Hello Students,

This resource packet includes a project that you can work on independently at home. You should also have project packets for some of the other courses you are enrolled in. Each project can be completed over multiple days, and the projects can be completed in any order.

High school project packets are available for the following courses:

- English 1
- Algebra
- Biology
- US History
- English 2
- Geometry
- Chemistry
- World Studies
- English 3
- Algebra 2
- Physics
- Civics
- English 4

Additional enrichment activities are also available and organized into Read, Write, Move, Design, and Solve categories to engage you in learning in many different ways while at home. Please be sure to also pick up an enrichment packet for access to these activities.

Use the table of contents on this page to navigate through the project packet.

High School World Studies Project: The World Comes to the Rescue International Response to the 2004 Indian Ocean Tsunami
## High School World Studies Project: The World Comes to the Rescue

### International Response to the 2004 Indian Ocean Tsunami

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>~225 minutes of project time for each course</th>
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</table>
| **Grade Level Standard(s)** | SS.IS.1.9-12: Address essential questions that reflect an enduring issue in the field.  
SS.IS.4.9-12: Gather and evaluate information from multiple sources while considering the origin, credibility, point of view, authority, structure, context, and corroborative value of the sources.  
SS.IS.5.9-12: Identify evidence that draws information from multiple sources to revise or strengthen claims.  
SS.IS.6.9-12: Construct and evaluate explanations and arguments using multiple sources and relevant, verified information.  
SS.IS.7.9-12: Articulate explanations and arguments to a targeted audience in diverse settings. |
| **Caregiver Support Option** | You can create time for your child to engage with this material, as well as how to break it up into smaller parts. You can go over the documents and do the activities with your child. You can look up visual materials about the 2004 tsunami to help provide more context. |
| **Materials Needed** | This packet, a separate notebook/composition journal |
| **Question to Explore** | How did people come together in a time of crisis (2004 Tsunami) and what can we learn and apply to today’s world? How do people come together during times of crisis? |
| **Student Directions** | Write your responses to all the activities in a separate notebook. Label them with the appropriate Activity letter. |

We are currently living through a worldwide crisis and it may seem like everything is going wrong. But, we can look to the past for examples of how people came together during and after a crisis to heal and make the world better. This investigation is designed to help you understand what happened in one crisis in 2004, and how this example can inspire us in the situation we are living in now.
Part I: Establishing Context: What Happened?

Activity A: Examine the image below and answer the critical thinking questions that follow.

![Image of a destroyed landscape](DOCUMENT 1: Photo by John Warren, for World Vision, 2004)

1. What do you see in the photo? What conclusions can you make about what has happened?
2. What feelings would the person in the image have about his current situation? How would you feel?
3. Do you think that people and nations from around the world should provide assistance to areas that look like this? Why or why not?
4. What kinds of assistance would be needed from countries, from scientists and from regular people?
5. If I were going to write an essay about earthquakes, could this image be useful to me as a source? If it is useful, how could I use it? If you don’t think it is useful, why not?

Activity B: Define the following vocabulary words used in the upcoming reading.

a. Propel (verb)  
   b. Epicenter (noun)  

c. Engulf (verb)  
   d. Deluge (noun)  

e. Imminent (adjective)  
   f. Churning (adjective) [especially of liquids]  

g. Rogue (adjective)  
   h. Spawn (verb)  

i. Unrelenting (adjective)  
   j. Subside (verb)
Activity C: With your definitions available, read the following article. Answer the questions that follow.

DOCUMENT 2: “The 2004 Tsunami Wiped Away Towns With 'Mind-Boggling' Destruction"

The tsunami was the deadliest in recorded history, taking 230,000 lives in a matter of hours.

DAVE ROOS - History.com [Link to article]

Dave Roos is a freelance writer based in the United States and Mexico. A longtime contributor to HowStuffWorks, Dave has also been published in The New York Times, the Los Angeles Times and Newsweek.

