

*Knowledge is of two kinds. We know  
a subject ourselves, or we know  
where we can find information on it."*

*Samuel Johnson*



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flickr<sup>BETA</sup>

## Lake Burger King

Gmap



Storm surge 4 miles inland from the Biloxi, Mississippi shore engulfs this hopeless Burger King.

### Comments



[thebigdurian](#) <sup>pro</sup> says:

Uploaded on [August 31, 2005](#)  
by [brandonj74](#)

### brandonj74's photostream

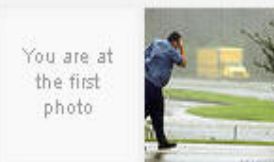


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This photo also belongs to:

### Hurricane Katrina (Set)



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+ [katrina \(Pool\)](#)

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- Katrina
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175375



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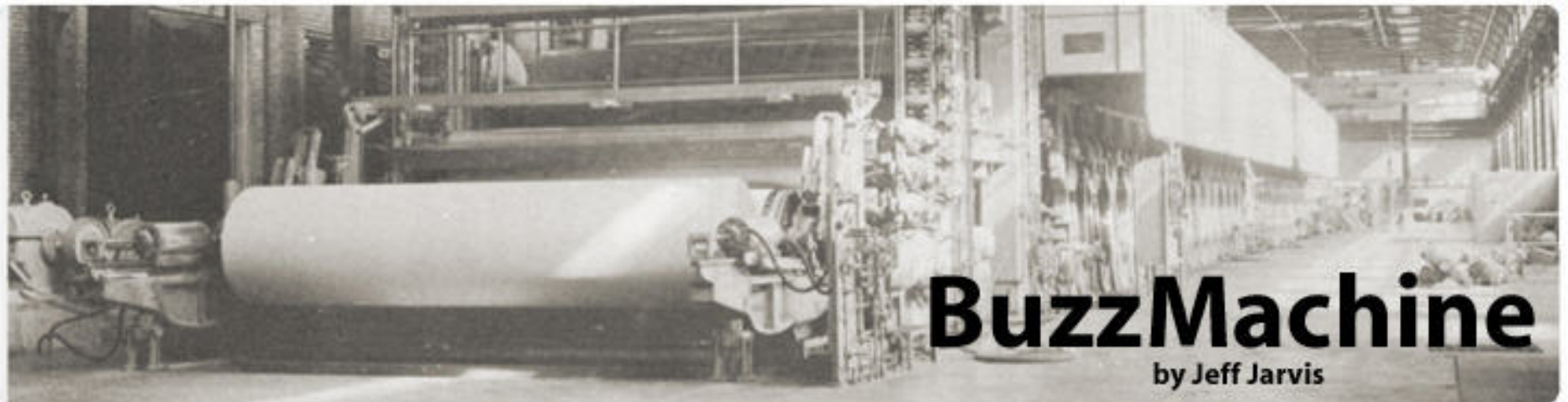
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# BuzzMachine

by Jeff Jarvis

« [Caveat conglomerate](#)

[Oil](#) »

## Should New Orleans be rebuilt?

Read More: [News](#)

It's an indelicate question but one that needs to be asked: Should New Orleans be rebuilt? Or how much of it should be?

At a press conference with the governor and legislators just now, vows were made: "We're going to be reinventing New Orleans... Can and will New Orleans be rebuilt? Absolutely!"

But... Having visited the city often in my last job, I was always struck by its poverty and its lack of a workable economy. Tourism is pretty much the only industry. The food is great. The attitude is fun. But big companies had left.

And... Does it make sense to rebuild homes and offices in a place that





## Katrina Stories

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## Share Your Story

In late August 2005, the worst natural disaster in the history of the U.S. caused unbelievable destruction to our beloved city, its people and institutions, including Tulane University. However, the aftermath of Hurricane Katrina did not destroy us because of the courage and sheer determination of so many who would not accept defeat no matter what obstacles or challenges stood in the way.

This website has been created to serve as a living journal for those who survived, and as a memorial to the places, family and friends we have lost.

