

Lesson 9: Geography and Weather (2 Days)

Getting Started

? Questions to Explore

- How does the weather affect living things?
- Why do we study and observe the weather?
- How is weather measured?
- How and why does the weather change?
- Why is the weather different on different parts of the Earth?



Facts and Definitions

- The weather in an area depends on environmental factors as well as geographical factors.
- The seasons occur because of the Earth's placement in relation to the Sun.
- On the same day, the weather will be different in different geographical locations.

⦿ Skills

- Define geography and use geographic terms to describe landforms, bodies of water, weather, and climate. (SS)
- Describe the role of a geographer and apply geographic tools such as maps, globes, compasses, and photographs in the understanding of places and regions. (SS)
- Identify the absolute and relative locations of communities. (SS)
- Interpret maps, charts, and pictures of locations. (SS)
- Identify and describe the people, vegetation, and animal life specific to certain regions and describe their interdependence. (SS)
- Observe and record weather changes over time and relate to time of day and year. (S)
- Discuss and determine how energy from the Sun warms the land, air, and water. (S)

✂ Materials

- *On the Same Day in March* by Marilyn Singer
- colored pencils or markers
- beach ball globe (kit)

Introduction

Show your child the globe, and ask her to point out the equator and the Southern and Northern hemispheres.

Reminder:

1. Fill out your weather log each day as outlined in Lesson 1. This should be your 10th and final day.
2. Record the air pressure as outlined in Lesson 2. This should be your 9th and final day.

Activities

Activity 1: What I Need

Ask your child to read *On the Same Day in March*. Then read the story to her, and pose the following questions:

- Which place would you most like to visit in March? Why?
- In March, do you think it is warmer in Alberta, Canada, or New York City? How do you know?
- What season is it in the United States in March? (beginning of spring)
- Describe the weather where you live in March.

Be sure to read the Author's Note at the back of *On the Same Day in March* that explains why the temperature and environment can be different in geographical locations on the same day.

Activity 2: Weather in Our World

Ask your child to name the continents and oceans on the world map on the "Weather in Our World" page. She may want to label them or you can write the names for her. Next, ask her to locate and label the geographic locations discussed in the book. She can use the map at the back of the book as a reference. She should also include her own town on the map.

Now ask her to label the equator and the North and South Poles. Using the Internet, help her find the current temperature for each location she labeled on the map. She should write these temperatures next to each location. Fill in the date across the top of the page and write the month in the blank at the bottom of the page. Then ask your child the following questions:

On the same day in _____

- Which place has the warmest temperature?
- Which place has the coolest temperature?
- Which place is closest to the equator?
- Which place is farthest from the equator?
- Which location's temperature is most similar to your town?
- Which place would you most like to visit on this day? Why?
- Which place would you least like to visit on this day? Why?

Day 2

Activity 3: Culture and Environment

Ask your child to analyze the pictures in *On the Same Day in March* and to identify the people's activities in each geographical location. How are the people's activities influenced by the weather?

Next, give her the "Culture and Environment" pages. Ask her to describe the following in the spaces provided: 1) weather conditions in each location listed, 2) activities she sees, and 3) animals and clothing found in the pictures. Explain that she will not fill in every space. Discuss that various animals are found in

different climates, that people do activities based on the weather, and that people dress differently depending on the weather.

Activity 4: Where I Live

Give your child the page titled "Where I Live," and tell her she will use it to add her own page to the book. On the top of the page, she will write her town and state. Ask her to think about what the weather is like where she lives in March. Then, ask her to draw a picture of the environment. The picture can include people, animals, plants, buildings, sky conditions, etc. The picture should show at least one activity. Then ask her to write a description of the weather and the activities she illustrated.

Wrapping Up

Ask your child to explain why some parts of the world are usually hotter than others. Then ask her how the weather of the environment affects people and culture.