It was 2004, the day after Christmas, and thousands of European and American tourists had flocked to the beaches of Thailand, Sri Lanka and Indonesia to escape the winter chill in a tropical paradise.

At 7:59 AM, a 9.1-magnitude earthquake—one of the largest ever recorded—ripped through an undersea fault in the Indian Ocean, propelling a massive column of water toward unsuspecting shores. The Boxing Day tsunami would be the deadliest in recorded history, taking a staggering 230,000 lives in a matter of hours.

The city of Banda Aceh on the northern tip of Sumatra was closest to the powerful earthquake's epicenter and the first waves arrived in just 20 minutes. It’s nearly impossible to imagine the 100-foot roiling mountain of water that engulfed the coastal city of 320,000, instantly killing more than 100,000 men, women and children. Buildings folded like houses of cards, trees and cars were swept up in the oil-black rapids and virtually no one caught in the deluge survived.

Thailand was next. With waves traveling 500 mph across the Indian Ocean, the tsunami hit the coastal provinces of Phang Nga and Phuket an hour and a half later. Despite the time lapse, locals and tourists were caught completely unaware of the imminent destruction. Curious beachgoers even wandered out among the oddly receding waves, only to be chased down by a churning wall of water. The death toll in Thailand was nearly 5,400 including 2,000 foreign tourists.

An hour later, on the opposite side of the Indian Ocean, the waves struck the southeastern coast of India near the city of Chennai, pushing debris-choked water kilometers inland and killing more than 10,000 people, mostly women and children, since many of the men were out fishing. But some of the worst devastation was reserved for the island nation of Sri Lanka, where more than 30,000 people were swept away by the waves and hundreds of thousands left homeless.

As proof of the record-breaking strength of the tsunami, the last victims of the Boxing Day disaster perished nearly eight hours later when swelling seas and rogue waves caught swimmers by surprise in South Africa, 5,000 miles from the quake’s epicenter.

Vasily Titov is a tsunami researcher and forecaster with the National Oceanic and Atmospheric Administration Center for Tsunami Research. He credits the unsparing destructiveness of the 2004...
Indian Ocean tsunami on the raw power of the earthquake that spawned it.

The 2004 quake ruptured a 900-mile stretch along the Indian and Australian [continental] plates 31 miles below the ocean floor. Rather than delivering one violent jolt, the quake lasted an unrelenting 10 minutes, releasing as much pent-up power as several thousand atomic bombs.

In the process, massive segments of the ocean floor were forced upward an estimated 30 or 40 meters (up to 130 feet). The effect was like dropping the world’s largest pebble in the Indian Ocean with ripples the size of mountains extending out in all directions.

“In earthquakes, a certain number of people die but many more are injured. It’s completely reversed with tsunamis,” says Titov. “Almost no injuries, because it’s such a difficult disaster to survive.”

An earthquake and tsunami of the magnitude that struck in 2004 is so rare that catastrophic tsunamis are all but unknown in the long cultural histories of India and Sri Lanka, explains Jose Borrero, a tsunami researcher with the University of Southern California and director of eCoast, a marine consultancy based in New Zealand.

“[The Indian Ocean tsunami] came ashore in these places that had no natural warning either, because they were far enough away that they didn’t feel any of the earthquake,” says Borrero. “So without a natural warning, without an official warning and with no history of tsunamis, hitting coastlines full of people, that’s the perfect combination to cause a lot of death and destruction.”

Both Borrero and Titov took part in U.S. Geological Survey expeditions in early 2005 to measure the full extent of the tsunami that struck Sumatra. It was during these expeditions that scientists confirmed maximum wave heights of more than 131 feet on the northwestern tip of the island. Titov will never forget the scene of widespread devastation he witnessed on Sumatra even months after the tsunami waters had subsided.

“We took a boat all the way from the middle of the island up to Banda Aceh, the hardest hit area, and for hundreds of kilometers it was as if somebody had taken an eraser and erased everything underneath the 20-meter line,” says Titov. “The sheer scale of the destruction was just mind-boggling.”

