

Oakland: The Nelson County Museum of History

Lesson Plans, K-12

Dear Teachers and Students:

The following lesson plans are designed for students in Grades 4, 6, 9, and 10 to learn more about their local history through *Oakland: The Nelson County Museum of History*. Each lesson plan revolves around one of the following exhibits at Oakland: the 19th century tavern kitchen, the Rural Electrification exhibit, or the Hurricane Camille Room. Each lesson (1) is aligned with the Virginia Standards of Learning, (2) explains the lesson's purpose, implementation, and materials needed, and (3) includes student assessment of learning. In the future, more lesson plans will be added to these seven.

Our work was supported by the Smyth Foundation who also funded most of the materials listed in the Bibliography on pages 28-32. These items are available for use while visiting Oakland (except for the watershed model which is available for check-out from Nelson County High School's Library Media Center and was funded by the Nelson County Education Foundation.) The websites listed offer more resources and alternative lesson plans.

We hope you will visit Oakland and take advantage of a hands-on, low-cost learning experience here in your backyard!

Happy Learning!

Doris Bibb, 6th grade teacher, Nelson Middle School

Laverne Castillo, Earth Science and Chemistry teacher, Nelson County High School

Allen Dolleris, 4th grade teacher, Rockfish River Elementary School

Roger Dunnick, Social Studies teacher, Nelson County High School

Mary Haines Johnson, 6th grade teacher, Nelson Middle School

Melissa Powers, School Librarian, Nelson Middle School

Jane Raup, School Librarian, Nelson County High School

Dawn Tinder, Biology teacher, Nelson County High School

Kathy Townsend, Speech Pathologist, Nelson County Public Schools

Oakland Museum Student Activities Committee

Key to Lessons



“Cutting’ On the Lights:” Rural Electrification Lessons

Grade 11 (Social Studies).....	page 3
<u>Learning Packet</u>	page 33
Grade 4 (Science).....	page 24
<u>Learning Packet</u>	page 61



The Hurricane Camille Room Lessons

Grade 10 (English-2 lessons).....	pages 6-12
<u>Learning Packet</u>	page 35
Grade 8 or 9 (Science).....	page 13
<u>Learning Packet</u>	page 41
Grade 6 (Science).....	page 19
<u>Learning Packet</u>	page 59
Grade 4 (Science).....	page 26
<u>Learning Packet</u>	page 66



Mitchell’s Tavern Lessons

Grade 6 (Language Arts).....	page 15
<u>Learning Packet</u>	pages 50-51

<u>Bibliography and Classroom Resources</u>	page 28
---	---------

The Impact of Electricity on a Rural Area



Grade Level: 11

Subject: Va/US History

Prepared by Oakland Museum Student Activities Committee

Standards of Learning: VUS 9.c-The student will demonstrate knowledge of the emerging role of the United States in world affairs and key domestic events after 1890 by explaining the causes of the Great Depression, its impact on the American people, and the ways the New Deal addressed it.

Learning Objectives

The student will:

- 1) Research the REA of 1937 including the reasons for and the projected outcomes of the act.
- 2) Manipulate artifacts found at the Oakland museum relating to Nelson County electrification in 1938
- 3) Compare the non-electric artifacts with the electric versions circa 1938 and today.

The teacher will:

Provide instruction on the Great Depression as a national issue including causes, effects and programs created. The teacher will also introduce the field trip to Oakland and instruct the students as to the assignment that will correspond with the field trip.

Activity:

In small groups, students will participate in a research project. Part one of the project will be for students to visit the Oakland Museum. Part two will be to research the Great Depression, the REA, and electrification in Nelson County. Part three will be to create a presentation based on the research conducted to be presented in class.

Assessment:

The teacher will review the project and presentation for accuracy and depth of understanding. In small groups students will create a presentation (power point, poster, art project, etc.) explaining electrification in rural America, the impact electrification had on Nelson County, and give examples of machines that were converted to electric models during this time period. These projects will be presented to the entire class upon completion.

Activities at Oakland Museum

The teacher will set up small groups of students to tour the museum. The teacher will monitor each group as they view museum exhibits. In small groups the students will view exhibits at the museum. Students will also manipulate artifacts that are provided by the museum for hands-on learning activities.

Materials Needed

Paper

Pencil

Computer lab, PowerPoint or OpenOffice Impress

Other Resources

Web

Library resources

poster board (if chosen)

Additional Notes

This lesson can be extended by having students consider how daily life changed in meal preparation, housecleaning, farm work, use of time, and recreational pursuits.

The Objective and the Subjective: Accounts of Disasters in Columbia, South America, and Nelson County, Virginia



Grade level: 10

Grade Level: 10

Subject: English

Prepared by the Oakland Student Activities Committee

Standards of Learning:

English 10.1: The student will participate in and report on small-group learning activities.

- a) Assume responsibility for specific group tasks.
- b) Participate in the preparation of an outline or summary of the group activity.
- c) Include all group members in oral presentation.
- d) Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.

English 10.3d and e:

The student will read, comprehend, and critique literary works.

- a) Identify text organization and structure.

- b) Identify main and supporting ideas.
- c) Make predictions, draw inferences, and connect prior knowledge to support reading comprehension.
- d) Explain similarities and differences of techniques and literary forms represented in the literature of different cultures and eras.
- e) Identify universal themes prevalent in the literature of different cultures.

English 10.10

The student will use writing to interpret, analyze, and evaluate ideas.

- a) Explain concepts contained in literature and other disciplines.
- b) Translate concepts into simpler or more easily understood terms.

Overview and Purpose

The student will learn more about the 1969 destruction of Nelson County by Hurricane Camille by writing a news story and by comparing a first-person account of an incident to a news story account. This lesson and its activities will take 2-4 days, not including the field trip to Oakland. This lesson was written for a 90-minute block class.

Learning Objectives

The student will work with other students to locate information about Hurricane Camille in Nelson County and write a news article about the event.

Day 1

The teacher will **introduce the literature selection, "And Of Clay We are Created,"** by Isabel Allende, asking what kind of natural disasters they know about, have been in the news, and where and when these disasters happened.

The student will read the news account from the Washington **Post** in class. Afterwards, the YouTube video from Haiti can be shown, then both the news article and the video can be compared and contrasted. Then, for homework, students are assigned the selection, "And of Clay We are Created," (see handout). (Both the Post article and the Allende story are in **Holt's Elements of Literature, 4th course**.)

