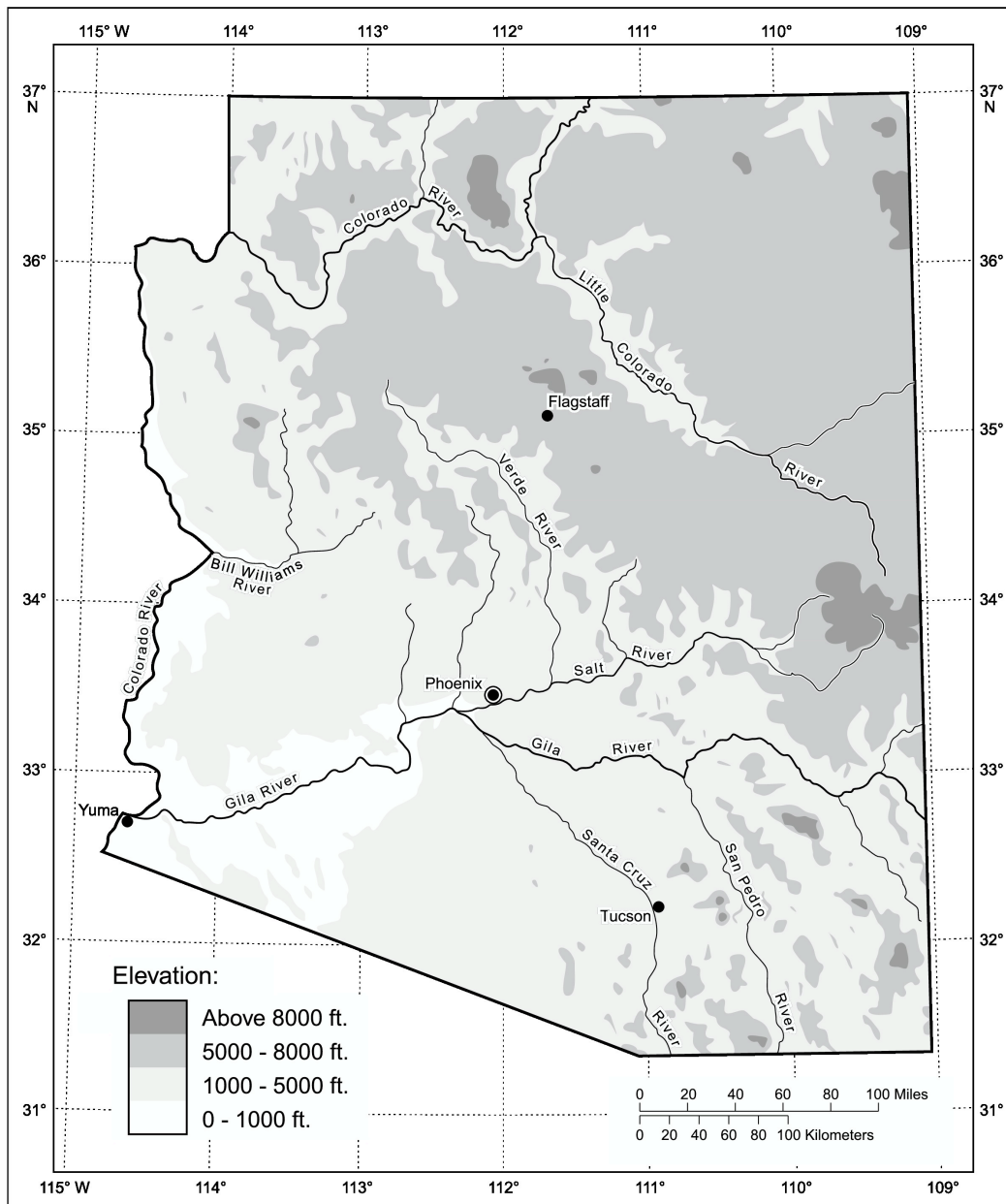


Name: \_\_\_\_\_ Date: \_\_\_\_\_ Period: \_\_\_\_\_

## Notes Organizer

**Arizona Geography Preview** Add details to the map below as you learn more about Arizona. Continue to add details throughout the lesson. Use colored pencil or ball point pen and write small!