1. Jose Borrero, a tsunami researcher said that the 2004 Indian Ocean tsunami "was the most extreme tsunami event since 1960". Provide three pieces of evidence from the article that would support that claim. Think about all the ways this event could be considered "extreme".
2. What made the 2004 earthquake and tsunami "the perfect combination to cause a lot of death and destruction"?
3. The image from Activity A is a picture from Banda-Aceh in Sumatra after the tsunami. Using the image and the reading, write a paragraph explaining the impact of the tsunami on Sumatra in Indonesia.
4. Why do you think the author of this article chooses to end his piece with the quote from Vasily Titov about the impact of the tsunami being like "an eraser [that] erased everything"? Is that
5. If you were writing an essay on the 2004 tsunami, would the author, Dave Roos, be a trustworthy source? Why or why not? There is information on Mr. Roos after the title of the article.

**Activity D:** Examine the map and answer the questions that follow.

![Map produced by the ReliefWeb Map Centre, Office for the Coordination of Humanitarian Affairs, United Nations, Jan. 5, 2005](image)

**DOCUMENT 3:** Map produced by the ReliefWeb Map Centre, Office for the Coordination of Humanitarian Affairs, United Nations, Jan. 5, 2005

1. **Relative location** refers to the position of a place or entity based on its location with respect to other locations. For example, Chicago is West of Washington D.C. Write the relative location (N, S, E, W) for each pair:

   a. Somalia is **WEST** of India.
   
   b. Bangkok, Thailand is **SOUTH** of Jakarta, Indonesia.
   
   c. Malaysia is **EAST** of Sri Lanka.
   
   d. The Maldives is **SOUTH** of Bangladesh.
   
   e. Victoria, Seychelles is **SOUTH** of Jakarta, Indonesia.
2. Create a Title for this map. What does it show?
3. How strong was the earthquake off the West coast of Northern Sumatra? (the Richter Scale measures the strength of earthquakes, and so far, there has never been a magnitude of 10+ recorded.)
4. How far away from the epicenter of the earthquake is Mogadishu, Somalia?
5. What are the benefits of using a map to display this information as opposed to writing it out in paragraph form?
Activity E: DOCUMENT 4 is an excerpt from *Rinse, Spin, Repeat: A Graphic Memoir of Loss and Survival* by Edith Fassnidge, 2016. Edith was on vacation in Thailand in 2004, with her mother and sister. They both died in the tsunami, and she got many deep wounds and insect bites on her journey toward being saved. Below is how she chose to tell this part of the story.
1. Edith chose to tell her story in the form of a graphic novel. She is not an artist by training. Why do you think she chose this form, as opposed to writing it out? Who can benefit from this form of storytelling?

2. Could Edith have survived without the aid of others? Explain.

3. If you were to write about the 2004 tsunami, how would having a firsthand account from someone who lived through it benefit you?
4. Create your own graphic page for the person in the image from Activity A. Create an 8-box comic strip showing the aid that he would need in his situation.

Part II: How Do Individuals & Groups of Individuals Come Together in Times of Crisis?: The 2004 Tsunami Example

As you engage in the following activities, begin gathering evidence that answers the question above.
THE PRESIDENT: Good morning. On this first day of a new year, we join the world in feeling enormous sadness over a great human tragedy. Last Sunday, an earthquake and violent tsunamis struck the nations that surround the Indian Ocean. The carnage is of a scale that defies comprehension, with over 100,000 deaths reported. I have signed a proclamation calling for our nation’s flag to be flown at half-staff this coming week. As the people of this devastated region struggle to recover, we offer our love and compassion, and our assurance that America will be there to help. Earlier this week, I spoke with the leaders of India, Sri Lanka, Thailand and Indonesia. I offered them the condolences of our nation and I praised their steadfast leadership. The task they face is difficult. Their relief resources are stretched nearly to the limit. Communications, roads and medical facilities have been badly damaged; disease has become a very real threat.

