

Title: Climate and the Five Themes

Overview: In this lesson, students will analyze the five climate regions and apply to them the five themes. Once this is done, students will evaluate the five regions, basing their decisions on survival criteria. Finally, students will recommend a new location for the CBS series, "Survivor".

Objectives:

- 1.0 Analyze different climate regions
- 2.0 Evaluate and rank existing climate regions based on survivability.
- 3.0 Design an ideal climate.
- 4.0 Recommend a climate and location for the filming of the next Survivor and justify decision, using the 5 themes.

Grade Level: 8 – World Geography

Subjects: This lesson may also involve Science and English classes.

Time: 1-2 days

Prerequisites:

- Students sit in pairs.
- Students have a solid understanding of the 5 themes.
- Students have already read and covered weather, wind and water currents, and longitude and latitude.
- Students are familiar with graphic organizers used in lesson.
- Students are in the middle of a weather unit in the Science classes.
- Students are working on persuasive writing in the English classes. They will work on the recommendation letter from the lesson in English class.

Required Materials/Sources Used for Planning:

Armstrong, D.G., Boehm, R.G., Hunkins, F.P., (2000). *Geography: The World and Its People*, New York, NY, Glencoe

Gustafson, A. (2003). *Imagine a House*, Minneapolis, MN, Out of the Box.

"Survivor" website. www.cbs.com

various travel brochures

climate graphic organizer

pros/cons t-chart

5 themes graphic organizer
letter rubric

Opening:

Anticipatory Set

- Have a list of recent "Survivor" locations as well as the location for "Pioneer Quest: A Year in the Real West" on the board as students walk into the room. (Palau Tiga, Marquesas, Kenya, Manitoba, Australian Outback, Thailand, Amazon Rain Forest)
- For a warm-up, ask students to do a fast write in their journals on what they know about any/all of these places. Tell them to include information about the weather, plants, animals, people, etc.
- After students have finished writing, ask if any of them know what these places have in common. (All are sites for reality/survival shows on television) Note: It is at this time that I would give a brief overview of what "Survivor" is. However, I have found that almost all middle school students are familiar with the show.
- Have students turn to their partner and discuss the following questions.
 - Why were these locations picked?
 - Which would have been the easiest to survive? The most difficult? Why?
- Have a few of the partners share their answers with the whole class. (Most responses will be climate/weather based.)
- Point out, if it hasn't already been done by a student, that most of their responses had to do with weather and climate.
- Explain to students that having already looked at the influences on climate, we will now look at different climate types.

Purpose and Meaning

- Ask students to generate a list of how they think climate impacts our everyday lives.
- If students are stuck, ask:
 - What we eat?
 - What we wear?
 - Where we live?
 - What we drive
- Help guide answers to the fact that climate impacts all areas of life.
- Stress need to understand our own climate as well as other climate types.

Development:

Information/Instruction

- Inform students that they will be reading the next section in their books, pgs. 45-48.
- Ask students to survey the reading, to look at pictures/maps and read captions, look at vocabulary words, read the headings.
- While students are doing this, pass out Climate Graphic Organizer. This graphic organizer is an information gathering/organizing device that students will complete during reading.
- Assign reading in partners, having students take turns reading the sections.
- Remind students that during the reading, they will be filling in their climate graphic organizer.
- While students are reading, walk around room to monitor progress and answer any questions that students might have. Look at graphic organizers to see what info. Students have written down. Help correct any misinformation that you notice.
- Once students have finished reading, explain that as a class you will apply the 5 themes to the various climate types that they have just finished reading about.
- Tell student that they will be using the 5 themes mind web to record info. Mention the 5 themes and climate types.
- Have students do a quick review of the 5 themes with their partners.
- Theme 1 – REGION
 - Explain 1st theme is region stressing that a region is a land area sharing common characteristics, such as physical char. and that climates already are organized by regions, tropical, mid-latitude, high latitude, desert and high altitude.
 - Ask students to discuss with partners what characteristics make each region unique from the others. Encourage students to use climate graphic organizers for this part and to fill in any new information they might have found.
 - As a class, run through characteristics of each, stressing the unique characteristics of each region.
- Theme 2 – LOCATION
 - Explain that the 2nd theme, location. Refresh memories by discussing difference between absolute and relative.

