

# Mineral Identification Lab

Original Lesson by Marcella Welch

## Focus on Inquiry

The student will use the physical properties of minerals to test and identify a group of minerals.

## Lesson Overview

Students will review the physical properties that are used in identifying minerals (color, streak, cleavage or fracture, chemical properties, luster, etc.) They will then classify the minerals according to their properties.

<b>Duration</b> 80 min.	<b>Setting</b> Classroom	<b>Grouping</b> 3-4 students	<b>PTI Inquiry Sub skills</b> 3.3, 3.4, 3.7, 4.3, 5.2, 7.2, 7.3
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Lesson Components	Estimated Time	Inquiry Subskills Used	Technology Used	Level of Student Engagement	Brief Description
<b>Engage</b>	5-10 min.	3.7, 5.2	Projector or overhead may be used	2	Using pictures or samples of minerals the teacher will ask the students how are minerals identified.
<b>Explore</b>	40 min.	3.3, 3.4, 3.7, 4.3	Computer with Internet access	2,3	Students will test minerals for their physical properties in order to identify them.
<b>Explain</b>	15-20min.	4.3, 7.2, 7.3	None	3	Students will identify which properties were useful and not useful in identifying minerals.
<b>Expand</b>	10 min.	3.3	Computer with Internet access	3	Students will be challenged to identify a "mystery" mineral.
<b>Evaluate</b>	N/A	7.3	None	N/A	Teacher developed rubric for data collection and discussion.

### Level of Student Engagement

1	Low	Listen to lecture, observe the teacher, individual reading, teacher demonstration, teacher-centered instruction
2	Moderate	Raise questions, lecture with discussion, record data, make predictions, technology interaction with assistance
3	High	Hands-on activity or inquiry, critique others, draw conclusions, make connections, problem-solve, student-centered

### National Science Education Standards – Inquiry

Use appropriate tools and techniques to gather, analyze, and interpret data.  
Develop descriptions, explanations, predictions, and models using evidence.  
Think critically and logically to make the relationship between evidence and explanations.  
Communicate scientific procedures and explanations.



### National Science Education Standards – Earth Science

Some changes in the solid earth can be described as the "rock cycle." Old rocks at the earth's surface weather, forming sediments that are buried, then compacted, heated, and often recrystallized into new rock. Eventually, those new rocks may be brought to the surface by the forces that drive plate motions, and the rock cycle continues.

### Louisiana Grade Level Expectations – Inquiry

- Gr. 8, Inquiry GLE#7 – Record observations using methods that complement investigations (e.g., journals, tables, charts) (SI-M-A3)
- Gr. 8, Inquiry GLE#12 – Use data and information gathered to develop an explanation of experimental results (SI-M-A4)
- Gr. 8, Inquiry GLE#13 – Identify patterns in data to explain natural events (SI-M-A4)
- Gr. 8, Inquiry GLE#19 – Communicate ideas in a variety of ways (e.g., symbols, illustrations, graphs, charts, spreadsheets, concept maps, oral and written reports, equations) (SI-M-A7)
- Gr. 8, Inquiry GLE#22 – Use evidence and observations to explain and communicate the results of investigations (SI-M-A7)



### Louisiana Grade Level Expectations Earth Science

# Physical Geology Lab Manual Mineral Identification

**R Sanford**



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