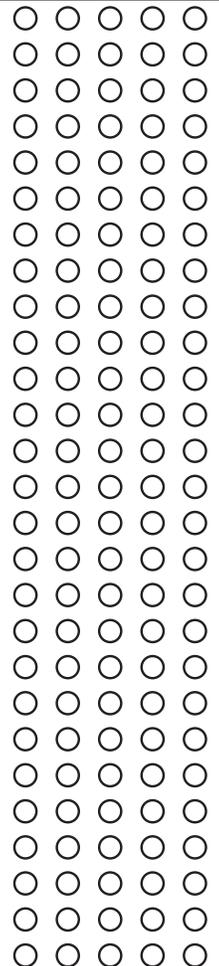


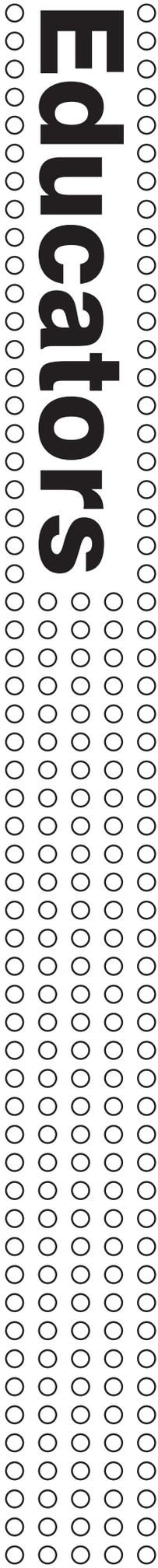
# Energy Factory

*Grades 5-8* **Exhibit Guide**



Presented by:





# Educators

# Energy Factory

Grades 5-8

Dear Educator,

Welcome to the Imagination Station’s field trip resource! With the assistance of area K-12 educators, the Imagination Station has created learning guides to help structure a field trip that aligns directly to the concepts you are teaching in the classroom.

Students will explore renewable and non-renewable energy in our newest Learning World, Energy Factory!

**Your Energy Factory Exhibit Guide contains:**

- Introduction- suggestions for using the guide, with key concepts included
- State Standards Alignment for both Ohio and Michigan
- Chaperone Page(s)- tips for facilitating exhibit explorations with students
- A Student Data Recording Page that will guide your class through exhibit-based explorations
- Extension Activities to do back in the classroom

**How to Use This Guide:**

- Review the guide.
- Customize the guide for your needs. You can have your students complete the entire guide or just a particular component, depending on your field trip objectives.
- Print off sufficient copies of the Student Data Recording Pages for each student.
- Print off copies of the Chaperone Pages for each of the chaperones. Divide your class into groups of 5-7 students and assign a chaperone to each group.
- Review the guide and your expectations with your students and prepare for a day of fun science learning at Imagination Station!
- **Science Suggestion:** Use this guide in combination with a science notebook so students can record observations and data throughout the day.
- **Teacher Tip:** Divide the guide into sections and have different groups complete different components. Each group can then report their findings to the class back at school.

# Energy Factory

Grades 5 - 8

## Ohio's New Learning Standards

### GRADE 5 PS:

**Topic: Light, Sound and Motion**

Light and sound are forms of energy that behave in predictable ways.

### GRADE 6 ESS:

**Topic: Rocks, Minerals and Soil**

Igneous, metamorphic and sedimentary rocks form in different ways.

**Rocks, minerals and soils have common and practical uses.**

Nearly all manufactured material requires some kind of geologic resource. Most geologic resources are considered nonrenewable. Rocks, minerals and soil are examples of geologic resources that are nonrenewable.

### GRADE 7 PS:

**Topic: Conservation of Mass and Energy**

Energy can be transformed or transferred but is never lost.

**Energy can be transferred through a variety of ways.**

Mechanical energy can be transferred when objects push or pull on each other over a distance.

Thermal energy can be transferred through radiation, convection and conduction.

