

Name: _____

Date: _____

Period: _____

Earthquake Case Study

GLE 8.1.9 Provide explanations to investigated problems or questions.

GLE 8.1.10 Communicate about science in different formats, using relevant science vocabulary, supporting evidence and clear logic.

With your team, research the earthquake assigned. Create a new page in your research notebook to collect your thoughts and notes. Complete the checklist below and then using the data you collected, create a presentations for the class to connect the concepts of plate tectonics and changes to building practices to the quake.

Check List:

_____ Particulars: Date, time, monetary damage, deaths, etc.

_____ Seismology: Seismogram, Amount of shaking, Area affected, Movement

_____ Plate Tectonics: Plates involved, plate boundary, motion,

_____ Engineering: Post-earthquake changes to buildings, bridges, etc.

Presentation Rubric

	Exceeds Standards	Masters Standards	Progressing to Standards	Limited Progress
Organization of Information	I presented my information in a logical and interesting way so that my classmates were attentive and listening	I presented information in logical sequence so my classmates could follow	I presented my information, but it was difficult for my peers to follow because I jumped around when saying my information	My classmates were not able to understand my information because there was no sequence of information
Subject Knowledge	I demonstrated a full knowledge of the information I was presenting and I was able to answer all class questions with explanations and elaboration	I demonstrated a full knowledge of the information I was presenting and I was able to answer all class questions. I was not able to elaborate on the questions that were asked	I was unsure about the information I was presenting and was able to answer only basic questions about my subject	I did not have an understanding of information I was presenting and I could not answer questions about my subject
Eye Contact	I maintained eye contact with my peers in the audience and rarely used my notes	I maintained eye contact most of the time but frequently used my notes	I occasionally had eye contact, but I reads most of my information off notes	I read all of my information off notes and made no eye contact
Elocution: Clear & Expressive Speech	I spoke clearly and pronounced all words correctly. I spoke loud enough so that all my classmates could hear the presentation	My voice was clear and I pronounced most words correctly. My classmates could hear my presentation	My voice was low and/or I incorrectly pronounced terms. My classmates had difficulty hearing my presentation	I did not speak clearly and pronounced terms incorrectly. I spoke too quietly for students in the back of class to hear

How does a seismically-active Japan solve its energy needs if nuclear is too risky?

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How does Alaska insure its natural beauty while allowing for the economy of oil in a seismically-active subduction zone?

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What is the responsibility of neighboring nations, such as the US, when poor nations suffer natural disasters?

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How can we use buoys to warn people of potential danger from earthquakes thousands of miles away? And whose responsibility is it?

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