Nature Trivia Questions – Part 4

(Questions #31-40)

(Please note: Answer page can be found on a separate attachment)

#31- What is the best way to avoid being bitten by blackflies?

a) Apply insect repellent spray or lotion
b) Wear bug hats and bug jackets with mesh
c) Wear long sleeve shirts and pants
d) Wear light colored clothing such as white, green, light brown and beige
e) Wear dark colored clothing including blue, black and red
f) Wash your hair with strong scented shampoo, apply scented deodorant and wear perfume

#32- Approximately how fast can a moose run?

a) Up to 100 kilometers per hour
b) Up to 55 kilometers per hour
c) Up to 30 kilometers per hour
d) Up to 15 kilometers per hour

#33- What are Lynx babies called?

#34- What animal is round and fuzzy, has a bushy tail with dark rings and a black mask of fur that covers their eye area?

#35- What statements below about Bullfrogs are true?

a) Bullfrogs can jump between 2.5 to 3 meters in distance
b) Female bullfrogs lay up to 20, 000 eggs
c) Bullfrog tadpoles hibernate
d) Bullfrogs will sometimes eat snakes and other frogs
e) All of the above

#36- What is Quebec's provincial flower?

#37- What is Quebec's provincial tree?

#38- During a thunderstorm it is possible to have thunder without lightning. True or False?

#39- What is the scientific name of a falling star that shoots across the sky?

#40- What statements below about the Milky Way are true?

a) The Milky Way is a brand of chocolate bar with a creamy vanilla and caramel center manufactured by the Mars Bar company
b) The Milky Way is a term used by dairy farmers that describes how to prepare milk products before sending them to the market for sale
c) The Milky Way is the galaxy that contains our Solar System, which describes the galaxy's appearance from Earth.
d) All of the above
e) None of the above

Micro-park ecosystem

Objectives-

- To open the eyes of the learner to the natural environment; especially the micro-world that we rarely take notice of
- To make connections to important ecological concepts such as diversity, interdependence and community

Diversity – differences in living things allow for the success of all life
Interdependence- all living things are connected to and depend on other living things to survive
Community- animals and plants live together in special areas that meet their need

- To engage the learning by using observation skills combined with imagination and creativity to create their own micro-park ecosystem

Materials- 2-meter loop of string, 1 hand lens, 7-12 tooth picks or popsicle sticks

Method-

1- Go outside and look for interesting location that could be developed as a micro park keeping in mind that it must fit into the 2-meter loop of string. An ideal location to examine could be a carpet of moss, an ant hill on a pile of sand, a rock face with lichens and tiny plants, a grassy area with flowers, the base of a large tree, a small puddle or tiny creek of water, etc.
2- Place the 2-meter string around your chosen area.
3- Look closely at different living things and non-living things. Examine with a hand lens the texture, shapes and colors. Look at the moisture content; are some places in your park wet or dry? Try to determine the relationships between objects in you study area and how they live together.
4- With your creativity, now develop an imaginary micro-park with your favorite objects that could be highlighted by placing the tooth picks or popsicle stick flags next to the special sites inside your park.
5- Choose living things and non-living things that stand out as ecologically important, special or unique to your ecosystem park.
6- The Micro-park ecosystem is now ready to open. Share with others!
7- Take classmates, friends or family members on a tour of your micro park ecosystem. Explain the different places and things that you have flagged off and the value that they possess (natural beauty and/or benefits to nature).
8- Ask questions like: Why do these plants have hairy stems and leaves? Do you see the water droplets on the moss? Why have the ants chosen to live here? What purpose does the grass have? (shelter, food, etc.) What insect might visit the flowers in the park? and Why? What are the overall conditions of the park? Is it hot, dry, cool, wet, etc…

Extensions:

- Write a mini description of your Micro-park ecosystem that could be used as an advertisement.
- Create a video of your Micro-park ecosystem.
- Develop a self-guided tour pamphlet that explains each of the flags and the things that you have discovered.
- Write a poem or short story about your micro-park. It could be fictional story about survival or visiting aliens from another planet that land inside the park. Perhaps a description of why you like these objects and what they mean to you.
- You may choose to describe your park from an ecological point of view. Explain how the objects are beneficial and helpful to the members of the community that live inside.

