



# PLANNED INSTRUCTION LESSON MATERIALS

**5th Grade**

**DUE DATE: FRIDAY, MAY 29<sup>TH</sup>**

Please complete the following materials by the due date noted above.

Completed materials may be dropped off at the school (1006 West 10th Street) during food distribution Tuesdays and Fridays from 10:00am – 12:00noon, or turned in when the next week's materials are delivered to your home.

If you need assistance in completing the attached materials, please reach out to your classroom teacher via email, the school's website or Facebook page, or Class Dojo. You may also call the school directly Monday – Friday from 9:30-5:30 at 814-520-6468

Mrs. Veronica Will, Principal 814 873-5158

Mr. Aubrey Favors, Interim CEO 814 812-3026



## Children of the Storm



*flooding from Hurricane Katrina*

Tenisha Dounseroux was supposed to start the fourth grade in New Orleans back in the fall of 2005. But just before classes began, Hurricane Katrina, one of the worst hurricanes ever to hit the United States, slammed the states on the coast of the Gulf of Mexico on August 29, 2005.

Tenisha was sad and scared as she watched heavy rains and high winds rip through her city on the Mississippi River. When New Orleans flooded, school was the last thing on Tenisha's mind as she and her family drove 350 miles west to Houston.

More than 24,000 evacuees from New Orleans moved to the Houston Astrodome, but Tenisha and her family spent five days in a hotel. Within a week, a generous Houston family had given the Dounseroux family shelter in the loft above their home. A few days later, Tenisha started school in Houston. She was one of an estimated 125,000 New Orleans children who scattered across Louisiana and neighboring states to start a new school year.

The Houston school district alone enrolled almost 2,000 students in the days following Katrina, including Tenisha and her brother Terren. The district also reopened two schools that it had closed the previous spring. Those schools were devoted entirely to children displaced by the storm.

It's hard to move and start going to a new school. It was even harder for the many

children displaced from the states hit hardest by Hurricane Katrina. School guidance counselors said that relocating to an unfamiliar school is bound to affect many of the children.

Tenisha and Terren, though, were doing well. They had enrolled at MacGregor Music and Science Magnet School. MacGregor accepted more than a dozen displaced students.

After just two days at school, Tenisha and Terren were making new friends. "[Our new] school is great!" Tenisha told *Senior Edition*.

Many of Tenisha's and Terren's classmates embraced the new arrivals. "We want to make our new classmates feel good because we know they've gone through so much," James McKethen, a fourth grader at MacGregor, told *Senior Edition*.

"It's cool to have new friends," added Tiye McKethen, James's sister, a third grader. "And they get to have fun in a new school and stay in a safe place."

Terren missed playing basketball with his friends in New Orleans. Tenisha missed the teachers and students at her old school. But the family said they would most likely settle down in Texas for good. "I want to stay in Houston," Tenisha told *Senior Edition*.





**unfamiliar**

un · fa · mil · iar

**Definition****adjective**

1. not known before; unusual; strange.

*Unfamiliar faces scare the baby.*

**Advanced Definition****adjective**

1. not previously experienced or known; unusual; strange.

*Unfamiliar faces scare the baby.*

2. not having previous experience or knowledge; not acquainted.

*He is unfamiliar with the rules.*

---

**These are some examples of how the word or forms of the word are used:**

1. Sugars often hide behind **unfamiliar** names.
2. They needed to pass over treacherous mountains and rivers that were **unfamiliar** to them.
3. She saw about 20 **unfamiliar** faces among the guests and asked her new husband who they were.
4. School guidance counselors say that relocating to an **unfamiliar** school is bound to affect many of the children.
5. Cues like these help us orient ourselves in the world around us when we don't have access to maps, or are getting used to an **unfamiliar** environment.
6. Many people in America are **unfamiliar** with life without electricity, but in Savannah's community people keep battery-powered flashlights and oil lamps stored in case the lights go out.
7. So when he decided to join the jazz band on a whim in high school, he was frustrated by the jazz band practices, which encouraged him to improvise, to combine **unfamiliar** chords into a musical stream.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. Why did the Dounseroux family move out of a Houston hotel?

