

# Flooding: How Uncle Sam Can Help

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**Grade Level** 5  
**Duration** 2 class periods

## National Standards

### GEOGRAPHY

#### Element 5: Environment and Society

14. How human actions modify the physical environment.

15. How physical systems affect human systems.

#### Element 6: The Uses of Geography

17. How to apply geography to interpret the past

18. How to apply geography to interpret the present and plan for the future

## AZ Standards

### ELA

#### Reading

#### Range of Reading and Level of Text Complexity

5.RI.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

#### Writing

#### Text Types and Purposes

5.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Provide a concluding statement or section related to the information or explanation presented.

## Arizona Social Science Standards

### GEOGRAPHY

#### Human-environment interactions are essential aspects of human life in all societies.

5.G2.1 Describe how natural and human-caused changes to habitats or climate can impact our world.

#### Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.

5.G3.1 Use key historical events with geographic tools to analyze the causes and effects of environmental and technological events on human settlements and migration.

### CIVICS

#### An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government are essential to effective citizenship.

5.C3.1 Describe the origins, functions, and structure of the United States Constitution and the three branches of government.

## 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

1. Watch the video from Schoolhouse Rock on [www.teachertube.com/viewVideo.php?video\\_id=144591](http://www.teachertube.com/viewVideo.php?video_id=144591) *How a Bill Becomes a Law*. For the lyrics go to: [www.schoolhouserock.tv/Bill.html](http://www.schoolhouserock.tv/Bill.html)
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](http://www.azleg.state.az.us/ars/28/00910.htm)

### Sources

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

DeCapua, Sarah. (2004). *Making a Law*. New York:Children's Press. ISBN 0-516-22801-3 and ISBN 0-516-27941-6.

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Saffell, David. (1998). *Civics: Responsibilities and Citizenship*. New York: Glencoe/ McGraw-Hill. ISBN 0-02-821913-9.

Flooding information:

<http://environment.nationalgeographic.com/environment/natural-disasters/floods-profile>

Langley, Andrew. (2006). Natural Disasters  
Hurricanes, Tsunamis, and other Destructive Forces.

London. Kingfisher Publications. ISBN: 978-0-7534-6737-9

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

School House Rocks:

[www.teachertube.com/viewVideo.php?video\\_id=144591](http://www.teachertube.com/viewVideo.php?video_id=144591)