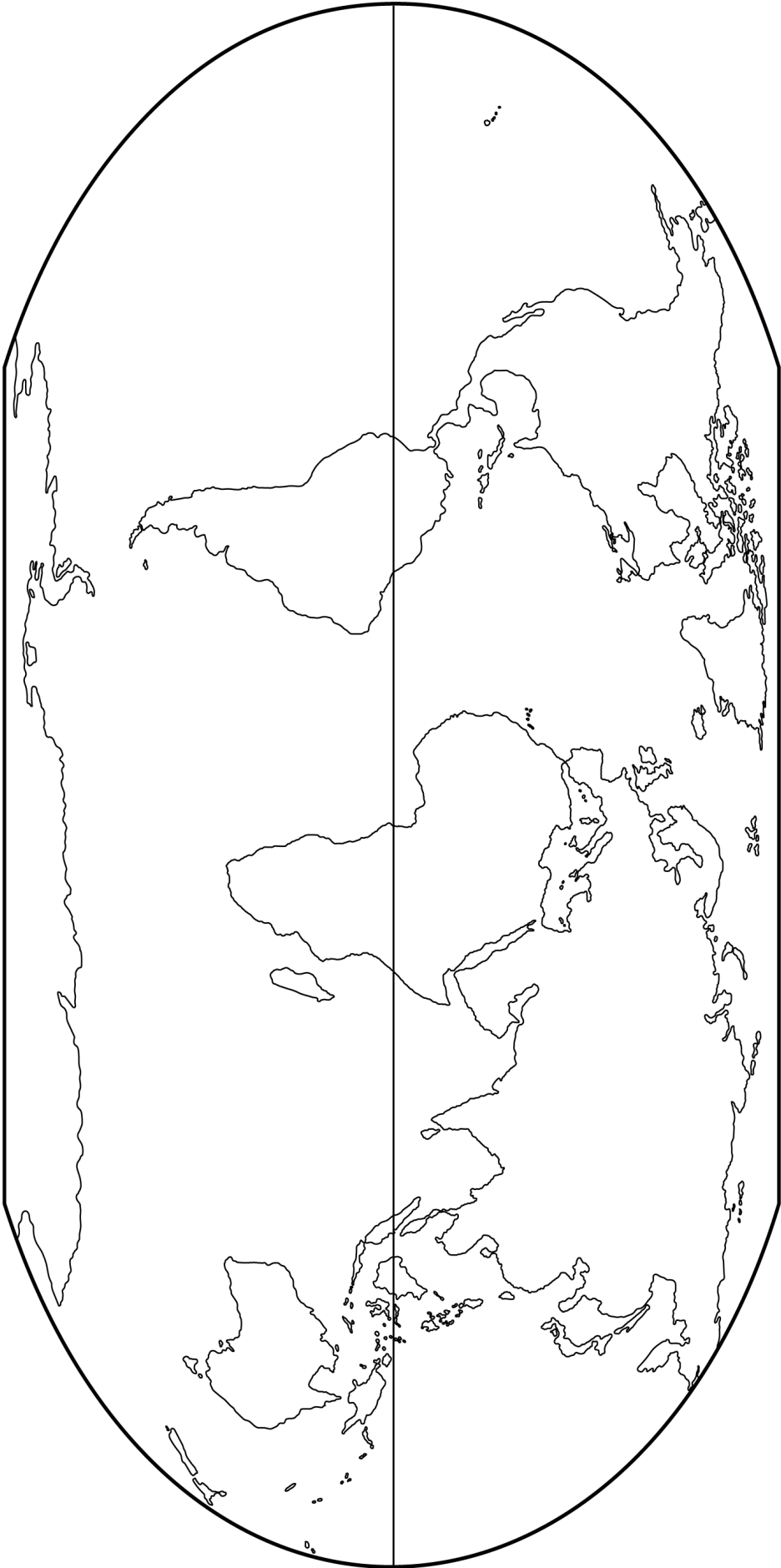
Life Application

Encourage your child to select a place she would like to visit and then use the Internet to check the weather there at various times of the year. She can begin by entering "(name of city) average monthly temperature" in a search engine to find a list of temperatures by month. She can also search "the best time to visit (name of city)." When does she think would be the best time to visit this place? Why?

WEATHER IN OUR WORLD

Date: _____

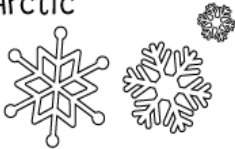
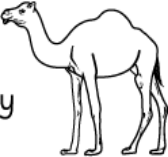
Directions: Locate and label the geographic locations discussed in the book. Also locate and label your own town. Then label the equator and the North and South Poles. Find the temperature of each location by using the Internet.

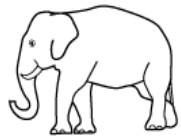


On the same day in _____

Culture and Environment

Directions: Describe the weather conditions in each location, which activities you see, and any animals or clothing seen in the pictures in the book.

Location	Weather	Activities	Animals	Clothing
Arctic 				
Alberta, Canada 				
Paris, France 				
New York City 				
Texas Panhandle 				
Nile Valley 				
Louisiana Bayou 				
Xian, China 				

Location	Weather	Activities	Animals	Clothing
Darjeeling, India 				
Central Thailand 				
Dakar, Senegal 				
Barbados 				
Northern Kenya 				
Amazon Basin, Brazil 				
Darwin, Australia 				
Patagonia, Argentina 				
Antarctica 				

Where I Live



Directions: Write your town and your state at the top of the page. Then draw a picture of your town, thinking about what the weather is like in March. Write a description of the weather and activities below.

In _____
(town and state)

A large, empty rectangular box with a thin black border, intended for drawing a picture of the town.

on the same day in March...