

Activity 1.1: Recognizing Plates and Plate Boundaries

Use **Figure 1** and **Figure 2** and your lecture notes to complete the following:

- What is the name of the plate on which the United States resides? The North American Plate
- Does this plate consist of continental lithosphere, ocean lithosphere, or both? Both
- Where does the lithosphere of the Atlantic Ocean form? It is formed at the mid-atlantic ridge
- What kind of plate boundary occurs along the west coast of South America? Convergent boundary
- Is the west coast of Africa a plate boundary? Yes it is considered a divergent boundary.
- What is the rate of plate motion of the Nazca Plate near the East Pacific Rise? 13.4
- What is the rate of plate motion of the African Plate near the Mid-Atlantic Ridge? 2.5-3.0
- What is the rate of plate motion of the Pacific Plate near the San Andreas Transform? 5.5
- Using **Figure 1**, do transform margins and divergent margins have deep, intermediate, or shallow focus earthquakes? Shallow focus earthquakes
- Which plate margin has deep focus earthquakes? Convergent plate margin
- In lecture, the zone of earthquakes in the subduction zone is called the _____ zone.

Activity 1.2: Evidence from the Fit of Continents

As far back as 500 years, cartographers noted that the coastlines of South America and west Africa looked as if they might fit together once in a larger continent (**Figure 3**).

- Sketch the shorelines of South America and Africa in **Figure 3** on separate pieces of tracing paper. Cutout your tracings using scissors. Rearrange the continents so that they fit snugly without overlapping or leaving large gaps. Take a pic of your coastline fit. You will include this pic in your lab submittal.
- Note where there are problem areas in your coastline fit.

When connecting the cut outs, the problem areas are the gaps and overlaps of the coastlines of South America and Africa. The continental crust extends well beneath the continental shelf areas to the continental slope.

- If Africa and South America rifted tens of millions of years ago, would their shorelines be the best indicators of the shapes of the original pieces or the true extent of either continent?

No, the current shorelines of Africa and South America are not indicators of the continents when they were rifted apart, because of some gaps, overlaps, and mismatches.

Explain what factors other than rifting and sea-floor spreading could have modified the shape of the current shorelines.

Erosion is caused by longshore currents and the erosion products are deposited in another place. So the place which is eroded and the place where deposition occurs both changes in their shape. Sometimes erosion and deposition both occur due to wind. So due to repeated erosions and depositions, the shapes of the current shorelines could have been modified.

- In **Figure 3**, what are the submerged light blue colored areas at the edges of the continents called? Continental Shelves

e. Trace the outlines of the continents again, this time using the edges of their continental shelves rather than the shorelines. Rearrange the continents with their continental shelves and take a pic of your reconstruction (you will also include this pic in your submittal). Which reconstruction produced the best fit? South America and Africa Continental shelves produced the best fit.

- Based on this evidence, what is the true edge of a continent? The edge of a continental shelf and not the coastline.

g. When you fit the continents together, you could rotate them however you wished. However, Figure 3 also

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Robert Evan Sloan, E. C. Alexander (Jr.)



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Laboratory Manual in Physical Geology American Geological Institute, 2000 For majors and non majors in undergraduate lab courses for Introductory Geology and Physical Geology The best selling lab manual for undergraduate lab courses in Physical Geology or Introductory Geology for majors and non majors With contributions from more than 120 highly regarded geologists and geoscience educators and an exceptional illustration program by Dennis Tasa this user friendly laboratory manual focuses students on the basic principles of geology and their applications to everyday life in terms of natural resources natural hazards and human risks This edition pushes the frontiers of geologic education even further with the inclusion of four new computer based labs

Exploring Physical Anthropology: Lab Manual and Workbook, 4e

Suzanne E Walker Pacheco, 2022-01-14 Exploring Physical Anthropology is a comprehensive full color lab manual intended for an introductory laboratory course in physical anthropology It can also serve as a supplementary workbook for a lecture class particularly in the absence of a laboratory offering This laboratory manual enables a hands on approach to learning about the evolutionary processes that resulted in humans through the use of numerous examples and exercises It offers a solid grounding in the main areas of an introductory physical anthropology lab course genetics evolutionary forces human osteology forensic anthropology comparative functional skeletal anatomy primate behavior paleoanthropology and modern human biological variation

Study Guide for Physical Geology, Geo 1001 (T451-W485)

Robert Evan Sloan, E. C. Alexander (Jr.), 1985

Integrated Science Laboratory Manual

Michael J. Padilla, 2000 Includes 74 investigations pre lab discussions and critical thinking questions safety manual and student safety test teaching support

