Grade 8
How do natural disasters affect the natural resources, economy, and people of South Carolina, and what has been done or can be done to protect the state, region, and country in the future?

Document-Based Question for the
South Carolina Social Studies College- and Career-Ready Standards

South Carolina Department of Education
Office of Standards and Learning
2019
### Introduction to DBQ

- This DBQ addresses the natural disasters in South Carolina’s past, looking at the damage to property, businesses, nature, and culture, as well as the lessons learned from each disaster; asking students to analyze and evaluate South Carolina’s present preparation standards in order to protect our state’s people and economy. Students will use the historical thinking skills of causation, continuity and change, and evidence to determine the effects of natural disasters and how SC addresses them.
- The purpose of this activity is to have students think critically, given resources to examine, to form an opinion, supported by evidence, concerning the effects of natural disasters on South Carolina and determine what can be done to protect our state from future devastation.
- This DBQ supports the *Profile of the SC Graduate* by incorporating the world class skills of creativity, innovation, critical thinking, problem solving, collaboration and teamwork, communication, information, media and technology, as well as the Life and Career Characteristics of self-direction, global perspective and interpersonal skills.
- This activity is designed for two 50-60 minute class periods.

### Standard(s) and/or Indicator(s)

**Targeted:**

**Standard 4:** Demonstrate an understanding of South Carolina’s role in and response to the dynamic economic, political, and social developments in the United States and around the world during the period 1862–1929.

8.4.P: The student will summarize the economic changes that emerged in South Carolina and the U.S.

**Embedded:**

*Inquiry Based ELA Standards Grades 6-8*

**Standard 3:** Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.

3.1 Develop a plan of action by using appropriate discipline-specific strategies.
3.2 Examine historical, social, cultural, or political context to broaden inquiry.
3.3 Gather information from a variety of primary and secondary sources and evaluate sources for perspective, validity, and bias.
Standard 4: Synthesize integrated information to share learning and/or take action.
4.1 Employ a critical stance to demonstrate that relationships and patterns of evidence lead to logical conclusions, while acknowledging alternative views

Reading Informational Text ELA Standards Grades 6-8
Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.
5.1 Cite multiple examples of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

“I Can” Statements
“I Can” statements are learning targets of what students need to know and be able to do as it relates to the standard/indicator(s) the DBQ is targeting.
• Day 1: I can analyze and evaluate sources A-F related to the natural and economic impact of natural disasters on South Carolina. (8.4.P)
• Day 2: I can analyze and evaluate sources G-L related to the personal impact of and the preparedness for natural disasters on South Carolina. (8.4.P)
• Day 2: I can create a plan including evidence of previous damage, steps to take, implementation and benefits for our state. (8.4.P)

Historical Question
• How do natural disasters affect the natural resources, economy, and people of South Carolina, and what has been done or can be done to protect the state, region and country in the future?

Domain of Knowledge
4, Extended Thinking: Students will be able to perform investigations or apply concepts and skills to the real world that require time to research, problem solve, and process multiple conditions of the problem or task; perform non-routine manipulations across disciplines,
content areas or multiple sources.

### Academic Vocabulary

- Natural Disaster
- Hurricane
- Earthquake
- Agriculture
- Culture
- Economic
- Cash Crop

### Historical Thinking Skill(s)

Evidence must be provided to show the impact of natural disasters on South Carolina’s economy, land and people, as well as evidence of relief, and our state’s ability to sustain itself. Students must use the information from the primary sources to determine what could be done in the future to change how we deal with natural disasters and prevent the devastation to farms and other businesses from the various natural disasters that can affect our state.

### Prior Knowledge

Students have been exposed to the issues related to use of natural resources, including climate change and environmental hazards in Science. Students in the 8th grade have been exposed, earlier in the year, to the influence of African culture on South Carolina (8.1.P) as well as the use of natural, human, and economic resources to gain economic prosperity (8.1.CE)

### Subsequent Knowledge

Students in high school will analyze physical characteristics of the environment that result in opportunities and obstacles for people (e.g., the role of climate in agriculture, site characteristics that limit development) (HG.1.2.PR). This can segway into global climate change and environmental effects.

