Full Name _____ Date _____

Social Studies - Constructive/Destructive Forces Unit

Projects – Required Activities

- ☐ Activity 1 – Introduction, **Due: _____**
    - Find and detail (list in their entirety) all of the standards to be covered in the Constructive and Destructive Forces Unit.
    - Find the definitions for the following terms:
        1. Barrier Island
        2. Beach Reclamation
        3. Constructive Natural Force
        4. Dam
        5. Delta
        6. Deposition
        7. Destructive Natural Force
        8. Earthquake
        9. Epicenter
        10. Erosion
        11. Fault line
        12. Jetty
        13. Landform
        14. Lava
        15. Levee
        16. Magma
        17. Organisms
        18. Sand Dune
        19. Seismograph
        20. Seismology
        21. Sinkhole
        22. Storm Drain Management
        23. Topography
        24. Volcano
        25. Weathering
    - Complete a chart containing all of the following types of constructive forces. Include examples and explanations for each.
        - Deposition
        - Earthquake
        - Volcano
        - Fault
    - Complete a chart containing all of the following types of destructive forces. Include examples and explanations for each.
        - Erosion
        - Weathering
        - Organisms
        - Earthquake
        - Volcano
    - Complete a detailed illustration of each of the constructive forces in action (include a brief description of what is happening in the illustration).
    - Complete a detailed illustration of each of the destructive forces in action (include a brief description of what is happening in the illustration).
    - Complete a detailed explanation with illustrations explaining how human intervention and technology play a role in the control of constructive and destructive forces.

- [ ] Activity 2 - Landforms, **Due: _____**
    - Read one of the following books and write a detailed synopsis (include the main idea, specific details from the book, and what you learned).
        - Volcanoes and Other Natural Disasters by Harriet Griffey
        - Ring of Fire by Leonard Hort
        - The Restless Earth by Melvin Berger
        - Glaciers by Roy A. Gallant
    - Complete the Landforms hands-on activity and Observation sheet.
    - Complete the Rivers hands-on activity and Observation sheet.
    - Complete the Clean Water hands-on activity and Observation sheet.
    - Complete one of the following activities (your teacher will tell you which to do):
        - Read Landforms of Georgia and complete the "Review" on pages 7, 15, 21, and 27 (answer in complete sentences).
        - Read How Do Landforms Change? and complete the "Think & Write" on page 21 (inside the back cover) #1-4 in complete sentences.
        - Read Erupting into History and complete the "Think & Respond" on the inside of the back cover in complete sentences.

- [ ] Activity 3 – Identifying Forces, **Due: _____**
    - Find and photograph at least 2 examples of constructive forces at work in your environment (home, school, etc.). Include a detailed explanation of what is happening.
    - Find and photograph at least 2 examples of destructive forces at work in your environment (home, school, etc.). Include a detailed explanation of what is happening.
    - Create your own model of how earthquakes work using clay, wood, or similar material. Be prepared to explain how the model works and what it depicts.
    - Research a national park. Write a well-written paragraph detailing how constructive and destructive forces are at work within the park (with examples).
    - Research an area where man has played a role in controlling constructive or destructive forces. Write a well-written paragraph detailing the situation and how man and technology have played a role.

- [ ] Activity 4 – Engineering, **Due: _____**
    - Research and take notes about designing earthquake-safe buildings. Note structure designs that can withstand an earthquake.
    - Working either alone or in a group (if you choose a group, you must complete step 3 in that same group), submit a drawn design for a structure made of paper and straws. The goal is to have the highest structure that will hold the most weight.
    - Working alone or in your group, build the structure you designed. You or your group must supply pennies to test the weight. The goal is to have the highest structure that will hold the most weight while withstanding an "earthquake." Each structure will be tested on a shake table to examine:
        - Time structure stands.
        - Number of pennies the structure holds.
        - The height of the structure.

Government Unit Test – Date: _____