Is Climate Change Good for Us?

An activity for exploring how changes in climate could affect daily life and influence the economy of a region

by Jackie Oblak

To many people, the thought of temperatures rising two or three degrees Celsius does not seem to be a big deal, and to those who live in areas with cold winters it may even sound appealing. Yet global climate change brings with it a number of uncertainties about how regions will be affected. This activity is designed to encourage students to consider how changes in climate could affect them personally. They are then asked to broaden their focus by looking at the big picture to see how changes could affect their regions, whether they live in a rural or urban community, in the interior or along a coastline.

Although this activity is designed as an introductory exercise for primary and junior students, it can be easily modified for other levels by increasing the depth of the classroom discussion and research requirements. The exercise should serve as a reminder that even with our advanced technologies, we are dependent on the Earth's natural systems.

Tom Goldsmith

Background

We live in a world in which we expect a certain amount of climatic predictability. In temperate interior regions, we expect very warm summers and cold winters. In more southerly regions and along coastlines, we expect more rainfall in certain seasons than in others. For some, snow in May is typical; for others, annual droughts are the norm. Regardless of where we live, we have adapted our activities, economies and communities to seasonal cycles and climatic conditions which we have come to depend on.

One of the most important examples of our dependence on predictable weather patterns is found in agriculture. Plants have specific tolerances to rainfall, drought, and high and low temperatures, as well as to a number of other variables. As a result, farmers rely on having predictable seasonal weather patterns when they determine what type of crops they will grow and when they will plant them. Many other businesses rely on the weather as well. Tourist attractions, ski operations, theme parks and camping facilities all depend on a number of optimal days, whether they be snow days or sun days, to stay in business. Think of how empty the beaches would be without the hot sunny days of summer, or how empty the ski hills would be if it rained most of the winter! Restaurants, hotels, transportation companies and other enterprises depend on these weather-reliant businesses to bring in customers.

The design of buildings within a region is also based on an expected range of weather conditions. In areas with high winds, for example, new buildings are constructed in such a way that they can be expected to withstand these winds. Flood-control dams are designed to handle a maximum amount of runoff within a certain period. Areas around rivers and lakes are often designated as being within in the "100-year plan," meaning that according to past trends, the area has only a one percent chance of flooding each year. Land use decisions depend on these designations and, like agriculture and tourism, are based on a certain amount of predictability in the weather. Major changes in weather patterns, such as large increases in rainfall, especially over a very short period of time, may increase the potential of flooding in these areas.

We tend to take it for granted that climate will stay the same within certain limits of variability; but if our climate does change, many other aspects of our lives could also change. Consider the occurrence of a hot, dry summer with many sunny days in a region that usually experiences rain about once a week. It may be great for us to have more sunny days than normal during summer vacation, but if there is more sun, there is potential for increased evaporation of moisture from the soil. Would farmers likely benefit from these wonderful sunny days? How might the resulting decline in crop yields affect the price and availability of food? What could happen if these weather conditions continued for a number of years? These are the types of details that this activity encourages students to consider when looking at climate change.

We tend to take for granted that climate will stay the same, within certain limits of variability; if it does change, many other aspects of our lives could also change.

Activity

This activity can be done individually, but students will benefit from discussing their ideas in groups.

1. Using the chart (see next page) as a starting point, have students discuss and record what they think would be the consequences of various climate changes. Note that the chart is very general, and does not expect the students to quantify the changes, but only to consider general trends. You may want to add other weather conditions or events that are common in your region. The following are examples of ideas that you might expect from primary or junior students:

Season: Summer

Type of Change: More rainstorms

How would this affect me?

- My baseball and soccer games are likely to be cancelled more often.
- Water may leak into our basement.
- The storm spillways will fill with water and it may be dangerous to go near them.
- The wind that comes with rainstorms may break branches on the large old trees near my house.