### GRADE 8 ESS:

**Topic: Physical Earth**

**A combination of constructive and destructive geologic processes formed Earth's surface.**

### INQUIRY 5 - 8

- Identify questions that can be answered through scientific investigations.
- Design and conduct a scientific investigation.
- Use appropriate mathematics, tools and techniques to gather data and information.
- Analyze and interpret data.
- Develop descriptions, models, explanations and predictions.
- Think critically and logically to connect evidence and explanations.
- Recognize and analyze alternative explanations and predictions.
- Communicate scientific procedures and explanations.

## Michigan Grade Level Content Expectations

### Science Processes:

**S.IP.M.1** Inquiry involves generating questions, conducting investigations and developing solutions to problems through reasoning and observation.

**S.IA.M.1** Inquiry includes an analysis and presentation of findings that lead to future questions, research and investigations.

### Physical Science:

**P.EN.M.4** Energy Transfer: Energy is transferred from a source to a receiver by radiation, conduction and convection. When energy is transferred from one system to another, the quantity of energy before the transfer is equal to the quantity of energy after the transfer. \*

**P.EN.M.6** Solar Energy Effects: Nuclear reactions take place in the Sun producing heat and light. Only a tiny fraction of the light energy from the Sun reaches Earth, providing energy to heat the Earth.

### Life Science:

**L.EC.M.4** Environmental Impact of Organisms: All organisms (including humans) cause change in the environment where they live. Some of the changes are harmful to the organism or other organisms, whereas others are helpful.

\* Revised expectations.

# Energy Factory

Student Handout Grades 5-8

## Oil Origins

This formative assessment probe is designed to determine what your students know about fossils fuels and reveal how students trace oil back to its original source. *This activity has been adapted from a National Science Teacher Association resource.*

**Read the following statements about oil. Circle the response that you most agree with.**

Julie: "It came mostly from fossil remains of giant ferns and trees that lived millions of years ago."

Ross: "It came mostly from inside ancient rocks that melted inside the Earth millions of years ago."

Delores: "It came mostly from shallow ocean waters that changed into oil after millions of years."

Edie: "It came mostly from a gooey liquid that was inside ancient volcanoes millions of years ago."

Nathan: "It came mostly from the remains of dinosaurs that decayed millions of years ago."

Seth: "It came mostly from microscopic and other ocean organisms millions of years ago."

Justine: "It came mostly from ancient mud, sand and soil that eventually turned to liquid inside the Earth millions of years ago."

Malia: "It came mostly from gasoline that was trapped inside the Earth's crust for millions of years."

Cecelia: "It came mostly from the rotting blubber of ancient whales that lived millions of years ago."

Pre-Activity

# Energy Factory

Grades 5-8

## Oil Origins

### Answer:

Seth has the best answer- “It came mostly from microscopic and other ocean organism millions of years ago.”

Petroleum oil is generally thought to come from the fossil remains of tiny animals and plant-like marine organisms, such as phytoplankton and zooplankton. As the tiny organisms died, their bodies were collected on the sea floor and gradually buried under layers of sediment and rock. As the layers created pressure and heat, the organisms chemically changed into oil over millions of years. Julie’s response applies to coal, which is formed from the remains of land vegetation, such as trees and giant ferns.

**Note:** *When you are delivering the assessment, make sure that you clarify that you are discussing petroleum oil, not other types of oil. For younger students, you may want to reduce the number of choices and remove the responses where the difference in response is much subtler.*

### Curricular Relevance:

By understanding the source of oil, students are better able to make the distinction between renewable and nonrenewable resources. It may also help students to make the connection between fossil fuels and fossils. This will help them to understand why fossil fuels are considered to be nonrenewable. (However, note the potential misconceptions below).

Middle school students can apply their understanding of geological processes to the formation of fossil fuels. Additionally, their understanding of geological time will help them appreciate why petroleum and other fossil fuels are considered nonrenewable resources.

