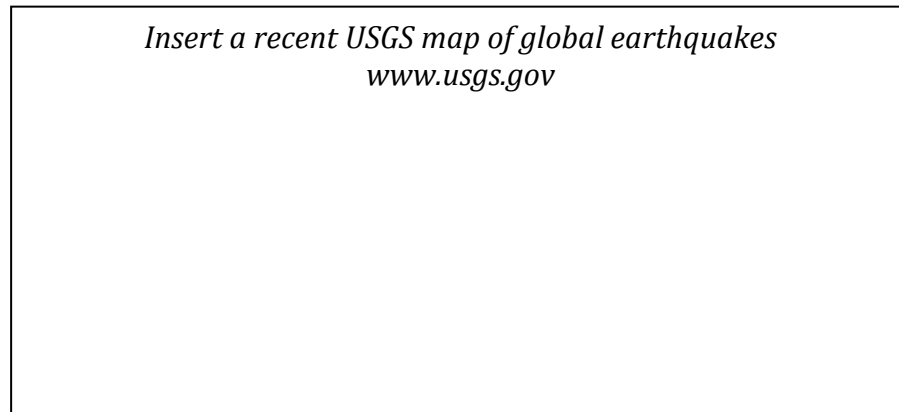


Name: _____

Day 3 lesson overview:

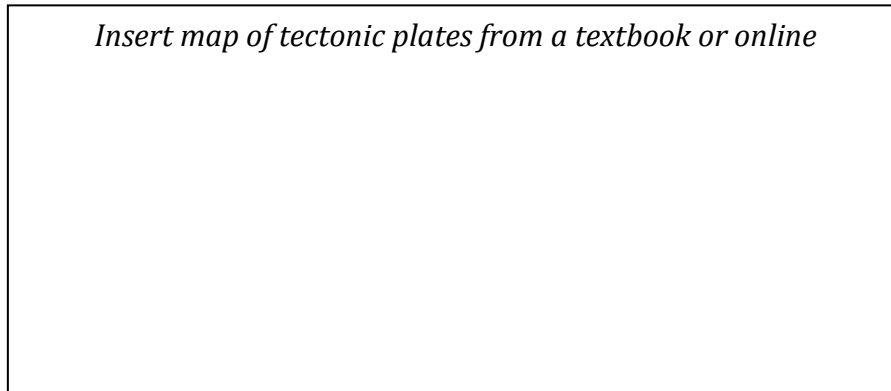
Students will be able to compare two maps (EQ data and tectonic plates). Students will engage in argumentation when they revisit the conversation between the family and school principal on whether or not they agree with their principal after evaluating additional evidence.

Map #1



1. What do the dots stand for in this map? (We did something like this in class.)

Map #2



This is a map of the different tectonic plates that make up the Earth's crust.

Part 1: Write three observations of Map #2.

1. I see _____

2. I see _____

3. I see _____

Part 2: Comparing maps. What do you notice about the lines we just drew on our map of recent earthquakes and the map you were just given that identifies the different plate boundaries?

Part 3: Defining “tectonic plates” and “plate boundaries”

<p>Tectonic plates are:</p> <p>Two examples of tectonic plates are:</p> <ol style="list-style-type: none">1.2	<p>Plate boundaries are:</p>
---	-------------------------------------

Part 4: How does the work we've done with maps help us **support the principal's opinion?**

I understand your concern. The reason we don't practice earthquake drills at Lawrence Road is **because the chance of having an earthquake on is very small.** Instead, we practice safety drills for dangers that are more likely to happen, such as fire drills.

Principal

<p>What can we use as evidence to support the principal's statement that the chance of an earthquake happening on ____ is small?</p> <p>1.</p> <p>2.</p>	<p>Write a sentence that the principal can use to explain his opinion to the family.</p> <p>The chance of having an earthquake on ____ is small because ...</p> <hr/> <hr/> <hr/> <hr/> <hr/>
--	--