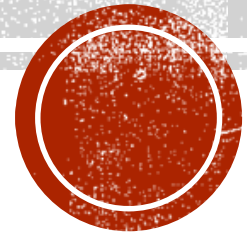


EARTH & SPACE SCIENCE 8

Mrs. Duddles

Q3 – Space & Earth Systems



MONDAY 04/01 – FRIDAY 04/05

WCS District – Closed

Spring Break

Have a safe break!



FRIDAY – 03/29 HALF DAY PM SESSION ONLY

Objectives:

- Students will relate the processes of erosion and deposition by water to the landforms that result from these processes
- Students will analyze the effects of physical and chemical weathering on Earth's surface, including examples of each kind of weathering
- Students will describe Earth's spheres, give examples of their interactions, and explain the flow of energy that makes up Earth's energy budget

White Space:

How does the cause-and-effect relationship between Earth's atmosphere and the sun's energy affect life on Earth?

Agenda:

- Finish discussion on Activity 1 Earth's Sphere directed reading (15 mins)
- Finish Earth Science Unit 1 Activity 2 Weathering directed reading
 - Complete Procedures steps 1, 2, 3 & 4

Reminder: 5 – Question Check for Understanding quizzes on Activity 1 Earth's Spheres and Activity 2 Weathering after break



THURSDAY – 03/28

Objectives:

- Students will relate the processes of erosion and deposition by water to the landforms that result from these processes
- Students will analyze the effects of physical and chemical weathering on Earth's surface, including examples of each kind of weathering
- Students will describe Earth's spheres, give examples of their interactions, and explain the flow of energy that makes up Earth's energy budget

White Space:

Identify the effects of the relationship between Earth's atmosphere and the sun's energy.

Agenda:

- Work on Earth Science Unit 1 Activity 2 Weathering directed reading
 - Complete Procedures steps 1 & 2



WEDNESDAY – 03/27

Objectives:

- Students will relate the processes of erosion and deposition by water to the landforms that result from these processes
- Students will analyze the effects of physical and chemical weathering on Earth's surface, including examples of each kind of weathering
- Students will describe Earth's spheres, give examples of their interactions, and explain the flow of energy that makes up Earth's energy budget

White Space:

What evidence do we have that shows the Earth is not just made of solid rock?

Agenda:

- Finish Earth Science Unit 1 Earth's Surface Activity 1 Earth's Spheres (15 mins)
- Discuss and Review Activity 1 Earth's Spheres directed reading



TUESDAY – 03/26

Objectives:

- Students will relate the processes of erosion and deposition by water to the landforms that result from these processes
- Students will analyze the effects of physical and chemical weathering on Earth's surface, including examples of each kind of weathering
- Students will describe Earth's spheres, give examples of their interactions, and explain the flow of energy that makes up Earth's energy budget

