

Area/Skill - Interdisciplinary	Cognitive Skill Level - Application/Evaluation	Correlation to Framework - 02.04/03.03/03.04/03.06/04.04	Lesson #9
<p>Activity Title - How to Track a Hurricane</p> <p>Goal/Objective</p> <p>To apply map reading skills to tracking hurricanes.</p> <p>Lesson Outline Introduction</p> <p>Florida is an area that is prone to hurricanes. The ability to read a hurricane map and track the progress of the storm is important. This skill includes first obtaining basic knowledge on latitude and longitude and then practicing how to follow the storm from its beginning to ending.</p> <p>Activity</p> <p>Review the different map reading terms that students will need to know: latitude, longitude, parallels, meridian, equator, directions, map legend, and compass rose.</p> <p>When the state is experiencing hurricanes/tropical storms, have the students track the storms in real time by following their progress on individual hurricane maps. While they are tracking the hurricane(s), have students research the cause of hurricanes. Students should share their information on how hurricanes are made with the class. Students may wish to write a report or draw a graphic to illustrate how hurricanes develop. They may also wish to include the frequency of hurricanes reaching land versus the number of hurricanes that stay at sea.</p> <p>Debriefing/Evaluation Activity</p> <p>Debrief the activity by having students display their tracking maps. Compare and contrast the maps to note any differences in latitude/longitude markings. Students may wish to continue tracking storms throughout the hurricane season.</p> <p>From the students' writing assignment, create a short "Jeopardy" game on hurricanes. Divide the class into two sides. Give them the answers and have them develop the appropriate question.</p>			<p>Materials/Texts/Realia/Handouts</p> <ul style="list-style-type: none"> • Copies of hurricane tracking map • Weather reports on different tropical storms/hurricanes • Paper and pencils • Computers with Internet access for research on hurricane formation and hurricane "history".
<p>Real-Life Connection</p> <p>Discuss the importance of individual awareness of storm patterns during hurricane season. Have students brainstorm what they should do if a hurricane is imminent. Make sure that they include safety issues and preparedness, such as having enough drinking water, food that does not require refrigeration or heating, leaving an area when evacuation is requested, etc.</p>			<p>Extension Activity</p> <p>Have students research past hurricanes or severe tropical storms that affected their region. Students should write a short report on the storm, including where the storm began, where it ended, and the results of the storm. Have students share their report with the class.</p> <p>ESE/ESOL Accommodations</p> <p>Have students use a highlighter to track the storms.</p> <p>Provide enlarged maps.</p> <p>Have a "direction" page on how to locate a point using latitude and longitude.</p> <p>Allow students to work in pairs on the project.</p>

GED 2002 Teachers' Handbook of Lesson Plans

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Activity Title - How to Track a Hurricane

Introduction

Ask: Have you ever experienced a hurricane or a severe tropical storm? What was the end result? What did you do? *Say:* Hurricane season is an important time for those of us in Florida to keep informed about the weather. One of the ways that we can do this is to obtain a hurricane tracking map and follow the storms.

Main Activity

Ask: What is latitude? What is longitude? What are parallels? What are meridians? What is a compass rose? What is a map legend? How do you find directions on a map?

After briefly reviewing the different map skills, provide students with their own hurricane tracking maps. These can be obtained from local stores or downloaded from the Internet.

Say: We are going to become hurricane experts. For the next few weeks, you will be tracking the different tropical storms and possibly hurricanes on your map. While you are tracking the storms, I also want you to research hurricanes. What is a hurricane? How does a hurricane form? How many hurricanes reach land versus how many stay at sea? How many hurricanes formed during the last year. What was the greatest number of hurricanes that made landfall in the United States in one year? Do hurricanes occur throughout the world?

During each class period, check on the students' progress in tracking the storms and in completing their research.

Debriefing/Evaluation Activity

Say: From your research, create a report to give to the class. You may wish to provide a written report or you may use drawings or graphics to display the information that you obtained.

Have students share their information with the class, as well as displaying their tracking maps. *Ask:* Are all of the maps exactly the same? Why or why not? Discuss any inaccuracies or differences.

Follow-up Lessons/Activities

Have students develop a hurricane preparedness plan. They should include such things as what they need to have ready in case of a hurricane, safety precautions, evacuation procedures, etc.