

## TV News Report: Student Research Guideline (page 3)

### TV News Report: Natural Disaster

#### Forming Research Groups

The teacher divides the class into six equal ability groups. The teacher or the group members select a group leader. The group leader, in collaboration with the other members, assigns the following research tasks to group members.

- define the natural disaster (1 student);
- map the location of this disaster (1 student);
- create a graph of this disaster (1 student);
- collect pictures of this disaster (1 student);
- predict the location of next disaster (1 student);
- map the location of next disaster (1 student).

#### How to Select a Topic

The group members cooperatively select a natural disaster that captures the groups' interest. It is essential that all members agree to work enthusiastically on the same topic. The following is a partial list of topics:

- hurricane;
- earthquake;
- blizzard;
- tornado;
- avalanche;
- volcanic eruption;
- forest fire;
- tsunami;
- landslides;
- or other natural disasters.

#### Decision Making Model

The following decision making model is recommended as a guideline to assist groups in this research assignment.

##### Step 1:

- used a variety of sources to locate data;

##### Step 2:

- analyzed, synthesized and evaluated data;

##### Step 3:

- accurately selected the map location where this disaster most frequently occurs;

##### Step 4:

- communicated the results of the research

It is essential that the above Decision Making Steps are followed. Failure to comply will result in an overall poor group evaluation of this assignment. Students must carefully adhere to the four steps during their research efforts to collect data, map locations and predicting the location of a future natural disaster.

#### Define the Natural Disaster

The suggested topic 'hurricane' is too broad for a systematic investigation and would lead to a superficial treatment. Narrow your topic down and focus on one significant hurricane or a specific geographic location. Use textbooks, encyclopedias, Internet sites or any other source to collect data on the natural disaster. Keep your definition relevant, current and concise. Your definition may include photographs, pictures, hand drawn pictures, slides, videos, etc.

#### Map the Location of this Disaster

Using an atlas, Internet sites, or textbooks, students research to discover the world wide pattern of occurrences. Students may wish to restrict the area of research to one continent or area rather than the entire world. Students map these occurrences to discover if a pattern exists. Students continue to research to understand the reason for this pattern. The reason for the pattern must be included in the presentation.

#### Graphic Display

Students must create a graph to depict the frequency of occurrences of this natural disaster. For example, a hurricane may have a frequency of five per year in the Caribbean and ten per year in the Indian Ocean. Students may wish to graph the effects on human activity (e.g., loss of life, loss of property), and to portray the disastrous power of a hurricane in terms of the geographic area covered by the storm tract.

#### Collect Pictures of a Disaster

Students must include a pictorial representation of the natural disaster. Locating sources for the pictures should include searches in the school library, public library, Internet sites, etc. Sample Internet sites are as follows:

United States Geological Survey  
(<http://www.usgs.gov>)

Volcano World  
(<http://volcano.und.nodak.edu/>)

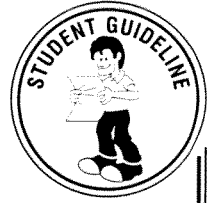
Tsunami  
(<http://www.geophys.washington.edu/tsunami/intro.html>)

Hurricanes and Tropical Storms  
(<http://www.cwbol.com/hurr.html>)

Tornadoes  
(<http://tornadoproject.com/index.html>)

#### Predict and Map the Location of the Next Disaster

Using an atlas, and all other data collected, predict the next most likely location of occurrence. Map this prediction and be prepared to defend your prediction to the class and teacher.



**TV News Report: Student  
Responsibility Sheet (page 4)**

GROUP MEMBERS
1)
2)
3)
4)
5)
6)

**Group Proposal:**

*We have collaborated and agreed to conduct research into the following Natural Disaster:*

Topic ⇨

*We will prepare, to the best of our ability, an oral and visual presentation of our discoveries to the entire class on the following date:*

Date ⇨

⇨ Date assigned by the teacher

**The following is a list of the responsibilities of each member:**

- 1) Responsibility: **Define the Natural Disaster.**  
Person in charge: \_\_\_\_\_  
Brief outline: \_\_\_\_\_  
\_\_\_\_\_
- 2) Responsibility: **Map the Location of the Disaster.**  
Person in charge: \_\_\_\_\_  
Brief outline: \_\_\_\_\_  
\_\_\_\_\_
- 3) Responsibility: **Create a Graph of the Natural Disaster.**  
Person in charge: \_\_\_\_\_  
Brief outline: \_\_\_\_\_  
\_\_\_\_\_
- 4) Responsibility: **Collect Pictures of this Natural Disaster.**  
Person in charge: \_\_\_\_\_  
Brief outline: \_\_\_\_\_  
\_\_\_\_\_
- 5) Responsibility: **Predict the Location of the Next Disaster.**  
Person in charge: \_\_\_\_\_  
Brief outline: \_\_\_\_\_  
\_\_\_\_\_
- 6) Responsibility: **Map the Location of the Next Disaster.**  
Person in charge: \_\_\_\_\_  
Brief outline: \_\_\_\_\_  
\_\_\_\_\_



