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UChicago 2023 Summer Institute *Beyond the Headlines* Lesson Plan  
**Flooding: Climate Change and Socio-Economic Conditions**  
Samantha Godden-Chmielowicz, Schurz High School, Chicago IL

I. **Plan Your Lesson**

<p>What is the current event and/or pressing issue you are exploring in your classroom and why?</p> <p>We will talk about flooding as there is a connection to flooding here in Chicago.</p> <p>What are some of the systemic issues that drive this issue and/or event?</p> <p>Flooding is both a climate change issue, and a <b>socio-economic issue</b></p>	<p>Find 2 to 5 articles on the <a href="#">Pulitzer Center website</a> that align with this story. Your articles should capture stories in East Asia or the Middle East:</p> <p><i>See Pulitzer Reporting Section for Article Links</i></p>
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II. **Get Familiar with *Beyond the Headlines***

Review the five unique lesson plans in the [Beyond the Headlines Lesson Series](#) and notice the sequence of the lesson plans:

1. Warm-up
2. Introduce the current event
3. Explore systemic issues through underreported stories: List the underreported stories you have found on the Pulitzer Center website
4. Discuss: Craft discussion questions that encourage students to...
  - a. Understand
  - b. Connect
  - c. Evaluate
  - d. Act
5. Extension Activity

## Lesson Plan Template

Directions: Use the table to craft your lesson plan.

<p>Objectives (3 - 5)</p>	<ol style="list-style-type: none"> <li>1) Students will learn about flooding &amp; the impact on communities.</li> <li>2) Students will analyze changes in weather &amp; climatological patterns.</li> <li>3) Students will learn about reactions to flooding, and how governments and/or mutual aid supports communities.</li> </ol>
<p>Warm Up <i>Students make personal connections and/or activate prior knowledge of a theme, event, or idea using multimedia sources and/or statistics</i></p>	<p>*Students will discuss their experiences with flooding. -Show pictures of my flooded basement &amp; relate story of my cousin &amp; his wife being rescued after a hurricane in Texas: allow students to ask questions or speak of their experiences/ discuss immediate impacts and long-term clean-up *Teacher will share data from recent, local flooding. <a href="https://blockclubchicago.org/2023/08/03/floods-destroyed-west-side-homes-and-climate-change-will-keep-battering-under-served-communities-experts-say/">https://blockclubchicago.org/2023/08/03/floods-destroyed-west-side-homes-and-climate-change-will-keep-battering-under-served-communities-experts-say/</a></p>
<p><b>Introducing the Lesson</b></p>	
<p>Key Terms <i>Identify words that are central to the issues being discussed and the reporting student will read.</i></p>	<ul style="list-style-type: none"> <li>*flood plain</li> <li>*infrastructure</li> <li>*storm drain</li> <li>*centralized / decentralized</li> <li>*permeable</li> </ul>
<p>Current Event <i>Succinctly describe the event or topic and provide context for that event <u>by unpacking the interconnected, systemic issues that have driven that event.</u></i></p>	<p>Teacher will share different info from recent, local floods <a href="https://blockclubchicago.org/2023/08/03/floods-destroyed-west-side-homes-and-climate-change-will-keep-battering-under-served-communities-experts-say/">https://blockclubchicago.org/2023/08/03/floods-destroyed-west-side-homes-and-climate-change-will-keep-battering-under-served-communities-experts-say/</a></p> <p>And recent non-local floods, including hurricanes</p> <p>The severe weather events, specifically flooding, have had an impact in Chicago &amp; around the world on the globe as flooding has become more widespread and affects more people. These events reveal systemic inequalities by highlighting how certain areas have not been as protected as others, and solutions are not generally sought by those in power.</p>

<p><b>Pause to Process Emotions</b>  <i>Craft some questions or prompts to help students take a moment to process their emotions in community with one another.</i></p>	<p>After introducing the lesson to students, pause to check in with their emotions. Depending on established classroom norms and student comfort levels, students can reflect privately, or share in a small group or whole group format. Consider giving students the option to complete the exercise independently.</p> <ul style="list-style-type: none"> <li>• How does learning and talking about this issue make you feel? Try to find at least three descriptive words.</li> <li>• Can you identify what is making you feel that way?</li> <li>• Think about...             <ul style="list-style-type: none"> <li>○ Specific details of the issue</li> <li>○ How the issue does / does not relate to you and people you care about</li> </ul> </li> </ul>
<p><b>Pulitzer Center Reporting</b></p>	
<p>Underreported Story 1</p> <p><a href="https://pulitzercenter.org/stories/hidden-costs-flooding-dcs-poorest-wards">https://pulitzercenter.org/stories/hidden-costs-flooding-dcs-poorest-wards</a></p>	<p>Title: <b><i>Hidden Costs of Flooding in DC's Poorest Wards</i></b></p> <p>Summary: People in certain areas of the city suffer from frequent flooding, with no financial support to address the effects or the root cause.</p>
<p>Underreported Story 2</p> <p><a href="https://pulitzercenter.org/stories/all-not-fair-flood-and-drainage">https://pulitzercenter.org/stories/all-not-fair-flood-and-drainage</a></p>	<p>Title: <b><i>All is Not Fair in Flood &amp; Drainage</i></b></p> <p>Summary: People in certain areas of the country suffer from frequent flooding, due to weather and poor construction.</p>
<p>Underreported Story 3 *optional*</p> <p><a href="https://pulitzercenter.org/stories/flood-insurance-hot-mess-thats-growing-problem-hampton-roads-homeowners">https://pulitzercenter.org/stories/flood-insurance-hot-mess-thats-growing-problem-hampton-roads-homeowners</a></p>	<p>Title: <b><i>Flood Insurance is a "Hot Mess." That's a Growing Problem for Hampton Roads Homeowners</i></b></p> <p>Summary: Norfolk, VA citizens respond to changes in flood insurance, especially to cost and future "sell"- ability of their homes.</p>
<p>Underreported Story 4</p> <p><a href="https://pulitzercenter.org/stories/pakistan-build-climate-resilient-homes-aftermath-devastating-floods">https://pulitzercenter.org/stories/pakistan-build-climate-resilient-homes-aftermath-devastating-floods</a></p>	<p>Title: <b><i>Pakistanis build climate-resistant homes in the aftermath of devastating floods</i></b></p> <p>Summary: Article contains Interviews with an architect and with village residents about changes to construction materials and the impact on damage to homes.</p>