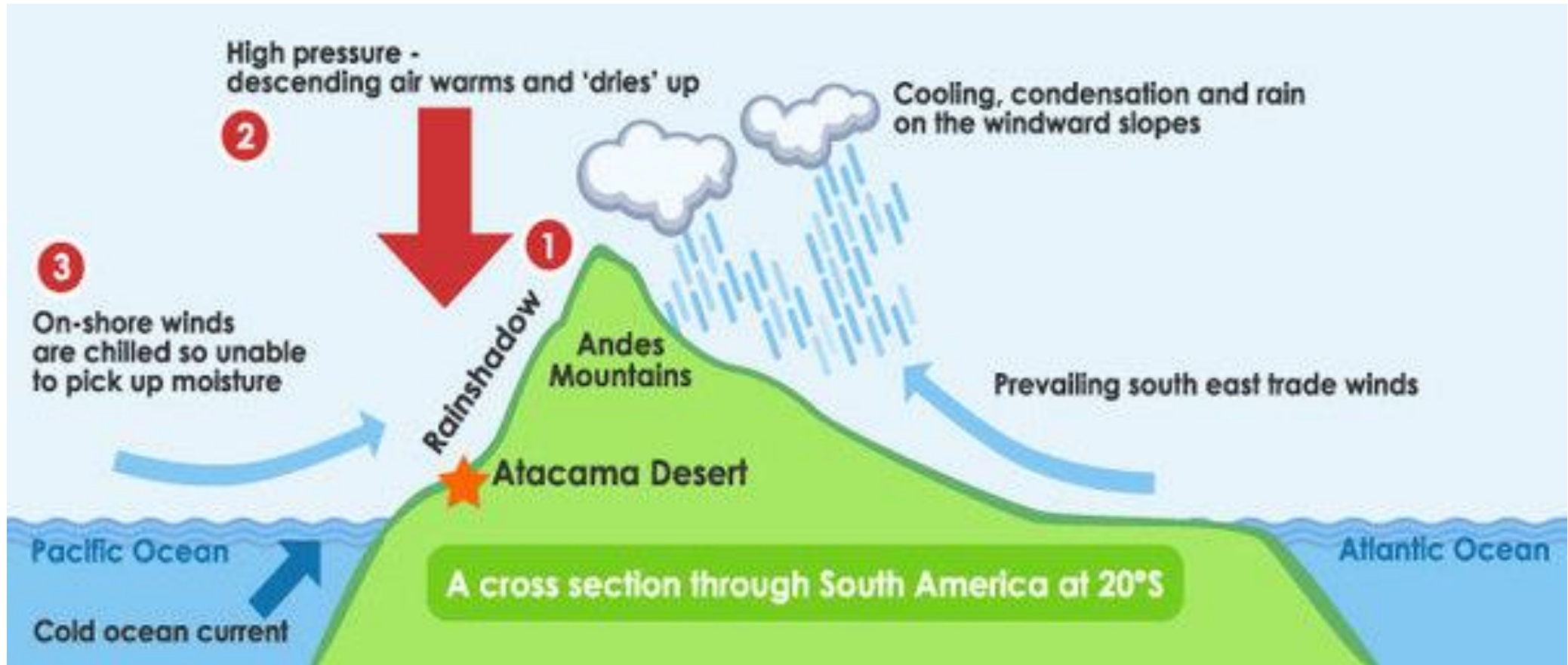
White Space:

How did the Atacama desert become the driest place on Earth?

Agenda:

- Work on Earth Science Unit 1 Earth's Surface Activity 1 Earth's Spheres directed reading
 - Complete Procedures steps 1, 2, 3, & 4 on Activity 1 student handout





MONDAY – 03/25

Objectives:

- Students will relate the processes of erosion and deposition by water to the landforms that result from these processes
- Students will analyze the effects of physical and chemical weathering on Earth's surface, including examples of each kind of weathering
- Students will describe Earth's spheres, give examples of their interactions, and explain the flow of energy that makes up Earth's energy budget

White Space:

List two ways in which you interact with different parts of the Earth on a daily basis.

Agenda:

- Pass back and discuss Unit 3 Earth – Moon – Sun System unit test
- Introduction to Earth Science ([The Driest Place on Earth](#))



FRIDAY – 03/22

Objectives:

- Students will explain what tides are and what causes them in Earth's oceans, and describe variations in the tides
- Students will describe the effects the sun and the moon have on Earth, including gravitational attraction, moon phases, and eclipses
- Students will relate Earth's days, years, and seasons to Earth's movement in space

White Space:

About how long does it take to cycle from one new moon to the next new moon?

Agenda:

- Take Unit 3 Earth – Moon – Sun System unit test
- Turn in test with study guide when completed
- Read silently for remainder of hour



THURSDAY – 03/21

Objectives:

- Students will explain what tides are and what causes them in Earth's oceans, and describe variations in the tides
- Students will describe the effects the sun and the moon have on Earth, including gravitational attraction, moon phases, and eclipses
- Students will relate Earth's days, years, and seasons to Earth's movement in space

White Space:

Explain what causes seasons.

