

SEASONS

Session 1: Space-Based Perspectives

I. Draw a space-based diagram that shows **why** we experience day and night on Earth.

Make sure that you:

- Include all objects** that you think are important to show your reasoning.
- Label** the key parts of your diagram.
- Shade** your diagram to show the unlit (nighttime) part.
- Draw a triangle** on a location (a city) that is currently experiencing daytime.
- Draw an X** on a location (a city) that is currently experiencing nighttime.
- Think about how a city like Boston experiences a day-night cycle. **Add arrows** to your diagram to show the movement of the Earth that explains **why** Boston experiences a day-night cycle. Think carefully about *which direction* things should move.

Name: _____

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Session 2 - 3: Apparent Path of the Sun in the Sky

A. Make a prediction:

I think the Sun's apparent path in the sky each day is _____ throughout the year.
< the same / different >

If you think it is the same, explain *why* it is the same.

If you think it is different, describe *how* it is different.

B. Collect data for Boston:

Season and date	Marker Color (on SunTracker)	Sun Angle at Midday (in degrees)	Length of Day (in hours)
Winter (December 21)	blue		
Spring (March 21)	green		
Summer (June 21)	red		
Fall (September 21)	black		

C. Compare and analyze data for Boston:

1. Which season has the highest Sun angle at midday? _____
2. Which season has the lowest Sun angle at midday? _____
3. Which season has the longest day length? _____
4. Which season has the shortest day length? _____
5. Which seasons have the same Sun angle at midday / day length? _____
6. Was the Sun ever directly overhead in Boston? _____

D. Record your ideas:

How do you think the Sun's height in the sky and the length of day affect temperature on Earth?

1. Here are some ways I think the Sun's **height in the sky** affects temperature:

2. Here are some ways I think the **length of day** affects temperature:

North

East

south

West

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Session 4: Sun Angle and Energy

Activity: Modeling Light from the Sun

In this activity you will use a flashlight and grid paper to model sunlight hitting the ground at different angles. You will explore how Sun angle affects the amount of ground illuminated by the Sun, which determines the amount of energy we receive from the Sun (and therefore, temperature).

A. Procedure:

1. Place the gridded paper on your desk. Place the bottom of the meter stick where the gridded paper tells you to.
2. Use a protractor (or half-SunTracker) to position the meter stick pointing straight up, at an angle of 90° . Turn off the room lights and turn on the flashlight. This represents a Sun angle of 90° .
3. Use a pencil to draw an outline around the area illuminated on the gridded paper. Label the outline with the current Sun angle.
4. Repeat step 2 at 60° , 30° , and 10° . Use your protractor (or half-SunTracker) to measure the angle. Keep the bottom of the meter stick on the bold line of the gridded paper for each trial.
5. Turn on the lights when everyone is finished.
6. For each Sun angle, count the number of squares illuminated by the flashlight, estimating if some squares are only partially lit. Record data in the table below.
7. For each Sun angle, determine the fraction of light striking each square and record it in the table. For example, if the flashlight illuminated 15 squares, then each square receives $1/15$ of the light.

B. Collect data:

Complete this table with your group:

Sun Angle (in degrees)	Number of Squares Illuminated (area in cm^2)	Fraction of Total Light Received by Each Square (as a fraction)
90°		
60°		
30°		
10°		

C. Compare and analyze:

At which Sun angle was the largest area of ground illuminated? _____

At which Sun angle was the smallest area of ground illuminated? _____

At which Sun angle did each square of ground receive the most amount of light (and therefore, the most intense light)? _____

When sunlight is more intense, the temperature will be (warmer / cooler). _____

At which Sun angle did each square of ground receive the least amount of light (and therefore, the least intense light)? _____