- A. The hotel manager told them they had to leave.
- B. A Houston family gave them shelter in a loft.
- C. The Dounseroux family was assigned to the Astrodome.
- D. The Dounseroux family decided to move back to New Orleans.

2. Which sentence is opinion rather than fact?

- A. More than 24,000 evacuees moved to the Houston Astrodome.
- B. Tenisha was supposed to start fourth grade in New Orleans.
- C. Almost 2,000 students enrolled in the Houston school district.
- D. It's hard to move and start going to a new school.

3. Read this paragraph from the text:

"The Houston school district alone enrolled almost 2,000 students in the days following Katrina, including Tenisha and her brother Terren. The district also reopened two schools that it had closed the previous spring. Those schools were devoted entirely to children displaced by the storm."

Based on this evidence, why might the Houston school district have reopened two schools?

- A. to make room for almost 2,000 displaced students
- B. to make getting to school easier for many Houston students
- C. to start the new school year with plenty of extra space
- D. to give jobs to displaced teachers from New Orleans



4. Tenisha stated that she thinks her new school in Houston is great. Based on the text, what probably caused her to think this?
- A. Tenisha's Houston school has better teachers and more advanced technology than her New Orleans school.
  - B. Tenisha's Houston classmates made the new arrivals feel unwelcome.
  - C. Tenisha's Houston classmates embraced the new arrivals and tried to make them feel good.
  - D. Tenisha's Houston classmates were kinder than her former classmates in New Orleans.
5. Tenisha said that she wants to stay in Houston. Based on the information in the text, why might she want to stay there? Support your answer with evidence from the text.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. What is a meaning of the word **displace**?

- A. uproot
- B. settle
- C. ignore

2. What is another meaning of the word **displace**?

- A. take the place of
- B. be together
- C. stable

**Please use each answer choice only once. Choose the one word that best completes the sentence.**

3. I want a fun \_\_\_\_\_ to eat!

- A. places
- B. replacing
- C. replace
- D. placing
- E. placed
- F. replaced
- G. place

4. Urban planners want homes in quiet \_\_\_\_\_.

- A. places
- B. replacing
- C. replace
- D. placing
- E. placed
- F. replaced
- G. place



5. I think he had one more vote than any other, and that \_\_\_\_\_ him at the head of the committee.

- A. places
- B. replacing
- C. replace
- D. placing
- E. placed
- F. replaced
- G. place

6. Once clay and rubber were \_\_\_\_\_ with plastic wheels, skating became very popular.

- A. places
- B. replacing
- C. replace
- D. placing
- E. placed
- F. replaced
- G. place

7. In 1900, George Eastman invented a camera that had a film that people could \_\_\_\_\_ themselves.

- A. places
- B. replacing
- C. replace
- D. placing
- E. placed
- F. replaced
- G. place

8. She hadn't even heard the little bell over the hubbub of patrons \_\_\_\_\_ orders and laughing as they played board games.

- A. places
- B. replacing
- C. replace
- D. placing
- E. placed
- F. replaced
- G. place

9. Our cells are constantly \_\_\_\_\_ cells that have died.

- A. places
- B. replacing
- C. replace
- D. placing
- E. placed
- F. replaced
- G. place

10. Please write your own sentence using the word **displace**.

11. What would you like to remember about the meaning of the word **displace** so that you can use it when you write or speak?

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. What is a meaning of the word **unfamiliar**?