Day 2

Discuss the short story with the class, especially the effect of the little girl and the disaster on the narrator. Discuss how the short story interpretation of the event compares and contrasts with the news article.

Students will contribute ideas in the class discussion as well as write a list of adjectives that describe the feelings that the narrator had throughout the story. They will also make a list of "who, what, when, where, and how" of the news story and where in the article this information is placed. Next, lead a discussion on the difference between the objective and subjective accounts of the same event.

Assessment

Ask students how each account affects them and why. Students will write a paragraph in their writing journals about which account they prefer and why.

Activities at Oakland Museum

To introduce the field trip, ask students what they know about the 1969 Camille flood in Nelson County. Write responses on the whiteboard and ask them what else they would like to know. Give out copies of the **Daily Progress** article and read it aloud.

Students contribute orally what they have heard from their family and neighbors and from their reading. After reading the article, discuss how it compares with the article from the **Post** about the earthquake in Colombia. Students make a list of questions they have about the Camille flood to give the teacher by the end of class.

Day 3

Before class begins, the teacher would have reviewed the student questions and categorized them into groups, such as meteorology of the event, response of the community, rebuilding of roads and bridges, etc., based on individual student questions. Or a teacher-written list of questions may be made. When students arrive in class, they **form groups based on their questions and the teacher's assignment thereof.**

Each student group visits the Camille Room at Oakland to find answers to their questions by reading the storyboards, **viewing the DVD's, and asking the docent(s) questions.**

Upon returning to class, each group gives a short presentation to the class about what **they've learned.**

Each member of the class writes a news article or a survivor's account based on what they learned about the flood in Nelson County.

Nelson County's Flood Myth



Grade Level: 10

Subject: English

Prepared by Oakland Student Activities Committee

Standards of Learning:

English 10.3e: Students will identify universal themes prevalent in the literature of different cultures.

1. Identify mythological themes in the story of the Flood of 1969.
2. Identify heroes and archetypes in these same stories.
3. Write the "Nelson County Flood Myth."

Overview and Purpose

Students will consider 3 cultures' flood myths: Noah's from Genesis, the Pima Indian flood myth, and the "yet-to-be written" Nelson County flood myth. Students will understand and apply a culture's ethics and values as reflected by their myths. Students will write a flood myth for Nelson County using Microsoft's **PhotoStory, Version 3**.

Teacher Preparation

Prepare for the lesson by reading ***Roar of the Heavens***, an account of Hurricane Camille, by Stefan Bechtel, National Geographic's article on the Black Sea flood:

<http://www.nationalgeographic.com/blacksea/>

and the Pima Indian flood myth: <http://www.talkorigins.org/fags/flood-myths.html>

A sheet of vocabulary terms will be designed for student handouts (See Learning Packet at end of lesson.)

Learning Objectives

The student will:

The student will view the Clearvue DVD for an introduction to the themes and meanings of mythology. A guided handout with vocabulary terminology will be used while viewing.

Using a copy from the Holy Bible, read aloud Genesis 6, 7, and 8, the Noah flood myth. Discuss the historical background of this myth, what significance it had to the Hebrew people of the time, archetypes, heroes, transgressors, and other examples of terminology it contains. (Students who are interested in its veracity may want to read the Black Sea deluge research from the National Geographic website; a copy is available in the learning packet.)

Read aloud the short Pima Indian flood myth. Discuss, compare and contrast with the Noah flood myth. Use the vocabulary list to identify any characters or situations that are true of each myth.

Give vocabulary quiz on terminology and ask for examples from the DVD presentation or the Noah flood myth, Pima Indian flood myth

Students will know basic vocabulary and apply it to various myths. They will incorporate **these terms in their writing of "The Nelson County Flood Myth."** Students will share ideas about what the Noah and Pima Indian myths tell us about what each culture values as important.

Activities at Oakland

Students may need to visit Oakland if they did not go for the previous lesson in English 10. For the visit, have them answer the questions that have or that were made up by the teacher for them to answer while they read the storyboards in the Camille Room.

Ask students what stories they learned about the Flood of 1969 in their visit to Oakland. **Have students consider how the people were like and unlike the people of Noah's time and the Pima Indians: were they being punished for their behavior? Had some larger event caused Hurricane Camille's wrath?**

Hand out Colleen Thompson's story from ***Hearbeats of Nelson*** for homework.

On the next day, discuss with students how Buzz Thompson was a hero. Ask students if there are other heroes that they learned about during the rescue and recovery in Nelson County after Hurricane Camille.

Final activity and assessment:

Write a flood myth for Nelson County using Microsoft ***Photostory***. Consider the hero archetype from the DVD, the values of the culture which the myth perpetuates, what is important to the culture the myth comes from, etc. Provide a network folder of websites and photographs of the destruction with credits for citing of sources.

Grade 8 or 9

Why Nelson County?



Grade Level: 8 (9)

Subject: Earth Science

Prepared by the Oakland Student Activities Committee

Overview & Purpose

Students will learn why Nelson County became the site of the Camille flood as part of their study of hurricanes and severe weather systems.

Standards of Learning

ES.3 a&d, ES.13.c

Learning Objectives

As the teacher guides the learning process, the student will (1) describe the “life cycle” of an Atlantic hurricane, and (2) explain the three (3) major factors contributing to the Camille flood in Nelson County.

Materials Needed

Paper, pencil, 3 worksheets and map handout; colored pencils or highlighters

Activities (before visiting Oakland)

Define terms used in The Storm display at Oakland using Worksheet #1 and the Internet and/or textbook.

Oakland Activities

Bringing their completed Worksheet #1 to the Camille Room, students will watch a 15 minute video about the storm, listen to the docent's explanation of the storm, and read through the Camille exhibit. They will fill out the "At the Museum" worksheet #2 while reading "The Storm" display.

After the visit to Oakland, students will describe the meteorological phenomena contributing to the flood, using Worksheet #3.

Assessment

Evaluate student descriptions of the hurricane formation and the causes of the Camille Flood.

Oakland Tavern Cooking Tools and Recipes



Grade level: 6

Subject: Language Arts, Mathematics, Social Studies

Prepared by the Oakland Student Activities Committee

Standards of Learning

Math 6.6a.