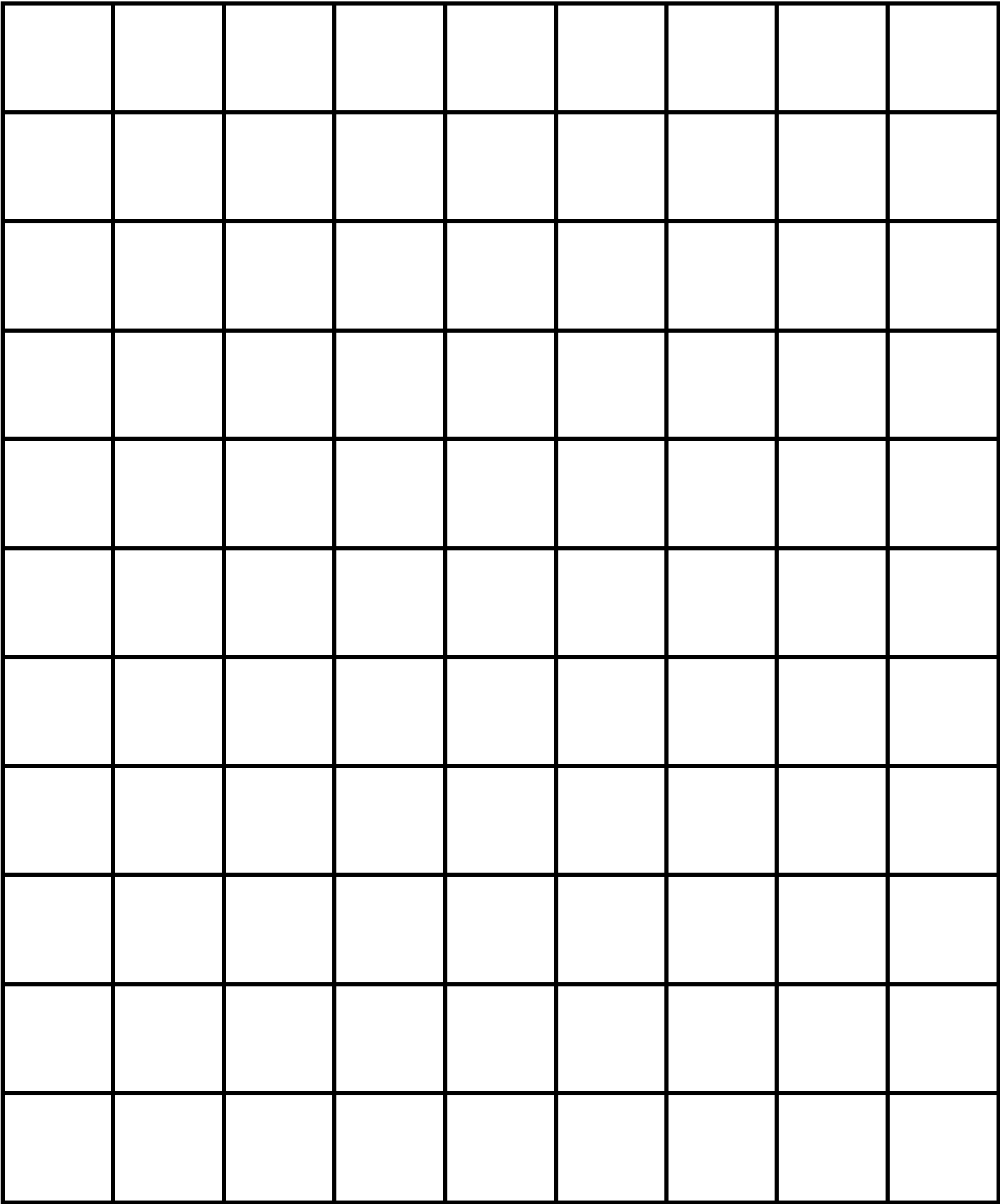
When sunlight is less intense, the temperature will be (warmer / cooler). _____

D. Record your ideas:

Based on **what we have learned so far**, explain **why** you think it is warmer in the summer than in the winter.

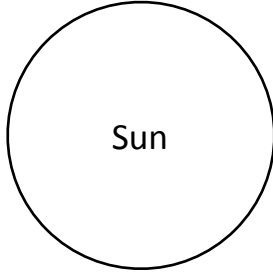
Try to connect what you have learned about:

- (1) how the Sun appears to move in the sky during different seasons;
- (2) how the Earth's axis affects the mid-day Sun angle; and
- (3) how the Sun's angle in the sky affects the intensity of light we receive.



