

Chapter Challenge

3

Getting Started

Use *Getting Started* to elicit students' ideas about the main topic. The goal of *Getting Started* is not to seek closure (i.e., the "right answer"), but to find out what your students know and think about Earth systems. By the end of the chapter, students will have developed more detailed and accurate understandings about minerals, rocks, structures, and the Earth system.

Students' responses to the first question (What are the major geologic features in your region?) will demonstrate the extent of their knowledge of local geology and about geology in general. In areas where major landforms occur, such as mountains, canyons, valleys, cliffs, or volcanoes, students will probably describe these first. Because of their vertical extent, such landforms typically allow for the rocks that form them to be more easily observed. Thus, students may be able to describe some of the geology that surrounds them in the context of rocks and landforms. Where relief and exposures are less common, students may not know much about the rocks and structures that exist beneath their feet. By the time they enter high school, most students have heard the words igneous, sedimentary, and metamorphic. If students have

had the experience of examining rocks within their region, they might be able to provide simple descriptions of the local geologic setting. Students may also draw on smaller-scale geologic processes that are active parts of the rock cycle. For example, regions dominated by rivers and slopes are part of sedimentary rock-forming pathways that generate more subtle landforms as well as affecting rock formation.



Minerals, Rocks, and Structures

Getting Started

Have you ever seen the debris left behind by a comet or comet after impacting its banks? Maybe you have seen the ash left by a forest changed after a storm. In other words, people might have heard about processes triggered by an meteorite or the eruption of a volcano somewhere on Earth. All these are relatively small-scale changes to the physical features at the surface of the planet. None, however, are effects of thousands upon thousands of small-scale changes over geological time. What types of changes do you think could result from many smaller-scale changes added together? Could all these changes produce effects as large as those caused by plate motion and the movement of continents and ocean basins?

Think about the rocks other people can see in your community. At first glance, they may not seem as if they have changed over time, but many rock formations allow people to see "small differences" over time and connect them to the rocks' components of millions of years before your time. This "story" would cover hundreds of millions of years of geological history. That is enough time to include some very large-scale changes. You might even see changes that you never would have imagined happening in your region.

Reconnecting the geological past of your community can help you understand the geology of where you live. It will also help you understand connections between the Earth's systems. To do so, you must learn to "read the story" in the rocks. Think about the following:

- What are the major geological features in your region?
- How old are these features?
- How did the features form?
- What do they tell about the region's history and how it developed? What do you think? Write down your ideas about these questions in your Geo Log. Be prepared to discuss your ideas with your small group and the class.



Students' responses to the second question (How old are these features?) will provide you with important information about their knowledge and beliefs about when the rocks and structures within their region formed. Expect a variety of answers ranging from thousands to many billions of years. The basis for answering the question will range from knowledge (students should already know the age of the planet from the *Astronomy*

Study Guide Minerals Ch 3

**T. W. Graham Solomons, Craig B.
Fryhle, Scott A. Snyder**

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living systems and the physical world around us **Organic Chemistry, Study Guide** T. W. Graham Solomons,1996 This supplement accompanies an updated text which features more than 350 new problems Carbonyl chemistry is now covered in consecutive chapters The concept of ionic reactions is consolidated before students move on to study radical reactions

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Cynthia Adams,1967 **Study Guide, Answer Book to Accompany Organic Chemistry** Alan S. Wingrove,Robert L. Caret,1981 Study of Mineral Fillers in Sheet Asphalt Paving Mixtures Yasuhei Emori,1927 *Geology Today, Study Guide* Barbara W. Murck,Brian J. Skinner,1999 This book provides an introduction to the six main areas of physical geography It uses an earth systems approach to discuss the planet as a whole plate tectonics rocks and rock formation surface processes oceans atmospheres and resources *American Poultry Journal* ,1926 Study Guide Peter H. Lindert,1986 **Chemical News and Journal of Physical Science** ,1908 *Students Study Guide*

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