The student will solve problems that involve addition, subtraction, multiplication, and or fractions and mixed numbers, with and without regrouping, that include unlike denominators of 12 or less, and express their answers in simplest form

Social Studies USI.6c

The student will demonstrate knowledge of the factors that shaped colonial America describing colonial life in America from the perspectives of large landowners, farmers, artisans, women, indentured servants, and slaves

Language Arts 6.9

Use the technology available in the classroom and /or library including such electronic sources as databases, search engine, Internet as appropriate for school use, on-line periodical indexes, electronic encyclopedias and other material on CD-Rom.

Overview and Purpose

What will be learned and why it will be useful:

Students will compile a recipe booklet. They will find a minimum of five recipes for their booklet. They will find any information about the occasion for which the recipe would be prepared. They will research early recipes for food that would have been prepared during the era of 1838 when Oakland was built and consequently used as a tavern. This research for recipes can be conducted in several ways. Students will be given a list of websites that include early recipes. Students will also be encouraged to add research information found from other sources than those provided. Students will also be encouraged to look for primary source information from old cookbooks that might be in their family.

Students will learn about cooking methods of the 1838 era. Students would have to keep in mind that there was no electricity or refrigeration. They will learn how food was prepared. Students will be shown wither original early food preparation tools or pictures of them.

Activities

The teacher will provide websites that students may search for compiling their recipe booklet. (These are listed at the end of this lesson.) Discuss with students the cooking preparation methods of the time, and acquaint students with cooking utensils and cooking tools of the era.

The math teacher will have taught the fraction unit to all students. The teacher and students will discuss life in the early 1800's and share information about how food was prepared during this era.

The student will gather information about life in the 1838 era. They will use this information to make an educated guess about kitchen utensil use of the 1838 era.

Students will practice their math skills of halving, doubling, and tripling fractions.

The student will use primary and secondary resources to compile their booklets.

The student will present a booklet of completed recipes that are halved, doubled, and tripled.

Activities at Oakland Museum

The student will visit Oakland Museum, focusing specifically on the tavern area. Students will be provided with examples of early cooking tools that might have been housed at Oakland. Students will listen to descriptions of the tools and speculate as to the purpose of each tool. They will share their findings with their classmates.

The teacher or guide will provide students with several cooking tools of the era.

Students will be arranged in groups of four.

Students will select a presenter to share with the class.

Students will discuss amongst themselves the purposes of their group's tool and how it was used. They will share their findings with the class.

Materials Needed:

Paper

Pencil

Early cooking utensils

Websites

Hands- on resources provided to the teacher by Oakland Museum, which will include a list of websites for recipes (see below), and pictures of early American cooking tools

Assessment: quality of cookbooks, citation of sources, and accuracy of numbers in recipes

Nelson County's Ultimate Non Point Source Pollution



Grade: 6

Subject: Science

Prepared by Oakland Student Activities Committee

Overview & Purpose

What kinds of pollution were caused by Hurricane Camille? How does pollution affect our waterways? With a model, students can **create "rain" falling on a watershed model and** see the specific points on the model of point source pollution, the sludge coming from a sewage treatment plant, all coming from an usually high amount of rain falling in the space of a short time. They will use key vocabulary terms in their description of what they are observing. (See vocabulary list that follows.)

Students will understand point source and non point source kinds of pollution and their effects of water bodies and their environment.

Students will locate the three major rivers in the Nelson County watershed and the tributaries that were most affected by Hurricane Camille in August 1969.

Students will know and understand how the streams and rivers of Nelson County are part of the Chesapeake Bay watershed.

Va. Standards of Learning

6.1 The student will plan and conduct investigations in which

d) scale models are used to estimate distance, volume, and quantity; models are designed to explain a sequence; and

k) an understanding of the nature of science is developed and reinforced.

6.7 The student will investigate and understand the natural processes and human interactions that affect watershed systems. Key concepts include

a) the health of ecosystems and the abiotic factors of a watershed;

b) **the location and structure of Virginia’s regional watershed systems;**

c) divides, tributaries, river systems, and river and stream processes;

d) wetlands;

e) estuaries;

f) major conservation, health, and safety issues associated with watersheds.

Activities

Ask students to define the word pollution and give examples. Invite students to give examples of pollution in Nelson County.

Introduce the key vocabulary “point source pollution” and “nonpoint source pollution.”

Define and discuss examples.

Have students identify specific points of point source pollution on the EnviroScape model.

Demonstrate the sludge coming from the sewage treatment plant. Discuss how overflows occur due to excess storm water and also how the plant could malfunction and discharge untreated water into a stream, river, or lake.

Have students identify potential areas of nonpoint source pollution. Ask them what it is called when water flows over the surface of the land and does not soak in. **“Where does the water end up?”** What other substances end up in streams, rivers, and lakes due to **“run off?”** List these on the board or on chart paper as they are brought up. Ask why excess nutrients, toxins, bacteria, and even soil could be potentially harmful. List responses on the board.

Students will participate in the choice game. Given a set of statements, they will stand on one side of the room or the other depending on whether they think the statement is true or false:

- The fertilizers we put on plants and lawns is not harmful to streams and rivers.
- It is okay to let cows stand in the streams on your property.
- Highways, roads, and parking lots increase run off.
- Plowing fields has no effect on streams and rivers.
- Natural fertilizers such as manure are safe and not harmful to water sources.
- Putting a fence around a construction site helps to stop erosion.

Students “rain” on different parts of the model. Observe and discuss what happens.

Assessment

Before leaving for the field trip to Oakland, ask students what big rain event caused pollution in Nelson County. Explain that they will be viewing the destruction caused by the **“run off”** and be reading information about how much rain fell and the pollution the rain caused.

(The teacher will arrange a field trip for students to visit Oakland and view the slides of the destruction from Hurricane Camille and read the storyboards in the Camille Room.)

After the field trip, students can draw a picture representing both point source and nonpoint source pollution. Then they write a paragraph using the vocabulary from the lesson explaining the difference between the two and including examples in their writing. Each paragraph should include what type(s) of pollution was (were) caused by Hurricane Camille.

Students will find answers to the questions and label the major rivers and creeks on a map of Nelson County. (See map for printing copies at end of this lesson.)

