PENCILS, AND (OPTIONALLY) COLORED PAPER.**

### **20 MINUTES**

**HAND OUT THEIR DISASTER DECKS. TELL THEM TO PULL OUT ONLY THE 18 CARDS FOR ACTIVITY 5: SCENARIOS. EACH STUDENT DRAWS 6 CARDS (9 FOR TWO-PERSON TEAMS). THE STUDENTS TAKE TURNS PLAYING THEIR CARDS AND DISCUSSING WHAT THEY WOULD DO IN THAT SITUATION. THEY DO NOT ALL HAVE TO AGREE BUT THEY ALL DO HAVE TO DISCUSS EACH CARD/ITEM. ANSWERS MAY VARY AND THERE IS NOT A SINGLE CORRECT ANSWER FOR EACH SCENARIO. THIS EXERCISE PROMOTES CRITICAL THINKING AND COLLABORATIVE PROBLEM-SOLVING SKILLS. THESE SCENARIOS (OR STUDENT-MADE SCENARIOS LIKE THESE) WILL BE USED ON THE FINAL POSTER PRESENTATION.**

### **5 MINUTES**

**HAND OUT ONE 11x17 POSTER TEMPLATE (PAGE 24) TO EACH GROUP. EXPLAIN TO THE CLASS THAT EVERYTHING THEY'VE STUDIED SO FAR WILL NOW BE PUT TOGETHER IN A POSTER PRESENTATION. EACH GROUP WILL BE RESPONSIBLE FOR COMPLETING A 11x17 POSTER THAT ADDRESSES A SPECIFIC TYPE OF HAZARD/DISASTER TO INCLUDE THE HISTORY OF THE FAMOUS DISASTER THEY WERE ASSIGNED. STUDENTS TYPE AND PRINT, OR NEATLY HANDWRITE EACH BOX AND GLUE OVER THE AREAS DESIGNATED ON THE POSTER. SHOW THEM AN EXAMPLE AND POINT OUT THE ELEMENTS REQUIRED IN THE POSTER. THEY WILL HAVE THE REST OF TODAY AND HALF OF TOMORROW'S CLASS TO FINISH THIS ASSIGNMENT.**

### **25 MINUTES**

**STUDENTS WORK IN SMALL GROUPS ON THEIR POSTERS. ALLOW ACCESS TO COMPUTERS, PRINTERS, LIGHT COLORED PAPER, SCISSORS, AND GLUE. CIRCULATE THROUGH THE CLASS KEEPING STUDENTS ON-TASK AND CLARIFYING THE ASSIGNMENT AS NEEDED. EACH STUDENT SHOULD WORK ON A DIFFERENT ELEMENT OF THE POSTER AND ALL STUDENTS SHOULD BE ENGAGED.**

### **HOMEWORK**

**AS AN EXIT TICKET, COLLECT THE DISASTER DECKS AND INCOMPLETE POSTERS. EACH STUDENT SHOULD CONTINUE TO WORK ON THEIR POSTER ELEMENTS, SO THEY CAN GLUE THEM ON AT THE BEGINNING OF THE NEXT CLASS AND QUICKLY FINISH THE ASSIGNMENT.**



Title

definition

Historical event description

Illustration

At least two Foldable scenarios/ with answers underneath

How to prepare/mitigate This type of disaster/hazard

Go-bag sticker design

Student names and Date





## Day 6 – What have I learned?

### **PREPARATION AND MATERIALS**

- 1- STUDENTS MUST SIT WITH THEIR TWO PARTNERS.
- 2- STUDENTS WILL NEED ACCESS TO THEIR POSTERS, COMPUTERS, PRINTERS, SCISSORS, GLUE, COLORED PENCILS, AND (OPTIONALLY) COLORED PAPER.
- 3- MAKE COPIES FOR EACH GROUP OF THE FOLLOWING PAGE; 26.

### **25 MINUTES**

HAND OUT POSTERS TO THEIR ORIGINAL OWNERS. STUDENTS HAVE 25 MINUTES TO COMPLETE THE ASSIGNMENT FROM YESTERDAY. AS THEY FINISH, DISPLAY THEIR POSTERS IN A PROMINENT PLACE IN THE HALL FOR ALL STUDENTS TO ACCESS.

### **15 MINUTES**

HAVE STUDENTS DO A GALLERY WALK OF THE POSTERS. MODEL POSITIVE FEEDBACK CUES LIKE, "I REALLY LIKE WHAT \_\_\_ DID HERE..."  
"I WONDER IF..."

### **10 MINUTES**

STUDENTS USE THE REMAINDER OF CLASS FILLING OUT THE UNIT REVIEW SHEET (PAGE 26) SO THIS CURRICULUM CAN BE IMPROVED AND MODIFIED AS NEEDED.



**Local Disaster! Unit Review and Evaluation****NO NAME REQUIRED**

Please mark the boxes with 1, 2, 3, or 4.

1=Poor, 2=Fair, 3=Good, 4=Outstanding

- The level of effort I put into this unit.
- The level of effort my partners put into this unit.
- My skill/knowledge of the subject at the start of the unit.
- My skill/knowledge of the subject at the end of the unit.
- The importance of this unit for students your age.
- The ease of understanding of the topics, assignments, readings.
- The usefulness/interest of using playing cards during the unit.
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What I enjoyed most about this unit was...
What I would change about the unit was...
Something new I learned about during this unit was...
Something that changed my thinking during this unit was...
What I will use in the future from this unit is...