PLACE BOTTOM OF METER STICK HERE

Winter



Fall

Summer

Spring

Summer

Fall

Winter

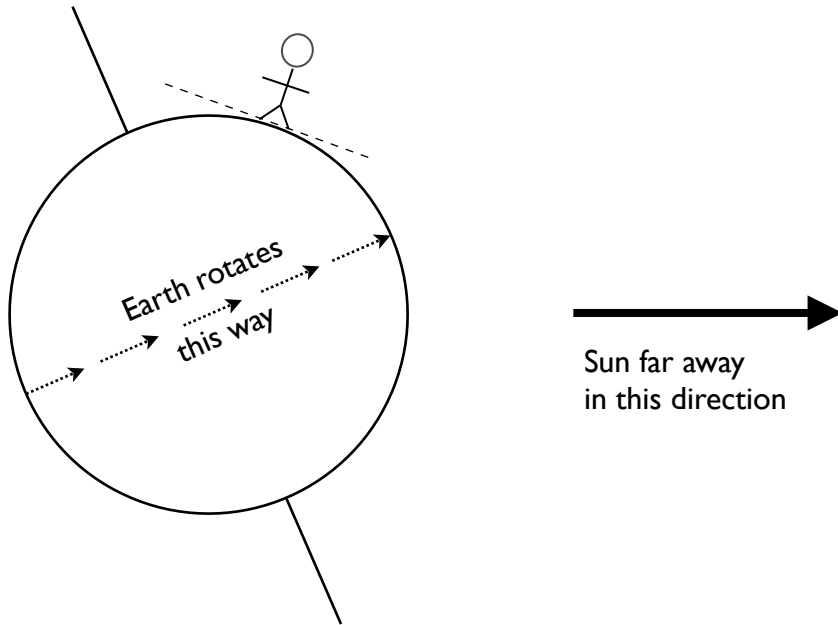
Spring

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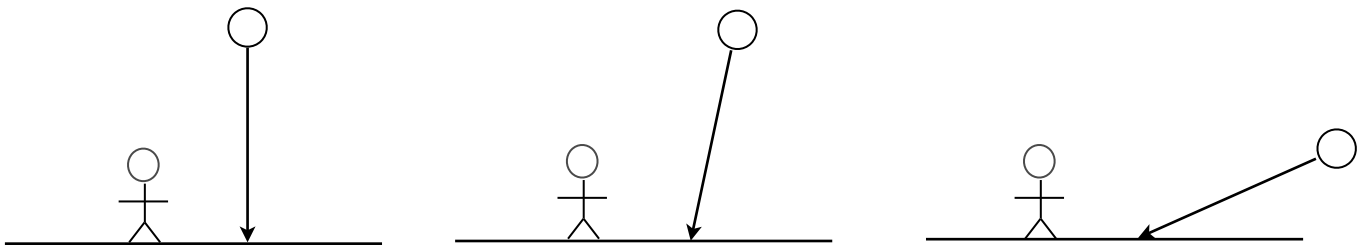
Session 6: Tilted Axis and Sun Angle

A. Interpret This Diagram:

Diagram **NOT** to scale.