Other Resources

- Unlabeled map of Nelson County for each student along with several VDOT county road maps
- EnviroScape Model for Watershed/Point Source and Nonpoint Source Pollution (also have cocoa powder, lemon/lime Kool-Aid packet or other green beverage, cherry Kool-Aid packet or other red beverage)
- Question sheet
- Pencil or pen

Questions to answer in Camille Room exhibits and slides at Oakland:

1. Name the 4 main rivers that run through Nelson County. Into what waterbody do the three smaller rivers empty? Into what even larger waterbody does this large river empty?
2. Name 3 creeks in Nelson County along which there was the most destruction.
3. How much water fell just east of the Blue Ridge Mountains on the night of August 19-20, 1969?
4. What happened on the mountainsides when the soil could not absorb the water?
5. What happened to trees, rocks, soil, animals, houses and people that were in the path of these mudslides?
6. What possible pollutants would be carried along with the water?

Map of Nelson County, Virginia

(Students can use the map to write in the names of towns, creeks, rivers, and roads.)

http://www.virginiadot.org/projects/resources/fxn_class/Lynchburg/Nelson_County.pdf

4th Grade: The REA Exhibit and How Electricity Works



Grade Level: 4

Subject: Science

Prepared by the Oakland Student Activities Committee

Overview & Purpose

Students will investigate and understand the characteristics of electricity.

Standards of Learning

Science SOL 4.3-The student will understand the characteristics of electricity. Key concepts will include a) conductors and insulators, b) basic circuit (open/closed, parallel/series), c) static electricity, d) the ability of electrical energy to be transformed into heat, e) simple electromagnets and magnetism, and f) historical contributions in understanding electricity

Activities

The teacher will preview the student guide to the REA exhibit (see below), guiding students to record "what they already know".

Students will find and appreciate:

1. examples of conductors and insulators;

2. the ability of electrical energy to be transformed into heat, light, and mechanical energy;

3. historical contributions in understanding electricity.

The teacher will keep students focused as they tour the REA exhibit. Students will listen attentively to the docent.

Activities at the Oakland Museum

In the REA exhibit, teachers will monitor students as they collect examples of electrical products.

In the REA exhibit, students will:

1. Describe 3 conductors and 3 insulators.
2. Describe 1 item that produces heat, 1 that produces light, 1 that produces mechanical energy. Note examples that produce more than one.
3. Write 3 sentences about what made the REA both possible and difficult to create.

Assessment

Back at school, teachers will guide students as they create lists and sorts, based on the exhibit guide. (See below.)

Students create class lists of their findings. Students could create word sorts with headings such as conductors, insulators, heat, light or mechanical energy.

A post-tour quiz could be created for assessment purposes, and guided reading assignments could be designed from school library books about electric generation, distribution, conductors, and insulators.

Venn diagram from Wessels Living History Farm, York, Nebraska, at

<http://www.livinghistoryfarm.org/farminginthe30s/IrResources/IrSocStud03Venn.pdf>

Predicting the Weather in 1969 and Now



Grade level: 4

Subject: Science

Prepared by the Oakland Student Activities Committee

Overview and Purpose: The student will investigate and understand how weather conditions and phenomena occur and can be predicted.

Va. Standards of Learning Addressed

Science 4.6a,b-The student will investigate and understand how weather conditions occur and can be predicted. Key concepts include: a) weather measurements and meteorological tools, and b) weather phenomena (fronts, clouds, storms).

Learning Objectives

Preview the student guide to the Camille exhibit (see below), guiding students to record "what they already know".

Students will understand the need for weather measurements and meteorological tools (air pressure – barometer, wind speed – anemometer, rainfall – rain gauge, and temperature – thermometer).

They will also understand the weather phenomena (fronts, clouds, and storms) associated with Camille.

Activities at Oakland

Before arriving, students will create a list of meteorological tools.

After touring the Camille exhibit, they will write how each tool could have better predicted this disaster.

In hindsight, meteorologists have described the weather phenomena that converged to create this disaster. What made this kind of storm so rare and hard to predict?

Listen carefully to the Camille exhibit guide, then honor silent reading time (in both honor of those who died and respect for understanding written history).

Certain students could be chosen to read aloud from the displays in order to focus and slow students down.

Assessment

Back at school, teachers could set up a mock press conference (perhaps the teacher should be the weather official) where citizens pose questions about not being adequately forewarned.

Another possibility would be a Camille Exhibit quiz, based on answers to the student guide (see below).

Students will prepare questions to weather officials. In order to be heard, each question must contain at least one tool and one phenomenon.

A teacher's guide could be created, including possible answers to these questions.

A post-tour quiz and grading rubric could be created for assessment purposes.

Bibliography and Classroom Resources



Books

Allende, Isabel. *The Stories of Eva Luna*. New York: Bantam, 1989.

Bechtel, Stefan. *Roar of the Heavens*. New York: Citadel Press, 2006.

Berger, Melvin. *Switch On, Switch Off: Let's Read and Find Out*. New York: HarperCollins, 1989.

Ceban, Bonnie J. *Floods and Mudslides : Disaster & Survival*. New York: Enslow, 2005.

Hearn, Philip D. *Hurricane Camille*. Jackson, MS: University Press of Mississippi, 2004.

Hewitt, Sally. *Amazing Electricity*. New York: Crabtree Publishing, 2008.

Howard, Judith, and Ernest Zebrowski. *Category 5: Lessons Unlearned from America's Most Violent Hurricane*. Ann Arbor, MI: University of Michigan Press, 2005.

Martin-Perdue, Nancy J., and Charles L. Perdue, Jr. *Talk about Trouble: A New Deal Portrait of Virginians in the Great Depression*. Chapel Hill, NC: University of North Carolina Press, 1996.

Pollard, Oliver A., Jr. *Under the Blue Ledge: Nelson County, Virginia*. Richmond, VA: Dietz Press, 1997.

Saunders, Paul. ***Heartbeats of Nelson***. Piney River, VA: Saunders Publishing, 2007.

Simpson, Paige, and Jerry S. ***Torn Land***. Lynchburg, VA: J. P. Bell, 1970.

Tobey, Ronald C. ***Technology as Freedom: The New Deal and the Electrical***

Modernization of the American Home. Berkeley, CA: University of California Press,
1996.

Watkins, T. H. ***The Great Depression: America in the 1930's***. Boston: Little, Brown, and
Co., 1993.

Woog, Adam. ***Roosevelt and the New Deal***. New York: Lucent Books, 1998.

Wylar, Rose, and Warren W. McSpadden. ***Electricity Comes To Us***. New York: Georges
Duplaix, 1937.



Video

All About Electricity. Wynnewood, Pennsylvania: Schlessinger Media, 1999-2000.

