

Rachael Parr

Best Lesson

Unit: Earth Science

Lesson Title: Snickers and the Earth's Surface

Grade Level: 5th Grade

Georgia Standard(s): **S5E1. Students will identify surface features of the Earth caused by constructive and destructive processes.**

a. Identify surface features caused by constructive processes.

- Deposition (Deltas, sand dunes, etc.)
- Earthquakes
- Volcanoes
- Faults

b. Identify and find examples of surface features caused by destructive processes.

- Erosion (water—rivers and oceans, wind)
- Weathering
- Impact of organisms
- Earthquake
- Volcano

Materials:

Large Snicker bar for you and the teacher (2)

A bag of snack size snicker bars (44 or more)

paper towels (1 roll)

paper and pencil for each student (22)

To prepare: before the lesson review all the terms. Make sure you think of real life examples of each type of process so the students can relate. It helps to find pictures of each process to show the students. Decide if you want to have extra snickers for after the activity for the students to snack on.

Procedure:

1. Start off with a powerpoint of the examples and definitions of the constructive and destructive forces.
2. Allow the students to differentiate between constructive and destructive forces and have them put the processes into each category on their own.
3. Pass out a sheet of paper to each student and have them make a T-chart with destructive forces on one side and constructive forces on the other.
4. Have the students write down the processes and examples into the destructive or constructive side.
5. Next, unwrap your snicker bar and show the students an example of one of the processes. You can tear the bar in half to show a fault line (destructive force) or you can squish the ends of the bar together to create a mountain (constructive force). Get creative with it!
6. Then, pass out one snack size snicker bar and a sheet of paper towel to every student and tell them to make their own example of one of the processes! After they choose what force to

make, have them write down what they did to the snicker bar and how they know what force it is (definition of constructive or destructive).

7. After they have finished with the whole activity and you have checked their snicker bar and explanation they can eat their snicker bar! If there are extras you can pass out the rest of the the snickers to each student.
8. Have the students throw their wrappers or left over snickers in the trash and turn in their papers.

Safety Concerns: Ask to make sure no one in the class has a peanut allergy or any other kind of food allergy. Choking could be a concern if the student is talking and eating at the same time.

Notes/tips/references: If I were to do this again, I would give the students more than one snicker bar at once. More snickers would allow the students to create something bigger than with just one small snack size snicker. Also, I would ask some of the students to show the class what they created and explain what they did and why.