Americans are a compassionate people and we are already hard at work helping those nations meet these challenges. The United States has pledged $350 million in relief assistance, with $15 million already in the hands of relief organizations in the affected countries. To help coordinate this massive relief effort, disaster response officials are on the ground and have established a support center in Thailand that is manned and operational; more than 20 patrol and cargo aircraft have been made available to assess the disaster and deliver relief supplies -- many of those aircraft are already on the scene. We have dispatched the aircraft carrier, Abraham Lincoln, the Maritime pre-positioning squadron from Guam, and an amphibious ship carrying a Marine Expeditionary Unit -- they will soon be in position to support relief efforts, to include the generation of clean water.

Tomorrow, I will send a delegation to the area to meet with regional leaders and international organizations to assess what additional aid can be provided by the United States. The delegation will be led by Secretary of State Colin Powell and Governor Jeb Bush, who has extensive experience in the state of Florida with relief, rehabilitation and reconstruction efforts following natural disasters. Secretary Powell has already spoken with many of his counterparts in the region, and with officials from the United Nations, and other governments that are helping with the response. Together, we are leading an international coalition to help with immediate humanitarian relief, rehabilitation and long-term construction efforts. India, Japan and Australia have already pledged to help us coordinate these relief efforts, and I'm confident many more nations will join this core group in short order.

Here at home,Americans are translating the blessings of our own country into generosity to others. From charitable organizations to private individuals to companies, our fellow citizens, on their own initiative, are raising millions of dollars for relief efforts. These Americans, donors and fundraisers alike, represent the best of our country and offer an example to the world. Any American who desires to donate to these efforts can easily do so online, by accessing the USA FreedomCorps website at www.usafreedomcorps.gov.

In this season when we gather with loved ones and count our many blessings, we hold the victims of this terrible tragedy in our hearts and prayers. And let us be mindful that even in this modern age, our
world still requires compassion, tolerance and generosity from each of us.

Laura [the wife of Pres. Bush] and I send our condolences to all whose hearts are filled with grief this New Year’s Day; and to our fellow Americans, we wish you peace and happiness in the coming year.

Thank you for listening.

1. Name five ways the United States of America is aiding those who suffered from the 2004 Indian Ocean Earthquakes and Tsunami.
2. How would you describe the tone of the radio address by President Bush? Tone indicates the speaker's attitude. Is it appropriate for the occasion? Explain.


**Tsunami aid donors Top 10 largest donations**

<table>
<thead>
<tr>
<th>US$ millions</th>
<th></th>
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<tbody>
<tr>
<td>Private donations</td>
<td>3,129</td>
</tr>
<tr>
<td>Japan</td>
<td>502</td>
</tr>
<tr>
<td>DEC* (UK)</td>
<td>471</td>
</tr>
<tr>
<td>Unicef</td>
<td>282</td>
</tr>
<tr>
<td>European commission</td>
<td>154</td>
</tr>
<tr>
<td>UK</td>
<td>137</td>
</tr>
<tr>
<td>US</td>
<td>134</td>
</tr>
<tr>
<td>Germany</td>
<td>126</td>
</tr>
<tr>
<td>Canada</td>
<td>117</td>
</tr>
<tr>
<td>Norway</td>
<td>85</td>
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</tbody>
</table>

3. If you exclude private donations, how much money did national governments and international bodies like Unicef and the European Union raise? (The DEC contribution is also made up of private donations).
4. Thinking about our Essential Question, how can governments be part of the coming together that occurs after a crisis? What can they do to improve the world afterward? Use both the presidential address and the chart in your answer.
5. Document 5 is a primary source and Document 6 is a secondary source. Explain the difference.
6. If you were writing an essay on the 2004 Indian Ocean tsunami, what would be valuable about having Document 5 and what would make Document 5 not that useful? Remember, sources usually have values and limitations.