The Ground Beneath Our Feet: A History of Virginia Since the Civil War: New Deal

Virginia. Richmond, Virginia: Central Virginia Telecommunications Corporation and George H.
Gilliam, 1999.

Mythology in Literary Culture, School Edition. Chicago, Ill.: Clearvue, 2001.

Remembering Hurricane Camille. (Living in Virginia Series) Educational Television

Corporation, 1999.

Tinsley, Ed. *Portrait of a Disaster*.

Models

Watershed/Nonpoint Source Pollution Model. Alexandria, Virginia: EnviroScape, 2007.

Virginia, Maryland, Delaware and the District of Columbia Topographical Map. 1st ed. Hubbard

Scientific, 1995.



Websites

Encyclopedia Virginia.

http://www.encyclopediavirginia.org/Hurricane_Camille_August_1969

This information, compiled by the Virginia Foundation for the Humanities, gives a timeline of Hurricane Camille's path through the country, rainfall totals, number of dead and missing, the cost of recovery, and Congress's reaction to the disaster.

FEMA: Learn About Types of Disasters

<http://www.fema.gov/hazard/types.shtm>

Gives information on what damage can occur during hurricanes.

FEMA for Kids: Hurricanes

<http://www.fema.gov/kids/dizarea.htm>

Basic information about hurricanes including videos, math activities, games, quizzes, and directions on how students can track a hurricane.

FEMA: Learn About Types of Disasters

<http://www.fema.gov/hazard/types.shtm>

Gives information on what damage can occur during hurricanes.

The Ground Beneath Our Feet: Rural Electrification

<http://www.vahistory.org/electrification.html>

Tells the story of the New Deal in Virginia in primary source newspaper articles, maps, timeline, and references.

Wessels Living History Farm

http://www.livinghistoryfarm.org/farminginthe30s/life_08.html

Includes information about rural electrification of the plains of Nebraska, including lesson plans and learning activities.

An Internet WebQuest: How Old are Virginia's Rocks?

<http://www.glencoe.com/sec/science/webquest/content/virginiarocks.shtml>

A discovery quest on how old the rocks of Virginia are, how the Appalachian plateau was formed, types of rocks, geologic mapping. Culmination of research ends in writing an article about Virginia's geologic past.

Virginia's Watersheds: An Internet WebQuest

<http://www.glencoe.com/sec/science/webquest/content/viriniawatershed.shtml>

Guides children to answer questions from various websites as it teaches them what a watershed is, which one they live in, key vocabulary terms, testing water quality, etc.

United States National Park Services: Teaching with Historic Places

<http://www.nps.gov/history/NR/twhp/index.htm>

Teaching with Historic Places: Creating Your Own Lesson Plan

<http://www.nps.gov/history/NR/twhp/guide.htm>

Oakland Learning Packets

Appendix

Grade 11

Social Studies

The Impact of Electricity on a Rural Area

Learning Packet

Books

Kyvig, David E. *Daily Life in the United States, 1920-1940*. Chicago: Ivan R. Dee, 2004.

Kyvig, David E., and Myron A. Marty. *Nearby History: Exploring the Past Around You*, 2nd edition. New York: AltaMira Press, 2000.

Martin-Perdue, Nancy J., and Charles L. Perdue. *Talk About Trouble: A New Deal Portrait of Virginians in the Great Depression*. Chapel Hill: The University of North Carolina Press, 1996.

Pence, Richard A., ed. *Next Greatest Thing: Fifty Years of Rural Electrification*. Washington, D.C.: National Rural Electric Cooperative Association, 1984.

Videotape

New Deal Virginia: The Ground Beneath Our Feet: A History of Virginia Since the

Civil War. Richmond, Virginia: Central Virginia Telecommunications Corporation

George Gillam, 1999.

Websites

The Ground Beneath Our Feet: Rural Electrification

<http://www.vahistory.org/electrification.html>

Library of Congress

<http://memory.loc.gov/ammem/fsowhome.html>

TVA: Electricity for All

<http://newdeal.feri.org/tva/tva10.htm>

Rural Electrification Act of 1936

http://www.usda.gov/rus/regs/info/100-1/title_i.htm

Rural Electrification

http://www.smecc.org/rural_Electrification.htm

English 10

“The Objective and the Subjective: Accounts of Disasters in Columbia, South America, and Nelson County, Virginia”

Learning Packet

1) Print materials for student handouts

“And of Clay Are We Created,” pp. 351-367, from *The Stories of Eva Luna*, by Isabel

Allende, New York: Bantam Books, 1989.

Washington Post article on earthquake in Colombia

Charlottesville **Daily Progress** article, “Roseland Buries Its Dead,” by Bill Akers,

August 25, 1969.

Sample questions for student discovery guide to Camille Room

2) DVD, YouTube video

“Remembering Hurricane Camille,” *Living in Virginia Series*. Harrisonburg,

Virginia: WVPT, Virginia’s Public Television, 1999.

YouTube video of child caught in rubble in Haiti who dies:

<http://www.youtube.com/watch?v=X-66Oh8wznM>

Grade 10
English/Mythology
Nelson County's Flood Myth
Learning Packet

1) Print materials for teacher background information and student handouts

Hurricanes of the Middle Atlantic States, by Rick Schwartz, pp. 233-248,

“1969/August/Camille,” “Nelson County Found Leaders in its Time of Need,”

and “Portrait of a Disaster.”

Heartbeats of Nelson, by Paul Saunders, pp. 576-579, “Colleen Thompson’s Ordeal,”

and p. 621, “The Mennonites.”

2) Student handouts

Genesis 5-9 from ***Holy Bible***, New International Version

National Geographic website articles, “Ballard and the Black Sea,” from

<http://www.nationalgeographic.com/blacksea/ax/frame.html>, and “Noah’s Flood

Not Rooted in Reality, After All?” from

<http://news.nationalgeographic.com/news/pf/79767424.html>

“Pima Indian Flood Myth” from ***Flood Stories from Around the World***, by Mark Isaak,
<http://www.talkorigins.org/faqs/flood-myths.html>

“Comparing Flood Myths Across Cultures” handout

Vocabulary quiz

Oakland visit student guide

3) Multimedia

Mythology in Literary Culture DVD and teacher guide, Clearvue & SVE Media.