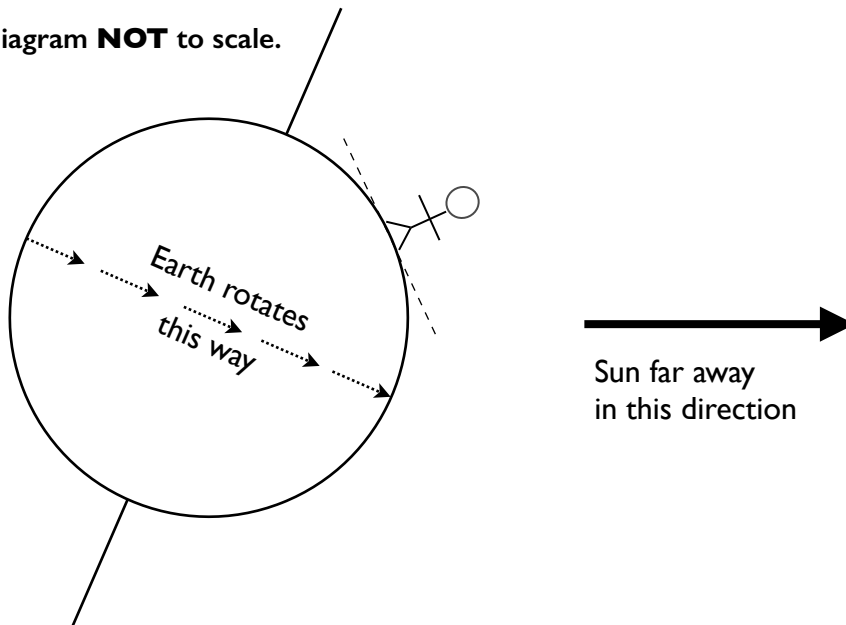
1. The Northern Hemisphere is tilted _____ the Sun.
 < towards / away from >
2. Sketch in **five light rays** from the Sun, to show how you think sunlight reaches Earth.
3. Shade the diagram to show which part of Earth is **dark**.
4. What time of day do you think it is for the stick person above? _____
 < sunrise / midday / sunset / midnight >
5. Circle which of the three figures below you think best represents the angle of sunlight hitting the person's ground at the moment shown above. The angle of sunlight is the same as the Sun Angle.



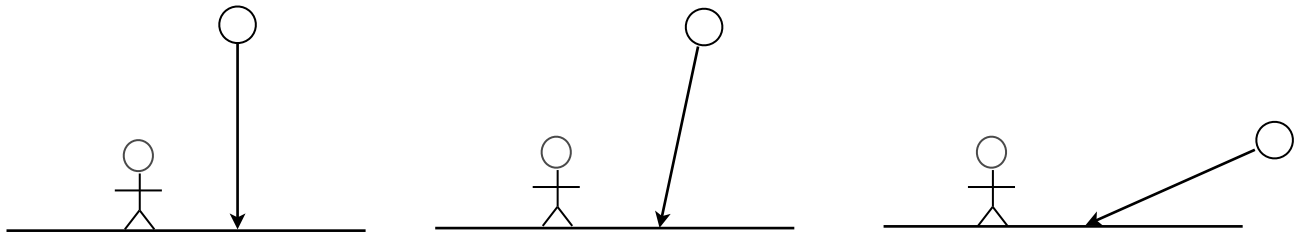
6. What season do you think it is for the stick person? _____
 < summer / winter >

B. Interpret this diagram:

Diagram **NOT** to scale.



1. The Northern Hemisphere is tilted _____ the Sun.
< towards / away from >
2. Sketch in **five light rays** from the Sun, to show how you think sunlight reaches Earth.
3. Shade the diagram to show which part of Earth is **dark**.
4. What time of day do you think it is for the stick person above? _____
< sunrise / midday / sunset / midnight >
5. Circle the figure that you think best represents the angle of sunlight hitting the person's ground (and therefore, the Sun in the person's sky) at the moment shown above.



6. What season do you think it is for the person? _____
< summer / winter >

C. Compare:

When the Northern Hemisphere is tilted **towards** the Sun, the Sun is _____ in the sky at midday. This is _____.
< high / low >
< summer / winter >

When the Northern Hemisphere is tilted **away from** the Sun, the Sun is _____ in the sky at midday. This is _____.
< high / low >
< summer / winter >