<p>Underreported Story 5</p> <p><a href="https://pulitzercenter.org/stories/senegal-s-lessons-what-old-city-west-africa-teaches-about-rising-waters">https://pulitzercenter.org/stories/senegal-s-lessons-what-old-city-west-africa-teaches-about-rising-waters</a></p>	<p>Title: <i>Senegal's Lessons: What an old city in West Africa teaches about rising waters</i></p> <p>Summary: Engineers in the US look at St. Louis (Senegal)'s sea wall.</p>
<p><b>Discussion Questions</b></p>	
<p>Understanding the story <i>Write 2 -3 comprehension questions.</i></p>	<ol style="list-style-type: none"> <li>1) What is one piece of information in the news story you explored that you already knew?</li> <li>2) What is one piece of information in the news story that surprised or interested you?</li> <li>3) Did you have any questions while exploring the story? What more do you want to know?</li> </ol>
<p>Connecting to the story <i>Write 2 - 3 questions that help students connect with the experiences of people most impacted by the issues in the articles.</i></p>	<ol style="list-style-type: none"> <li>1) How can you connect with the story you read on a personal level? For example:             <ol style="list-style-type: none"> <li>A) Do you share experiences with any of the people in this story, or do people close to you share those experiences?</li> <li>B) Have you experienced feelings similar to those the people in this story describe?</li> </ol> </li> <li>2) Collect data about your friends/ family/ teachers.             <ol style="list-style-type: none"> <li>a) Have they had issues with flooding?</li> <li>b) Do they have flood insurance?</li> </ol> </li> </ol>
<p>Evaluating the story <i>Write 2-3 questions that encourage students to connect the story to their understanding of a systemic issue and/or highlight underreported elements of a larger issue.</i></p>	<ol style="list-style-type: none"> <li>1) How did the story you read highlight an <u>underreported story</u>? For example:             <ol style="list-style-type: none"> <li>a) Were the voices of people who are often not included in news coverage centered? (Who is normally the subject of news stories?)</li> <li>b) Did the story explore the root causes of an event, or its long-term impacts? (Why are</li> </ol> </li> </ol>

	<p>some areas affected more by flooding than other areas?)</p> <p>c) Did you learn about an issue or a place you didn't know much about before?</p> <p>2) Are there other issues faced by people in certain neighborhoods of your city? Describe them.</p> <p>3) Compare/ contrast the experiences of people in the US around flooding with those of people in Pakistan.</p>
<p>Acting on the story <i>Write 2-3 questions that inspire students to follow curiosities and/or list solutions to problems described in the story.</i></p>	<p>1) What stories do you think might be going underreported in the current coverage of flooding and the underlying issue of injustices in housing systems around the world? What can we do to seek out those stories?</p> <p>2) How are people working to resist and find solutions to injustices in the housing system? (If you don't know, do some research!)</p> <p>3) What do you think you and your classmates can do to be part of the solution to injustices in the housing system? (After brainstorming, check out the extension activities below for additional ideas.)</p>
<p><b>Extension Activities</b></p>	
<p>Extension Activity 1</p>	<p>Write a letter to one of your representatives about financial support for people in flood-prone areas. Use data from family/ friends.</p>

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Extension Activity 2	Do research on flood insurance in your area. Look at costs from various companies and interview family / friends to see if they have it.
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### Assessing Student Learning

In what ways do you plan to assess student learning through this lesson plan? (rubric, collecting and scoring discussion question-driven written responses, exit tickets, participation, etc.)

\*vocabulary activities

\*exit tickets about content

\*written responses to discussion questions

### Plan for Implementation

Describe your plan to teach this lesson; Provide the context and how it may align with your vision for instruction this academic year.

In November, our unit will be “The Power of Policy,” so I plan to use the lesson plan at that time. It will also serve as a bridge to the next unit: The Power of Activism.