

# Atmosphere

## Aerosols

### [Calculating Relative Air Mass \(pdf\)](#)

Students are introduced to the concepts of solar elevation angle and relative air mass and learn how to determine relative air mass from measurements of solar elevation angle.

### [Learning to Use Visualizations - An Example with Elevation and Temperature \(pdf\)](#)

Students use visualizations to explore the relation between elevation and temperature and begin learning how to make important patterns evident in visualizations.

## Air Temperature

### [Making a Contour Map \(pdf\)](#)

Students construct one or more contour maps using GLOBE data.

### [Studying The Instrument Shelter \(pdf\)](#)

Students explore how the placement and design of instrument shelters can influence temperature measurements taken from thermometers located inside them.

### [Learning to Use Visualizations - An Example with Elevation and Temperature \(pdf\)](#)

Students use visualizations to explore the relation between elevation and temperature and begin learning how to make important patterns evident in visualizations.

### [How Do Seasonal Temperature Patterns Vary Among Different Regions of the World \(pdf\)](#)

Students use GLOBE visualizations to display student data on maps and to learn about seasonal changes in regional and global temperature patterns.

### [What Are Some Factors That Affect Seasonal Patterns \(pdf\)](#)

Students use GLOBE data and graphing tools to compare the influence of latitude, elevation, and geography on seasonal patterns.

### [Weather Tourists- A GLOBE Data Exploration \(pdf\)](#)

Students build geography skills while learning how to find data using the GLOBE Data Visualization tool, sharing what they have learned in a tourism poster for a GLOBE school location.

### [Comparing Croatia Climates- A GLOBE Data Exploration \(pdf\)](#)

Through explorations of GLOBE atmosphere data from Croatia, students will build understanding of two climate zones. \*\*This activity has an option to get students analyzing data in spreadsheets. The spreadsheet file (and answer key) can be found here:

<https://www.globe.gov/do-globe/globe-teachers-guide/atmosphere/data-exploration-learning-activities>

### [An Alaskan Spring Mystery- A GLOBE Data Exploration \(pdf\)](#)

Students learn about the timing of spring budburst, develop multiple working hypotheses about why timing differs year to year, and test hypotheses using environmental data collected by GLOBE students in Alaska to come to a conclusion about the factors that most impact timing of budburst on paper birch trees. \*\*This activity has an option to get students analyzing data in spreadsheets. The spreadsheet file (and answer key) can be

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## Barometric Pressure

[Learning to Use Visualizations - An Example with Elevation and Temperature \(pdf\)](#)

Students use visualizations to explore the relation between elevation and temperature and begin learning how to make important patterns evident in visualizations.

## Clouds

[Estimating Cloud Cover- A Simulation \(pdf\)](#)

Students practice estimating how much of the sky is covered by clouds.

## Precipitation

[Making a Contour Map \(pdf\)](#)

Students construct one or more contour maps using GLOBE data.

[Learning to Use Visualizations - An Example with Elevation and Temperature \(pdf\)](#)

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[Monsoons and Health- A GLOBE Data Exploration \(pdf\)](#)

Students learn about the relationship between three infectious diseases and rainfall in the country of Benin.

[Rainfall in the GLOBE Africa Region- A GLOBE Data Exploration \(pdf\)](#)

Through explorations of GLOBE rain depth data from Africa, students learn about seasonal patterns in locations affected by monsoons. \*\*This activity has an option to get students analyzing data in spreadsheets. The spreadsheet file (and answer key) can be found here: <https://www.globe.gov/do-globe/globe-teachers-guide/atmosphere/data-exploration-learning-activities>

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## Relative Humidity

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## Surface Ozone

### [Constructing a Model of ppbv of Surface Ozone \(pdf\)](#)

Students construct and compare cubes of different volumes to gain insight into small concentrations such as a part per million and a part per billion.