Agenda:

- Discuss and review Unit 3 Earth – Moon – Sun System unit review and study guide
- Study for Unit 3 Earth – Moon – Sun System unit test
- Unit Test on Friday 03/22



WEDNESDAY – 03/20

Objectives:

- Students will explain what tides are and what causes them in Earth's oceans, and describe variations in the tides
- Students will describe the effects the sun and the moon have on Earth, including gravitational attraction, moon phases, and eclipses
- Students will relate Earth's days, years, and seasons to Earth's movement in space

White Space:

How are the sun, Earth, and moon aligned when neap tides occur?

Agenda:

- NWEA Language Usage Test today – no Science class
- If done with NWEA test, work on Unit 3 Earth – Moon – Sun System unit review and study guide
- Unit Test on Friday 03/22



TUESDAY – 03/19

Objectives:

- Students will explain what tides are and what causes them in Earth's oceans, and describe variations in the tides
- Students will describe the effects the sun and the moon have on Earth, including gravitational attraction, moon phases, and eclipses
- Students will relate Earth's days, years, and seasons to Earth's movement in space

White Space:

How are the sun, Earth, and moon aligned when spring tides occur?

Agenda:

- Work on Unit 3 Earth – Moon – Sun Systems unit review
- Work on Unit 3 Earth – Moon – Sun System study guide
- Unit Test on Friday 03/22



MONDAY – 03/18

Objectives:

- Students will explain what tides are and what causes them in Earth's oceans, and describe variations in the tides
- Students will describe the effects the sun and the moon have on Earth, including gravitational attraction, moon phases, and eclipses
- Students will relate Earth's days, years, and seasons to Earth's movement in space

White Space:

Why is the timing of tides predictable?

Agenda:

- Take Activity 8 Earth's Tides Check for Understanding Quiz (15 mins)
- Finish Lab Activity 15 Tidal Math (20 mins)
- Work on Unit 3 Earth – Moon – Sun Systems review (**Unit Test on Friday 03/22**)



FRIDAY – 03/15

Objectives:

- Students will explain what tides are and what causes them in Earth's oceans, and describe variations in the tides
- Students will describe the effects the sun and the moon have on Earth, including gravitational attraction, moon phases, and eclipses
- Students will relate Earth's days, years, and seasons to Earth's movement in space

White Space:

What makes it possible for you to see the moon from Earth? What causes tides?

Agenda:

- Discuss and review Activity 8 Earth's Tides directed reading
- Work on Lab Activity 15 Tidal Math

Reminder: Activity 8 Earth's Tides Check for Understanding Quiz Monday 03/18



THURSDAY – 03/14 HALF DAY AM SESSION ONLY

Objectives:

- Students will explain what tides are and what causes them in Earth's oceans, and describe variations in the tides
- Students will describe the effects the sun and the moon have on Earth, including gravitational attraction, moon phases, and eclipses
- Students will relate Earth's days, years, and seasons to Earth's movement in space

Agenda:

- Half Day AM Session only – no Science class today



WEDNESDAY – 03/13

Objectives:

- Students will explain what tides are and what causes them in Earth's oceans, and describe variations in the tides
- Students will describe the effects the sun and the moon have on Earth, including gravitational attraction, moon phases, and eclipses
- Students will relate Earth's days, years, and seasons to Earth's movement in space

White Space:

What keeps the moon in orbit around Earth?

Agenda:

- NWEA Math Test today – no Science class
- If done with NWEA by 6th period, work on Earth-Moon-Sun System Unit Review



TUESDAY – 03/12

Objectives:

- Students will explain what tides are and what causes them in Earth's oceans, and describe variations in the tides
- Students will describe the effects the sun and the moon have on Earth, including gravitational attraction, moon phases, and eclipses
- Students will relate Earth's days, years, and seasons to Earth's movement in space

White Space:

What phase will the moon always be in when a solar eclipse happens?
Explain.

Agenda:

- Continue work on Activity 8 Earth's Tides directed reading



MONDAY – 03/11

Objectives:

- Students will explain what tides are and what causes them in Earth's oceans, and describe variations in the tides
- Students will describe the effects the sun and the moon have on Earth, including gravitational attraction, moon phases, and eclipses
- Students will relate Earth's days, years, and seasons to Earth's movement in space

White Space:

What phase will the moon always be in when a lunar eclipse happens? Explain.