### Possible Student Misconceptions:

Students often think of the term ‘fossils’ to be synonymous with dinosaurs. This can lead to confusion about the source of fossil fuels. Additionally, popular culture often reinforces the idea that petroleum comes from dinosaurs by making this erroneous connection in advertisements and programming. Some students may also think that petroleum comes from whale blubber because whale oil was burned for energy before petroleum was discovered.

In a study comparing gifted students with their classmates, gifted students had similar misconceptions to their classmates and there was little difference in the number of students that held these misconceptions in both groups.

Some middle school students may have difficulty understanding that fossil fuels are formed from the remains of dead plants and animals. Middle school students sometimes think that dead organisms rot away and have a tough time understanding that these remains are converted into other matter.

### Suggestions for Instruction:

Some students believe that the Earth today is the same as it was in the past. Talking about what life was like millions of years ago helps students understand the long geological scale that it takes to create petroleum.

Challenge students to figure out why we cannot produce more oil as our supply runs low. If all we need to create petroleum is time, heat and pressure, why is it still a nonrenewable resource?

Misconceptions about fossil fuels often carry into adulthood. It is important that students understand the origins of fossil fuels so they can see that they are nonrenewable and that this has social, economic and political implications.

*This activity has been adapted from a National Science Teacher Association publication- Uncovering Student Ideas in Science, Vol. 4: 25 New Formative Assessment Probes by Page Keeley and Joyce Tugel, NSTA Press Book, 2009.*

# Energy Factory

Grades 5-8

Name \_\_\_\_\_

## Welcome to Imagination Station's newest exhibit, Energy Factory!

You are the President of Science Games, a company that makes the most popular video game in the United States, *Copernicus's Challenge*.

Currently, you have two factories where you manufacture video games, Toledo, Ohio and Phoenix, Arizona. You are visiting Energy Factory today to learn more about fossil fuels, solar energy and energy conservation. The questions below will help you guide your investigation.

When you get back to your classroom, you will be asked to make recommendations to determine if you should invest in solar technology. In addition, you will need to make recommendations about what energy conservation practices your employees should implement.

Good luck and have fun exploring!

## **A** Voice of the Visitor

1. Listen to the Question of the Day. Write the question below:

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2. Listen to three responses from other visitors. Did you learn anything new from their answers? If so, what?

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3. The responses I heard were mostly facts or opinions \_\_\_\_\_.

One (Fact or Opinion) \_\_\_\_\_ I heard was: \_\_\_\_\_

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4. Now it's your turn - record your thoughts!

Student Recording

# Energy Factory

Grades 5-8

## B Discover Energy Story Wall

1. Looking at the story wall, what are the seven parts of the display? Write these seven words below with a brief explanation of what the moving information glider tells us about each.

*\*Be sure to move the information glider to see everything it tells you about each category.*

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

2. List two surprising facts that you learned from the story wall.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. What are three ways to reduce energy usage?

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Student Recording

# Energy Factory

Grades 5-8

## ☉ Energy Quiz

Take the energy quiz.

1. One thing I already knew before taking the quiz... \_\_\_\_\_

\_\_\_\_\_

2. Taking the energy quiz, one thing I learned... \_\_\_\_\_

\_\_\_\_\_

3. One thing I would like to know more about... \_\_\_\_\_

\_\_\_\_\_

## ☉ Ball Refinery

The ball refinery is a model of the process of refining oil.

