

Strand: <b>8.4</b>	Standard: <b>8.4.5</b>	Episode 1	<b>Big Idea:</b> There are patterns in the occurrences of natural hazards and these patterns can be used to predict future catastrophic events.
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<b>Title:</b> Colonization	<b>Time:</b> 45 minutes	CCCs	Practices
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### Episode Snapshot

In this episode students will become citizens of a city in a fictional country that will ultimately need to be protected from natural hazards. This episode is preparation that must be completed before the students are introduced to natural hazards with the phenomenon in episode 1.

#### *Introduction:*

Tell the students that you (the teacher) are the ruler of a new country and the students have been recruited to settle this new land. Divide the students into groups of 4 to 6 people. Each group represents a community who is setting out to establish a new city in this country.

Provide each group with a [map](#) that shows the physical features of this new land. It should include features like shorelines, lakes and rivers, mountain ranges, plains, volcanoes, islands etc. (You may base this on a fictional land such as Middle Earth or Skyrim, or use the provided map.)

The first task each community faces is to choose a location and name for their city. **This should be done before any discussion about natural hazards takes place. This is done to emphasize that when most cities are established, convenience, beauty, or access to resources is considered first. Consideration of natural hazards that affect the area are often a secondary concern.** You may want to find a way to make certain the cities are scattered across the map and not all concentrated in the same area. For example, make a rule that no city can be within so many miles of another city in the class. This will ensure that as many natural hazards as possible will be covered by the class.

Give each group Part One of their [City Charter](#) sheet and allow them time to complete the first two sides of the form. They will give their reasons for choosing the location they did, describe the advantages and disadvantages for choosing this location, describe the natural features of the area, and determine the climate of their city. Refer them to the [climate map](#) document for the climate information. Does it rain? Does it snow? How often does precipitation occur? What are the yearly temperature ranges? Are there big differences between summer and winter temperatures or are temperatures constant year round? The climate information will help them determine the weather related natural hazards that might affect their city.

*Teacher Note: This activity has potential for cross-curricular activities with the colonization unit in 8th grade History.*

<p><b>Assessment:</b></p> <p>None</p>	<p><b>Materials, resources, handouts, etc:</b></p> <p><a href="#">Map of a fictional land</a> showing physical features</p> <p><a href="#">City Charter</a></p> <p><a href="#">Climate map for your fictional land</a></p> <p>*<a href="#">Full Student Packet</a></p>
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