



Global Kids' *Hurricane Katrina: Tempest in Crescent City*
A Game-based Lesson Plan Addressing the Role of Citizen Rescuers in Hurricane Katrina and Disaster Preparedness

Objectives:

Students will be able to:

- Use an online game to better understand the Hurricane Katrina disaster and the importance of civilian rescuers.
- Learn how they can help New Orleans residents with the current challenges they face.

Standards:

National Standards for Civics and Government Section 3:

How Does the Government Established by the Constitution Embody the Purposes, Values, and Principles of American Democracy?

National Standards for Civics and Government Section 5:

What are the Roles of the Citizen in American Democracy?

Curriculum Standards for Social Studies Section 3:

Social studies programs should include experiences that provide for the study of people, places, and environments.

Curriculum Standards for Social Studies Section 7: Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services.

Time: 50 minutes

Materials/Resources Needed:

- Computers with internet access
- *Hurricane Katrina: Tempest in Crescent City* URL: www.tempestincrescentcity.org
- Times Picayune Interactive Flood Map URL:
www.nola.com/katrina/graphics/flashflood.swf
- Copies of Universal Declaration of Human Rights (attached)

Intro Activity – Brainstorming (5 minutes)

Take a few minutes to brainstorm Hurricane Katrina with your students. Make a mind map on the blackboard about everything your students know about the hurricane. When you're done, tell the students the following four facts:

- Hurricane Katrina struck just east of New Orleans on August 29, 2005.
- Much of New Orleans sits below sea level, and is kept dry by a federally designed and built flood control/levee system.
- The hurricane caused a catastrophic failure of this levee system, flooding 80% of the city.
- At least 1,836 people lost their lives in the Hurricane Katrina disaster, and the storm is estimated to have caused \$100 billion in damage

Main Activity – Game Play (20 min)

Hurricane Katrina: Tempest in Crescent City is a side-scrolling platformer game about Vivica Waters, a teenage girl dreaming of being a hero in Hurricane Katrina and rescuing her mother. The game opens with the player arriving in New Orleans East, and each of the five levels takes place in a different neighborhood on a different day of the disaster. The player's goal is to interview residents to both find out where her mother is and collect information for a journalist who helps her get to the other neighborhoods and uses the information to help other rescuers. The player has the option to help other residents, and earns hero points by doing so.

Take the students online to play *Tempest*. Instructions for playing the game can be obtained from the game's main menu. Give students the worksheet to accompany the game. They don't need to fill it out while playing, but review the questions on the sheet so they are familiar with what to look for. They should be given 15-25 minutes to play the game, and anyone finished early should be encouraged to play again and pay close attention to the text.

Processing (20 min)

Key Points:

After playing the game, students will have the opportunity to reflect on the experience and further investigate some of the key ideas of the game. The processing questions are designed to explore:

- The role of citizen heroes in the Hurricane Katrina disaster, and why an inadequate government response made citizen rescuers so important.
- What students can do to be prepared for disasters in their own hometowns.

Processing Questions:

1. What was your experience playing the game?
2. How would you describe the game's story to a friend?
3. What were the main actions in the game (rescuing people, giving out supplies, sharing, jumping, running, swimming)?
4. What items did you give out to other players? (flashlight, batteries, radio, bottled water, food, first aid kit) What other supplies do you think are important in a disaster?
5. Did you sometimes finish a level without rescuing everyone? Why?
6. Do you think rescuers in real life faced similar dilemmas?
7. In a disaster, who do you think is responsible for helping people? Who did you see helping out in the game? Why do you think that is?

8. What do you know about human rights? Name some human rights you know or rights from the Bill of Rights?
9. Take a look at the Declaration of Human Rights handout. How do you think human rights were protected or violated during Hurricane Katrina?

Extension activity:

Have students do the following activity at home and bring their answers in the next day to discuss. Visit the *Times Picayune* interactive flood map website (www.nola.com/katrina/graphics/flashflood.swf) and explore the map.

Processing Questions:

- What time did the flooding start?
- Are you surprised the flooding began before the hurricane hit?
- Find some different explanations for why flooding began before the hurricane hit.

* * *

Action Activity: Ways to Get Involved (10 minutes)

Although the hurricane is long past, the residents of New Orleans are still struggling with a number of different challenges ranging from rebuilding to health issues. Discuss with students some ways that they can help residents. This is also an opportunity to discuss human rights, how they may have been violated during the hurricane's aftermath, and how communities can work together to protect their human rights. How can citizens of a nation help preserve each other's rights when they are under attack? What responsibility do citizens of one part of the nation have to protect and help citizens from another part? What responsibility do citizens in one part of the world have to protect citizens in another part of the world? An additional list of relief organizations can be found at <http://katrina.mayfirst.org/>

Letter Writing

Housing is a major issue for many New Orleans residents, and both homelessness and mental illness rates exploded after the hurricane. Students can write their representatives in Congress and urge them to support funding to build new affordable housing for hurricane victims.