1. What do the different types of balls represent?

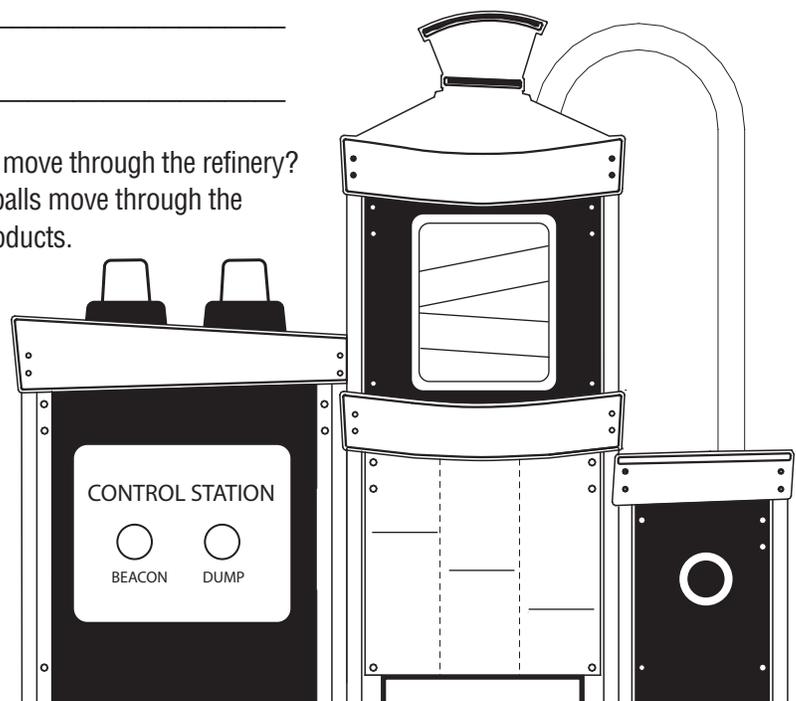
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. What happens to the balls as they move through the refinery?

Draw arrows to indicate how the balls move through the exhibit and label the final three products.



Student Recording

# Energy Factory

Grades 5-8

## ⓔ PV Panel Power

Read all the directions on the sign before you start! Fill in the charts below.

1. First record the percentage output when no one is blocking the solar wall. Observe how adding people (clouds) affects the percent output.
2. In the solar panels below, draw the area you blocked to get the lowest energy output.

Number of People Blocking Solar Wall	Percent Output
0	
1	
2	
3	
4	
5	
6	


4. What is the weather like today? \_\_\_\_\_

5. How does this affect the energy output reading? \_\_\_\_\_

6. Why do you think scientists are trying to figure out better ways to store energy from solar panels?

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Student Recording

# Energy Factory

Grades 5-8

## F Follow the Sun

The goal at this exhibit is to get a really high number. \*Remember to read the sign first!

1. What is the highest number you can score? \_\_\_\_\_
2. What is the lowest number you can score? \_\_\_\_\_
3. What did you do to get a really high number? \_\_\_\_\_

## G Program a Robot

1. Complete the robot challenge! Try to pick up two items and move them about 6 inches to the right.
2. Was it easy or difficult? \_\_\_\_\_
3. Why do you think robots are used in technology? \_\_\_\_\_

### 4. Back at School Question:

How can you prove which method is best?

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Student Recording

# Energy Factory

Grades 5-8

## Back in the Classroom

### Energy Recommendations

Now that you have explored Energy Factory, it is time to make your energy recommendations. Remember you have a factory in both Toledo, Ohio and Phoenix, Arizona. Review the table below about Toledo and Phoenix to help you make your recommendations.

	Toledo, Ohio	Phoenix, Arizona
<b>Population</b>	293,201	1,567,924
<b>Median Age</b>	36.2 Years	34.2 Years
<b>Elevation</b>	615 Feet	1,085 Feet
<b>Land Area</b>	80.6 Square Miles	474.9 Square Miles
<b>Average number of sunny days</b>	180 Days	310 Days
<b>Average rainfall</b>	32.9 Inches	8.1 Inches

1. Would you use solar panels at your factories? Why? \_\_\_\_\_  
\_\_\_\_\_
2. If you could only choose one location to place solar panels, would you choose the factory in Toledo, Ohio or Phoenix, Arizona? Why?  
\_\_\_\_\_  
\_\_\_\_\_
3. After learning that oil is a limited resource, do you think it is important to reduce our energy usage?  
\_\_\_\_\_  
\_\_\_\_\_
4. What recommendations would you make to reduce energy usage in your factories?  
\_\_\_\_\_  
\_\_\_\_\_
5. What changes can you make at school and at home to reduce energy usage?  
\_\_\_\_\_  
\_\_\_\_\_

Student Recording

# Energy Factory

Grades 5-8

Dear Chaperone,

We're glad you're here! Thank you for volunteering to be a chaperone on your school's visit to the Imagination Station. This page explains field trip procedures and offers tips on how to facilitate an Imagination Station Exhibit Guide.

