Wax Museum

Requirements

**TRACK 4a**

**Friday, November 20, 2015**

During 2nd quarter, every student is required to read **TWO Narrative Nonfiction** texts about a historical figure (autobiography/biography) of their choice (On their reading level). The students will “**become”** the chosen historical figure for the annual Wax Museum. The teacher must approve all books, **September 30th, 2015.** There will be time given in class to search for books. If more time is needed to locate a book, please email your child’s teacher. The guidelines for this project are below:

* A Bio Cube (an example is attached) will be created
1. You first must complete the provided outline for the Bio Cube (see attached form) after you have read your narrative nonfiction texts.
2. You will complete a bibliography page (form attached) for both of your texts. If you use extra resources (internet) to gather more information on your chosen historical figure, please use the appropriate bibliography page.
3. Then complete an online Bio Cube form on the historical figure that was studied (use the website provided to access the online Bio Cube). You can either print a completed Bio Cube from home, or email it to your teacher.
4. Bio Cubes will be collected & assembled on November 16th.
5. BIO CUBE Link: <http://www.readwritethink.org/files/resources/interactives/cube_creator/>
* A 2-4 minute speech must be **memorized** for the presentation. Students need to write these speeches using the information that they included in their Bio Cube. They will need to practice memorizing them at home.
* Presentations will take place during the Wax Museum on Friday, November 20, 2015. After students present their Wax Museum presentations in the morning, they will present their speech again to their classmates & teacher for a grade later in the day.
* Each student **must prepare a costume** that reflects the life and times of the person. For example, if reading about a baseball player, you would dress as a baseball player. You can be as creative and fun as your imagination allows you to be.

***\*\*The due date for reading the autobiographies/biographies and completing Bio Cubes is November 16, 2015.***

***\*\*The Wax Museum will take place on Friday, November 20, 2015 from approximately 9:30-10:45 a.m. in the cafeteria. Students may bring a change of clothes for the remainder of the day after they present their presentation to their classmates & teacher.***

**Bio Cube Outline-Planning Sheet**

**Please fill out the outline before you type in your Bio Cube. This outline should be filled out once you have read both of your narrative nonfiction books. Please remember that both books should be about the same person.**

**Bio Cube Website-http://www.readwritethink.org/files/resources/interactives/cube\_creator/**

**Side 1**

1. Who are you writing about? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. When did this person live? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. Where did this person live? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Side 2**

1. What were the important events in this person’s life?

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**Side 3**

1. What was this person like? Describe the type of person they are/were (hero, heroine, leader, honest, courageous, patriotic…)

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**Side 4**

1. Why was this person important?

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**Side 5**

1. What challenges did this person overcome?

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**Side 6**

1. Provide a quote from this person. (Don’t forget to use quotation marks)

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**Bibliography Page**

Please write down all of sources that you used for your project. There might be some information that you cannot find. Please put N/A for any categories that you cannot find. If you use a source that is not a book or Internet site, please go to [www.citationmachine.net](http://www.citationmachine.net) and click on the MLA format link. This will let you select the resource you will be using.

**Books**

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**Websites**

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**Historical Role Play: Wax Museum**

   **Student Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Historical Figure: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **CATEGORY** | **4** | **3** | **2** | **1** |
| **Props/Costume**SL5.5 – Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. | Student uses **4 or more** props (could include costume & props) that accurately fit the period, show considerable work/creativity and make the presentation better.  | Student uses **3-4 props** that accurately fit the period, and make the presentation better.  | Student uses **1-2 props** which make the presentation better.  | The student uses **no props** OR the props chosen detract from the presentation.  |
| **Historical** **Accuracy** SL5.4 – Report on a topic or text, or present an opinion, sequencing ideas logically and using appropriate facts and relevant descriptive details to support main ideas or theme, speak clearly at an understandable pace. | **All** historical information appeared to be accurate and in chronological order.  | **Almost all** historical information appeared to be accurate and in chronological order.  | **Most** of the historical information was accurate and in chronological order.  | **Very little** of the historical information was accurate and/or in chronological order.  |
| **Role** **RI5.6 – Analyze multiple accounts of the same event or topic, noting important** **similarities and differences in the point of view they represent.** | Point-of-view, arguments, and solutions proposed were **always in character.**  | Point-of-view, arguments, and solutions proposed were **often in character.**  | Point-of-view, arguments, and solutions proposed were **sometimes in character.**  | Point-of-view, arguments, and solutions proposed **were rarely in character.**  |
| **Knowledge** **Gained** SL5.4 – Report on a topic or text, or present an opinion, sequencing ideas logically and using appropriate facts and relevant descriptive details to support main ideas or theme, speak clearly at an understandable pace. | **Can clearly explain multiple ways, with elaboration** in presentation, how their individual impacted other’s lives & how they were important to other’s and/or society..  | **Can clearly explain with detail** in presentation how their individual impacted other’s lives & how they were important to other’s and/or society. | **Can explain with limited detail** in presentation how their individual impacted other’s lives & how they were important to other’s and/or society. | **Cannot explain with detail** in presentation how their individual impacted other’s lives & how they were important to other’s and/or society. |
| **Required Elements**  | Student included **more** **or additional** information than was required from the fact sheets. | Student included **all** information that was required from the fact sheets. | Student included **most** information that was required from the fact sheets. | Student included **less** information than was required from the fact sheets. |
| **Quality Of Information****RI5.1- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.** | Information clearly relates to the main topic. It includes several supporting details and/or examples (quotes from the text). | Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples (quotes from the text). | Information clearly relates to the main topic. No details and/or examples are given (Limited quotes from the text). | Information has little or nothing to do with the main topic (No quotes from the text). |
| **Support For Topic**W5.9-- **Draw evidence from literary or informational texts to support analysis, reflections, and research.**  | Relevant, telling, quality details give the reader important information that goes beyond the obvious or predictable. | Supporting details and information are relevant, but one key issue or portion of the storyline is unsupported. | Supporting details and information are relevant, but several key issues or portions of the storyline are unsupported. | Supporting details and information are typically unclear or not related to the topic. |
| **Domain Specific Vocabulary****L5.6 – Acquire and use accurately grade-appropriate conversational, general** **academic, and domain-specific words and phrases, including those that signal** **contrast, addition, and other logical relationships****RI5.4 – Determine the meaning of general academic and domain-specific words and** **phrases in a text relevant to a grade 5 topic or subject area.** | Uses vocabulary appropriate for the audience. Extends audience vocabulary by defining words that might be new to most of the audience. | Uses vocabulary appropriate for the audience. Includes 1-2 words that might be new to most of the audience, but does not define them. | Uses vocabulary appropriate for the audience. Does not include any vocabulary that might be new to the audience. | Uses several (5 or more) words or phrases that are not understood by the audience. |
| **Bibliography-Quality of Resources**RI5.7 – Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. | Researchers independently locate at least 3 reliable, interesting information sources for EACH of their ideas or questions. | Researchers independently locate 1-2 reliable information sources for EACH of their ideas or questions. | Researchers, with some teacher help, locate at least 1-2 reliable information sources for EACH of their ideas or questions. | No bibliography is provided. |

