

- 8 planet information sheets
- 1 world poster
- 1 United States poster
- 1 inflatable whole Earth ball
- 8 home furnishing drafting templates
- 8 scissors (school supplied)
- 2 sets of 2 different models of objects that are **smaller** than the actual object (school supplied)
- 2 sets of 2 different models of objects that are **larger** than the actual object (school supplied)
- 8 drawing compasses (school supplied)
- 1 Americas poster
- 1 local map (school supplied)

Activity Sheets



Make sure you have copied the activity sheets for this inquiry.

- Activity One: Models
- Activity Two: Model of the Solar System
- Activity Three: Blueprint
- Activity Four: Focus Questions for Models

Engage

1. Begin the class by inflating and tossing around the whole Earth ball.
2. Ask the students how the real Earth differs from this model. (The students might suggest fact that the real Earth is much larger, more massive, and moving in space.)
3. Ask students to give other examples in science units when the things that they were studying were too large, too small, too fast, too slow, too dangerous, or too expensive to actually handle in class.
4. Ask the students to compare the size of this whole Earth ball with their models or drawings. (Most students will have produced smaller models/drawings.)
5. Ask the students if they know of any advantages of producing larger models or drawings. (One of the advantages that they will mention is that larger models/drawings can show more detail. The inflated whole Earth ball shows the details of the land and water masses of the Earth.)