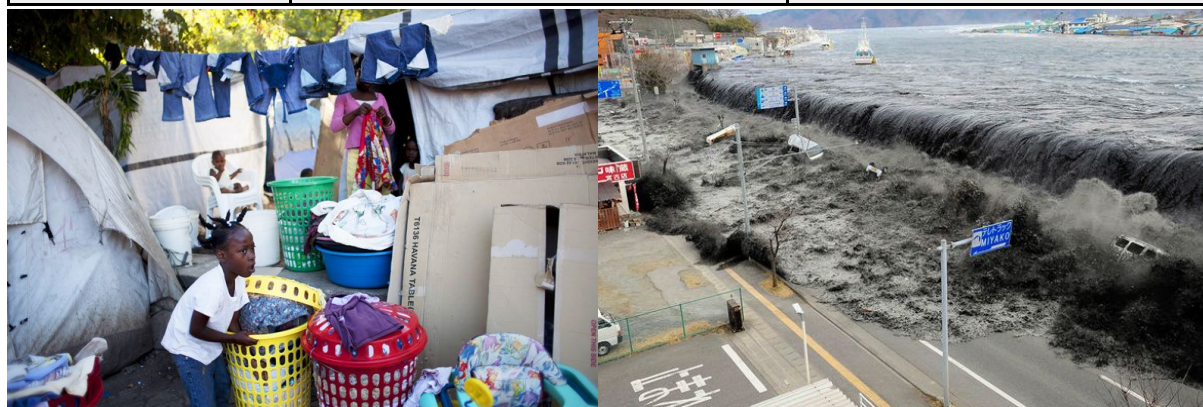


## Epic Natural and Anthropogenic Disasters Summative Task

<b>Unit: Epic Natural and Anthropogenic Disasters</b>	<b>Global Content: Fairness &amp; Development</b>	<b>Concepts: Time, Place and Space; Management, Causality</b>
<b>Statement of Inquiry: <i>Physical location and human decisions affect the severity, impacts, and responses to natural and man-made disasters</i></b>		
<b>Inquiry Questions</b>		
<b>Factual</b>	<b>Conceptual</b>	<b>Debatable</b>
What are the ingredients of an epic disaster?	How do human decisions contribute to the severity, impacts, and responses to disasters? Why do we care about some disasters more than others?	Are natural disasters getting worse? Do human responses to disasters contribute to the impact and severity of disasters?



### **Task Instructions:**

Create a media product that presents an underreported disaster (natural or manmade) within the last 30 years, and makes an argument for why those affected need awareness and funds to support their relief efforts. As a part of this task, you will use a research journal to record their inquiry and complete a source analysis on your top three sources used. You will use a RAFT to choose aspects of your assignment, and will also have the choice to work individually, in pairs, or in groups of up to three students.

Roles	Audience	Format	Topic
Advocacy Group	UN Human Rights Council	Documentary	[ student choice of underreported disaster, can choose from the list below]
Journalist/ Reporter	High School Students	Newscast	
TEDx Talk Presenter	TV Audience	Article/Op-Ed	
NGO (local, regional)	Philanthropist Org. (potential donors)	UN/government report	
OR your choice with teacher approval			

### **Important Dates:**

Research Journal Due Date \_\_\_\_\_

Source Analysis Due Date \_\_\_\_\_

Media Product Due Date \_\_\_\_\_

Present Media Products in Roundtables \_\_\_\_\_

Reflection \_\_\_\_\_

### **Required Guiding Questions:**

- 1) **Time and Place**
  - Where did the disaster occur and why there?
  - When did it occur?
- 2) **Severity and Impacts**
  - How many people died? How many were affected? What about animals?
  - What was the economic cost of the damage?
  - How else was the country affected by the disaster (society, politics, changes in geography)
- 3) **Physical Location**
  - What was the science behind the disaster?
  - How was physical geography involved?
- 4) **Human Decisions**
  - How did the physical location of where people were living make the disaster worse?
  - Were there any human decisions (contributing factors) that made the disaster worse?
- 5) **Management and Responses and Argument**
  - What was done immediately after the disaster? How did they clean up?
  - Were the short-term responses effective in saving lives? Why (not)?
  - What long-term mitigation (prevention) strategies were implemented as a solution for the disaster to never occur again?
  - How effective do you think the government was in responding to the disaster? (opinion)
  - Where and why was this disaster underreported? (argument)
  - Do you think their long-term solutions will be effective? Why or why not? (critical thinking)

### **List of some of the worst natural and man-made disasters of the last 30 years:**

1984 Bhopal Disaster	2009 Australian bushfires
1986 Chernobyl Nuclear Explosion	2010 Deep Water Horizon Oil Spill
1991 Kuwait Oil Fires	2010 Haiti Earthquake
1991 Mt. Pinatubo Volcanic eruption	2010 Russian Heat Wave
2004 Indian Ocean Tsunami	2011 Thailand Floods
2005 Hurricane Katrina	2011 East Africa Drought
2005 Kashmir Earthquake	2013 Typhoon Haiyan
2008 Chinese Winter Storms	2015 Nepal Earthquake
2008 Cyclone Nargis	2017 South Asia Flooding
2008 Afghanistan Blizzards	2017 Hurricane Maria
2008 Sichuan Earthquake	

### **How You're Being Assessed (Task-Specific Clarification):**

- *Criterion Aii:* describing your detailed **understanding of the disaster and responses** with developed and accurate descriptions
- *Criterion Bi, ii, iii, iv:* **formulate** a research question related to underreported disasters, **justify** its relevance, **create and follow** an action plan, **collect and record** appropriate, varied, and relevant information, and **evaluate the process and results** of your investigation.
- *Criterion Ci, ii, iii:* communicate your information and ideas **effectively** and **accurately** taking into account audience and purpose, structure your information and ideas **appropriately** for the role, audience, and format you choose for your media product, **citing your sources** properly
- *Criterion Dii, Diii:* **explaining** your opinion of how the disaster was managed, underreported, and should be supported, **source analysis** of **three** major sources from your research

Don't let your grade become a disaster – follow the criteria!