The Imagination Station requires students and chaperones to remain together at all times. Group size should be 7 students or less per one adult.

**Student Names:**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

**Schedule for the day:**

Lunch Time:

Demonstration Time(s):

Departure Time:

**Imagination Station Exhibit Guides:**

- Students should fill out the their Student Recording pages while at the science center. The 'Back in the Classroom' section of the Student Recording pages can be completed when the students return to school.
- Have fun! Encourage exploration! Students may ask "What will happen if....". Encourage them to experiment and find out!
- Ask open-ended questions that will elicit more than 'yes' or 'no' responses. Ask questions that begin "Tell me about...", "What..." or "Why do you think...". You don't have to be the science expert! Tell students to look up information when they return to the classroom or ask an Imagination Station Team Member about a specific exhibit.
- Don't worry about completing the guide in order! You can visit the different exhibits in a manner that is most convenient for your group.
- Check with your head teacher to see if your group needs to complete all of the guide or only a portion.

# Visitor Guide

## Attractions

**High Wire Cycle** – This thrill ride hovers over 18 feet above the ground, suspended on a 1-inch cable with a 275 pound counterweight that enables any person to defy gravity.  
 • You must be 54" to ride

### Simulator Theater – Over The Edge!

Experience every turn, jolt, twist and drop. With HD visuals, surround sound and a responsive platform, you have an adventure without leaving your seat!

- Imagination Station members ride **FREE!** You must have a token to ride. Tokens are \$2 and available at Simulator entrance or Visitor Service.
- You must be 42" to ride.
- Elevator available. Please contact a team member.

## Demonstrations

### Extreme Science Theater

Interactive demonstrations with an exciting EXTREME twist! Check monitors located at Visitor Service or at elevators for times.

## Learning Worlds

**Eat It Up!** – This Learning World is focused on nutrition and exercise and tells the story of how the choices you make affect your body. Eat Smart. Play Hard. Have Fun.

**Energy Factory** – Get a glimpse into the abstract world of oil refining and solar energy.

**Flex Space** – This ever-changing space features some of the best exhibitions from North America and great experiences that we've created right here at Imagination Station.

