

# AN UNNATURAL DISASTER:



## A CRITICAL RESOURCE GUIDE FOR ADDRESSING THE AFTERMATH OF HURRICANE KATRINA IN THE CLASSROOM



THE NEW YORK COLLECTIVE OF RADICAL EDUCATORS



[HTTP://WWW.NYCORE.ORG](http://www.nycore.org)

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**New York Collective of Radical Educators (NYCoRE)** is a group of public school educators committed to fighting for social justice in our school system and society at large, by organizing and mobilizing teachers, developing curriculum, and working with community, parent, and student organizations. We are educators who believe that education is an integral part of social change and that we must work both inside and outside the classroom because the struggle for justice does not end when the school bell rings.

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## **An Unnatural Disaster: A Critical Resource Guide for Educators**

When the American public is told that the residents of New Orleans and the gulf region are finally accounted for and the media re-focuses on the next event, the disaster will continue for the hundreds of thousands who have lost their homes, families and the lives they once knew. Young people have seen the images, heard the rhetoric, and felt the same sympathetic sense of helplessness that educators have experienced in the days leading up to this school year. How will teachers support their students to reflect on the enormity of this crisis in their classrooms? Will they ask students to draw pictures? Donate money? Will they make room for in-depth discussions? Along with the world, teachers and students have witnessed how political mismanagement, right-wing policy, and centuries of oppression have set the stage for the on-going horror that is the US Gulf Coast crisis. We implore educators to create space in their classrooms for critical inquiry into the questions this disaster has raised for those watching throughout the world.

The attached resources are intended for educators moved to guide their students through a deep exploration of the historical, political and economic roots of the Hurricane Katrina disaster and aftermath. Among other things, this crisis has revealed:

- the legacy of African slavery
- the criminalization of poor people of color
- media bias
- problems with the privatization of services
- the capitalist interests that govern public policy
- militarism
- global relationships and the many costs of war
- consumerism and related environmental degradation
- the racism and classism inherent in our current political system and more...

Teachers and students must feel empowered to take action and demand social change, rather than rely solely on contributing to a temporary relief of conscience. Moving from a service/ charity framework to one of social justice can make room for even the youngest of students to make sense of the basic issues of fairness inherent in this catastrophe. As education catches up with modernity, classrooms can use this event to strengthen the next generation's media literacy as students struggle to make sense of the ceaseless bombardment of mixed messages and half-truths produced to communicate the situation in the Gulf region.

Also included is a list of organizations in need of contributions to help hurricane victims recover from this disaster. One of the many lessons learned from recent events is that communities need to be prepared to take care of themselves rather than rely on the government's assistance in the event of a catastrophe. The grassroots organizations listed offer charitable giving alternatives to the massive NGOs utilizing most of the contributions flooding their accounts for administrative costs.

The goal of this resource is to encourage teachers as they boldly raise the bar of intellectual questioning in their classrooms. It serves to make available information that will responsibly provide broad and informed perspectives for students to ponder. Teachers must tackle tough issues with students to uncover truths about the nature of power in our society. This is an opportunity for the education community to honor those that are suffering by refusing to ignore them.

## ENFRENTANDO CRITICAMENTE LA CRISIS DEL GOLFO

### Una Guía de Recursos para Educadores

Cuando los residentes de Nueva Orleans y de la región del golfo sean finalmente ubicados, y la prensa se centre en el próximo evento, el desastre continuará para los cientos de miles que han perdido sus casas, familias y la vida que una vez conocieron. Niños y jóvenes han visto las imágenes, escuchado la retórica y sentido el mismo simpático sentimiento de falta de ayuda que educadores han experimentado durante los días que llevan al inicio de este año escolar. Cómo apoyarán los maestros a sus estudiantes para reflejar la enormidad de esta crisis en sus salones de clases? Pedirán a sus estudiantes que dibujen? Donen dinero? Harán ellos lugar para discusiones de fondo? Maestros y estudiantes han sido testigos de cómo el mal manejo político, políticas de derecha y centurias de opresión, han montado el escenario para el horror en curso que el mundo está presenciando, y nosotros imploramos a los educadores hacer espacio en sus aulas para el cuestionamiento crítico de las interrogantes que este desastre ha generado para aquellos que observan alrededor del mundo.