PhotoStory can be downloaded from

www.microsoft.com/windowsxp/using/digitalphotography

From ***Flood Stories from Around the World***, by Mark Isaak at <http://www.talkorigins.org/faqs/flood-myths.html>

Pima (southwest Arizona):

After the earth had become peopled, the great eagle told a seer in the Gila valley, on three occasions, to warn the people about a great flood that would soon come, but the seer ridiculed him and ignored his warnings. Scarcely had the bird gone for the third time when a tremendous clap of thunder was heard. When morning came, the earth trembled, and a great green wall of water roared down the valley and destroyed everything in it. Szeukha, son of Chiowotmahke (Earth maker), saved himself by floating on a ball of pine resin. When the water receded somewhat, he landed on a mountain above the Salt River; his cave and tools can still be seen there. Szeukha made a ladder that reached into the clouds and went to fight the great eagle, whom he thought had caused the flood. They fought long, but at last he killed the eagle. He found the bones and corpses of the people which the eagle had abducted and returned them to life. He also rescued a pregnant woman and her child. The eagle had stolen her and taken her for his wife. She became the mother of the Pima people. [[Erdoes & Ortiz](#), pp. 473-475; [Gaster](#), p. 115]

The Creator, Earth Doctor, made the mountains, the waters, the plants; he made the sun and moon in their courses. Then he made all kinds of birds and creeping things, and he made clay images and commanded them to become living humans. They obeyed him, multiplied, and spread over the earth. In time, as sickness and death were still unknown, the population outran the available sustenance, and people faced ever-increasing famine. The Creator resolved to destroy the creatures he had made, so he pulled down the sky, crushing to death all living things. Then he restored the world and made humans again. The earth gave birth to one known as Siuhû or Elder Brother. He spoke harshly to the

Creator, and the Creator feared him. Elder Brother shortened people's lives so that they didn't multiply out of control as before. He resolved further to destroy mankind entirely with a great flood. He created a handsome youth to go among the Pimas, wed their women, and beget children, staying with each wife only until his first child was born. The first wife gave birth four months after marriage and conception, and the gestation periods became shorter with each successive wife, until the last child was born at the time of the marriage. (The people were amazed and frightened by the powers shown by Elder Brother and his agent during these years.) This last child's screams shook the earth, and it was he who caused the flood. Meanwhile, Elder Brother had begun fashioning, out of black gum, a jar in which to save himself, and he announced his purpose to the Creator. The Creator called the people together and warned them of the nearing flood. He thrust his staff into the ground, boring a hole all the way through the earth. Some people took refuge in the hole. Other people appealed, futilely, to Elder Brother. Elder Brother did tell coyote to find a big log on which to float safely on the flood. Elder Brother closed himself in the jar, known as Black House, and the flood came. The jar bobbed on the waters until it came to rest near the mouth of the Colorado River. It may be seen there today; it is called Black Mountain. The Creator survived the flood by enclosing himself in his reed staff and floating. The coyote survived on his driftwood. Only five sorts of birds survived, including the flicker and vulture, by clinging to the sky with their beaks until a god took pity on them and let them make nests from their own down and float in them. Some people survived in the hole which the Creator had made. Others survived in a similar hole made by a powerful person called South Doctor. Others appealed to the Creator, who told them to try to find refuge on Crooked Mountain, and he directed South Doctor to help them. South Doctor led the people to the summit and, with his enchantments, four times raised the mountain and arrested the rising waters, but then his powers were exhausted. He threw his staff into the water, where it cracked loudly. He sent a dog to see how high the tide had risen, and when the dog reported that the water was very near the top, the people were transformed into stone. You may see them there today. [[Frazer](#), pp. 283-287]

Because someone displeased the gods, a heavy rain began pouring down, and water gushed from the broken ground, swelling the rivers. For the first time, the wise Se-eh-ha (Elder Brother) did not know what to do. Some people ran up Slanting Mountain (Superstition Mountain) and prayed to the Great Spirit to stop the flood, but when the water threatened to swallow them up, they turned into rocks in fright. Se-eh-ha and his brother Juvet-Makai (Earth Medicine Man) hurriedly made canoes and rode out the flood in them. Coyote used his magic to turn himself small and crawl into his bamboo flute, in which he floated. Some birds, including the swallow, buzzard, raven, oriole, and hummingbird, clung to the sky with their bills. The flood rose high enough to drench their tails, leaving them drenched-looking for all time. The flood lasted four days, and Se-eh-ha, Juvet-Makai, and Coyote were tossed in different directions. Coyote landed on a high mountain near the Colorado River; his flute was tightly stuck in the rocks, so he left

it there. He left to look for Se-eh-ha and Juvet-Makai, finding them at Slanting Mountain surveying the desolated land. Elder Brother rubbed some dust off his chest onto the ground, where it turned into ants. The ants began scattering the dirt, making it drier, and Elder Brother said that is what he wants ants to do. The three of them began making images to replace the lost people. Elder Brother scolded Earth Medicine Man for making his images so different, with one leg and one arm, and Earth Medicine Man angrily threw away his images and sank into the ground to find a place to live on the other side of the earth. Elder Brother and Coyote placed their images in a warm mud hut and waited for them to speak. Coyote's images began laughing first; this displeased Elder Brother, so he sprinkled cold water on them and threw them to the cold north, where they became the Apaches. Coyote was angered and disappeared as Earth Medicine Man had. After four days, Elder Brother's images began laughing and talking. They became the River People and repopulated the Gila valley. (Later, Elder Brother became greedy and evil and led Juvet-Makai's people to conquer the River People.) [[Shaw](#), pp. 1-14]

Mythology Vocabulary Quiz

From the following terms, write the correct term whose definition is given below and give an example of each from our readings, the DVD, and our discussion.

hero destroyer trickster myth transgressor archetype

1. Evil doer _____ (ex.)

2. Has a mission only he can achieve, may have died in the process

_____ (ex.)

3. One who fools who cheats _____ (ex.)

4. One who breaks a law or goes beyond a limit or boundary

_____ (ex.)

5. A traditional story that tries to explain something _____

_____ (ex.)

6. Certain basic symbols or images that are in all cultures

Learning Packet

CAMILLE EXHIBIT
Nelson County?"

Earth Science "Why

OAKLAND MUSEUM of NELSON COUNTY

Worksheet #1

A. HURRICANES

NAME _____

1. Where do the storm systems that become Atlantic hurricanes originate?
2. Where do hurricanes get all their energy and power?
3. What type of clouds are hurricanes made up of?
4. How is hurricane strength measured?

5. How do hurricanes get their names?

6. Draw and label a diagram of a mature hurricane.

Include: rain bands, eye, storm surge, eye-wall

7. What are the weather conditions in the eye?

In the eye-wall?

8. Why do Atlantic hurricanes tend to move westward in the tropics and northeastward in the temperate latitudes?

9. Hurricanes begin to dissipate as they make landfall. Why?

10. What is the most destructive part of a hurricane?

B. VOCABULARY

At the museum you will be reading a display entitled "The Storm". Use your textbook, a dictionary and the internet (or your teacher) to define the following terms which you will find in the display:

1. silt -

2. Appalachian Mountains -

3. category 5 storm -

4. storm surge -

5. "Woodstock" weekend -

6. Gulf Stream -

7. cold front -

8. Blue Ridge Mountains -

9. convergence -

10. mountain lifting (orographic effect) -

11. frontal interaction -

C. HURRICANE TRACKING

Use the co-ordinates provided to track Camille's path.

CAMILLE STORM COORDINATES, 1969

Date	Time	Lat.	Lon.	Wind mph	Pressure	Storm Type
08/14	18 GMT	19.4	82.0	60	991	Tropical Storm
08/15	12 GMT	20.7	83.8	100	970	Category 2 Hurricane
08/16	06 GMT	23.1	85.2	120	0	Category 3 Hurricane
08/16	12 GMT	23.7	85.9	140	0	Category 4 Hurricane
08/17	00 GMT	25.2	87.2	160	905	Category 5 Hurricane
08/18	00 GMT	29.4	89.1	190	909	Category 5 Hurricane
08/18	06 GMT	30.7	89.6	115	0	Category 3 Hurricane
08/18	12 GMT	32.2	90.0	75	0	Category 1 Hurricane
08/18	18 GMT	33.4	90.1	60	0	Tropical Storm
08/19	00 GMT	34.7	90.0	35	0	Tropical Depression
08/20	00 GMT	38.0	84.8	30	0	Tropical Depression
08/20	12 GMT	37.3	77.0	30	0	Tropical Depression
08/21	00 GMT	36.6	73.4	45	0	Tropical Storm
08/21	12 GMT	37.3	68.4	60	0	Tropical Storm

08/22	00 GMT	39.2	61.4	70	0	Tropical Storm
08/22	12 GMT	43.0	54.0	60	0	Tropical Storm

CAMILLE EXHIBIT

Earth Science

OAKLAND MUSEUM of NELSON COUNTY

Worksheet #2

NAME _____

A. *Answer these questions while reading the display entitled "The Storm".*

1. What was the maximum intensity of Hurricane Camille?

2. Where did Camille make landfall?

B. *Use separate colors of pencils or highlighters to mark these parts of Camille's path on your hurricane tracking map.*

1. Where Camille made landfall.
2. Where Camille ran into a cold front.
3. Where Camille ran into *The Priest* mountain, Nelson County, VA.

C. *Fill these in while you enjoy viewing the rest of the Camille exhibit.*

from "The Flood"

1. How many tons of water fell over Nelson County during the 1969 flood?
2. How many inches of rain fell?
3. What is the farthest point that Nelson County debris was found after the flood?

4. What two problems were caused by the excess rain besides the flooding itself?

from "The Rescue"

1. Where was the command center for the rescue efforts located?
2. What did rescuers use as an airstrip?
3. Where did many of the helicopter pilots get the necessary experience for this type of rescue work?

from "The Recovery"

1. How did volunteers help Nelson County residents find a sense of "closure" after the tragedy?
2. Where were military personnel and flood survivors housed?
3. Name three organizations that helped Nelson County recover.

from "The Legacy"

1. List three long-term changes to Nelson County attributed to the Camille flood:

from "Remembering Camille"

1. Name two natural reminders left by Camille.

 2. Name the locations of two memorials commemorating the events related to Hurricane Camille.

 3. List three Books written about the Camille flooding in Nelson County.
-

NAME _____

A. Answer these questions while reading the display entitled "The Storm".

1. What was the maximum intensity of Hurricane Camille?

Category 5

2. Where did Camille make landfall?

Mobile, Alabama

B. Use separate colors of pencils or highlighters to mark these parts of Camille's path on your hurricane tracking map.

1. Where Camille made landfall. *30.7° N, 89.6° W*

2. Where Camille ran into a cold front. *37.5° N, 80.5° W*

3. Where Camille ran into *The Priest* mountain, Nelson County, VA.

37.9° N, 79.1° W

C. Fill these in while you enjoy viewing the rest of the Camille exhibit.

from “The Flood”

5. How many tons of water fell over Nelson County during the 1969 flood?
billions of gallons

6. How many inches of rain fell?
27.35 inches

7. What is the farthest point that Nelson County debris was found after the flood?
into the Chesapeake Bay

8. What two problems were caused by the excess rain besides the flooding itself?
landslides and debris flows

from “The Rescue”

4. Where was the command center for the rescue efforts located?
US 29 in Lovingston

5. What did rescuers use as an airstrip? *the highway*
6. Where did many of the helicopter pilots get the necessary experience for this type of rescue work?
in the Vietnam War

from "The Recovery"

4. How did volunteers help Nelson County residents find a sense of "closure" after the tragedy?
by helping locate, identify, and bury lost loved ones

5. Where were military personnel and flood survivors housed?
in Nelson County schools

6. Name three organizations that helped Nelson County recover.

Salvation Army / Red Cross / State Civil Defense Officials

Army, Navy, Marine Corps / State highway workers & engineers

The Mennonite Disaster Service

from "The Legacy"

2. List three long-term changes to Nelson County attributed to the Camille flood:
911 emergency services / Nelson Memorial Library

Ginger Gold apples / improved race relations

from "Remembering Camille"

4. Name two natural reminders left by Camille.

Scarred mountain sides / out-of-place boulders

5. Name the locations of two memorials commemorating the events related to Hurricane Camille.

In front of the Nelson County courthouse / Massies Mill / roadside memorials

6. List three Books written about the Camille flooding in Nelson County.

Torn Land / *Category 5: The Night the Mountains Fell* / *Roar of the Heavens*

Oakland Tavern Cooking Tools and Recipes

Websites for Early American Recipes:



(Click on the URL's to reach the websites.)