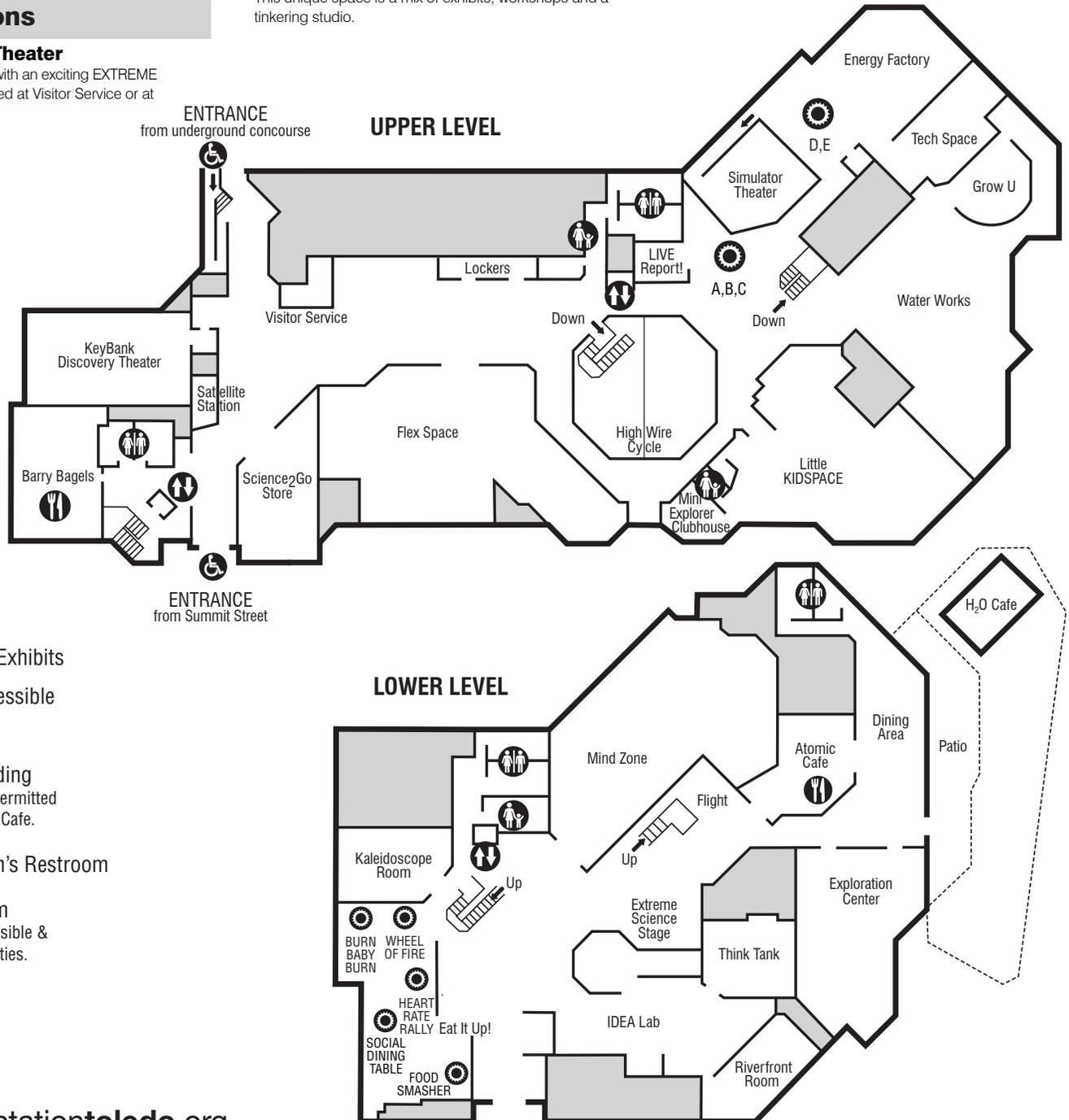
**Grow U** – Let Mother Nature be your guide as you take on FARM 101: Know It to Grow It.

**IDEA Lab** – This Learning World combines science, art, engineering and design to allow for open-ended exploration. This unique space is a mix of exhibits, workshops and a tinkering studio.

**Little KIDSPACE™** – Our littlest adventurers (kindergarten and under) can hop aboard our fire truck, shop in the grocery store or climb on our favorite tree house while learning science fundamentals.

**Mind Zone** – Home to the Distorted Gravity Room, discover how the mind processes, interprets and creates illusions and perceptions.

**Water Works** – Discover the slippery science of water and explore nature's most powerful resource.



# Energy Factory

Grades 5-8

## A Voice of the Visitor

### Student Data Recording Page Questions:

1. Listen to the Question of the Day. Write the question below:
2. Listen to three responses from other visitors. Did you learn anything new from their answers? If so, what?
3. The responses I heard were mostly facts or opinions \_\_\_\_\_.  
One (Fact or Opinion) \_\_\_\_\_ I heard was: \_\_\_\_\_.
4. Now it's your turn - record your thoughts!

## B Discover Energy Story Wall:

### Student Data Recording Page Questions:

1. Looking at the story wall, what are the seven parts of the display? Write these seven words below with a brief explanation of what the moving information glider tells us about each.  
*(\*Be sure to move the information glider to see everything it tells you about each category.)*
2. List two surprising facts that you learned from the story wall.
3. What are three ways to reduce energy usage?