Los recursos o fuentes anexos están destinados a educadores movidos a guiar a sus estudiantes a través de una exploración más profunda de las raíces históricas, políticas y económicas del desastre que el huracán Katrina reveló –el legado de la esclavitud africana, la criminalización de gente de color pobre, prejuicios de los medios de comunicación, privatización de servicios, los intereses capitalistas que gobiernan la política pública, militarismo, relaciones globales y los muchos costos de guerra, consumismo y la relacionada degradación ambiental, el racismo y clasismo inherente en nuestro actual sistema político, y más y más. Maestros y estudiantes deben sentir el poder de actuar y demandar un cambio social, en vez de depender solamente de contribuir a un alivio temporal de conciencia. En la medida en que la educación se pone a la par de la modernidad, el salón de clases puede usar este evento para fortalecer la alfabetización en materia de prensa de la próxima generación, cuando estudiantes tratan de encontrar sentido al bombardeo de incesantes mensajes y medias verdades producidas para comunicar la situación en la región del golfo.

También se incluye en estos recursos una lista de organizaciones en necesidad de contribuciones para ayudar a las víctimas del huracán a recuperarse del desastre. Una de las muchas lecciones de eventos recientes es que, las comunidades necesitan estar preparadas para cuidarse a sí mismas, en vez de depender de la asistencia del gobierno en caso de una catástrofe. Las organizaciones de raíces populares listadas, ofrecen alternativas caritativas a las masivas ONGs que usan en costos administrativos la mayoría de contribuciones que inundan sus cuentas.

El objetivo de estos recursos es estimular a los maestros, mientras valientemente elevan la barra del cuestionamiento intelectual en sus aulas. Sirve para facilitar la presentación responsable de información, y proveer a los estudiantes una amplia e informada perspectiva. Es necesario que los maestros informen sobre y defiendan a las comunidades a las que sirven. Los maestros deben abordar duros temas con los estudiantes para poner al descubierto la verdad sobre la naturaleza del poder en nuestra sociedad. Esta es una oportunidad para que la comunidad educativa honre a aquellos que sufren, rehusando ignorarlos.

## How To Use This Guide

**This guide is most useful when used online, as opposed to a paper copy.** Most of the resources in this guide are web-based links, so when viewed online, all you need to do is click on the links. It is best viewed with Adobe Reader. (<http://www.adobe.com/products/acrobat/readstep2.html>) If you need a PDF or Word version of this resource, please visit <http://www.nycore.org> where you can download a free copy. Whether you plan on using this guide immediately or sometime in the future, it is recommended that you visit the links **NOW** and **print out** any relevant articles immediately because these links may expire at any point. For example, the links to The New York Times articles are usually only good for a week, at which point you need a subscription to access them.

## A. Government Response

**Politics:** The effects of the hurricane are worse because of Republican ideals that value a small, limited, and unregulated government. Teachers could have students examine how the ideas of limited government and market solutions to issues were inadequate in the aftermath of Hurricane Katrina.

<http://www.wsws.org/articles/2005/sep2005/stat-s06.shtml>

**Government's role:** Who is responsible for helping citizens? Teachers can have students evaluate why the government was not able to perform this role and what institutions picked up the responsibility (corporations, organizations). <http://www.alternet.org/columnists/story/24923/>.

**Two Disasters:** The natural disaster and the unnatural response. The natural disaster was the hurricane and the unnatural disaster was the inadequate response by the government. Teachers can have students evaluate reasons why the government did not respond quickly and effectively. This blog has gathered news stories about all of the failures of FEMA. <http://femafailures.blogspot.com/>

**Political Patronage: Nominating Government Officials:** The aftermath of Hurricane Katrina brought the Bush administration's ill-advised FEMA director appointment of Michael Brown into glaring light. Amidst the political atmosphere which finds Bush in a position to nominate a new Chief Justice of the Supreme Court and another Junior Justice, citizens must begin to critically examine how President Bush chooses the people he nominates for government appointments. The links below throw Bush's choice of Michael Brown as the head of FEMA into serious question. <http://csmonitor.com/2005/0906/p01s01-uspo.html>, <http://www.theglobeandmail.com/servlet/ArticleNews/TPStory/LAC/20050907/STORMFEMA07/TPInternational/Americas>

**Federalism: Looking at three levels of government:** Teachers can compare the response to the Hurricane at the local, state, and federal level. Why are some levels of government more responsive to citizen's needs than others. Mayor's speech vs. Bush vs. Governor. Government Response: Part 4-three different levels

<http://www.atypical.net/mm/nagin.mp3>

<http://www.idyllopress.com/meanwhile/?p=503>

This is a link to the interview with Mayor Nagin in which he condemns the efforts of the federal government and demands quicker actions. There is both a transcript and an audio version.