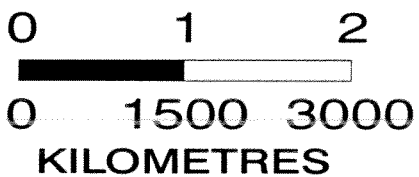
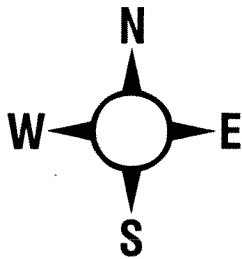
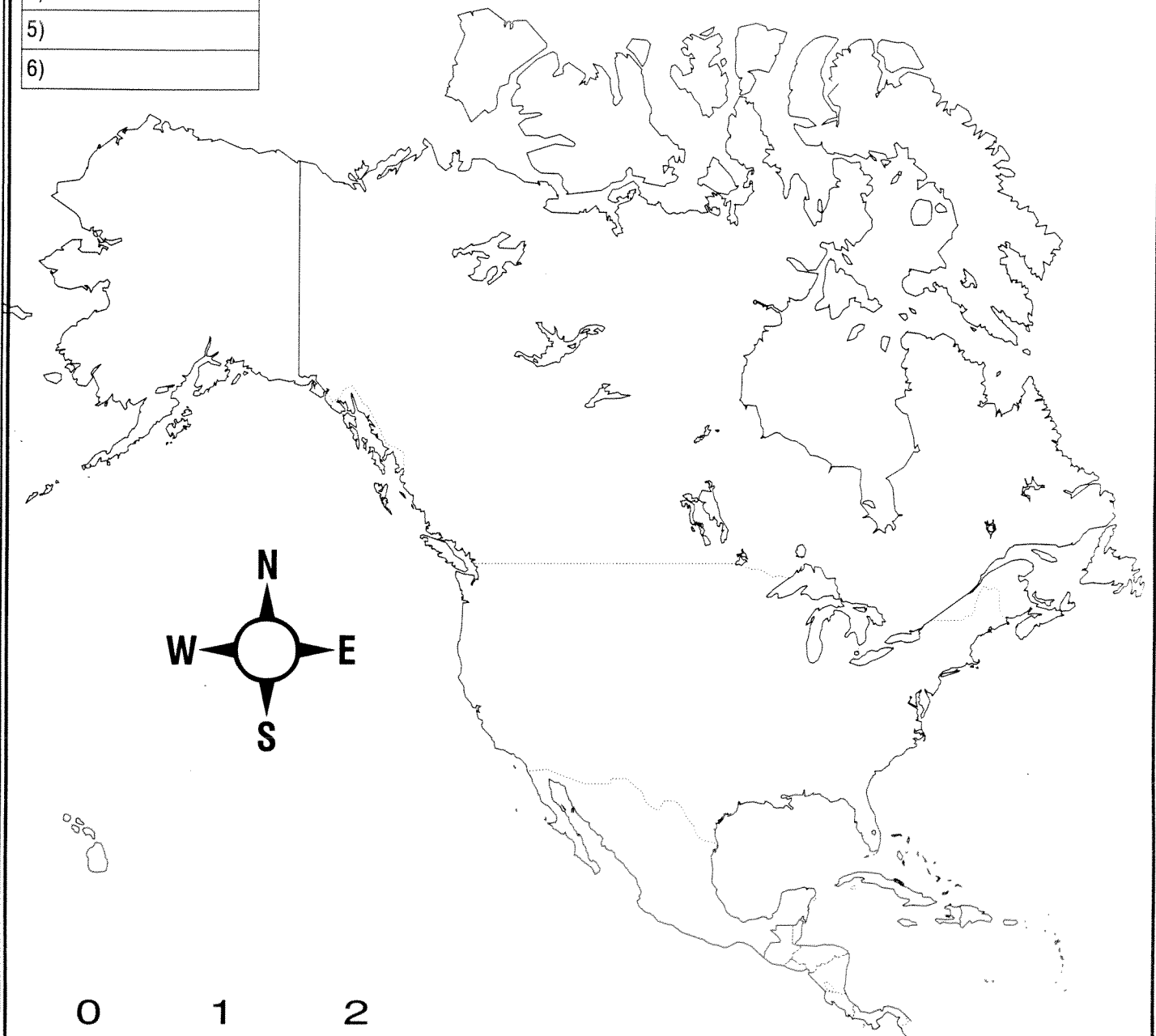
**TV News Report:  
North America Map (page 5)**

MAP ESSENTIALS CHECK LIST	
Title	• printed neatly at the top of the map; highlighted inside a box or underlined; purpose clearly stated
Labels	• printed neatly in an accurate and orderly fashion; no missing, inaccurate or misspelled labels
Legend	• well positioned frame with a neat and complete set of symbols; a compass direction indicator
Appearance	• correct use of colour; great care taken to be consistent in colouring / shading; stimulates interest; captures attention

**GROUP MEMBERS**

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_
- 5) \_\_\_\_\_
- 6) \_\_\_\_\_

(MAP TITLE)





