Overview

Every region of the country must deal from time to time with natural disasters such as floods, hurricanes, or temperature extremes. The federal government can help people in times of disaster by creating laws.

Purpose

In this lesson students will learn the impact of natural disasters on the human environment. Students also will learn the process by which a bill becomes a federal law. Using their knowledge of how Congress passes new laws, students will propose a bill to assist in lessening the human and environmental impact of flooding.

Materials

- Reader’s Theater: How a Bill Becomes a Law
Flooding: How Uncle Sam Can Help

- Flow Chart: How a Bill Becomes a Law and Answer Key
- Multiple Choice Quiz: How a Bill Becomes a Law and Answer Key
- Floods Can Affect Humans and Their Environments and Writing Assignment
- Writing Assignment Scoring Guide

Objectives
The student will be able to:

1. Write an expository essay.
2. Identify the Congressional process by which a bill becomes a law.
3. Explain how a flooding can affect humans and the environment.

Procedures
Prerequisite knowledge: Students have learned the three branches of national government. Students should have prior knowledge of our checks and balance system.

SESSION ONE

2. Review with students the three branches of government that provides for checks and balances of power.
3. Distribute student copies of the Reader’s Theater script: How Uncle Sam Can Help: How a Bill Becomes a Law. Review the script together for pronunciation. Also review the use of the term “house” with and without capital letter.
4. Assign voices or parts and allow time for practice. The script is written for six individual voices with whole group responses; modify according to strengths and needs of the class.
5. Present the Reader’s Theater orally.
6. Distribute the Flow Chart: How a Bill Becomes a Law to the students. Project the flow chart, and model filling in the process as the students fill in their copies.
7. Give the Multiple Choice Quiz: How a Bill Becomes a Law.
8. Tell students that in the next session, they will need their flow charts to apply the information to a natural disaster.

SESSION TWO

1. Distribute and read together Floods Can Affect Humans and Their Environments.
2. Brainstorm, as a class, the negative impacts of flooding and possible ways the government can help. Record these on the whiteboard or chart paper.
3. Review the flow chart from Session One.
4. Assign the Writing Assignment making sure the students also review Writing Assignment Scoring Guide.
5. Conclude class by asking for volunteers to share their bills.

Assessment

Social Science
The Multiple Choice Quiz can be graded. Mastery will be correctly answering 5 out of the 6 questions.

ELA and Social Science
The expository essay can be graded using the Writing Assignment Scoring Guide. Mastery will be considered a score of 16 or higher on the rubric.

Extensions

iCivics for the videos on how a bill becomes a law http://www.icivics.org/

Federal Emergency Management Agency has activities for teachers and kids on their FEMA for Kids website: https://www.ready.gov/kids

Check to see if you are in a flood plain on National Oceanic and Atmospheric Administration’s website: http://water.weather.gov/ahps/v/ahps/

Hear the Storm: http://www.pbs.org/wgbh/nova/flood/resources.html

Discuss Arizona’s “stupid” motorist act which is about the liability of drivers who enter a flooded public street that is barricaded because of flooding. www.azleg.state.az.us/ars/28/00910.htm

Sources

iCivics website videos http://www.icivics.org/

Flooding: How Uncle Sam Can Help


Flooding information: http://environment.nationalgeographic.com/environment/natural-disasters/floods-profile


When Nature Strikes: Natural Hazards Safety Booklet by Karen Williams, T.C. for Arizona