## Rubric for Evaluation:

### 1. Source Analysis

1 - 2	<ul style="list-style-type: none"><li>• <b>describes a limited number of</b> sources/data in terms of origin and purpose and <b>recognizes few</b> values and limitations</li></ul>
3 - 4	<ul style="list-style-type: none"><li>• <b>analyses and/or evaluates</b> sources/data in terms of origin and purpose, recognizing <b>some</b> values and limitations</li></ul>
5 - 6	<ul style="list-style-type: none"><li>• <b>effectively</b> analyses <b>and</b> evaluates <b>a range</b> of sources/data in terms of origin and purpose, recognizing values and limitations</li></ul>
7 - 8	<ul style="list-style-type: none"><li>• <b>effectively</b> analyses <b>and</b> evaluates <b>a wide range</b> of sources/data in terms of origin and purpose, recognizing values and limitations</li></ul>

### 2. Media Product

1 - 2	<ul style="list-style-type: none"><li>• A - uses <b>limited</b> relevant terminology; demonstrates <b>basic</b> knowledge and understanding of content and concepts with <b>minimal</b> descriptions and/or examples.</li><li>• B - formulates a research question that is clear <b>or</b> focused and <b>describes</b> its relevance, formulates a <b>limited</b> action plan to investigate a research question or does not follow a plan, collects and records <b>limited</b> information, not always consistent with the research question, makes a <b>limited</b> evaluation of the process and results of the investigation</li><li>• C - Communicates information and ideas in a <b>limited way</b>, using a style that is <b>limited</b> in its appropriateness to the audience and purpose; <b>in a limited way</b>, documents sources of information</li><li>• D - summarizes information <b>to a limited extent</b> to make arguments</li></ul>
3 - 4	<ul style="list-style-type: none"><li>• A - uses <b>some</b> terminology <b>accurately</b> and <b>appropriately</b>; demonstrates <b>adequate</b> knowledge and understanding of content and concepts through <b>satisfactory</b> descriptions, explanations or examples.</li><li>• B - formulates a research question that is <b>clear</b> and <b>focused</b> and <b>describes</b> its relevance in detail, formulates and <b>somewhat</b> follows a <b>partial</b> action plan to investigate a research question, uses a research method(s) to collect and record <b>mostly relevant</b> information, evaluates <b>some</b> aspects of the process and results of the investigation</li><li>• C - Communicates information and ideas <b>satisfactorily</b> by using a style that is <b>somewhat</b> appropriate to the audience and purpose; <b>sometimes</b> documents sources of information using a recognized convention (MLA).</li><li>• D - <b>summarizes</b> information to make arguments</li></ul>
5 - 6	<ul style="list-style-type: none"><li>• A - uses a <b>range</b> of terminology <b>accurately</b> and <b>appropriately</b>; demonstrates <b>substantial</b> knowledge and understanding of content and concepts through <b>accurate</b> descriptions, explanations and examples.</li><li>• B - formulates a <b>clear</b> and <b>focused</b> research question and <b>explains</b> its relevance, formulates and follows a <b>substantial</b> action plan to investigate a research question, uses research method(s) to collect and record <b>appropriate, relevant</b> information, <b>evaluates</b> the process and results of the investigation</li></ul>

	<ul style="list-style-type: none"> <li>• C - Communicates information and ideas accurately by using a style that is <b>mostly</b> appropriate to the audience and purpose; <b>often</b> documents sources of information using a recognized convention (MLA).</li> <li>• D - <b>synthesizes</b> information to make <b>valid</b> arguments</li> </ul>
7 - 8	<ul style="list-style-type: none"> <li>• A - <b>consistently</b> uses a <b>wide range</b> of terminology <b>effectively</b>; demonstrates <b>detailed</b> knowledge and understanding of content and concepts through <b>developed and accurate</b> descriptions, explanations and examples.</li> <li>• B - formulates a <b>clear</b> and <b>focused</b> research question, thoroughly <b>justifying</b> its relevance with appropriate evidence, formulates and <b>effectively</b> follows a <b>comprehensive</b> action plan to investigation a research question, uses research methods to collect and record <b>appropriate, varied and relevant</b> information, <b>thoroughly</b> evaluates the investigation process and results.</li> <li>• C - Communicates information and ideas <b>effectively</b> and <b>accurately</b> by using a style that is <b>completely</b> appropriate to the audience and purpose; <b>consistently</b> documents sources of information using a recognized convention (MLA).</li> <li>• D - <b>synthesizes</b> information to make <b>valid, well-supported</b> arguments</li> </ul>