**Politicians:** It is important to understand where key players in the government (Bush, Rice) were in the immediate aftermath. Teachers can also have students explore how the different levels of government are trying to place the blame on other politicians. Students can use the following timeline to illustrate where individuals were during the crisis (i.e. Rice was shoe shopping in NYC).

<http://aliberaldose.blogspot.com/2005/09/response-team-bush-homeland-security.html>



**Politicians: Lack of Leadership:** This Op/Ed piece blasts Bush for his lack of action during the crisis <http://www.nytimes.com/2005/09/05/opinion/05herbert.html?ex=1126152000&en=8d1036697564a892&ei=5070>.

**Politicians: Attitude Towards Poor People:** Barbara Bush claims that the Astrodome housing solution is good enough, because the people there are underprivileged anyway. <http://www.thenation.com/blogs/thebeat?pid=20080>

**How Does Violence Beget Violence?** How did the response lead to the resulting violence and the way it was framed? It is important to understand that violence is a result of conditions. Students can explore how the communities affected have experienced violence by the government and evaluate how this could alter their response to the aftermath of the hurricane. <http://www.alternet.org/columnists/story/24926/>

### What Went Wrong?

Some reasons why the U.S. didn't adequately protect and rescue its citizens from a natural disaster.

- The absorption of the Federal Emergency Management Agency into the gargantuan – and terrorism-focused – Department of Homeland Security.
- A military stretched by wars in Iraq and Afghanistan, which made commanders reluctant to commit some active-duty units nearby.
- A total breakdown of communications systems.
- Missteps at the local level, including a rudimentary plan to deal with hurricanes.
- A failure to plan for the possibility that New Orleans's levee system would fail.

From the Wall Street Journal 9/6/05

**Holding our Leaders Accountable:** Students can explore ways to hold our leaders accountable for their inaction. Classes can brainstorm ways of expressing their opinions. In addition, students should examine how we have been failing at holding our leaders accountable. Teachers can help students make connections to upcoming elections and other ways of holding elected officials accountable for their inaction. This project can lead to social action such as letter-writing, petitioning, marching and protesting.

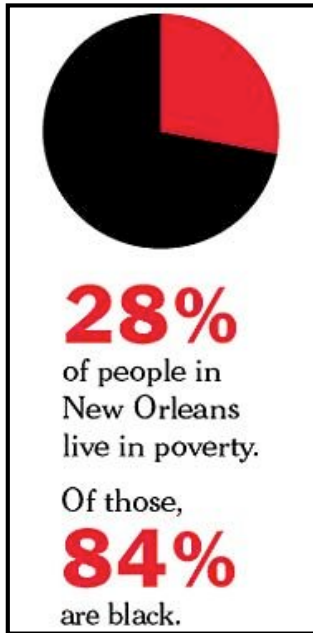
<http://www.workingforchange.com/activism/action.cfm?itemid=19560>

**Government Spending:** The response to the hurricane must be put in perspective. While the government is now spending money on relief, the amount must be put into perspective. Students can compare graphs and charts that show how much the government spends on the military, education, etc. in comparison to the amount it will spend on relief. In addition, students can compare how other countries distribute their spending.