Agenda:

- Take Activity 7 Check for Understanding 5 Question Quiz
- Start work on Activity 8 Earth's Tides directed reading



FRIDAY – 03/08 HALF DAY PM SESSION ONLY

Objectives:

- Students will explain what tides are and what causes them in Earth's oceans, and describe variations in the tides
- Students will describe the effects the sun and the moon have on Earth, including gravitational attraction, moon phases, and eclipses
- Students will relate Earth's days, years, and seasons to Earth's movement in space

White Space:

During which solstice would the sun be at its highest point in the sky in the Northern Hemisphere? What season would this be in the Northern Hemisphere?

Agenda:

- View National Geographic videos on moon phases and eclipses

Reminder: Re-read the Moon Phases and Eclipses lesson in the *Space Science* book to prepare for Activity 7 Check for Understanding Quiz



FRIDAY – 03/08 HALF DAY PM SESSION ONLY

Links to National Geographic videos about:

[The Sun](#)

[The Moon](#)

[Lunar Eclipse](#)

[Solar Eclipse](#)



THURSDAY – 03/07

Objectives:

- Students will explain what tides are and what causes them in Earth's oceans, and describe variations in the tides
- Students will describe the effects the sun and the moon have on Earth, including gravitational attraction, moon phases, and eclipses
- Students will relate Earth's days, years, and seasons to Earth's movement in space

White Space:

At the December solstice, when Earth's North Pole is tilted away from the sun, what season is it in the Northern Hemisphere?

Agenda:

- Finish work on Activity 7 Moon Phases and Eclipses directed reading (10 mins)
- Discuss and review Activity 7 Moon Phases and Eclipses



WEDNESDAY – 03/06

Objectives:

- Students will explain what tides are and what causes them in Earth's oceans, and describe variations in the tides
- Students will describe the effects the sun and the moon have on Earth, including gravitational attraction, moon phases, and eclipses
- Students will relate Earth's days, years, and seasons to Earth's movement in space

Agenda:

- NWEA 8th Grade Reading Test today – no Science class

If done with NWEA test early:

- Work on Lab Activity 11A Gravity and Distance & 11B Free-Fall Distances WS



TUESDAY – 03/05

Objectives:

- Students will explain what tides are and what causes them in Earth's oceans, and describe variations in the tides
- Students will describe the effects the sun and the moon have on Earth, including gravitational attraction, moon phases, and eclipses
- Students will relate Earth's days, years, and seasons to Earth's movement in space

White Space:

What causes seasons?

Agenda:

- Continue work on Activity 7 Moon Phases and Eclipses directed reading
 - Complete Procedures steps 1, 2, 3 & 4



MONDAY – 03/04

Objectives:

- Students will explain what tides are and what causes them in Earth's oceans, and describe variations in the tides
- Students will describe the effects the sun and the moon have on Earth, including gravitational attraction, moon phases, and eclipses
- Students will relate Earth's days, years, and seasons to Earth's movement in space

White Space:

How long does it take Earth to complete one revolution around the sun?

Agenda:

- Start work on Activity 7 Moon Phases and Eclipses directed reading
 - Complete Procedures steps 1 & 2



FRIDAY – 03/01

Objectives:

- Students will relate Earth's days, years, and seasons to Earth's movement in space
- Students will describe some of the properties of the terrestrial planets and the gas giant planets. They will also compare the properties of these planets to the properties of Earth
- Students will describe the structure and rotation of the sun, energy production and energy transport in the sun, solar activity on the sun

White Space:

How long does it take Earth to complete a rotation on its axis?

Agenda:

- Take Activity 6 Earth's Days, Years, and Season's quiz (15 mins)
- Complete Lab Activity 14 Earth's Rotation and Revolution



THURSDAY – 02/28

Objectives:

- Students will relate Earth's days, years, and seasons to Earth's movement in space
- Students will describe some of the properties of the terrestrial planets and the gas giant planets. They will also compare the properties of these planets to the properties of Earth
- Students will describe the structure and rotation of the sun, energy production and energy transport in the sun, solar activity on the sun

White Space:

If Earth's axis was not tilted relative to its orbit, what would the seasons be like?

