

Descriptive Project Ideas

Various Intel Web resources have detailed unit plans that incorporate thinking critically with data in descriptive projects.

Language Arts Descriptive Projects

The Pearl: *Is more ever enough?*

<http://educate.intel.com/en/ProjectDesign/UnitPlanIndex/ThePearl>

Grade: 6–9, Language Arts

Is more ever enough? Poverty, greed, living for the future instead of in the moment—these are the timeless foibles of human nature that middle school students understand better after reading and rewriting John Steinbeck’s novella, *The Pearl*.

Where in the World Is Cinderella?: *Does happily ever after really exist?*

<http://educate.intel.com/en/ProjectDesign/UnitPlanIndex/WhereIsCinderella>

Grade: 3–5, Language Arts, Social Studies

Elementary students travel the world as they read the many tales of Cinderella, also known as Cendrillon, Ashpet, Yeh Shin, Tattercoats, and Cenicienta. Students analyze the story and rewrite it from another point of view.

Personal Identity: *What makes me who I am?*

http://educate.intel.com/en/ThinkingTools/ShowingEvidence/ProjectExamples/ProjectIdeas/SE_ProjectIdeas5.htm

Grades: 6–8, Language Arts, Literature

Students use the *Showing Evidence Tool* to analyze the decision-making and risk-taking behaviors of a character in Doris Lessing’s short story, *Through the Tunnel*. They then consider how their behaviors and decisions have shaped their own identity.

Richard III: *How has our world been impacted by abuse of power?*

http://educate.intel.com/en/ThinkingTools/SeeingReason/ProjectExamples/ProjectIdeas/SR_Ideas4.htm

Grade 12, English

While reading William Shakespeare’s play *Richard III*, students analyze the protagonist and the causes of his downfall. They use the *Seeing Reason Tool* to analyze the question, *How does the world Richard creates contribute to his own dissatisfaction and eventual demise?* The map helps to generate discussion before writing a character analysis of Richard III.

Math Descriptive Projects

Energy Innovations: *What is a quality life?*

<http://educate.intel.com/en/ProjectDesign/UnitPlanIndex/EnergyInnovations>

Grade: 9–10, Math, Algebra, Science, Social Issues

To encourage global consciousness, students research the impact of alternative fuel sources and how daily decisions about energy affect quality of life, both personally and globally. As a culminating project, students simulate the decision making process of buying their first car, and investigate how data and statistics can impact their decision.

Track the Trends: Predict the Future?: *What does the past tell us about the future?*

<http://educate.intel.com/en/ProjectDesign/UnitPlanIndex/TrackTheTrends>

Grade: 9–12, Math, Algebra, Social Issues

From population growth to crime rates, students use socially relevant data to plot historic trends and project them into the future. Students assess the validity of their statistical analysis as they try to predict the future.

What Does This Graph Tell You?: *Why is studying change important?*

<http://educate.intel.com/en/ProjectDesign/UnitPlanIndex/WhatDoesThisGraphTellYou>

Grade: 9–12, Math, Science

How do you model or simulate natural phenomena? How do you use trendline data to predict future occurrences? How can spreadsheets help with data analysis? Students explore these questions as they research natural phenomena, design simulations in a lab setting, gather data, use spreadsheet software to analyze and represent their data, and create presentations of their findings.

Science Descriptive Projects

Healthy Eating: Are We What We Eat?: *Are we really what we eat?*

<http://educate.intel.com/en/ProjectDesign/UnitPlanIndex/HealthyEating>

Grade: K–2, Science, Math

Primary students investigate the age-old adage: *You are what you eat*. Students plan a healthy diet, create presentations to show how to make healthy food choices, learn about the food pyramid, interview classmates about food choices, and create a graph based on information gathered. Most importantly, students learn how to make healthy food choices and understand why eating a balanced diet is an integral part of living a healthy lifestyle.

