

# Natural Disaster Web Page

## Overview:

Students will conduct Internet research and create a web page using a Microsoft FrontPage template.

## Intended Audience:

Project is designed for 7th grade science classes; however, this project can also be used for 8th grade science and high school Integrated Physics and Chemistry classes. Using the writing activities, an interdisciplinary approach can also be used with English/Language Arts classes.

## Allotted time:

7 class periods stretched over 10 class days

## Objectives for Science:

- To learn about natural disasters, the conditions that create them, and their environmental and human impact
- To understand and relate scientific concepts like equilibrium and potential and kinetic energy
- To write scientifically
- To gather, interpret, and synthesize information
- To make predictions

## Objectives for Technology:

- To use computer and network resources effectively
- To gather information using the Internet
- To synthesize and publish gathered information in a web format

## Science TEKS:

7.3D, 7.5A, 7.8A, 7.14A

## TA TEKS:

1A, 1B, 1C, 1E, 1F, 1H, 2A, 3A, 3B, 4B, 6A, 6B, 6C, 10D, 11A

TEKS PDF file: [TEKS Front Page Project.pdf](#)

## Procedures:

### Preparation:

Science: This project is designed to integrate Internet research and web publishing with scientific inquiry on natural disasters and their effect on the environment, equilibrium, potential energy, kinetic energy, and the human condition. Teachers may want to integrate the lesson with labs or demonstrations dealing with the above mentioned scientific concepts.

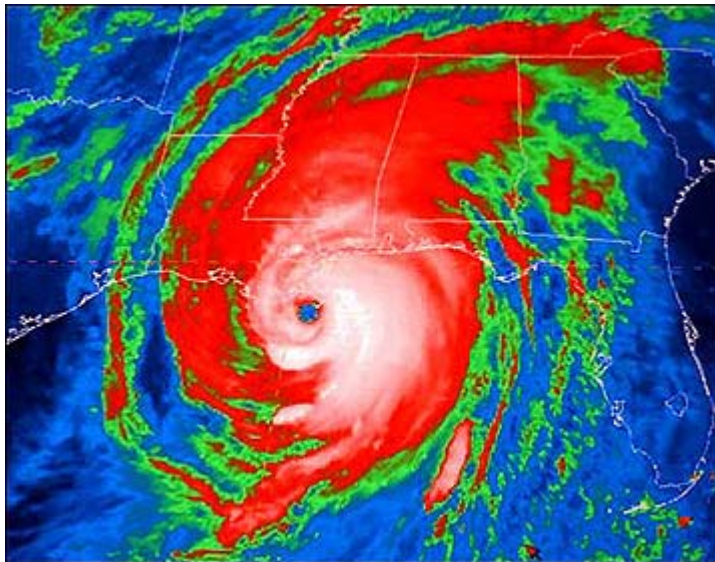
Technology: Students will need to have access to a common network folder to open and use the numerous files created for this project. The common folder should have "read only" access so students do not overwrite the files. All files can be opened from the common folder and saved to the individual student's network folder. Keep a clean electronic copy of all files in a storage area where students do not have access. Please see the Instructional Technology Specialist on your campus for any needed help.

### Classroom (Day One) Project and Concepts:

#### Materials:

- Computer with projector
- Natural Disaster PowerPoint file:  
[Natural\\_Disaster\\_Project.ppt](#)
- Concepts Word file:  
[Natural\\_Disaster\\_Concepts.doc](#)

1. Project utilizes the scientific concepts of environment, equilibrium, potential energy, and kinetic energy.
2. Review the scientific concepts and integrate any demonstrations or science labs illustrating the concepts.
3. Review the PowerPoint explaining the project. Teacher may wish to modify the PowerPoint to fit student needs.
4. Discuss with students what constitutes a natural disaster.
5. Assign individual students or groups of students a type of natural disaster and have them begin discussing assignment.



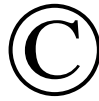
### Classroom (Day Two) Copyright and Research Questions:

#### Materials:

- Computer with projector and Internet access
- Copyright PowerPoint file:  
[Copyright.ppt](#)
- Citing Information file:  
[Citing\\_Information.doc](#)
- Natural Disaster Worksheet:  
[Natural\\_Disaster\\_Worksheet.doc](#)

1. Show PowerPoint defining copyright and why it is used.
2. Using the link from the PowerPoint, review the Flash interactive about copyright.
3. Using the PowerPoint, have the class answer the questions about copyright either as a whole class activity or divide class into teams and use a game format.
4. Show Citing Information sheet.
5. Discuss citation rules and formats.
6. Show <http://citationmachine.net/> website and how it is used.
7. Review questions students will answer while in computer lab using Natural Disaster Worksheet.

8. Review your campus' computer lab expectations, rules, and procedures.



### **Computer Lab (Days Three and Four) Research:**

#### **Materials:**

- Computer lab
- Teacher computer with projector and Internet access
- PowerPoint show:  
[Website\\_Jump\\_Page.pps](#)
- Worksheet with natural disaster questions:  
[Natural\\_Disaster\\_Worksheet.doc](#)

1. Have students open Website\_Jump\_Page.pps
2. Show students how to use jump page.
3. Show students how to access search engines and search for additional information.
4. Show students how to save graphic file from Internet to their respective network folders.
5. Remind students to keep a record on the worksheet where they have gathered information.
6. Briefly review <http://citationmachine.net/> website and how it is used.
7. Have students multitask by opening the worksheet file (Natural\_Disaster\_Worksheet.doc) along with the web browser and type in information in header.
8. Have students begin gathering information from the Internet and completing worksheet.

### **Classroom and Homework (Days Five, Six, Seven, Eight) Articles:**

#### **Materials:**

- Article sheets:  
[Article\\_Describing\\_and\\_Conditions.doc](#)  
[Article\\_Energy\\_Equilibrium\\_Environment.doc](#)  
[Article\\_Examples.doc](#)  
[Article\\_Impact.doc](#)  
[Article\\_Prediction.doc](#)
- Checklist:  
[Natural\\_Disaster\\_Checklist.doc](#)

1. Explain that before returning to the lab students will write articles of information using the data they have gathered from the Internet.
2. Give students copies of the worksheets or have them copy the questions from the worksheets to their own paper.
3. Give students time to write in class and give individual help when and where needed.
4. Handout checklist, have students fill out heading, and begin checking that they are completing all the steps in the project.
5. Have students complete the articles for homework over the next few nights.

### **Computer Lab (Days Nine and Ten) Create Web Page:**

#### **Materials:**

- Computer lab

- Teacher computer with projector and network access
- Web page template:  
[natural\\_disaster\\_web\\_template.htm](#)
- Rubric:  
[Natural\\_Disaster\\_Rubric.xls](#)

1. Show students the FrontPage template to demonstrate the final project.
2. Show students how to click in cells to modify information.
3. Show students how to insert graphics from file.
4. Show students how to change cell widths.
5. Show students grading rubric or provide as handout and explain grading procedures.
6. Emphasize to students the importance of getting the information, graphics, and proper citations in the web page before changing web page design elements.

