**Final Project for *Lost in Lexicon* Honors English 6**

With your assigned partner, choose from the following lists in order to come up with an original idea for a final project related to our study of *Lost in Lexicon*. The book explores almost boundless topics – in English, math, science, technology, the world. Now, your job is to take a deeper look at one of the topics the book addresses; after exploring some about your chosen topic, you will then design a presentation for a particular audience. In order to get your audience to care about your topic as much as you do, you’ll have to make your presentation as creative and engaging as possible.

***Important note:*** *Choose from each list separately! In other words, just because your topic is “Grammar” (from the first column) does not mean that the audience has to be middle school peers and that the presentation format has to be a class lesson. You are free to choose any audience and presentation format that suits your topic.*

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| **TOPIC** | **AUDIENCE** | **PRESENTATION FORMAT** |
| Grammar – parts of speech, parts of sentences, punctuation usage | Middle school peers | Class lesson and/or activity |
| The work and life of a famous poet (e.g. Emily Dickinson, Ogden Nash, Henry Wadsworth Longfellow) | Primary school peers (specify a grade level – e.g. JK, SK, 1st, or 2nd grade) | Newspaper article – specify type of format (e.g. front page, editorial, sports, etc.) |
| A particular form of poetry (e.g. ballad, villanelle, sonnet) – perhaps writing an example of it and creating a lesson on how to write one | Lower school peers (specify a grade level and class– e.g. Ms. Mehta’s math class – 3rd grade) | A performance (e.g. play, song, skit, video) |
| The role of females in science, math, technology | Parents | A podcast with video |
| Stereotypes related to gender, race, sexuality, class, etc. in today’s society | Teachers | A website |
| The archetypical hero’s journey or quest (e.g. Joseph Campbell and *The Power of Myth* – see Ms. P. if you’re curious) | An adult reading audience | A storybook with pictures |
| The effect of technology on today’s society (specify a particular type of technology – e.g. social media, medical technology, e-readers, etc.) | A reading audience of children | A series of art works or one bigger piece of art |
| Different ways to multiply - one or two. | A heterogeneous group of adults and children, most of whom you do not know | An informational pamphlet |
| Logical / deductive thinking – processes and examples of it in practice | A future sixth grader | An infomercial |
| Graphing in the coordinate/Cartesian plane. | A museum-goer | A wiki |
| Linear vs. square vs. cubic units. |  | A powerpoint |
| Hierarchy of Numbers using a Venn Diagram. |  | A life-size magnetic / velcro poetry wall |
| Formulas – Choose one that interests you – It cannot be area or perimeter of a rectangle or square. |  |  |
| Meter  Compare meter as it is used in poetry/measure and meter as it is used in mathematics/measure.  Meter vs. yard and an extension into metric vs. standard measure of length. |  |  |
| Non-standard measure |  |  |
| Slope of a line including *league*. You can include how the compass relates to slope. |  |  |
| Pythagorean Theorem |  |  |
| Pi – how was it derived and how is it used |  |  |
| Constants other than pi – how derived and how used. |  |  |
| 1729 – What is special about the number? (Maybe you could do a better job that I did on the octagonal property of the number – or you could do triangular all the way to octagonal numbers.) |  |  |
| History of googol and googolplex and ways to write them |  |  |
| Imaginary numbers |  |  |
| Transformations in the coordinate plane – Reflections, Rotations, and Translations. |  |  |
| Oscillations – What are they and where are they found in math? |  |  |
| For a non-knitter – find where in the book I found this idea and then find someone to teach you to knit a square using a gauge to make it a desired size. |  |  |
| The third axis in the coordinate plane. |  |  |
| Explain Bran’s idea of 1/x – (p.288) Use a table of values to graph it and then research what the shape of that graph is called. |  |  |
| When the kids are pushing the elevator buttons (p. 312), it talks about combinations of numbers. Explore the difference between combinations and permutations. If the children could not use a digit more than once, how many combinations of 3 digits would there be. What if the order they punched them mattered? How many permutations would there be. |  |  |

**Planning Sheet for Final Project**

Name and topic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please complete all of the following questions completely and thoroughly. Bulleted responses are fine, but I do need to be able to follow your train of thought. Your answers to the following questions will vary depending on your topic; also, feel free to tweak any questions so that they are more relevant to your project topic.

1. Why do you think your topic is interesting? What might others find interesting about your topic?
2. List at least five things you need to investigate further in order to better understand your topic. You could phrase these as questions (e.g. Is there evidence that e-readers have already changed the way that people read?) or as statements (e.g. I wonder whether e-readers have changed the way that people read.) THIS STEP IS CRUCIAL TO A SUCCESSFUL PROJECT, SO DON’T SKIMP ON IT! I need to see these questions / statements before you move on.
3. Where can I look to find the answers to my questions? List at least three specific resources (e.g. specific websites, books, magazines, people in your community, etc.) that will help you find out what you need to know about your topic. You may need to do some research to answer this one –talk to me or Ms. Corbiere; go to the library and talk to Ms. Borus about what resources she has (both online and in books), ask a friend who may know more, do a few searches on the internet and scan internet listings.
4. Who will your audience be for your topic? Why would they be interested in your topic? Give at least three reasons.
5. What format do you and your partner want your presentation to take? Why would that format make the most sense for your topic? (Note: If you are planning to teach a lesson, you should be prepared with a written lesson plan to give to the classroom teacher. Likewise, you will want to have printouts of activities and/or sample questions to work on with your students.)
6. What needs to happen between now and next Monday for you to complete this project on time and to the best of your ability? List at least five specific steps. It’s fine if there are more steps, but list at least five. Now order them in terms of what needs to happen first, second, third, etc.
7. If you are working solo, you can skip this step. Otherwise, talk with your partner about what you could each accomplish separately, outside of class. Remember, that both partners should be working on this project (when assigned for homework) for at least 30 minutes a night. There should never be a night where one partner is working and the other is taking a night off.

How will you divide up the work? Give me a specific plan (e.g. Ian will do….while Ellie will do…)

1. Finish this sentence: Now that I am finished with this planning sheet, the first thing I need to do for my project is….