Topic 2: Patterns in Physical Geography (Gr. 7)  
Unit III: Natural Phenomena

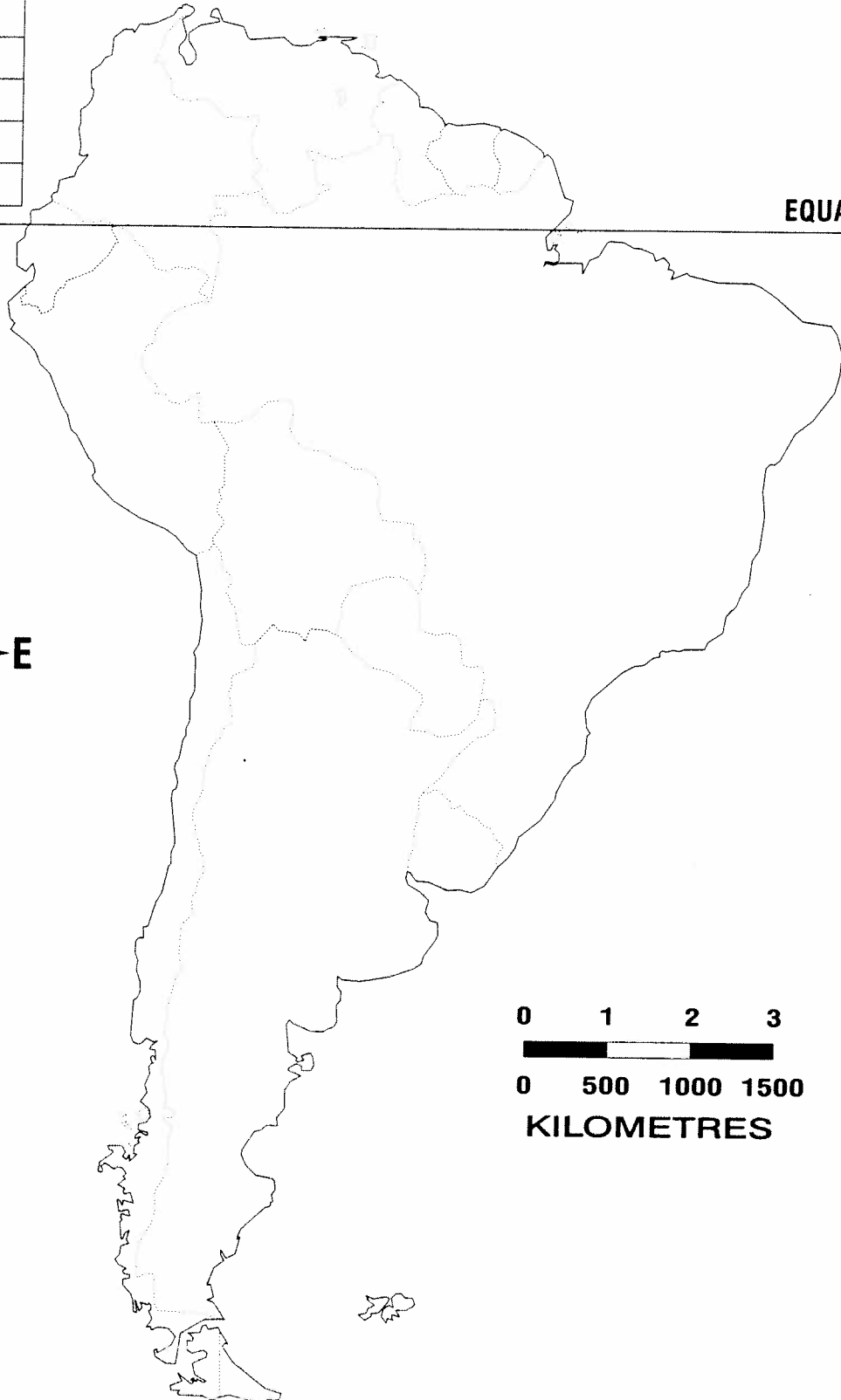
**TV News Report:  
South America Map (page 6)**

MAP ESSENTIALS CHECK LIST	
Title	• printed neatly at the top of the map; highlighted inside a box or underlined; purpose clearly stated
Labels	• printed neatly in an accurate and orderly fashion; no missing, inaccurate or misspelled labels
Legend	• well positioned frame with a neat and complete set of symbols; a compass direction indicator
Appearance	• correct use of colour; great care taken to be consistent in colouring / shading; stimulates interest; captures attention

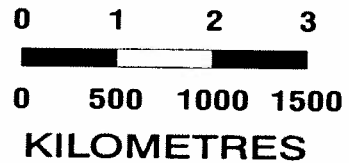
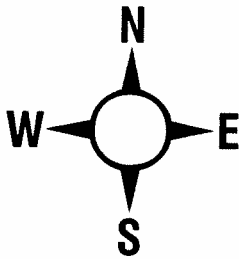
**GROUP MEMBERS**

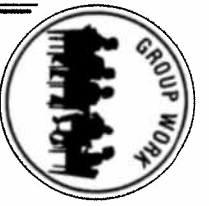
- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_
- 5) \_\_\_\_\_
- 6) \_\_\_\_\_

(MAP TITLE)



