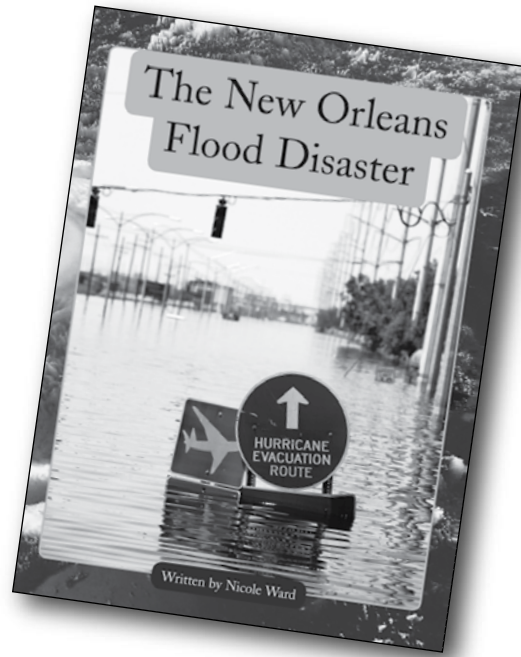


Springboard 5



The New Orleans Flood Disaster

Fact

Text Type	1900–2400 words	2400–3000 words	3100–3500 words
Information Report (Compare/Contrast)	Simpson Desert, Mojave Desert	Daintree Rainforest, Amazon Rainforest	Murray River, Mississippi River
Biography	Steve Irwin	Douglas Mawson	Fred Hollows
Explanation	How Things Work on a Farm	How Things Work on a Plane	How Things Work at a Hospital
Recount (Disaster)	The King's Cross Fire Disaster	The Beaconsfield Mine Disaster	The New Orleans Flood Disaster

We have designed these lesson plans so that you can have the plan in front of you as you teach, along with a copy of the book. Suggestions for teaching have been divided into questions and discussion that you may have with students before, during, and after they read. You may prefer to explore the meaning and the language in more detail before students read. Your decisions will depend on the gap between students' current knowledge and the content, vocabulary, and language of the book they are about to read. The more information students have up front, the easier it will be for them to read the text.



THE NEW ORLEANS FLOOD DISASTER

Upper level fact

Text type: Recount (Disaster)

Reading age 11–11.5

Word count 3100–3500

Guide questions for teachers are in *italics*.

Before Reading

Activate prior knowledge by asking students what they know about floods. Explain that a flood can occur after long or heavy periods of rain, tropical cyclones, or typhoons. *A hurricane is a severe tropical storm usually accompanied by heavy rains and strong winds. As well as other damage caused by the storm and wind, the damage caused by flooding can be very serious.*

Have students discuss their experience of floods or water damage.

COVER

Before Reading

Read the title and examine the cover photograph. Discuss what the book may be about. What does this photograph tell you about the New Orleans Flood? Where is New Orleans? Who do you think took this photo?

Ask students if they have heard of Hurricane Katrina. Read the blurb and discuss what students expect to learn from this book.

Invite students to flick through the book to gather more information about what it is about. Discuss.

CONTENTS PAGE

Open the book. Discuss the features of the contents page. *What do you know about information books?* Students should indicate that the reader can choose where they would like to start.

Students should mention the terms *glossary* and *index* when discussing features. Ask students to explain what each term means. Visit each of these pages to clarify that the glossary provides meanings for new or tricky words about the topic, and the index provides the page numbers to help the reader locate particular things in the book.

INTRODUCTION

Before Reading

What do you notice first about this page? Guide students to discuss the photograph and caption on page 4, the time line across the bottom, and the background images. Have students view the photographs and read captions and diagrams in this chapter before beginning reading.

What do you think the Saffir-Simpson hurricane scale is? Invite inferences.

Have students visit the glossary to check the meanings of bold words.

Read the first chapter and be ready to share what you learn about this disaster and also what you notice about the way this book is written.

After Reading

Have students share what they have learned:

When did this hurricane occur?

Which area did this hurricane affect?

How powerful was it?

How much of the city was left flooded?

Discuss the way this book is written. Invite students to share their observations. Explain that this is an interview which provides a factual recount of the events. *Why do you think the author might have chosen this text type?*

KATRINA STRIKES

Before Reading

Read the interview question. Direct students to look at the diagrams, images, captions, and time line on pages 8 to 11. *What does this information tell you about Hurricane Katrina and the subsequent flooding?*

Have students visit the glossary to check the meanings of bold words.

Read pages 8 to 11, and be ready to share what you learn about this disaster from Elmer's recount. Jot down some notes to help you remember important details.