## Surface Temperature

### [How Do Seasonal Temperature Patterns Vary Among Different Regions of the World \(pdf\)](#)

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## Water Vapor

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## Wind

### [Making a Contour Map \(pdf\)](#)

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## Biosphere

### Carbon Cycle

#### [D. Carbon Travels Game \(pdf\)](#)

Students play a dice game to follow a carbon atom as it travels through the Earth's carbon pools.

#### [G. Percent Cover \(pdf\)](#)

Students practice the skill of estimating percent cover.

#### [H. Allometry \(pdf\)](#)

Students measure their height, arm span, and foot length to show how living organism's parts are related to the whole. Students use this concept to understand how circumference of trees can be used to estimate biomass.

*Enhancement Materials:*     [Allometry Example \(xls\)](#)

### Modeling Activities

Computer models (at varying levels of complexity) predict the change in biomass and carbon storage or size of carbon pools and fluxes over time, and give students the opportunity to use an important scientific tool.

#### [B. Paperclip Simulation and Model- Introduction to Systems Thinking \(pdf\)](#)

Introduce students to systems thinking through a classroom simulation, and model a system using the '1-box model'.

*Enhancement Materials:*     [Paper Clip Simulation Spreadsheet \(xls\)](#)     [Online Model Link](#)

#### [C. Carbon Cycle Adventure Story \(pdf\)](#)

Students follow a carbon atom through the carbon cycle using a choose your own adventure storybook.

*Enhancement Materials:*     [Carbon Cycle Adventure Story Booklet \(pdf\)](#)

#### [E. Getting To Know the Global Carbon Cycle \(pdf\)](#)

Students learn the basics of the carbon cycle through diagrams.

#### *Enhancement Mini-Activities*

[Turnover rate and residence time \(pdf\)](#)

[How big is a petagram? \(xls\)](#)

[Human Carbon Pool \(xls\)](#)

[How Much Carbon is Stored in a Pencil? \(xls\)](#)

## Green-Up / Green-Down

### [Green-up Cards \(pdf\)](#)

Students participate in a preparatory activity that will help them identify green-up progression in their local plants and this activity also introduces the idea of spatial scale related to plant observations.

### [Investigating Leaf Pigments \(pdf\)](#)

Students learn about plant pigmentation and photosynthesis while conducting simple investigations to demonstrate the presence of pigments other than chlorophyll in leaves.

### [Global Patterns in Green-up and Green-down \(pdf\)](#)

Students will analyze visualizations and graphs that show the annual cycle of plant growth and decline.

### [An Alaskan Spring Mystery- A GLOBE Data Exploration \(pdf\)](#)

Students learn about the timing of spring budburst, develop multiple working hypotheses about why timing differs year to year, and test hypotheses using environmental data collected by GLOBE students in Alaska to come to a conclusion about the factors that most impact timing of budburst on paper birch trees. \*\*This activity has an option to get students analyzing data in spreadsheets. The spreadsheet file (and answer key) can be found here: <https://www.globe.gov/do-globe/globe-teachers-guide/atmosphere/data-exploration-learning-activities>

## Land Cover Classification

### [Learning to Use Visualizations - An Example with Elevation and Temperature \(pdf\)](#)

Students use visualizations to explore the relation between elevation and temperature and begin learning how to make important patterns evident in visualizations.

### [Bird Beak Accuracy Assessment \(pdf\)](#)

Students learn how to evaluate the accuracy of a classification they perform.

### [Land Cover Change Detection \(pdf\)](#)

Using MultiSpec, students compare two images of their GLOBE Study Site; one from the 1990's and one from the 2000's, to determine how the land cover has changed in that time span.

### [Discovery Area Post-Protocol \(pdf\)](#)

Students use the satellite image of the GLOBE Study Site and their knowledge of remote sensing to decide where a new hospital should be located.

