

2012

## Higher or Lower Temperatures

Evelyn Oliver

*Logan--Magnolia Elementary School*

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# Higher or Lower Temperatures

Created by: Evelyn Oliver  
Logan-Magnolia Elementary School

Grade Level (Req.): 1st	Content Area (Req.): Social Studies	Unit (Opt.): Seasons/Weather
Connections to Other Disciplines (Opt.): <ul style="list-style-type: none"> <li>• Science/Math--temperature</li> <li>•</li> <li>•</li> </ul>		
Time Frame (Req.): 2-3 periods of 20-30 minutes each	Goal (Req.): The students will learn the effects of latitude, nearness to water, and elevation on the temperature of an area.	
	Objective (Req.): Students will be able to draw clothing appropriate for each season in Iowa. Students will be able to determine if a city is warmer or cooler than Logan, IA and identify the difference in latitude, nearness to water, and elevation.	
Materials Needed (Req.): <ul style="list-style-type: none"> <li>• Large US map</li> <li>• Drawing paper</li> <li>• Crayons/Markers/Pencils</li> <li>• Laptop to get city temperatures</li> <li>• Book: Seasons by Pat Cummings</li> <li>• Vocabulary cards</li> <li>•</li> </ul>	New Vocabulary (Opt.): <ul style="list-style-type: none"> <li>• Seasons: spring, summer, fall, winter</li> <li>• Directions: north, east, south, west</li> <li>• latitude</li> <li>• coastal</li> <li>• elevation</li> </ul>	
Anticipatory Set/Introduction [Inquiry Question is required] (Req.): Show students four pictures of children wearing: swim suits, warm coats, rain coats, sweatshirts. Ask: Why are these kids wearing the clothes they are? When would you wear clothes like these?		
Instructional Sequence/Procedure (Req.): <ol style="list-style-type: none"> <li>1. Read the book Seasons by Pat Cummings.</li> <li>2. Discuss activities, clothing, animal actions, and plants in each season. Discuss reasons for changes in temperature through seasons.</li> <li>3. Divide students into four groups and assign a season to each group. Have them draw a mural for their season, including: people, plants, and animals.</li> <li>4. Discuss seasons around the US and world. Some areas have four distinct seasons like we do. Other areas do not have much of a change in temperature from one season to another.</li> <li>5. Use laptop to determine the average monthly temperatures for Logan, IA. Talk about the changes from season to season.</li> <li>6. Compare the summer (July) temper for Kansas City, MO. Discuss why it is higher(Closer to equator and south of Logan so it is warmer). Go over directions north, east, south, and west. Introduce latitude. Locate each city on the US map.</li> <li>7. Look at Minneapolis temperature for July. Discuss why it is lower than Logan (cooler because it is north and farther away from equator).</li> <li>8. Introduce elevation and coastal or nearness to water. Look at cities that are affected by these</li> </ol>		

9. Students will work on the assessment.

Formative Evaluation (Req.): 1. Observe students while drawing mural. Watch for: a) group completed appropriate picture of a season, b) student participated and cooperated.  
2. Students are able to point their arrow card in the proper direction for warmer/cooler/same temperature as home town.

Assessment (Req.): Using laptop with temperatures of US cities, determine the answers to these questions on a worksheet: Write the average temperature in July, compare it to home town by writing higher or lower, write the reason for the difference by writing latitude, coastal, or elevation. Use these cities: Dallas, TX; San Diego, CA; Fargo, ND; and Cheyenne, WY.

Iowa Core Curriculum Standards Used (Req.):

- GE 1., Grades K-2—Understand the use of geographic tools to locate and analyze information about people, places, and environments.
- 21st Century K-2—Communicate and work appropriately with others to complete tasks.
- --Work productively and are accountable for their actions.
- --Utilize predetermined digital resources and tools to answer questions or solve problems.
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Common Core Curriculum Standards Used (Opt.):

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NGS Standards Used (Req.):

- 4. The physical and human characteristics of places.
- 7. The physical processes that shape the patterns of Earth's surface.
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<p>Five Themes of Geography Used (Req.):</p> <ul style="list-style-type: none"> <li>• Location</li> <li>• Place</li> <li>•</li> <li>•</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>
21 <sup>st</sup> Century Universal Constructs (Opt.):	
<p>Other Disciplinary Standards (Opt.):</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	
Other Essential Information (Opt.):	
<p>Other Resources (Opt.):</p> <ul style="list-style-type: none"> <li>• Extensions: Students will set a goal of an activity to accomplish in each season.</li> <li>• Discuss food that is available locally during each season. Where does food come from during the other seasons?</li> <li>• Compare temperatures with cities in the Southern Hemisphere/ cities around the world.</li> <li>•</li> </ul>	