



## OVERVIEW

In this lesson, students will learn about where meteorites come from and the different types of meteorites.

They will then use this knowledge to describe the rocks in the lunar loan box and try to work out what they are.

## CURRICULUM LINKS

Observing closely, using simple equipment.

Making measurements.

Literacy – assigning adjectives to samples.

## WHAT YOU NEED

A9 Meteorite Scientists PowerPoint

5 Magnaprobos

10 hand lenses

5 plastic trays

9.2 Tray labels (one set printed)

9.1 Adjectives cards (one set, printed and cut out for each tray)

The following rocks from the loan box:

- Tray 1: Campo de Cielo Iron meteorite (plus a magnaprobe)
- Tray 2: Saharan chondrite whole stone and cut and polished chondrite slice (plus a magnaprobe and two hand lenses)



- Tray 3: Libyan glass impactite (plus a magnaprobe and two hand lenses)
- Tray 4: Tektite (plus a magnaprobe and two hand lenses)
- Tray 5: Udei station iron meteorite (plus two hand lenses)

## METEORITE SCIENTISTS

**STARTER**

Ask the students what they think a meteorite is and use the slides on the powerpoint to help explain what meteorites are and where they come from.

Explain that they are going to investigate 5 different rocks from the loan box and use describing words (adjectives) to help them identify which rocks are meteorites and which rocks were made by meteorites.



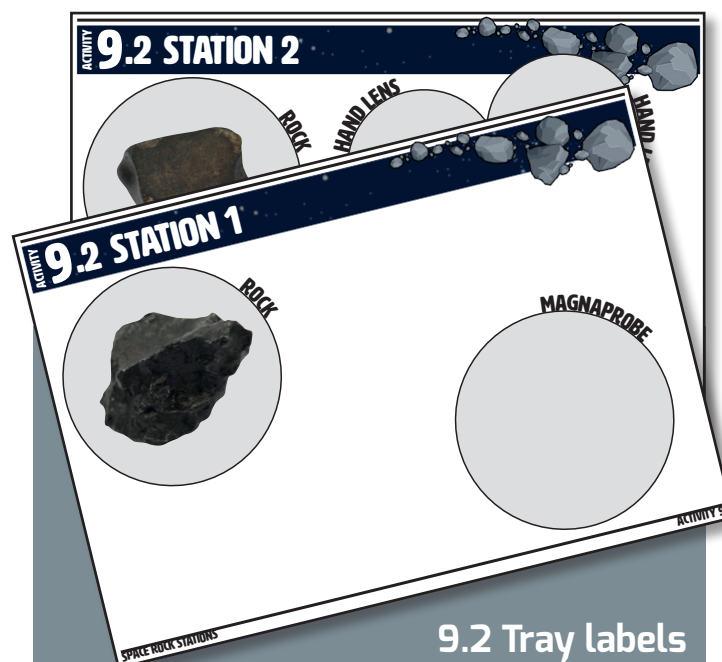
A9 PowerPoint

**MAIN ACTIVITY**

Split the class into 5 groups and hand each group a tray. Show the students how to use the magnaprobe and explain that they need to take the correct describing cards and put them in the tray. They then need to choose either the meteorite, or not meteorite cards to put on the sample.

Once they are done, they can record whether they think it is a meteorite or not on the large sheet at the front of the room, and move on to the next tray. Each group should aim to spend about 4 or 5 minutes observing, discussing, and describing each rock.

At the end of the circuit, you will have a table at the front with the collated answers of each group.



9.2 Tray labels

Bring the class back together and ask the class to pick the describing words that they used. Tell the class what type of meteorite each one is.

**PLENARY**

Show the the samples in the membrane boxes and ask them to choose their own words to describe them.