Agenda:

- Discuss and review Activity 6 Earth's Days, Years, and Seasons directed reading due today
- The Four Seasons activity



WEDNESDAY – 02/27

Objectives:

- Students will relate Earth's days, years, and seasons to Earth's movement in space
- Students will describe some of the properties of the terrestrial planets and the gas giant planets. They will also compare the properties of these planets to the properties of Earth
- Students will describe the structure and rotation of the sun, energy production and energy transport in the sun, solar activity on the sun

White Space:

What are the seasons and what pattern do they follow?

Agenda:

- Practice informational text reading; complete guided reading for “Mmmm ... Flavorful Food!” article

HW: Finish Activity 6 Earth's Days, Years, and Seasons directed reading due Thursday



TUESDAY – 02/26

Objectives:

- Students will relate Earth's days, years, and seasons to Earth's movement in space
- Students will describe some of the properties of the terrestrial planets and the gas giant planets. They will also compare the properties of these planets to the properties of Earth
- Students will describe the structure and rotation of the sun, energy production and energy transport in the sun, solar activity on the sun

White Space:

What do you know about how Earth moves in space?

Agenda:

- Finish Activity 6 Earth's Days, Years, and Seasons directed reading
 - Complete Procedure steps 1, 2, 3 & 4; **due Wednesday 02/27**



MONDAY – 02/25

Objectives:

- Students will relate Earth's days, years, and seasons to Earth's movement in space
- Students will describe some of the properties of the terrestrial planets and the gas giant planets. They will also compare the properties of these planets to the properties of Earth
- Students will describe the structure and rotation of the sun, energy production and energy transport in the sun, solar activity on the sun

White Space:

The presence of water on Mars was a significant discovery for scientists. Why is this discovery so important?

Agenda:

- Work on Activity 6 Earth's Days, Years, and Seasons directed reading
 - Complete Procedure steps 1 & 2



MONDAY 02/18 – FRIDAY 02/22

WCS District – Closed

Winter Break

Have a safe break!



FRIDAY – 02/15 HALF DAY AM SESSION ONLY

Objectives:

- Students will describe some of the properties of the terrestrial planets and the gas giant planets. They will also compare the properties of these planets to the properties of Earth.
- Students will explain the role that gravity played in the formation of the solar system and in determining the motion of the planets
- Students will describe the structure and rotation of the sun, energy production and energy transport in the sun, solar activity on the sun

Agenda:

- Half Day AM Session only – no Science class today



THURSDAY – 02/14

Objectives:

- Students will describe some of the properties of the terrestrial planets and the gas giant planets. They will also compare the properties of these planets to the properties of Earth.
- Students will explain the role that gravity played in the formation of the solar system and in determining the motion of the planets
- Students will describe the structure and rotation of the sun, energy production and energy transport in the sun, solar activity on the sun

White Space:

Which planets are most like Earth?

Agenda:

- Finish Lab Activity 13 Classifying Planets; read and follow directions in lab handout (15 mins)
- Discuss and review Lab Activity 13 Classifying Planets



WEDNESDAY – 02/13

Objectives:

- Students will describe some of the properties of the terrestrial planets and the gas giant planets. They will also compare the properties of these planets to the properties of Earth.
- Students will explain the role that gravity played in the formation of the solar system and in determining the motion of the planets
- Students will describe the structure and rotation of the sun, energy production and energy transport in the sun, solar activity on the sun

White Space:

What layers of the sun make up its interior?

Agenda:

- Finish Planet Poster Project presentations
- Start work on Lab Activity 13 Classifying Planets; read and follow directions in lab handout



TUESDAY – 02/12

**WCS District – Closed
Due to inclement weather**



MONDAY – 02/11

Objectives:

- Students will describe some of the properties of the terrestrial planets and the gas giant planets. They will also compare the properties of these planets to the properties of Earth.
- Students will explain the role that gravity played in the formation of the solar system and in determining the motion of the planets
- Students will describe the structure and rotation of the sun, energy production and energy transport in the sun, solar activity on the sun

White Space:

What layers of the sun make up its atmosphere?