**EQUATOR**



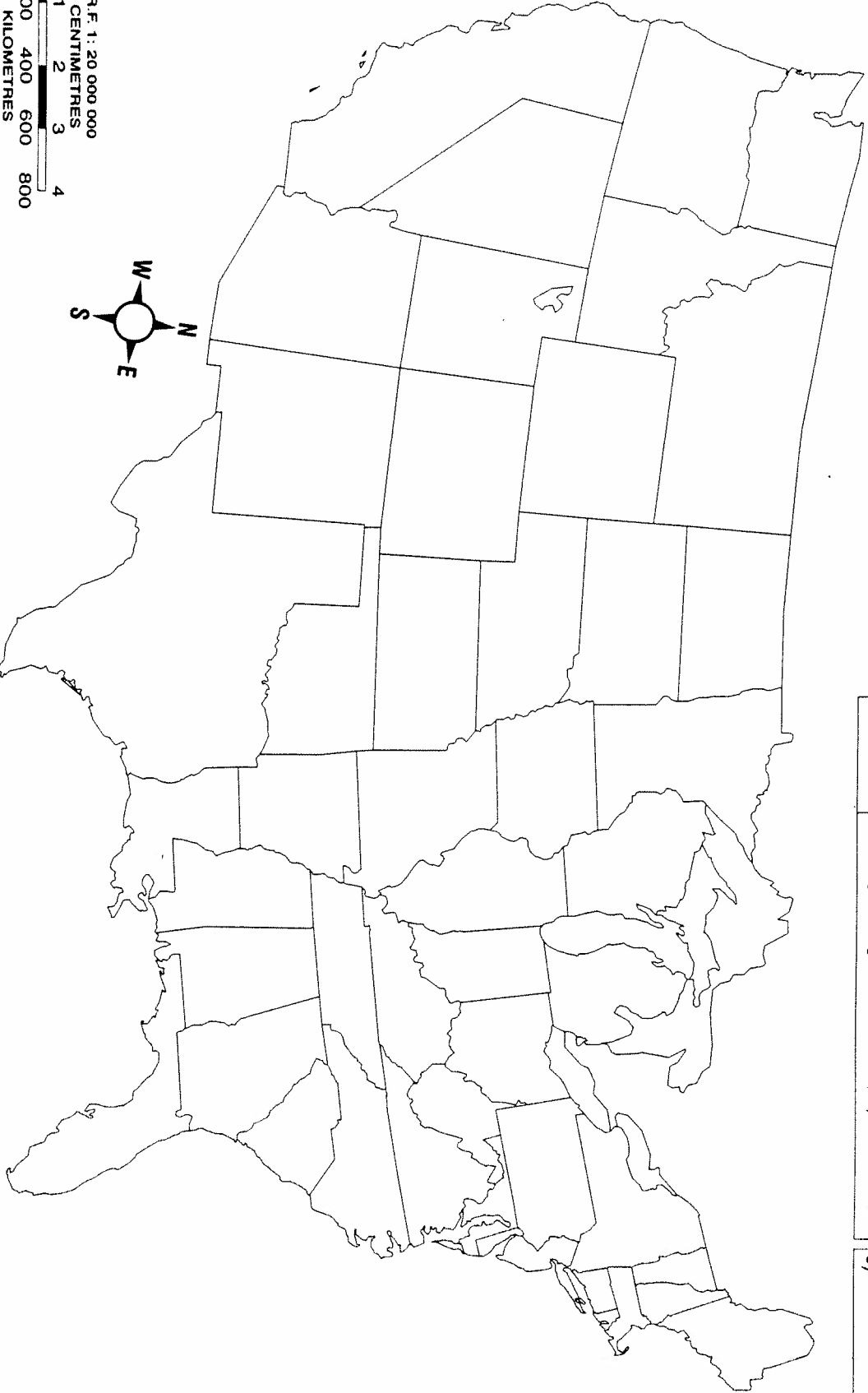
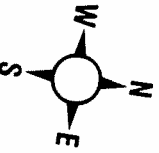


**Topic 2: Patterns in Physical Geography (Gr. 7)**  
**Unit III: Natural Phenomena**

**TV News Report:**  
**Map of Contiguous United States of America**  
*(page 7)*

(MAP TITLE)

R.F. 1: 20 000 000  
 CENTIMETRES  
 0 1 2 3 4  
 KILOMETRES  
 0 200 400 600 800



MAP ESSENTIALS CHECK LIST		GROUP MEMBERS
<b>Title</b>	<ul style="list-style-type: none"> <li>printed neatly at the top of the map; highlighted inside a box or underlined; purpose clearly stated</li> </ul>	1) _____
<b>Labels</b>	<ul style="list-style-type: none"> <li>printed neatly in an accurate and orderly fashion; no missing, inaccurate or misspelled labels</li> </ul>	2) _____
<b>Legend</b>	<ul style="list-style-type: none"> <li>well positioned frame with a neat and complete set of symbols; a compass direction indicator</li> </ul>	3) _____
<b>Appearance</b>	<ul style="list-style-type: none"> <li>correct use of colour; great care taken to be consistent in colouring / shading; stimulates interest; captures attention</li> </ul>	4) _____
		5) _____
		6) _____



Topic 2: Patterns in Physical Geography (Gr. 7)  
Unit III: Natural Phenomena

**TV News Report:  
Map of Canada (page 8)**

**MAP ESSENTIALS CHECK LIST**

Title	• printed neatly at the top of the map; highlighted inside a box or underlined; purpose clearly stated
Labels	• printed neatly in an accurate and orderly fashion; no missing, inaccurate or misspelled labels
Legend	• well positioned frame with a neat and complete set of symbols; a compass direction indicator
Appearance	• correct use of colour; great care taken to be consistent in colouring / shading; stimulates interest; captures attention

**GROUP MEMBERS**

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_
- 5) \_\_\_\_\_
- 6) \_\_\_\_\_

(MAP TITLE)

