Wax Museum: Biography Presentation

Writing (Standards 9, 10, 12, 13, 15, 16)

9. Create an expository/informational text examining a topic, conveying ideas and information clearly with facts and details.
10. Apply the structure of non-fiction texts to the creation of a text (e.g. sequence, transition words, topic sentences, etc...).
12. Implement knowledge of correct grammar, spelling, punctuation, capitalization and structure.
13. Follow a writing process to develop and strengthen writing (i.e. planning, composing, revising, editing, and publishing).
15. Conduct research that builds knowledge relevant to a topic.
16. Provide and accept constructive criticism in collaboration with peers and adults throughout the writing process.

Task:

You are going to choose an important historical figure to learn about. Pick a just-right book about this person.

Write a good paragraph, telling about the main events in your person’s life. Include a few important and interesting details from this person’s life. Finish your paragraph by answering the question: Why is this person so important?

Finally, you will transform your paragraph into a one-minute speech from the perspective of the person you studied. Choose a prop or costume that represents this person. You will give this speech in a final “wax museum” presentation that occurs in the gym at the end of our biography unit.

We will invite parents, special guests, and other classes to this presentation. HAVE FUN!

Make sure to turn in all pieces of this project: the final speech, the final paragraph, teacher approval form, discussion answer sheet, and color-coded rough draft.

Evaluation:

Formative Assessment 1: Teacher approval
Present topic and sources to teacher for approval. If you need help choosing a biography, there will be opportunities in the school and classroom libraries.
<table>
<thead>
<tr>
<th>Teacher Approval</th>
<th>Teacher initials</th>
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<tbody>
<tr>
<td>Topic (person)</td>
<td>No</td>
</tr>
<tr>
<td>Biography</td>
<td>No</td>
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Formative Assessment 2: Small group discussions with discussion guide*

Using what you have learned by reading your biography, complete the discussion guide. In your table groups (3 or 4 students), take turns sharing the information about your biography.

(Completion grade only)

* Discussion Guide (16) (not to scale)

Name: __________
Date: __________

Answer the following questions.

**Biography**
Individual:
Title:
Author:

**Basic facts**
When was the individual born?
When did the individual die (if applicable)?
What was the person’s family like?
What was the person’s career like?

**Facts**
What are some interesting facts about this person?

What are some important facts about this person?

**Relevance**
Why is this person famous or important?

Formative Assessment 3: Color-coded rough draft

Following your first writing conference upon completion of your first draft (sloppy copy), you will make changes in your second draft and color-code it to show your paragraph’s organization. Follow this pattern: topic
Formative Assessment 3: Speech rehearsals
You will rehearse your speech with a partner in class. You will also rehearse your speech in front of the class, before our big presentation. The teacher will provide compliments and suggestions for improvement.

Summative Assessment: Final Rubric (Attached)