Purpose

Students will identify major climate regions of the United States.

Materials

For the teacher: chalk, chalkboard, transparency of Black Line Master (BLM) Climate Regions of the United States, overhead projector
For each student: copy of BLM Climate Regions of the United States, crayons or colored pencils

Activity

A. Pre-Activity Preparation
Color the climate regions on the transparency of the BLM.

B. Discussing Climate
1. Tell students that, even though the seasons change at about the same time every year, the seasons do not feel the same in every part of the world. Ask students: “Is winter the same on a tropical island as it is in the mountains?”
2. Discuss what students know about different climate regions. Encourage students to think about different places they might have visited or lived.
3. Tell students that climate is the kind of weather a place has in each season year after year. Explain to students that there are many climates in the United States – hot, warm, mild, cool, cold – and that these all have different names.
4. Write the title “Climate Regions” on the chalkboard and direct students’ attention to the map of the United States.
5. Direct students’ attention to different regions on the map and ask students to volunteer information about these regions (e.g., point to the Rocky Mountains and have students volunteer characteristics of the region such as snowy, or cold).
6. After students have listed characteristics, define the region for them (e.g., highland for the Rocky Mountains) and write this name on the chalkboard.
7. Repeat for each of the 11 climate regions of the United States.

(continued)
Activity (continued)

C. Climate Coloring

1. Hand out a copy of the BLM *Climate Regions of the United States* to each student.
2. Place crayons where they can be easily shared.
3. Put the transparency of the BLM *Climate Regions of the United States* on the overhead projector.
4. Direct students’ attention to the list of climate regions on the overhead. Instruct students to color in the climate regions on the map on their BLMs according to the numbered list.
5. As students work, circulate and encourage students to consult the overhead to color each region properly.

Questions for Review

Basic Concepts

As students are working on their BLMs, circulate and ask students questions, such as:

- What is the weather like in a desert?
- What is a marine climate like?
- What climate does this region have [point to a region on the map]?
Climate Regions of the United States

Directions: Color each climate region a different color and use the same color to fill in the box next to the name of the climate region.

1 Tropical wet: hot and rainy all year

2 Tropical wet and dry: hot; rainy and dry seasons

3 Desert: dry, either hot or cold

4 Semiarid: short rainy seasons

5 Mediterranean: hot dry summer, mild rainy winter

6 Humid subtropical: hot rainy summer, mild rainy winter

7 Marine: cool and wet

8 Continental: hot summer, cold winter

9 Subpolar: short cool summer, long cold winter

10 Polar: cold all year

11 Highland: mountainous, climate varies
**Climate Regions of the United States**

**Teacher Directions**

Hand out a copy of the BLM *Climate Regions of the United States* to each student. Place crayons where they can be easily shared.

Put the transparency of the BLM *Climate Regions of the United States* on the overhead projector. Direct students’ attention to the list of climate regions on the overhead. Instruct students to color in the climate regions on the map on the BLM according to the numbered list.

As students work, circulate and encourage students to consult the overhead to color each region properly.

**Answer Key**

Students should have colored each region a different color and properly coded the boxes next to the names and descriptions of each climate.