GEOL 1: preparation for in-class work on continental drift and evidence for plate tectonics

In class on Wednesday, we will be starting to discuss plate tectonics, the foundation of geology. First, we will talk about the lines of evidence that helped scientists formulate the idea of plate tectonics in the early to mid-1900s.

Rather than having me lecture about these lines of evidence, you are going to discuss these lines of evidence in groups. I want you to spend about minutes getting prepared for the discussion. **You need to be prepared on Wednesday to teach other people at your table about the topic that you were assigned.** Remember: you will be teaching the other people at your table. I will not be lecturing.

* Skim the following pages in your book:
  + 318-319 (“How did the continents join and split apart?”)—look at the pictures
  + 42-43 (“How was the hypothesis of continental drift conceived and received?”)
  + 274-275 (“What are the major features of the deep ocean?”)
* On page 42, CAREFULLY read the section labeled, *Were the continents once joined together?* You need to come to class on Wednesday able to:
  + Explain how continental shapes and geologic features supported the idea of continental drift.
  + Give several specific examples of areas/features in the world that support this idea.
* On page 275, CAREFULLY study the map labeled *Age of the Seafloor* and read the corresponding text. You need to come to class on Wednesday able to:
  + Explain what “seafloor” means and what the seafloor is made of.
  + Identify the age and location of the oldest seafloor.
  + Identify the age and location of the youngest seafloor.

If you want, you may provide some kind of picture/image/illustration to help your classmates understand, but you are not required to bring in an image.

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* On page 42, CAREFULLY read the section labeled, *Is the distribution of fossils consistent with continental drift?* You need to come to class on Wednesday able to:
  + Explain what fossils are.
  + Explain how the fossil record supported the idea of continental drift.
  + Give several specific examples of fossil types and locations that support this idea.
* On page 274, CAREFULLY study the map labeled *Sediment Thickness* and read the corresponding text. You need to come to class on Wednesday able to:
  + Explain what “sediment” is.
  + Identify the approximate ranges of thicknesses of sediment on the ocean floor.
  + Identify where the thickest layers of sediment on the ocean floor are found.
  + Identify where the thinnest layers of sediments on the ocean floor are found.

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  + 274-275 (“What are the major features of the deep ocean?”)
* On page 43, CAREFULLY read the section labeled, *How did continental drift explain glacial deposits in unusual places?* You need to come to class on Wednesday able to:
  + Explain what “glacial deposits” are.
  + Explain how evidence of past glacial activity supported the idea of continental drift.
  + Give several specific examples of evidence of past glacial activity.
* On page 274, CAREFULLY read the section labeled *Topography of the deep seafloor* and study the corresponding image. You need to come to class on Wednesday able to:
  + Describe what abyssal plains, seamounts, trenches, and mid-ocean ridges look like (not how they form, just what they look like.)

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