### Historical Context (Background Information)

Although its epicenter was closer to Summerville, the effects of the 1886 earthquake were more destructive to the city of Charleston rather than the rural areas. As the largest, most destructive, and costly earthquake ever to strike east of the Mississippi, the catastrophe and the city’s response to it revolutionized and modernized practices in construction, disaster preparedness/response, and scientific study. The hurricane that struck Charleston in 1893 and others that followed wiped out the rice fields and competition from the Far East

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brought an end to the production of “Carolina Gold.” Lowcountry farmers turned to truck gardening to supply local markets. Tobacco was introduced as a cash crop in the Pee Dee region but could not be grown in other parts of the Lowcountry. Some upstate farmers planted peach trees but cotton continued to dominate South Carolina agriculture into the twentieth century.

Sources for the DBQ

Source A


Source B

Source C


Source D


Source E
Source F

Source G

Source H

Source I

Source J

Source K

Potential Instructional Strategies

**Day 1:** I can analyze and evaluate sources A-F related to the natural and economic impact of natural disasters on South Carolina. *(8.4.P)*

**Activity 1/Introduction:** Ask questions to introduce natural disasters to the students.
- What is a natural disaster?
- What classifies as a natural disaster?
- What types of natural disaster are you familiar with?
- Have you ever experienced a tornado, hurricane, earthquake, or tsunami? If so, what was your experience?

**Activity 2/Group Packets:** Prepare the resources (copies of primary sources and questions) by placing them in folders or manila envelopes by subtopic. There are four subtopic categories: Natural Impact, Economic Impact, Personal Impact, and Preparedness. Students should have paper and pencil to answer the questions assigned to their sources. Divide students into two groups. Give the first group packet 1 containing sources A-C with corresponding questions. Give the second group packet 2 containing sources D-F with corresponding questions. Give students 15 minutes to read, discuss with their group, and answer the questions for all three sources in their folders. After their time is up, have the groups replace the materials in their packets and trade packets with the other group. Repeat the process. After both groups have had an opportunity to read and answer the questions from both packets, bring the class back together to ask the culminating questions for Sources A-C and Sources D-F.

**Day 2:** I can analyze and evaluate sources G-L related to the personal impact of and the preparedness for natural disasters on South Carolina. *(8.4.P)*

I can create a plan including evidence of previous damage, steps to take, implementation and benefits for our state. *(8.4.P)*
Activity 1/Group Packets: Continuing along the same lines as the previous day, divide students into two groups. Give the first group packet 3 containing sources G-I with corresponding questions. Give the second group packet 4 containing sources J-L with corresponding questions. Give students 15 minutes to read, discuss with their group, and answer the questions for all three sources in their folders. After their time is up, have the groups replace the materials in their packets and trade packets with the other group. Repeat the process. After both groups have had an opportunity to read and answer the questions from both packets, bring the class back together to ask the culminating questions for Sources G-I and Sources J-L.

Activity 2/Addressing the Historical Question: As part of their original group, the students are to act as a committee that must present their findings to the Governor addressing the major question of this DBQ: How do natural disasters affect the natural resources, economy, and people of South Carolina, and what has been done or can be done to protect the state in the future? They must come up with a plan to protect the state of South Carolina before, during, and after a natural disaster. Their plan must include evidence of previous damage, what steps they would take, and how those steps would benefit our state, as well as, how they would be implemented. Use the attached form, or create your own, as a template for the students to organize their information. Groups will share their plans with the class.

Activity 3/Reflection: As a class, reflect on what you have learned over the past two class periods through socratic seminar fishbowl activity. What were their beliefs about natural disasters going into this project? What surprised them? What changed their early perceptions? How hard was it to come up with a feasible plan to protect our state from disaster? What did they like about each other’s proposals? What were some constructive criticisms? This can be done as a class discussion, or students can write a reflection in a journal.

Notes:

- Please have students use the Disaster Prevention Plan graphic organizer (see appendix) to complete this activity.
- Source C includes measuring high water marks. Possible extension: Take the class outside to measure against the building to put the measurements into perspective outside.
- PowerPoint of this DBQ located in the Additional Resources section.

### Possible Scaffolding and Differentiation
- Prepare students ahead of time by working through a primary source together. Project a primary source in front of the class, asking questions like “What type of source is this?” “Who created this source?” “Who was the intended audience?” What was the purpose of this source?” “How was it presented/used?” “What is the context of this source, according to the time period, etc.?”
- Provide vocabulary for new or difficult words. Discuss words with the class beforehand. Keep a running list of words students encounter as they work through the project.

