

## Persuasive Project Ideas

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

### Math Persuasive Projects

#### **Dream Home: *How are our lives affected by the choices we make?***

[http://educate.intel.com/en/ThinkingTools/SeeingReason/ProjectExamples/UnitPlans/DreamHome/SR\\_UnitPlans6.htm](http://educate.intel.com/en/ThinkingTools/SeeingReason/ProjectExamples/UnitPlans/DreamHome/SR_UnitPlans6.htm)

Grades 9–12, Consumer Math

Students receive an inheritance and must decide what home is the right one for them to purchase. Quaint cottage or stately mansion? Suburban ranch house or urban loft? In this consumer math project, students learn how to calculate the real cost of real estate and use the *Seeing Reason Tool* to consider the myriad factors that influence home buying decisions. Students prepare presentations to support their home choice purchases.

### Science Persuasive Projects

#### **Healthy Oceans, Healthy Planet: *How are we interconnected?***

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

Grade: 3–5, Science

Working in cooperative groups, students become marine biologists and oceanographers, offering testimony to the United Nations about the health of various ocean ecosystems. Students inform UN delegates about the fate of our oceans, and then offer ideas for protecting our watery world by creating informational brochures and presenting their findings.

#### **The Earth Moves Under My Feet: *How does change affect the future?***

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

Grade: 6–8, Science

Students are assigned to task forces with the mission to develop a comprehensive emergency earthquake plan for a designated “slice” of Earth. Each task force collects real-time seismic data and uses the information and other research as a basis for developing recommendations for a specific area.

#### **Ecology Explorers: *How can we all get along?***

[http://educate.intel.com/en/ThinkingTools/SeeingReason/ProjectExamples/UnitPlans/EcologyExplorers/SR\\_UnitPlans5.htm](http://educate.intel.com/en/ThinkingTools/SeeingReason/ProjectExamples/UnitPlans/EcologyExplorers/SR_UnitPlans5.htm)

Grades 6–8, Science, Language Arts

Taking the role of wildlife conservationist, each student becomes an expert on an endangered animal or plant that is at risk in the local region. After mapping their understanding of threatened species using the *Seeing Reason Tool*, students prepare presentations for an authentic audience to propose practical, as well as economically feasible, solutions to ensure the continued survival of the species.

**What Happened to Robin?: How can I help protect urban wildlife?**

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

Grade: 6–8, Science

Community-minded students help a wildlife rehabilitation center analyze small animal injury data. Students report their analysis and recommendations to concerned neighborhood groups to educate others on stewardship of urban wildlife.

**Space: The Future Frontier: Why do we explore?**

[http://educate.intel.com/en/ThinkingTools/ShowingEvidence/ProjectExamples/UnitPlans/Space/SE\\_UP2.htm](http://educate.intel.com/en/ThinkingTools/ShowingEvidence/ProjectExamples/UnitPlans/Space/SE_UP2.htm)

Grades: 6–8, Earth Science

Humans have sought to understand the unknown since the beginning of time. In this unit, students research the costs and benefits of space exploration and present a recommendation to Congress. They use the *Showing Evidence Tool* to organize claims and evidence to back their point of view concerning the justification of continued space exploration.

**Biomes: Action for a Healthy Planet: What can I do to affect the future?**

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

Grade: 9–10, Science

Student activists explore the biomes of the world and develop a campaign to increase public awareness to assure protection of biome health.

**National Energy Plan: How can we make a difference?**

[http://educate.intel.com/en/ThinkingTools/VisualRanking/ProjectExamples/UnitPlans/NationalEnergyPlan/VR\\_UnitPlans3.htm](http://educate.intel.com/en/ThinkingTools/VisualRanking/ProjectExamples/UnitPlans/NationalEnergyPlan/VR_UnitPlans3.htm)

Grades 9–12, Social Sciences

High school students assume the role of a senator serving on an energy subcommittee, and develop a national energy plan that provides for the future economic and environmental welfare of our country. Using the *Visual Ranking Tool*, students evaluate and rank several energy proposals before reaching consensus on a viable energy plan.