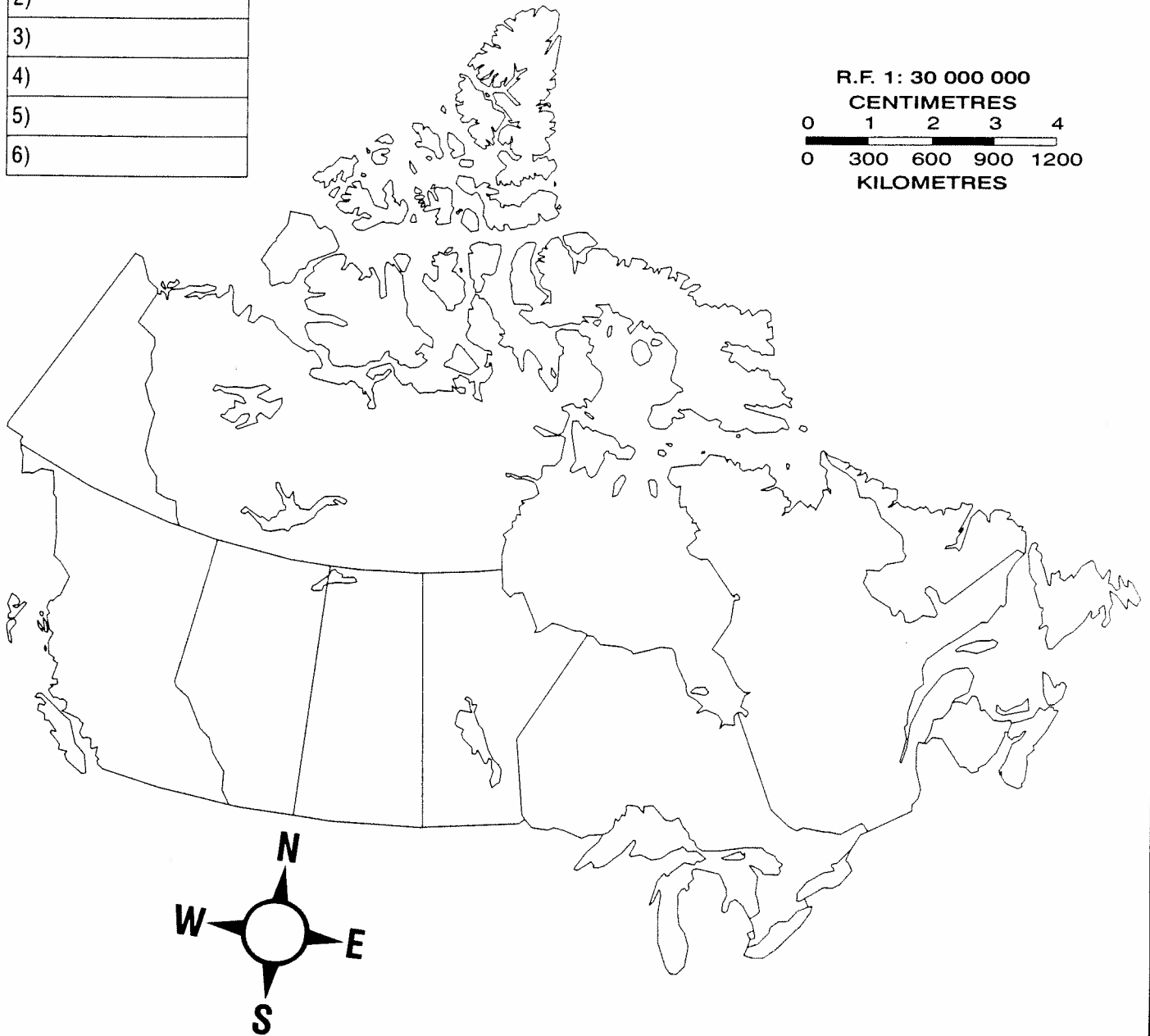
R.F. 1: 30 000 000

CENTIMETRES

0 1 2 3 4

0 300 600 900 1200

KILOMETRES



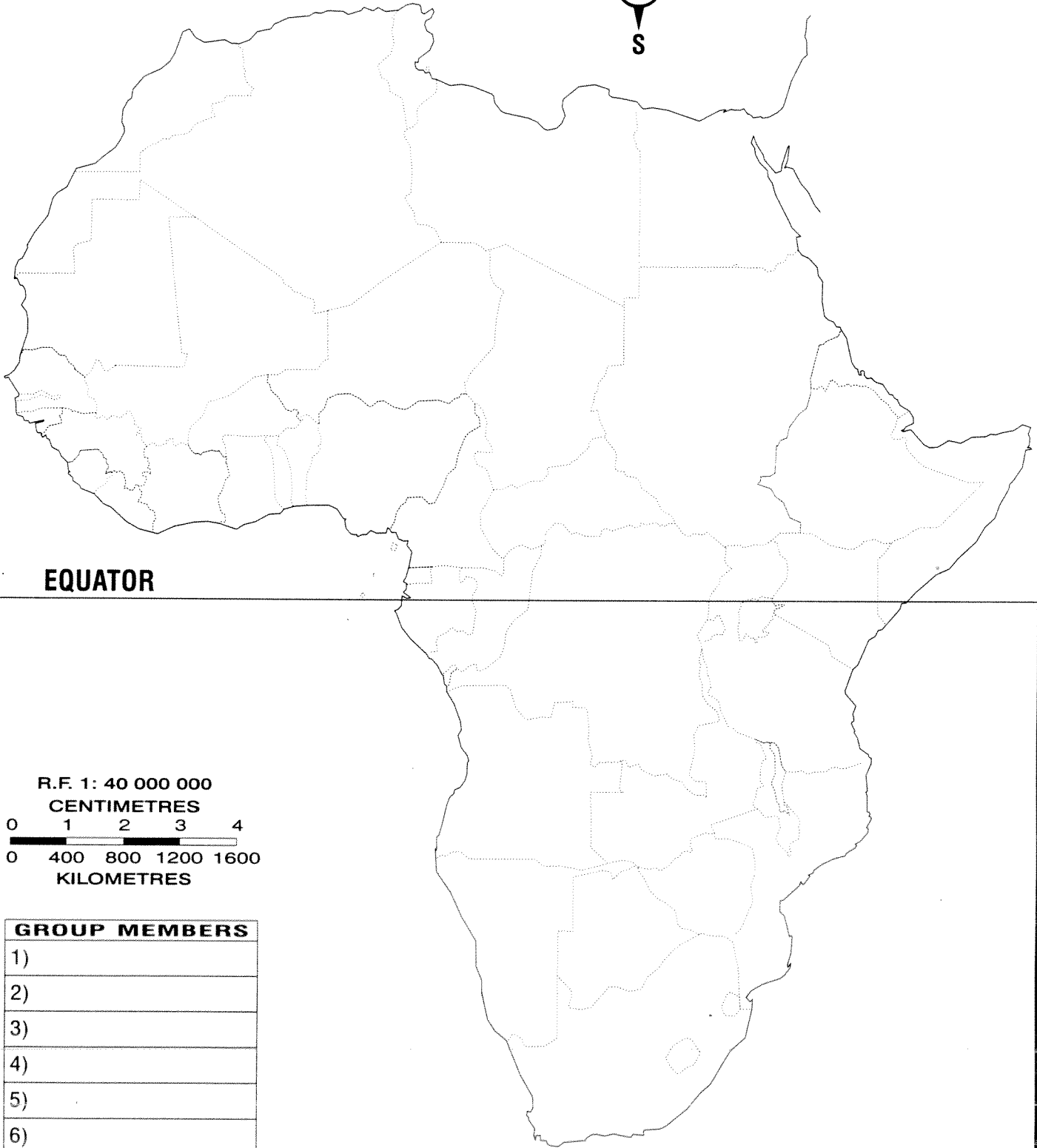
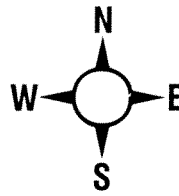