After Reading

Invite students to share their discoveries. *What is an evacuation order? Who gave the order?* Prompt the discussion to explore reasons why many people did not leave New Orleans before the hurricane hit.

Describe what happened after the hurricane. Prompt students to revisit pages 10 and 11 if needed. *Why was New Orleans at great risk of flooding?*

How do you think it would have felt to see the polluted water rising so quickly around you?

IN THE ATTIC

Before Reading

What does Elmer recount in this part of the book?

Invite students to look through this chapter to gather more information from photos, diagrams, and captions about the flood. Discuss the diagram on page 14, to build knowledge that the city is shaped like a bowl.

Have students visit the glossary to check the meaning of the bold word.

Read this chapter to find out what happened to Elmer and his parents next.

After Reading

What did you learn about what happened next? Invite responses. *Why was New Orleans so vulnerable to flooding? Describe the flood water. What could happen if you drank the water or even walked through it?*

Besides dealing with the aftermath of the hurricane and the flooding, what made the situation worse in New Orleans? Discuss the term looting. What other words or phrases mean the same thing? Support students to understand the general feeling of hopelessness, despair, and fear.

AFTER THE STORM

Before Reading

Read the next interview questions. *What is the Superdome? What do you think it would have been like at the Superdome?*

Have students visit the glossary to check the meaning of the bold word. Discuss the term *refuge*.

As you read this chapter, jot down a few notes about what Elmer and his parents did next. Also note the kinds of things that were going on in New Orleans after the flood. Be ready to share your feelings about this.

After Reading

What did Elmer and his parents do? Why?

*What are some other words or phrases that mean the same as *refuge*? Discuss the term *refugee*.*

What was it like at the Superbowl? Why do you think so many people went there even though the conditions were so bad?

What was going on in New Orleans? Why do you think there was so much crime? Does that surprise you? Why/why not?

What makes Elmer angry about the tragedy?
Reread page 22 to check if needed.

What makes Elmer feel good or uplifted? Reread page 23 to check if needed.

THE INVESTIGATION

Before Reading

Who is Dr Erica Swift? Why might she be interviewed? Who might Dr Swift be representing?

Invite students to look through this chapter to gather information from the photographs, diagrams, and captions.

As you read, jot down the main points that Dr Swift identifies as the contributing factors to the tragedy.

After Reading

Invite students to share their responses. Support students to identify the following points:

- Scientists predicted the disaster.
- New Orleans was built in a dangerous place (below sea level).
- Experts predicted the levees would not be strong enough for a big hurricane.
- Experts predicted the water would be toxic in a flood.
- Experts predicted that people could not get out of the city.
- Experts predicted there would be too many refugees to look after.

What important message does Dr Swift outline?

▲ CODE BREAKER

This book could be challenging to read if you don't know much about hurricanes or floods. This makes the glossary a very valuable feature of the text.

Look through the book and find other words that could be added to the glossary. Once you have found them:

- write the words
- record their page numbers
- write what you think the words mean
- check the words in your dictionary

When you have finished, compare your list to a friend's and see which, if any, words you have in common.

■ MEANING MAKER

Natural disasters can have a devastating effect on people. Ask students to think about the recovery and rescue after the flood. Many people had nowhere to go and no money, food, water, or clothing. Elmer talks about people helping others, and describes how good it made him feel.

He also talks about people behaving in criminal ways after Hurricane Katrina. What could these people have done to help instead of hinder the situation? What impact do you think these people might have had on others around them?

◆ TEXT USER

Tell students that this book is set out in a sequence that makes it easy for us to follow Elmer's factual recount. Have students revisit the book to find other features of this book that can help them understand what happened, and the order of events.

Have students discuss the genre of this text. *What was the author able to communicate to us through a factual recount that would have been tricky to show us in a report?*

● TEXT CRITIC

Explain that all authors write books for a purpose. The purpose may be to entertain, to inform, or to persuade. Sometimes the purpose is clear, but at other times the purpose may not be clear. A factual recount is one person's view, opinion, or understanding of what happened. Writing this way shows us Elmer's feelings about the topic. This is called bias. Readers need to be aware of this, and the possibility that they may be influenced by the writer's opinions or feelings.

Scan through this information book. Does Elmer stick to the facts, or does he talk a lot about his feelings?