**War on Terror vs. War on Poverty Response:** The government's reaction to September 11<sup>th</sup> was swift and expensive, resulting in the War on Terror. Will we see a similar swift and expensive War on Poverty. Why or why not? With 48% of the national budget going to fund the military and an additional \$85 billion as yet unbudgeted for the wars in Afghanistan and Iraq (source: <http://www.warresisters.org/piechart.htm>), how will this economically affect the rebuilding of the Gulf Coast? How has the "War on Terror" affected the "War on Poverty" declared over 40 years ago by Lyndon Johnson? Click here for a Christian Science Monitor story on the current stalemate in the "War on Poverty"

<http://www.csmonitor.com/2004/0109/p01s02-ussc.html>

## B. Inequality



**Race and Class:** How did issues of race and class create the context in which this happened- before, during and after the hurricane? Students should understand that there were more issues at work than a 'random' natural disaster. Race and class created a context in which poor, Black people were disproportionately at risk to be affected by hurricanes- from geographic privilege to unrepaired levee's etc.

<http://www.alternet.org/story/25058/>. This article from The New York Times questions the role of race

<http://www.nytimes.com/2005/09/04/weekinreview/04depa.html>. The following is a very accessible article for students about the racial implications of Katrina:  
<http://www.inthesetimes.com/site/main/article/2314/>

**Deteriorating Conditions:** Students can explore articles from 2001 and 2002 that show that scientists and the government already knew that New Orleans was a disaster waiting to happen. The article from factcheck.org confirms that the Bush administration was aware of these problems, but cut funding from repairs anyway.

<http://mediamatters.org/items/200509030001>

<http://www.factcheck.org/article344.html>

<http://www.democracynow.org/print.pl?sid=05/09/01/146259>

<http://www.nola.com/hurricane/?/washingaway/>

**Poverty:** Many articles have blamed the people who did not evacuate for being victims of the hurricane. Students can explore why people may not have been able to leave. How did poverty, transportation and resources contribute to who evacuated and who didn't.

<http://edition.cnn.com/2005/WEATHER/09/01/katrina.fema.brown/> Brown, head of FEMA: "I don't make judgments about why people chose not to leave but, you know, there was a mandatory evacuation of New Orleans," <http://www.alternet.org/story/25068/> Units can be framed around essential questions such as: Why is it that some people were able to get out and other's were not? Did the state, local and national government agencies do enough before during and after to get the people out? Is it enough to say "get out" when people may not have the means to do so? What can we learn from this? This article from the Times questions the role of race <http://www.nytimes.com/2005/09/04/weekinreview/04depa.html>. This article includes an excellent multimedia section that has graphs disaggregating car access by race that is appropriate for all levels.

**Rendered Invisible:** Students should think about people whose stories are marginalized in general, but particularly during this crisis, such as:

- Incarcerated people,
- Undocumented people <http://www.nytimes.com/2005/09/06/national/nationalspecial/06immig.html>
- Domestic Violence survivors: <http://endabuse.org/press/releases.php3?Search=Article&ID=155>
- People with Disabilities: <http://www.katrinadisability.info/>
- Native Americans: <http://www.indianz.com/News/2005/010151.asp>

**Social Capital:** Students can explore how Katrina differently affected people based on their social status. This article shows the aftermath of the storm from the perspective of a White, wealthier family and a Black, low-income family.

<http://www.nytimes.com/2005/09/05/national/nationalspecial/05moving.html?ex=1126152000&en=dfb7e705e7128f26&ei=5070>

## C. Two Gulf Wars

**Resources Being Used in Iraq:** Was the government unable to respond quickly to the crisis on the Gulf Coast because the money and personnel were all being used in Iraq? Michael Moore's open letter to President Bush makes the argument that the war in Iraq left the government unable to respond effectively to the hurricane. <http://www.michaelmoore.com/words/message/index.php?id=183> United for Peace and Justice's statement on the Gulf Wars makes even further connections about how the poor in both areas suffer the most and about energy production in both areas. <http://www.unitedforpeace.org/article.php?id=3094> This letter from Bring Them Home Now also makes a strong connection between National Guard troops serving in Iraq and the inadequate response to the hurricane. <http://www.bringthemhomenowtour.org/>