Volunteering

Many relief groups in the Gulf are still doing excellent work and can always use volunteers.

Common Ground Relief

Common Ground Relief's mission is to provide short-term relief for victims of hurricane disasters in the gulf coast region, and long term support in rebuilding the communities affected in the New Orleans area.

<http://www.commongroundrelief.org/>

Hands On New Orleans

Help rebuild a home. Tutor a child. Care for abandoned pets. Clean a park. Renovate a school. Lead a volunteer group. Learn about and take action on community issues.

<http://www.handsonneworleans.org/>

Rubarb

Volunteers began RUBARB in March 2006, after constantly collecting unused flood bikes, pulling them from garbage piles in the streets, and fixing them for both residents and volunteers.

<http://www.rubarbike.org/>

Donations

If you can't get to New Orleans to help those in need, relief groups can always use donations.

Lower 9th Ward Neighborhood Empowerment Network Association

Organized and controlled by residents of the Lower Ninth Ward, NENA addresses not only the immediate recovery needs created by the storm's destruction, but also the institutional neglect and disinvestment that plagued the neighborhood long before Katrina. NENA works with current Lower Ninth Ward residents, displaced residents living in other parts of New Orleans, and the broader diaspora who want to return to the neighborhood.

<http://www.9thwardnena.org/home/>

The Make It Right Foundation

In December 2006, Brad Pitt convened a group of experts in New Orleans to brainstorm ideas for building green, affordable housing on a large scale to help victims of Hurricane Katrina.

<http://www.makeitrightnola.org/>

People's Hurricane Relief Fund

The People's Hurricane Relief Fund is a grassroots and community-based coalition of 42 independent organizations that came together shortly after Hurricane Katrina hit to defend the right of return for the residents of New Orleans.

<http://phrf.squarespace.com/>

Save the Children International

Save the Children is a leading independent organization creating lasting change in the lives of children in need in the United States and around the world. They've helped over 30,000 children since the hurricane hit.

<http://www.savethechildren.org/>

Background Information for Educators

Game Dialogue and supporting articles

In this section you will find links to all supporting documents in the game. All information comes from major media sources. In the game, dialogue is arranged by level, with the game character in bold and then the quote following in plain text. Quotes from the game are then followed by the article link written in bold if unavailable online, or written in blue and underlined if available as a hyperlink. All articles from the Times-Picayune are located at the same URL, but the date of the article's publication is included for reference. Note: a player might not encounter all of the following characters nor necessarily in the order listed below.

Level 1

Informant: I saw your mom, Vivica. She's at Drew Elementary School in Bywater. There are at least 500 people there using it as a shelter.

The Great Deluge by Douglas Brinkley, p. 263

Giver: Vivica! See if anyone needs this radio. I heard a local DJ is broadcasting through the storm.

<http://www.onthedia.org/transcripts/2006/04/28/06>

Informant: Lots of people couldn't evacuate because they don't own cars, but 200 city buses are filling with water in a local parking lot because no one gave the order to use them.

<http://www.msnbc.msn.com/id/9231926/>

and

http://en.wikinews.org/wiki/Controversy_over_whether_New_Orleans_Mayor_failed_to_follow_hurricane_plan

Newspaper Headline: Hurricane Katrina Breaches Levees! Flood Waters Still Rising!

<http://www.nola.com/katrina/graphics/flashflood.swf>

Level 2

Informant: You that Vivica girl? Your Momma couldn't stay at the shelter because she brought a dog. She went to her office in Lakeview. Watch out for all the sharp debris in the water!

http://news.nationalgeographic.com/news/2005/09/0908_050908_katrina_pets.html

Giver: Here Vivica, give this bottled water to someone. It's so hot today people are going to be sweating buckets.

Injured: Thanks for the water, Vivica; I forgot to fill up my tub before the hurricane hit.

http://www.popularmechanics.com/science/worst_case_scenarios/4220516.html?series=29

Informant: The police are overwhelmed here. Lots of regular folks with boats are working together to help, but we need rescue equipment and emergency supplies!

<http://www.nola.com/katrina/pages/> Aug. 31

Informant: Hey Vivica, I'm scared! My brother went off to see if there was any room in the Superdome for us, and he hasn't come back yet. It's getting late and Mom's worried about him.

<http://www.nola.com/katrina/pages/> Sep 1

Newspaper Headline: Heroic Rescue Workers Overwhelmed by Disaster! Residents Team Up to Help!

<http://www.nola.com/katrina/pages/> Aug 31

Level 3

Informant: Vivica you hear about Jabar Gibson? That boy got a school bus loaded up with people and drove them to Houston before FEMA got anybody from the Superdome there.

<http://www.chron.com/disp/story.mpl/topstory2/3334317.html>

Informant: Your mama went to the nursing home in Gentilly to check on your grandma. She's worried because lots of elderly people are trapped in nursing homes.

