

Seafloor Spreading Activity

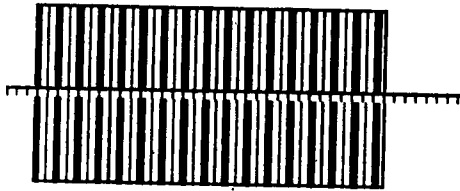
Name _____ Class _____

Objective: to demonstrate the action of Seafloor spreading

Materials: a piece of lined notebook paper and two colored pencils.

Procedure:

1. Color alternating lines on the notebook paper. Example: red/blue/red/blue. Color at least 15 - 20 lines, half one color and half the other color.
2. Cut the rest of the notebook paper away. Fold the paper in half lengthwise and cut down the center.



<-- Cut here.

<-- Staple here.

3. Staple two short ends together with the same colors touching. Add numbers from the center (0) out in multiples of 50 on the red lines, in both directions.
4. Fold the strips toward each other and feed the stapled end first into the slit on the area below.



5. When the ends are at the outer edges of the box below attach each end to the paper.

Attach here.

Cut here.

Attach here.

SUMMARY QUESTIONS:

1. What does the slit on the front of this paper represent? _____
2. Half of your paper model moves in one direction out of the **Rift Valley** and the other half of your paper model moves in the opposite direction. What does this represent?
3. What do the alternate colors on your model pieces represent?
4. When scientists studied the rocks on the middle of the Atlantic Ocean floor, they found that magnetism was "frozen" into the rocks. Not only did the scientists discover that magnetism sometimes alternated, they also discovered that the magnetism "alternations" matched on both sides of the **Rift Valley**. What do they think this indicates?
5. Add an "X" at the center of the model on the other side. What age is this area of the ocean floor? (youngest, oldest)
6. Put two "Y's" at the ends of the paper. What age is this area of the ocean floor? (youngest, oldest)
7. Is the Atlantic Ocean getting larger or smaller because of Seafloor Spreading?
8. Therefore, what must be happening somewhere else on the planet?
Where is this happening?