



# EDIBLE LANDSCAPES

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**OBJECTIVE** Using common household items, students will simulate glacial movement and discover ways that landscapes are formed.

**GRADES** Middle or High School students

**DURATION** 1 50-minute class period

**MATERIALS**

- Chocolate chip ice cream
- Ice cream scoop
- Paper towels
- Baking sheet or pan
- Tin foil
- Graham Crackers
- Pretzel sticks
- Hard candy
- Plastic gloves

**KEY CONCEPTS** Glacier, glacial movement, glacial scouring, glacial till



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## NATIONAL EDUCATION STANDARDS:

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### Science:

#### NS.5-8.1 Science as Inquiry

- Abilities necessary to do scientific inquiry
- Understandings about scientific inquiry

#### NS.5-8.4 Earth and Space Science

- Structure of the earth system

#### NS.5-8.7 History and Nature of Science

- Science as a human endeavor
- Nature of science

#### NS.9-12.1 Science as Inquiry

- Abilities necessary to do scientific inquiry
- Understandings about scientific inquiry

#### NS.9-12.6 Personal and Social Perspectives

- Natural resources

#### NS.9-12.7 History and Nature of Science

- Science as a human endeavor
- Nature of scientific knowledge

# EDIBLE LANDSCAPES

DAY 2



## LESSON DESCRIPTION:

Students use common household food items in an activity simulating glacial movement and landscape formation.

## INSTRUCTOR NOTES:

- The teacher should model the activity for the students as they follow the *Edible Landscapes* worksheet.
- Once the students have completed up to the “Making a Connection” section of the worksheet, the teacher will go through the Edible Landscapes PowerPoint presentation with the class.

## INSTRUCTIONAL LESSON PLAN:

1. Introduction to the lesson	5 minutes
2. Edible Landscapes Activity	25 minutes
3. Edible Landscapes Presentation	20 minutes
4. Clean up	5 minutes

## PREPARATION AND PROCEDURE:

1. Have the materials for the experiment ready before class starts.
2. Have an “Edible Landscapes” worksheet for each student.
3. To save time, have the Edible Landscapes presentation open and ready.
  - a. Once you have opened the presentation in the PowerPoint program, select “Slide Show” from the top toolbar and then select “View Show”.
4. At the beginning of class, split the students up into pairs or small groups.
5. Have each group obtain the materials they will need for the activity.
6. Take the class through the worksheet, modeling each step first and then giving the students time to complete the procedure. (This should take about 25 minutes.)
7. When the students have completed the Making a Connection section at the end of page 2, take them through the PowerPoint presentation. (It should take about 20 minutes to go through the presentation, allowing them time to complete page 3 of their worksheet.)