

Mineral Greeting Cards

STANDARDS

See summary of National Science Education Standards.
 Original: <http://books.nap.edu/readingroom/books/nses/>

Standard Concept	General standard	Specific standard	General standard	Specific standard	General standard	Specific standard
Grade Level		K-4		5-8		9-12
Science as inquiry (A)	Abilities ... to do ... inquiry	A.1.4.1	Abilities ... to do ... inquiry	A.1.8.3	Abilities ... to do ... inquiry	
		A.1.4.5				
	Understandings about ... inquiry	A.2.4.2	Understandings about ... inquiry	A.2.8.1	Understandings about ... inquiry	
Earth Science (D)	Properties of Earth Materials	D.1.4.1	Structure of Earth system			
Science in... Social Perspective (F)	Types of resources	F.3.4.1			Natural Resources	F.3.12.1



Mineral Greeting Cards

INTRODUCTION

Minerals are the basis of materials used by society. Rocks are made of minerals, and rocks are directly used in many applications. Minerals themselves are used directly in products, depending on their properties. Components of minerals (elements) are used to make other products.

OBJECTIVES

To practice close observation of a mineral by drawing it; to learn what products are made from that mineral; to practice use of creative language arts, and drawing.

MATERIALS

- Samples of easy-to-draw, brightly colored mineral samples, e.g., amethyst, fluorite, pyrite, galena, garnet, sulfur
- Pens, pencils, crayons, colored pencils, markers
- Glue sticks and/or tape
- 8.5 x 11 paper
- Scissors
- Magazines and catalogs of products

PROCEDURE (student instructions)

- 1) Fold paper into quarters: across (8.5 inches), then again in half across (5.5 inches).
- 2) Turn folded paper so the folded edges are on the left and top. Your greeting card will be a rectangle with one folded edge on the left and two folded edges at the top, measurements 4.25 inches across and 5.5 inches down.
- 3) On the front at the top write the name of the mineral. Your handwriting should be beautiful, because this is a greeting card to the mineral.
- 4) Draw and color a picture of the mineral below its name.
- 5) On the inside of the card on the left, write a verse or a poem, or a joke, or a note to the mineral, and sign it with your name.
- 6) On the right side, list a few products that might be made from the mineral, and glue or tape a picture of at least one of those products cut out from a magazine or catalog.
- 7) Share the cards with other class members, or let class members dress up as a mineral and have students present their greeting cards to the mineral. Post the cards in the classroom.

EVALUATION

- 1) What minerals are used in a lot of products? Or, conversely, what mineral is used to make a lot of products?
- 2) What properties of the mineral seem to be important to the product? For example, copper is used in electrical wiring because copper conducts electricity.
- 3) Is your mineral used in any materials in the classroom?

TEACHER NOTES

For older students



- 1) Assign older students a library research project on the mineral, so that the card also contains where the minerals was "born" and how it came to be in the classroom, as well as more detailed information on products that are made from the mineral.
- 2) If the mineral is produced (mined, quarried or otherwise used in industry) locally, field trips to the mine, quarry, factory might be arranged, or a representative from the company might come to class.