USING MULTIPLE INTELLIGENCES

Class activity

Research: Conduct more research about floods.
(N)

Record: Record the places where these floods occurred and how much damage they did. (L)

Organize: Organize this information using a table.
(L)

Reorganize: Reorganize the information by date to form a time line. (L)

Map: Choose one flood and draw a map to show the area/s that were worst affected. Add labels to show places. (S)

MULTIPLE INTELLIGENCES

The theory of multiple intelligences was developed by Howard Gardner, a professor of education at Harvard University. Howard Gardner's theory suggests that the current view of intelligence, as measured by IQ tests, is far too limited and discriminates against students who think in different ways. He proposes taking a broader perspective and has identified eight different intelligences. These are:

verbal-linguistic intelligence – word smart

logical-mathematical intelligence – number/
reasoning smart

spatial intelligence – picture smart

bodily-kinaesthetic intelligence
– body smart

musical intelligence – music smart

interpersonal intelligence – people smart

intrapersonal intelligence – self smart

naturalist intelligence – nature smart

Multiple intelligences have enormous potential as a tool in furthering reading and language development. Traditionally, the teaching of language and reading has focused mainly on two intelligences: logical-mathematical and verbal-linguistic. This means that many students who possess different intelligences do not receive the necessary opportunities, encouragement, instruction, or reinforcement to succeed with reading as well as they might.

The New Orleans Flood Disaster

Name _____

Graphic Organizer (before and during reading)

As you read, add what you learn about hurricanes to the organizer below. Sketch your impression of what a hurricane is like.

Introduction:	Sketch:
---------------	---------

Jot down Elmer's thoughts about the following:

	Elmer's thoughts
Katrina Strikes	
In the Attic	
After the Storm	
The Investigation	

The New Orleans Flood Disaster

Name _____

Multiple Intelligences
Intrapersonal

Many residents tried to flee from New Orleans before Hurricane Katrina struck. During disasters, people often take special things that cannot be replaced, such as photos, medals, trophies, and gifts that people have given them. If you knew a terrible storm was approaching and you had time to pack and leave town, what would you take? Draw and label your special things in the box. On the lines underneath, write your reasons.



The New Orleans Flood Disaster

Name _____

🔍 Code Breaker

Think about the words below and what they might mean. Reread the sentence/s containing these words. Predict what they mean and then check your dictionary. Record your responses below.

Word	My prediction	Dictionary meaning
Superdome (page 4)		
supplies (page 8)		
evacuate (page 9)		
torrent (page 10)		
vulnerable (page 11)		
looters (page 14)		
toxic (page 16)		
departed (page 20)		
unconscious (page 23)		
community spirit (page 23)		

The New Orleans Flood Disaster

Name _____

☐ Meaning Maker

Can you imagine what it would be like to be in a hurricane? Use the book to help you to build a picture of what it would look like, sound like, and feel like to be hit by a hurricane like Katrina.

Looks like

Sounds like

Feels like

The New Orleans Flood Disaster

Name _____

Text User

Find the information from the book to complete the table below.

Hurricane	Category	Wind speed	Side effects (flooding, power loss, etc)	Loss of Life
Katrina				

Think of positive and negative things that occurred as a result of Hurricane Katrina.

Positive	
Negative	

The New Orleans Flood Disaster

Name _____

● Text Critic

This book is presented as an interview with a person who recounts his experiences during Hurricane Katrina. It is a nonfiction book. Does this mean we should be able to believe everything in the book is true and accurate?

1. What was your first impression of this book when you saw the cover?

2. Did you think that this book would give facts about hurricanes that are correct? Why or why not?

3. Do you think the author simply presented the facts in this book? Explain.

4. Did you get the feeling that the author liked, disliked, or was afraid of hurricanes?

5. Which word in the title makes a statement about hurricanes?

6. In what ways could an interview present information that might not be accurate?

7. Do you think readers of this book will be inspired to learn more about hurricanes or other natural disasters? Explain.

8. Do you think Elmer's account of his experiences would be similar to that of other people? Explain.

The New Orleans Flood Disaster

Name _____

Recount (Disaster)

You learn a lot about what happened during Hurricane Katrina from reading the words, but you also need to read the pictures, maps, and diagrams. Find these pictures, maps, and diagrams in the book and examine them carefully to gather information.

Feature	What it helps me understand about Hurricane Katrina
Photo: Title page	
Photo: Louisiana Superdome (page 4)	
Photo: View of New Orleans after Hurricane Katrina (page 5)	
The Saffir-Simpson Scale (page 7)	
Diagram: Cross-Section of New Orleans (page 14)	
Photo: Coast Guard helicopter (page 19)	
Diagram: Failure of the Levees (page 26)	

**The New Orleans
Flood Disaster**

Name _____

Lined writing area consisting of 28 horizontal lines.