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# Climate Regions

Jeff Firsching Lawton-Bronson

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## Climate Regions

Jeff Firsching Lawton-Bronson

Grade Level (Req.): 7th	Content Area (Req.): Social Studies	Unit (Opt.): Earth's Physical Geography
<p>Connections to Other Disciplines (Opt.):</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>		
<p>Time Frame (Req.): 4-45 minute class periods #1 to cover weather and climate factors; #2 to cover climate graphs; #3 to research cities; #4 to identify location of places and their climate regions</p>	<p>Goal (Req.): Students will be able to identify the climate of a place by applying the factors that affect weather and climate and utilizing climate graphs.</p>	
	<p>Objective (Req.): Students will use and interpret climate graphs.</p>	
<p>Materials Needed (Req.):</p> <ul style="list-style-type: none"> <li>• Textbook</li> <li>• Blank climographs</li> <li>• Computer lab</li> <li>• Website: <a href="http://www.worldclimate.com">www.worldclimate.com</a></li> <li>• List of climate regions with descriptions</li> <li>• World map/atlasses</li> <li>•</li> </ul>	<p>New Vocabulary (Opt.):</p> <ul style="list-style-type: none"> <li>• climate</li> <li>• weather</li> <li>• precipitation</li> <li>• temperature</li> <li>• climate region</li> </ul>	
<p>Anticipatory Set/Introduction [Inquiry Question is required] (Req.): What factors do you think help determine what the weather is going to be like from day to day?</p>		
<p>Instructional Sequence/Procedure (Req.):</p> <ol style="list-style-type: none"> <li>1. Replies to the anticipatory questions will be written on the board and discussed.</li> <li>2. Introduction of the terms weather, climate, and climate regions and their definitions.</li> <li>3. Discussion of the factors affecting weather and climate: temperature, precipitation, winds, oceans, elevation, and latitude.</li> <li>4. Textbook work: "Skills for Life: Climate Graphs"</li> <li>5. Students will practice how to read a climate graph: bar graph for precipitation and line graph for temperature.</li> <li>6. Students will practice how to create a climate graph: they will be given the climate information for Sioux City, Iowa, from <a href="http://www.worldclimate.com">www.worldclimate.com</a> and a blank climate graph.</li> <li>7. Students will be broken up into small groups and asked to find the following information for 5 world capital cities: latitude and longitude, proximity to high elevations, and nearness to a large body of water. They will also need to complete climate graphs for each city using information from <a href="http://www.worldclimate.com">www.worldclimate.com</a>.</li> <li>8. Groups will be exchanging the information they researched.</li> <li>9. Groups will be given a chart with the descriptions of each of the world climate regions.</li> <li>10. Students will be asked to analyze the information at hand and attempt to identify which world climate zone the capital city is located in.</li> <li>11. They will write down their choice as well as the factors that they used to come to their conclusion.</li> </ol>		

<p>12. Groups will come together and report their findings to the class.</p> <p>13.</p> <p>14.</p> <p>15.</p> <p>16.</p> <p>17.</p> <p>18.</p> <p>19.</p> <p>20.</p>	
<p>Formative Evaluation (Req.): Group climate graphs will be turned in. Groups will also turn in their climate region analysis.</p>	<p>Assessment (Req.): Rubric will be used to grade climate graphs and final climate region analysis.</p>
<p>Iowa Core Curriculum Standards Used (Req.):</p> <ul style="list-style-type: none"> <li>• Geography, grade 6-8: Understand the use of geographic tools to locate and analyze information about people, places, and environment.</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	
<p>Common Core Curriculum Standards Used (Opt.):</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	
<p>NGS Standards Used (Req.):</p> <ul style="list-style-type: none"> <li>• The physical and human characteristics of places</li> <li>• That people create regions to interpret Earth's complexity</li> <li>• How to use maps and other geographic representations, tool, and technologies to acquire, process, and report information from a spatial perspective</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	
<p>Five Themes of Geography Used (Req.):</p> <ul style="list-style-type: none"> <li>• Location</li> <li>• Place</li> <li>• Region</li> <li>•</li> </ul>	<p>School District Standards and Benchmarks (Opt.):</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>

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21 <sup>st</sup> Century Universal Constructs (Opt.):	
Other Disciplinary Standards (Opt.): • • • • •	
Other Essential Information (Opt.):	
Other Resources (Opt.): • • • •	