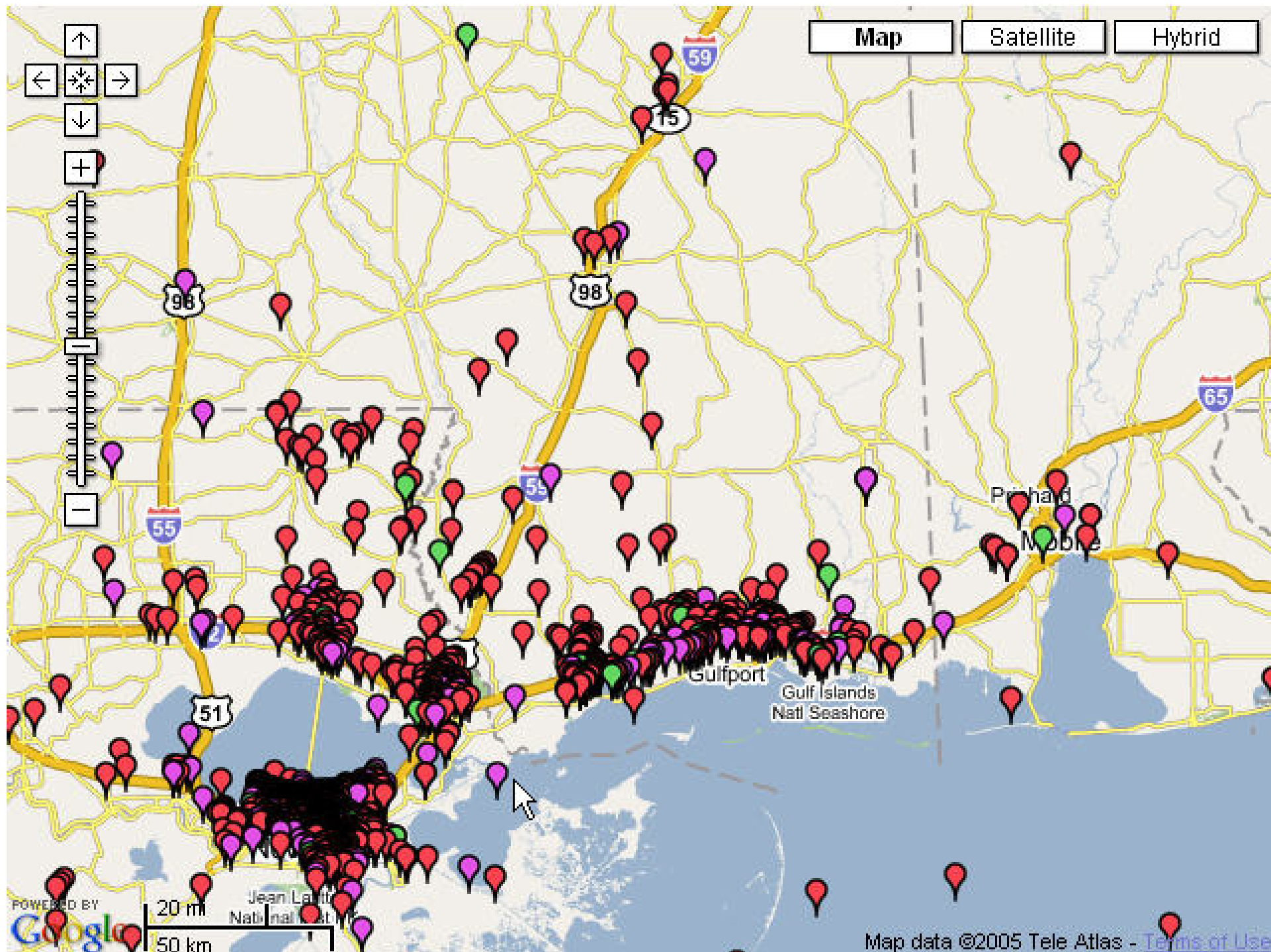
### What happened at Tulane University?

Saturday, Aug. 27, 2005 was move-in day for Tulane students. In a matter of hours, students and parents went from unpacking boxes in residence halls to hurriedly evacuating the city. By Sunday, every Tulane student was evacuated -- with approximately 400 students bused to Jackson State University along with the "away" Tulane emergency team. Only President Cowen and a handful of essential personnel remained on campus in New Orleans. [Follow their story here](#)