Resources for Teaching Middle School Science Smithsonian Institution, National Academy of Engineering, National Science Resources Center of the National Academy of Sciences, Institute of Medicine, 1998-04-30 With age appropriate inquiry centered curriculum materials and sound teaching practices middle school science can capture the interest and energy of adolescent students and expand their understanding of the world around them Resources for Teaching Middle School Science developed by the National Science Resources Center NSRC is a valuable tool for identifying and selecting effective science curriculum materials that will engage students in grades 6 through 8 The volume describes more than 400 curriculum titles that are aligned with the National Science Education Standards This completely new guide follows on the success of Resources for Teaching Elementary School Science the first in the NSRC series of annotated guides to hands on inquiry centered curriculum materials and other resources for science teachers The curriculum materials in the new guide are grouped in five chapters by scientific area Physical Science Life Science Environmental Science Earth and Space Science and Multidisciplinary and Applied Science They are also grouped by type core materials supplementary units and science activity books Each annotation of curriculum material includes a recommended grade level a description of the activities involved and of what students can be expected to learn a list of accompanying materials a reading level and ordering information The

curriculum materials included in this book were selected by panels of teachers and scientists using evaluation criteria developed for the guide. The criteria reflect and incorporate goals and principles of the National Science Education Standards. The annotations designate the specific content standards on which these curriculum pieces focus. In addition to the curriculum chapters, the guide contains six chapters of diverse resources that are directly relevant to middle school science. Among these is a chapter on educational software and multimedia programs, chapters on books about science and teaching, directories and guides to science trade books and periodicals for teachers and students. Another section features institutional resources. One chapter lists about 600 science centers, museums, and zoos where teachers can take middle school students for interactive science experiences. Another chapter describes nearly 140 professional associations and U.S. government agencies that offer resources and assistance. Authoritative, extensive, and thoroughly indexed, and the only guide of its kind, *Resources for Teaching Middle School Science* will be the most used book on the shelf for science teachers, school administrators, teacher trainers, science curriculum specialists, advocates of hands-on science teaching, and concerned parents.

Problem Solving in Geology Sheldon Judson, 2000-02 B. Designed to give readers instruction and practice with basic geologic field and lab skills, this exceptionally affordable yet high quality lab manual/workbook features 68 unique and intuitive exercises that cover 19 key geologic topics. The exercises are based on the principles of scientific inquiry and challenge readers to think beyond the activity at hand to the larger questions of applied geologic work. Problems range from the simple to complex, and calculations are based on simple arithmetic. **ROCK EVOLUTION** Minerals and Rocks **MAPPING THE EARTH** Topographic Maps, Air Photos, Geologic Maps, Structures, and Earth History **Seismic Reflections Reveal Subsurface Geology** **SURFICIAL PROCESSES AND THE ENVIRONMENT** Landslides, Streams, Ground Water, Glaciation, Beaches **PLATE TECTONICS** Earthquakes and Seismic Risk, Volcanos and Volcanic Hazards, Earthquakes, Volcanos, and Plate Tectonics, Plate Movements **EARTH MATERIALS** Rock forming Minerals, Igneous Rocks, Sedimentary Rocks, Metamorphic Rocks, Common Rocks in the Field. For anyone interested in learning geologic field and lab skills. *Learning to Read the Earth and Sky* Russ Colson

, Mary Colson, 2016-12-01. Is it time to refresh the way you think about teaching Earth science? *Learning to Read the Earth and Sky* is the multifaceted resource you need to bring authentic science and enthusiasm into your classroom. It offers inspiration for reaching beyond prepared curricula, engaging in discovery along with your students, and using your lessons to support the Next Generation Science Standards (NGSS). The book provides examples of Earth science labs and activities you and your students can do as co-investigators, insights into student expectations and misconceptions, plus ideas for inspiring true investigation stories of real scientific discovery translated for classroom consideration, exploration of how you can mentor students as a teacher-scholar, and guidance on how to translate the sweeping core ideas of the NGSS into specific examples students can touch, see, and experience. The authors of *Learning to Read the Earth and Sky* are husband and wife educators who promote science as something to figure out, not just something to know. They write, "It is our hope that readers will find