### Potential Assessment Task/Final Product
- As a group, create a disaster preparation plan for South Carolina with steps of implementation, benefits and goals to present to the class.
- Socratic Seminar Reflection

### Materials
- Poster Paper
- Markers/Pens
- Tape Measure (Packet 1, Source B)

### Additional Resources


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The Whole Earth Shaken. (1897, June 6). The New York Journal. Retrieved July 24, 2018, from https://www.loc.gov/resource/sn83030180/1897-06-06/ed-1/?sp=60&q=Charleston earthquake 1886&r=-0.112,0.955,0.838,0.403,0


PowerPoint Presentation of DBQ: https://chestersdc-my.sharepoint.com/:p/g/personal/wford_chester_k12_sc_us/EUxfysogTvZFn1rFlrnP890BdFuMQ8v-v5rHKgPo-f00vw?e=ID5iZZ

Sources

Source A: (Natural Impact)
Photographs of the Sea Island Hurricane of 1893 (Beaufort County Library).
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Questions

- What type of source is this and what is its purpose?
- Describe what you see in these images. What do you find the most surprising, upsetting, familiar?
- Do you think this destruction could be lessened or prevented with some type of intervention?
- What does this type of destruction do to the environment?
Source B: (Natural Impact)
Article discussing the impact of new development on SC Sea Islands. (Los Angeles Times).

The Gullah people have survived on the Carolina sea islands for centuries. Now development is taking a toll

When the remnants of Hurricane Matthew threatened the coastal lowlands of South Carolina, 335,000 people fled for higher ground. Marquetta Goodwine stayed put.

Inside her purple-trimmed bungalow, built on land claimed by her ancestors from their slave masters, the chieftess of the Gullah people lit a lantern and listened. The storm roared ashore, overwhelmed the beaches, sluiced through cropland and ripped new docks from their marshy holdings.

The morning after, Goodwine drove as far as she could on the two-lane roads of this 63-square-mile island, stopping only when fallen trees or wires blocked her way.

Near the eastern tip, silt and sand had rushed out of the ocean, past the old tree line cleared by newcomers for a beachfront home, and settled on a watermelon field, where it weighed down the crops so only the tops of the fruit peeked out of the sediment.
In 400 years of survival among the swampy marshes of the southeast coast of the United States, the Gullah-Geechee people knew better than to build on the shoreline, Goodwine said. History proved they should stop at the marshes, 100 yards inland.

But new arrivals sought the pristine beaches and rich hunting grounds of the South Carolina Sea Islands and began to build — seawalls to keep out the ocean, jetties to trap sand on their side of the shore, docks and piers for their boats.

But the seawalls caused beaches to vanish, jetties accelerated beach erosion and the docks cut off sunlight to the UV-dependent phytoplankton that support the ecosystem.

Then, the storms hit.

This year, what remained of Matthew slammed ashore with devastating timing in early October, arriving at the height of the harvest and the opening of oyster season weeks for the Gullah fishermen who support themselves on shellfish. The storm washed sewage and golf-course runoff into the salt marshes of the coastal lowlands. The plume of chemicals cut off oxygen to the bacteria that decompose dead plants, which in turn feed the algae that serve as a food source for the snails, crabs and clams on the mud flats and hummocks that shelter the coast from the sea.

Without the crustaceans to support the root system of the island’s saltwater plants, erosion quickens and the coastline begins to sink. The toll on the marshlands eventually will bring worsening ocean surges to the place the Gullah-Geechee people have lived for four centuries, from their beginnings as a colony of slaves to freed men and women.
Source B Questions

- What is the purpose of this document?
- What is this article mainly about?
- What types of natural ecological systems were in place to sustain the island?
- What happened to the ecological systems discussed in the article?
- Do you think the destruction could be lessened or prevented with some type of intervention?
- How did people impact the destruction on the island?
Source C (Natural Impact)
Maps of the South Carolina Coast showing the storm tide elevations after Hurricane Hugo in 1989. (USC Digital Collections)

Charleston County

(Looking at this first map, use the EXPLANATION section to understand how to read the different lines, dots, and numbers on each of the maps in this source).
Source C Questions

- What is the purpose of these maps?
- What are some of the most surprising measurements of “high water marks?”
- Could some of this damage or destruction be prevented by some type of intervention?
- If some of the natural barriers remained that have been removed for modern construction, do you think the “high water marks” would be as high?
- Using a tape measure to represent a couple of the “high water marks.” If water were standing at this level, what damage would it cause?

