zunal.com

Effects of Flooding in Trinidad
by
Ashford Tamby

Princes Town

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.
Published On: 2010-11-27 17:23:14
Last Modified: 2010-11-25 21:41:23
WebQuest URL: http://zunal.com/webquest.php?w=79826

Introduction

You were recently appointed Prime Minister in Trinidad and Tobago.The day after, there was heavy rainfall and floods devestated many parts of the country. You and your team have visited the most severly 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. Whats is flooding?2. What causes flooing?3. What are some of the effects of flooding?4. Identify areas in Trinidad where flooding is most prominant. 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
B. (40 marks) Students are to create any one of the follwoing:a. A powerpoint presentation based on the report.b. A skit based on your findingsc. 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.htm2)htpp://dictionary.kids.net.au/word/flood3)http://apps.sepa.ogr.uk/floodlinekids/rivers/flooding.htm
B. Identify areas of flooding in
Trinidad:1)www.trinidadandtobagonews.com/blog/?p=7122)www.new.gov.tt/index.php?news=58543)http://globalfloodingmaps.org/Trinidad_Tobago
C. List the causes of
flooding1)www.cdera.org/cunews/sit.rep/trinidad/article_1534.php2)http://www.youtube.com/watch?v=0yGlOfah6bg
D. Describe the effects of flooding1)http://library.thinkquest.org/03oct/02054/effects.htm
E. Come up with solutions to
flooding1)www.nails.gov.tt/Agri/agri_environment_floodinghtm2)http://guardian.co.tt/news/general/2010/08/05/water-management-soluation-our-flood-disasters3)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 outher web quests or even as a practice for their students to develop web-questing.

Reviews

Footer