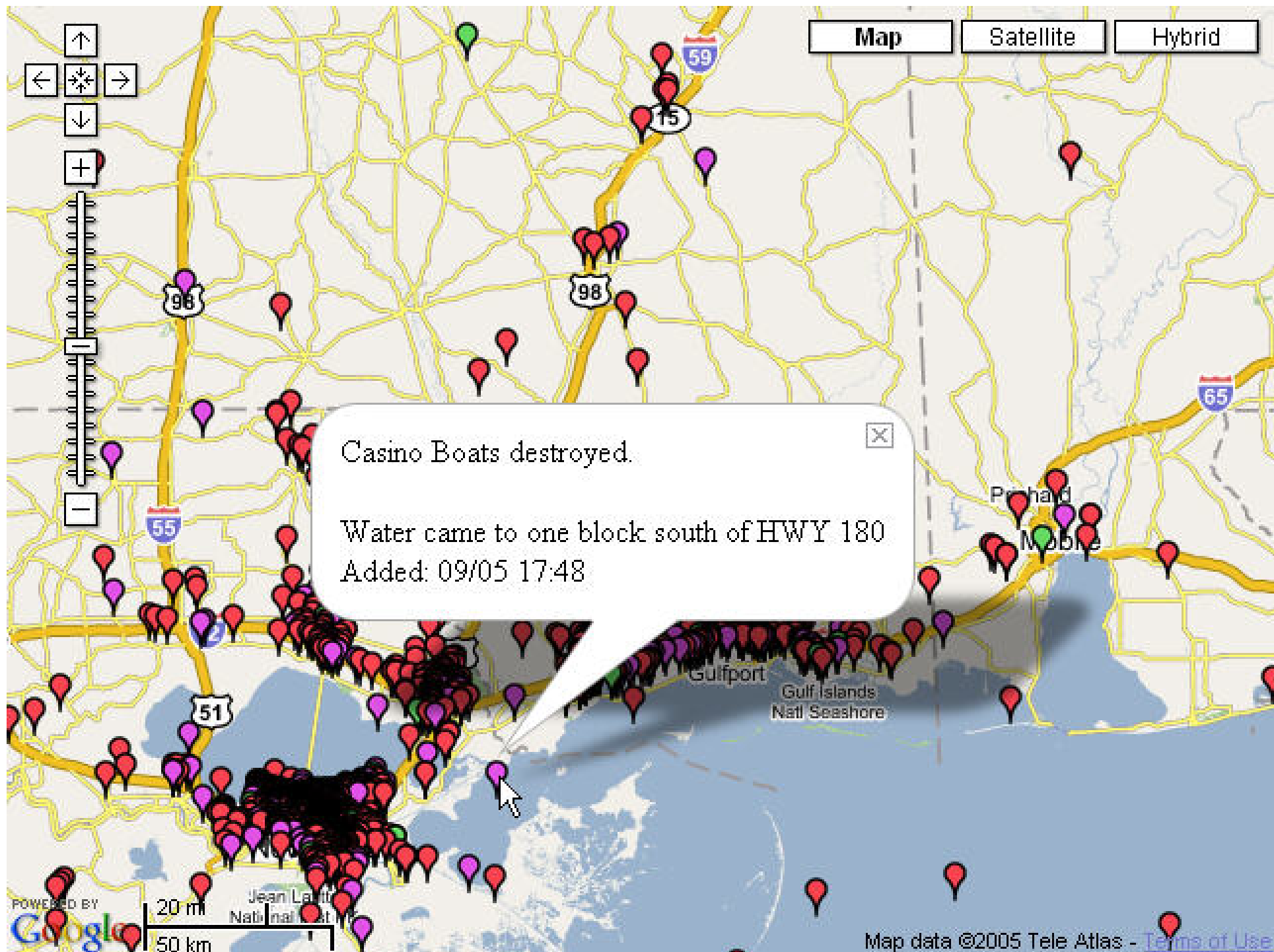


Levees in New Orleans gave way in the days after Hurricane Katrina struck on Aug. 29, 2005, flooding the city. The Reily Recreation Center on the uptown campus is pictured above.













WIKIPEDIA  
The Free Encyclopedia

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Wikipedia founder Jimmy Wales's personal appeal for donation

# Hurricane Katrina

From Wikipedia, the free encyclopedia.

Revision as of 15:43, 26 August 2005; view current revision

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**This article documents a current event.**

Information may change rapidly as the event progresses.

**Hurricane Katrina** was the 11th named storm and fourth hurricane of the [2005 Atlantic hurricane season](#). It formed on [August 24, 2005](#) and quickly made landfall near [North Miami, Florida](#) the next day as a Category 1 hurricane. It has quickly strengthened over the [Gulf of Mexico](#) and is expected to impact the [Florida Panhandle](#) as a Category 3 or 4 hurricane.


