### Arizona's Topography and Rivers



Courtesy: Arizona Geographic Alliance <http://geoalliance.asu.edu/azga>  
School of Geographical Sciences and Urban Planning  
Arizona State University  
Cartographer Douglas Minnis  
AZTOPO.PDF

## Simulation Teacher Script—Phase One

Teacher Does: Show Slide 6.

Teacher Says: Over the next couple of days, you will be participating in a simulation of the Rodeo-Chediski fire from 2002. You will represent members of communities that were affected by the Rodeo-Chediski fire, as well as groups that came to help fight the fire. This simulation will not exactly recreate the events of the real fire. However, it should give you a realistic idea of the threats to the communities and the choices they had to make as the fire came closer.

Right now I will give you a card that describes your role in the simulation. [If you have more than 20 students, say: Some of you may have partners, since there are only 20 roles.] As soon as you receive your role card, read it and complete Section 1 of your Simulation Worksheet.

Teacher does: Distribute Role Cards and Simulation Worksheet.

Teacher says: Now, in a moment you will go sit with others who have your same type of role. For example, business leaders will all be in a group, Response Team members will sit together, etc. When you move to your group, set your belongings over to the side of the room and take your Simulation Worksheet and pencil with you.

Teacher does: Place the Table Tents - Role Types around the room, directing students where to sit.

Teacher says: Now take a few minutes and introduce yourself to your group.

Teacher does: While students introduce themselves, hand each group all the Resource Cards for that role type.

Teacher says: You should all have a stack of cards that represents the resources your group has available. These are resources that may be useful in fighting the fire or caring for the evacuees. Remember, though, that every community has a limited amount of money and resources. They have to set a budget. As a group, you will have to decide what resources you really truly need, and get rid of the rest. Your group will only be allowed to keep ten cards total. These may be difficult decisions for your communities, so right now, spread the cards on the table, and individually decide which ones you think you should keep, and which to discard. I will give you 5 minutes to read the cards, and write your ideas on your Simulation Worksheet. Students should use Section 2 of the notes and complete the sentence frames.

Teacher says: Now, discuss your predictions about which resources will be most important, and make a decision with your group about which 10 resources to keep. [Students work in groups and write their 10 choices in Section 2.]

Teacher does: Once all groups have chosen their 10 cards, collect the remaining Resource Cards. You may circulate and observe groups' choices, asking probing questions that prompt students to explain their thinking.

Teacher says: You have one last step in these groups. Divide up the resources you have chosen among your group members. In a few minutes you will be travelling to your communities, and these are the resources you will bring with you. Make sure every group member has resources to take into their community.

## Resource Cards

Local Citizens & Homeowners <b>Resource Card</b>  Hand Tools	Local Citizens & Homeowners <b>Resource Card</b>  1 Unit Non- Perishable Food	Local Citizens & Homeowners <b>Resource Card</b>  1 Unit Non- Perishable Food	Local Citizens & Homeowners <b>Resource Card</b>  1 Journalist	Local Citizens & Homeowners <b>Resource Card</b>  1 Journalist
Local Citizens & Homeowners <b>Resource Card</b>  Football Field	Local Citizens & Homeowners <b>Resource Card</b>  Strong Personal Networking	Local Citizens & Homeowners <b>Resource Card</b>  Blankets & Pillows	Local Citizens & Homeowners <b>Resource Card</b>  10 Volunteers	Local Citizens & Homeowners <b>Resource Card</b>  10 Volunteers
Local Citizens & Homeowners <b>Resource Card</b>  1 School Gymnasium	Local Citizens & Homeowners <b>Resource Card</b>  First-Aid Kit	Local Citizens & Homeowners <b>Resource Card</b>  1 Psychologist	Local Citizens & Homeowners <b>Resource Card</b>  1 Medical Doctor	Local Citizens & Homeowners <b>Resource Card</b>  1 Hospital
Local Citizens & Homeowners <b>Resource Card</b>  1 Church	Local Citizens & Homeowners <b>Resource Card</b>  1 Tractor	Local Citizens & Homeowners <b>Resource Card</b>  Used Clothing	Local Citizens & Homeowners <b>Resource Card</b>  Snow Plow	Local Citizens & Homeowners <b>Resource Card</b>  50 Cows