- A. of, or relating to sight
- B. not known
- C. stretched or drawn tight

2. What is another meaning of the word **unfamiliar**?

- A. not well known
- B. having three dimensions
- C. occurring at intervals

**Please use each answer choice only once. Choose the one word that best completes the sentence.**

3. By looking for \_\_\_\_\_ words, you can often guess what an invention does.

- A. unfamiliar
- B. familiarly
- C. familiar
- D. familiarize
- E. familiarized

4. She poked her head through the curtain of her family's covered wagon and gazed at the \_\_\_\_\_ surroundings.

- A. unfamiliar
- B. familiarly
- C. familiar
- D. familiarize
- E. familiarized



5. I spent four hours going through the lab section by section, as I tried to \_\_\_\_\_ myself with the total picture.
- A. unfamiliar
  - B. familiarly
  - C. familiar
  - D. familiarize
  - E. familiarized
6. He paused and nodded to me \_\_\_\_\_, while his bells jingled.
- A. unfamiliar
  - B. familiarly
  - C. familiar
  - D. familiarize
  - E. familiarized
7. She made sure there was sufficient fuel and \_\_\_\_\_ herself with the various gadgets.
- A. unfamiliar
  - B. familiarly
  - C. familiar
  - D. familiarize
  - E. familiarized
8. Please write your own sentence using the word **unfamiliar**.
9. What would you like to remember about the meaning of the word **unfamiliar** so that you can use it when you write or speak?

# Blank Quiz

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\* Required

Why did the Dounseroux family move out of a Houston hotel? \*

5 points

- The hotel manager told them they had to leave.
- A Houston family gave them shelter in a loft.
- The Dounseroux family was assigned to the Astrodome.
- The Dounseroux family decided to move back to New Orleans.

Which sentence is opinion rather than fact? \*

5 points

- More than 24,000 evacuees moved to the Houston Astrodome.
- Tenisha was supposed to start fourth grade in New Orleans.
- Almost 2,000 students enrolled in the Houston school district.
- It's hard to move and start going to a new school.

Read this paragraph from the text: "The Houston school district alone enrolled almost 2,000 students in the days following Katrina, including Tenisha and her brother Terren. The district also reopened two schools that it had closed the previous spring. Those schools were devoted entirely to children displaced by the storm." Based on this evidence, why might the Houston school district have reopened two schools? \*

5 points

- To make room for almost 2,000 displaced students
- To make getting to school easier for many Houston students
- To start the new school year with plenty of extra space
- To give jobs to displaced teachers from New Orleans

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*Some of the most influential civilizations in the world originated in these two regions. As you read, think about how the accomplishments of the past influence us today.*

## Early History of the Regions

### ***Why were early civilizations in Northern and Southern Europe important?***

Southern Europe produced two of the world's most influential civilizations: ancient Greece and ancient Rome. Greek and Roman, or classical, culture continue to affect our world. During the Middle Ages, the period between A.D. 500 and 1500, Christianity and other classical ideas helped build a new, orderly European civilization. But wars and invasions were still common. The Vikings of Northern Europe were seafarers and invaders. Their voyages changed the history of Western Europe and North America.

### **Ancient Greece**

Greece's many mountains and seacoasts influenced the ancient Greeks to form separate communities called city-states. Each city-state was independent, but each one was linked to the other city-states by Greek language and culture. Powerful city-states, such as Athens and Sparta, were rivals, but they faced a common enemy to the east in mighty Persia. When the Persians invaded the Greek mainland in 490 B.C., the combined forces of Athens's navy and Sparta's army spent 40 years defeating them.

After the Persian Wars, Athens emerged as the most developed city-state. Its **achievements** were momentous. For example, the ideas of philosophers such as Socrates, Plato, and Aristotle are still studied. Greek art set a standard for beauty that later influenced the Romans and inspires people to this day. Athens was also the first known democracy. The free citizens of Athens enjoyed a way of life that was unique in ancient times.

Wars weakened the Greek city-states, and Macedon, a kingdom north of Greece, took advantage. The Macedonian king, Alexander the Great, extended his rule over not only Greece, but also Asia Minor (now the Asian part of Turkey), Persia, and Egypt. Even though Alexander died at the age of 33, he spread Greek culture throughout an empire that lasted another 300 years.