### [Odyssey of the Eyes Advanced Level \(pdf\)](#)

To help students understand the connection between remote sensing technology, computer imagery and land cover assessment and to demonstrate how a satellite sensor relates information to a computer

#### [Accuracy Assessment Tutorial \(pdf\)](#)

Students learn how to evaluate the accuracy of a classification they perform in this tutorial.

#### [Using GLOBE Data to Analyze Land Cover \(pdf\)](#)

Students find another GLOBE school that reported the same MUC class and systematically compare the other GLOBE measurements that they each reported.

#### [Change Detection Tutorial \(pdf\)](#)

Using MultiSpec, students compare two images of their GLOBE Study Site; one from the 1990's and one from the 2000's, to determine how the land cover has changed in that time span in this tutorial.

#### [Computer-aided Land Cover Mapping \(pdf\)](#)

Students use MultiSpec to perform unsupervised clustering of their Landsat TM image and then assign MUC classes to every cluster to create a land cover map.

#### [Manual Mapping- A Tutorial for the Beverly, MA, Image \(pdf\)](#)

Students outline and label different areas of land cover as seen on their Landsat TM image to create a land cover map in this tutorial.

#### [Getting to Know Your Satellite Imagery and GLOBE Study Site \(pdf\)](#)

Students use the satellite image of their GLOBE Study Site to become familiar with the different types of land cover in their area.

#### [Manual Land Cover Mapping \(pdf\)](#)

Students outline and label different areas of land cover as seen on their Landsat TM image to create a land cover map.

#### [Global Patterns in Green-up and Green-down \(pdf\)](#)

Students will analyze visualizations and graphs that show the annual cycle of plant growth and decline.

#### [Temperature and Precipitation as Limiting Factors in Ecosystems \(pdf\)](#)

Students correlate graphs of vegetation vigor with those of temperature and precipitation data for four diverse ecosystems to determine which climatic factor is limiting growth.

#### [Do You Know Your MUC \(pdf\)](#)

Students classify land cover by visually examining their site as well as mapping and recording ground cover onto graph paper as they walk across their site. Students will use a GPS to locate the site in addition to photographing their site.

## Earth as a System

### Earth as a System

[Regional Connections- earth systems at a Regional Level RC2- Effects of Inputs and Outputs on a Region \(pdf\)](#)

Students examine the inputs and outputs of a regional scale Earth system and predict what would happen to that system if any of those inputs or outputs were changed.

#### [Global Connections- Earth systems at the Global Scale GC1- Your Regional to Global Connection \(pdf\)](#)

Using global scale maps of winds and ocean currents students predict what region(s) in other parts of the world might be affected by their region.

#### [Global Connections- Earth systems at the Global Scale GC2- Components of the Earth system Working Together \(pdf\)](#)

Using data about the components of the Earth system at the global scale, students discuss how the components interact to form the Earth system as a whole and use the water cycle to explore this in more detail.

#### [Local Connections- earth systems in the Local Study Site LC2- Representing the Study Site in a Diagram \(pdf\)](#)

Students, either individually or in small groups, use their knowledge of their study site develop a diagram that illustrates the most important connections between the different components of the Earth system.

#### [Local Connections- earth systems in the Local Study Site LC3- Using Graphs to Show Connections \(pdf\)](#)

Students use GLOBE student data to explore, understand, and communicate the connections between the components of the Earth system exist at the study site they are investigating.

#### [Local Connections- earth systems in the Local Study Site LC4- Diagramming the Study Site for Others \(pdf\)](#)

Students compare and contrast the diagrams of their study site developed by individuals or small groups, and develop a class diagram of their study site that best communicates the most important connections between the components of the Earth system that exist there.

#### [Local Connections- earth systems in the Local Study Site LC5- Comparing the Study Site to One in Another Region \(pdf\)](#)

Students compare and contrast diagram of their study site with a diagram developed for a region that is biogeographically different than their own.

#### [Regional Connections- earth systems at a Regional Level RC1- Defining Regional Boundaries \(pdf\)](#)

Students broaden their understanding of the Earth system by expanding their view of the Earth system from the local site to a regional system by identifying the boundaries of a regional Earth system.

