During your visit to The Franklin Institute, encourage your students to make connections between the workshop and the Changing Earth exhibit. Use the Exhibit Research Sheet (below) to guide students’ exploration of the exhibit.

If the class has generated a list of questions about how the Earth changes (see Pre-visit Discussion), encourage each student to choose one question, record it on the Exhibit Research Sheet, and look for information relating to that question in the exhibit.

Additionally, here are some examples of guiding questions you might ask during your students’ exploration of the exhibit:

The stream table in the exhibit is a larger version of the ones you used (or will use) in the workshop.

• What path does the water take in this stream table? How is this similar to or different from the stream table you observed in the workshop?
• What changes do you see happening as water moves through the landscape? Where is the landscape changing the most? Where is it changing the least? How would you describe the changes to someone who couldn’t see them?
• What could you do to change the path of the water? Try to find at least three different ways to redirect the water. Which one worked the best? What problems did you encounter?

Look at the Rivers in Motion interactive behind the stream table.

• What changes do you see in the shape of the river from beginning to end? What changes do you see in the landscape around the river?
• Where is the water moving the fastest? Slowest? How do you think the speed of the water would affect the surrounding landscape?
• If you wanted to build a riverside house with the least danger of flooding, where along the river would you build it? Why do you think that location would be a good choice? What might be the disadvantages of that location? What if you wanted to build a farm? A riverside park? A whole town?

IN THE OBSERVING CHANGE WORKSHOP, YOUR STUDENTS WILL BE USING MODEL LANDSCAPES TO EXAMINE SOME OF THE FACTORS THAT INFLUENCE HOW WATER FLOW CHANGES THE EARTH’S SURFACE AND TO CONSIDER THE EFFECTS OF HUMAN INTERACTION IN THESE SYSTEMS.

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Changes in rivers and streams affect the people who live near them, and people are constantly making changes to the landscape themselves – sometimes on purpose, and sometimes without knowing it.

- What are some different parts of the exhibit that show how people are affected by changes in rivers, streams, and oceans? Which of them do you think would be harmful to people? What kinds of changes might be helpful to people?
- What are some things people do to control rivers and oceans? What tools or techniques do they use?
- What are some things people do that might cause unintentional changes? Which changes might be harmful to the larger environment? Which might be helpful? How might people change their practices to change their effects on the landscape?

The *Changing Earth* Educator Guide contains more information and resources relating to the exhibit, including additional activities and curriculum connections. Find it at [www.fi.edu/teachers/educator-guides](http://www.fi.edu/teachers/educator-guides).
Draw or write about something in the exhibit that talks about how water changes the earth.

Draw or write about something in the exhibit that talks about how the Earth’s changes affect people.

What is one new thing you learned from this exhibit?

What other things do you want to know about how the Earth changes?