

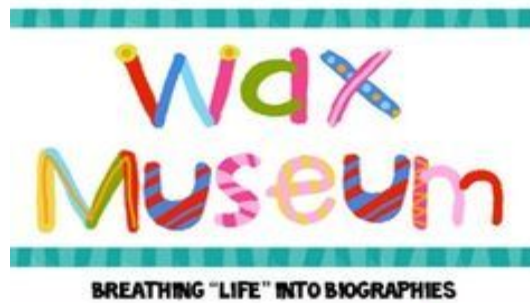
Dear Parents:

We are very excited to be informing you of this upcoming project of which your student will be a part. Through a study of biographies, each student will be researching a famous person who has impacted our culture and/or influenced our nation's history.

Attached you will see the many components for this project. The final product will be a wax museum presented by your child and his or her class. This wax museum will be open to the student body and families. Students will assume the character of their selected persons and present an oral biography in the form of a blurb to show what they've learned. In addition to this oral biography, they will complete a visual presentation on a project board to include important information found in their research.

Students are encouraged to use the written biographies found by them at home, from a library, or bookstore along with one additional research tool: a reliable Internet source, encyclopedias, Social Studies textbooks, etc., for their information. At least two sources are required and all must be cited on the bibliography portion of their project board. Your child is expected to research and take notes on his/her person of interest at home in order to meet the deadlines. We will allow students limited time to work on their project at school, so it is imperative that they work on their project at home.

While we understand the desire as parents to help your child, we ask that you allow your child to do his/her own work on this project with your support. Please take a moment to look through this information with your child and note the due

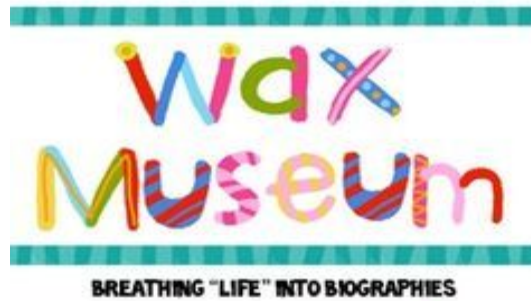


dates. We suggest posting the attached calendar somewhere in your home or on your cell phone calendar to help your child manage his or her time. You and your child are receiving this information now to help them best prepare for a successful experience during the chaos of the holiday seasons. **Please sign and return the "Biography Choice" paper that follows this letter NO LATER than Friday, November 16th, 2018.** Please note that students will receive their assigned person of choice on a first come basis...NO EXCEPTIONS!

Scheduled Due Dates:

- ★Students may have additional parts to submit for this project. If this occurs, you will be notified via the 4th grade website as well as through their planner.
- ★Please mark all of the following dates on a calendar at home!
- ★Rubrics for all project components will be sent home prior to the winter break.

- 1) **Biography choice:** due Friday, November, 16th, 2018 (must have top 3 choices)
 - ★Please note that each student will be assigned their choice on a first come, first serve basis! This is why each student should come with their top 3 choices...in the event that their 1st or 2nd choice has already been taken, they will still receive a person that they are interested in.
- 2) **Blurb:** Friday, January 18th
- 3) **Biography Timeline:** Due Wednesday, February 6th.
- 4) **Display Board:** Due Tuesday, February 19th.
- 5) **Rehearsal:** Tuesday, February 19th (parents should NOT attend the dress rehearsal).
- 6) **Wax Museum:** Wednesday, February 20th at 9am (parents and family members are welcome!!)



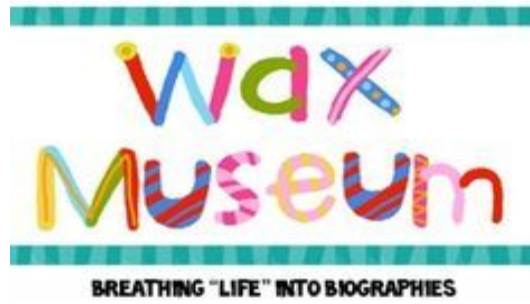
November 16, 2018

My child _____ has shared the "Wax Museum" information packet with me. He/She has also chosen the following three famous Americans as their top three choices for this project. I understand that this project must be worked on at home, and that I have seen the due dates listed in this packet. I also understand that students will be assigned their choice on a first come, first serve basis. Their top three choices are;

- 1) _____
- 2) _____
- 3) _____

Parent Signature

X _____



Biography Project Guidelines

1) CHOOSE YOUR SUBJECT

★ Select a person from history (from the provided list) who has made a positive difference in the world. Choose someone that YOU admire and are interested in learning more about. The person may be living or dead, but must have had a book written about his/her life and works.

