**Unit 2 Menu - Plate Tectonics, Earthquakes, and Volcanoes**

**DUE DATE: Friday, October 2nd, 2015!**

***Introduction*:** Imagine going to a restaurant and being told exactly what you have to eat. That doesn’t sound so great, does it? That’s why restaurants use menus: so you can choose what you want to eat. You’re still getting nourishment and accomplishing your goal of eating, but no one is telling you how to do it. In the same way, we will use menus in every unit of Earth and Environmental Science. We will all be accomplishing the same Big Goal of every student mastering the course objectives, but YOU the student will individually choose what you want to work on, the order in which you will complete the assignments, and the grade you hope to earn!

***Instructions*:** Choose any combination of activities that fulfills the requirement for the grade you are wishing to receive. You may complete the activities on lined paper the paper provides and with a pen or pencil. Make sure to complete any and all **REQUIRED** activities and that your name, today’s date and period all appear on your papers.

***Suggested Activities:***

1. **Diagram** (draw and label a picture of each of the following terms: *layers of the earth*, *divergent*, *oceanic-oceanic*, *continental-continental*, *oceanic-continental*, *transform fault*, *subduction zone*, *earthquake*. Use your guided notes and pages 258-264 in your textbook to help you.
2. Persuasive Essay - Pick up a writing prompt from the front of the room and respond to the question in a **full page** essay.
3. Creative Writing - In a **full page** creative writing response, describe a journey to the center of the Earth. In your creative writing, make sure you include:
	1. *Who you are taking with you; What your heat-proof, hi-tech ship looks like; A description of each layer that you pass through; What you see at each layer (feel free to be creative with this...no one has ever been to the mantle or below!); What did you find at the Earth’s core?*
4. **Read** the article titled, *Four Ways to be Killed by a Volcano*, found at <http://www.bbc.co.uk/science/0/21938018> and **complete** the Article Summary Guide (found at the front of the room). Use a Chromebook to look up the article.
5. Super Vocab Cards **(THIS IS WORTH 2 ACTIVITIES)** - Use the directions from the front of the classroom to help you **create Super Vocab Cards for 10 Unit 2 vocab terms** of your choosing. You will use notecards to create these cards. Each card should include a vocabulary word, definition, picture, memory cue or mnemonic device (a way to remember it!), and a sentence.
6. **Mind Map** - A mind map is a visual summary of all the things you know about Unit 2. It is a creative way to organize all of your knowledge and a great study tool too! Pick up an instruction sheet and a blank piece of paper from the front of the room.