our book short on edu speak long on the joy of doing science and full of stories of students classrooms scientists and Earth and sky *Earth Science* ,1987 **CSE Report** ,2006 **The Publishers' Trade List Annual** ,1980 Merrill Earth Science Ralph M. Feather,Susan Leach Snyder,Dale T. Hesser,1995 **Problems & Principles in Physical Geology** Joseph J. Romano,1982 **Technical Report** ,1991 **Essentials of Geology** Stanley Chernicoff,Haydn A. Fox,2003 A condensed version of Geology 3e this textbook provides succinct focused explanations of key points ideal for those who require a basic introduction to the field As in the past the Third Edition successfully engages students by concentrating on dynamic geologic processes rather than on rote memorisation of key terms Three themes plate tectonics environmental geology and natural resources and planetary geology appear repeatedly throughout the text to highlight the connections between core concepts Highlights of this third edition include New Text design is more visually appealing and more effective in communicating core concepts of geology to students New Geology at a Glance features use flow charts figures and photos to visually summarise difficult concepts in a succinct manner recognising that many students are visual learners New Coverage of Earth Systems is integrated throughout the text New Highlights Boxes which link applications of the geology being studied to situations that are recognisable to students are now categorised as Environmental Earth System Science or Application Everyday Interest and have been substantially revised New Chapter Summaries are shorter than in previous editions allowing a quicker review New Superior technology package offers both students and instructors a multitude of resources to facilitate learning and teaching Applied Linguistics ,1980 **Integrating Literature in the Content Areas** Sharon Kane,2017-05-12 This practical accessible resource will help future and practicing teachers integrate literature into their middle school or high school classrooms while also addressing content area standards and improving the literacy skills of their students Two introductory chapters are followed by five chapters that each cover a different genre Chapter 3 Informational Books Chapter 4 Fiction Chapter 5 Biography Autobiography and Memoir Chapter 6 Poetry and Chapter 7 How to and Hands on Books Each genre chapter consists of four parts Part 1 Discusses the genre and how content area teachers can use books within that genre to further content learning and enhance literacy skills Part 2 Offers hands on instructional strategies and activities using literature with activities for use in a variety of disciplines Part 3 Presents individual author studies three or four per chapter with bibliographies and guidelines for using the authors books in content area courses Part 4 Features an annotated bibliography of specially selected children and young adult literature for that genre organized by content area The annotations provide information about the book which can be used to prepare booktalks and teaching ideas for using in a specific content area Altogether these sections contain more than 600 annotated entries tabbed by subject area including art English language arts languages and culture math and technology music PE health science and social studies history **Subject Guide to Books in Print** ,1993 **Journal of Geological Education** ,1974 **Integrating Literature in the Disciplines** Sharon Kane,2020-04-22 The Second Edition of this practical and

comprehensive resource offers a multitude of ways to incorporate literature into teaching and learning across a range of disciplines Future and practicing teachers librarians instructional coaches and school leaders can implement the ideas within this text to improve the literacy skills and knowledge of students while also addressing standards and curricular goals of various content areas The new edition recognizes a paradigm shift from content areas to disciplines reflecting the specific ways reading and writing are used in different fields of study Updated with current research and practices the volume recommends and evaluates books in different genres and categories with chapters on informational books fiction biography and memoir poetry and hands on and how to books For every category Kane provides a rationale instructional strategies and author studies as well as lists and descriptions of books related to curricular areas With a wealth of activities and new BookTalks this Second Edition is greatly revised and features expanded attention to technology digital learning diversity and culture Using this text will create opportunities for deep discussions and will stimulate students interest and motivation to read and learn Integrating Literature in the Disciplines helps educators identify books that fit with any subject to enhance the creative and affective dimensions of school life encourages interdisciplinary connections and increases the depth and relevance of lessons It is ideal for professional development and serves as a tool for Readers Advisory to match books with readers throughout the school day and beyond Biology Jake Bernstein,1996

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apr 25 2016 it varies from kid to kid meal to meal yes it must be banned because junk food are fried by unhealthy oil that give the sandwich a long life and most of our society are fat and overweight because of these junk food no schools should not ban junk food i say no because think about the kids who love junk food

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apr 25 2022 we need governments to stop junk food companies from advertising to young people and we need their help to

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junk food should be banned many children in america eat large amounts of junk food and this can cause health problems in fact junk food is even sold in the vending machines of many schools this debate is about the good and bad points for how junk food should be banned

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there have been constant debates on this topic from past few years that whether the junk food should be banned in schools or not and there have been arguments from both the sides in favour as well as from those against banning fast food in schools

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should junk food be banned in schools students have been getting more obese over the years if schools want to follow through with their health programs they should get the kids to eat healthier and not just exercise more i think it should be banned

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mar 24 2019 junk foods are easier to manage when they are allowed as part of the school policy schools do have the ability to ban the presence of junk food on their grounds parents can limit the access that children have to these items at home
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junk food addiction is a worldwide issue that concern every society some agree that junk food that be banned because of its disadvantages such as obesity heartache diabetes and further damages in the future on the other hand others disagree that junk food should be banned due to its advantages which are that junk food are easy to make and

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feb 1 2021 the goal of these bans is to improve kids health research shows that eating too much junk food can lead to obesity that s the condition of being severely overweight people with obesity are at higher risk for health problems such as heart disease and type 2 diabetes but some people argue that a ban on buying junk food won t do very

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