Station C

Words in RED are important-make sure you know them!

What you do:

1) Use the C – 1 card set:
   a. Select one photograph card.
   b. Discuss with your group what landform changes are occurring.
   c. What forces or factors are causing the changes?
   d. What evidence indicates that changes have occurred?
   e. How much time did it take for the changes to be noticeable?
   f. Were the changes constructive (shaping or building land up) or destructive (shaping or tearing land down)?
   g. Select word cards to describe the changes you see occurring in the photograph.
   h. Make a chart like the one below to record your answers.
   i. Repeat steps a through g for two more photograph cards.

<table>
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<tr>
<th>Landform change (photo)</th>
<th>What's causing the changes? (words)</th>
<th>Are the changes constructive or destructive or both?</th>
<th>Are the changes happening quickly or slowly?</th>
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2) Discuss with your group how animals and plants would be affected by an earthquake, volcano or landslide occurring in their ecosystem.

3) List how two other photographs might affect the living things in an area.

4) Discuss with your group the difference between weather and climate.
   a. Go to http://tinyurl.com/gn8ufe3 and watch the video:
   b. Create your own weather-climate analogy example. Write or draw it.

5) Write or draw how weather and climate contribute to landform changes.

6) How do weather and climate contribute to the formation of sedimentary rock?
   a. Put the C – 2 card set in sequence to show how sedimentary rock layers form and can contain fossils of past life. If you put them in the correct order a word will be spelled by the letters on the cards.
   b. What type of climates would form sedimentary rock layers the fastest?
   c. If a fossil fish is found in a rock layer, what can we infer about the environment of the area at the time the fish was living?

7) Tidy and reorganize the materials for the next group using them.