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Where Should We Volunteer to Offset the Impacts of Hurricane Irma?

**Social Studies Benchmarks:**

**Grade: 4**

**SS.4.E.1.2** Explain Florida's role in the national and international economy and conditions that attract businesses to the state.

**Economic concepts for review**

**Economy** - the process or system by which goods and services are produced, sold, and bought in a country or region

**Tourism** - business of encouraging and supporting people who travel

**English/Language Arts Standards:**

**LAFS.4.RI.1.1** Refer to details and examples in a text when explaining what the text says explicitly and when  drawing inferences from the text.

**LAFS.4.RI.3.7** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, demonstrate understanding of the text (e.g., time lines, animations, or interactive elements  on Web pages) and explain how the information  contributes to an understanding of the text in which it appears.

**LAFS.4.W.3.8** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources
**LAFS.4.SL.1.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on *grade 4 topics and texts*, building on others’ ideas and expressing their own clearly.

a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

b. Follow agreed-upon rules for discussions and carry out assigned roles.

c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

For this decision-making lesson, students will choose an area in Florida impacted by Hurricane Irma as destination for sending volunteers to support families as well as rebuild the ecosystems, economy, and tourism of that location. Students will use Internet resources to rank their choices and explain how they reached that decision.

**Problem**

Which location needs the greatest support following Hurricane Irma?

**Alternatives**

Key West, The Everglades, Miami

**Criteria**

Impact on ecosystems, impact on families, impact on tourism, impact on the local economy

**Decision**

How were locations ranked? How was that decision reached?

1. Read the poster outlining the need for volunteers to help with rebuilding areas affected by Hurricane Irma.
2. Ask how Hurricane Irma might have affected the ecosystems of the places it hit. What animals might be affected? How might the people who live there be affected? How would tourism be affected? How would the economy be affected?
3. Read Hurricane Irma: Impacts on Florida Wildlife and Habitat <http://blog.nwf.org/2017/09/hurricane-irma-impacts-on-florida-wildlife-habitat/>

Model using the note-taking tool to record information on how the ecosystems in Miami, Key West, and the Everglades were impacted by Hurricane Irma. Note: Teachers will need to connect the coral reefs off of Miami Beach by showing students where The Florida Reef Tract is located. (Teachers may also choose to use the matrix for this activity).

1. Provide students with the decision-making matrix, and review the alternatives. Explain that wildlife and habitats were not the only things impacted by Hurricane Irma. Students will research the impacts on family life, tourism, and the local economy as well.
2. Have students transfer information from their note-taking tools to the correct section of the matrix.
3. Use the following links to research the impact of Hurricane Irma on tourism (scroll down to find specifics regarding Florida).
	1. <https://learningenglish.voanews.com/a/tourism-in-caribbean-and-florida-suffers-from-hurricane-irma/4027329.html>
	2. <https://www.cnbc.com/2017/09/11/hurricane-irma-threatens-floridas-bustling-tourism-industry.html>
	3. <http://www.miamiherald.com/news/weather/hurricane/article177383186.html>
4. Using the following links, students can research each location:
	1. Key West
		1. <https://www.youtube.com/watch?v=bLwkmUeouh4> (newscast)
	2. The Everglades
		1. <https://www.youtube.com/watch?v=p_pqaW7RgPo> (newscast)
	3. Miami
		1. <https://www.youtube.com/watch?v=mQQf6f3BBf0> (live footage, use first 2 minutes)
5. Working in groups, students discuss the criteria for each location. Which location needs the greatest support for rebuilding their communities based on the criteria? Why? Rank the choices from highest to lowest.
6. Encourage students to discuss their processes for making their choices. What did they do first? After that?
7. Groups write a letter to explaining how they made their choices.

Extension/ideas:

* Have each group create a presentation explaining how they made their choices.
* Research the impact of Hurricane Irma on the Caribbean Islands and other parts of the United States.
* Read more about hurricanes in articles from ReadWorks:
	+ Storm Chasers <https://www.readworks.org/article/Storm-Chasers/27890ad7-5d9f-4b52-a9f5-54c1fd632406#!articleTab:content/>
	+ Children of the Storm <https://www.readworks.org/article/Children-of-the-Storm/2ba88535-da29-4142-ab75-7684b55aa8b9#!articleTab:content/>
	+ Helping Hands <https://www.readworks.org/article/Helping-Hands/f43c7c31-f14a-4441-8945-cbca9c0bf154#!articleTab:content/>
* Provide a return letter from Hurricane Support Society asking students to reconsider their choices based on different alternatives/criteria

Differentiation:

* Reduce alternatives and/or criteria.
* Increase alternatives and/or criteria.
* Provide note-taking tools with some of the information videos, and/or web articles already filled in.