**TV News Report:  
Map of Africa (page 9)**

**MAP ESSENTIALS CHECK LIST**

Title	• printed neatly at the top of the map; highlighted inside a box or underlined; purpose clearly stated
Labels	• printed neatly in an accurate and orderly fashion; no missing, inaccurate or misspelled labels
Legend	• well positioned frame with a neat and complete set of symbols; a compass direction indicator
Appearance	• correct use of colour; great care taken to be consistent in colouring / shading; stimulates interest; captures attention

(MAP TITLE)



**EQUATOR**

R.F. 1: 40 000 000

CENTIMETRES

0 1 2 3 4

0 400 800 1200 1600

KILOMETRES

**GROUP MEMBERS**

1)

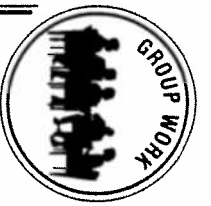
2)

3)

4)

5)

6)



**Topic 2: Patterns in Physical Geography (Gr. 7)**  
**Unit III: Natural Phenomena**

**TV News Report:**  
**Map of the Caribbean (page 10)**

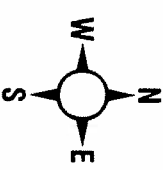
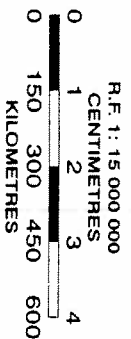
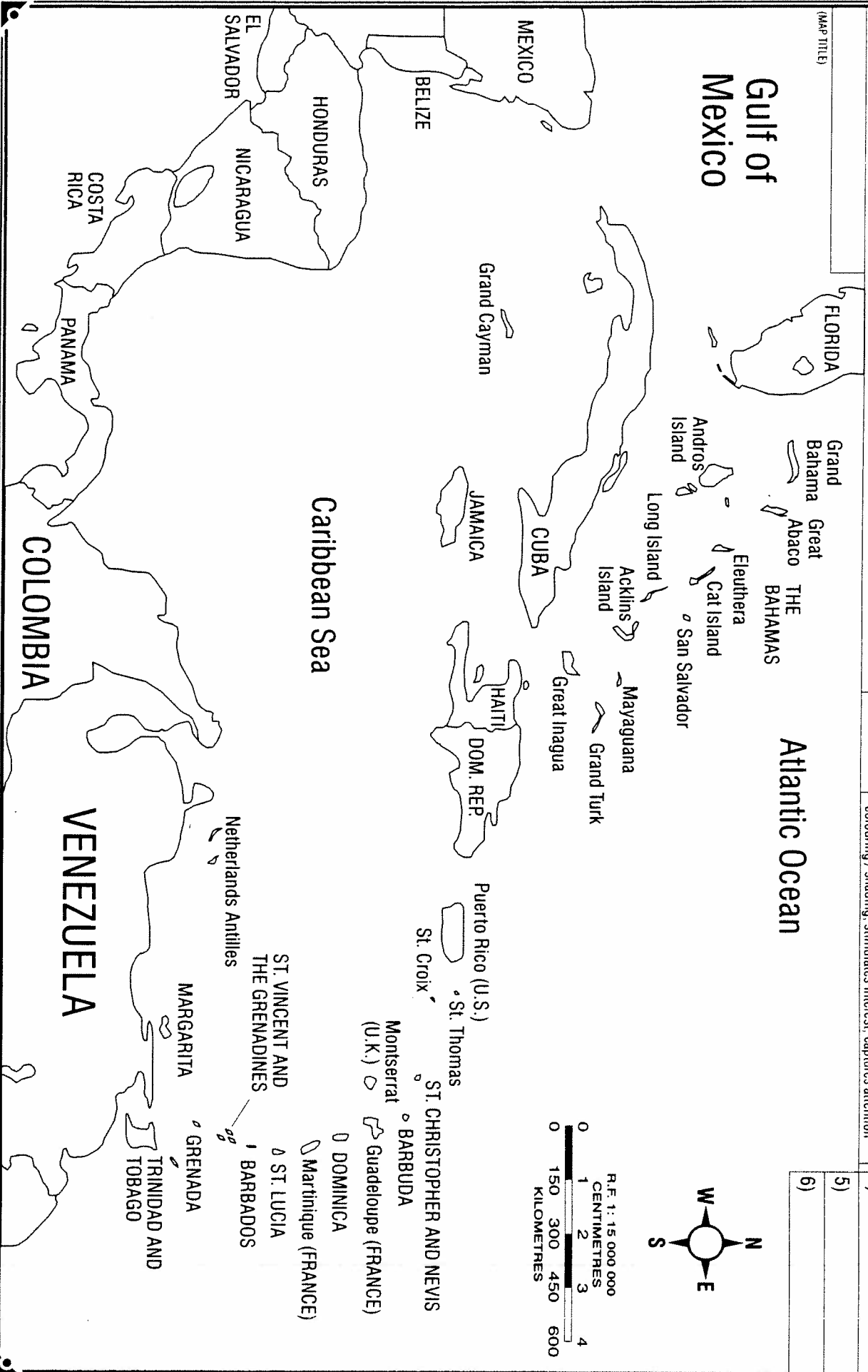
MAP ESSENTIALS CHECK LIST		GROUP MEMBERS
<b>Title</b>	<ul style="list-style-type: none"> <li>printed neatly at the top of the map; highlighted inside a box or underlined; purpose clearly stated</li> </ul>	1)
<b>Labels</b>	<ul style="list-style-type: none"> <li>printed neatly in an accurate and orderly fashion; no missing, inaccurate or misspelled labels</li> <li>well positioned frame with a neat and complete set of symbols; a compass direction indicator</li> </ul>	2)
<b>Legend</b>	<ul style="list-style-type: none"> <li>correct use of colour; great care taken to be consistent in colouring / shading; stimulates interest; captures attention</li> </ul>	3)
<b>Appearance</b>		4)
		5)
		6)