### **Roman Empires**

While the Greek city-states were at their height, another group was slowly gaining power to the west on the Italian peninsula. A series of small settlements built on hills along the Tiber River eventually merged into a single city that became Rome. Later, the Romans put government into the hands of consuls, who were elected to office annually. This was the birth of the Roman Republic.

The Romans had a talent for warfare, and they set out to conquer their neighbors. By 275 B.C., they controlled the Italian peninsula, inspiring Rome to add even more territory.

Spain, Sicily, Macedonia, Greece, and Asia Minor fell to Roman armies and were turned into Roman provinces. Eventually, a powerful military leader, Julius Caesar, seized control of Rome. After Caesar was assassinated, his great-nephew, Octavian, given the title Augustus, became the first of a series of emperors, and the Roman Republic was no more. The new Roman Empire expanded eastward to Egypt and westward to the British Isles.

In A.D. 330, Emperor Constantine moved the capital of the empire from Rome to the Greek city of Byzantium, in what is now Turkey. This location was closer to important trade routes to China and Southwest Asia. The new capital, renamed Constantinople, was also farther from the barbarians who were attacking the Roman Empire in the west. Repeated invasions continued to weaken the western empire. German invaders took control of Rome in A.D. 476. This was the end of the western Roman Empire. The eastern empire lasted for almost the next 1,000 years until it fell in 1453 to the Ottoman Turks. The Turks changed the name Constantinople to Istanbul.

### **The Viking Age**

In the A.D. 700s, ships carrying warriors from Scandinavia began raiding the coasts of Western Europe. At home, these warriors were farmers or young men eager for adventure. At sea, they were pirates called Vikings, and they spread fear and destruction wherever their ships traveled. In A.D. 793, they raided and destroyed the abbey at Holy Island in northeastern England, killing and enslaving the monks. Later, the Vikings conquered other parts of Britain as well as Ireland and what is now Normandy in France.

The Vikings were excellent seafarers, and they sailed their longships great distances to explore and to trade. They sailed westward across the Atlantic, founding settlements in Iceland and Greenland. About the year A.D. 1000, Leif Eriksson led the Vikings to a land he named Vinland. Vinland was Newfoundland, in Canada. Eriksson became the first European known to have reached North America.

The Vikings followed a pagan religion, which was based on ancient myths and had a number of different gods. After about A.D. 1000, Viking groups throughout Scandinavia began to convert to Christianity. The Viking threat died out as more Scandinavians stayed home. They contributed to building the kingdoms of Norway, Sweden, and Denmark. However, traces of Viking culture—especially their epic tales of adventure and heroism—remained in the British Isles and other parts of Western Europe.

**Determining Central Ideas** How did warfare affect the civilizations of Greece, Rome, and the Vikings?



## Discovery and “Rebirth”

### *How did the Renaissance pave the way for voyages of discovery?*

During the long period known as the Middle Ages, many of the ancient achievements were forgotten. Important manuscripts were lost or destroyed. Many of the writings that survived ended up in the East, where scholars could still read classical Greek. Beginning in the 1300s, a curiosity for Greek and Roman learning took hold in the Italian city of Florence, where poets such as Dante and Petrarch were inspired by ancient literature. To them, these works were freer, more rational, and more joyous than the works of their world.

### Renaissance

When the Byzantine Empire fell in 1453, many scholars traveled west with ancient Greek manuscripts. At the same time, a practical printing press was invented in Germany. Suddenly, it was possible to print many copies of manuscripts that until then had to be lettered by hand. People could now own and read books.

These breakthroughs resulted in a period of artistic and intellectual activity known as the Renaissance. The Italian city of Florence became a center of learning and culture. Architects drew inspiration from the ancients and created new architectural styles. Painters and sculptors, such as Leonardo da Vinci, looked to nature for inspiration.