Business Leaders <b>Resource Card</b>  Strong Personal Networking	Business Leaders <b>Resource Card</b>  One Delivery Van	Business Leaders <b>Resource Card</b>  One Storage Warehouse	Business Leaders <b>Resource Card</b>  Water	Business Leaders <b>Resource Card</b>  Blankets & Pillows
Business Leaders <b>Resource Card</b>  Non-Perishable Food	Business Leaders <b>Resource Card</b>  Contacts With Local Charities	Business Leaders <b>Resource Card</b>  Commercial Printshop And Sign Shop	Business Leaders <b>Resource Card</b>  1 Large Ballroom	Business Leaders <b>Resource Card</b>  1 Golf Course With Ponds
Business Leaders <b>Resource Card</b>  1 Business Vehicle, SUV	Business Leaders <b>Resource Card</b>  Chamber Of Commerce Website	Business Leaders <b>Resource Card</b>  1 Hotel	Business Leaders <b>Resource Card</b>  Phone Tree	Business Leaders <b>Resource Card</b>  Local Restaurant
Business Leaders <b>Resource Card</b>  Gasoline	Business Leaders <b>Resource Card</b>  Lumber	Business Leaders <b>Resource Card</b>  Hand Tools	Business Leaders <b>Resource Card</b>  Bulldozer	Business Leaders <b>Resource Card</b>  Local Radio Station

<p>Response Teams <b>Resource Card</b></p> <p>1 Engine Crew/10 Firefighters</p>	<p>Response Teams <b>Resource Card</b></p> <p>10 Hand Crew Firefighters</p>	<p>Response Teams <b>Resource Card</b></p> <p>1 Airplane</p>	<p>Response Teams <b>Resource Card</b></p> <p>Medical Supplies</p>	<p>Response Teams <b>Resource Card</b></p> <p>50 White Paper Maks</p>
<p>Response Teams <b>Resource Card</b></p> <p>1 Erickson Air Crane (Helicopter)</p>	<p>Response Teams <b>Resource Card</b></p> <p>1 Smoke Jumper Crew</p>	<p>Response Teams <b>Resource Card</b></p> <p>1 Ambulance</p>	<p>Response Teams <b>Resource Card</b></p> <p>1 Local Fire Department</p>	<p>Response Teams <b>Resource Card</b></p> <p>Two-Way Radio Communication System</p>
<p>Response Teams <b>Resource Card</b></p> <p>1 Police SUV</p>	<p>Response Teams <b>Resource Card</b></p> <p>1 Police SUV</p>	<p>Response Teams <b>Resource Card</b></p> <p>Medical Supplies</p>	<p>Response Teams <b>Resource Card</b></p> <p>Clear Command Structure</p>	<p>Response Teams <b>Resource Card</b></p> <p>Respect From Local Citizens</p>
<p>Response Teams <b>Resource Card</b></p> <p>1 Base Camp</p>	<p>Response Teams <b>Resource Card</b></p> <p>2 Paramedics</p>	<p>Response Teams <b>Resource Card</b></p> <p>Federal Incident Management Website</p>	<p>Response Teams <b>Resource Card</b></p> <p>Barricades</p>	<p>Response Teams <b>Resource Card</b></p> <p>Bulldozer</p>

