

# *On the Same Day in March:*

## *A Tour of the World's Weather*

**By:** Melissa Martin; *updated Spring, 2007*

**Grade Levels:** 1 – 7 (adaptable)

**Purpose:** To introduce students to the world's weather/climate regions by taking a trip through the latitudes on the same day in March and by creating climographs.

**Objectives:** Upon completion of this lesson/activity, students will be able to...

1. know how to create and read a climograph,
2. understand the Earth-Sun relationship and its affects on the earth's weather,
3. explain and identify Earth's six main climate regions, and
4. understand that the seasons are opposite in the northern and southern hemispheres.

### **Geography Standards Addressed:**

- #1: How to use maps and other geographical representations, tools, and technologies to acquire, process, and report information from a spatial perspective.
- #2: How to use mental maps to organize information about people, places, and environment in a spatial context.
- #3: How to analyze spatial organization of people, places and environments on Earth's surface.
- #4: The physical and human characteristics of places.
- #6: How culture and experience influence people's perceptions of a place.
- #7: The physical processes that shape the patterns of Earth's surface.
- #15: How physical systems affect human systems.

### **Indiana Social Studies Academic Standards Addressed:**

Social Studies: 5.3.1; 5.3.5; 6.3.2; 6.3.6; 6.3.7; 7.3.1; 7.3.4; 7.3.6; 7.3.8; 7.3.10; 7.3.14

### **Materials:**

- Book – *On the Same Day in March: A Tour of the World's Weather*, by Marilyn Singer; ISBN 0-06-028187-1.
- List of the seventeen locations from the book written on the board and cut into strips for distribution to students
- Climograph charts: one per student (can be downloaded from the GENI website – follow Lesson Plans link to Climographs - [www.iupui.edu/~geni](http://www.iupui.edu/~geni)) or students can make their own on an Excel spreadsheet (directions also available on the GENI website following Lesson Plans link)
- World maps with latitude lines: one per student
- Colored pencils and pencils (Hint: choose two colors for the climograph)

### **Key Words:**

weather	climate	temperature	precipitation
equator	axis	seasons	equinox
solstice			

### **Procedures:**

1. Introduce the concept of climographs, if needed.
2. Read the book to the class.
3. List the seventeen locations from the book on the board.
4. Have the students draw a location from the "hat" or have students select a location.
5. Pass out climographs and world maps.
6. Discuss the elements of a climograph: line graph and bar graph, etc.
7. Have the students research the data needed to complete their climograph at [www.worldclimate.com](http://www.worldclimate.com) or [www.climatezone.com](http://www.climatezone.com) (see notes below)

8. Once the students have obtained the needed information, they may begin completing their climograph.
9. When complete, have students share with the class and have class guess and discuss each location.
10. Discuss the climographs using the guided question sheet.

**Assessment:**

The students shall be evaluated by their completed climographs and their ability to explain it to the class.

**Follow-up Activities/Extensions**

1. Have the students create accordion books ([www.makingbooks.com/accordion.html](http://www.makingbooks.com/accordion.html)) about their location. Include pertinent information about their place: i.e. population, type of climate, type of vegetation, and inhabitants.
2. Collect climographs and put students in teams. Have them try to guess the locations based on the given information in the climograph.
3. Create climographs for their own location.
4. Have the students write their own *On the Same Day in March* book choosing 10 locations in the world.
5. View movie *Weather for Children: All About Climate & Seasons* ([www.libraryvideo.com/ssl/weather\\_for\\_children.asp](http://www.libraryvideo.com/ssl/weather_for_children.asp))

**NOTE:**

Some of the locations in the book are regions. In order to find information on [www.worldclimate.com](http://www.worldclimate.com), you will need a name of a city. This is a list of possibilities...

Alberta, Canada – Edmonton	Texas Panhandle – Amarillo
Nile Valley – Luxor	Louisiana Bayou – New Orleans
Central Thailand – Bangkok	Barbados – Grantley Adams
Northern Kenya – Marsabit	Amazon Basin – Manaus
Patagonia – Puerto Montt	Antarctica – Vostok

**Internet Resources:**

[www.iupui.edu/~geni/lsort/climograph.html](http://www.iupui.edu/~geni/lsort/climograph.html) -- directions for creating a climograph in *Microsoft Excel*  
<http://kids.msfc.nasa.gov/NEWS/2000/News-vernalequinox.asp>  
<http://www.fi.edu/weather/>  
<http://www.wunderground.com/>  
<http://www.drought.unl.edu/whatis/climographs.htm>