#### [S5- Seasonal Change on Land and Water \(pdf\)](#)

Students use visualizations to compare the effects of incoming solar energy in the two hemispheres, furthering their understanding of seasonal change and climatic effects of land and water.

#### [S1- What Can We Learn About Our Seasons \(pdf\)](#)

Students develop a qualitative understanding of the characteristics and patterns of seasons and highlight the relationship of seasons to physical, biological and cultural markers.

### [S2-What Are Some Factors That Affect Seasonal Patterns \(pdf\)](#)

Students use GLOBE data and graphing tools to compare the influence of latitude, elevation, and geography on seasonal patterns.

### [S3-How Do Seasonal Temperature Patterns Vary Among Different Regions of the World \(pdf\)](#)

Students use GLOBE visualizations to display student data on maps and to learn about seasonal changes in regional and global temperature patterns.

### [S4- Modeling the Reasons for Seasonal Change \(pdf\)](#)

Students use color visualizations and a 3-D paper model of the Earth to explore the causes of seasons, with a focus on Earth's tilt and its spherical shape.

## Hydrosphere

### Alkalinity

#### [Hydrosphere Learning Activities \(pdf\)](#)

Introduction document to the Hydrosphere Investigation Area Learning Activities.

#### [Model a Catchment Basin \(pdf\)](#)

Students will make a 3-dimensional model of a catchment basin to understand how water moves through the basin and explore how water is affected when there are changes in the basin.

### Conductivity

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#### [Model a Catchment Basin \(pdf\)](#)

Students will make a 3-dimensional model of a catchment basin to understand how water moves through the basin and explore how water is affected when there are changes in the basin.

### Dissolved Oxygen

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Introduction document to the Hydrosphere Investigation Area Learning Activities.

#### [Model a Catchment Basin \(pdf\)](#)

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### Freshwater Macroinvertebrates

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Introduction document to the Hydrosphere Investigation Area Learning Activities.

#### [Model a Catchment Basin \(pdf\)](#)

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## Nitrates

[Hydrosphere Learning Activities \(pdf\)](#)

Introduction document to the Hydrosphere Investigation Area Learning Activities.

[Model a Catchment Basin \(pdf\)](#)

Students will make a 3-dimensional model of a catchment basin to understand how water moves through the basin and explore how water is affected when there are changes in the basin.

## pH

[Hydrosphere Learning Activities \(pdf\)](#)

Introduction document to the Hydrosphere Investigation Area Learning Activities.

[Model a Catchment Basin \(pdf\)](#)

Students will make a 3-dimensional model of a catchment basin to understand how water moves through the basin and explore how water is affected when there are changes in the basin.

[The pH Game \(pdf\)](#)

Students will create mixtures of water samples, soil samples, plants and other natural materials to better understand the importance of pH levels.

[Water Detectives \(pdf\)](#)

Students will investigate how they use their senses for observation and why we use instruments to collect data.

## Salinity (including Titration)

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Introduction document to the Hydrosphere Investigation Area Learning Activities.

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Students will make a 3-dimensional model of a catchment basin to understand how water moves through the basin and explore how water is affected when there are changes in the basin.

## Water Temperature

[Land, Water, and Air \(pdf\)](#)

Students measure temperature change in soil, water and air as they are exposed to the heating action of the sun.

[Hydrosphere Learning Activities \(pdf\)](#)

Introduction document to the Hydrosphere Investigation Area Learning Activities.

[Model a Catchment Basin \(pdf\)](#)

Students will make a 3-dimensional model of a catchment basin to understand how water moves through the basin and explore how water is affected when there are changes in the basin.

[How Do Seasonal Temperature Patterns Vary Among Different Regions of the World \(pdf\)](#)

Students use GLOBE visualizations to display student data on maps and to learn about seasonal changes in regional and global temperature patterns.