How would this affect things around me?

- Local tomato farmers may have their crops ruined by hail or flooding of the fields. Tomato plants need regular rainfall with periods of sunshine. More storms may make the tomatoes crack and rot.
- The local summer festival may not make as much money because more events will be rained out and fewer people will attend.

2. Once the groups have completed the chart, discuss the responses as a class. Ask if there are any categories in which there seem to be no negative effects. Remind students to consider the effects of storms and other events on infrastructures such as drainage, roads, electricity and so on.

3. What adaptations would humans have to make if certain weather events became more common? This can be approached as a "What if?" brainstorming exercise, or students may contact local climatologists to ask about actual trends and long-term predictions for your area. Adaptations considered might include modifications to infrastructure and buildings; and changes in diet, dress, activities and transportation.

Extensions

1. Have students research the climatic tolerances and potential effects of climate change on a local crop or natural resource. Information to be gathered might include the maximum and minimum amounts of rainfall and the range of temperatures that the crop tolerates, the number of frost-free days it requires for maturation, and its susceptibility to weather-influenced pests such as insects and fungus. Compare these tolerances to the local norms for your area (obtain charts showing annual precipitation, temperature, and sun days from local weather offices). In areas where a specific crop or resource is the cornerstone of the local economy, consider the economic, social and environmental consequences of lower harvests due to climate change (e.g., many people might lose their jobs; if people have less money to spend, local businesses will suffer; if local crops suffer, more food may have to be imported to the region, resulting in higher prices and greater consumption of fossil fuel).

2. How could changes in climate affect wildlife? Choose two or three species of insects, plants or animals and consider whether and how they would be affected. Since all organisms depend on other things in their habitat, encourage students to look at requirements for food, shelter and water, as well as interdependence with other organisms. How might changes in climate influence these factors?

3. The media frequently report extreme weather events that cause difficulties for individuals and local economies. Choose a current weather-related event and have the students identify the cause (e.g., rain for three weeks in a region that usually has rain once a month) and the result (e.g., mudslides, flooding of rivers, loss of life, houses, crops, safe drinking water).

4. Have students select several different regions of the world, including their own, and identify features of architecture, dress, diet and culture that may have developed as adaptations to the climate.

Evaluation

At the end of the exercise, the students should show an understanding that climate changes which many individuals may consider desirable (more sun, more time on the beach) may not be good for farmers, other sectors of the economy or other organisms. Students should also understand that we depend on natural systems to be relatively predictable and to function within certain limits. Students should be able to identify, in general terms, what could occur to local structures such as dams and storm sewers if climate were to be more severe than expected within a certain time period.

Jackie Oblak is an environmental educator at the Bill Mason Centre of the Ottawa-Carleton District School Board in Ottawa, Ontario.

Season: _____

Type of Climate Change	**How would it affect me?**	**How would it affect things around me?**
More rainstorms or snowstorms 		
Less rainfall or snowfall 		
More sunshine 		
Less sunshine 		
Higher daytime temperatures 		
Lower daytime temperatures 		
Higher wind speeds 		
Other changes 		

Nature Trivia Questions and Answers – Part 4

(Questions # 31 -40)

#31- What is the best way to avoid being bitten by blackflies?

a) Apply insect repellent spray or lotion
b) Wear bug hats and bug jackets with mesh
c) Wear long sleeve shirts and pants
d) Wear light colored clothing such as white, green, light brown and beige
e) Wear dark colored clothing including blue, black and red
f) Wash your hair with strong scented shampoo, apply scented deodorant and wear perfume