Culminating Question For Sources A-C

- What was the difference between the impact of the Sea Island Hurricane of 1893 and Hurricane Matthew in 2016 on nature, and what can be done to address the changing influence of these events on our state’s natural resources?
**Source D (Economic Impact)**

Excerpt addressing the problems Clara Barton found when trying to get aid for South Carolina (*The Breeze*).

Clara Barton, founder of the American Red Cross and president at the time, was appalled at the state and federal government's indifference to the threat of a famine in the South Carolina Lowcountry. The state legislature adjourned without “making the slightest provision for the sufferers,” she said. The U.S. Congress specifically denied the request from the Red Cross for money to help. Garden seeds, tents and a couple of deep-draft boats came from federal departments, but everything else to help the stricken people had to be raised through private donations.

Letter to the Editor addressing the state funding recovery after the 1866 earthquake. (*The Watchman and Southron, 1866*)

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**Source D Questions**

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● What type of documents are these?
● What issue do both excerpts discuss?
● How do the letter to the editor and the Clara Barton excerpt compare?
● Are there policies in place to provide for the natural disaster emergencies designated by the government?
● What types of provisions were needed for the people suffering during this natural disaster, and how would they use them?
● According to the letter to the editor, how would the 5 million dollars be implemented, and how would it affect these people financially?
Source E (Economic Impact)
Excerpt from *The Storm Swept Coast of South Carolina* (Mather, 1894)

Monthly aggregates of sums put into my hands for the sufferers, from September, 1893 to September 1894.

<table>
<thead>
<tr>
<th>Month</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept.</td>
<td>$125.00</td>
</tr>
<tr>
<td>Oct.</td>
<td>381.00</td>
</tr>
<tr>
<td>Nov.</td>
<td>377.00</td>
</tr>
<tr>
<td>Dec.</td>
<td>300.00</td>
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<tr>
<td>Jan.</td>
<td>205.00</td>
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<tr>
<td>Feb.</td>
<td>294.00</td>
</tr>
<tr>
<td>March</td>
<td>698.00</td>
</tr>
<tr>
<td>April</td>
<td>696.00</td>
</tr>
<tr>
<td>May.</td>
<td>690.00</td>
</tr>
<tr>
<td>June.</td>
<td>607.00</td>
</tr>
<tr>
<td>July.</td>
<td>965.00</td>
</tr>
<tr>
<td>Aug.</td>
<td>160.00</td>
</tr>
</tbody>
</table>

**Total**, $5,798.00

Besides the sum of $5,798 above sent out, as large an amount in clothing, blankets, provisions, farmers’ and carpenters’ tools, nails, and garden seeds has promptly flowed through our hands to save and bless the afflicted people of the islands and the main. May the Lord reward the contributors of these supplies with “a hundred fold more in this life, and in the world to come, life everlasting.”

Source E Questions

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● What was provided by “contributors” after the Sea Island Storm besides money, and why were these items necessary?
● The total amount collected would amount to a little more than $150,000 in today’s (2018) money. Do you think that would be enough to feed 30,000 hungry people today? How long would that last?
● What else would need to be provided besides food?
● How long would provisions need to last in order to affect the recovery of these people?
● Why do you believe that people brought money to this particular lady to help the needy?
● What does this source tell you about society, government provision, or this community at this particular time?
Source F (Economic Impact)
Press release from the Commissioner of the Department of Agriculture (SC Dept. of Agriculture, 2017)
Farmers Currently Assessing Crop Damage After Hurricane Irma

South Carolina Department of Agriculture
Hugh E. Weathers, Commissioner

Media Contact: Clint Leach, 803-734-2191, jcleach@scda.sc.gov
FOR IMMEDIATE RELEASE – September 13, 2017
Farmers Currently Assessing Crop Damage After Hurricane Irma

COLUMBIA – As initial damage assessments and cleanup begin after Hurricane Irma’s impact on South Carolina, farmers throughout the state hope to experience minimal crop damage and infrastructure loss. With the mere size of Hurricane Irma, a large portion of the state’s 25,000 farmers may be negatively impacted.

All farmers who have experienced losses are encouraged to contact their Clemson University County Extension agent, to complete an official ESF-17 Damage Assessment Form.