**Aftermath:** What connections can be made between the government's response to the crisis in Iraq and the response to the crisis on the Gulf Coast? In addition to detailing the commitment of resources to Iraq, this article explains how the President went to California in the aftermath of the hurricane. <http://www.alternet.org/story/25041/> Frank Rich's column in The New York Times connects the unwarranted praise of Bush administration officials for their roles in the War in Iraq with the unwarranted praise of officials for their roles in responding to the hurricane crisis. <http://www.nytimes.com/2005/09/04/opinion/04rich.html?n=Top%2fOpinion%2fEditorials%20and%20Op%2dEd%2fOp%2dEd%2fColumnists> Just as Halliburton (the company of which Dick Cheney is the former CEO) was given no-bid contracts to rebuild Iraq, the company has been given a no-bid contract to rebuild the Gulf Coast. [http://www.latimes.com/news/printedition/asection/la-na-katbriefs5.1sep05.1.1969860.story?coll=la-news-a\\_section](http://www.latimes.com/news/printedition/asection/la-na-katbriefs5.1sep05.1.1969860.story?coll=la-news-a_section) Paul Krugman argues in his column that there is a fundamental problem with the way the Bush administration sees the role of government in society, which is why the troops are unprepared to do the job they are being asked to do in Iraq and why the government was unprepared to respond effectively to the hurricane. <http://www.nytimes.com/2005/09/02/opinion/02krugman.html?n=Top/Opinion/Editorials%20and%20Op-Ed/Op-Ed/Columnists>

**National Guard:** While the main purpose of the National Guard is to deal with domestic disasters such as this, more than one-third of the Mississippi and Louisiana National Guard forces are currently deployed in Iraq. The government has consistently denied that the amount of National Guard members deployed in Iraq has not affected the response to hurricane Katrina, but this must be questioned, especially in terms of the delay in rescue efforts. (links to related Christian Science Monitor and Yahoo News stories <http://www.csmonitor.com/2005/0902/p02s01-usmi.html> [http://news.yahoo.com/s/ucgg/20050907/cm\\_ucgg/shorttermthinkingspellstheiriraqandneworleans](http://news.yahoo.com/s/ucgg/20050907/cm_ucgg/shorttermthinkingspellstheiriraqandneworleans))

**Militaristic Response:** Students can read this article from The Army Times in order to analyze the ways in which the military viewed the residents of New Orleans. [Troops begin combat operations in New Orleans](#). "This place is going to look like Little Somalia," Brig. Gen. Gary Jones, commander of the Louisiana National Guard's Joint Task Force told Army Times Friday as hundreds of armed troops under his charge prepared to launch a massive citywide security mission from a staging area outside the Louisiana Superdome. "We're going to go out and take this city back. This will be a combat operation to get this city under control." <http://www.armytimes.com/story.php?f=1-292925-1077495.php> Students can also analyze the image on the cover of this guide.

## D. Media Literacy and Racism

**Biased Reporting:** Teachers can build media literacy skills by having students analyze the much emailed news photos that depict both Black and White people with food. The caption with the White people claimed they “found” food, while the caption with the Black teenager alleged that he “looted”. Refer to the photo on page 11. [http://tradermike.net/movethecrowd/archives/2005/09/white\\_people\\_find\\_black\\_people\\_loot.php](http://tradermike.net/movethecrowd/archives/2005/09/white_people_find_black_people_loot.php). The New York Times discusses the captions: <http://www.nytimes.com/2005/09/05/business/05caption.html>

**African American Images:** While the media is giving attention to the predominantly African American poor being most effected by this disaster, most reporting lacks a deeper look at the historical conditions that have created the poor, black South. Students can question how racism plays a role in the depiction of African American hurricane victims. This article from the Times questions the role of race <http://www.nytimes.com/2005/09/04/weekinreview/04depa.html>. This AlterNet story challenges the allegations of violence reported by mainstream sources. <http://www.alternet.org/story/25116/>

**Refugees?** Review the struggle over the use of the word “refugee” in describing the evacuees and hurricane victims. Many reporters were using this word in the beginning of the crisis, while many have fought that label as they demand to be recognized as Americans. Is the word appropriate? What connotations does it have? (ref-u-gee n. somebody who is seeking or taking refuge, especially from war or persecution, **by going to a foreign country** (often used before a noun). Encarta® World English

**Criminal Language:** Why are the hurricane victims, desperate to survive, labeled as criminals? Students can examine how news reporting emphasizing “looting” and “lawlessness” in the aftermath of the hurricane further blames the poor in the public’s eye. Students can deconstruct this USA Today article: "The looters, They're Like Cockroaches" [http://www.usatoday.com/news/nation/2005-09-02-new-orleans-escape\\_x.htm](http://www.usatoday.com/news/nation/2005-09-02-new-orleans-escape_x.htm)

**Media Response:** Teachers can use a timeline of headlines from The New York Times, arguably the country’s most influential newspaper, to trace how the media has covered this unfolding story over time. <http://www.nytimes.com>.