Agenda:

- Planet Poster Project due today:
 - Give a brief presentation to the class on your chosen planet
 - Turn in your planet poster with grading rubric; be sure your name is on the poster and rubric
- Start work on Lab Activity 13 Classifying Planets; read and follow directions in lab handout (if time)



FRIDAY – 02/08

Objectives:

- Students will explain the role that gravity played in the formation of the solar system and in determining the motion of the planets
- Students will describe the structure and rotation of the sun, energy production and energy transport in the sun, solar activity on the sun

White Space:

Which element makes up more than 70% of the sun?

Agenda:

- Finish Lab Activity 10 Model Solar Composition
 - Present and explain your group's model of the sun
 - Discuss and review lab; turn in student handout for grading
- Start work on Lab Activity 13 Classifying Planets (if time)

Reminder: Planet Poster Project due Monday 02/11; this is a 50 points assessment grade



THURSDAY – 02/07

Objectives:

- Students will explain the role that gravity played in the formation of the solar system and in determining the motion of the planets
- Students will describe the structure and rotation of the sun, energy production and energy transport in the sun, solar activity on the sun

White Space:

Explain the red shift.

Agenda:

- Continue work on Lab Activity 10 Model Solar Composition
- Work with your group to determine what materials you will use and how much of the materials you will need to make a model of the composition of the sun
- It may help to create a circle graph to represent solar composition first

Reminder: Planet Poster Project due Monday 02/11; this is a 50 points assessment grade



WEDNESDAY – 02/06

**WCS District – Closed
Due to inclement weather**



TUESDAY – 02/05

Objectives:

- Students will explain the role that gravity played in the formation of the solar system and in determining the motion of the planets
- Students will describe the structure and rotation of the sun, energy production and energy transport in the sun, solar activity on the sun

White Space:

High frequency electromagnetic radiation has more or less energy than a low frequency radiation?

Agenda:

- Finish Lab Activity 12 A Model of the Universe
- Discuss and review Lab Activity 12; turn in student handout for grading
- Start Lab Activity 10 Model Solar Composition

Reminder: Planet Poster Project due Monday 02/11; this is a 50 points assessment grade



MONDAY – 02/04

Objectives:

- Students will explain the role that gravity played in the formation of the solar system and in determining the motion of the planets
- Students will describe the structure and rotation of the sun, energy production and energy transport in the sun, solar activity on the sun

White Space:

What is centripetal force?

Agenda:

- Review Activities 4 & 5 quiz
- Turn in Activity 5 The Sun student handout for grading
- Discuss Electromagnetic Radiation packet; start Lab Activity 12 A Model of the Universe

Reminder: Planet Poster Project due Monday 02/11



FRIDAY – 02/01

Objectives:

- Students will explain the role that gravity played in the formation of the solar system and in determining the motion of the planets
- Students will describe the structure and rotation of the sun, energy production and energy transport in the sun, solar activity on the sun

White Space:

State Kepler's first law of planetary motion.

Agenda:

- Take Quiz on Activities 4 & 5; turn in quiz with Activity 5 The Sun student handout for grading
- Read and review Electromagnetic Radiation packet; be ready for lab Monday

Reminder: Planet Poster Project due Monday 02/11



MONDAY 01/28 – THURSDAY 01/31

**WCS District – Closed
Due to inclement weather**



FRIDAY – 01/25

Objectives:

- Students will explain the role that gravity played in the formation of the solar system and in determining the motion of the planets
- Students will describe the structure and rotation of the sun, energy production and energy transport in the sun, solar activity on the sun

White Space:

What is the best term to describe the shape of the orbits of planets in our solar system?

