[](http://www.google.com/url?sa=i&source=images&cd=&cad=rja&docid=SEFa8RdBqdqtKM&tbnid=im_5nO_zYnb_dM:&ved=0CAgQjRwwAA&url=http%3A%2F%2Fscience.taskermilward.org.uk%2Fmod1%2FYear%25204%2FVinegar%2520Volcanoes.htm&ei=mTQ3UtrBJMv64APm5oBQ&psig=AFQjCNGYS261IK1ipZ-_PP-Etlmj1gkOOg&ust=1379436057647150)

Science in a Bag- Student Page

The Earth & Its Geological Features

Grade Level: 5th

Standards:

**GLE 0507.7.1** Compare geologic events responsible for the earth’s major geological features.

**0507.7.2** Prepare a chart to compare how volcanoes, earthquakes, faulting, and plate movements affect the earth’s surface features.

Task Objective:

The students should be able to recognize the differences in appearance of each volcano, earthquake, and fault. The students should also know the difference between each ones geological features and what causes these geological features to happen.

Materials Needed:

Black Card Stock, typed out descriptions of each for chart, brief descriptions of each with pictures printout, paint markers (pink, green, white), sheet protector, puffy paint

Procedures:

1. Remove all contents from the bag.
2. Lay out the chart that says at the top Volcano, Earthquake, Faulting.
3. Read the short descriptions of each and observe the pictures.
4. After reading about each then take the rubber band off of the description pieces.
5. Lay the descriptions and pictures out where you can see them.
6. Place each description/picture under the column you think it goes on the chart.
7. After completing the chart, write on a blank sheet of paper one thing you learned about each that you found interesting.

Assessment:

1. What two types of volcanoes are there?
2. What causes faulting to happen to a rock or the earth’s surface?
3. Earthquakes are recorded by what machine?
4. Can earthquakes be predicted by scientists?
5. When a volcano erupts, what two things might you see come out of it?

Clean Up

Once you have completed the activity, clear the descriptions and pictures off of the chart and place them back into the small Ziploc bag. Then place everything back into the big Ziploc bag.

[](http://www.google.com/url?sa=i&source=images&cd=&cad=rja&docid=SEFa8RdBqdqtKM&tbnid=im_5nO_zYnb_dM:&ved=0CAgQjRwwAA&url=http%3A%2F%2Fscience.taskermilward.org.uk%2Fmod1%2FYear%25204%2FVinegar%2520Volcanoes.htm&ei=mTQ3UtrBJMv64APm5oBQ&psig=AFQjCNGYS261IK1ipZ-_PP-Etlmj1gkOOg&ust=1379436057647150)

Science in a Bag-Teacher Page

The Earth & Its Geological Features

Grade Level: 5th

Standards:

**GLE 0507.7.1** Compare geologic events responsible for the earth’s major geological features.

**0507.7.2** Prepare a chart to compare how volcanoes, earthquakes, faulting, and plate movements affect the earth’s surface features.

Task Objective:

The students should be able to recognize the differences in appearance of each volcano, earthquake, and fault. The students should also know the difference between each ones geological features and what causes these geological features to happen.

Explanation:

The science behind this activity is to teach the students how geological features role plays in volcanoes, earthquakes, and faulting, which in turn can affect us in our everyday lives. This activity is to show and explain to the students the way the earth works to cause these geological features and how they are produced. This should help the students with a better understanding of why volcanoes erupt, why earthquakes happen, and why rocks will move to cause faults.

Common Misconceptions:

* Students may think that these things just happen instead of actually knowing what causes them to happen.
* Students may not know that a geological event happening is a normal.
* That all volcanoes just erupt with lava.

Real World Connection

Scientists use different machines to measure how serious an earthquake was, or the vibrations of the volcano to the time it will erupt, and even how much pressure was put on a rock to cause the fault to happen. Natural disasters happen every day somewhere in the world and they are caused by geological features. Plus when a volcano does erupt or an earthquake happens and it’s on the news, the students will be able to understand why just a little bit more.

Connections Across the Curriculum:

Language Arts

After learning about these different geological situations, a paper/papers could be written about the topic to different audiences. That would help with the understanding of how to write a paper to more than one type of audience.

**GLE 0501.3.1** Write for a variety of purposes and to different audiences.

**0501.3.1** Determine an audience and purpose for writing.

Social Studies

They can learn about the history of the volcanoes, earthquakes, or faults that have happened over the years and the devastation they have caused. Where these can be caused and why those places may be easily distinguished. What they difference between those places and Tennessee are. They could also look at economics because of the devastation in some areas where the communities had to rebuild.

**5.3.tpi.2.** recognize the five themes of geography: location, place, regions,

movement, and relationships with place and use them to analyze geographic

issues in Tennessee and regions of the United States.

Art

-Checks for Understanding 1.2 Demonstrate developmentally-appropriate use of media (e.g., drawing, painting, sculpting, printmaking, and technology)

The students can draw their own volcanoes or sculpt them out of clay, as well as drawing what they think the after math of an earthquake would look like, and faulting they could make their own pattern that follows the guidelines of what faulting looks like.

References:

**Content Understanding: 0507.7.2** Prepare a chart to compare how volcanoes, earthquakes, faulting, and plate movements affect the earth’s surface features.

Websites: Google Images, <http://www.scholastic.com/teachers/article/general-facts-about-volcanoes>, <http://www.eoearth.org/view/article/152808/>, <http://earthquake.usgs.gov/learn/kids/eqscience.php>