### [What Are Some Factors That Affect Seasonal Patterns \(pdf\)](#)

Students use GLOBE data and graphing tools to compare the influence of latitude, elevation, and geography on seasonal patterns.

## Water Transparency

### [Hydrosphere Learning Activities \(pdf\)](#)

Introduction document to the Hydrosphere Investigation Area Learning Activities.

### [Model a Catchment Basin \(pdf\)](#)

Students will make a 3-dimensional model of a catchment basin to understand how water moves through the basin and explore how water is affected when there are changes in the basin.

## Pedosphere

### Soil Characterization

#### [The Data Game \(pdf\)](#)

Teams of students play a game in which they gather data and distort the values of certain measurements. They then estimate the values of the measurements taken by other teams and try to detect their errors.

#### [From Mud Pies to Bricks \(pdf\)](#)

Students make mud pies by adding water to the various soil components, letting them dry and observing the pie's characteristics.

#### [Why Do We Study Soil \(pdf\)](#)

An activity which highlights the importance of learning about the soils on Earth. In this activity students explore some of the many uses of soils, learn the five soil-forming factors, and gain a better understanding of how little of Earth's surface is covered in soil.

#### [Just Passing Through \(pdf\)](#)

Students are introduced to the basic concepts of how water passes through soil in an activity which illustrates the scientific method. More advanced students investigate the effects of soil characteristics on water infiltration and the chemistry of water that has passed through soil

## Soil Fertility

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## Soil Infiltration

### [Why Do We Study Soil \(pdf\)](#)

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### **Soil Moisture - Gravimetric**

#### [Soils as Sponges- How Much Water Does Soil Hold \(pdf\)](#)

Students explore soil moisture by weighing and drying sponges and then they explore their soil samples in the same way.

#### [Why Do We Study Soil \(pdf\)](#)

An activity which highlights the importance of learning about the soils on Earth. In this activity students explore some of the many uses of soils, learn the five soil-forming factors, and gain a better understanding of how little of Earth's surface is covered in soil.

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#### [Learning to Use Visualizations - An Example with Elevation and Temperature \(pdf\)](#)

Students use visualizations to explore the relation between elevation and temperature and begin learning how to make important patterns evident in visualizations.

### **Soil Moisture - Sensors**

#### [Why Do We Study Soil \(pdf\)](#)

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Students are introduced to the basic concepts of how water passes through soil in an activity which illustrates the scientific method. More advanced students investigate the effects of soil characteristics on water infiltration and the chemistry of water that has passed through soil

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### **Soil Moisture - SMAP Block Pattern**

### [Soils as Sponges- How Much Water Does Soil Hold \(pdf\)](#)

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### [Why Do We Study Soil \(pdf\)](#)

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### [Just Passing Through \(pdf\)](#)

Students are introduced to the basic concepts of how water passes through soil in an activity which illustrates the scientific method. More advanced students investigate the effects of soil characteristics on water infiltration and the chemistry of water that has passed through soil

### [Learning to Use Visualizations - An Example with Elevation and Temperature \(pdf\)](#)

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## **Soil Particle Density**

### [Why Do We Study Soil \(pdf\)](#)

An activity which highlights the importance of learning about the soils on Earth. In this activity students explore some of the many uses of soils, learn the five soil-forming factors, and gain a better understanding of how little of Earth's surface is covered in soil.

## **Soil Particle Size Distribution**

### [Why Do We Study Soil \(pdf\)](#)

An activity which highlights the importance of learning about the soils on Earth. In this activity students explore some of the many uses of soils, learn the five soil-forming factors, and gain a better understanding of how little of Earth's surface is covered in soil.

## **Soil pH**

### [Why Do We Study Soil \(pdf\)](#)

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### [Just Passing Through \(pdf\)](#)

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## **Soil Temperature**

### [Why Do We Study Soil \(pdf\)](#)

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