(MAP TITLE)

**Gulf of Mexico**

**Atlantic Ocean**

**Caribbean Sea**



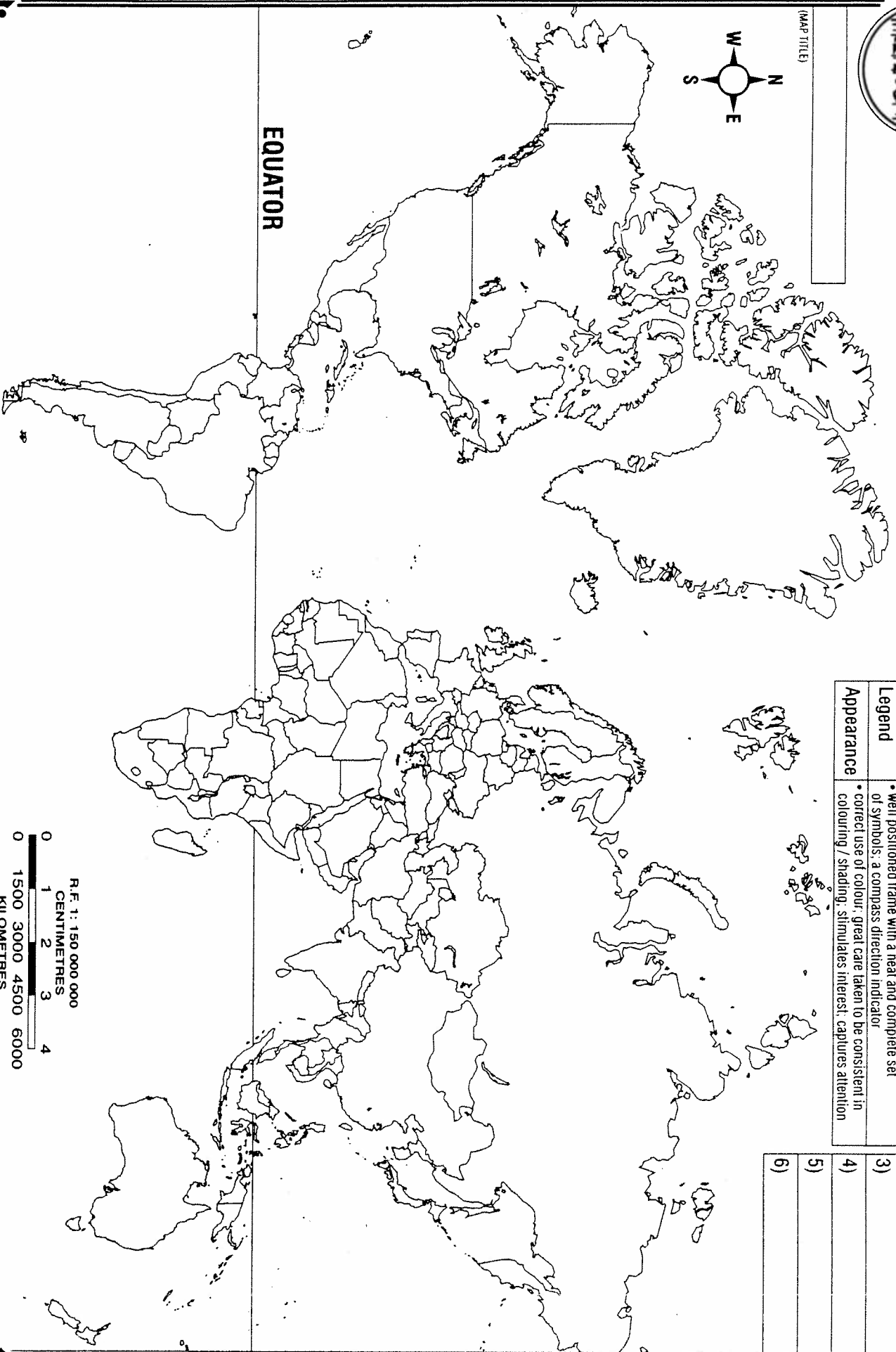
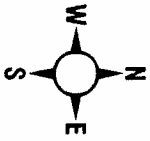