“Early reports indicate somewhat minimal crop losses, but ultimately time will tell. With localized rains, flooding and heavy winds, a large part of farmers’ recovery will depend on how quickly fields drain and when crops can be harvested,” said South Carolina Commissioner of Agriculture Hugh Weathers.

“Unlike after Hurricane Joaquin in 2015, it appears this week’s forecast will help farmers quickly get back into the fields.”

Hurricane Irma’s timing coincides with the harvest of many crops, including peanuts, cotton and fruits and vegetables. Many farmers are also preparing their fields for fall planting. Farmers experienced a $373 million loss of crops in 2015 from Hurricane Joaquin and another $32 million in 2016 from Hurricane Matthew.

“Farmers are very resilient, but having already experienced tremendous crop losses the past two years, we hope for a very quick recovery,” Commissioner Hugh Weathers says.

South Carolina agribusiness is the state’s largest industry, contributing nearly $42 Billion and 212,000 jobs to the state’s annual economy.
Source F Questions

- Who created this document and what is its purpose?
- How important is farming to the state of South Carolina in terms of revenue and jobs?
- How many farmers are in South Carolina and what is the average revenue created per farm?
- How are non-farmers impacted by the farming industry in South Carolina?
- Look at the economic loss caused by Hurricanes Joaquin and Matthew. How does this impact farmers and their families? How does this impact the non-farming families in South Carolina and the rest of the United States?
- What would happen to these farms and farmers if they receive minimal relief from the government or community?

Culminating Question for Sources D-F

- How do natural disasters like earthquakes, hurricanes, and even tornadoes impact our state economically, and how do we prevent economic devastation for our citizens in the future?
Source G (Personal Impact)
Excerpts from *The Storm Swept Coast of South Carolina* (Mather, 1894)
A young woman from Eustis plantation on Ladies Island, where over fifty were drowned on that fearful night, came to me leading a little girl. "Dis chile I done save from perishing in de storm, I seizes her Missis and rush out one door ob de house while ma snatches up de two little ones an' runs for tother door, but Misses we neber meets again."

A man in Seabrook took his sick wife in his arms and groped his way among fallen trees to a neighbor's house leaving his little children asleep in the loft of the cabin. He was starting back, as the tidal wave came up and he had to abandon the task. When with morning light the tide had receded, he went home and found his cabin washed up on higher ground, and his children still sleeping in their little loft.

Another in her fright and haste, gathered a little bundle of clothes, and taking up her baby, fled for high land. When she became exhausted, to lighten her burden she threw away the bundle, as she thought, but to her horror, found she had thrown away her little one. As a consequence the mother became insane.

But thank God! the morning revealed a brighter picture, one of fraternal charity—another tidal wave, one of tender sympathy that flowed over the islands, bearing on its bosom immediate relief to many a famishing household. "Kind hearts," as the poet sings "are more than coronets," in times like these. Merchants gave freely of their remaining stores to the hungry crowds in their localities,—cheerfully gave what the engulfing sea had left to them of ample supplies just laid in for an extensive autumn trade.
Source G Questions

● What type of document is this and what is its purpose?
● How are these accounts similar?
● What types of situations and backgrounds did each person have?
● How does their situation affect how they approached the storm?
● Did their class or position in life determine how they were affected by the storm?
● Once the storm was over, what was the demeanor of the people on the island?
Source H (Personal Impact)
Excerpts from *The Charleston Earthquake of August 31, 1886.* (Dutton, 1890).

The long roll deepened and spread into an awful roar, that seemed to pervade at once the troubled earth and the still air above and around. The tremor was now a rude, rapid quiver, that agitated the whole lofty, strong-walled building as though it were being shaken—shaken by the hand of an immeasurable power, with intent to tear its joints asunder and scatter its stones and bricks abroad, as a tree casts its over-ripened fruit before the breath of the gale.

