

Timeline of Extreme Weather Events _____

Level



Overview:

In this activity, students interview Elders to create a weather timeline showing extreme weather events in their community.

Objectives:

The student will:

- interview an Elder;
- create a timeline that shows weather events; and
- compare and contrast information from individual timelines.

GLEs Addressed:

Science

- [3-4] SA1.1 The student demonstrates an understanding of the processes of science by asking questions, predicting, observing, describing, measuring, classifying, making generalizations, inferring, and communicating.
- [3] SA1.2 The student demonstrates an understanding of the processes of science by observing and describing the student's own world to answer simple questions.
- [3] SD2.1 The student demonstrates an understanding of the forces that shape Earth by identifying and comparing a variety of Earth's land features (i.e., rivers, deltas, lakes, glaciers, mountains, valleys, and islands).

Materials:

- STUDENT WORKSHEET: "Extreme Weather in My Lifetime"
- OVERHEAD: "Extreme Weather Event Timeline"
(Download from the Classroom Lessons page of <http://www.ArcticClimateModeling.org>)
- Sentence strips, provided below

Activity Preparation:

1. Define timeline for students. Demonstrate, using examples from students' lives (e.g., being born, crawling, walking, talking, feeding self, beginning school, learning to read and write, etc.).
2. Contact as many Elders as possible for permission to have students interview them.
3. Prepare sentence strips by writing the year on the far right-hand edge.

Activity Procedure:

1. (Day 1) As a class, make a timeline on the board or chart paper using students' development as an example.
2. Define extreme weather events. Provide students with examples, such as windstorms, blizzards, floods, extreme heat, extreme cold, etc.
3. Welcome Elders to the classroom (or ask students to interview them at home). Explain students will choose an Elder to interview about extreme weather events that have happened in the Elder's lifetime, and that the information will be used to make a local weather events timeline.
4. Distribute the STUDENT WORKSHEET: "Extreme Weather in My Lifetime."
5. (Day 2) Pass out sentence strips.

6. Display the OVERHEAD: "Extreme Weather Event Timeline."
7. Ask students to use a ruler to mark dots, one-half inch apart, along the bottom line of the sentence strip.
8. Explain that each dot represents five years.
9. Beginning at the right hand edge, with the next to last dot, label the years by decades in descending order. (The sentence strip should look like the example on the TRANSPARENCY when finished)
10. Help students determine for which years Elders reported extreme weather events. Instruct them to enter those events on the timeline in appropriate places.
11. Display timelines, being careful to align the right hand edges of the sentence strips so that all timelines match.
12. Compare and contrast information on timelines.
13. Discuss variations. Ask students why there might be differences.
14. List and use student ideas to help define and reinforce the words fact and opinion. (It is a fact that certain things happened, but when they happened is dependent upon varying memories, therefore it might be an opinion.)

Vocabulary:

Timeline: A linear representation of events written in the order in which they occurred

Fact: A piece of information that is true

Opinion: An idea or belief about something

Answers to Student Questions:

Individual interviews will vary.

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Extreme Weather in My Lifetime

Student Worksheet (page 1 of 2)

Interview an Elder about the extreme weather he or she has seen in his or her lifetime. Ask these questions and record the answers on the lines below. You may ask other weather questions if you wish. Be sure to thank your Elder when you finish the interview.

Begin by explaining to the Elder that you are studying extreme weather events (like blizzards, floods, extreme heat or extreme cold, and high winds) and that you will make a timeline when you are finished collecting the information.

1. What is the most extreme weather event that has happened in your lifetime?

2. How old were you when this happened? _____

3. Was damage was caused by this event?

Name: _____

Extreme Weather in My Lifetime Student Worksheet (page 2 of 2)

4. Can you tell me about other events, when they happened, and the damage caused by these events?

5. Did this extreme weather change the things you do, or the way you do them, in everyday life? _____

If so, how? _____

6. Do you have a way of knowing if extreme weather is coming? _____

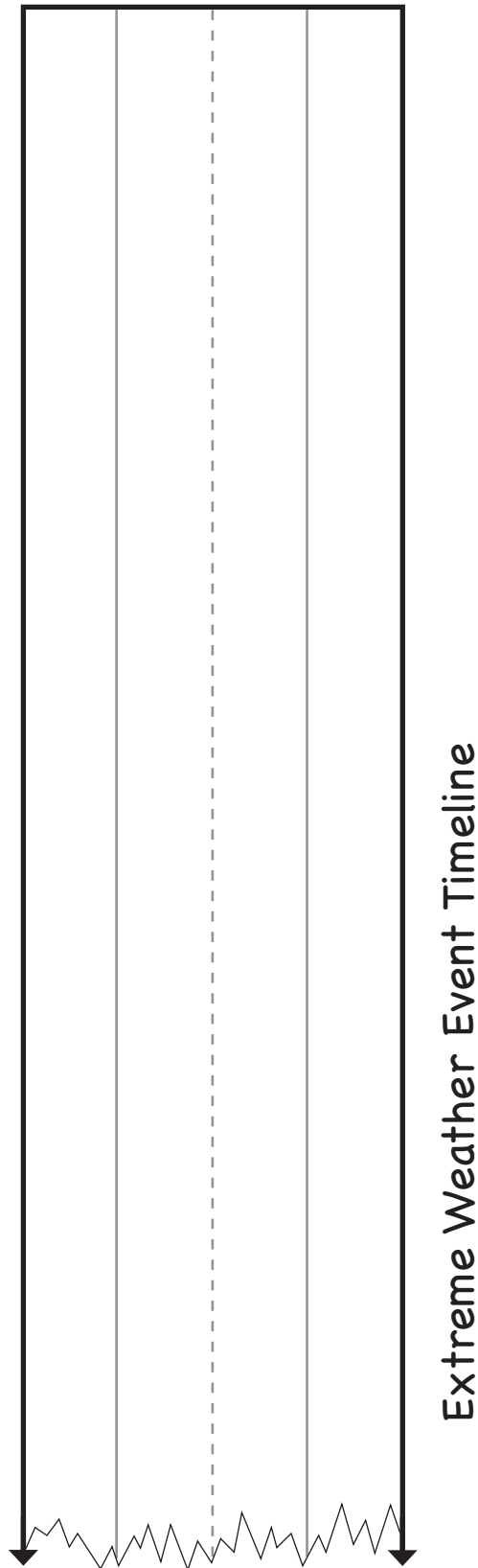
If so, how do you know? _____

Elder's name: _____

Name: _____

Extreme Weather in My Lifetime Student Information Sheet

Level



Extreme Weather Event Timeline Overhead