**Criticism from the Hip Hop Community:** Review hip hop artists’ use of media to respond.

### **Kanye West Rips Bush at Hurricane Aid Show**

Questions to discuss with students: 1.a. Why does Kanye make this critique of the president? b. What about Bush's response (lack thereof) caused Kanye to say these things? 2. What things would Bush need to have done differently to have avoided this catastrophe in Katrina's aftermath? 3. Why do you think NBC didn't air Kanye's speech on the west coast? 4. What do you think is the consequence of NBC not airing Kanye's speech on the west coast?

<http://www.washingtonpost.com/wp-dyn/content/article/2005/09/03/AR2005090300165.html>

**Chuck D’s lyrics:** Students can analyze the lyrics of Chuck D’s new song about Katrina. Just to be aware- there are some curses in it.

<http://p076.ezboard.com/fpoliticalpalacefrm57.showMessage?topicID=438.topic>

I see here we be the new faces of refugees  
who ain’t even overseas but here on our knees  
forget the plasma TV- ain’t no electricity  
new worlds upside down-and out of order  
shelter? food? wsssup, wheres the water?  
no answers from disaster them masses hurtin  
so who the fk we call?--Halliburton?

## E. Global/ Local Connections

**Local Context:** Students should be encouraged to make connections to their local context. For example, how do race, class and poverty affect local communities? The following article on the increase in the poverty rate in New York in recent years while all other large cities have decreased. New York City's poverty rate rose to 20.3 percent in 2004, up from 19 percent in 2003, according to U.S. Census Bureau statistics released recently. Across the city, the rate ranged widely, from 9.6 percent in Staten Island to 30.6 percent in the Bronx. That's compared with a national rate of 12.7 percent, a slight increase from the 12.5 percent rate in 2003. <http://www.newsday.com/business/nyc-bzcens0831.0.1176006.story?coll=ny-business-leadheadlines>

**Could This Happen Here?** Students should question if this could this happen here. What should folks do to prepare ourselves/ to fight back? New York is definitely vulnerable to hurricanes. “Recent research indicates that due to regional geography, hurricanes in New York City – though infrequent – can cause far more damage than hurricanes of similar strength in the southern United States.” From the brochure “Ready New York: Hurricanes and New York City” available for download at: [http://www.nyc.gov/html/oem/html/readynewyork/hazard\\_hurricane.html](http://www.nyc.gov/html/oem/html/readynewyork/hazard_hurricane.html)

Click here <http://www.nyc.gov/html/oem/> to review the city’s plan for evacuation in case of a hurricane. The mayor has claimed in recent days that because of our public transportation infrastructure, New York would not face the difficulties that New Orleans did in making sure that all citizens had means of evacuation. Can we take this for granted with the huge population living basically at sea level? How will they account for the entire population of Long Island also having to travel through the Metro area in the case of an evacuation? New York City has a proven track record of abuse and neglect of its poorest population. Essential questions that can guide lesson: Can we trust the city to have an adequate plan for all residents? Can we wait for an emergency to find out?

**Global Response:** Students can examine how the U.S. has reacted to other situations, such as the Tsunami, 9-11, L.A. riots. How does who the “victims are” affect the response? How does the rest of the world respond to similar events? The following article shows the percentage of GDP that was donated by countries toward Tsunami relief efforts. The United States ranked 20<sup>th</sup>. [http://en.wikipedia.org/wiki/Humanitarian\\_response\\_to\\_the\\_2004\\_Indian\\_Ocean\\_earthquake#Pledged amounts as percentages of GDP](http://en.wikipedia.org/wiki/Humanitarian_response_to_the_2004_Indian_Ocean_earthquake#Pledged_amounts_as_percentages_of_GDP) “America’s Urban Crisis a Decade After the Los Angeles Riots” [www.ncl.org/publications/ncr/92-1/ncr92104.pdf](http://www.ncl.org/publications/ncr/92-1/ncr92104.pdf) This article reminds us that the initial US government response to the Tsunami Crisis in South/Southeast Asia was also inadequate. <http://www.washingtontimes.com/national/20041228-122330-7268r.htm>