Curiosity about the natural world also led to the birth of modern science. In 1609 Italian astronomer Galileo designed a telescope to observe the moon and the planets. Galileo’s observations helped prove Copernicus’s theory that the planets, including Earth, orbit the sun. The Renaissance began in Italy, but Galileo’s work influenced scientists throughout Europe.

### Empires and Exploration

By the 1400s, Europeans wanted to do more business with China and India, but overland routes were long and dangerous. Prince Henry of Portugal inspired sailors and navigators to find a sea route to Asia by sailing around Africa. In 1488 Portuguese sea captain Bartholomeu Dias reached the Cape of Good Hope at the southern tip of Africa. Ten years later, Vasco da Gama rounded the Cape and sailed to India. The Portuguese established sea trade with South Asia.

Christopher Columbus, an Italian navigator, had a different idea: Why not reach Asia via a westward sea route? Spain agreed to finance the expedition, and Columbus left Spain with three ships on August 3, 1492. Columbus underestimated the size of Earth and overestimated the size of Asia. When he finally saw land, he assumed he had reached Asia. In fact, it was a Caribbean island. Columbus, like Leif Eriksson before him, had landed in the Americas.

Through its expeditions to the Americas, Spain became the most powerful country in Europe. The Spanish built an empire in Mexico, Central America, and South America. They conquered the Aztec of Mexico and the Inca Empire in South America, and they enslaved the native peoples of the Caribbean.

Contact between Europe and the Americas also resulted in the exchange of goods. Europeans brought wheat, olives, bananas, coffee, sugar, horses, sheep, pigs, and cattle to the Americas. In exchange, the Europeans received tomatoes, corn (maize), potatoes, squash, cacao (the source of chocolate), and hot peppers. This commerce is known as the Columbian Exchange.

### Religion in the Regions

Meanwhile, Christianity had become identified with Europe. Rome considered itself the seat of Christianity as early as the A.D. 100s. When the Roman Empire was split into eastern and western empires, Christianity in the empire also split into eastern and western branches. The western branch evolved into the Roman Catholic Church, which was dominant in Italy and Spain and throughout Western Europe. The eastern branch became the Eastern Orthodox Church, centered in Greece and parts of Eastern Europe.

The rise of the religion of Islam threatened the power of the Christian churches. The Moors were Muslims, followers of Islam, who invaded Spain from Northern Africa in the A.D. 700s and ruled most of Spain for more than 700 years. The Byzantine Empire fell to the Ottoman Turks, another Muslim people, in 1453. Under Ottoman rule, Greek Christians were free to practice their religion, but their rights were limited compared to those of Muslims. Over the next few centuries, Greek Christians struggled to preserve their traditions and beliefs. Today, the vast majority of people in Greece still belong to the Greek Orthodox Church.

During the 1520s, the ideas of Martin Luther contributed to the spread of the Protestant Reformation. Kingdoms across Northern Europe broke away from the Roman Catholic religion. The countries adopted some form of Protestantism as their official state religion.

**Determining Central Ideas** Why did Christianity change as it took hold in Southern and Northern Europe?

## History in the Modern Era

### *What has been the relationship between Northern Europe and Southern Europe over the last 200 years?*

The 1800s brought sweeping changes to the regions. The Scandinavian countries saw their military glory vanish, but they became prosperous democracies. Spain and Portugal lost much of their overseas empires, followed by conflicts at home. Greece won freedom from the Turks. Italy’s separate territories, except for San Marino and what later became Vatican City, united in 1870.

### Conflict and War

During the 1900s, Northern and Southern Europe were involved in both world wars. After fighting a civil war in the 1930s, Spain stayed out of World War II. However, Italy, ruled by dictator Benito Mussolini, sided with Nazi Germany in that conflict. The Italians were defeated by allied U.S. and British forces in 1943, a year and a half before the war in Europe ended.

The period following World War II brought even more political changes. Italy became a democracy and began to rebuild its economy. Greece suffered a brutal civil war between Communists and opponents of communism. Spain, Portugal, and Greece joined Italy as democracies.

