

## USGS: Understanding Plate Motions Handout

Group 1: Read “Understanding Plate Motions” and “Divergent Boundaries.”

Group 2: Read “Understanding Plate Motions” and “Convergent Boundaries.”

Group 3: Read “Understanding Plate Motions,” “Transform Boundaries,” “Plate-boundary Zones,” and “Rates of Motion.”

1. Draw a picture for each vocabulary word:

Convergent: Con = with, together

Divergent: Di = opposite, apart

Verge = point of movement (moving)

Boundary = the place where one thing ends and another begins

Fault = fractures or cracks in the Earth’s crust.

2. In your group, take turns reading your assigned text aloud. As you read, stop to complete #3 below.

3. Discuss in your group:

- a. Describe what happens at the boundary.

At a \_\_\_\_\_ boundary, the plates move \_\_\_\_\_.

- b. Describe where these boundaries can be found.

A \_\_\_\_\_ boundary can be found in \_\_\_\_\_.

- c. What is the result of this boundary? What does it create?

A \_\_\_\_\_ boundary can sometimes create \_\_\_\_\_ . An example of this is \_\_\_\_\_.

4. In your group, discuss how to demonstrate what you learned. Create a skit or demonstration to show:

- a. What happens at the boundary
- b. The possible result of the boundary (volcano, earthquake, etc.)

\*Refer to the rubric for your demonstration or skit.

5. Perform your demonstration or skit for the class to teach them about plate tectonics.

**Skit/Demonstration Rubric**

	4	3	2	1
Demonstration of learning	Students demonstrated a deep understanding of all concepts in the text.	Students demonstrated a solid understanding of all concepts in the text.	Students demonstrated a surface-level understanding of the concepts in the text.	Students demonstrated a basic level of understanding of the concepts in the text.
Accuracy	The skit or demonstration provided a completely accurate depiction of all concepts in the text.	The skit or demonstration provided an accurate depiction of most of the concepts in the text.	The skit or demonstration provided a somewhat accurate depiction of most of the concepts in the text.	The skit or demonstration provided a depiction of some of the concepts in the text.
Individual Participation	Student fully participated and gave his/her best effort.	Student fully participated and gave a good effort.	Student participated and gave somewhat of an effort.	Student participated somewhat.