Agenda:

- Discuss and review Activity 5 The Sun directed reading assignment due today

Reminder: Quiz on Activities 4 & 5 Monday 01/28

Get poster paper from Mrs. Duddles for Planet Poster Project due Mon. 02/11



ACTIVITIES 4 & 5 TOPICS

- Role gravity play in forming the sun
- Effect of mass and distance on force of gravity
- Kepler's three laws of planetary motion
- Shape of orbits of planets in our solar system
- Centripetal force
- Composition of the sun
- Layers of the sun and what happens at each layer
- Solar flares, sunspots, prominences (know what they are and be able to recognize them)



THURSDAY – 01/24

Objectives:

- Students will explain the role that gravity played in the formation of the solar system and in determining the motion of the planets
- Students will describe the structure and rotation of the sun, energy production and energy transport in the sun, solar activity on the sun

White Space:

What are sunspots?

Agenda:

- Continue researching your chosen planet for Planet Poster Project; **due Monday 02/11**
- Don't forget to finish Activity 5 The Sun directed reading assignment; **due Friday 01/25**

Reminder: Quiz on Activities 4 & 5 Monday 01/28



WEDNESDAY – 01/23

WCS District – Closed

Due to inclement weather



TUESDAY – 01/22

Objectives:

- Students will explain the role that gravity played in the formation of the solar system and in determining the motion of the planets
- Students will describe the structure and rotation of the sun, energy production and energy transport in the sun, solar activity on the sun

White Space:

The gravity between objects increases as the masses of the objects (increase / decrease).

As the distance between two objects increases, the force of gravity (increases / decreases).

Agenda:

- Review Mid-Term Exam
- Discuss and review Planet Poster Project student handout; start researching your chosen planet
- Activity 5 The Sun directed reading assignment is due Thursday 01/24

Reminder: Quiz on Activities 4 & 5 Friday 01/25



MONDAY 01/21

WCS District – No School
MLK Holiday



FRIDAY – 01/18 HALF DAY PM SESSION ONLY

Objectives:

- Students will explain the role that gravity played in the formation of the solar system and in determining the motion of the planets
- Students will compare the various historical models of the solar system
- Students will describe the structure and rotation of the sun, energy production and energy transport in the sun, solar activity on the sun

White Space:

How does the sun produce energy?

Agenda:

- Finish Activity 5 The Sun directed reading assignment; due Tuesday

Notice: Quiz on Activity 4 Gravity and the Solar System and Activity 5 The Sun next week Thursday 01/24



THURSDAY – 01/17

Objectives:

- Students will explain the role that gravity played in the formation of the solar system and in determining the motion of the planets
- Students will compare the various historical models of the solar system
- Students will describe the structure and rotation of the sun, energy production and energy transport in the sun, solar activity on the sun

White Space:

Which type of star has a shorter life-span, a low-mass star or a high-mass star?

Agenda:

- Take Earth Science 8 Mid-Term Exam
- Turn in Exam with Study Guide when completed
- Work on Activity 5 The Sun directed reading assignment for remainder of period



WEDNESDAY – 01/16

Objectives:

- Students will explain the role that gravity played in the formation of the solar system and in determining the motion of the planets
- Students will compare the various historical models of the solar system
- Students will describe the structure and rotation of the sun, energy production and energy transport in the sun, solar activity on the sun

White Space:

What is a proto-star?

Agenda:

- Start Activity 5 The Sun directed reading assignment
- Study for Mid-Term Exam; time to ask questions with Mrs. Duddles

Reminder: Earth Science 8 Mid-Term Exam is Thursday 01/17



TUESDAY – 01/15

Objectives:

- Students will explain the role that gravity played in the formation of the solar system and in determining the motion of the planets
- Students will compare the various historical models of the solar system
- Students will describe the structure and rotation of the sun, energy production and energy transport in the sun, solar activity on the sun

White Space:

Define nebula.