Answer: a) + b) + c) + d)
(Fun facts: Covering your skin with clothing and choosing light natural colors is the best way to protect yourself. Blackflies are attracted to dark colors; blue, black and red. Also, wearing a hat or bug jacket is the best protection for being bitten on your head and scalp. Using insect repellent can certainly help keep blackflies and other annoying bugs away. Avoid all scented soaps, deodorants, shampoos and perfumes, etc… Black flies are attracted to mammals because of the carbon dioxide and moisture that we exhale, and by our perspiration, perfumes, scents and dark colored clothing. Black flies are active only during the day. They do not bite at night. Depending on weather, black flies tend to be more active at certain times of day. Activity peaks tend to occur around 9:00 to 11:00 AM and again from 4:00 to 7:00 in the late afternoon and early evening. They tend to be most active on humid, cloudy days and just before storms. During blackfly season early morning, midday and late evenings are the best times to play and work outside.
Although Blackflies are super annoying to most people, their life cycle is most interesting to learn about. There are approximately 40 different species of blackflies, but luckily there are only two main species that bite humans. The female blackfly will lay 150 to 500 eggs on plants in cooler water of streams or rivers or scatter them over the water surface. They depend on cold, fresh, clean water to lay their eggs. They will not lay eggs in the calm warmer waters, or even polluted water. The eggs hatch in the water and then larvae attach to rocks, leaves, grass or other submerged objects. The larval and pupal stages cannot swim; they can crawl around in a motion similar to caterpillars Blackflies over winter in the egg stage or larva stage under the ice and hatch or develop as adults during the following spring when the ice melts and water temperature warms up. Therefore, the blackflies that bite us this year are born from last year's hatch. Male blackflies however are not attracted to humans, and their mouthparts are not capable of biting. Females do need a blood meal so they can lay eggs. Once they have fed and digested, they lay eggs in a stream or river habitat and the life cycle starts all over again).

#32- Approximately how fast can a moose run?

a) Up to 100 kilometers per hour
b) Up to 55 kilometers per hour
c) Up to 30 kilometers per hour
d) Up to 15 kilometers per hour

Answer: b) Up to 55 kilometers per hour
(Fun facts: They can run up to 55 kilometers an hour over short distances, and trot steadily at 32 kilometers an hour for longer distances. Moose are herbivores. The word "moose" is an Algonquin term means "eater of twigs." Moose are so tall that they have difficulty bending down to eat grass, so they prefer to feed on leaves, bark, and twigs from

trees and shrubs. Their favorite foods come from willow, aspen, and balsam fir trees. Male moose are called bulls, females are called cows and young moose are called calves. A moose's wide hooves act like snowshoes which helps the moose walk through the snow. Moose have poor eyesight, but they have excellent sense of hearing and smell. Moose are excellent swimmers and are known to wade into water to eat aquatic plants both on and below the surface. They have been seen swimming several kilometers at a time, and will even submerge themselves completely, staying under water for 30 seconds or more at a time. The moose is the largest species in the deer family including various types of deer, moose, elk (wapiti), caribou, and reindeer. An average adult moose stands between 1.4–2.1 meters high at the shoulder. Males normally weigh between 380 to 700 kilograms and females typically weigh 200 to 490 kilograms. The head-and-body length is 2.4–3.1 meters. The male moose have antlers like other members of the deer family. Their antlers can grow up to 1.8 meters wide from tip to tip. The lifespan of a moose is about 15–25 years).

#33- What are Lynx babies called?

Answer: kittens

(Fun facts: A group of baby lynx is called a litter and babies in the litter are called kittens. A litter usually consists of one to eight kittens. Newborn kittens weigh 175 to 400 g. The kittens nurse with their mother up to four to five months. At 10 months old, they become independent, but they don't leave their mothers until they are one year-old. Lynx have amazing hearing and sight. The long hairs on their ears help lynx hear prey more clearly. A lynx's eyes are so keen that they can spot a mouse 75 meters away. Lynx is a carnivore (animal-eater). It usually hunts small mammals, such as snowshoe hare, mice and squirrels, and birds. Lynx are cats that are related to tigers, lions, domestic cats, jaguars and other members of the Felidae family.

There are four species of lynx, including the bobcat. The local species in Canada is called the Canadian Lynx or Canada Lynx. The Canada lynx depends heavily on snowshoe hares for food. This leads to a prey-predator cycle, as Canada lynxes follow the cycles of snowshoe hare populations. When hares are scarce, lynxes tend to move to the areas where more hares can be found and tend to not produce litters of babies. As the numbers of the hare increase, so does the population of the lynx.