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Session 6: Bonus Questions

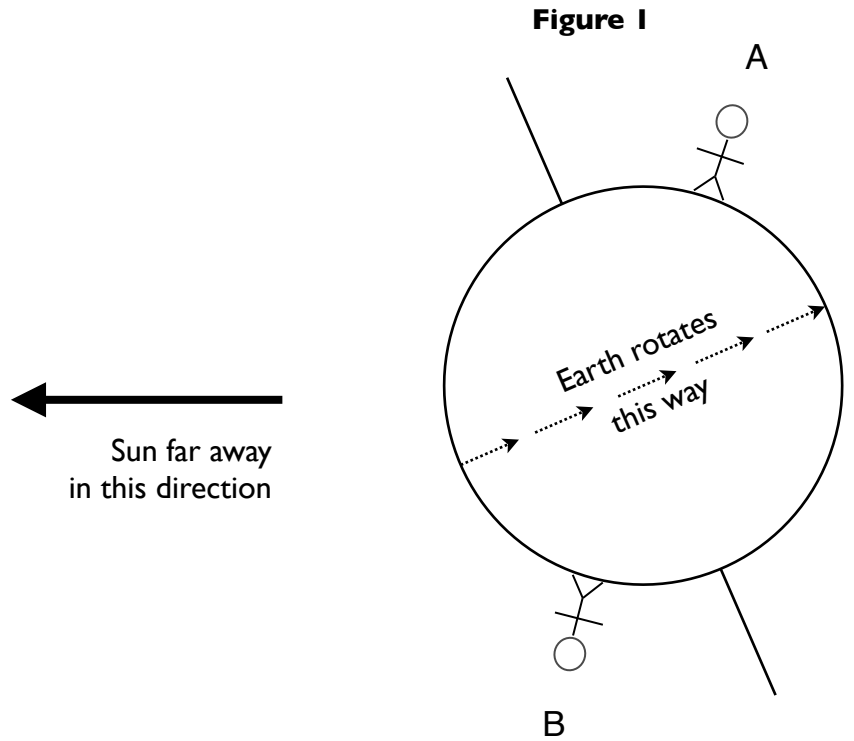


Diagram **NOT** to scale.

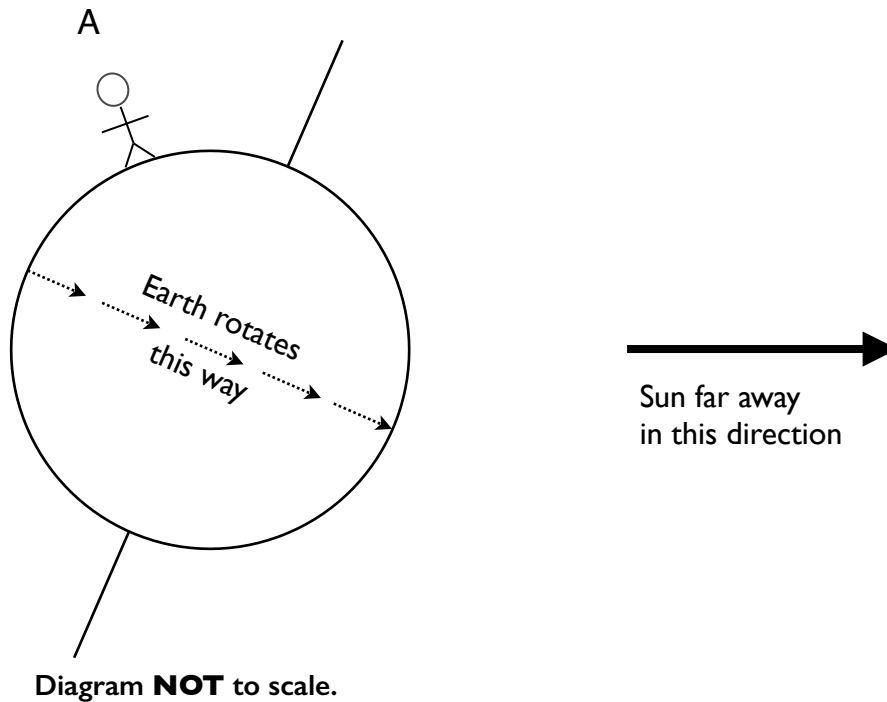
1. Sketch in **five light rays** from the Sun. _____
2. Shade the **dark part** of Earth. _____
3. What time of day is it for Person A? _____
4. What season is it for Person A? _____

Explain why you think so:

5. What time of day is it for Person B? _____
6. What season is it for Person B? _____

Explain why you think so:

Figure 2



1. Sketch in **five light rays** from the Sun.
2. Shade the **dark part** of Earth.
3. **True or False?** Figure 1 and Figure 2 show the same time of day and the same season for Person A. _____
4. Sketch in a person for whom the Sun is **directly overhead** on this day. Label this Person B.
5. Sketch in a person who will **never see the Sun** on this day. Label this Person C.
6. Sketch in a person who will **never experience darkness** on this day. Label this Person D.

