

## Effects of Flooding in Trinidad

**WebQuest Description:** Flooding in Trinidad and Tobago has become a major issue in our country. Many families are displaced, houses and valuables are lost, many animals die and many crops are lost because of flooding.

The following webquest seeks to enhance students knowledge on flooding, it's effects and strategies that can be used to combat flooding.

**Grade Level:** 9-12

**Curriculum:** Social Studies

**Keywords:** flood, pollution, causes of flooding.

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## Introduction

You were recently appointed Prime Minister in Trinidad and Tobago. The day after, there was heavy rainfall and floods devastated many parts of the country. You and your team have visited the most severely hit areas. Taking pictures and notes on what you have seen. As the first thing on your agenda, you decide to address the issue of flooding.

## Tasks

There are two parts to this assignment.

A. (60 marks) Students will be divided into groups of 5. Each group and will be required to produce a written report answering the following questions:

1. What is flooding? 2. What causes flooding? 3. What are some of the effects of flooding? 4. Identify areas in Trinidad where flooding is most prominent. 5. Suggest solutions to alleviate flooding.

The report should include pictures and interviews with persons who are affected by flooding.

Follow the link below which will assist you in writing your report. [http://www.vaniercollege.qc.ca/tlc/tipsheets/writing/write-report\(55\).pdf](http://www.vaniercollege.qc.ca/tlc/tipsheets/writing/write-report(55).pdf)

B. (40 marks) Students are to create any one of the following: a. A powerpoint presentation based on the report. b. A skit based on your findings. c. A photostory about your report.

## Process

The following links will assist in the development of your Report.

A. Define

Flooding1) [www.fema.gov/kids/floods.htm](http://www.fema.gov/kids/floods.htm) 2) <http://dictionary.kids.net.au/word/flood3> 3) <http://apps.sepa.ogr.uk/floodlinekids/rivers/flooding.htm>

B. Identify areas of flooding in

Trinidad: 1) [www.trinidadandtobagonews.com/blog/?p=7122](http://www.trinidadandtobagonews.com/blog/?p=7122) 2) [www.new.gov.tt/index.php?news=58543](http://www.new.gov.tt/index.php?news=58543) 3) [http://globalfloodingmaps.org/Trinidad\\_Tobago](http://globalfloodingmaps.org/Trinidad_Tobago)

C. List the causes of

flooding 1) [www.cdera.org/cunews/sit.rep/trinidad/article\\_1534.php2](http://www.cdera.org/cunews/sit.rep/trinidad/article_1534.php2) 2) <http://www.youtube.com/watch?v=0yGIOfah6bg>

D. Describe the effects of flooding 1) <http://library.thinkquest.org/03oct/02054/effects.htm>

E. Come up with solutions to

flooding 1) [www.nails.gov.tt/Agri/agri\\_environment\\_flooding.htm2](http://www.nails.gov.tt/Agri/agri_environment_flooding.htm2) 2) <http://guardian.co.tt/news/general/2010/08/05/water-management-solution-our-flood-disasters3> 3) <http://guardian.co.tt/commentary/letters/2010/08/10/12-point-solution-flooding-problems>

## Evaluation

The project will be evaluated using the following rubric. It gives a breakdown of the marks and how the marks will be awarded for certain sections of the Project.

Category and Score	Beginning (4)	Developing (6)	Accomplished (8)	Exemplary (10)	Score
Notes (Teacher will evaluate notes of each partner)	Carelessly presented, incomplete, copied information	Generally follow guidelines, but omits important information.	Neat, complete; mostly in own words; little thought or interpretation	Neat, complete, in own words; indicates thought	
REPORT (Teacher will evaluate the display)	Incomplete, hastily assembled materials	All elements present; minimal description or understanding of goals	Complete, neatly presented; generally understands events and importance	Complete, neat, well organized, thoughtful selection of events and people; original	
PICTURES (Teacher will evaluate the written report)	Incomplete; does not understand goals; more effort needed	Includes 5 connections and two trends; understands goals; some impossible or historically inaccurate events	Includes 7 connections to history and mentions four trends; complete; generally accurate interpretation	Includes at least 10 connections to history; develops at least five trends; complete; believable and accurate connections to history; imaginative presentation	
PRESENTATION (Teacher and students will evaluate the presentation)	Short, unrehearsed delivery; shows little connection with the history and problems of the region	Organized delivery; understands connection between some events and person's history	Clearly presented; organized with beginning, middle, and end; demonstrates some connections of person to history of country	Imaginative; easily heard and understood; uses display effectively; clear connection of history to decisions and events in person's life	
				Total Score	

## Conclusion

At the end of the lesson students will be able to provide a definition for flooding, identify areas of flooding in Trinidad and Tobago as well as list the main effects and causes of flooding in the country. In addition students will recommend solutions for flooding in a given area.

## Teacher Page

Teachers can use this webquest as a guide to build other web quests or even as a practice for their students to develop web-questing.

## Reviews

## Footer

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