What separates these cats from their relatives are their compact legs, stubby tail and erect ears topped with pointed, black tufts of fur. Lynx are small cats when compared with tigers and lions. From their head to their rump, they are about 80 to 100 centimeters long. The Canada lynx stands 48–56 cm tall at the shoulder and weighs between 5 and 17 kg. Lynx hunt at night and sleep during the day. They make their beds in caves, rock crevices and brush).

#34- What animal is round and fuzzy, has a bushy tail with dark rings and a black mask of fur that covers their eye area?

Answer: Raccoons

(Fun facts: Raccoons may look like cute, cuddly bandits, but they can be quite fearsome when approached by people or other animals in order to defend themselves or their babies. Raccoons are found all over Canada. They are very adaptable, so they live in a wide range of climates and habitats. They typically make their homes called dens, in trees or caves, but they will also make homes in barns, attics, abandoned vehicles and other man-made locations. In self-defense they can become vicious when approached by humans, therefore we should be cautious of approaching raccoons because they are common carriers of rabies and other diseases that can be passed onto you and your pets. If you or a pet come into contact with a raccoon and are bitten or scratched you should seek immediate medical attention. They are known for their lightning-quick paws with strong fingers which can grab crayfish and frogs from the water. On land, they can pluck mice and insects by digging from their hiding places and they also raid bird nests for tasty eggs

As omnivores, raccoons eat vegetation and other animals. The vegetation consists of cherries, apples, acorns, berries, fruits, nuts, corn and more. When it comes to animals, raccoons eat frogs, fish, crayfish, insects, small rodents and bird eggs. When food is scarce, raccoons can sometimes eat human trash, compost or even roadkill. Baby raccoons

are called kits or cubs and are usually born in the early summer. Females have one to seven kits. As a group, a mother and her baby raccoons are called a nursery. Raccoons are about as big as small dogs. They grow to about 60 to 95 centimeters and weigh between 2 to 10 kilograms. Raccoons live around 2 to 3 years in the wild).

#35- What statements below about Bullfrogs are true?

a) Bullfrogs can jump between 2.5 to 3 meters in distance
b) Female bullfrogs lay up to 20, 000 eggs
c) Bullfrog tadpoles hibernate
d) Bullfrogs sometimes eat snakes and other frogs
e) All of the above

Answer: e) All of the above
(Fun facts: In the amphibian world the Bullfrog is considered king. The bullfrog has a strong body with large head and wide mouth. Hind legs are powerful and designed for jumping. It moves through the water easily due to its webbed feet. Our local species is called the American Bullfrog. It has eyes of golden color, a long and sticky tongue and round eardrums on both sides of the head. Bullfrogs are named that way because males produce cow-like mooing call during the mating season. The call is very loud and it can be heard approximately 1 kilometer away. The American bullfrog has a big appetite. Adults are carnivores (animal-eaters). They eat different types of fish, crayfish, snails, snakes, frogs and even small birds and mammals that get too close. American bullfrog often eats other frogs too. However, they mostly eat insects. American bullfrog is active mostly during the night (nocturnal creature). It waits silently for the prey to appear and catches it using the factor of surprise (an ambush predator).
American bullfrog does not have many natural enemies because its skin produces toxin that has unpleasant taste. Main predators of American bullfrog are raccoons, snakes, turtles and birds of prey. The American bullfrog hibernates during the winter. It will remain hidden in the mud until the weather warms up in spring/summer.
Mating season takes place during the summer when the water is warm. Females lay approximately 20,000 eggs that float on the surface of water. Tadpoles are vegetarians that mostly consume algae and aquatic plants. Tadpoles will emerge from eggs after one week. Tadpoles can 1 to 3 years to transform into adults therefore they hibernate over winter between seasons until they are fully developed as frogs. The American bullfrog can survive up to 10 years in the wild and up to 16 years in captivity).

