

SPRING 🌸

UNITS: 1 - 4 - 7

TR2.30-4.30

(54-1623)

Explore the fundamentals of climate science
in the context of major contemporary
environmental challenges.

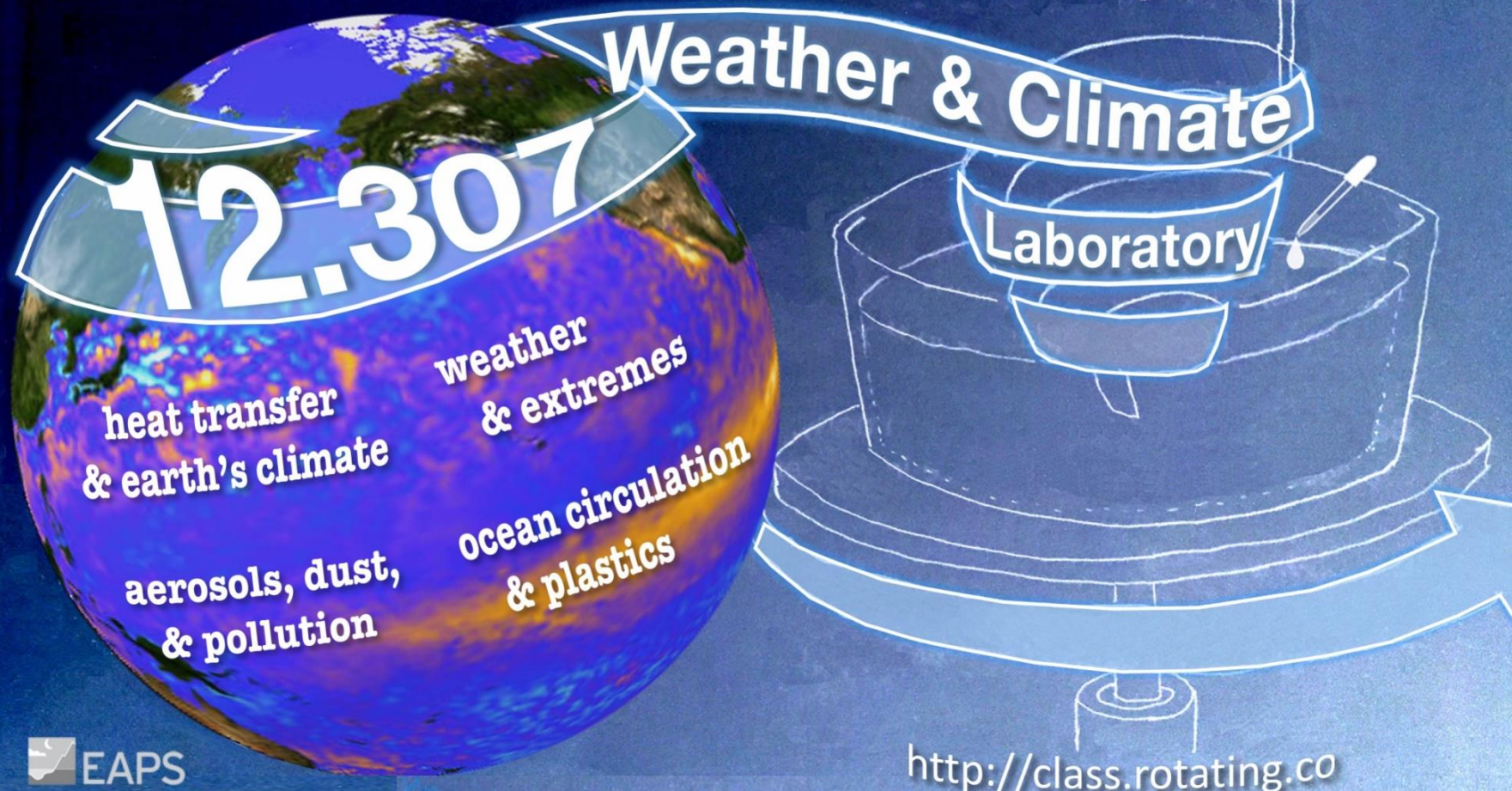
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<http://weatherclimatelab.mit.edu/>

