

Creative Project Ideas

As students consider how to share their learning through creating a product, the following list of ideas may be helpful. This list is by no means complete or all encompassing. We are confident students will have numerous ideas which are not on this list, or will modify the ideas to better suit their needs.

When selecting a product to create, please keep the following in mind as it will be used to score the finished products: **connects to essential question**, could not have been created before completing the research, grows out of research, **not a poster, PowerPoint, Keynote, slideshow, or visual aid**, was student created, designed, invented, and done by the student (not commercially produced kit or collection of purchased items).

Advertising Campaign	Animation	Art Gallery	Blog
Blueprint	Book	Broadcast	Brochure / Pamphlet (with student made art and text)
Cartoon Strip	Carving	Coat of Arms	Choreograph a Dance
Commercial	Competition	Cookbook (original recipes created by student)	Costume
Crest	Detailed Illustration/Labeled Diagram	Diary	Dictionary
Documentary	Editorial / Essay	Exhibit	Fact File
Fairy Tale / Legend	Family Tree	Flag (original design)	Flannel Board
Flip Book	Game	Game Show	Guidebook/Handbook/How-to-Book/Manual
Invention	Kit (containing student-made items)	Logo	Magazine / Magazine Article
Manual	Manuscript	Map	Mask
Mobile	Mock Trial	Model	Mosaic
Mural	Museum Exhibit	Musical Composition	Musical Performance
Narrative	Needlecraft / Quilt	News Report / Documentary	Newspaper/Newsletter
Ornament	Painting	Pamphlet	Paper Mache
Photo Album	Pictorial Essay	Picture Book	Play / Dramatization
Poetry Collection	Pop-Up Book	Prototype / Machine	Puppet Show
Puzzle Book	Recipe Book (original recipes)	Review	Scrapbook
Script	Sculpture	Service Project	Shadow Box / Diorama
Simulation	Skit	Song	Storyboard
Television Show	Time Capsule	Timeline	Toy
Travelogue / Itinerary	Video Game	Web Page	Youtube Video

- “Done by the student” refers to all elements of the finished product. All written and artistic elements must be original (**Do not copy and paste text or images**).
- “Grows out of research” implies that new student learning is represented (I can make a paper mache giraffe right now, before I learn anything about giraffes. That product would not pass).
- School district policy prohibits students from bringing “any weapon, device or look-a-like device,” including “any instrument , article, or substance specifically designed for and presently capable of causing death or serious physical injury.” Products which fall into this category may not be brought to school.

Student vs. Parent Role

Supporting Your Child

As a general rule, if a student CAN do it, the student SHOULD do it.

BE POSITIVE! Your support, encouragement, and praise are important to your child. “*You are learning so much!*” and “*Ugh! Projects again?!?*” WILL be internalized by your child and will continue to impact their motivation toward learning, school projects, and dedication to doing work long after they leave Ogden Middle School.

Student Role

Choose topic

Select resources

Read all materials at own reading level

Record new learning in journal / INB

Conduct Internet research

Record thoughts and ideas after watching a video

Record thoughts from site visits or tours

Generate interview questions

Conduct interviews

Complete all product work

Parent Role

Discuss / celebrate topic choice

Help gather / suggest resources

Help determine readability level

Read challenging text aloud to child

Supervise research and resources

Teach note taking skills

Suggest organizational strategies

Consult scoring guide / Listen in

Ask questions of student

Help with dangerous aspects (tools)

ALL writing, artwork, etc. in the student journal / INB needs to be done by the student.

If your child requires a modified assignment or special accommodations, please contact the teachers to make arrangements in advance.

Project Steps:

1) Choose a question to learn more about

2) Conduct research

3) Make a product to show what you learned

4) Write two reflective paragraphs (1 on the research process - 1 connecting to the research question)

5) Turn in research packet, product, and paragraphs

Product Development and Criteria - Fill out and check off each item

Teachers do not pre-approve products. As a family, discuss how the product you plan to create will meet all of the criteria. Please describe the product you plan to create:

In order to pass, your product must meet ALL of the criteria. Please **explain how** your product meets the criteria below by giving specific evidence. **Use complete sentences.** “Yes, it does,” is not evidence, you need to explain HOW it meets the criteria.

