

**Name(s):** Debra Richardson, Mattern

**Course:** Classical Science

**Unit:** Energy

**Period/Time:** 1, 3, and 4/5

**Unit Topic:** Immigration

**Dates:** April 6 & 7, 2009

**Department:** Science

**Grade Level:** 9

**Essential Question:** How has immigration influenced our knowledge and understanding of science, technology, and artesian crafts in the United States and how will it affect our future?

	4/6/09	4/7/09
<b>Objectives</b>	Research how immigrants transported to the United States from the beginning of time until today and into the future.	Present to the class their findings and explain how immigration has evolved.
<b>Activities/ Procedures</b>	Students will research their topics prior to class and complete their research in class. Each group of students will be assigned a specific time period to discuss how the immigrants traveled to the United States.	Students will present their form of transportation explaining the historical aspects, the dangers of travel, the energy involved, and the geographical morphology.
<b>Instructional Strategy</b>	Inquiry	Presentations
<b>Technology</b>	Online research, PPT	Online research, PPT
<b>Materials</b>	Computers, magazines, books, and poster board	Computers, magazines, books, and poster board
<b>Homework</b>	Research at home.	
<b>Assessment</b>	Participation	Presentation
<a href="#">NJCCS or Curriculum Standards</a>	5.7B1-3, 5.8A1, 5.8B1, 5.8C1, 5.8C3, 5.8D1	5.7B1-3, 5.8A1, 5.8B1, 5.8C1, 5.8C3, 5.8D1