**Comparing World Economies and What People Donate:** A list of countries and the amount they contribute to international relief efforts. The U.S. ranks 26<sup>th</sup>. [http://www.michaelbuffington.com/archives/2004/12/relief\\_funds\\_co.html](http://www.michaelbuffington.com/archives/2004/12/relief_funds_co.html)

**Urban Renewal-** Now that New Orleans will need to be rebuilt, how will corporate interests conspire to keep poor, Black people out of the new New Orleans. How can communities struggle to ensure the right of residents to return? Can a full scale gentrification be avoided? The following article provides a look at history to see how urban renewal programs have impacted black neighborhoods in the U.S. <http://www.npr.org/templates/story/story.php?storyId=1958290>

Houston Chronicle article on rebuilding New Orleans  
<http://www.chron.com/cs/CDA/ssistory.mpl/front/3338671>

**Foreign Response to America:** Students can learn about how other countries view America by examining the foreign press to see the way they report the event.

BBC (United Kingdom): [http://news.bbc.co.uk/1/hi/in\\_depth/americas/2005/hurricane\\_katrina/default.stm](http://news.bbc.co.uk/1/hi/in_depth/americas/2005/hurricane_katrina/default.stm)

The Guardian (United Kingdom) <http://www.guardian.co.uk/katrina/0,16441,1560620,00.html>

Aljazeera (Middle East): [http://www.aljazeera.com/cgi-bin/review/article\\_full\\_story.asp?service\\_ID=9721](http://www.aljazeera.com/cgi-bin/review/article_full_story.asp?service_ID=9721)

Data base of international press outlets <http://www.nettizen.com/newspaper/>  
<http://watchingamerica.com/>

**How Might You React?** Teachers can encourage students to think about how they might react in such a situation to gain perspective on how people reacted. Teachers can share this story about a 6 year old hero who saved his baby siblings and cousins when they were separated from their mothers.

<http://www.latimes.com/news/nationworld/nation/la-na-children5sep05.0,113027.story?coll=la-home-headlines>. There is also the story of

Jabbar Gibson who liberated an abandoned bus and drove many people to safety.

<http://www.chron.com/cs/CDA/ssistory.mpl/topstory2/3334317>



**Ap Associated Press** AP - Tue Aug 30, 11:31 AM ET

A young man walks through chest deep flood water after looting a grocery store in New Orleans on Tuesday, Aug. 30, 2005. Flood waters continue to rise in New Orleans after Hurricane Katrina did extensive damage when it

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**AFP** 3:47 AM ET

Two residents wade through chest-deep water after finding bread and soda from a local grocery store after Hurricane Katrina came through the area in New Orleans, Louisiana. (AFP/Getty Images/Chris Graythen)

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**RELATED**

- Katrina's Effects, at a Glance AP - Tue Aug 30, 1:26 PM ET

Hurricanes & Tropical Storms

**Race, Class, and the Environment:** Hurricane Katrina's natural and unnatural impact has exposed the environmental degradation that led up to the crisis, and sparked concern over the environmental disaster that it will leave behind. Teachers can challenge students to examine instances of environmental racism and the links between environmental policy (or lack thereof) and poverty. When combining issues of race, class, and the environment, one is able to gain new perspective on what is now happening and what will happen in the future of the Gulf Region.

