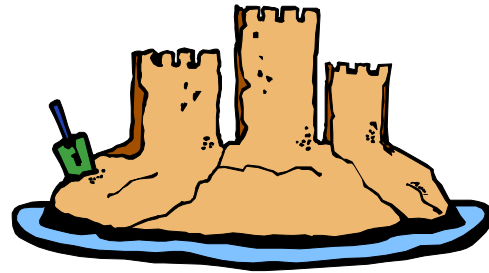


Shore to Sea



Objectives:

Students will translate data from a model to a cross section.

Students will pool data to form a hypothesis.

Students will relate their aerial view to a cross sectional view of a region from the shore to the back reef.

Materials:

Box with internal model, probe marked in equal increments

Procedure:

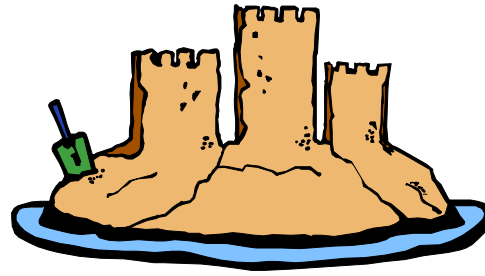
1. Each person in the group will choose a path to follow straight from one side of the box to the other. Insert the probe into the holes and record the depth to which the probe sinks.
2. Each person draws his/her measured contours on a separate sheet of graph paper.
3. Use all the measurements to draw a $\frac{3}{4}$ aerial view of your contours

Results:

1. What does the changing depth of the probe represent?
2. What would happen to your aerial view if you had more than 4 sets of data from which to work?
3. How does this represent the view of the terrain from the shore to the reef?
4. What causes the change in the topography of the shoreline?
5. How might the animals be distributed along this contour?

Shore to Sea

Teacher's Instructions



Objectives:

Students will translate data from a model to a cross section.

Students will pool data to form a hypothesis.

Students will relate their aerial view to a view of a region from the shore to the back reef.

Materials:

Box with internal model, probe marked in equal increments, ice pick, wire cutter, coat hangers, paper box

Procedure:

1. Make a grid on the top of the box. Punch holes with the ice pick at each of the intersections.
2. Build a relief model of a seashore from beach to back reef using cardboard, or other materials to change the level of the box bottom.
3. Make the probe by straightening a coat hanger and marking it off in even increments.
4. Divide the class into groups of four.