**Activity G: Scientists**

DOCUMENT 7:
Australia’s world-class tsunami warning system now operates 24 hours a day and is a major component of a multinational Indian Ocean tsunami warning system. Within 10 minutes the Joint Australian Tsunami Warning Centre (JATWC) can now detect and notify of an earthquake with the potential to generate a tsunami. Within a further 2-5 minutes, the JATWC can forecast tsunami threat and potential impacts, providing the public, media, emergency managers and other relevant authorities with tsunami warnings.

Geoscience Australia now have access to over 300 seismic stations across the world, enabling comprehensive analysis, and Bureau of Meteorology now operate 44 coastal sea level stations and 6 deep-ocean tsunameter buoys [a tsunameter is a piece of equipment used to detect tsunamis, deployed across the open ocean to form a network for the purpose of early warning,], monitoring sea level in real-time in the Indian and Pacific oceans. The Bureau of Meteorology also has access to more than 100 coastal sea level stations and 46 tsunameter buoys operated by other countries in our region. [Sea level gauges are used to measure tides and quantify the size of tsunamis.]


1. How prepared were countries in the Indian Ocean to detect tsunamis in 2004?
2. How did scientists come together to create a better system to detect tsunamis after 2004?
   Provide at least three improvements when compared to 2004.

3. Could the tsunami warning system described above work if it only included science equipment from Australia? Why is it important that scientists from all over the world work together in times of crisis?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
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<tbody>
<tr>
<td>&quot;Tapestry of Song&quot; Benefit Concert</td>
<td>This free concert brings together for the first time a diverse genre of the vocal repertoire performed by women. The songs are chosen from opera, jazz, early music, folk music, musicals, American art songs, lieder, and world music. The concert will end with Gospel songs by the Afro-American Women’s Choir. The concert is sponsored by the Office of women’s Affairs, School of Music, Department of Gender Studies, International Programs, Dean of Students, Dean of Faculties, IU Asian Culture Center, and the Chancellor’s Office. A reception will follow in the Hoagy Carmichael Room, located in Morrison Hall (next door) where donations will be accepted to benefit the rebuilding efforts of primary and secondary schools that were devastated in the Tsunami disaster in Banda Aceh, Indonesia. Funds will go to USINDO Aceh School Project. The reception is catered by Food Works, Middle Way House. The event will take place on March 6, 2005 at 7 p.m. at the IU recital hall in the School of Music. For more details, contact <a href="mailto:acc@indiana.edu">acc@indiana.edu</a>.</td>
</tr>
<tr>
<td>Tsunami Benefit Dinner &amp; Panel Presentation</td>
<td>On December 26th, 2004, South East Asia and East Africa was ravaged by a powerful earthquake that triggered large and destructive tsunami waves that swept away tiny coastal villages, and claimed more than 160,000 lives. The size and magnitude of this tragedy has been one of the largest and most expensive natural disasters to date and now, as a community, it is our turn to act. On Thursday, March 3rd, 2005, the Asian Culture Center, in collaboration with the Asian American Association, Asian Student Union, Indian Student Association, Indonesian Student Association, Kappa Gamma Delta, Malaysian Student Association, and the Vietnamese Student Association, will be hosting a benefit dinner with a panel discussion and cultural performances at the Neal Marshall Black Culture Center at 7 pm. This event will be open campus wide to students, faculty, and staff members. We will be accepting donations which will benefit the tsunami relief efforts of Association for India’s Development (AID), USINDO’s Aceh School Project and Sri Lankan Chamber of Commerce.</td>
</tr>
<tr>
<td>Tsunami Candlelight Vigil/Discussion Meeting</td>
<td>The Asian American Association is hosting a candlelight vigil and discussion meeting at 8:00 PM on February 16, 2005. The Candlelight Vigil at Dunn Meadow will reach out to those who wish</td>
</tr>
<tr>
<td>Verse Response: Tsunami Survivor Support</td>
<td>Bloomington's varied poetry groups come together, with Monika Herzig offering a musical interlude, in the John Waldron Auditorium on Sunday, February 6th from 3:00 - 5:00 pm. Please</td>
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to make contributions, as well as enable those with unique perspectives to speak out as well reflect on this tragic event. Afterwards, a meeting will be held at BH 147 to discuss how we as students and community can help make effective contributions to the countries affected by the tsunami. For more information, contact aaa@indiana.edu.