- Run through some absolute locations for each of the 5 climate types. Note: this is a section that should have been completed on the Graphic Organizer. If it isn't complete, have students do so now. As a class, this is a great time to discuss and study the climate map on pg. 46.
- Ask students why all of the high latitude climates are far away from the equator. (This should be a very obvious question, but should once again help reinforce why latitude plays such a big role in climate.)
- Run through relative location, discussing where climates are in relation to one another.
- This is also an excellent time to discuss the climate map on page 46.
- Theme 3 – PLACE
 - Explain that the 3rd theme is place. Run through some of the ways that you could characterize place for climates, such as vegetation
 - Explain to students that you will be examining place by looking at some of the shelters/homes that people build in the different climate regions.
 - Use the book, *Imagine a House*, to discuss the different types of homes that make each place unique. Tropical – Houses on Stilts, High Latitude – Igloo, Desert – Manyattas, Mid-Latitude – log houses, High Altitude – Round Houses made of stone.
 - Point out materials used and how each house stands up to the weather the climate experiences.
 - NOTE – IT IS EXTREMELY IMPORTANT TO POINT OUT THAT NOT ALL HOUSES ARE LIKE THE ONES POINTED OUT IN THE BOOK. THE POINT OF THIS IS TO SHOW THE TYPES OF SHELTERS THAT CAN BE BUILT TO ENDURE THE CLIMATE WITH THE MATERIALS AVAILABLE.
- 4th Theme – MOVEMENT
 - Explain to students that the 4th theme is movement and that movement can be the movement of people goods or ideas.
 - Hold up a bunch of travel brochures.
 - Ask students to discuss with a partner why people would choose to go to these places.
 - Have students share responses. Most will have to do with climate.
 - Explain that whether skiing in the Rockies or relaxing on the beaches of the Caribbean, climate is a major factor in tourism and the movement of people from one region to another.

- Have students name some of their favorite fruits.
- Ask if they could buy these fruits today in a grocery store.
- Ask students if they could now grow these fruits in their backyard. (Lesson will be taught in November, and in Minnesota, answer would be no.☺)
- Point out that the movement of goods, especially food, is heavily dependent on climate.
- 5th theme – HUMAN ENVIRONMENT INTERACTION
 - Explain that the 5th theme is human environment interaction.
 - Ask how many students have ever gone someplace warm for spring break and have returned sunburned?
 - Have students think about one way that climate and HEI has played a role in their day. (Turned on heat in home/car, dressed warmer – didn't wear shorts and a tank to school)
 - Stress that humans are continually adapting to the climates in order to survive.

Active Participation

- Bring students back to anticipatory set. Why were these climate regions chosen? Revisit student answers from beginning of class.
- Bring up the fact that CBS said they would never again make a “Survivor” in a desert setting. Ask kids why? How does climate impact the ability to survive?
- Ask students to brainstorm a list of climate characteristics that would be ideal for survival. Where would it be? What region would it most be like? How would humans have to react to the environment in order to survive? Weather? Vegetation?
- Give students 2-3 minutes to complete the activity.
- As a class, generate a criteria needed for the ideal survival climate. Make sure to address 5 themes in list.

Guided Practice

- With students working in partners, have them discuss and analyze pros/cons of each region, completing the t-chart. Remind students to do so, keeping survival and the 5 themes in mind.

- NOTE: IT IS IMPORTANT TO STRESS THAT ALL REGIONS ARE WONDERFUL IN THEIR OWN WAYS, BUT THE POINT OF THE LESSON IS TO LOOK AT THOSE WHICH ARE BEST FOR SURVIVAL.
- Once students have completed the t-chart, have them in partners to discuss and rank the 5 regions, 1-5 from easiest to survive to most difficult.
- Explain that students must give solid reasoning for each ranking. Why one place was chosen over another. Stress not only, "Why here?" but also "Why not here?"
- Once partners are done, have them team up with another set of partners and compare rankings, once again discussing why they ordered things the way they did.

Independent Practice

- Explain assignment.
- Students are to be given the task of writing a persuasive letter to CBS, recommending a climate region and specific location for the next "Survivor". Students will need to incorporate the 5 themes in the letter as well as vegetation, weather, and time of year. What will contestants eat? Use to build shelter? Wear? They will also need to give rationale for why they chose the region/location they chose, and why they did not recommend other locations.
- Inform students that letters will actually be sent off to CBS studios and that they will also be working on the letter for their English class as well.
- Pass out rubric to students.

Closing:

- Have students share some of their ideas for a location.

After letters have been turned in

- Share some of the letters.
- See how many in class picked the same places.
- Make a prediction as to where the next Survivor will be. Save and revisit once new location is revealed.

Differentiation: In this lesson, students work together in partners for a majority of the time. This peer help can aid in leveling student abilities. Also, students will be working on the letter in their English classes and will

use peer editing. The length of the letter may be modified by cutting out a few of the geographic themes.

Assessment: Assessments used for this lesson include the climate geographic organizer, five themes mind web, pros/cons t-chart and the letter.

Credits:

Noel Carlson

8th Grade World Geography Teacher

Westwood Middle School

Blaine, MN

ncarls@splkpark.k12.mn.us

Pros/Cons of Climate Regions

High Latitude	
Pros	Cons

Mid-Latitude	
Pros	Cons

High Altitude	
Pros	Cons

Desert	
Pros	Cons

Tropical	
Pros	Cons

Survivor Climate Letter Rubric

Criteria	Total Points	Actual Points
Format Format is similar to format given in English class and is Word-processed.	10	
Location/Time of Year Student gives a legit location within a region and includes the time of year.	10	
5 Themes Letter addresses region/location while using the 5 themes.	15	
Rationale Student uses reasoning to defend why they chose the region, location, and time of year as well as why others weren't chosen.	20	
Peer Editing Student completed peer editing and letter has little to no errors.	10	