#36- What is Quebec's provincial flower?

Answer: The blue flag iris
(Fun facts: The blue flag iris is the flower native to Quebec that most closely resembles the fleur-de-lis. It replaced the Madonna Lily as Quebec's provincial flower on November 5, 1999.
The blue flag iris flower is also known as northern blue flag, wild iris, fleur-de-lis, and water flag. Blue flag grows from 60 to 90 centimeters tall at maturity. Beautiful purple-blue flowers appear from the end of May to early July. The flowers can be up to 10 cm across and have three sepals that curve down or flop over. They also have a splash of white and yellow near the center with purple veins that help to guide pollinating insects to the nectar and pollen inside. The blue flag plant grows in wetland areas of woods, meadows, streams and along shorelines of lakes, rivers and ponds. The roots of this wetland plant help to protect the shoreline from erosion. The blue flag plant also helps in an ecosystem since the flower contains nectar and pollen which is food for hummingbirds, as well as bumblebees, butterflies, moths and other insects. Blue flag also serves as a source of shelter for animals that live along shorelines).

#37- What is Quebec's provincial tree?

Answer: The yellow birch tree
(Fun facts: Yellow birch was named as Quebec's official tree on November 17, 1993. The yellow birch was chosen because it has played an important role in the furniture industry of Quebec since the 1800's. Also, many Yellow Birch

trees can be found growing throughout most southern parts of Quebec. It is admired for its beauty and functionality. Birch trees are easily recognizable by their bark, which peels off in strips. Bark of the birch can be white, grey, yellow, silver or black in color. There are about 60 different species of birch. The yellow birch tree is easy to identify since it looks a lot like white birch tree, except it has yellow or gold colored bark whereas the white birch tree has white bark. The bark is thin and flaky while it looks and feels like paper. Birch bark has been used as paper for centuries. The oldest dated birch bark manuscripts are numerous from Buddhist texts and can date back to approximately the 1st century CE. The Roman period tablets which are the oldest surviving handwritten documents in Britain were written on birch bark. Birch sap is a traditional drink in Northern Europe, Russia, and Northern China. The sap is also bottled and sold commercially. Birch sap can be used to make birch syrup, which is used like maple syrup for pancakes and waffles. Birch trees thrive in moist soil and full sunlight. Dry conditions are unfavorable for the tree due to its shallow root system. The usual lifespan of the birch is 40-50 years. In favorable conditions, this tree can live for as long as 200 years. Birch is used as a preferred firewood because it burns well without popping even when frozen and freshly cut. The bark will burn very well even when it is wet because of the oils it contains. Many Indigenous peoples prized birch trees for its bark because of its light weight, flexibility, and the ease with which it could be stripped from fallen trees. It is often used for the construction of strong, waterproof but lightweight canoes, bowls, wigwams and tee pees.

#38- During a thunderstorm it is possible to have thunder without having lightning. True or False?

Answer: False

(Fun facts: It is not possible to have thunder without lightning. Thunder is a direct result of lightning. However, it is possible that you might see lightning and not hear the thunder because it was too far away. Sometimes this is called "heat lightning" because it occurs most often in the summer. Or, you may hear the thunder but not actually see the lightning because it is also too far away.

Lightning is a giant spark of electricity in the atmosphere between clouds, the air, or on the ground. In the early stages before a storm begins, air acts as an insulator between the positive and negative charges in the cloud(s) and between the cloud and the ground. When the opposite charges build up enough energy, the insulating capacity of the air breaks down and there is a rapid discharge of electricity that we know as lightning. The flash of lightning temporarily equalizes the opposite charges in the atmosphere until they build up again. Lightning can occur between opposite charges within the thunderstorm cloud (cloud to cloud lightning) or between opposite charges in the cloud and on the ground (cloud-to-ground lightning). A single bolt of lightning is around 27,000 degrees Celsius, or 5 times hotter than the surface of the sun.