Join us and bring your family and friends to help raise funds for those in desperate need. 100% of your donation will be sent to Mercy Corps (http://www.mercycorps.org/) for assistance to survivors of December’s earthquake and tsunami. Poets will not be reading their own poems but those of other well- and lesser known poets, the chosen theme being “Hope and Healing”.

### Making Hygiene Kits for Tsunami Victims

Many have expressed a desire to give additional help/aid to the survivors of the devastation in SE Asia. A community-wide activity has been planned to assemble hygiene kits which will be sent to the areas that need them. It will be held Saturday, January 22 from 10:00 a.m. to Noon at the LDS Stake Center (4235 West 3rd St.). We have specific guidelines to follow in assembling the hygiene kits.

We ask for donations of the following: [For reference, the number in parenthesis is the quantity of each needed item per kit]

<table>
<thead>
<tr>
<th>Item</th>
<th>Quantity per Kit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unbreakable combs (no sharp handles)</td>
<td>2</td>
</tr>
<tr>
<td>Toothbrushes (packaged)</td>
<td>4</td>
</tr>
<tr>
<td>Toothpaste (4-6 oz each-- no pumps)</td>
<td>1</td>
</tr>
<tr>
<td>Soap bars (4-5 oz each)</td>
<td>2</td>
</tr>
<tr>
<td>Hand towels - (new 15”x 25” - no dishtowels or washcloths)</td>
<td>2</td>
</tr>
<tr>
<td>Gallon-sized zip bag</td>
<td>1</td>
</tr>
</tbody>
</table>

Please join us and pass the word along to your friends and neighbors.

### Tsunami Relief Soccer Tournament

6-v-6 Single-Elimination Soccer Tournament at the Bloomington Sportsplex
January 17th, 2005 9am-10pm
All proceeds will go to the International Committee of the Red Cross (ICRC)
Trophies awarded to 1st and 2nd place teams (donated by the Awards Center)
Team registration fee: Donation $50 to $100
Top three teams get $50 off team registration fee for Sportsplex Adult Rec Winter League
Field usage donated by the Bloomington Sportsplex
If you’re interested in participating, e-mail rfile@indiana.edu

1. Based on the activities listed here, what kinds of actions do people take in times of crisis? Name at least three.
2. What groups of people are gathering together to do something in response to the crisis?
3. A web page listing university events after a crisis is rarely seen as a primary source, but it is. How is this listing of activities a valuable source to someone writing about the 2004 tsunami?

### Activity I: Survivors

Think about the graphic novel of Edith Fassnidge (Doc 4) as you read the following:

DOCUMENT 9: Excerpt from Engaging Women in Trauma-Informed Peer Support: A Guidebook published by the National Center for Trauma-Informed Care, 2012
Why Are Our Stories So Important?

Storytelling is an important organizing force in cultures throughout the world. Individual stories become the story of a people or a group. Transmitted over time—from cave paintings of pre-history to folk songs to social media and the Internet—stories reflect who we are and what we believe about the universe and our place in it. Stories are the basis for history, art, religion, politics, philosophy, and more, reflecting the ways in which we are uniquely separate, while revealing our interconnectedness.

Our personal accounts—what we survived and how, what these experiences mean to us, and what we know now that we did not know before—are what we mean by “stories.” Personal narratives organize experience and help us make sense out of what has taken place. Stories can be true or not true, entertaining or horrifying. *Stories can be communicated with or without words.* They can be literal or metaphorical, using the language of symbols to convey deeper truths. No two stories are the same, yet every story contains some aspect of the universal.

