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**Unit Plan Overview for Traveling Interdisciplinary Literacy Trunk**

Title of Unit: **Shake, Rattle, & Roll**      Grade Level: **8**

Developed by: Kanelia Cannon, Kimberly Badger, Marianne Berst, and Christine Walcott (A. L. Corbett Middle School)

Aiken Writing Project Summer Institute Teacher/Consultant: Kanelia Cannon

South Carolina Academic Standards for two or more content areas:

<b>Language Arts (CCSS)</b>	<b>Math (CCSS)</b>	<b>Science</b>	<b>Social Studies</b>
8.RI.1 8.W.2, 8.W.3, 8.W.4, 8.W.7, 8.W.8 8.L.1, 8.L.2, 8.L.4	8.G.1.a.,b.,c. 8.SP.1.,2.,3.,4	8- 1.6 8- 3.3, 3.7, 3.8	8- 1.4 8- 5.1, 5.5

<b>Summary of Activities</b>	The students will read personal accounts of the Great Charleston Earthquake of 1886 and respond to images of the earthquake’s damage. They will analyze and graph seismograph readings and determine the epicenter of an earthquake. They will research and create brochures about earthquake safety. They will create a pop-up book showcasing the clothing, transportation, communications, art, and music in Charleston, South Carolina in 1886, examining the political, economic, and social conditions of the time. They will also explore the Gullah culture and learn how to dance the Charleston!
<b>Class Novel (30 copies)</b>	Earthquake at Dawn
<b>Text Set (1 copy of each)</b>	Charleston: A Historic Walking Tour City of Heroes: The Great Charleston Earthquake of 1886 Earthquake Earthquake: Let's-Read-and-Find-Out Science 2 Encyclopedia of Earthquakes and Volcanoes Eyewitness Books: Volcano and Earthquake How Mountains Are Made If You Lived at the Time of the Great San Francisco Earthquake Pathfinders: Earthquakes and Volcanoes Personal Experience of the Great Charleston Earthquake Quake! The Earthshaking Earthquake Mystery Usborne Encyclopedia of Planet Earth Usborne Geography Encyclopedia Witness to Disaster: Earthquakes A Gullah Alphabet

## CE-MIST Unit Plan for Shake, Rattle, & Roll, Page 2 of 3

	<p>New Year Be Coming: A Gullah Year          Gullah Night Before Christmas          Circle Unbroken          Images of Earthquake Damage: <a href="http://www.eas.slu.edu/Earthquake_Center/1886EQ/">http://www.eas.slu.edu/Earthquake_Center/1886EQ/</a>          Online Resources:  <a href="http://scearthquakes.cofc.edu/EQsafety.html">http://scearthquakes.cofc.edu/EQsafety.html</a>  <a href="http://www.fema.gov/kids/protect.htm">http://www.fema.gov/kids/protect.htm</a>  <a href="http://www.fema.gov/kids/tch_eq.htm">http://www.fema.gov/kids/tch_eq.htm</a>  <a href="http://scearthquakes.cofc.edu/support_files/earthquake_tour.pdf">http://scearthquakes.cofc.edu/support_files/earthquake_tour.pdf</a>  <a href="http://www.fema.gov/hazard/earthquake/eq_terms.shtm">http://www.fema.gov/hazard/earthquake/eq_terms.shtm</a>  <a href="http://geology.com/articles/earthquake-safety.shtml">http://geology.com/articles/earthquake-safety.shtml</a>  <a href="http://www.fema.gov/hazard/earthquake/eq_before.shtm">http://www.fema.gov/hazard/earthquake/eq_before.shtm</a></p>	
<p><b>Essential Questions</b></p>	<ol style="list-style-type: none"> <li>1. What caused the Charleston Earthquake of 1886, and why weren't the people prepared?</li> <li>2. What impact did the earthquake have on the city and the people of Charleston?</li> <li>3. How has technology changed the way we respond to natural disasters such as earthquakes?</li> </ol>	
<p><b>Materials</b></p>	<p>Play Dough, class set (24 cans)          Slinky springs (12)          Laminated street maps of Charleston (4)          Rulers (29)          Compasses (15)</p>	<p><b>You will also need (not in kit):</b>          One inch graph paper or Post It chart          Maps of earthquake regions on Earth</p>
<p><b>Pre-Writing and Writing Activities</b></p>	<ol style="list-style-type: none"> <li>1. Keep a double-entry journal while reading the class novel. Use Think-Pair-Share to discuss your responses in small groups.</li> <li>2. Study photographs taken after the Charleston earthquake of 1886. Construct a table comparing the short- and long-term effects of the earthquake on the people.</li> <li>3. Have students imagine that they are residents of Charleston in 1886. Journal about four situations:             <ol style="list-style-type: none"> <li>a. What were they doing the day before the earthquake occurred?</li> <li>b. What happened during the earthquake and how did it make you feel?</li> <li>c. What happened the day after the earthquake?</li> <li>d. What is life like a week after the earthquake occurred?</li> </ol> </li> <li>4. Develop a kid-friendly brochure about earthquake safety, and include a bibliography.</li> <li>5. Make a poster to accompany the brochures.</li> <li>6. Write a concise, factual, formal report as if you were the scientist at the station closest to the epicenter of the quake.</li> <li>7. Choose 4 of the following to research: clothing, transportation, communications, art, music, politics, economic and social conditions of 1886 in Charleston, SC. Create a pop-up book to showcase your research.</li> <li>8. Use Thinking Maps to collect research on Gullah language and culture.</li> </ol>	

## CE-MIST Unit Plan for Shake, Rattle, & Roll, Page 3 of 3

<b>Accommodations/ Differentiating Instruction</b>	Multisensory activities address visual, auditory, and kinesthetic modalities. Students with artistic and musical capabilities will have opportunities to excel. Students will work collaboratively on several projects. Open-ended assignments provide flexibility. A variety of leveled books are provided.
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**Attached: Daily Lesson Plans**