Sharing our stories

Schedule, deadlines and office hours

Review of past projects

NEW Project: Heat and Moisture Transport

Intro – General Circulation of the Atmosphere

Break

Fluid labs – matrix of 3 experiments

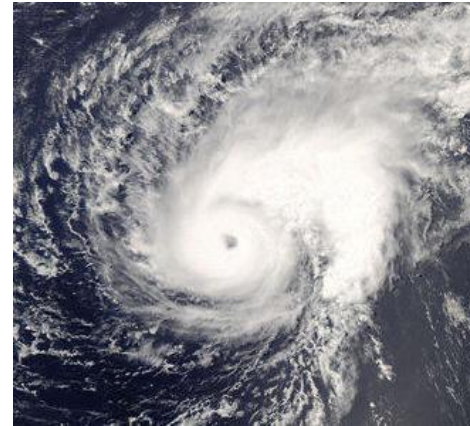
Grading based on 3 project reports: PE, NE, IE

12.307- Weather and Climate Laboratory

Project 1:

Weather & Extremes

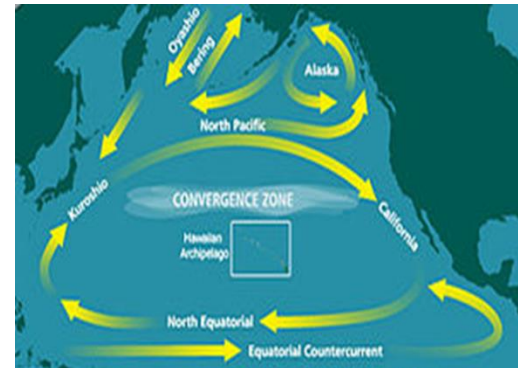
- hurricanes and winter blizzards



Project 2:

Tracer Transport

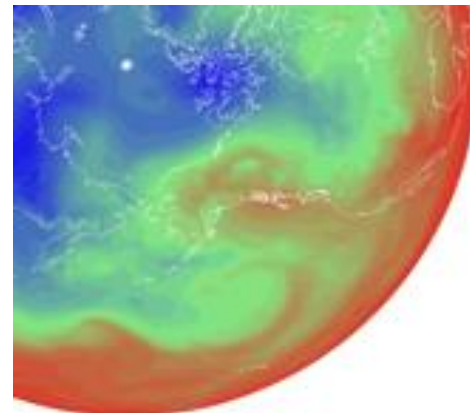
- aerosols, plastic in the ocean



Project 3:

Heat and Moisture Transport

- the general circulation



(Project 4: Dig Deeper/Review of a previous project)

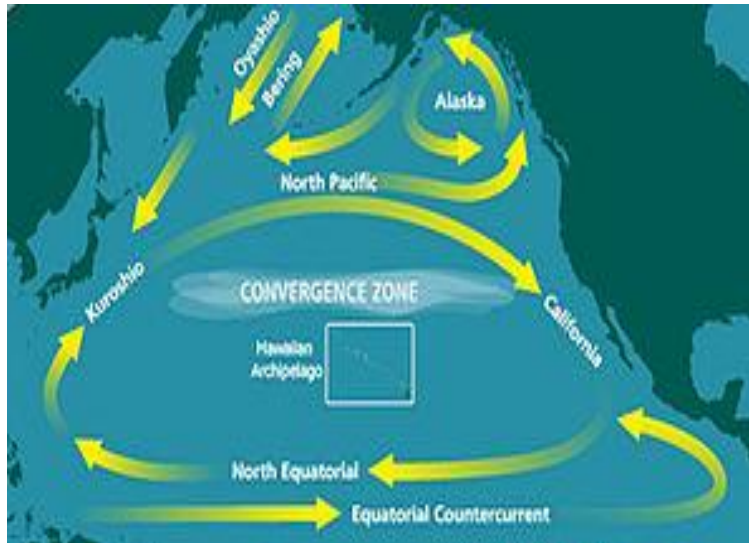
P1- Weather and Extremes

hurricanes, winter blizzards, tornadoes



[Hurricanes Maria and Jose, Sept 2017 \(EO\)](#)