The National Hurricane Center issued a statement on [August 23](#) saying that a tropical depression had formed over the [southeastern Bahama](#). The numbering of this system was debated, as Tropical Depression Twelve formed out of what some weather analysts called the "remains of Tropical Depression Ten". The naming and numbering rules at the NHC require a system to keep the same identity if it dies then regenerates which would have normally caused this storm to remain numbered Ten. However, the NHC gave this storm a new number because a second disturbance merged with the remains of Tropical Depression Ten on [August 20](#), and there is no way to tell whether the remnants of T.D. Ten should be credited with this storm. (This is different from [Hurricane Ivan](#) in the [2004 season](#), when the NHC ruled that Ivan did indeed reform; the remnant of Ivan that regenerated in the [Gulf of Mexico](#) was a distinct system from the moment Ivan originally dissipated to the moment it regained tropical storm strength.)<sup>[1]</sup> The system was upgraded to Tropical Storm Katrina on the morning of [August 24](#). Katrina became the fourth hurricane of the 2005 season on [August 25](#) and made landfall later that day around 6:30 p.m. between [Hallandale Beach](#) and [North Miami Beach, Florida](#).

Katrina spent only a few hours over southern Florida, and soon regained hurricane strength after emerging into the [Gulf of Mexico](#).

Katrina has proven difficult to forecast, as the models show widely-varying landfall locations and intensities as soon as it re-enters the Gulf of Mexico and makes landfall along the U.S. Gulf Coast.

So far, four fatalities and five missing persons have been reported in Southern Florida.<sup>[2]</sup> Three of the deaths were caused by falling trees, and one death was caused after a man crashed his vehicle into a tree. Furthermore, more than 1.2 million customers were left without electricity.<sup>[3]</sup>



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## The Strength of Weak Ties

Everyone participates. Everyone contributes. Leveraging the power of digital networks to connect people, resources and ideas to drive creativity and innovation forward...

4 Items | [Sort Oldest First](#) | Updated: Sat, Jan 21 2006 1:38 AM

### [The Two RSS Resources You Need...](#)

By David

I ran across this great document, [RSS Ideas for Educators](#), by [Quentin D'Souza](#) (via [Steven Downes](#)) that contains 50 ideas of how educators can apply RSS technology to learning situations. It's a great read, and it's filled with creative insights. Couple this with [Will Richardson's RSS Quick Start Guide for Educators](#), and, between the two documents, you've got a really solid foundation about RSS and the Read/Write Web.

Posted on: Tue, Jan 17 2006 7:54 PM | [Email This](#) | [Clip/Blog This](#)

Keep New: ☐

### [Dave as a Podcaster?](#)

By David

I ran across [Odeo.com](#) this last weekend listening to a [podcast](#) from [George Siemens](#). I don't listen to many podcasts but I'm glad I did in this case-not so much for the content but for the delivery tool, Odeo.com. If you are a podcaster you probably know about this site, but this neophyte was impressed with the ease and quality of Odeo, and my ability to record right online-Odeo makes it as simple as possible. I can see where this could be a really easy tool to use to introduce kids to podcasting-it might even cause me to give podcasting a try.

Posted on: Wed, Jan 11 2006 7:04 PM | [Email This](#) | [Clip/Blog This](#)

Keep New: ☐

### [If Your Car Was Open Source....](#)

By David



A close-up photograph of five sharpened colored pencils arranged in a star pattern, with their tips meeting at a central point. The pencils are red, green, yellow, blue, and purple. The background is a plain, light-colored surface.

# ***The New Shape of Information***

***David Jakes***







What does it mean to be information  
literate in 2006?



What are the traditional characteristics  
of an information literate person?



An information literate person is:



# Problem-solving Pathway



# The New Shape of Information

In 2006:

*digital, networked, overwhelming  
(Warlick)*

*immediate, manipulatable,  
participatory, visual (Google  
Earth)*



# The New Information Tools

*Blogs, Wikis, Podcasts, Screencasts,  
Furl, del.icio.us, Flickr, Aggregator, and  
RSS*