- A. Magazine or newspaper articles, Internet biographies, and TV shows are not considered a book. They may be used as a second source, but cannot be the primary source.
- B. Choose a book that you can read yourself, but it must be written on at least a 4th grade level (no picture books). Don't try to read a book that is written for adults—you will probably not be as successful.
- C. Your teacher must approve the book. **Bring your book choice to class for approval beginning on December 10th (if you want to get started over the winter break) until January 11th (latest).**

2) READ YOUR BIOGRAPHY

★ Begin reading your book immediately! Read it once through to get a general overall view of the person's life. A second reading will help you organize major events and to spot interesting details that might add interest to your report. (See following section about note cards)

★ While you read, ask yourself the following questions: What has this person done that is interesting; important; different; or exciting? Is this person an inventor, a singer, a politician, athlete, actor, or astronaut? Why is this person important enough to have a book written about him/her?

★ Critique the book. Did you enjoy it? Tell why or why not. Did the book have pictures? Was it too long? Etc. Would you recommend this book to a friend?



3) WRITE YOUR BLURB

★ Blurbs are short descriptions that promote things such as movies, books, or other projects. The person who came up with the word "blurb" called it a "flamboyant advertisement." Your blurb should do just that: catch your readers and get them to buy, see, or support whatever you're promoting in 150 words or less. You can write a blurb by gathering important information and putting it together in a short and catchy text.

★ An example BLURB will be sent home with the rubrics for you to get a better understanding of what is expected!

★ Please remember...your BLURB should be written in 1st person!

4) STUDENT WRITTEN ESSAY

★ **Essay of person's life** should include information about your person's early life, childhood, family (as a child and an adult), education (child through college & any later education if found), challenges in their life (if any), adulthood, accomplishments (what did they do that was important, help they give to others, organizations they founded), later life (are they living & where are they at & what are they doing now; if deceased- what did they die from, when, where, how are they remembered), and any trivia you think is interesting to include (their favorite food, type of music they like, their best friend, a special place they traveled to). Remember to stay focused on your person & why they are important to society...what was their life like and how did they make a difference to us.

★ This should be given to your teacher in a report cover or folder.

5) DISPLAY BOARD

★ **Display Board:**

→ Board should be neat, organized, and attractively decorated. An example will be shown in class. Your display board should include the following items:

★ **A title** with the person's name at the top of your board. Your title **MUST** also include the date of birth and death **AND** what they are remembered for. You may be creative with this. Examples:



George Washington Carver: Peanut Man or "Honest" Abraham Lincoln: Our 16th President.

★ **Timeline** of your person's life (to be made in class- please bring research information you have found so you can work on this in class)

★ **A "headshot" illustration:** draw a picture of your person's face from the shoulders up; this should be on printer-size (8.5 x 11) white paper. Must be HAND-DRAWN.

★ **Top Ten List:** This is a list of the top ten things in your person's life. These are the things you found most important or most interesting in their life when doing research. It can include trivia type facts. These ideas may (and probably will be) already in your essay. This is just a quick list for people to see easily. This should be typed. Remember lists use bullets (like on this paper) and should skip a line between each fact.

★ **Lessons Learned:** AS you researched this person what lesson or lessons did you learn from them. Remember a lesson is not WHAT they did. A lesson is something like: always try your best, you can overcome any obstacle if you work hard enough, or you don't have to be the best student to do something wonderful in life. Make sure to show "proof" of this lesson (like an extended response question). This should be typed.

★ **A family tree** showing AT MINIMUM: your person's parents, grandparents (maternal & paternal), siblings, spouse, and their own children. BONUS: include nieces/ nephews, cousins, spouse's parents & grandparents & siblings, great-grandparents, etc.

★ **A bibliography** showing where you got your information from. This will be taught in class.

★ **Label each section** of your board neatly. Examples: timeline, essay, illustration, top ten, and lessons learned. o May add other pictures of your person or about their life to decorate your board.



Oral Presentation

Present your report- You will present a 2-4 minute oral review of your biography (This **MUST** include your blurb but can include additional information if you would like). Choose interesting facts to present. You do not want to bore your audience. Remember that we will be listening to a lot of presentations. Think of ways that you can make yours special.

- A. **Use a visual or audio aid.** Posters, dioramas, music, videotapes, and models are a few examples of visual and audio aides. If you use a video or music, the time must come out of your 4 minutes, so select the best section to present to the class. Be creative!
- B. **Costumes are required.** Design and wear a costume to wear during the wax museum. Costumes do **NOT** need to be expensive or elaborate. A well-placed scarf or tie can often transport one into a different time and place.