Mapping the Monsoon

Students will learn about the monsoon using Hip, Hip Hooray, It’s Monsoon Day! They then will learn how to interpret different maps and will use introductory geography skills to see where they will find similar Arizona monsoon weather around the world.

<table>
<thead>
<tr>
<th>National Geography Standards</th>
<th>Arizona Geography Strand</th>
<th>Other Arizona Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELEMENT ONE: THE WORLD IN SPATIAL TERMS</strong></td>
<td><strong>Grade 1 Concept 1: The World in Spatial Terms</strong></td>
<td><strong>ELA Common Core Standards</strong></td>
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<tr>
<td>1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.</td>
<td><strong>PO 5. Locate physical and human features using maps, illustrations, images, or globes:</strong></td>
<td><strong>Reading</strong></td>
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<tr>
<td></td>
<td>a. physical (i.e., continent, ocean, river, lake, mountains, islands)</td>
<td><strong>Informational Text</strong></td>
</tr>
<tr>
<td></td>
<td>b. human (i.e., equator, North and South poles, country)</td>
<td><strong>Key Ideas and Details</strong></td>
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<td></td>
<td><strong>Concept 3: Physical Systems Science Strand 6 Concept 3</strong></td>
<td>1.RI.1 Ask and answer questions about key details in a text.</td>
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<td></td>
<td>Understand characteristics of weather patterns and how they affect daily activities.</td>
<td>2.RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</td>
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<td><strong>Concept 4: Human Systems PO 1.</strong> Discuss cultural elements (e.g., food, clothing, housing, sports, holidays) of groups (e.g., local community, Arizona, Egypt).</td>
<td><strong>Integration of Knowledge and Ideas</strong></td>
</tr>
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<td></td>
<td><strong>Grade 2 Concept 1: The World in Spatial Terms PO 6.</strong> Locate physical and human features using maps, illustrations, images, or globes:</td>
<td>1.RI.7 Use the illustrations and details in a text to describe its key ideas.</td>
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<tr>
<td></td>
<td>a. physical (i.e., ocean, continent, river, lake, mountain range, coast, sea, desert)</td>
<td>2.RI.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</td>
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<td>b. human (i.e., Equator Northern and Southern Hemispheres, North and South Poles, city, state, country)</td>
<td><strong>Writing</strong></td>
</tr>
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<td></td>
<td><strong>Science Strand 6 Concept 3</strong></td>
<td><strong>Text Types and Purposes</strong></td>
</tr>
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<td></td>
<td>Measure and record weather conditions, identify clouds and precipitation, and compare data.</td>
<td>1.W.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</td>
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<td></td>
<td><strong>PO 6.</strong> Locate physical and human features using maps, illustrations, images, or globes:</td>
<td>2.W.3 Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</td>
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<tr>
<td></td>
<td>a. physical (i.e., ocean, continent, river, lake, mountain range, coast, sea, desert)</td>
<td><strong>Language</strong></td>
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<tr>
<td></td>
<td>b. human (i.e., Equator Northern and Southern Hemispheres, North and South Poles, city, state, country)</td>
<td><strong>Vocabulary Acquisition and Use</strong></td>
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<td></td>
<td><strong>Science Strand 6 Concept 3</strong></td>
<td>1.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</td>
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Overview

A seasonal wind change (called monsoon in Arizona) occurs around the world. Arizona children see this occur in the months of June, July, August, and September. By using students’ knowledge of an Arizona monsoon, they can begin to understand this weather phenomenon.

Purpose

In this lesson students will gain a better understanding of a monsoon and Arizona weather. They will look at world maps to see how seasonal wind changes happen all over the world, layering the transparencies to learn how information can be compared using maps.

Materials

- Hip, Hip, Hooray, It’s Monsoon Day! By Roni Capin Rivera-Ashford
- Transparency maps of monsoon weather
- Watercolor paints and paper
- Various kinds of world maps

Objectives

The student will be able to:

1. Use maps to acquire, process and report information.
2. Analyze maps by layering transparencies; comparing and contrasting information gathered.
3. Understand characteristics of weather patterns and how they affect us.
4. Relate information from literature to one’s own experiences.

5. Draw a storyboard/picture about ideas generated for a monsoon poem.
6. Organize ideas using maps
7. Ask and answer questions while interpreting data from maps.

Procedures

SESSION ONE

1. Ask the students if they know what a monsoon is. Explain that the monsoon is the seasonal wind change that brings storms to Arizona in the summer months. Have students give descriptions of what monsoon weather looks, sounds, and feels like. Write these on the whiteboard under Monsoon. If students are from another location that experiences other kinds of weather have them share those experiences in another column on the whiteboard. Have the students copy the monsoon prewriting list on their own paper.

2. Read Hip, Hip, Hooray, It’s Monsoon Day! Discuss throughout the book monsoon weather and the watercolor illustrations. Discuss how people adapt to the weather conditions. Add descriptive words to the list on the whiteboard. Students should add these words to their own paper.

3. Have the students watercolor a backdrop on a piece of paper. They can mix colors and refer to the pictures from the book – trying to paint what a monsoon looks like in their mind. Leave to dry overnight.

SESSION TWO

1. Discuss the words on the board. Discuss additional information they have gathered about the monsoon from the book and their peers. Bring out the transparency maps. Together layer the maps, comparing similar locations between Arizona and the world, monsoon weather in the...
US and the world, and locations where people celebrate San Juan’s Day compared to the monsoon maps. Encourage students to ask questions and answer each other’s questions.

2. Add additional terms to the board about the monsoon. Students should add these words to their own paper.

3. Write the terms they know about a monsoon on their watercolor artwork in permanent marker. Encourage creative ways to display their prewriting.

4. Take the terms brainstormed during the prewriting and write poems about the monsoon. Use this format.

   On A Monsoon Day
   By
   ________________

   I see ____________________________.

   I hear____________________________.

   I feel ____________________________.

   I also ____________________________.

   When a monsoon comes, I _____________
   _____________________________.

5. Share in groups their work reviewing their knowledge of monsoon.

Assessment

Students will be assessed on reading comprehension and prewriting. Students should have at least 10 items on their own paper that were brainstormed during the class discussions.

Students will be assessed on their geography skills by correctly interpreting data and asking/answering questions about the maps. Informal assessment can be used with a check on the attendance sheet for those making a correct comment on the maps.

The poem can be graded for ideas and content. Plausible statements for 4 of the 5 lines will be considered mastery.

Extensions

- Publish the prewriting activities on a learning-bulletin board about Arizona weather.
- Read another book about tornadoes and create additional transparency world maps to compare and contrast different types of weather experiences.
- Learn about San Juan’s Day and hold a celebration
- Learn about desert animals and construct an Arizona habitat map.

Sources

Maps created by AZGA.