

# NATURAL HAZARDS



VIRTUAL field trip



## Suggested Uses

- Assign in Google Classroom or SeeSaw
- Whole Class Activity
- Small groups or center
- Early Finisher
- Incentive or Fun Friday

## Google Slides & SeeSaw Versions



## San Francisco Earthquake

The 1906 San Francisco earthquake was a big [earthquake](#) that hit San Francisco on April 18, 1906. It was felt from [Los Angeles](#) to [Oregon](#) and [Nevada](#). The earthquake was about a 7.8 on the [Richter scale](#). Around 3,000 people were killed and between 227,000 and 300,000 people were left homeless. There were also fires because [gas pipes](#) were destroyed, and the gas caught on fire. Over 80% of the city was destroyed by the earthquake and fires that came later. The city is on the [San Andreas Fault](#), which slid, causing the earthquake.

1906 San Francisco earthquake Facts for Kids. Kiddie Encyclopedia.

View some scenes of the damage the earthquake caused.

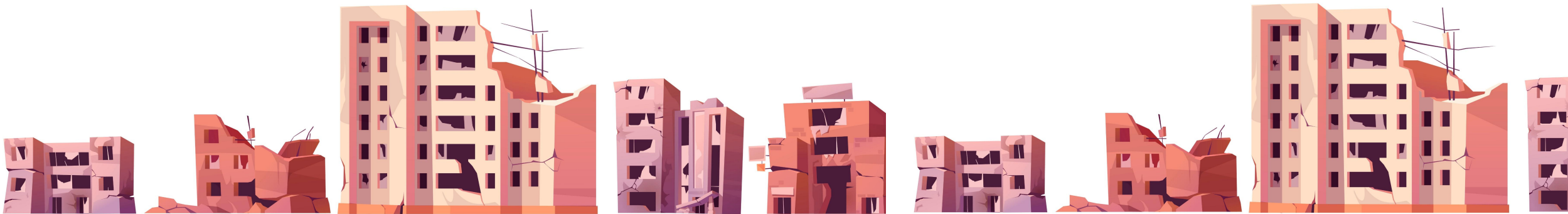


1. What year did the major earthquake happen?
2. How powerful was the earthquake?
3. What kind of damage did the earthquake cause?
4. Why was the city San Francisco damaged by this earthquake?
5. Do you think an earthquake could occur in this city again?



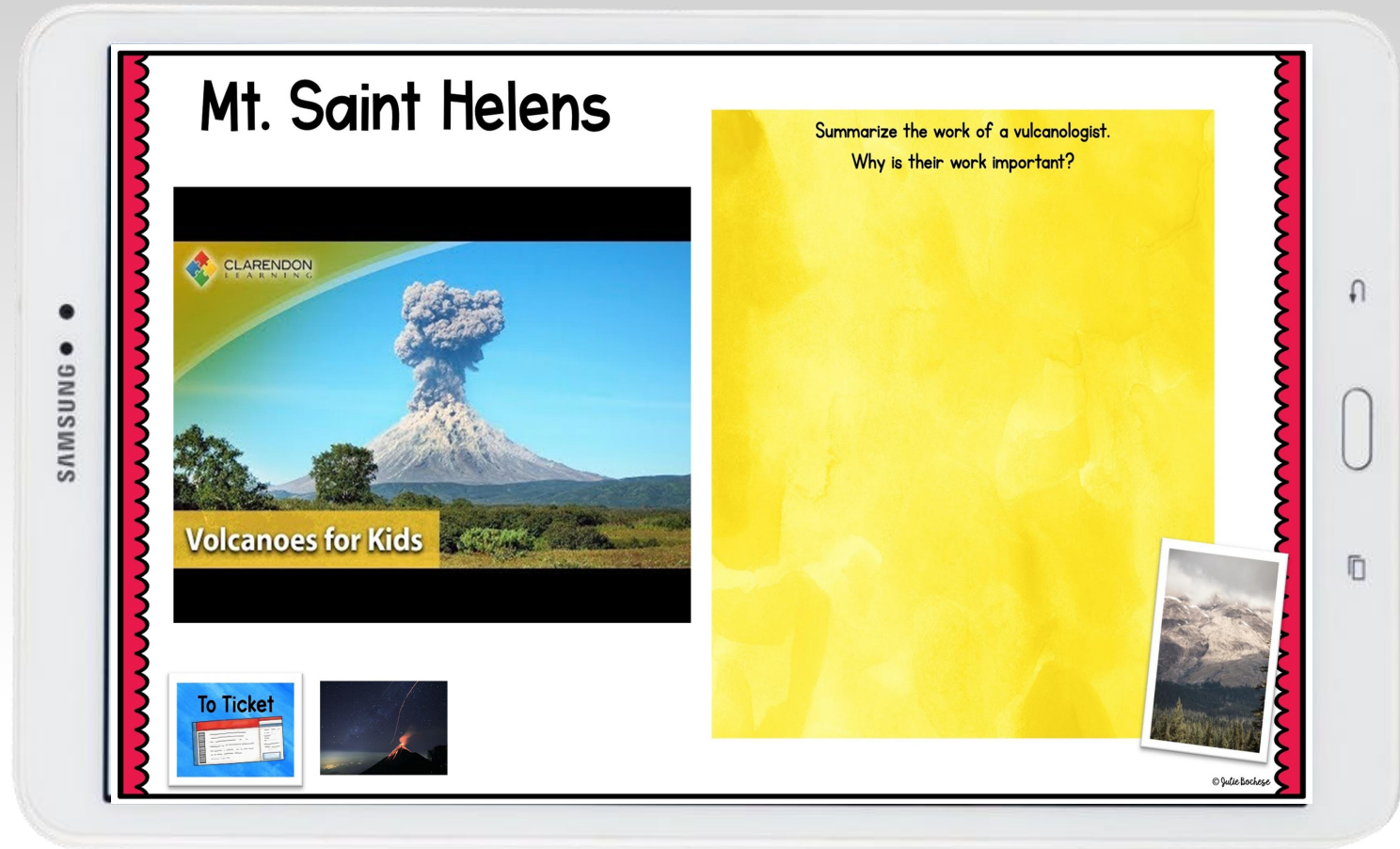
©Julia Sanchez

# Learn about natural disasters through short reading passages.





Watch educational  
videos and  
answer engaging  
questions.