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Session 7: Tilt and Day Length

I. Collect Data: Total hours of daylight around the world

on June 21

- A. The Northern Hemisphere is tilted _____ the Sun.
< toward / away from >
- B. A place that spends this **entire day in darkness** (never sees the Sun) is _____ .
This place is in the _____ Hemisphere, close to the _____ .
< Northern / Southern > < North Pole / South Pole / Equator >
- C. A place that spends less time in daylight than darkness is _____ .
This place is in the _____ Hemisphere, which is tilted _____ the Sun.
< Northern / Southern > < toward / away from >

on December 21

- D. The Northern Hemisphere is tilted _____ the Sun.
< toward / away from >
- E. A place that spends more time in daylight than darkness is _____ .
This place is in the _____ Hemisphere, which is tilted _____ the Sun.
< Northern / Southern > < toward / away from >
- F. A place that spends the same amount of time in daylight as darkness is _____ .
This place is located near the _____ .
< North Pole / South Pole / Equator >
- G. A place that spends the **entire day in daylight** (never sees the Sun set) is _____ .

Sept. 21

- H. Barrow, Alaska spends _____ time in daylight than darkness.
< more / the same amount of / less >
- I. Puerto Montt, Chile spends _____ time in daylight than darkness.
< more / the same amount of / less >

2. Compare

A. When the Northern Hemisphere is tilted toward the Sun, the Southern Hemisphere is

tilted _____ the Sun.
< toward / away from >

B. Cities in the hemisphere tilted **toward the Sun** have _____ hours of
< more / the same amount of / fewer >
daylight than darkness.

C. Cities in the hemisphere tilted **away from the Sun** have _____
< more / the same amount of / fewer >
hours of daylight than darkness.

D. Some places on Earth have roughly equal amounts of daylight and darkness every day of the
year. These places are close to the _____ .
< Equator / Poles >

E. There are places on Earth where on certain days of the year, the Sun never rises or never
sets for an entire day. These places are close to the _____ .
< Equator / Poles >

F. On September 21 and March 21, the total hours of daylight are _____
< more than / the same as / fewer than >
the total hours of darkness everywhere on Earth.

These dates are known as the _____ .

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Session 8: Earth's Orbit

I. What shape is Earth's orbit?

- A. Draw a diagram of Earth's orbit around the Sun from an **overhead** perspective.
- B. Label all the key parts of your diagram.
- C. Label where you think Earth is when it's September, December, March, and June.

2. Distance from Earth to the Sun

Predict: In what month (if ever) do you think Earth is closest to the Sun? _____

Date (and season in Boston)	Collect Data distance from Earth to the Sun (in kilometers)
December 21 Boston winter	
March 21 Boston spring	
June 21 Boston summer	
September 21 Boston fall	

3. Compare and analyze

Use the data in your table on the previous page to answer these questions:

Earth is closest to the Sun when it is _____ in the Northern Hemisphere.
< fall / winter / spring / summer >

Earth is farthest from the Sun when it is _____ in the Northern Hemisphere.
< fall / winter / spring / summer >

4. Reflect

A common belief for why we experience Seasons is that Earth is closer to the Sun in the summer, and farther away in the winter.

Do you agree or disagree with this? _____
< agree / disagree >

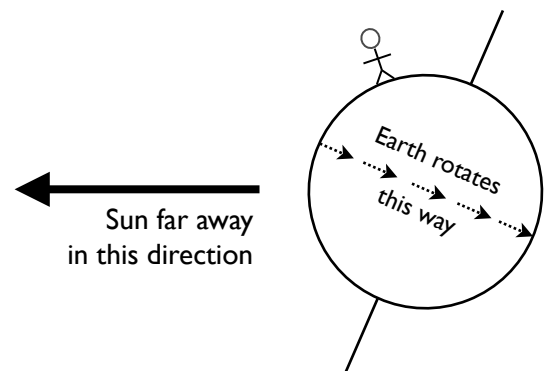
Explain your reasoning. If you disagree, please explain **why** you think we have seasons.

