Flooding: How Uncle Sam Can Help

After learning the process of how a bill becomes a law, students apply their knowledge to suggest federal legislation to alleviate the impact of flooding.

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<th>Authors</th>
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<tr>
<td>Grade Level</td>
<td>5</td>
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<tr>
<td>Duration</td>
<td>2 class periods</td>
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**National Geography Standards**

**ELEMENT FIVE: ENVIRONMENT AND SOCIETY**

15. How physical systems affect human systems.

**Arizona Geography Strand**

**Concept 5: Environment and Society**

PO 2. Describe the impact that natural events (e.g., floods, earthquakes, droughts) have on human and physical environments.

**Other Arizona Standards**

**Strand 3 Civics/Government**

**Concept 3 Functions of Government**

PO 2. Identify the process by which a bill becomes a law.

**ELA Common Core Standards**

**Reading**

**Informational Text**

**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.

a. 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.

b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

e. Provide a concluding statement or
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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
- Readers Theater: How a Bill Becomes a Law student copies.
- Blank flow chart: How a Bill Becomes a Law
- Flow chart: How a Bill Becomes a Law
- Multiple Choice Quiz: How a Bill Becomes a Law
- Student reading and Writing Assignment: How Floods Can Affect Humans and Their Environments
- Writing Assignment Assessment

Objectives
The student will be able to:

1. sequence events
2. identify the Congressional process by which a bill becomes a law.
3. explain how a natural disaster (flooding) can affect humans and the environment.

Procedures
Prerequisite knowledge: Students have learned the three branches of national government in Grade 3. 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.
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 Readers Theater orally.
6. Hand out student copies of the flow chart. For guided practice, teacher models filling in the process on the flow chart as the students fill in their copies.
7. Closure for Session 1 is the multiple-choice quiz that assesses knowledge of 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
9. Hand out and read together as a class How Floods Can Affect Humans and Their Environments.
10. Brainstorm as a class on chart paper or SmartBoard the negative impacts of flooding and ways the government can help.
11. Review the flow chart from Session One.
12. Assign the Writing Assignment making sure the students also review the R.A.F.T Assessment.

ARIZONA GEOGRAPHIC ALLIANCE
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13. When writing is complete, ask for volunteers to share their bills.

Assessment
Assess the multiple-choice test. Mastery will be correctly answering 5 out of the 6 questions.

Use the Writing Assignment Assessment to assess the writing assignment. Mastery will be considered scoring 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: www.ready.gov/floodawareness

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.htm

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/


Course lecture by Brian Dille, “Congress.” http://orc.teach.asu.edu/TFP_Social_Studies_Resources

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

http://www.fema.gov/hazard/flood/index.shtm


