



FIGURE 14.12

Block diagram to be completed for Problem 3.

- (5) Label the hanging wall and footwall on the top and side faces.
 - (6) With Side 1 up, number the beds in order of age, with 1 the oldest. Are the beds at the surface of the upthrown block generally older or younger than those at the surface of the downthrown block? Why?
 - (7) What kind of fault is this?
3. Figure 14.12 is a block diagram showing a fault and a number of folds. The front face of this diagram is perpendicular to the strike of these features, so you can easily measure the dip of the fault and bedding planes where indicated. North is into the page, west and east are marked.
- a. Use a protractor to measure the dip angles along a single fold at points 1 through 5 on the front face of the diagram. Horizontal lines indicate the precise location for each measurement.
- | | | | | |
|----|----|----|----|----|
| 1. | 2. | 3. | 4. | 5. |
|----|----|----|----|----|
- b. A geologist would take strike and dip measurements at convenient outcrops on the surface. Take dip measurements along the front of the block diagram, as close to the surface as possible. Put the appropriate strike and dip symbols in the six white ovals along the top of the diagram, and write each dip measurement in the appropriate spot.
 - c. Draw dashed axial traces for the three folds not cut by a fault. Put them along both the vertical and horizontal surface, and include the appropriate symbol from Figure 14.4.
 - d. What type of fault is illustrated? Be sure the correct map symbol is used to indicate dip. Put arrows on the vertical surface and map symbols on the horizontal surface to indicate the relative sense of motion across the fault.
4. Partially completed block diagrams are shown in Figure 14.13. Using the information provided for each diagram, fill in the blank faces on the blocks and answer the questions.
- a. The vertical column on the front face of Figure 14.13A shows the different rock units encountered in an old oil well.
 - (1) Use the available information to help you complete the diagram.
 - (2) What kind of fold is this (anticline, syncline, upright, inclined, overturned, or recumbent; plunging or non-plunging)?
 - (3) Illustrate the position of the axial surface of the fold by sketching its trace on the top and end of the block. (the trace is the imaginary line formed where the axial surface intersects another surface).

Geology 303 Lab Answers

M Lipman



Geology 303 Lab Answers:

Geothermal Resources United States. Congress. Senate. Committee on Interior and Insular Affairs. Subcommittee on Water and Power Resources,1974 *Journal of Mining and Geology* ,1990 Glacial Geology N. Eyles,2013-10-22 An introduction for courses that involve some knowledge of glacial geology and sediments of formerly glaciated terrains The early chapters describe depositional processes at modern glacier and ice sheet margins relating sediments and landforms in recurring landsystems Later chapters portray the distribution of these landsystems in Pleistocene glaciated terrains of the mid latitudes focussing on commonly encountered problems in various fields from stratigraphic and sedimentological investigations to construction problems relating to roads and dams The resulting text is a summation of a large body of literature previously accessible only to specialists A substantial reference list is complemented by cross references throughout Geothermal Resources: Idaho Falls, Idaho; August 10, 1973, Klamath Falls, Oreg.; August 11, 1973 United States. Congress. Senate. Committee on Interior and Insular Affairs. Subcommittee on Water and Power Resources,1974

Archeological Excavations at the Pontiac Pit Site Terri L. Liestman,1984 **Hearings, Reports and Prints of the Senate Committee on Interior and Insular Affairs** United States. Congress. Senate. Committee on Interior and Insular Affairs, Energy Research Abstracts ,1980 Pamphlet - Idaho Bureau of Mines and Geology Idaho Bureau of Mines and Geology,1970 *A Framework for K-12 Science Education* National Research Council,Division of Behavioral and Social Sciences and Education,Board on Science Education,Committee on a Conceptual Framework for New K-12 Science Education Standards,2012-03-28 Science engineering and technology permeate nearly every facet of modern life and hold the key to solving many of humanity s most pressing current and future challenges The United States position in the global economy is declining in part because U S workers lack fundamental knowledge in these fields To address the critical issues of U S competitiveness and to better prepare the workforce A Framework for K 12 Science Education proposes a new approach to K 12 science education that will capture students interest and provide them with the necessary foundational knowledge in the field A Framework for K 12 Science Education outlines a broad set of expectations for students in science and engineering in grades K 12 These expectations will inform the development of new standards for K 12 science education and subsequently revisions to curriculum instruction assessment and professional development for educators This book identifies three dimensions that convey the core ideas and practices around which science and engineering education in these grades should be built These three dimensions are crosscutting concepts that unify the study of science through their common application across science and engineering scientific and engineering practices and disciplinary core ideas in the physical sciences life sciences and earth and space sciences and for engineering technology and the applications of science The overarching goal is for all high school graduates to have sufficient knowledge of science and engineering to engage in public discussions on science related issues be careful consumers of scientific and technical information and enter the