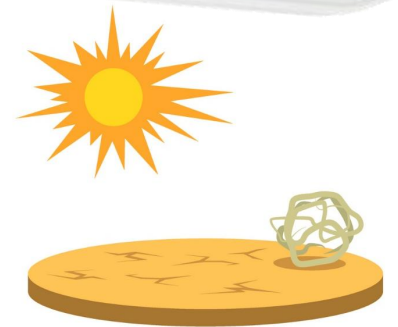
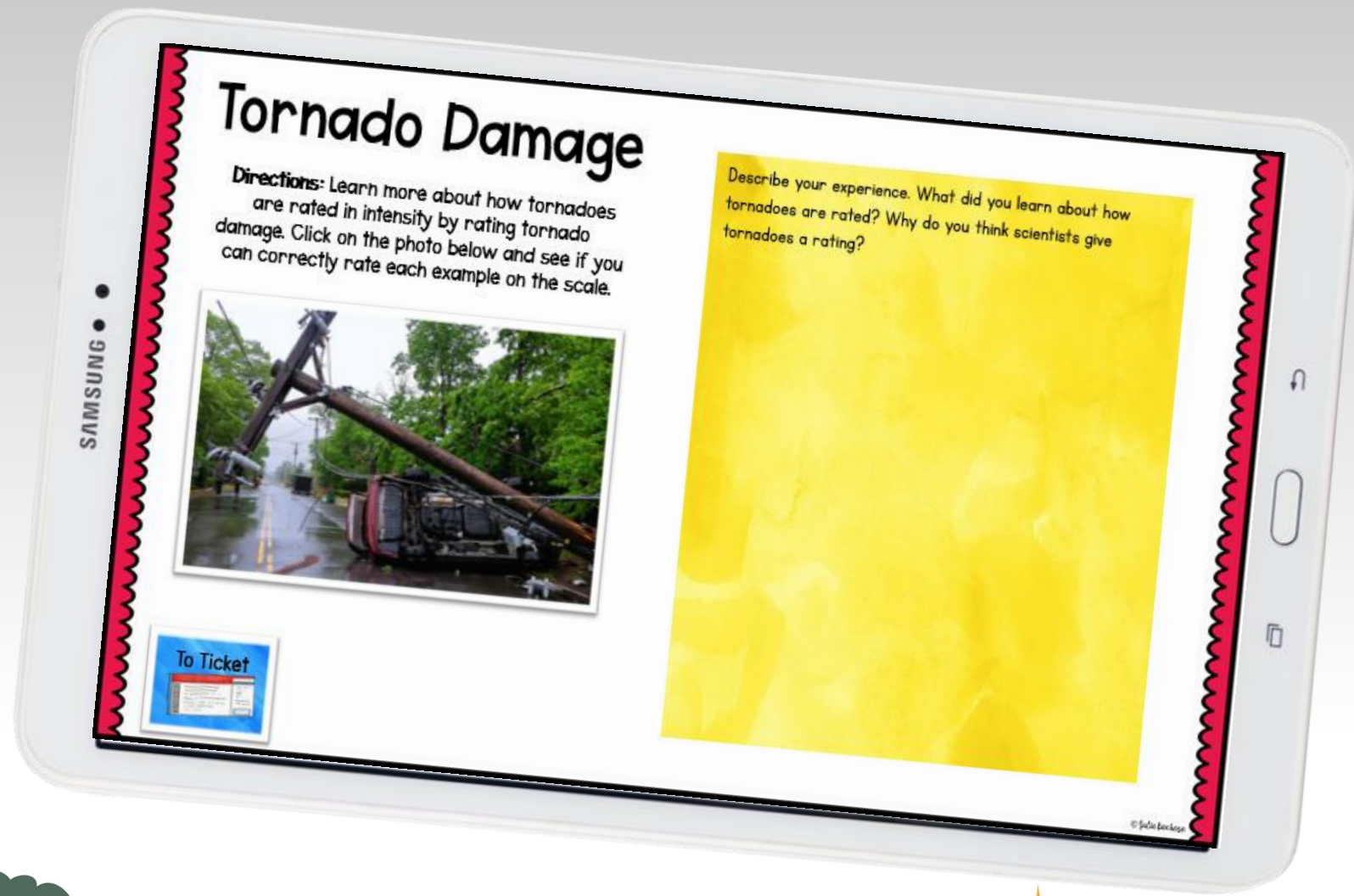


Students collect tickets on their journey to show their progress.





Provides  
opportunities to  
respond in  
writing to  
demonstrate  
learning.





Students complete  
an integrated  
anchor chart to  
organize details.

**Let's Explore! : Hurricanes**

**Directions:** Watch the video. Complete the graphic organizer using details from the video.

WHAT?

WHEN?

WHERE?

HOW?

SAMSUNG

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## Travel Notes

Directions: Use the spaces below to reflect on your natural hazard trip.

What is something new you learned about natural hazards?

In what ways can natural hazards affect people?

We cannot eliminate natural hazards, but we can reduce their impacts. Give at least one example of how people can work to do this.



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Students use  
critical thinking skills  
to reflect on their  
learning.





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