P2 – Tracer transport - aerosols, dust and plastics



Garbage
patches in
the ocean

Some of it
is **eaten**
by marine life,
which **it**
harms or
we eat!



It's important to properly dispose of trash

P3: Heat and Moisture Transport the general circulation



<http://synoptic.mit.edu>

Over to John – Intro to Project 3:
General Circulation of the Atmosphere

Before

Sketch what
you are
expecting
the flow to
look like

$$\Omega = 0$$

$$\Delta T = \text{large}$$

$$\Omega = \text{small}$$

$$\Delta T = \text{large}$$

$$\Omega = \text{large}$$

$$\Delta T = \text{large}$$

After

Sketch the
flow you
observe

$$\Omega = 0$$

$$\Delta T = \text{large}$$

$$\Omega = \text{small}$$

$$\Delta T = \text{large}$$

$$\Omega = \text{large}$$

$$\Delta T = \text{large}$$

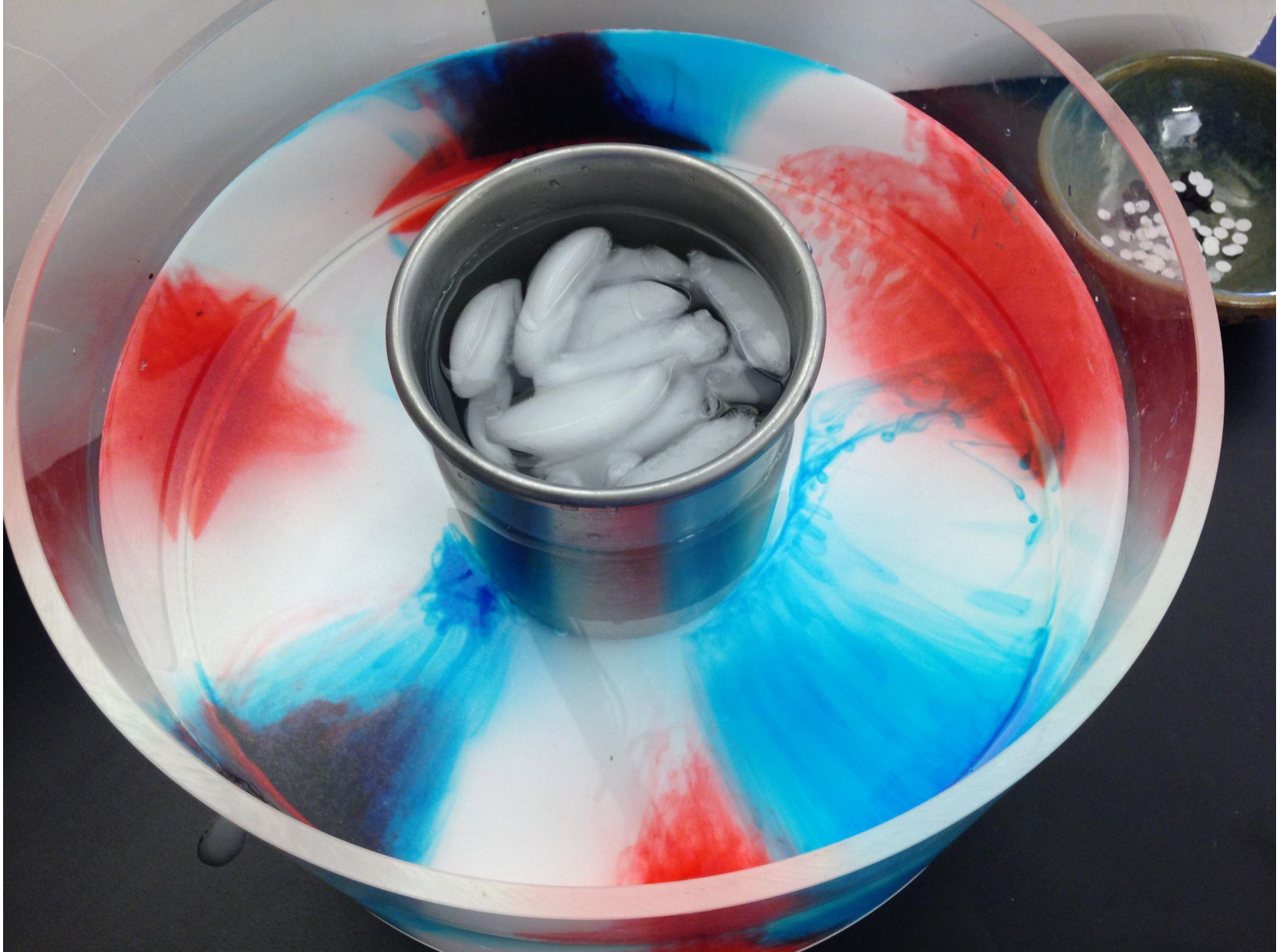
Assignment:

Repeat the no-rotation experiment at home

Post photos on dropbox

Example

1. $\Omega = 0$ $\Delta T = \text{large}$



2. $\Omega = 0$ $\Delta T = \text{large}$



Syllabus, grading, groups – Lodo (5 mins)

Describe Virtual Lab – Bill (5 mins)

Concept question with sketches – John (10 mins)

Show experiment with evolving plume – Bill (10 mins)

Theory (2 layers) – John (15 mins)

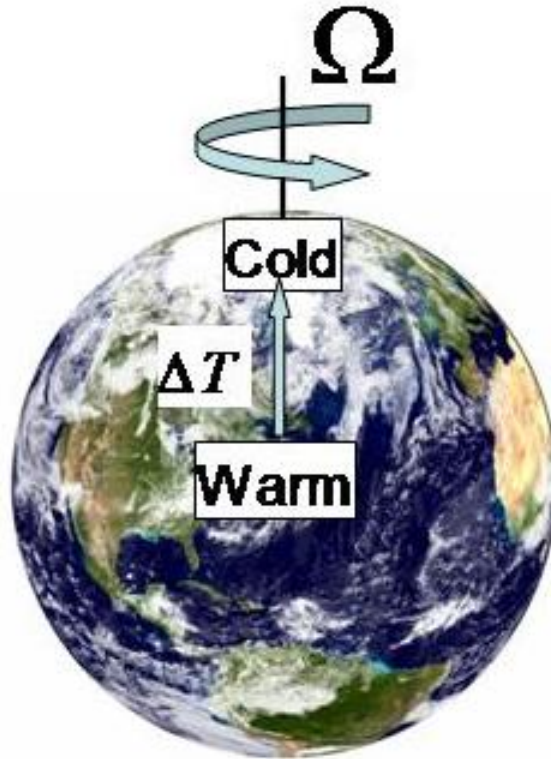
Break

Experiment set up, sensors, data (stress calculations)