careers of their choice A Framework for K 12 Science Education is the first step in a process that can inform state level decisions and achieve a research grounded basis for improving science instruction and learning across the country The book will guide standards developers teachers curriculum designers assessment developers state and district science administrators and educators who teach science in informal environments *English Mechanic and Mirror of Science* ,1880 Proceedings ,1976 Nuclear Science Abstracts ,1969 University of Illinois Directory University of Illinois (Urbana-Champaign campus),1949 Coal Mine Structures I.W. Farmer,2012-12-06 Coal Mine Structures is based on a six year study carried out at the University of Newcastle upon Tyne between 1976 and 1982 and financed by the National Coal Board and the European Coal and Steel Community Projects 7220 ACj806 and 7220 ACj814 into the behaviour of under ground openings in British coal mines The original work has been expanded to include other relevant British and international data How ever it remains deliberately a personal view based on a specific albeit broad research programme It does not pretend to be a complete description of the behaviour of shafts tunnels rooms pillars and long wall excavations Nor does it set out to provide a manual for design The specific aim is to show often through consideration of quite detailed laboratory and field data how the observed performance of some under ground structures during mining can be explained by the deformation characteristics of the rocks which surround them The work is based on observatiollB by many engineers working for the National Coal Board s Mining Research and Development Establishment and by research associates and postgraduate students at the University of Newcastle upon Tyne I am grateful to them all but I am particularly indebted to Dr A H Wilson and Mr M J Bell of the National Coal Board to Dr P F R Altounyan Dr P Garritty Dr P Holmes and Dr P D Shelton formerly of the University of Newcastle upon Tyne to Dr R N **Polk's St. Paul (Ramsey County, Minn.) City Directory** ,1939 *Merck's Report* Theodore Weicker,1906 **The Handy Forensic Science Answer Book** Patricia Barnes-Svarney,Thomas E. Svarney,2018-09-01 A practical accessible and informative guide to the science of criminal investigations Covering the fundamentals science history and analysis of clues The Handy Forensic Science Answer Book Reading Clues at the Crime Scene Crime Lab and in Court provides detailed information on crime scene investigations techniques laboratory finding the latest research and controversies It looks at the science of law enforcement how evidence is gathered processed analyzed and viewed in the courtroom and more From the cause manner time of a death and autopsies to blood toxicology DNA typing fingerprints ballistics tool marks tread impressions and trace evidence it takes the reader through the many sides of a death investigation Arson accidents computer crimes criminal profiling and much much more are also addressed The Handy Forensic Science Answer Book gives real world examples and looks at what Hollywood gets right and wrong It provides the history of the science and it introduces the scientists behind breakthroughs An easy to use and informative reference it brings the complexity of a criminal investigation into focus and provides well researched answers to over 950 common questions such as What is the difference between cause of death and manner of death How did a person s

skull fit into criminal evidence in the early 1800s When were fingerprints first used to identify a criminal How is the approximate time of death of a crime scene victim determined What is forensic serology What is the National Missing and Unidentified Persons System Can a forensics expert look at skeletal remains and tell whether the person was obese How can a simple knot analyzed in the crime lab be used as evidence Can fingerprints be permanently changed or destroyed How fast does a bullet travel How was a chemical analysis of ink important in the conviction of Martha Stewart What types of data are often retrieved from a crime scene cellphone Can analyses similar to those used in forensics be used to uncover doping in athletics What is the Personality Assessment Inventory What are some motives that cause an arsonist to start a fire What state no longer allows bite marks as admissible evidence in a trial What is the Innocence Project Why are eyewitness accounts not always reliable Who was Jack the Ripper Providing the facts stats history and science The Handy Forensic Science Answer Book answers intriguing questions about criminal investigations This informative book also includes a helpful bibliography glossary of terms and an extensive index adding to its usefulness *Geophysical Abstracts* Geological Survey (U.S.),1968 Polk's Joliet (Will County, Ill.) City Directory ... Including Crest Hill, Lockport Township and Rockdale ,1955
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