

# CRYSTAL CAVE

## Wisconsin's Longest Show Cave Educational Program

### Cave Tour with Gem Panning Lesson Plan Grades 3-4

#### Objectives:

At the end of this program, the student should be able to:

- Define cave related vocabulary
- Explain what a cave is
- Tell how a cave forms in general terms
- Name at least 3 cave formations
- Express a connection between what is above ground and what is below ground

#### Wisconsin DPI Standards

##### Science:

A.4.1, A.4.2, A.4.3, A.4.4, A.4.5, B.4.1,  
B.4.3, C.4.1, C.4.2, C.4.8, D.4.1,  
D.4.2, D.4.3, D.4.4, D.4.8, E.4.1,  
E.4.2, E.4.3, E.4.5, E.4.6, E.4.7, E.4.8

##### Social Studies:

A.4.1, A.4.2, A.4.5, A.4.7, B.4.7, D4.3,  
D4.12, E.4.12

#### Minnesota Academic Standards

##### Science:

3.1.1.1.1, 3.1.1.2.1, 3.1.3.2.1, 4.3.1.3.1,  
4.3.2.3.1

#### Activities:

Times are approximate and specific reinforcement activities will vary based on the needs of each individual group.

**10 minutes:** The visual presentation provides the history and discovery of the cave, definition of a cave, formation of sedimentary rocks, how caves form, fossils in the cave, different types of cave formations, the type and hibernation of bats, and the ecology of caves.

**60 minutes:** The Cave Tour fosters a connection between previously discussed cavern features and formations with the experience of the actual cave environment. A knowledgeable guide shows the group through 11 rooms on three levels.

**15 minutes:** Sluicing give participants a hands-on experience to uncover their own collection like a true geologist. Guided identification shows examples of both local/non-local rocks & minerals

## **Pre-teach Vocabulary:**

A glossary of terms is provided for your convenience.

**Acid** - A substance that produces ions when it is dissolved in water. Acids can breakdown (dissolve) rocks and minerals.

**Calcite** - A mineral composed of calcium carbonate. Most cave formations are made of calcite.

**Cave** - A hole in rock that was made by nature and is large enough for a person to fit into.

**Column** - A formation which is formed when stalagmites meet overhanging stalactites. Water flowing down the sides of the column gradually enlarges it by adding layers of calcite.

**Dissolve** - To breakdown a substance into smaller more dilute particles.

**Environment** - All external conditions which surround a living thing.

**Erosion** - The set of processes by which materials are removed or transported by wind, water, ice or gravity.

**Fossil** - Any remains or traces of animals or plants that lived in the past. These can include bones, tracks, casts or imprints.

**Gemstone** – A mineral that is valued for it's beauty, durability, and rarity.

**Geologist** – A scientist who studies the earth and the materials that form it.

**Geology** – Scientific study of the earth and earth materials.

**Igneous** – A type of rock formed from molten or partially molten material cooling and hardening either above or below the surface of the earth.

**Limestone** - A carbonate-rich sedimentary rock which usually forms from layers of the remains of marine life and other marine sediments.

**Metamorphic** – A type of rock changed from its original form (sedimentary or igneous) and/or composition by heat or pressure, or some combination of them.

**Mineral** - A naturally occurring, solid element or compound, with a definite composition and a regular internal crystal structure.

**Rock** - A solid, cohesive aggregate of one or more minerals or mineral materials.

**Rock Cycle** – System where rock at or near Earth's surface is being continuously cycled through the processes of metamorphism, melting, cooling, crystallization, sedimentation and weathering

**Sedimentary** – A type of rock formed from the accumulation of sediment, which may consist of fragments and mineral grains of varying sizes from pre-existing rocks, remains or products of animals and plants, or the products of chemical action.

**Sinkhole** - A circular depression on the surface formed by ground collapsing into a cavity below.

**Speleologist** - A scientist who studies caves.

**Speleothem** - A general term for any mineral deposit or formation found within a cave, such as a stalactite or stalagmite.

**Stalactite** - A formation which develops when water deposits minerals in successive rings downward from the ceiling of a cave.

**Stalagmite** - A formation which builds upward from a cave floor as the result of water dripping from above. They are usually located beneath a stalactite.

## **Cave Learning Extension:**

Try this activity after your visit to reinforce important concepts.

### **You will need:**

- ~ 30 sugar cubes
- ~toothpicks
- ~clear fish tank (w/ straight sides)
- ~1 spray bottle filled with water
- ~ 2 lbs of modeling clay

### **Directions:**

- 1.** Make a limestone model using the sugar cubes. Stack sugar cubes against inside of tank. Make the structure at least 4 cubes high and wide and at least 3 cubes deep. A few columns may have 1-2 more cubes
- 2.** Now cover the model with surface soil. Cover the sugar structure with about  $\frac{1}{8}$  inch modeling clay. Be sure there are no gaps.

3. Poke holes with a toothpick through the clay and into the sugar.
4. Simulate rain with the spray bottle. Make and record observations

**Questions:** What happens to the limestone (sugar) as the water moves through the soil (clay)? Why? What happened to the sugar? Where do you think the sugar went? How long do you think it might take if this was actual limestone rock?

**Discuss:** Limestone is dissolved by a weak acid that moves through the cracks and fissures of the rock. Over a long period of time, a cavern forms. The dissolved limestone is re-deposited into the cave as speleothems.

## **Gem Panning Learning Extension:**

### **You will need:**

- ~ Each student's collection of gems
- ~ Gem and Mineral identification sheet

### **Directions:**

1. Have each student look at the gems and minerals that they found while gem panning and compare them to the identification sheet.
2. Have the students identify all of their collection.
3. Have the students make and record observations about their collections.
4. As a class make observations of the type and quantity of gems and minerals found.

**Questions:** What type of gems and minerals were found? Which were the most abundant and which was the rarest? Where were there some that were hard to identify? Why?

**Discuss:** The different characteristics of each gem and mineral and if they have any uses or where students have seen them before.