5. Recap

i. What season is it for the person in the diagram to the right? _____
< fall / winter / spring / summer >


ii. The person in this diagram will experience (circle one):

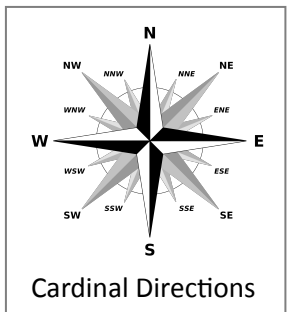
- a. A longer day and shorter night
- b. Roughly an equal day and night
- c. A longer night and shorter day



iii. Sketch a side-view of Earth and the Sun when the Southern Hemisphere is experiencing winter.

SEASONS KEY TERMS

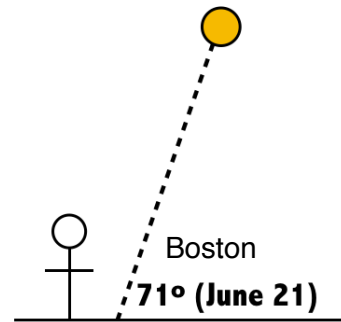
<u>Rotation:</u>	turning or spinning on an axis; Earth's rotation is the reason we experience night/day .
<u>Revolution/ Orbit:</u>	movement or path around another object; Earth's revolution around the sun takes one Earth year (365 days).
<u>Axis:</u>	an imaginary line around which the Earth spins or rotates
<u>Sunrise:</u>	when a given point on Earth rotates from the unlit half to the lit half; "daytime" begins.
<u>Sunset:</u>	when a given point on Earth rotates from the lit half to the unlit half; "nighttime" begins.
<u>Cardinal Directions:</u>	Directions of north, east, south, and west. (See diagram to right).
<u>Horizon:</u>	An imaginary line where the sky and the ground appear to meet. (Has a sky angle of 0 degrees.)
<u>Directly Overhead:</u>	The point in the sky that is straight above. (Has a sky angle of 90 degrees.) Unless you live within 23.5° latitude of the equator, the sun is NEVER directly overhead.
<u>Sky Angle:</u>	Measure (in degrees) of how high above the horizon an object is in the sky.
<u>Sun Angle:</u>	Sky angle of the Sun.
<u>Equinox:</u>	2 days of the year when we experience equal hours of daylight and night time (12 hours each) - March 21 and Sept 21
<u>Tilted Axis:</u>	Earth's axis is tilted at 23.5 degrees and is always pointed toward the North Star, Polaris. 



SEASONS KEY IDEAS

Summer - Hot

- Higher sun angle at midday
 - Light concentrated over a small area -> more intense -> warmer
- Longer sun path -> Longer hours of daylight
 - More time to heat up the ground



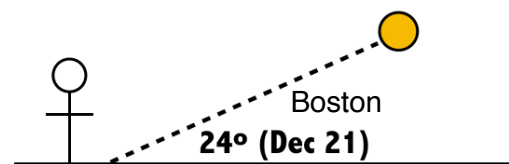
High Sun Angle → More Intense Light → Summer

Fall/Spring - In between

- Medium height sun angle at midday
- Medium length sun path -> medium hours of daylight
- Equinoxes: September 21/March 21 - Equal hours of day/night - 12 hours each

Winter - Cold

- Lower sun angle at midday
 - Light spread out over a larger area -> less intense -> cooler
- Shorter sun path -> Fewer hours of daylight
 - Less time to heat up the ground



Low Sun Angle → Less Intense Light → Winter

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Extension Questions

For each of these questions, sketch a diagram to help us understand your thinking.

1. Determine the relationship between a city's latitude and the Sun's angle at midday for the equinoxes. How does the midday Sun angle differ between the equinoxes and the solstices?
2. Describe the locations on Earth (in terms of latitude) where the Sun can be directly overhead.
3. Describe the locations on Earth (in terms of latitude) where it is possible for the Sun to never rise for an entire day at certain times of year.