Pond Water and Pollywogs: *Why do people say, "There is no place like home"?*

<http://educate.intel.com/en/ProjectDesign/UnitPlanIndex/PondwaterAndPollywogs>

Grade: K–2, Life Science

Primary students raise frogs from eggs and share their expertise in an informative brochure for visitors at a new amphibian exhibit at the local zoo.

Meet the Bears: *Are we like other animals?*

<http://educate.intel.com/en/ProjectDesign/UnitPlanIndex/MeetTheBears>

Grade: 2, Science, Mathematics

How many of ME would it take to outweigh a polar bear? Primary students look at bears from all angles, and apply math and measurement skills to compare themselves with their furry friends.

What's the Matter with Oobleck: *Does everything have its place?*

http://educate.intel.com/en/ThinkingTools/ShowingEvidence/ProjectExamples/ProjectIdeas/SE_ProjectIdeas1.htm

Grade: 3, Physical Science

Ooey, gooey Oobleck is a mystery matter. Without knowing the ingredients for Oobleck, students investigate its properties and use *Showing Evidence* to make a claim about Oobleck's state of matter.

The Great Bean Race: *Is conquering the impossible possible?*

<http://educate.intel.com/en/ProjectDesign/UnitPlanIndex/GreatBeanRace>

Grade: 3–5, Science

Young botanists investigate plant growth as they compete in a lima bean stalk growing competition with students from other geographic locations.

Wave of Spring: *What changes do you see?*

<http://educate.intel.com/en/ProjectDesign/UnitPlanIndex/WaveOfSpring>

Grade: 3–5, Science, Math, Social Studies

Students anticipate and track the arrival of spring as they plant tulip bulbs and share observations about growth milestones with other student gardeners throughout the Northern Hemisphere.

Insects: The Good, the Bad, and the Ugly: *How are things around me helpful or harmful?*

<http://educate.intel.com/en/ProjectDesign/UnitPlanIndex/InsectsGoodBadUgly>

Grade: 6–8, Science

Insects are often regarded as disgusting, squashable annoyances. In this unit, students become entomologists and investigate the role insects play in our lives and the world around us.

Storm Watch: *How do people respond to change?*

<http://educate.intel.com/en/AssessingProjects/AssessmentPlans/ElementaryAssessmentPlans/StormWatch>

Grades 4–6, Science, Math, Language Arts

Students become weather forecasters to report on weather conditions around the globe after conducting research and scientific investigations about weather phenomena.

Weather: *Why is it important to be prepared?*

<http://educate.intel.com/en/ThinkingTools/SeeingReason/ProjectExamples/UnitPlans/Weather>

Grades 6–8, Science

Students take on the role of meteorologist to understand and prepare for a weather phenomenon that may strike in their assigned city. The *Seeing Reason Tool* helps students analyze the impact that a particular phenomenon may have on their area.

Social Studies Descriptive Projects

From Sea to Sea: *How are we different from others?*

<http://educate.intel.com/en/ProjectDesign/UnitPlanIndex/FromSeaToSea>

Grade: 3–5, Social Studies

Using a WebQuest, students take on the role of Chamber of Commerce employees and develop informational brochures for a local city. Then, they learn more about the economy of trade and its impact on the local cities and citizens. After developing presentations, students present what they have learned to an outside audience.

Destination America: Our Hope, Our Future: *Why take the risk?*

<http://educate.intel.com/en/ProjectDesign/UnitPlanIndex/DestinationAmerica>

Grade: 6–8, Social Studies

Students travel back in time to the late nineteenth and early twentieth centuries as they experience life through the eyes of a European immigrant who first steps foot on U.S. soil.

Neighborhood Diversity: *Why do things change?*

http://educate.intel.com/en/ThinkingTools/SeeingReason/ProjectExamples/ProjectIdeas/SR_Ideas2.htm

Grade 8–12, American History

Students engage in the process of understanding how ethnic and racial neighborhoods were created in their city. Students look at how neighborhood composition changes over time in response to changing economic, political, and social factors. After conducting research, students create a Web site about their city.