<p><b>Local Government Resource Card</b></p> <p>Roads With Multiple Routes</p>	<p><b>Local Government Resource Card</b></p> <p>1 Large Conference Room</p>	<p><b>Local Government Resource Card</b></p> <p>Strong Speaking Skills</p>	<p><b>Local Government Resource Card</b></p> <p>1 Bus</p>	<p><b>Local Government Resource Card</b></p> <p>1c Safety Officers</p>
<p><b>Local Government Resource Card</b></p> <p>10 Public Safety Officers</p>	<p><b>Local Government Resource Card</b></p> <p>Barricades</p>	<p><b>Local Government Resource Card</b></p> <p>Two-Way Radio Communication System</p>	<p><b>Local Government Resource Card</b></p> <p>1 Police SUV</p>	<p><b>Local Government Resource Card</b></p> <p>1 Police SUV</p>
<p><b>Local Government Resource Card</b></p> <p>Map Of Surrounding Areas</p>	<p><b>Local Government Resource Card</b></p> <p>Town Twitter Account</p>	<p><b>Local Government Resource Card</b></p> <p>1 School Gymnasium</p>	<p><b>Local Government Resource Card</b></p> <p>10 Smartphones</p>	<p><b>Local Government Resource Card</b></p> <p>1 Town Park</p>
<p><b>Local Government Resource Card</b></p> <p>Food Pantry</p>	<p><b>Local Government Resource Card</b></p> <p>Strong Personal Networking</p>	<p><b>Local Government Resource Card</b></p> <p>8 Jail Cells</p>	<p><b>Local Government Resource Card</b></p> <p>1 Bus</p>	<p><b>Local Government Resource Card</b></p> <p>Local Radio Station</p>

<p>State And Federal Government <b>Resource Card</b></p> <p>Strong Personal Networking</p>	<p>State And Federal Government <b>Resource Card</b></p> <p>Federal Emergency Dollars</p>	<p>State And Federal Government <b>Resource Card</b></p> <p>1 Lake</p>	<p>State And Federal Government <b>Resource Card</b></p> <p>Excellent Speaking Ability</p>	<p>State And Federal Government <b>Resource Card</b></p> <p>Road System With Multiple Routes</p>
<p>State And Federal Government <b>Resource Card</b></p> <p>Federal Interagency Incident Management</p>	<p>State And Federal Government <b>Resource Card</b></p> <p>Television Transmitter</p>	<p>State And Federal Government <b>Resource Card</b></p> <p>Interstate Highways</p>	<p>State And Federal Government <b>Resource Card</b></p> <p>Dispatch Center</p>	<p>State And Federal Government <b>Resource Card</b></p> <p>Clear Command Structure</p>
<p>State And Federal Government <b>Resource Card</b></p> <p>National Forest Service Thinning Projects</p>	<p>State And Federal Government <b>Resource Card</b></p> <p>Federal Bureau Of Investigation</p>	<p>State And Federal Government <b>Resource Card</b></p> <p>Press Secretary</p>	<p>State And Federal Government <b>Resource Card</b></p> <p>Strong Relationships With Lawmakers</p>	<p>State And Federal Government <b>Resource Card</b></p> <p>Gasoline</p>
<p>State And Federal Government <b>Resource Card</b></p> <p>Water Tank Truck</p>	<p>State And Federal Government <b>Resource Card</b></p> <p>1 Bus</p>	<p>State And Federal Government <b>Resource Card</b></p> <p>Clear Emergency Plan And Procedures</p>	<p>State And Federal Government <b>Resource Card</b></p> <p>Satellite Photography</p>	<p>State And Federal Government <b>Resource Card</b></p> <p>Maps Of Surrounding Areas</p>

## Simulation Teacher Script—Phase Two

Teacher does: Show Slide 7. Place the Scenario Sheets for each community at tables around the room. Students should take their Resource Cards and move into groups in the community that is listed on their role card. For example, some Response Teams roles will be from Show Low, some from Springerville, etc.