Lightning is one of the oldest observed natural phenomena on earth. It can be seen in volcanic eruptions, extremely intense forest fires, surface nuclear detonations, heavy snowstorms, in large hurricanes, and obviously, thunderstorms.

Did you know that you can figure out how far you are from a storm by watching lightning and listening for thunder? After you see a flash of lightning, count the number of seconds until you hear the thunder. (Use a watch or simply count "One-Mississippi, Two-Mississippi, Three-Mississippi," etc.) For every 5 seconds the storm is 1.5 kilometers away. For example, a 30 second delay between lightning and thunder is 9 km away.

Also remember the 30-30 rule for lightning. The 30-30 Rule is an easy way to determine the threat of lightning in your area. It means 30 seconds/30 minutes: 30 Seconds- Count the seconds between seeing lightning and hearing thunder. If this time is less than 30 seconds, lightning is a threat. Seek shelter immediately.

30 minutes- After hearing the last rumble of thunder, wait 30 minutes before leaving the shelter. There is still a threat after the storm has passed, so stay in a safe area until you are sure the threat has passed).

#39- What is the scientific name of a falling star that shoots across the sky?

Answer: Meteoroid

(Fun facts: Falling star is the common name for the visible path of a meteoroid that shoots through the sky. When the falling star enters the atmosphere it becomes a meteor. A falling star that survives passage through the atmosphere and reaches the Earth's surface is then called a meteorite.

There is no difference between falling stars or shooting stars. Both are just another term for meteoroids which are actually bits of falling rock or dust that burn up as they enter the Earth's atmosphere. They got the name because they kind of look like stars that are either falling from space or stars that are shooting across the sky. Falling stars travel at tens of thousands of kilometers an hour. They quickly ignite from the intense friction with the Earth's atmosphere which can be 50 to 120 kilometers above the ground. Almost all falling stars are destroyed when they enter the atmosphere. The rare few that survive and hit the ground are known as meteorites. There are approximately 130 meteorite craters on Earth and 25 meteorite craters on the Canadian Shield.
Note- If you're lucky enough to spot a meteoroid or falling star, it is said to possess a bit of magic. It is believed to send positive vibes and good luck for anyone who happens to gaze upon one).

#40- What statements below about the Milky Way are true?

a) **The Milky Way is a brand of chocolate bar with a creamy vanilla and caramel center manufactured by the Mars Bar company**
b) **The Milky Way is a term used by dairy farmers that describes how to prepare milk products before sending them to the market for sale**
c) **The Milky Way is the galaxy that contains our Solar System, which describes the galaxy's appearance from Earth.**
d) **All of the above**
e) **None of the above**

Answer: a) + c)
(Fun facts: The Milk Way is a delicious chocolate bar made by the Mars Bar Company, and in science, the Milky Way is a spiral galaxy in which our solar system is located.

A galaxy is a huge collection of dust, gas, and billions of stars and their solar systems. The Milky Way is a spiral galaxy in which our solar system is located. Our galaxy is called the Milky Way because the disk of the galaxy appears to be spread across the night sky like a hazy band of glowing white light. The Milky Way Galaxy is most significant to humans because it is home sweet home. A glance up at the night sky reveals a wide band of light which has been described by the ancients as: a river, as milk, and as a pathway to heaven. It is a band of light that has been visible in the heavens since Earth was first formed 4 .5 billion years ago. Our solar system is located in an outer spiral arm of the Milky Way galaxy. Our solar system consists of our star, the Sun, and everything bound to it by gravity — the planets Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, and Pluto, dozens of moons and millions of asteroids, comets and meteoroids. Understanding the structure of the Milky Way has long been challenging. If you could look down on it from the top, you would see a central bulge surrounded by four large spiral arms that wrap around it. Our solar system sits on the outer edges of one arm, and no one can see across the dense center to the other side. The Milky Way does not sit still, but is constantly rotating. As such, the arms are moving through space too. The sun and the solar system also travel with the arms. The solar system travels at an average speed of 828,000 kilometers per hour. Even at this rapid speed, the solar system would take about 230 million years to travel all the way around the Milky Way).