### The Modern Era

Since 1945, Scandinavia has enjoyed a high standard of living as well as political and social freedoms. Its leaders worked for world peace and economic growth in the world's new nations. Beginning in the 1990s, the nations of Northern and Southern Europe developed closer ties with each other and with other European countries as members of the European Union (EU).

**Identifying** What country did Italy side with during World War II?

## LESSON 2 REVIEW

### Reviewing Vocabulary

1. What changes did the *Renaissance* bring about in Europe?

### Answering the Guiding Questions

2. **Identifying** Why were the ancient Greek and Roman civilizations important?

3. **Analyzing** How did the development of printing help promote voyages of discovery?

4. **Describing** How would you characterize the relationship among the countries of Northern Europe over the past 200 years?

5. **Argument Writing** Select a Renaissance thinker you believe was the most important. In a paragraph, explain why you believe this person's contributions were the most significant to the age and to people today.



Ch. 12 Lesson 2 Vocabulary Terms

DIRECTIONS: Define the following terms for the week ahead!

1. ACHIEVEMENT:

2. CONVERT:

3. RATIONAL:

4. CITY-STATE:

5. LONGSHIP:

6. PAGAN:

7. RENAISSANCE:

Just like with Western Europe, be sure to identify, FOUR countries that are in Northern and Southern Europe!

# Ch. 12 Lesson 2 Assignment

Please answer the questions the best that you can!

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\* Required

How did Rome go from being a Republic to an Empire? \* 1 point

- When Octavian took over
- When The church took over

Why did Constantine move the capital to Byzantium? \* 1 point

- It was closer to war and fighting.
- It was closer to the important trade routes in China.

Why was Constantinople's name changed in 1453? 1 point

- They just wanted to change the name.
- The Turks took over and renamed it.

Which Empire lasted longer, the Eastern or Western Roman Empire? 1 point

- The Eastern Roman Empire
- The Western Roman Empire

Who was one of the first people to reach North America from Europe? \* 1 point

- Galileo
- Leif Eriksson





Why did the Viking threat start to go away? \*

1 point

- They started to stay home.
- They started fighting each other.

Why did people follow the works of Dante? \*

1 point

- People became curious in them.
- People could learn how to fight from them.

When the telescope was created, what happened? \*

1 point

- It proved that the sun went around the Earth.
- It proved that the Earth went around the sun.

Why was trading with China and India so tough? \*

1 point

- The routes were very long and dangerous.
- They were attacked every time they traveled.

Who was able to reach the Southern Tip of Africa in 1488? \*

1 point

- Dias
- Columbus

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## Ch. 12 Lesson 2 Quiz

Answer the questions the best that you can, based off of the information from Ch. 12 Lesson 2.

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\* Required

The period of artistic and intellectual activity was the Middle Ages. \*

1 point

- TRUE
- FALSE

The period between A.D. 500 and 1500 was the Middle Ages. \*

1 point

- TRUE
- FALSE

A religion with many gods and myths was the pagan religion. \*

1 point

- TRUE
- FALSE

The independent country within the city of Rome was Venice. \*

1 point

- TRUE
- FALSE





The first known democracy was known as Athens. \*

1 point

- TRUE
- FALSE

What kingdom, led by Alexander, conquered the Greek city-states? \*

1 point

- Persia
- Rome
- Macedon
- Cyprus

Which of the following statements about the rule of the Roman Empire is accurate? \*

1 point

- The Roman Empire was situated entirely on the Italian Peninsula.
- Emperor Constantine rule from the city of Rome
- The Roman Empire had few provinces.
- The eastern empire lasted almost 1,000 years after the western empire fell.

Which city was one of the earliest centers of the Renaissance? \*

1 point

- Constantinople
- Florence
- Athens
- Sparta



What was the religion of the Moors who invaded Spain from Northern Africa? \*

1 point

- Islam
- Roman Catholicism
- Greek Orthodoxy
- Judaism

Since World War II, which of the following changes has taken place in many nations of Southern Europe? \*

1 point

- They adopted communism.
- They converted to Christianity.
- They withdrew from international trade.
- They became democracies.

