

Remote Learning Packet

NB: Please keep all work produced this week. Details regarding how to turn in this work will be forthcoming.

March 30 - April 3, 2020

Course: Science

Teacher(s): Mr. Weyrens

Weekly Plan:

Monday, March 30

- Work on the Star-Splitter
- Review Questions for Earth's Interior

Tuesday, March 31

- Work on the Star-Splitter
- Review Questions for Continental Drift and Sea-Floor Spreading

Wednesday, April 1

- Work on the Star-Splitter
- Review Questions for Plate Tectonics

Thursday, April 2

- Work on the Star-Splitter
- Answer Pre-Reading Questions for 9.2
- Read and summarize 9.2

Friday, April 3

- Work on the Star-Splitter
- Answer Post-Reading questions for 9.2
- Vocabulary for 9.6

Statement of Academic Honesty

I affirm that the work completed from the packet is mine and that I completed it independently.

I affirm that, to the best of my knowledge, my child completed this work independently

Student Signature

Parent Signature

Monday, March 30

- Read over the Star-Splitter up to the line “In littleton, it may as well be me” and think about the poem (spend 3-5 minutes). Answer these questions while thinking:
 - How many characters are there?
 - What do these characters do? Why?
 - What makes these characters similar? What makes them different?
- Recite as many of the lines as you can without looking at the poem; while doing so, try to give each character a personality. Be creative. Use accents, inflection, volume changes, body movements, or whatever you can think of. (5 minutes)
- Without looking at the book, answer the review questions (see below) about the Earth’s interior on a sheet of loose-leaf or notebook paper; **use complete sentences.**
- Check your answers using the book (pg 314-322) and correct them as needed.

Tuesday, March 31

- For 5-10 minutes, recite from memory the Star-Splitter, with your added personalities, and try to get to the line “The strongest thing that’s given us to see with’s/ A telescope.”
 - While you are saying it, think about why Brad McLaughlin would do what he did. What does he say is the reason for his actions? Why do you think he might consider this to be so important?
- Without looking at the book, answer the review questions (see below) about the Continental Drift and Sea-Floor Spreading on a sheet of loose-leaf or notebook paper; **use complete sentences.**
- Check your answers using the book (pg. 326-337) and correct them as needed.

Wednesday, April 1

- For 5-10 minutes, recite the star splitter with your added personalities, and try to get to the line “In Littleton it may as well be me.”
 - While you are saying it, think about the reaction of the narrator. What has been the attitude of the narrator towards Brad and his actions so far? If you were the narrator, what do you think you would have to say about Brad? How does that compare to how the narrator has reacted?
- Without looking at the book, answer the review questions (see below) about Plate Tectonics on a sheet of loose-leaf or notebook paper; **use complete sentences.**
- Check your answers using the book (pg.340-345) and correct them as needed.

Thursday, April 2

- Read the next lines of the star splitter, from “After such loose talk it was no surprise” to “For to be social is to be forgiving.”
 - How did the town react to Brad? Is it as you expected? What do you think the town should have done?
 - Answer the above three questions on a sheet of loose-leaf or notebook paper in 1-2 paragraphs total.
- On another sheet of paper, answer the pre-reading questions for section 9.2 without looking at the book; **use complete sentences.**
- Read section 9.2 (pgs 323-325).

Friday, April 3

- Spend 5-10 minutes reciting the star-splitter from memory with your added personalities, and try to get to the line “When he did what he did and burned his house down.”
- Using what you learned from reading section 9.2, correct your answers to the pre-reading questions.
- On the same sheet of paper, answer the post-reading questions for section 9.2; **use complete sentences.**

Review Questions

Earth's Interior

1. Write one sentence each describing these layers of the Earth's interior: Crust, Mantle, Lithosphere, Asthenosphere, Outer Core, Inner Core.
2. How do temperature and pressure change as you move down towards the core?
3. What is Isostasy? (This one is not in the book; I will put the answer at the bottom of this page)
4. What do geologists use to learn about the interior of the Earth?

Continental Drift and Sea-Floor Spreading

1. What is Continental Drift and what evidence do we have for it?
2. What is Sea-Floor Spreading and what evidence do we have for it?
3. What is subduction and where does it occur?
4. How are the Atlantic and Pacific Oceans changing and why?

Plate Tectonics

1. What is Plate Tectonics?
2. Draw each of the three kinds of plate boundaries and explain them in your own words.
3. What kinds of Convergent boundaries are there and what happens at them? (Think about the type of crust which is converging).
4. What kinds of divergent boundaries are there and what happens at them? (Think about where the crust is diverging).
5. What usually happens at a transform boundary?

Answer to Earth's Interior #3: Isostasy means that the Crust floats on the mantle (like a raft in peanut butter) rather than sitting on top of it (like a raft on concrete).

Section 9.2

Pre-Reading Questions

1. What is heat transfer and what is a necessary condition for it to occur?
2. What are the three different kinds of heat transfer? Give an example of each.
3. Think about the Earth's Interior. What kind of heat transfer could be occurring and where could it be occurring? Explain your answer.
4. Draw a convection current and explain what is happening.

Post-Reading Questions

1. Why does convection occur in the Asthenosphere and not in the lithosphere or lower part of the mantle?
2. What do you think happens to the tectonic plates because of convection currents in the Asthenosphere?
3. Where else in the Earth's Interior could convection possibly be occurring? What do you think would happen because of it?