<http://www.elderweb.com/home/node/3105>

Informant: Some of our neighbors are in boats rescuing people. You'll probably see some of them motoring around here helping out.

http://www.associatedcontent.com/article/340031/the_cajun_navy_heroic_louisiana_volunteers.html

Newspaper Headline: Local Heroes Save Each Other – Where's the army?

www.rand.org/pubs/monographs/2007/RAND_MG603.pdf - Rand Corporation study: Hurricane Katrina: Lessons for Army Planning and Operations

<http://www.spiegel.de/international/0,1518,373544,00.html> - "The US Army is now on the scene..."

<http://www.boingboing.net/2005/09/03/alcajun-army-times-c.html>

Level 4

Informant: Vivica, your ma went to check on her cousin in the Lower Ninth.

Giver: Here's some bottled water, Vivica. A friend of mine came by with a case he salvaged from a local store.

<http://www.snopes.com/katrina/photos/looters.asp>

Informant: Folks on the Gretna Bridge tried to leave N'awlins, but the Gretna police pushed 'em back with guns!

<http://www.cbsnews.com/stories/2005/12/15/60minutes/main1129440.shtml>

The National Guard isn't letting folks out of town either.

“Rapes, killings hit Katrina refugees in New Orleans” Reuters September 3, 2005

Reporter: Great job! You interviewed 3/3 people and gave out 2/2 items. [I'll take those extra items and give them out along the way]

Newspaper Headline: New Orleans Residents Kept in the City at Gunpoint!

Level 5

Informant-Katrina: Did you hear Bush on the radio this morning, Vivica? He told the FEMA director, "Brownie, you're doing a heck of a job." But here we are and the help hasn't come. We only have each other." <http://www.youtube.com/watch?v=RO2xi0uLnj8>

Informant-Katrina: Vivica, did you hear? Last night the Governor told the Arkansas National Guard "Shoot to Kill" the looters. Here we are trying to save ourselves, and the media are focused on petty theft!

<http://www.washingtonpost.com/wp-dyn/content/article/2005/08/30/AR2005083002162.html>

Tempest Worksheet – Things to Look For

What are two dangers during a hurricane?

What government agency used helicopters to rescue people early in the disaster?

Why did New Orleans flood?

Who was Jabar Gibson?

What happened on the Gretna Bridge?

United Nations Declaration of Human Rights

On December 10, 1948 the General Assembly of the United Nations adopted and proclaimed the Universal Declaration of Human Rights the full text of which appears in the following pages. Following this historic act the Assembly called upon all Member countries to publicize the text of the Declaration and "to cause it to be disseminated, displayed, read and expounded principally in schools and other educational institutions, without distinction based on the political status of countries or territories."

PREAMBLE

Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people,

Whereas it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law,

Whereas it is essential to promote the development of friendly relations between nations,

Whereas the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom,

Whereas Member States have pledged themselves to achieve, in co-operation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms,

Whereas a common understanding of these rights and freedoms is of the greatest importance for the full realization of this pledge,

Now, Therefore THE GENERAL ASSEMBLY proclaims THIS UNIVERSAL DECLARATION OF HUMAN RIGHTS as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

Article 1.

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Article 2.

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

Article 3.

Everyone has the right to life, liberty and security of person.

Article 4.

No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

Article 5.

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Article 6.

Everyone has the right to recognition everywhere as a person before the law.

Article 7.

All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

Article 8.

Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

Article 9.

No one shall be subjected to arbitrary arrest, detention or exile.

Article 10.

Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

Article 11.

(1) Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defence.

(2) No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

Article 12.

No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

Article 13.

(1) Everyone has the right to freedom of movement and residence within the borders of each state.

(2) Everyone has the right to leave any country, including his own, and to return to his country.

Article 14.

(1) Everyone has the right to seek and to enjoy in other countries asylum from persecution.

(2) This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

Article 15.

(1) Everyone has the right to a nationality.

(2) No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

Article 16.

(1) Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.

(2) Marriage shall be entered into only with the free and full consent of the intending spouses.

(3) The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

Article 17.

(1) Everyone has the right to own property alone as well as in association with others.

(2) No one shall be arbitrarily deprived of his property.

Article 18.

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

Article 19.

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

Article 20.

(1) Everyone has the right to freedom of peaceful assembly and association.

(2) No one may be compelled to belong to an association.

Article 21.

(1) Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.

(2) Everyone has the right of equal access to public service in his country.

(3) The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

Article 22.

Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

Article 23.

(1) Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.

(2) Everyone, without any discrimination, has the right to equal pay for equal work.

(3) Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.

(4) Everyone has the right to form and to join trade unions for the protection of his interests.

Article 24.

Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

Article 25.

(1) Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.

(2) Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

Article 26.

(1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

(2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

(3) Parents have a prior right to choose the kind of education that shall be given to their children.

Article 27.

(1) Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.

(2) Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

Article 28.

Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

Article 29.

(1) Everyone has duties to the community in which alone the free and full development of his personality is possible.

(2) In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.

(3) These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

Article 30.

Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.