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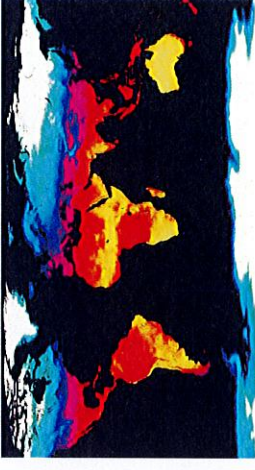


# Climate

May 25th - May 29th  
5th Grade Science Lesson  
Adapted from Pearson

## What is climate?

- **Climate** describes the weather conditions over a long time in an area
- Climate includes things such as:
  - Average amount of precipitation
  - Average temperature
  - How much the temperature changes during the year
- Different areas or zones have different climates



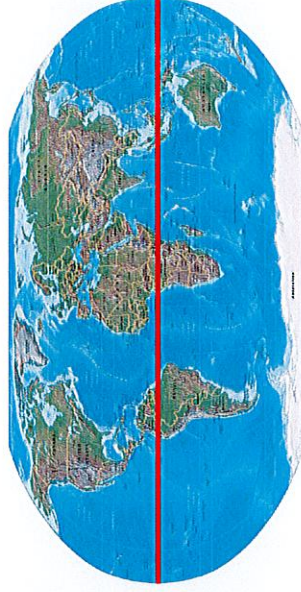
## Factors That Affect

### Climate

- Latitude
- Bodies of Water
- Elevation

## Latitude

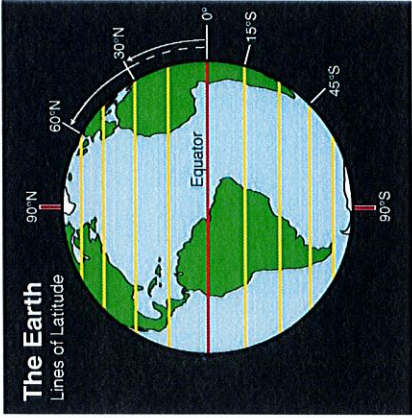
- **Latitude** is a measure of how far a place is from the equator.
  - The equator is the invisible line that cuts that planet in half. Energy from the sun hits the Earth's surface more directly at the equator so it is much hotter than somewhere farther away from the equator.
- In the image the red line is the equator.





## Latitude

- Places that are closer to the equator have a warmer climate
- Places that are further from the equator have a cooler climate
- Temperate Zones are places where it is warmer in the summer months and cooler in the winter months because it is based off of how the earth is tilted



## Bodies of Water

- The ocean can affect a climate by slowing the rise and fall of air temperature
- Ocean current can make climate warmer or colder
  - Warmer waters can warm the air above it
  - Colder waters can cool the air above it



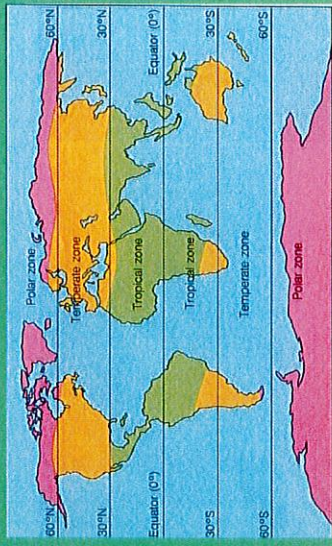
## Elevation

- **Elevation** is the height above the sea level
  - Higher land is cooler because in the lower part of the atmosphere temperature decreases with increased elevation. Basically, the higher you go the cooler it gets.
  - Remember in the atmosphere where clouds are located it is cooler. So that is why you can have mountains with snow on top, but no snow at the bottom of the mountain.