Historic cooking resources in the University of Delaware library

<http://www2.lib.udel.edu/subj/anth/resguide/histcook.html>

Feeding America

http://digital.lib.msu.edu/projects/cookbooks/html/books/book_10.cfm

Narcissa Whitman recipes- these are mainly western

<http://www.nps.gov/archive/whmi/educate/whmitg/whmitg11.htm>

Colonial Williamsburg Official Site- recipes from each tavern

<http://www.history.org/almanack/life/food/foodhdr.cfm>

Interesting Colonial Life Food Facts

<http://hastings.ci.lexington.ma.us/Colonial/Life/Food/Kitchen.trivia.html>

Recipe for Johnnycakes

<http://hastings.ci.lexington.ma.us/classroom/colonial/cooking.html>

Images of Colonial Cooking Tools and Recipes

http://images.google.com/imgres?imgurl=http://www.lincolnminutemen.org/images/muster_dec6.jpg&imgrefurl=http://www.lincolnminutemen.org/musters/dec2005_food_details.html&usq=__25yJVKBwyM2V9sRWu1oaTmlLrAY=&h=360&w=480&sz=48&hl=en&start=22&tbnid=GFprIE8_wEv9uM:&tbnh=97&tbnw=129&prev=/images%3Fq%3Dcolonial%2Bcooking%2Butensils%26start%3D20%26gbv%3D2%26ndsp%3D20%26hl%3Den%26sa%3DN

Early 1800's cooking and recipes

<http://www.stolaf.edu/depts/environmental-studies/courses/es-399%20home/es-399-02/Rice/Misc/Cookingin1800's.html>

Trivia about colonial cooking

<http://hastings.ci.lexington.ma.us/Colonial/Life/Food/Kitchen.trivia.html>

Podcasts about early cooking

http://www.history.org/media/podcasts_category.cfm

Video of cooking at Colonial Williamsburg

<http://video.google.com/videosearch?q=colonial+cooking&hl=en&emb=0&aq=-1&oq=#>

slideshow of colonial cooking and tools

http://www.history.org/Foundation/Journal/Autumn04/foodways_slideshow/14.html

Colonial recipes and trivia

<http://www.easyfunschool.com/article1117.html>

Grade 6

Science

Nelson County's Ultimate Non Point Source Pollution

Learning Packet

Contents:

1) Print material for teacher background information

Hurricanes of the Middle Atlantic States, pp. 233-236, "1969/August/Camille".

2) Student activities and handouts for student learning assessments

Glencoe Science Webquest on ***Virginia's watersheds***

Vocabulary list of watershed and pollution terms

Student discovery guide to the Camille Room at Oakland

3) Models and Maps

EnviroScape Model for Watershed Point and Non Point Source Pollution

Topographical map of Virginia

Student Discovery Guide

Grade 6 Science

Camille Room at Oakland Museum

1. Name 4 main rivers that run through Nelson County.

_____, _____, _____,

2. Into which of these rivers do the three smaller rivers empty? _____

3. Into what even larger body of water, does the larger of this large river empty?

2. Name 3 creeks in Nelson County along which there was the most destruction.

_____, _____, _____

3. How many inches of rain fell just east of the Blue Ridge Mountains in Nelson County on the night of August 19-20, 1969? _____

4. What happened on the mountainsides when the soil could not absorb the water?

5. What happened to trees, rocks, soil, animals, houses, and people that were in the path of the mudslides?

6. What possible pollutants would be carried along with the water?

Grade 4

The REA Exhibit and How Electricity Works

Learning Packet

Print material for instruction on core concepts and understanding

Electricity Comes To Us

Amazing Electricity

Student Handouts for student learning and assessment

Student Guide to REA Exhibit

Doll House in REA Exhibit Room-Students can place items inside house that use electricity and those that do not. A docent can turn the tiny electric bulb inside the house when all items that use electricity are placed inside the house.

Name _____

REA Exhibit Student Guide

1a. How do you wash clothes without an electric washing machine?

1b. How do you iron clothes without an electric iron?

2. What does R.E.A. stand for? _____

What year did it start? _____

3. How do you make butter without using electricity?

4. There are boxes between electric lines and homes that change the voltage. Their name starts with a T. What are they called?

5. What percentage of workers died when working on the nations first electric lines? _____

6. Find the following and sort by light, heat or mechanical (L, H, or M) energy. Are there any that create more than one?

• corn sheller _____

• refrigerator _____

• egg beater _____

• sausage grinder _____

• iron _____

• washing machine _____

•radio _____

•lights _____

•sewing machine _____

•typewriter _____

•creamer _____

8. What contribution did Faraday make to helping people benefit from electricity? _____

9. Describe 3 conductors and 3 insulators.

10. Write 3 sentences about what made the REA both possible and difficult to create.

1.

2.

3.

Grade 4

Predicting the Weather in 1969 and Now

Contents:

Background reading material for teachers:

Chapter 30, “Camille’s Fury,” from *Under the Blue Ledge* by Oliver A. Pollard, Jr.

Chapter 12, “Deluge,” from *Category 5, the Story of Camille: Lessons Unlearned from*

America’s Most Violent Hurricane by Ernest Zebrowski and Judith A. Howard.

Student handouts:

Chapter 2, “Studying Floods and Mudslides,” from *Floods and Mudslides: Disaster*

and Survival by Bonnie J. Ceban.

Weather Prediction Tools Matching Cards

Student Question Guide

Name _____

Predicting the Weather in 1969 and Now

Grade 4

Student Guide

While you read the **placards** in the Camille Room at Oakland Museum, discover the answers to the questions below. (HINT: The answers can be found if you move counter-clockwise from the entrance of the room!)

1. Name 3 ways citizens helped **rescue** each other.
2. Name 3 of the largest **objects moved** by the rain of Camille.
3. Name 3 **locations** along Camille's path. Why did so much **rain fall** here so fast?
4. Perhaps the museum could furnish a copy of the **placard** (in the corner) text?

5. Why didn't TV, radio, or magazines show telecasts or **pictures of the flooding** while it was happening?

6. Name 3 ways we, as citizens, can better **remember** the storm?

7. Name 3 "**legacies**" (things that improved Nelson County) because of the storm.

8. Name 3 organizations that mobilized and helped people **recover** from the storm.

9. What made this storm so severe and difficult to predict?

10. Name 3 meteorological instruments and how they could have been used to better predict the flooding.
11. Pose a question to a pretend weather official (from 1969), asking as to why the storm was not better predicted.