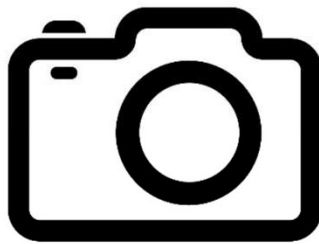


Selfies +
Geometry =

Selfieometry



a project combining the pop culture trend, the "selfie," with geometry

Q: What is the Selfieometry Project?

A: Students take photos of themselves (selfies) with naturally occurring geometric figures to illustrate an understanding of the Geometry concepts and to apply their understanding to the real world.

Q: Which geometry figures do I choose and how many?

A: Students must choose from the following list of terms. The final product should include 15 terms.

Q: Do I have to be in the photos?

A: Yes! By taking a selfie, it is proof that the student found the geometric shape and did not pull it from the internet, but if you don't like to take selfies, you can include a proof. You can include in the picture your hand holding a sign with your name and a unique hashtag (example:

#luiswashereforthegeometryprojectandicantwaitformorehomework)

Q: Can I draw the geometric figure on paper and take a picture with it?

A: No, the goal is to discover how geometry is found in everyday, real-world things. While the student should not manufacture figures for a picture, students do not have to find things that only occur naturally or can be found in nature. There are a lot of examples of geometry in man-made objects and buildings. Look at architecture, construction sites, artwork, flags, quilts, etc. This means that you can go on a hike or a to your favorite town and still find geometry everywhere!

Q: Can I do more than one term in one photo?

A: Yes, but there are limitations. Each term should be used in a unique example, but they may be together in one photo. One example may not be used for multiple terms.

Q: How should I present my photos?

A: Each photo needs a caption that uses the term in such a way that demonstrates the student understands the meaning of the term. Students can print the photos and put them on a poster board with the captions or insert them digitally into a PowerPoint or Prezi. Students should be creative and have fun! The description of the picture should include not only the term itself, but a description and characteristics of it (example: in this picture, this trunk resembles a cylinder. A cylinder is a three-dimensional shape that has two parallel circular bases linked by a curved surface, from which we can calculate the area and the surface with the following formulas...) The more information, the better!

Q: Can I use photo details and text to mark the geometric figures?

A: Sure! Things like that will help demonstrate understanding of the term. Try to use as many concepts as possible that you learned in the previous courses. One of the best ways to learn is to teach others, hence think about this activity as your opportunity to explore, observe, and explain to yourself and others that geometry is more than drawings on a paper, and that is useful and applicable in real life.

Choose 15 terms from the list below:

Parallel lines
Transversal lines
Perpendicular lines
Alternate interior angles
Vertical angles
Alternate exterior angles
Adjacent angles
Corresponding angles
Complementary angles
Same side interior angles
Supplementary angles
Linear pair
Translation
Line of reflection
Rigid motion
Rotation
Symmetry
Reflection
Dilation
Vertex
Regular polygon
Irregular polygon
Polygon
Quadrilateral
Parallelogram
Scale drawing
Similar figures
Interior angle
Exterior angle
Prism
Acute angle
Convex polygon
Rectangle
Ray
Right angle
Triangle
Rhombus
Obtuse angle
Right triangle
Median
Acute triangle
Trapezoid
Centroid
Parallel lines
Obtuse triangle
Altitude
Scalene triangle
Orthocenter
Isosceles triangle
Hypotenuse
Equidistant
Straight angle
Concave polygon
Square
Circle
Radius
Diameter
Circumference
Cylinder
Cone