When listening to another person’s story, you may catch glimpses of yourself. Knowing what it feels like to be in pain allows people to act when a stranger is suffering. This awareness can cause you to shut down emotionally at times, especially when the magnitude and constancy of suffering feels unbearable. But stories can also create unity and inspire action, as when many individuals come together to find the strength to confront social problems. Sharing personal stories can communicate that it is possible to move beyond the circumstances of one’s life. It sends a message of hope: If you can, I can!

“When [crisis] leads to physical and mental injury, it also engenders a healing response. One aspect of this is the trauma story, whose function is not only to heal the survivor, but also to teach and guide the listener—and by extension, society—in healing and survival.” – Richard F. Mollica M.D., *Healing Invisible Wounds*

1. What does Dr. Mollica mean when he says that [survivor stories] “not only heal the survivor, but teach and guide the listener - and by extension, society - in healing and survival”?
2. Edith Fassnidge lost her mother and sister during a vacation in 2004 (Document 4). Her story was published in 2016. Why would it take so long, and what benefits does she get from finally telling her story?
3. Edith created a graphic novel to tell her story. What other forms can stories take that help us “catch glimpses of [ourselves]?”
4. What role do survivors play in helping everyone come together after a crisis?

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**Part III: Putting it Together: The DBQ Essay**

Now that you know what happened during the 2004 Indian Ocean earthquake and tsunami, and the responses of various groups of people, you are now ready to show what you have learned.
In a five-paragraph essay, you will answer the following question:

**How do people come together during times of crisis?**

You are going to use the 2004 tsunami as the example to answer this question.

You have nine (9) documents that you can use as evidence to answer this question. Please create a thesis/main idea and three supporting claims that will become the body of your essay. Your supporting claims can be about how different groups of people, as shown in the documents, came together during the 2004 crisis. Here is a potential outline to help organize your writing.

Paragraph I: Give the background to the 2004 tsunami and state the question you are going to answer. Finish the paragraph with your thesis and three supporting claims. This helps the reader know what he or she will be reading.

Paragraph II: This paragraph should be about your first supporting idea. Remember, you are answering the question above with the documents, so please make sure to cite them as they are used.

Paragraph III: This paragraph should be your second supporting idea. Remember, you are answering the question above with the documents, so please make sure to cite them as they are used.

Paragraph IV: This paragraph should be your final supporting idea. Remember, you are answering the question above with the documents, so please make sure to cite them as they are used.

Paragraph V: You restate your thesis and supporting claims. Finish your essay by making a general claim about how people can come together in any crisis, even like the one we are going through now.

**Paragraph 6:**

There has been a focus on sources as you have gone through this investigation. In a paragraph that should accompany your essay, write an answer to the following question:

**When are sources good (useful) and when are they bad (not so useful)? Use your experience in writing this essay as evidence.**

**Additional Activities**

*Fine Arts:* You can look for poetry, visual art, music and dance that are responses to times of crisis.

*Science:* You can research how tsunamis are created, but also how the new tsunami detection system functions.

*Literature:* If you are interested in another survivor story from 2004, try Wave by Sonali Deraniyagala (2013). She lost her husband, parents and two young sons in the terrifying Indian Ocean tsunami of
2004. If you are interested in stories of people coming together in other disasters, try *A Paradise Built in Hell: The Extraordinary Communities That Arise in Disaster* by Rebecca Solnit (2010). She writes “the most startling thing about disasters is not merely that so many people rise to the occasion, but that they do so with joy.”

**Extension Activity:**

Create a children’s storybook about how people help each other in times of crisis. The ideas from the essay you wrote can be turned into a hopeful book for children who may feel nervous when bad things happen. The pictures don’t have to be fancy (think Edith’s graphic novel).