

Year 9 Loyola Projects

Autumn Term	Spring term	Summer term
<p>Theme: Friendship The novel: Heroes / Lord of the Flies</p> <p>Project: (Heroes) Identity and Disguise: The Scarf Project</p> <p>This project focuses on the theme of appearance, identity, and the protagonist's emotional state.</p> <p>Task: Create a visual analysis of Francis's scarf and disfigured face as symbolic devices.</p> <ul style="list-style-type: none"> • Deliverables: <ol style="list-style-type: none"> 1. The Scarf Model/Image: Draw, paint, or digitally design the scarf Francis wears. On the visual, label at least three significant quotes or phrases from the book that explain <i>why</i> Francis wears it (e.g., to hide ugliness, to maintain 	<p>Theme: Manipulation or Wit The play (The Crucible)</p> <p>Project: Eulogy</p> <p>Students choose a character who dies (e.g., John Proctor, Rebecca Nurse) and write a eulogy detailing the character's life, good deeds, flaws, and how their reputation was impacted by the trials.</p>	<p>Theme: Voices Poetry from Different cultures</p>  <p>Project: The Global Teen Cookbook and Cultural Exchange</p> <p>This project combines research, writing, cooking (or mock cooking/food photography), and sharing, all centered around the culture of food.</p> <ul style="list-style-type: none"> • Project Goal: Create a digital or physical "Global Teen Cookbook" featuring recipes and the stories behind them from different cultures. • Student Task: <ol style="list-style-type: none"> 1. Select a Culture/Cuisine: Choose a specific country, region, or sub-culture (e.g., street food, festive meals) to focus on. Students can

<p>anonymity, as a form of self-punishment).</p> <p>OR</p> <p>2. Before vs. After Monologue: Write two contrasting short monologues (5-7 sentences each) from Francis's point of view:</p> <ul style="list-style-type: none"> ■ "Before" Monologue: Francis the table-tennis champion, feeling pride and hope before the Wreck Center incident. ■ "After" Monologue: Francis the disfigured veteran, reflecting on the loss of his "old face" and his loss of identity. <p>OR</p> <p>3. Symbolic Object: Design or draw one new symbolic object that Francis takes with him on the train at the end of the book. Write a</p>		<p>choose their own background or a culture they're curious about.</p> <p>2. Research and Recipe Selection: Research 3-5 traditional or culturally significant recipes. For each one, they must find the recipe and investigate its cultural context:</p> <ul style="list-style-type: none"> ■ When is this dish traditionally eaten? (e.g., a holiday, a common family dinner) ■ What are the historical origins of the ingredients or preparation methods? ■ Does the dish have any special significance (e.g., good luck, ritualistic)? <p>3. Visual Presentation: Prepare or photograph one of the dishes (or use high-quality, cited public domain images). If preparing it, document the</p>
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<p>short paragraph explaining what this object represents about his future (e.g., hope, writing, a moral lesson).</p>		<p>process.</p> <p>4. Presentation/Publishing: Compile the recipes, cultural background, and visuals into a chapter for the class cookbook. This can be a printed book, a website, or a digital presentation.</p> <ul style="list-style-type: none"> • Key Skills Developed: Research, writing, cultural literacy, digital literacy, and practical life skills.
<p>Project: (Lord of the Flies) Character Psychology Profile</p>  <p>Students will choose one of the main characters—Ralph, Jack, Piggy, or Simon—and create a detailed profile using a multi-media format.</p> <p>Slideshow</p> <p>A detailed poster</p> <p>A short dossier</p> <p>A digital presentation).</p>		

<h3><u>Famous Faces</u></h3> <p>Project: The Speech Deliverable</p> <p>A 5-minute speech delivered <i>in character</i>, recorded and uploaded to Google classroom. Students must adopt the person's vocabulary, rhetorical style, and appropriate stance/mannerisms. They must integrate real historical facts to lend credibility to their argument.</p> <p>The Creative Deliverable (Costume/Prop): Students incorporate a simple costume element or a significant prop that symbolizes their chosen historical figure or the issue they are addressing.</p>	<h3><u>The Apprentice</u></h3> <p>Project:</p> <p>Redesign an Existing Product (Reverse Engineering):</p> <ul style="list-style-type: none"> • Concept: Students take a common household object (like a pencil sharpener, stapler, or water bottle cap) and measure it precisely, model it, and then design an improvement or a new component for it. • Product: A new, better cap for a water bottle or a custom grip for a tool. 	<h3><u>Drama Festival</u></h3> <p>Project: The Concept</p> <p>The student selects, analyzes, and performs a 3-5 minute monologue from a published play.</p> <p>Project Stages</p> <ol style="list-style-type: none"> 1. Selection & Analysis: Choose a monologue appropriate for their age and experience. They must research the play's context, the character's background, and the immediate moment before the monologue starts. 2. Character Journal (Written Component): The student creates a journal or portfolio answering key questions: <ul style="list-style-type: none"> ○ Objective: What does the character want in this moment? ○ Obstacle: What is preventing them from getting it? ○ Tactics: What actions (verbs) do they use to try and achieve their objective? ○ Stakes: What happens if
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		<p>they fail?</p> <p>3. Rehearsal & Staging: Block the monologue, focusing on physicality and vocal dynamics (pitch, pace, projection). They should incorporate a costume element or a simple prop that helps define the character.</p> <p>4. Performance & Rationale: Perform the piece and then present a brief Performance Rationale, explaining the key dramatic choices they made based on their analysis.</p>
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