**Phabulous Physics: Can all the events around us be anticipated and explained?**

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

Grade: 11–12, Science

Physics! Phabulous Physics! To solve physics puzzles presented by linear motion, students learn about motion by working with challenging physics problems. Students use spreadsheet software to analyze and represent data from a physics problem and then present their physics findings to their peers by creating a brochure. To seek community input about local traffic hazards, students then produce a survey or blog and post it on a site. Armed with this community data and their own research, student groups take on the role of members of a highway safety advocacy group. Their task is to create and deliver a presentation to the city planners proposing changes to a dangerous section of road or intersection.

## Social Studies Persuasive Projects

### **Red Light, Green Light: *How can we communicate so we will be heard and understood?***

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

Grade: 3–5, Social Studies

A car accident in a school neighborhood motivates students, parents, and community members to campaign for improved street safety. Students collect, represent, and analyze traffic data in the area around their school, and they think of ways to make everyone safer.

### **The Shot Heard Around the World: *Is everything you read true?***

[http://educate.intel.com/en/ThinkingTools/ShowingEvidence/ProjectExamples/ProjectIdeas/SE\\_ProjectIdeas2.htm](http://educate.intel.com/en/ThinkingTools/ShowingEvidence/ProjectExamples/ProjectIdeas/SE_ProjectIdeas2.htm)

Grades: 4–5, Social Studies

Students read various accounts about who really fired the first shot of the Revolutionary War. They consider different perspectives and make a claim as to who fired “The Shot Heard Around the World.”

### **Are We Walking in Roman Sandals?: *Does history repeat itself?***

[http://educate.intel.com/en/ThinkingTools/ShowingEvidence/ProjectExamples/ProjectIdeas/SE\\_ProjectIdeas7.htm](http://educate.intel.com/en/ThinkingTools/ShowingEvidence/ProjectExamples/ProjectIdeas/SE_ProjectIdeas7.htm)

Grades: 6–8, Social Studies

Students examine the rise and fall of the Roman Empire and compare it with the path the United States is taking. They use the *Showing Evidence Tool* to take a stance on whether the United States is following in the same footsteps as ancient Rome.

### **Community Decisions: *How can we make a difference?***

[http://educate.intel.com/en/ThinkingTools/VisualRanking/ProjectExamples/UnitPlans/CommunityDecisions/VR\\_UnitPlans2.htm](http://educate.intel.com/en/ThinkingTools/VisualRanking/ProjectExamples/UnitPlans/CommunityDecisions/VR_UnitPlans2.htm)

Grades 6–8, Social Studies

Middle school students represent different constituency groups that live in their community as they learn how to participate in community decision making processes. They conduct a needs assessment to collect data on possible ways to develop a vacant lot, use the *Visual Ranking Tool* to prioritize the responses, and then present their conclusions to a Community Advisory Committee.

### **Virtual Ambassador: *How can individuals make a difference in the world?***

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

Grade: 6–9, Social Studies

What are some of the problems facing people in developing countries? How can foreign and local volunteers help? Students correspond with Peace Corps volunteers working around the world as they tackle these difficult questions. Once students narrow their focus to a particular problem in a specific place, they assume the role of advisors to the United States ambassador of a developing nation and create a proposal for a volunteer program.

**Freedom in the Modern World: *What is freedom?***

[http://educate.intel.com/en/ThinkingTools/ShowingEvidence/ProjectExamples/ProjectIdeas/SE\\_ProjectIdeas4.htm](http://educate.intel.com/en/ThinkingTools/ShowingEvidence/ProjectExamples/ProjectIdeas/SE_ProjectIdeas4.htm)

Grade: 10–12, World History, U.S. History, U.S. Government

Some ideas about governing citizens persist through time and across cultures. In this unit, students explore the concept of personal freedom using primary and secondary sources. Using the *Showing Evidence Tool*, students create claims and find supporting evidence to answer the question, *Should a government place limits on the freedoms of its citizens?*