



Overview:

In this lesson, students will discuss how the weather differs each season and interview an Elder to determine how the weather affects traditional activities. Level II students will also explore the news to determine how weather affects people in other places of the world.

Objectives:

The student will:

- examine how weather can affect local activities;
- examine how weather can affect people in other parts of the world; and
- interview an Elder.

Materials:

- STUDENT WORKSHEET, Level I: "Weather News"
- STUDENT WORKSHEET, Level II: "Weather News"
- Computer with Internet access

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.

Activity Preparation:

1. Identify an Elder who would be willing to visit your classroom to discuss weather and its impact on traditional activities, such as hunting, fishing, berry picking, and potlatch. As a class activity, create an invitation.
2. Prepare snacks and beverages for your guest's visit.

Activity Procedure:

1. Ask students to think about the types of activities they do in each season. Ask them which activities can be done in all seasons. Ask them to name activities that cannot be done in all seasons. Ask them why those activities are limited to a particular season. Ask students if they have ever had to change their plans because of the weather.
2. Remind students that they should show respect to the visiting Elder by staying quiet and listening carefully. Ask the Elder to talk about a time when weather disrupted a traditional activity.
3. Distribute the STUDENT WORKSHEET for Levels I and II: "Weather News." Ask Level I students to draw a picture showing a time when weather disrupted an activity. Ask Level II students to write a few sentences about a time when weather disrupted an activity. The answers can be based on the Elder's talk or personal experience.
4. Level II students also will need to use the Internet to locate an article demonstrating how weather affects lives in other parts of the world. If necessary, direct them to the following Web sites: 1) <http://>

www.cnn.com/WEATHER/; 2) <http://www.usatoday.com/weather/digest.htm>; 3) <http://www.abc.net.au/news/australia/weather/>; 4) <http://www.globalweather.com/>. Alternatively, you can locate and print an article for students, then instruct them to complete the questions on their worksheet using the article provided.

5. Explain that an **opinion** is a belief that is based on what a person thinks rather than what is proved or known to be true. A **fact** is something that is known to be true or real. Lead a discussion with the class about why it is important to list only the facts when performing a scientific study.

Answers:

Answers will vary

Name: _____

Weather News

Level I Student Worksheet

Level



1. In the box below, draw a picture that shows weather disrupting a traditional activity.

A large, empty rectangular box with a black border, intended for a student to draw a picture illustrating weather disrupting a traditional activity.

Name: _____

Weather News

Level II Student Worksheet

Level



1. Write a few sentences describing a time that weather disrupted a traditional activity.

2. Find an article on the Internet that describes an extreme weather event. In the space below, or in Microsoft Word, write a paragraph describing the event and how it impacted lives.

2. Did the article you read include facts, opinions, or both?
 - a. facts
 - b. opinions
 - c. both facts and opinions