

WAX MUSEUM 2013

The Biography Project/Wax Museum is the highlight of the year. It takes a lot of hard work and preparation...but it's worth it! ☺ The kids learn a lot about history and help to "bring history to life" for our younger students. Here's an overview of what we'll be doing at school – and at home!

Biography Project: At School

- Thurs., April 18: Research - Students read and take notes on their historical figure. The Biography Planning Sheet includes headings for the research notes and questions to think about. Students have a 6-layer flip book to help organize their notes. This essay will be written as a newspaper article.
- Timeline – As a part of the research process, students will also work on making a timeline for their historical figure's life. We'll look at some examples and talk about the kinds of events that would be important to include on the timeline. We'll start working on this in class, but students may continue to work on their timeline at home as needed.
- Mon., April 22: Writing the First Draft - Students will write their essays in class using the notes written on their research booklet. (They can bring their other materials in case they need to look something up, but they can't have them out while they're writing. It is just too difficult to paraphrase a professional author's sentences when you're staring right at them as you write.) Their flip booklets should have *notes with basic facts and short phrases of information* that they can then put into their own sentences as they write. After all, this essay should sound like a 3rd grader wrote it! ☺
- Tues., April 23: Revising our First Draft - We'll share essays with a partner and do some peer editing. The essay will come home for a final draft copy. If at all possible, it is helpful to have the kids finish up their final copy at home because they work at such different rates. I will provide a template for the newspaper article, and students may type their essay on the computer - but it is not required. The final copy is due on Monday, April 29th. This date leaves no wiggle room for late work!
- Wed., April 24: Commemorative Stamp Day – Students will design and create a stamp to commemorate their historical figure. We'll start working on this in class, but students can continue at home as needed.
- Assignment: Create a postage stamp to honor your historical figure. You should include at least 3 different images in your stamp. Each image should tell us something important about your historical figure. On the accompanying form, students will explain their design.
- Mon., April 29: The "Speech" – The kids should have their short speech for the Wax Museum prepared. Most students memorize this short speech so they can recite it, but I suggest that they also write it on a note card to tuck in a pocket just in case! We'll rehearse everyone's speech in class on Monday morning.
- Final Draft of Newspaper Article (essay) – Final draft will be due on Monday, April 29th (typed or best handwriting). A copy of the essay will be included on the display board.
- Wed., May 1: Wax Museum 2012: The Evening Event – Students may arrive at 6:20 to set up. Doors open at 6:30. Students will head to the classroom. Parents will gather in the courtyard to watch the student parade of historical figures as they enter the Wax Museum. Cameras are welcome! ☺
- Thurs., May 2: Wax Museum 2012: The School Presentation (8:45 – 10:00) - Students wear their costume to school and bring a change of clothes for afterwards.

Biography Project: At Home

Weekend of April 20: Research - Students can continue taking notes on their historical figure. We will be writing the first draft in class on Monday.

Begin working on the Display Board (see below).

Week of April 22: Final Draft of Essay – First draft will be done in class on Monday, April 22. Final draft is due on Monday, April 29 (typed or best handwriting). We will work on revising the first draft in class, but your help on editing with your child at home would be greatly appreciated! This is a great learning opportunity for students to work on grammar and writing interesting sentences!

Display Board – Students may use any size tri-fold board for their display. It is my personal preference that the kids do a lot of the art work by hand, but it is fine to use printed materials.

Each display should include:

- Name of historical figure
- Timeline (5 – 10 important events)
- Copy of the final draft of the newspaper article (essay)
- Scholastic Biography Project Poster (in center section)
- Picture(s) with captions
- Commemorative Stamp and Rationale
- Decorative border – should be relevant to the topic
(for instance, Madame Curie might have test tubes and microscopes all around the edge of the display board)

Wax Museum Presentation – Students should have a short memorized presentation about their person (not more than 45 seconds). This should be written in the 1st person point of view. Please practice this speech at home! PRACTICE! PRACTICE! PRACTICE! *For example:*

*"My name is _____. I was born in _____. I died in _____.
I am famous for _____.
An interesting fact about me is _____.
This is why I am an important part of history."*

Students will be in a frozen state until a visitor pushes their "Press Here" button. At this time they will entertain visitors with their short monologue. Please have your child practice their frozen "pose", too.

Costume: Students will need to come up with a **simple** costume that represents their special person. If possible, please try to find some miscellaneous items and props that will add some interest to your child's presentation. Holding a prop of some sort will help your famous person come alive. For instance: a piece of fabric with needle and thread if you are Betsy Ross, a kite if you are Ben Franklin, a small model airplane if you are one of the Wright Brothers etc. One year the student portraying Louis Armstrong made a "trumpet" out of cardboard and spray painted it...so let the kids use their imagination!

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Wed., May 1 6:30 p.m.
Th., May 2 8:45-10 a.m.
Location: IE Cafeteria