

Boston College Educational Seismology Project:

Build Your Own Seismograph

Objective:

Students will gain a greater appreciation of how a seismograph works, and a better understanding of recordings of ground motion that they see on seismograms.

Activity:

In small groups of 3-4 students, design and construct a seismograph using common household and craft materials provided. Students will demonstrate to the class (by shaking their table) how their seismographs record motion (and if possible, the time of the disturbances).

Procedure:

Think of a creative and effective way to measure seismic waves generated by an earthquake. Draw a clear diagram of your seismograph, and label all the parts. Then describe how your seismograph works (in no more than one page of text and one page of figures).

A good design would be:

- made of the common inexpensive materials provided for this exercise;
- capable of determining the relative size of each disturbance it measures;
- capable of measuring vibrations continuously for at least one minute;
- capable of capturing the time when these disturbances occurred;
- capable of measuring vibrations from three different sources: a bang on or shaking of the table holding the seismograph; a person jumping up and down on the floor next to the table on which your seismograph is located; and a ball bounced off of a wall or floor nearby.

Each student should bring to class one or two small, unusual items to add variety to the list of building materials. After your initial design is complete, gather the materials you need and build the seismograph you designed. Be prepared to show the class how your device works.

After each group presents their design, the teacher will give a brief description of the kinds of seismographs that are used by seismologists, and will explain how seismographs record ground motion.

Reflection:

How can your seismograph design be improved?

What elements of your seismograph are similar to seismographs used by seismologists? What elements are different?

What were some of the challenges you encountered in designing and building your seismograph? How did you try to solve those problems? Did you succeed in solving those problems?

What are the physical principles underlying the mechanism of how your seismograph measures ground motion?

Can you think of any other reflection questions that would be appropriate for this exercise? If yes, what is your question, and how would you answer it?

Suggested list of materials for this exercise:

- masking tape (4 rolls)
- weights or sinkers (6-12)
- empty paper towel rolls or toilet paper rolls
- coil springs
- straws
- paper
- paper plates
- paper cups
- pipe cleaners
- marbles
- pens and pencils
- bouncy ball for demos
- string or wire
- scissors (4)
- miscellaneous items brought to class by the students.