Teacher says: Today, you will face the threat of the Rodeo-Chediski fire in your communities. The fire did not threaten all of these communities but all of them had an important role in responding to the wildfire. Your goal is to work together to make the best choices and to get the resources necessary to meet the challenges of the scenario. For the next several minutes, you will read the scenarios, choose ONE scenario to solve, and collect the resource cards necessary. You can trade or gift cards with other groups. But remember, there are limited resources. Will you be able to get what your community needs? The fire is coming, so get focused. **(Integrating Processes: Reading, Listening, Speaking)**

Teacher does: Display the map from the story map that shows the locations of the communities and the fire. (Slide 4) Circulate and make gentle suggestions until students understand that they can move around and trade cards. Suggestion: Go online and find forest fire sounds, wind, etc. to add to the experience.

Observe groups and end the trading when most of the groups have found all the resources possible to try to resolve their scenario.

Teacher says: Raise your hand if your group found all the resources necessary to resolve the situation.

Teacher does: Show Slide 8.

Teacher says: What examples of cooperation happened during the process? What examples of competition occurred? How realistic did you think the process was?

Teacher does: Record responses to the above questions on the board or on a PPT slide.

Teacher says: Now, spend a few minutes reflecting on the simulation in Section 3 of the Simulation Worksheet.

Teacher does: Collect all materials as students work.



## Simulation Worksheet

Name \_\_\_\_\_

### Section 1

Complete the following on your own.

1. My role is:
2. My community is:
3. My role type is (circle):



Business Leaders



Local Citizens and  
Homeowners



Local Government



Response Teams



State and Federal  
Government

### Section 2

Lay out the group's cards and think quietly **BEFORE** you discuss.

1. Two resources I feel we must HAVE are:

I think we must have \_\_\_\_\_ because \_\_\_\_\_.

I think we must have \_\_\_\_\_ because \_\_\_\_\_.

2. Two resources I feel we could DO WITHOUT are:

I think we could do without \_\_\_\_\_ because \_\_\_\_\_.

I think we could do without \_\_\_\_\_ because \_\_\_\_\_.

**Discuss as a group which resources to take. Decide upon 10 resources.**

3. The 10 resource cards we will take into the next phase are:

(continued on the back side)

### Section 3

**AFTER** going through the simulation, reflect on the following questions. Use complete sentences.

1. In an actual extreme weather disaster, how would your **ROLE** have been able to help?
2. How did your group or others show **Competition** and **Cooperation** during the simulation?

Competition	Cooperation

3. What are two inferences you can make about the real Rodeo-Chediski fire based on the simulation?
4. What two questions do you have about the real fire?
5. As a member of your community, what one thing should your community do to prepare for a large fire happening again? Why is this the most important thing?
6. In Section 3, highlight two facts or pieces of information that helps support your proposal in #5.

Name\_\_\_\_\_

Period\_\_\_\_\_

**Notes Organizer Rubric**

Total Points: \_\_\_\_\_/25

Exemplary (For an A = 25 points)	Proficient (For a B = 20 points)	Basic (For a C = 18 points)	Novice (D/F = 0-17 pts.)
<p>Answers are:</p> <ul style="list-style-type: none"> <li>• Very neat &amp; complete</li> <li>• Thoroughly describe the places and events.</li> <li>• Show thoughtful observation, predictions, and inferences.</li> <li>• Show insights</li> <li>• Personalized</li> </ul>	<p>Answers are:</p> <ul style="list-style-type: none"> <li>• Legible</li> <li>• Adequately describe the place and events.</li> <li>• Show appropriate observations, predictions and inferences.</li> <li>• Respond thoroughly to questions</li> </ul>	<p>Answers are:</p> <ul style="list-style-type: none"> <li>• Mostly legible</li> <li>• Somewhat describes the place and events.</li> <li>• Show some reasonable observations, predictions and inferences.</li> <li>• Addresses competition &amp; cooperation</li> </ul>	<p>Answers are:</p> <ul style="list-style-type: none"> <li>• Missing important information and responses.</li> <li>• Some info may be illegible, copied.</li> </ul>

