

Walkabout, Granite School District campus. June 15, 2010. Backyard Earth Science.  
Work in groups of 5. Why does baseline information matter when documenting change?  
Goals: (a) observe; (b) inquire; (c) empower by understanding.

What a view! What a place to teach Earth science! What would you like to understand well enough to teach, right here? Ask a couple why questions... why is it so flat here... why are there mountains?



### Three scenes:

What might change due to a major seismic event... think about the evidence for (a) surface rupture; (b) ground shaking; (c) liquefaction; (d) changes in hydrology; (e) constructed environment. Why would evidence from this location matter to society? and to scientists understanding the hazard? If there is no change... does that matter?



III. Walkabout. Think about the scenes on the other side of this sheet. What could we document today that would matter to scientists in the future who want to understand effects of Utah earthquakes on Utah communities?

Evidence of surface rupture (not likely here... but what would evidence look like?):

Evidence of ground shaking:

Evidence of liquefaction:

Evidence of changed hydrology:

Response of constructed environment:

#### **V. Could “adopting your block” work as a service learning project?**

Please evaluate this general idea... and turn in this sheet... just in case you want me to follow up on this. Could you imagine “adopting” your neighborhood... backyard Earth science for seismic understanding?

What would it take to create baseline documentation for your block... and the eight blocks surrounding it?

Google Earth.

Photograph:

- Fences... why?
- Flagpoles... why?
- Chimneys... why?
- Existing cracks... why?

A formatted outline of expectations?

What else would you need, or want to have your students be ready to be citizen observers in the event of an earthquake?

If you had what you think you need... would you consider this “service learning project” a worthy project for your school?

Why? Or why not?

On a scale of 10 (great, yes, terrific, do it!! empower by understanding) to 1 (simply impossible, quit now, it would scare students, better to not discuss than terrify)... rank the extent to which you’d like me to follow up on this. RANKING:

Feedback on this inquiry adventure: