**Plate Tectonics Unit**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period \_\_\_\_\_\_\_\_\_\_\_\_\_

**Due Date: May 14**

The Big Idea: To investigate how plates move about on Earth’s surface and to observe how geologic features form as a result.

|  |  |
| --- | --- |
| Directions | Examine the activities you can do to learn the unit objectives. All of the activities and the dates we are doing them are listed below. They are due at the latest on May 14 . No work will be accepted after May 14 unless you are absent that day. The activities in bold are required for every student to do. These will help you learn the basics of the unit. After you have mastered the basics, move to section B and then section A for more challenging activities. You must demonstrate knowledge for each level before moving on to the next section. When you complete an activity, you must turn it in to receive feedback. YOU MAY NOT TURN IN MORE THAN TWO ACTIVITIES PER DAY. Including the last day of the unit.As always, if you have questions ask or email. |
| Objectives | * Explain Alfred Wegener’s hypothesis about the continents.
* List the evidence for sea-floor spreading.
* Explain the process of sea-floor spreading.
* Describe the process of subduction.
* Explain the theory of plate tectonics.
* Describe the three types of plate boundaries.
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| State StandardsAddressed | ES2F:

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| --- |
| Draw a labeled diagram showing how *convection* in the upper *mantle* drives movement of crustal plates. *Describe* what may happen when plate boundaries meet (e.g., earthquakes, *tsunami*, *faults*, mountain building), with examples from the Pacific Northwest.  |
| *Explain how* a given landform (e.g. mountain) has been shaped by processes that build up structures (e.g., uplift) and by processes that break down and carry away material (e.g., *weathering* and *erosion*).  |

INQE:Create a model to represent the behavior of events. |

**Vocabulary**

|  |  |  |  |
| --- | --- | --- | --- |
| continental drift | Pangea | fossil | plate |
| plate tectonics | divergent boundary | convergent boundary | transform boundary |

**Use the calendar to document your progress each day.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **5/6****Prediction Guide****Pangaea Puzzle****and worksheet** | **5/7****Read textbook****pages 136-154****Questions** | **5/8****GLAD** | **5/9****Work Day** | **5/10****GLAD****Plate Boundary****Worksheet** |
| **5/13****Plate Boundary****Worksheet** | **5/14****Plate Tectonic****Map/Worksheet** | **5/15****Vocab** | **5/16****Discuss****Prediction Guide****C, B and A Work****Due. Vocab and****Review Guide** | **5/17****Test** |

**C Activities**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Topic | Activity | **Points****Possible** | **Due Dates** | **Completed** |
| **Before Reading** | **Prediction Guide** | **5** | **5/6** |  |
| **puzzle** | **Pangea Puzzle** | **5** | **5/8** |  |
| **worksheet** | **Pangea Puzzle Questions** | **5** | **5/8** |  |
| **Read and worksheet** | **Read textbook pages 136-154****answer worksheet questions** | **10** | **5/9** |  |
| **worksheet** | **Plate Boundary Color** | **10** | **5/14** |  |
| **worksheet** | **Plate Tectonic Map** | **10** | **5/15** |  |
| **vocabulary** | **Vocabulary** | **10** | **5/16** |  |
| **worksheet** | **Review Guide** | **10** | **5/16** |  |
|  | **Test** | **100** | **5/17** |  |

**B Activities**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Use the internet to research Alfred Wegener, the scientist who came up with the theory of plate tectonics. | 10 |  |  |
|  | Build a Model Showing the Three Types of Plate Boundaries | 10 |  |  |
|  | What if…….. | 10 |  |  |

**A Activities**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Where Will the Continents be in 100 Million Years? | 15 |  |  |
|  | Island Hopping | 15 |  |  |
|  | Lizard Debate | 15 |  |  |