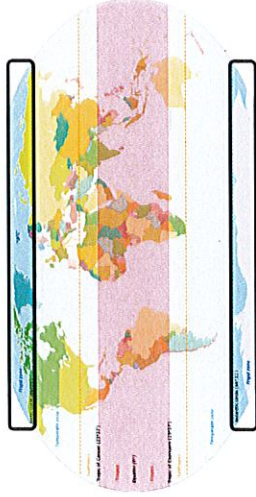
## Climate Zone

- ### Examples
- Polar Zone
  - Temperate Zone
  - Tropical Zone



## Polar Zone

- Cold and icy weather
- Latitude is very far from the equator (located at top and bottom of Earth)
- Ocean water is very cold
- In the image the areas that are inside the black box are polar zones



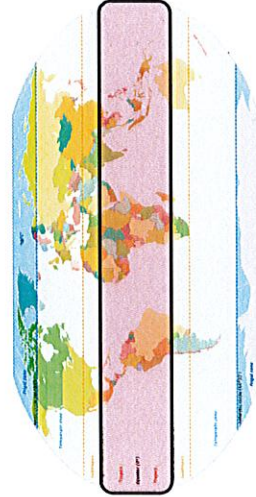
## Temperate Zone

- Changing and mild weather
- Balance between warm and cold
- Wide seasonal changes (fall, winter, spring, summer)
- Areas can be warmer and colder than others but there isn't the constant extreme of hot and cold
- In the image the areas in the black boxes are temperate zones



## Tropical Zone

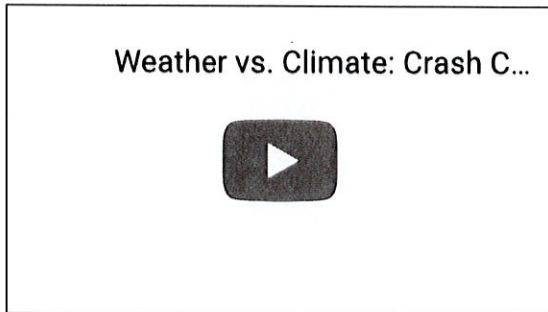
- Warm, hot, and sunny weather
- Because it is warmer there is a lot of evaporation that leads to a lot of precipitation (rain)
- Closest to the equator
- In the image the area inside the black box is the tropical zone



# YouTube Questions - Weather vs Climate

Your email address ([vwill@erieriseacademy.org](mailto:vwill@erieriseacademy.org)) will be recorded when you submit this form. Not you? [Switch account](#)

\* Required



What is your favorite kind of weather? (personal opinion) \*

1 point

Your answer

Weather is the condition of the air or the atmosphere on our planet. \*

1 point

True

False

What is one example of a factor that can change the atmosphere in a certain area? (hint: she lists three, pick one) \*

1 point

Your answer





Climate is the minute by minute changes in the atmosphere. \*

1 point

- True
- False

Name one type of precipitation and describe it. \*

2 points

Your answer

Climate can change in a few hours. \*

1 point

- True
- False

Describe the climate of Yuma, Arizona. \*

2 points

Your answer

Weather and climate are not the same thing. \*

1 point

- True
- False

Send me a copy of my responses.

Submit

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# Climate Lesson Check

After you have reviewed the slides presentation, watched the video, and completed all the other assignments, you can complete this lesson check to show me what you have learned about climate and different climate zones.

Your email address (**vwill@erieriseacademy.org**) will be recorded when you submit this form. Not you? [Switch account](#)

\* Required

\_\_\_\_\_ describes the weather conditions over a long time in an area. \* 1 point

Your answer

How does latitude affect climate? \* 2 points

Your answer

Bodies of water do not affect climate. \* 1 point

True

False

Describe what a polar climate zone is like. \* 2 points

Your answer



Describe what a tropical climate zone is like. \*

2 points

Your answer

Describe what a temperate climate zone is like. \*

2 points

Your answer

Send me a copy of my responses.

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