

Plan for the Day:

1) Turn in your Inside Earth 3D Model Rubric (product grade) and Research Notes (process grade) in the TAN MORIN BIN.

2) Go over the Gallery Walk rules.

3) Assess classmate models starting with the table clockwise from yours.

4) Start Tectonic Plates part of unit:

a) Learn Mrs. Morin's Tectonic Plate Song

b) Read Unit 4 Lesson 2 (pages 200-212). Answer questions 1-22

Inside the Earth 3D Model - Group Project Rubric

	4 (x4)	3 (x3.4)	2 (x3)	1 (x2.6)
Earth's Layers (x 2)	The Earth's four (4) layers are clearly and accurately labeled. Each layer's relative thickness is accurately represented in the model.	Three of the four (4) layers of the Earth are clearly and accurately labeled Each layer's relative thickness is reasonably well represented in the model.	Only two of the four (4) layers of the Earth are clearly labeled and accurately identified. Each layer's relative thickness is somewhat accurately represented in the model.	Only one of the four (4) layers of the Earth is clearly labeled and accurately identified. None of the layers' relative thickness is accurately represented in the model.
Temperature and Pressure (x 2)	The temperature and pressure of each of the Earth's layers are represented using both color and text.	The temperature and pressure of three of the four layers of the Earth are represented using both color and text.	The temperature and pressure of at least two of the four layers of the Earth are represented using either color or text.	The temperature and pressure of at least one of the four layers of the Earth is represented using either color or text.
Layer Composition and Function (x 2)	The important components of each layer are clearly identified. The function of each layer is identified and related to its composition.	The important components of three of the Earth's four layers are clearly identified. The function of three of the Earth's four layers are related to its composition.	The important components of two of the Earth's four layers are clearly identified. The function of two of the Earth's four layers are identified and related to its composition.	The important components of only one of the Earth's four layers is clearly identified. The function of only one of the Earth's four layers is identified and related to its composition.
Score				

Feb 19-8:12 PM

Make sure your FIRST and LAST name are on each page of your RESEARCH NOTES (24 process points).

Make sure your FIRST and LAST name are on your Inside Earth 3D Model Rubric.

Fold your RUBRIC so the completed "Pie Chart of Participation" is inside the fold.

Place your RESEARCH NOTES inside your RUBRIC.

Place both in the TAN MORIN BIN NOW!

Your group model is worth 24 PRODUCT points.

Remember, if you do not turn in a RUBRIC, 1 point is subtracted from the final grade your project earned.

Feb 19-8:53 PM

Today, we will do our "Gallery Walk" during which you and I will assess student work on the 3-D model of Earth's interior that you have worked on since December 7th (A-day) and 8th (B-day).

MY assessment is the one that matters. Therefore, the group that travels with me will let ME assess the model first.



Dec 9-6:44 AM

Gallery Walk Procedure:

- 1) I will provide a Gallery Walk handout to the lead member of each table group.
- 2) Cross off YOUR table by placing an X through it. Your opportunity to assess your work was during the research/construction phase.
- 3) I will start at Table 1. Each table group will start at the table clockwise from their own (Table 1 starts at Table 2, etc.).
- 4) You and I will take 5 minutes (timed) at each table, starting at table 1. Table 6 will travel with me. My need to observe takes precedence over yours. During that time, check off the extent to which the model contains the information required by the rubric. I will do the same.
- 5) Once I complete Table 6, the Gallery Walk is over (6 tables x 5 minutes = 30 minutes; some classes have two groups at the long tables, so up to 8 models or 40 minutes). We can discuss the good things in each model and the deficiencies.

Dec 10-6:37 AM

This is what the Gallery Walk: Inside Earth 3D Model sheet looks like.

Example showing Table 2's "gallery walk" sheet in a class with only six (6) student model groups. Table 2 would start at Table 3A.

Table # _____ Class _____ Date _____

Directions: Cross out your table. Assess each group project according to the criteria listed in the table below.

Group	Model Component	All Four	Three of Four	Two of Four	One of Four
Table 1	Layers labeled				
	Relative thickness represented				
	Temperature				
	Pressure				
	Composition of layers				
Table 2	Layers labeled				
	Relative thickness represented				
	Temperature				
	Pressure				
	Composition of layers				
Table 3A Hallway Side	Layers labeled				
	Relative thickness represented				
	Temperature				
	Pressure				
	Composition of layers				
Table 3B Window Side	Layers labeled				
	Relative thickness represented				
	Temperature				
	Pressure				
	Composition of layers				

Table # _____ Class _____ Date _____

Directions: Cross out your table. Assess each group project according to the criteria listed in the table below.

Group	Model Component	All Four	Three of Four	Two of Four	One of Four
Table 4A Hallway Side	Layers labeled				
	Relative thickness represented				
	Temperature				
	Pressure				
	Composition of layers				
Table 4B Window Side	Layers labeled				
	Relative thickness represented				
	Temperature				
	Pressure				
	Composition of layers				
Table 5	Layers labeled				
	Relative thickness represented				
	Temperature				
	Pressure				
	Composition of layers				
Table 6	Layers labeled				
	Relative thickness represented				
	Temperature				
	Pressure				
	Composition of layers				

Dec 15-11:57 AM

Facts that SHOULD be on each group's model:

Layer	Actual Thickness Km	Relative Thickness %	Temperature Range °C	Pressure	Composition	Function (at least one)
Crust	30 to 40 on average (close to those numbers)	<0.1%	0°C to 870°C OR <0°C to 870°C OR -70°C to 870°C (close to these ranges)	1 atmosphere OR 14.7 lb/in ² OR 65.4 Newtons; then increases with depth	Mostly silicon, aluminum, calcium, sodium and potassium	Supports life
Mantle	2900	45.2%	870°C to 2200°C (close to this range)	> than the crust; < than the outer core; increases with depth	Mostly silicon, aluminum, calcium, sodium and potassium	Move tectonic plates; Recycles Earth's crust
Outer Core	2250	35.1%	2200°C to 5000°C (close to this range)	> than the mantle; < than the inner core; increases with depth	Mostly iron and nickel	Magnetic field; Provides heat to flowing, semi-solid mantle
Inner Core	1200	18.7%	>5000°C; MORE than 5000°C; GREATER THAN 5000°C (close to these ranges)	> than the outer core; increases with depth; 4.5*10 ⁷ lb/in ² ; 3*10 ⁶ the pressure of the crust!	Mostly iron and nickel	Magnetic field; Provides heat to liquid outer core
Total	6380	100%				

Dec 15-11:15 AM

Those who were in charge of the clipboards and "score sheets" will:

- 1) Place your sheet in the BLUE MORIN BIN
- 2) Place your clipboard, as you found it, on the student table.

NOW we will start the Tectonic Plates portion of unit:

a) Mrs. Morin's Tectonic Plate Song

b) Read Unit 4 Lesson 2 *except 10*
(pages 200-212). Answer questions 1-22

Dec 14-7:07 AM



Dec 15-6:38 AM

Attachments



TectonicPlateSong-G.notebook



Continents_Adrift__An_Introduction_to_Continental_Drift_and_Plate_Tectonics.asf