

# Science Project #1: Plate Boundaries and California

Due: Wednesday, January 28, 2009

Select and complete **one** of the following projects; attach this assignment sheet, your bibliography, with your name on it, and turn in on or before the due date. If you have another idea, it must be approved by your Science teacher in advance (no later than Friday). **Be sure to include a bibliography in the correct format!** (Format: MLA, alphabetical by authors last name, hanging indent - we will go over this in class.)

ROLE	AUDIENCE	FORMAT	THEME
3-D model maker	museum patrons	3-D models illustrating fault movement for each of the 3 stresses	3 types of faults and how they move (Need help? See TB p. 214 for idea)
geologist at the USGS	6th grade Science students	Booklet or pamphlet of the different types of plate boundaries around the world (must include map)	Identifying locations around the world for each of the three types plate boundaries
Photographer interested in evidence of movement at faults	people living in the Bay Area after a major earthquake	Photo journal (must include at least 5 photos and a description of what is being shown in your own words)	Fault offset due to the Great Earthquake of 1906 <b>or</b> the 1989 Loma Prieta Earthquake
Student <b>(REQUIRES PERFORMANCE)</b>	our class	<u>Illustrated</u> presentation about the 3 types of stress ( <i>maximum of 3 minutes</i> )	sources of stress at faults <i>or</i> how students experience the 3 types of stress at school
Challenger on the "Food Network Challenge" TV show	Food Network judges with nut allergies	Edible 3-D models illustrating fault movement for each of the 3 stresses ( <i>cannot contain nuts!</i> )	3 types of faults and how they move and the type of stress associated with each.
California geographer	high school students	Power Point Presentation OR booklet (must include at least 3 photos, and a map)	Landforms in California which are evidence of plate tectonics
Performer <b>(REQUIRES PERFORMANCE)</b>	our class	Dance, song or skit to teach about topic(s) from ch. 5 ( <i>maximum of 3 minutes</i> )	chapter 5 vocabulary (performance must explain at least 3 vocabulary words)
<b>Other idea?</b> Describe here; approval signature from teacher required by Friday.			

*The project portion is worth 30 points, and the bibliography is worth 10 points. **It will not be accepted late.***

*(Project total value: 40 points)*