Connects to your ESSENTIAL QUESTION. Explain how it connects.

Grows out of your research and shows new learning. What NEW learning will show in your product?

What part(s) could not have been created before your research?

My product is fully supported by a complete and finished “Focus Planning” section.

My product was created, designed, and done by me (not a kit, collection of purchased items, not done by an adult, does not have text / pictures copied and pasted from a resource you found). Explain what was made or done by you.

SAMPLE Bibliography with a Source Key

Use a clear, easy to read symbol or color for each of your sources. You will use these symbols in your journal to mark which source you found each piece of information you use in your journal. If you include a fact you learned, put the symbol next to the fact in your journal to show which source it came from. If you print an article and mark the text with notes, put the symbol next to your notes on each page of the article.

Symbol	Your Resource (Title of book or article, author, web address, name of interviewee, location of tour and date of tour, et. al.)	Type of Resource (book, video...)
	http://animals.nationalgeographic.com/animals/mammals/giraffe/	Internet article
	http://www.kidsplanet.org/factsheets/giraffe.html	Internet article
	<u>Tall Blondes: A Book About Giraffes</u> , by Lynn Sherr	book
	<u>Giraffes</u> , by Jill Anderson	book
	Visit to the Oregon Zoo, October 9, 2018, Portland, OR	site visit
	http://video.nationalgeographic.com/video/kids/animals-pets-kids/mammals-kids/giraffe-kids/ , National Geographic Videos	video
	Avasthi, S. (2009, November 17). Giraffes Rock! The Seattle Times	newspaper article

Reminders:

- Book titles must be underlined, followed by a comma, and under the name of the author.
- Internet articles must be listed with the **full** URL address.
- For resources not shown above, try:
<http://www.factmonster.com/homework/t8biblio.html> for additional examples.
- In the “Type of Resource” column, **do not write “Internet.”** We need to know if it was something you read (article), something you listened to (podcast), something you watched (video), etc.

General Research Papers, Notes, Articles...

Attach ALL of your General Research papers on the this page.

	1	2	3	4
Project Process	<p>Focus planning shows little in class learning in 0-1 sentences.</p> <p>Essential question is missing, or generated from 1-3 initial questions, or is from class.</p> <p>Bibliography is missing or incomplete with 0-1 sources.</p>	<p>Focus planning shows some examples of in class learning in a sentence or list.</p> <p>Essential question is student generated from 4-5 initial questions, or is from class.</p> <p>Bibliography is incomplete with 2-3 sources.</p>	<p>Focus planning shows summary of in class learning in 2-3 sentences.</p> <p>Essential question is student generated from 6-7 initial questions.</p> <p>Bibliography is complete with 4 correct sources.</p>	<p>Focus planning shows summary of in class learning in a complete summary paragraph.</p> <p>EQ is student generated, well written and from 8 initial questions.</p> <p>Bibliography is error free with 5+ correct sources.</p>
Product	<p>Does not connect to the Essential Question.</p> <p>Demonstrates minimal understanding of content.</p> <p>Product quality shows minimal effort.</p>	<p>Partially connects to the Essential Question.</p> <p>Demonstrates understanding of content only.</p> <p>Product quality shows some effort.</p>	<p>Connects to the Essential Question.</p> <p>Demonstrates understanding of content.</p> <p>Product quality shows effort reflective of time spent in class.</p>	<p>Connects to the Essential Question and new learning.</p> <p>Demonstrates understanding of content and connects to other learning.</p> <p>Product quality shows effort reflective of time spent outside of class.</p>
Written Reflection	<p>Missing paragraph or incomplete sentences explaining the project process.</p> <p>Missing explanation of new learning, or partially explains new learning.</p>	<p>A few sentences explaining the project process.</p> <p>A few sentences that partially explain new learning; little new learning is shared.</p>	<p>A clear paragraph explaining the research process in detail.</p> <p>A clear paragraph explaining new learning through the creation of the product.</p>	<p>A well worded paragraph explaining the research process in detail including obstacles and new ideas.</p> <p>A well worded paragraph reflecting on new learning that occurred through the creation of the product.</p>