Agenda:

- Finish work on Study Guide for Mid-Term Exam (35 mins)
- Time to ask Mrs. Duddles questions about Study Guide and Mid-Term Exam
- Study for Mid-Term Exam

Reminder: Earth Science 8 Mid-Term Exam is Thursday 01/17



MONDAY – 01/14

Objectives:

- Students will explain the role that gravity played in the formation of the solar system and in determining the motion of the planets
- Students will compare the various historical models of the solar system
- Students will describe the structure and rotation of the sun, energy production and energy transport in the sun, solar activity on the sun

White Space:

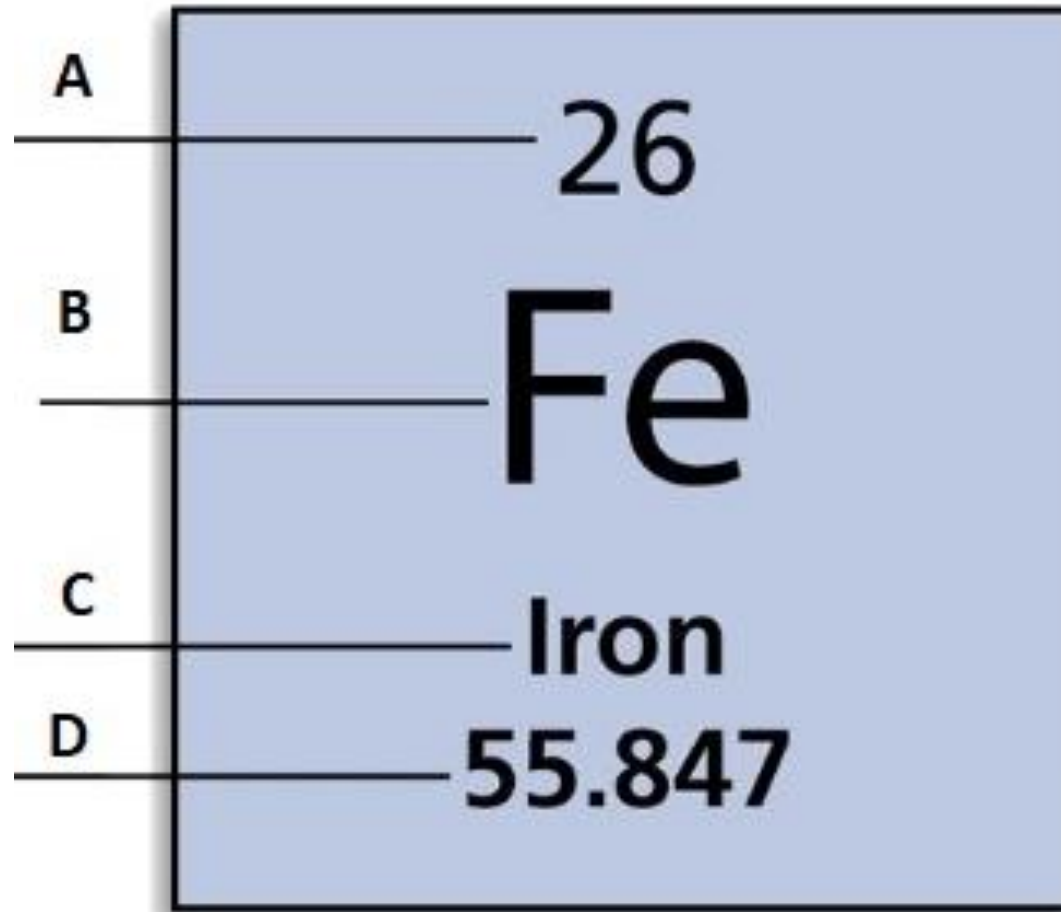
Draw and label the information shown in a square of the Periodic Table. See next slide.

Agenda:

- Finish Atomic Spectra Quick Lab
- Work on Study Guide for Mid-Term Exam
- Study for Mid-Term Exam

Reminder: Earth Science 8 Mid-Term Exam is Thursday 01/17





WHITE SPACE **01/14 MONDAY**

- Copy the image
- Label the parts



ATOMIC SPECTRA QUICK LAB – 01/14

In the White Space of your Science Notebook:

- When scientists look at stars that are hundreds (or more) light years away, they can determine the chemical elements that make up that star. How do you think that a scientist can do this even though the star is too far away for a spaceship to reach?
- We are now going to watch a short video: [NASA Launchpad: Neon Lights – Spectroscopy in Action](#)
At the conclusion of the video, re-answer the above question in your Science Notebook.