Connection to Atmosphere

General Circulation of the atmosphere

1. Pole – Equator
Temperature
Difference
2. Earth rotation

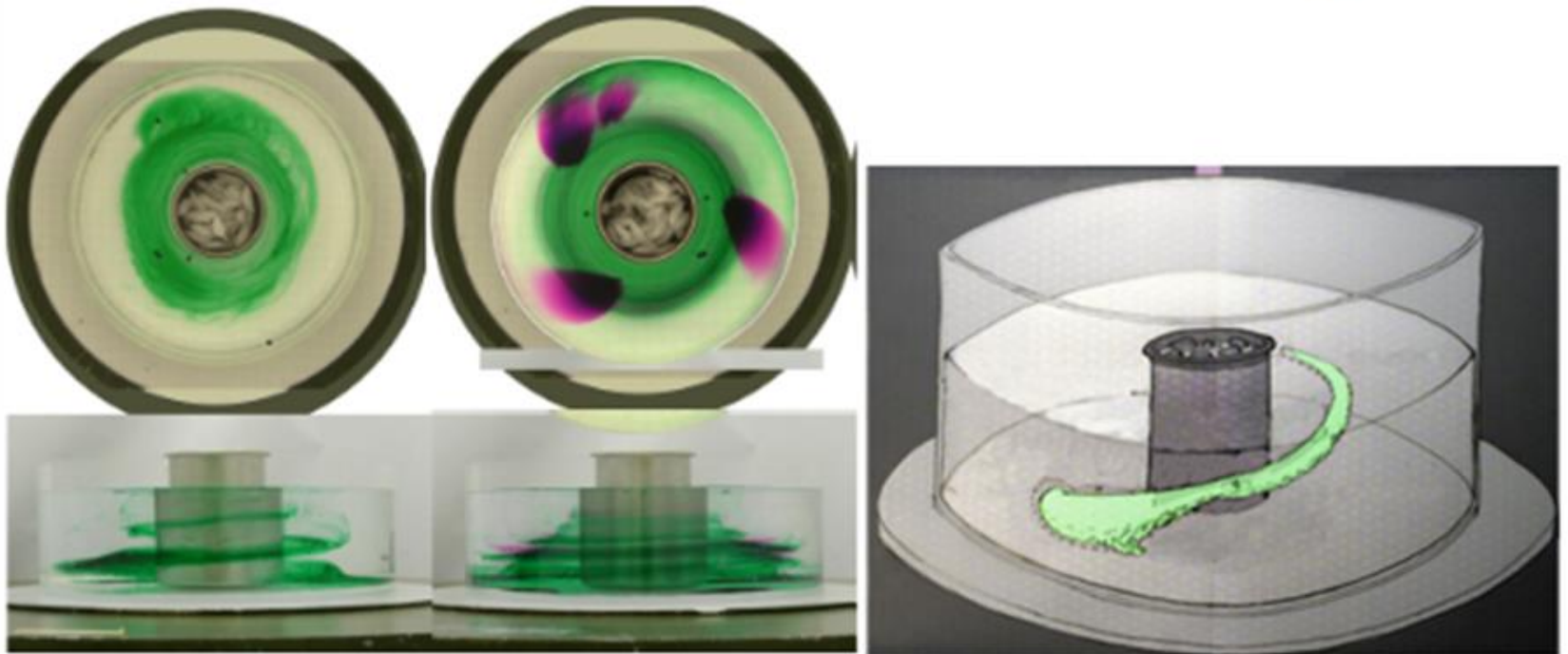


Two experiments	Two regimes
$\Omega = \text{large}$ $\Delta T = \text{large}$ →	Mid-latitude weather systems
$\Omega = \text{small}$ $\Delta T = \text{large}$ →	Tropical Hadley cell circulation

Laboratory abstraction of Earth's weather

Hadley Cell Experiment

Tropical Circulation: $\Omega = \text{small}$, $\Delta T = \text{large}$



<http://lab.rotating.co>

Esglobe:

<http://eddies.mit.edu/esglobe/307>

to show

upper level westerlies (250mb)

and

low level easterlies (850 mb)

Connection between atmospheric circulation and tank experiment

<https://www.dropbox.com/s/me4o5qk9go77j56/Fig6.png?dl=0>

Eddies Experiment

Weather Systems

$\Omega = \text{large}$

$\Delta T = \text{large}$