These links will help explain the connections between race, poverty, and lack of environmental protection:

[http://seattlepi.nwsource.com/opinion/239168\\_enviroed.asp](http://seattlepi.nwsource.com/opinion/239168_enviroed.asp)

<http://www.thenation.com/doc/20050815/mangano>

These links discuss the impact that past environmental policy had on the devastating effect of Hurricane Katrina:

[http://www.truthout.org/docs\\_2005/090105L.shtml](http://www.truthout.org/docs_2005/090105L.shtml)

[http://news.mongabay.com/2005/0831-new\\_orleans\\_wetlands.html](http://news.mongabay.com/2005/0831-new_orleans_wetlands.html)

These links discuss the ensuing impact that the Katrina crisis will have on the affected region:

<http://www.voanews.com/english/2005-09-04-voa16.cfm>

<http://www.safecosmetics.org/newsroom/katrina.cfm>

<http://environment.about.com/gi/dynamic/offsite.htm?site=http://dsc.discovery.com/news/afp/20050905/nomess.html>

**What Does Global Warming have to do with this?** Hurricane Katrina has also reignited the debate over global warming. As the Bush Administration has repeatedly tried to downplay the potential affects that scientists have been warning us about for years, there are significant links between theories of global warming and storms like Katrina.

<http://www.time.com/time/nation/article/0,8599,1099102,00.html>

[http://www.boston.com/news/globe/editorial\\_opinion/oped/articles/2005/08/30/katrinass\\_real\\_name/](http://www.boston.com/news/globe/editorial_opinion/oped/articles/2005/08/30/katrinass_real_name/)

[http://www.usatoday.com/tech/science/2005-09-06-katrina-cause\\_x.htm](http://www.usatoday.com/tech/science/2005-09-06-katrina-cause_x.htm)

<http://www.foxnews.com/story/0,2933,168247,00.html> - warning, this article refutes ideas about global warming and is only included to provide insight to what those who believe that global warming isn't a problem think.

**US Oil Dependency:** Katrina's impact has also been felt in the pockets of Americans all over the country in rising transportation costs due to rising oil prices. Americans must begin to seriously question our country's reliance on oil as a energy source and increase efforts for developing and researching alternatives to oil.

<http://www.mercurynews.com/mld/mercurynews/news/politics/12575514.htm>

[http://www.livescience.com/technology/ap\\_050826\\_wave\\_energy.html](http://www.livescience.com/technology/ap_050826_wave_energy.html)

<http://english.chosun.com/w21data/html/news/200509/200509060008.html>

[http://www.ezilon.com/information/article\\_8642.shtml](http://www.ezilon.com/information/article_8642.shtml)

## Grassroots, Progressive Organizations Accepting Donations

### Links to comprehensive lists of progressive organizations

<http://www.sparkplugfoundation.org/katrinarelief.html>

Extensive list online at Sparkplug Foundation based on the following principles

- ❑ Organizing at the grassroots level in New Orleans, Biloxi, Houston and other affected areas
- ❑ Providing immediate disaster relief to poor people and people of color
- ❑ Directed by, or accountable to, poor people and people of color
- ❑ Fostering democratic inclusion of poor people and people of color in the rebuilding process

List of organizations based in the Black community compiled by Kevin Powell, hip hop journalist

<http://www.wbai.org/index.php?option=content&task=view&id=6735&Itemid=0>

List of organizations compiled by AlterNet, an alternative media site

<http://alternet.org/story/24938/>

### Organizations Accepting Donations

American Friends Service Committee

<https://www.donatefast.com/donate/index.cfm?id=afcrisis>

The People's Institute For Survival and Beyond: <http://www.pisab.org/>

NAACP: <http://store.yahoo.com/naacp-donate1/>

NOW: For domestic violence victims-

<http://www.now.org/issues/violence/090205katrina.html>

SEIU Gulf Coast: <https://secure.ga3.org/08/katrina>

Islamic Circle: <https://icnany.org/hosting/hostingform.php>

Displaced New Orleanians Initiate People's Hurricane Fund and Calls for Action:

People <http://www.wbai.org/index.php?option=content&task=view&id=6746&Itemid=0>

ACORN Natl. HQ Devastated; Relief Fund Established <http://acorn.org/index.php?id=2716>

Queer Humanitarianism: LGBT People Responding to World Need <http://www.rainbowfund.org/donate/>

National Youth Advocacy Coalition: Relief Fund [http://www.nyacyouth.org/nyac/katrina\\_info.html](http://www.nyacyouth.org/nyac/katrina_info.html)

Disaster Relief information about People with Disabilities <http://www.katrinadisability.info/>

League of Pissed Off Voters - New Orleans Fund (media & advocacy) <http://www.indyvoter.org/>

Moveon.org: Housing offers <http://www.moveon.com/>