But how rudely the silence was broken! As we dashed down the stairway and out into the street, from every quarter arose the shrieks, the cries of pain and fear, the prayers and wailings of terrified women and children, commingled with the hoarse shouts of excited men. The air was everywhere filled to the height of the houses with a whitish cloud of dry, stifling dust, arising from the lime and mortar of the shattered masonry, which, falling upon the pavement and stone roadway, had been reduced to powder. Through this cloud, dense as a fog, the gas-jets flickered feebly, shedding but little light, so that one stumbled at every step over the piles of bricks, or became entangled in the telegraph wires that depended in every direction from their broken supports. On every side were hurrying forms of men and women, bareheaded, partially dressed, some almost nude, and all nearly crazed with fear and excitement. Here, a wife is supported, pale and fainting, in the arms of her husband. Her arms hang listlessly by her side, her head has fallen backward on his shoulder; he bears her past, whispering words of encouragement in answer to her low and repeated moans, and they are lost in the mist. A few steps away, under the gas-lamp, a woman lies prone and motionless on the pavement, with upturned face and outstretched limbs, and the crowd which has now gathered in the street passes her by, none pausing to see whether she is alive or dead. A man in his shirt sleeves, with blood streaming over his clothing from a wound on his head, moves about among the throng without being questioned or greeted; no one knows which way to turn, or where to offer aid; many voices are speaking at once, but few heed what is said; you take note of all these things as one in a dream. The reality seems strangely unreal; and through it all is felt instinctively the presence of continuing, imminent danger, which will not allow you to collect your thoughts or do aught but turn from one new object to another.

Communication with the outer world was cut off simultaneously with the first shock, the railways having been rendered impassable.
**Source H Questions**

What is the purpose of this document?

In your own words, describe the earthquake as Carl McKinley experienced it.

How did people react after the earthquake? And how is this different than people’s reactions after the Hurricane of 1893 (Source G)?

Did these people have any warning before this earthquake?

How would a warning have impacted this situation?
Source I (Personal Impact)
News video from Charlestondaily.net (2017)

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Source I Questions
´What type of source is this and who is the intended audience?

´People in South Carolina were made aware of Hurricane Hugo long before it made landfall. Why do you think so many people stayed on the coast?

´Have you ever experienced a hurricane? With that in mind, what are your feelings about the storm as you saw it in the video?

´Imagine this storm as similar to the Sea Island Hurricane of 1893. How were people affected differently because of the different centuries in which they occurred?

´What surprised you most from the video of the storm? What did you learn from seeing an actual hurricane?

Culminating Question for Sources G-I

´South Carolina is a coastal state that has seen many hurricanes over the years. Should South Carolinians be especially prepared for events like this and, therefore, more resilient, and able to deal with natural disasters? How do events like this affect the culture of our state?

Source J (Preparedness)
Hurricane Preparation Brochure from South Carolina Department of Natural Resources (2008)
Source J Questions

"What type of document is this and what is its purpose?"
1. What is the difference between a watch and a warning? Why is it important to know the difference?

2. Why is it important to have a disaster supply kit? What else do you think should be included in a supply kit?

3. Why is it important to have an evacuation plan?

4. What are some things on this brochure that surprised you? What do you think is missing?

5. Do you think this information would have been helpful for people during the Sea Island Hurricane of 1893, and later Hurricanes?

Source K (Preparedness)
Mercalli Scale of Earthquake Intensity from S.C. Department of Natural Resources

Hurricane Scale from S.C. Department of Natural Resources

In partnership with the University of South Carolina
Source K Questions

¹ What is the purpose of the Mercalli Scale?

² Describe the Saffir/Simpson scale.

³ How does the Saffir/Simpson Scale compare to the Mercalli Scale?

⁴ The Charleston Earthquake of 1886 was felt across the state, ranging from 7-10 on the scale. How does this scale relate to the description of the earthquake given by Carl McKinley (Source H)?

⁵ What decisions could you make about predicted hurricanes and earthquakes using these scales?

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How would these scales have made a difference to the people of Charleston during the 1880s and 1890s?

Source L (Preparedness)
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**Source L Questions**

´ When, why, and by whom was this law created?

´ Who is the intended audience for this document?

´ What major issues does this law deal with?

´ How does this law address clean-up and repairs after a disaster?

´ How does this law address protection or preparation for future disasters?

´ How, specifically, is help for individuals addressed?

´ What conclusions can you make about the possible outcomes of FEMA assistance?

**Culminating Question for Sources J-L**

´ A great deal has been learned about natural disasters between the 1880s and today. With all of that knowledge, in what ways are citizens better prepared to deal with natural disasters than they were in the past? Will this preparation lessen the devastation?

**Appendix**

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<thead>
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<th>Evidence of Previous Damage/Problems</th>
<th>Steps to Correct these Problems</th>
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**2019**

**Disaster Prevention Plan**

<table>
<thead>
<tr>
<th>Benefits of these Steps</th>
<th>How will these steps be implemented?</th>
</tr>
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</table>