

LESSON 19

Weather in Texas

- *Weather*
- *Significant and Destructive Weather*
- *Texas Temperature, Freeze, Growing Season and Precipitation Records by County*

SOCIAL STUDIES TEKS

4 - 9, 20, 21, 22, 23

7 - 9, 10, 20, 21, 22, 23

8 - 27, 29, 30

STAAR

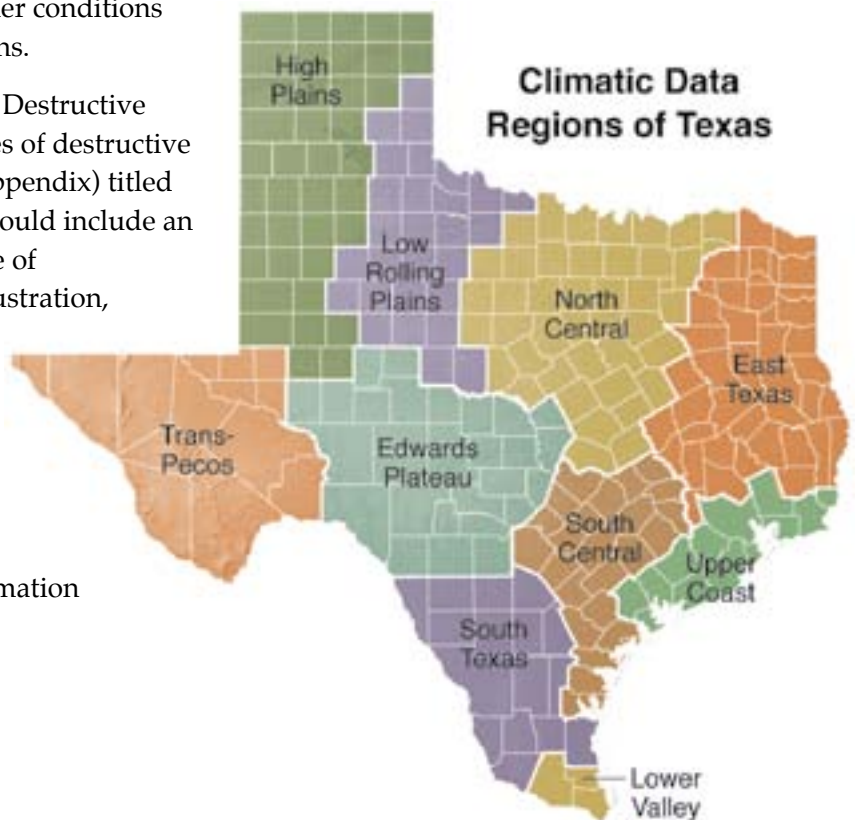
4, 7 - Writing - 1, 2, 3

4, 7, 8 - Reading - 2, 3

8 - Social Studies - 4

INSTRUCTIONAL SUGGESTIONS

1. Using the “Weather” section, students will create and produce a documentary and/or PowerPoint on weather conditions and events of the most recent year available. Students will include maps, graphics, written content, and human interest anecdotes.
2. Using “Significant and Destructive Weather” and “Texas Is Tornado Capital,” students will calculate the number of tornadoes for each of the last four complete decades (i.e., 1960s, 1970s, 1980s, 1990s) and chart this on a bar graph (see Appendix).
3. The class will be divided into groups and each assigned a “destructive weather” condition (tornado, hurricane, flooding, lightning). Students will research safety precautions for home and school regarding these destructive weather conditions and report to the entire class on their plans.
4. Using information from “Significant and Destructive Weather,” students will select seven types of destructive weather and create a Miniature Book (Appendix) titled **Texas Destructive Weather**. The book should include an illustrated cover and a page for each type of destructive weather with a definition, illustration, and symbol.
5. Students will assume the role of a storm chaser. They will conduct research on one Texas storm, using information from “Significant and Destructive Weather” and other research as necessary. Students will use this information to answer these questions.
 - a. When was the storm?
 - b. What type of storm was it?
 - c. What was the location of the storm?
 - d. How long did the storm last?



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- e. What property damage was caused by the storm?
 - f. How many people were injured by the storm?
 - g. What was the number of fatalities?
 - h. If the storm area was declared a disaster area by the federal government, explain why.
6. Students will create a chart of ten counties — their own and one county from each of the other Climatic Data Regions of Texas — using the map of “Climatic Data Regions of Texas,” the table “Texas Temperature, Freeze, Growing Season and Precipitation Records by County,” and a Texas map with counties (Appendix). Categories on the chart will be the highest record temperature, lowest record temperature, length of growing season, and annual precipitation. Upon completion of the chart, students will answer these questions based on their findings.
- a. Which climatic region of Texas has the highest temperature?
 - b. Which climatic region of Texas has the lowest temperature?
 - c. Which climatic region of Texas has the longest growing season?
 - d. Which climatic region of Texas has the greatest precipitation?
 - e. What inferences can be drawn from a comparison of this data?

Sacred Heart Church stands amid the ruins of the Great Galveston Storm of Sept. 8–9, 1900. The hurricane is the worst natural disaster in U.S. history in terms of human life. Loss of life at Galveston has been estimated at 6,000 to 8,000 people, but the exact number has never been determined. Texas Almanac file photo.