**IN THE KNOW**  
The three ways to reduce energy usage are listed in the final step of the story wall. Talk about the three ways to reduce energy and ask students if they could implement these behaviors at home.

## C Energy Quiz

### Student Data Recording Page Questions:

- Take the energy quiz.
1. One thing I already knew before taking the quiz...
  2. Taking the energy quiz, one thing I learned...
  3. One thing I would like to know more about...

# Energy Factory

Grades 5-8

## ⓓ Ball Refinery

### Student Data Recording Page Questions:

The ball refinery is a model of the process of refining oil.

1. What do the different types of balls represent?
2. What happens to the balls as they move through the refinery?

Draw arrows to indicate how the balls move through the exhibit and label the final three products.

**IN THE KNOW**

The refining process can be complicated- even for adults! Talk with the students about how fossil fuels are processed to form different types of products- heavy, medium and light.

**Quick Review- Oil Refining**

Fossil fuels are used to produce petroleum products. Fossil fuels were formed millions of years ago from animal and plant remains. Today, unprocessed oil known as crude oil is extracted from the earth and sent to refineries by pipeline or ships to be processed into different products. Crude oil is composed of hydrocarbons, which provide the incredible stored energy that makes oil such a valuable resource to humans. From crude oil, the refining process will extract petroleum gas, gasoline, oil, tar and asphalt.

In the refinery, crude oil is heated until it evaporates. At this point, it enters the fractioning tower as a vapor. The fractioning tower is a huge vessel, which is hot at the bottom and cooler at the top. The result is that larger hydrocarbons, which have higher boiling points, turn back into liquids nearer the bottom of the tower. In this part of the tower, where the temperatures are very hot, the smaller hydrocarbons remain as gases. These gases move up the tower and condense at different points depending upon their length and the temperature in the tower.

## ⓔ PV Panel Power

### Student Data Recording Page Questions:

Read all the directions on the sign before you start! Fill in the charts below.

1. First record the percentage output when no one is blocking the solar wall. Observe how adding people (clouds) affects the percent output.
3. In the solar panels below, draw the area you blocked to get the lowest energy output.
4. What is the weather like today?
5. How does this has affect the energy output reading?
6. Why do you think scientists are trying to figure out better ways to store energy from solar panels?

# Energy Factory

Grades 5-8

## IN THE KNOW

Students may want to work in teams and mark the area of the solar panel that they cover for each other.

### Quick Review- Solar Energy

Solar energy can be converted directly or indirectly into other forms of energy, such as heat and electricity. The major issues to overcome when utilizing solar energy are: (1) the intermittent and variable manner in which it arrives at the earth's surface and, (2) the large area required to collect it at a useful rate.

The simplest photovoltaic systems power many of the small calculators and wristwatches used everyday. More complicated systems provide electricity to pump water, power communications equipment, and even provide electricity to our homes.

Solar cells are also known as photovoltaic cells. Photovoltaic cells can turn the energy of the sun into electrical energy, which can be stored in batteries. When light strikes the cell, electrons are excited and travel along wires in the cell. The electrons flow through the wire and power whatever is connected and needs electricity to work, for example a motor. The flow of electrons is called electricity. Photovoltaic systems are quiet, clean, and non-polluting, but they are currently relatively expensive.

## F Follow the Sun

### Student Data Recording Page Questions:

1. What is the highest number you can score?
2. What is the lowest number you can get?
3. What did you do to get a really high number?

## IN THE KNOW

When the solar panel is facing a light source directly, it is able to capture more energy than when the light source is hitting the panel at an angle. Resist the urge to tell your students the answer. Have them test several strategies until they are successful.

## G Program a Robot

### Student Data Recording Page Questions:

1. Complete the robot challenge! Try to pick up two items and move them about 6 inches to the right.
2. Was it easy or difficult?
3. Why do you think robots are used in technology?
4. Back at School Question: How can you prove which method is best?

When students return to the classroom, they will be asked to make decisions based on what they learned in Energy Factory. Encourage your group to discuss ways they can help to reduce energy usage.