Name\_\_\_\_\_

Period\_\_\_\_\_

**Notes Organizer Rubric**

Total Points: \_\_\_\_\_/25

Exemplary (For an A = 25 points)	Proficient (For a B = 20 points)	Basic (For a C = 18 points)	Novice (D/F = 0-17 pts.)
<p>Answers are:</p> <ul style="list-style-type: none"> <li>• Very neat &amp; complete</li> <li>• Thoroughly describe the places and events.</li> <li>• Show thoughtful observation, predictions, and inferences.</li> <li>• Show insights</li> <li>• Personalized</li> </ul>	<p>Answers are:</p> <ul style="list-style-type: none"> <li>• Legible</li> <li>• Adequately describe the place and events.</li> <li>• Show appropriate observations, predictions and inferences.</li> <li>• Respond thoroughly to questions</li> </ul>	<p>Answers are:</p> <ul style="list-style-type: none"> <li>• Mostly legible</li> <li>• Somewhat describes the place and events.</li> <li>• Show some reasonable observations, predictions and inferences.</li> <li>• Addresses competition &amp; cooperation</li> </ul>	<p>Answers are:</p> <ul style="list-style-type: none"> <li>• Missing important information and responses.</li> <li>• Some info may be illegible, copied.</li> </ul>

Name\_\_\_\_\_

Period\_\_\_\_\_

**Written Proposal Paragraph Rubric**

Total Points: \_\_\_\_\_/75

Exemplary (For an A = 68-75)	Proficient (For a B = 61-67)	Basic (For a C = 53-60)	Novice (D/F = 0-52)
<p>The student:</p> <ul style="list-style-type: none"> <li>• Made a relevant proposal that would be likely to help.</li> <li>• Supported ideas with convincing information and facts from the notes.</li> <li>• Used complete sentences and accurate mechanics.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>• Made a relevant proposal that would have a chance of helping.</li> <li>• Supported ideas with information and facts from the text.</li> <li>• Used complete sentences.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>• Made a proposal unlikely to have much impact.</li> <li>• Supported ideas with very general or somewhat irrelevant information from the notes.</li> <li>• Used mostly complete sentences.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>• Made an irrelevant or unrealistic proposal.</li> <li>• Supported ideas with little to no information from the notes.</li> <li>• Did not use complete sentences.</li> </ul>

Overall Grade: \_\_\_\_\_/100

Comments:

Name\_\_\_\_\_

Period\_\_\_\_\_

**Written Proposal Paragraph Rubric**

Total Points: \_\_\_\_\_/75

Exemplary (For an A = 68-75)	Proficient (For a B = 61-67)	Basic (For a C = 53-60)	Novice (D/F = 0-52)
<p>The student:</p> <ul style="list-style-type: none"> <li>• Made a relevant proposal that would be likely to help.</li> <li>• Supported ideas with convincing information and facts from the notes.</li> <li>• Used complete sentences and accurate mechanics.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>• Made a relevant proposal that would have a chance of helping.</li> <li>• Supported ideas with information and facts from the text.</li> <li>• Used complete sentences.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>• Made a proposal unlikely to have much impact.</li> <li>• Supported ideas with very general or somewhat irrelevant information from the notes.</li> <li>• Used mostly complete sentences.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>• Made an irrelevant or unrealistic proposal.</li> <li>• Supported ideas with little to no information from the notes.</li> <li>• Did not use complete sentences.</li> </ul>

Overall Grade: \_\_\_\_\_/100

Comments: