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| Exploring Weather with Bloom’s Revised Taxonomy |
| ***Remembering*** |
| Compile a glossary of the following weather-related terms and their definitions: fog, snow, wind, lightning, condensation, convection, cyclone, evaporation, forecast, front, humidity, meteorologist, precipitation, weather, climate. |
| ***Understanding*** |
| Using your own words, explain each of the following important weather concepts: **Hydrologic Cycle, Beaufont Scale, and Coriolis Effect.**  |
| ***Applying*** |
| Construct four different cloud formations from construction paper, felt pens and cotton balls. Be sure to label and describe each one:High cloud types: cirrus, cirrocumulus (rare) and cirrostratusMiddle cloud types: altocumulus, altostratus and nimbostratusLow cloud types: stratus, and stratocumulusClouds through all levels: cumulus and cumulonimbus |
| ***Analysing*** |
| Compare and contrast each of the following weather instruments used by meteorologists to make weather predictions: barometer, anemometer, wind vane, rain gauge and hygrometer. |
| ***Evaluating*** |
| Determine which geographic region of the world has the best weather or climate conditions on a regular basis. Which areas will you consider and what criteria will you use? Be able to defend your position. |
| ***Creating*** |
| In ancient time people invented stories to explain natural phenomena such as weather conditions. Pretend you live in an ancient land. Compose a story that explains the falling of hail. Illustrate your tale. |

Based on: Forte, Imogene and S. Schurr. (1997). ***The All-New Science Mind Stretchers: Interdisciplinary Units to Teach Science Concepts and Strengthen Thinking Skills***. Cheltenham, Vic.: Hawker Brownlow.