**Topic 2: Patterns in Physical Geography (Gr. 7)**  
**Unit III: Natural Phenomena**

**TV News Report: World Map (page 11)**

(MAP TITLE)



<b>MAP ESSENTIALS CHECK LIST</b>	
<b>Title</b>	<ul style="list-style-type: none"> <li>• printed neatly at the top of the map; highlighted inside a box or underlined; purpose clearly stated</li> </ul>
<b>Labels</b>	<ul style="list-style-type: none"> <li>• printed neatly in an accurate and orderly fashion; no missing, inaccurate or misspelled labels</li> </ul>
<b>Legend</b>	<ul style="list-style-type: none"> <li>• well positioned frame with a neat and complete set of symbols; a compass direction indicator</li> </ul>
<b>Appearance</b>	<ul style="list-style-type: none"> <li>• correct use of colour; great care taken to be consistent in colouring / shading; stimulates interest; captures attention</li> </ul>

**GROUP MEMBERS**

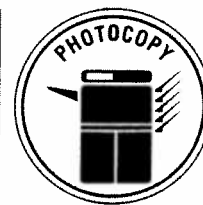
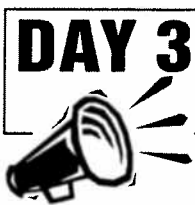
- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_
- 5) \_\_\_\_\_
- 6) \_\_\_\_\_

R.F. 1: 150 000 000

CENTIMETRES

0 1 2 3 4

0 1500 3000 4500 6000  
 KILOMETRES



**TV News Report: Evaluation Rubric  
Student Presentation and  
Student Evaluation (page 13)**

**Teacher's Instructions:**

1. Provide each group leader with a photocopy of this page. This will allow the groups to fully understand the evaluation criteria while providing a greater opportunity for success.
2. For each section of the student presentation, place a mark from 1 to 4 in the appropriate criteria box.
3. Calculate an overall group mark by determining the most consistent level of performance (Level 1 to Level 4).
4. Record the names of the group members in the chart below.

GROUP MEMBERS	
1)	
2)	
3)	
4)	
5)	
6)	

5. Record the overall mark in the space below.

1  2  3  4

Additional comments:

**Levels of performance.**

MAP LOCATION OF THE NATURAL DISASTER	
1 <input type="checkbox"/>	many inaccuracies in locations where this type of disaster occurs; location of future disaster not included or unclear; map appears hastily done
2 <input type="checkbox"/>	some inaccuracies in locations where this type of disaster occurs; location of future disaster shown but not in a very likely place; map completed in an adequate fashion
3 <input type="checkbox"/>	few inaccuracies in locations where this type of disaster occurs; location of future disaster shown in a reasonably likely place; some care taken in completing the map
4 <input type="checkbox"/>	accurately locates regions where this type of disaster occurs; clearly identifies a valid location of future disaster; great care taken in map preparation

**Levels of performance.**

NATURAL DISASTER DECISION MAKING MODEL	
1 <input type="checkbox"/>	included none or one of the Decision Making Steps; <ul style="list-style-type: none"> <li>★ location of data from a variety of sources</li> <li>★ analyzing, synthesizing, evaluating of data</li> <li>★ choosing the most valid location or place</li> <li>★ communicating the results</li> </ul>
2 <input type="checkbox"/>	included two of the following Decision Making Steps; <ul style="list-style-type: none"> <li>★ location of data from a variety of sources</li> <li>★ analyzing, synthesizing, evaluating of data</li> <li>★ choosing the most valid location or place</li> <li>★ communicating the results</li> </ul>
3 <input type="checkbox"/>	included three of the following Decision Making Steps; <ul style="list-style-type: none"> <li>★ location of data from a variety of sources</li> <li>★ analyzing, synthesizing, evaluating of data</li> <li>★ choosing the most valid location or place</li> <li>★ communicating the results</li> </ul>
4 <input type="checkbox"/>	included four of the following Decision Making Steps; <ul style="list-style-type: none"> <li>★ location of data from a variety of sources</li> <li>★ analyzing, synthesizing, evaluating of data</li> <li>★ choosing the most valid location or place</li> <li>★ communicating the results</li> </ul>

**Levels of performance.**

CHOICE OF PREDICTED LOCATION FOR NEXT DISASTER	
1 <input type="checkbox"/>	inconsistent research information; unlikely location
2 <input type="checkbox"/>	consistent research information; unlikely location
3 <input type="checkbox"/>	consistent research information; likely location
4 <input type="checkbox"/>	very consistent research information; very likely location

**Levels of performance.**

REASONS FOR PREDICTED LOCATION FOR NEXT DISASTER	
1 <input type="checkbox"/>	location reasons poorly researched; illogical conclusions; very poorly written reasons; inconsistent map information
2 <input type="checkbox"/>	location reasons somewhat researched; somewhat logical conclusions; poorly written reasons; somewhat inconsistent map information
3 <input type="checkbox"/>	location reasons well researched; logical conclusions; well written reasons; consistent map information
4 <input type="checkbox"/>	location reasons very well researched; very logical conclusions; very well written reasons; very consistent map information