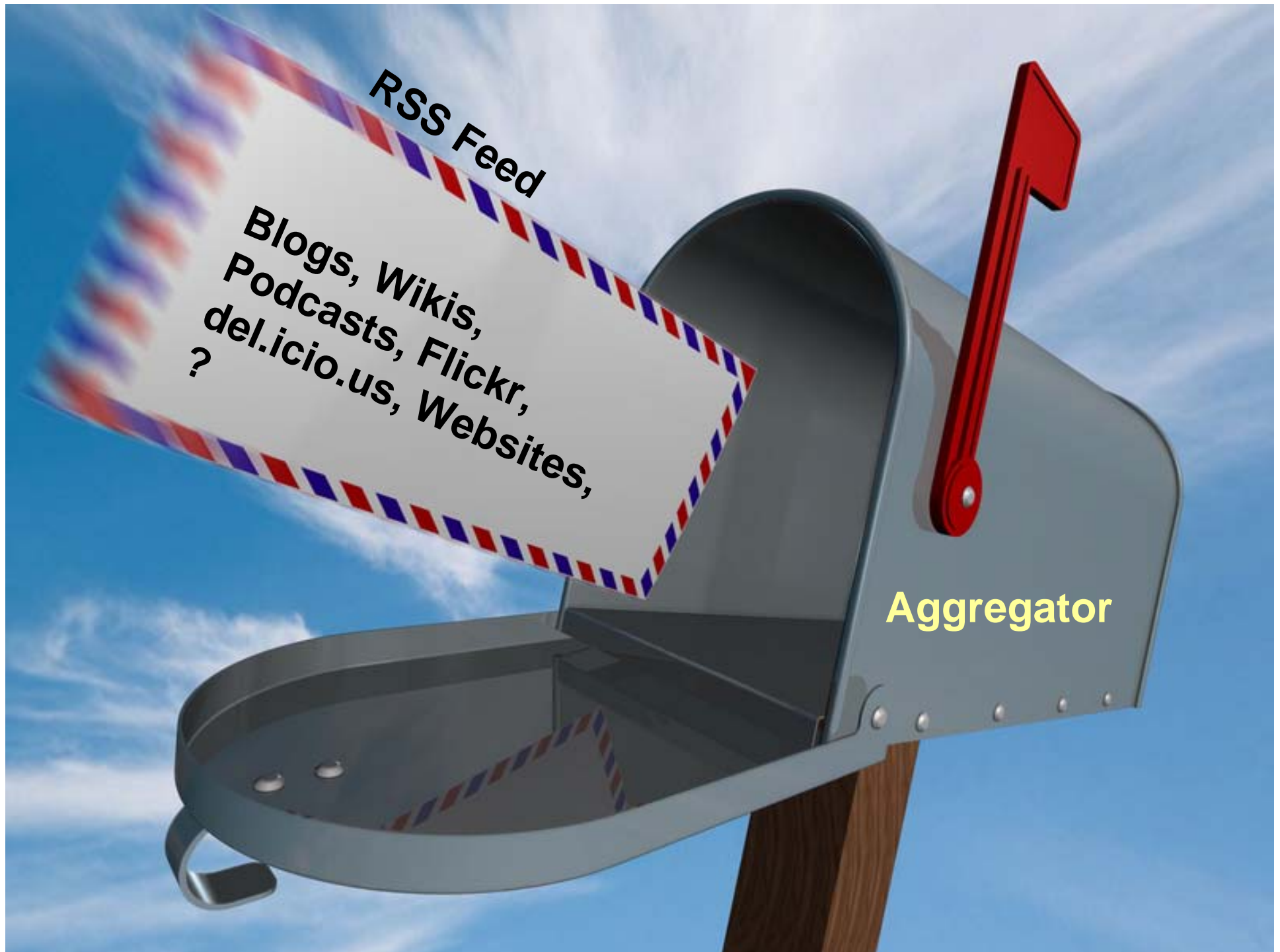
www.Emq.com AOL Keyword: TIME

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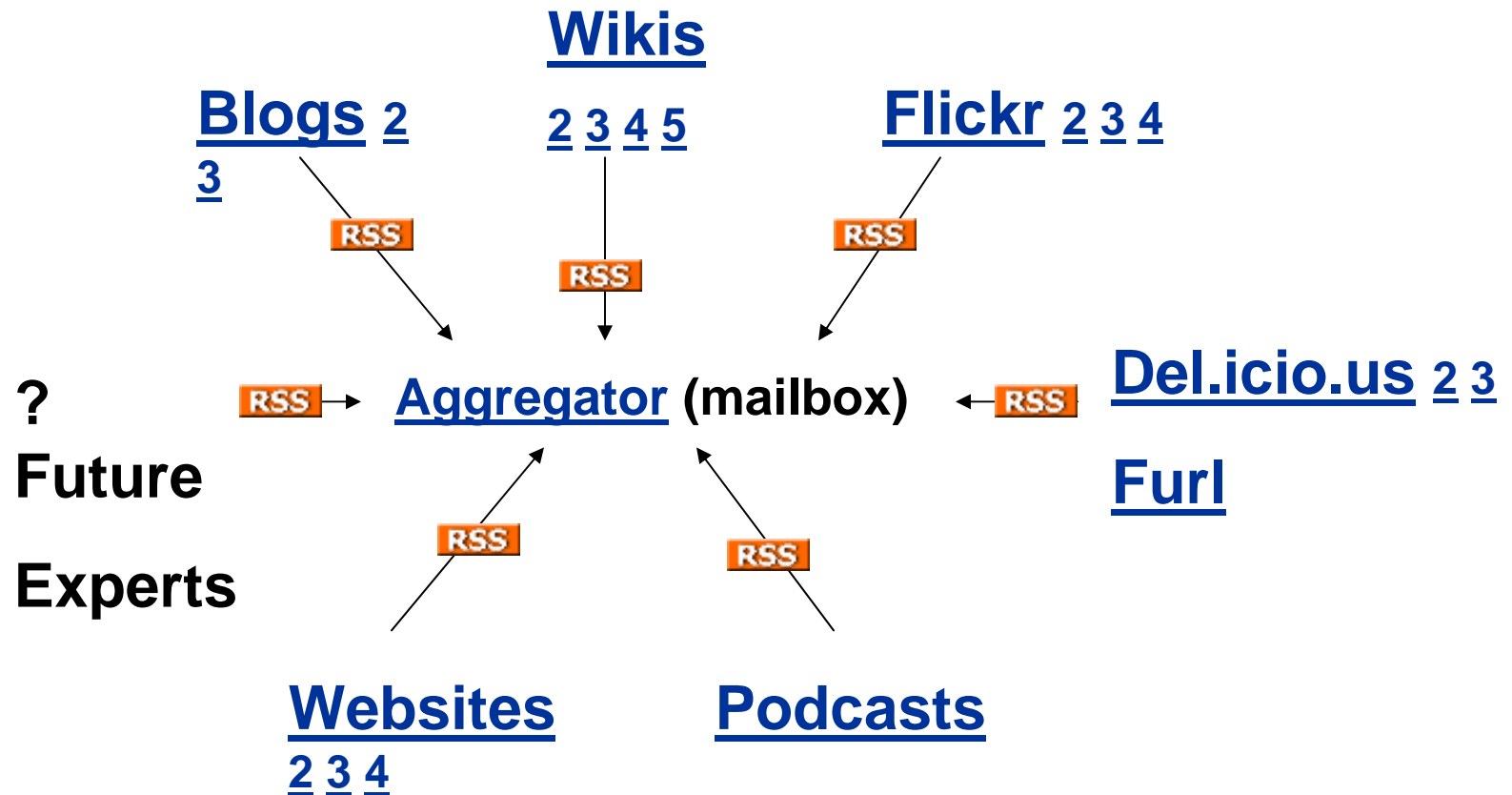
**RSS Feed**

**Blogs, Wikis,  
Podcasts, Flickr,  
del.icio.us, Websites,  
?**

**Aggregator**



*Here is how it works...with examples*





*Does the emergence, and significance, of these tools, redefine what is meant to be information literate?*

*How and when will we teach students these tools so that they are more productive, creative and innovative...and information literate?*

***Does this further extend our vision of what schools are and should be?***



***Does understanding how to use these tools equate to being educated?*** How do these tools change how we work? How we access information? How we teach? How students learn? How do we leverage these tools to our advantage? How much information is too much? Are these tools and capabilities important for students? What type of students? Is teaching this to kids within our reach? Are we reaching a new level of disconnect between our schools and the tools of the digital age? How are these tools framed within a sound pedagogical lesson design? ***Does this further extend our vision of what schools are and should be?***



## ***Conclusions: the new literacy***

*New tools give everyone the capability to contribute....*

*Information is the domain of everyone....*

*Information has a new shape....*

*Information flows in multiple directions...*

*Individuals can create their own personal learning networks....*

*The challenge to schools is to leverage these new tools, and the new vision of information literacy, to improve student learning and achievement.*



## The New Tools:

RSS (real simple syndication) [Landmark Schools](#) [WillRich](#)

Aggregators ([bloglines.com](#)) [JOL](#)

Blogs (short for Web log, [edublogs](#), [Blogmeister](#))

Wikis (collaborative Web publishing, social construction of knowledge, [Wikipedia](#), [London Bombings](#), [JakesWiki](#), [SeedWiki](#), [pbwiki](#))

Podcasting ([Connect Learning](#), [Teach42](#))

Tags ([technorati.com](#)) ([43 things](#))

Del.icio.us ([social bookmarks](#)), Furl.net ([store Web pages](#))

Flickr ([photo sharing](#))