*Expert Reports (aka…Living Wax Museum)*

*5th Grade Project…..*

The time has come to get started on this project.

**Who:** ALL 5th Graders

**What:** Each student will choose one **real life person**, living or dead, who has had a **significant** impact on American Culture/History. The student will research this person, put together an “expert” reports about the person, and put together some kind of costume and presentation for the person. Students will have their own “booth” set up so that the other classes can come for a tour of our Living Wax Museum to learn all about the person from the student, report and final presentation on ***Friday April 15th.***.

**Where:** This will take place in the gym at RHPCS on Thursday May 5th from 12:15-2:30pm. Families and friends are invited to come. This is a really big deal for the kids and lots of fun to attend. All other classes in the building will get the opportunity to attend during the afternoon as well.

**When:** Time line is attached with details of what will happen during each step of the process.

**Why:** 5th Grade is the year that we study American History. As such, it makes sense to celebrate and learn about **significant** people in American History. 5th Grade is also a time when you are learning how to write reports and are beginning to learn how to do research. All of this, put together, makes this type of project ideal for 5th grade.

**How:** Follow the guidelines in this packet. The MAJORITY of the work will be done in school as part of my in-class lessons. Students may have some work to do at home on this project as well. I do **NOT** want kids working ahead without permission from me for special circumstances. If you have any questions please call me or text or email!

Mrs. Freed ☺

208-602-7991 (phone and text)

[hfreed@rhpcs.org](mailto:hfreed@rhpcs.org)

***Step 1:* Week of January 23-27.** Complete “application” for “person of interest”. This must be done and “approved” before beginning the project.

Choose the person you will be researching, presenting and dressing up as. This person **must** have had some **significant** impact on America. This person can be living or dead. Before you choose a person to do your “Expert” report about, you should consider how likely it is that you can find information on him or her. If it is a person that you cannot find information on, then that the person should not be chosen for your report. Remember, this person will have had some **“SIGNIFICANT”** impact upon America’s past or present; thus, there should be information about him/her available to research. Sorry; but, Justin Bieber does not qualify.

Submit ***this*** form to Mrs. Freed to get approval for your “person” of interest. You must get approval before you begin working on your report/project.

Dear Mrs. Freed;

The person that I want to do my “Expert Report”, and that I would like dress up as, for my Living Wax Museum Project is: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

The reason I want to do my report on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is that he/she has significantly impacted American History. Explain how: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please consider my topic person for approval.

Sincerely,

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Signature Date

[ ] Approved by Mrs. Freed [ ] NOT approved by Mrs. Freed

(If not approved, you must submit another request to Mrs. Freed)

***Step 2:* Week of January 30-February 3.** Complete first page of the “packet” for the project. This will help you with figuring out what kind of information to gather and how to “record” the information.

Name of my person:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

These are a list of some possible questions you should start thinking about to help you find meaningful information about your person. You may come up with additional questions to find answers to.

When does/did my person live?

Is my person dead or still living?

Where does/did my person live?

Where was/is my person from originally?

Where did he/she grow up?

What does/did my person do that was important to American History? (IF more than one thing, list them)

WHY was/is that important?

Who, exactly, did the thing or things my person did impact?

What other interesting things do I know about my person?

What I already Know: What I want to know/should find out:

***Step 3:* Week of Feb 6-17.** Begin doing research via the LIBRARY, using books, textbooks and other “printed” materials. In other words, **NOT** the internet. I want the kids to learn to go to books and read them. I want the kids to learn how to record the source in a bibliography. They will be required to have at least two “books” for this project. You will likely need to make a trip to the public library to get books to use.

1. **Begin doing your research** use page 2, which you completed last week to help you when you do your research*. Read all about your person*. Even if you think you already know all about him/her, read more. Doing research for your “Expert Report” begins with reading, reading and more reading about your person. Take notes about your person. If you think it’s interesting and important, write it down. The goal of this research is for you to become a mini “expert” on the person that you choose to do your report on. The more you know about the person the better job you will do when you do your written report, and more importantly, the better job you will do when you have your “booth” for your presentation.

Use any or all of the following to do your research:

* Library books
* Textbooks
* Movie/Documentaries
* Interviews

2. Keep track of ***each and every source that you use.*** All of this information will go into your “Bibliography”, which is an official list of sources you used in writing your report and conducting your research. When you write down the information be sure to write down the following.

For example:

* The name of the book, movie, documentary, article,
* The date that it was written, and
* The author who wrote it.

Begin to fill out your “bibliography” information on the next page. This information will be needed for your final report.

You must use at least **FIVE** sources in your report and research. TWO sources must be books from the library (magazine articles, textbooks, Non-fiction books, or movies/documentaries). Next week we will begin research on the internet

***Sample Bibliography***

The United States, It’s History and Neighbors, Harcourt Brace Jovanovich Inc., 1991.

This is the name of our textbook This is the name of the publisher (or author) This is the date it was copyrighted.

\* means required. You may use more than 5 resources for your report.

\*1. (Book)

\*2. (Book)

\*3.(Type of reference:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_)

\*4. (Type of reference:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_)

\*5. (Type of reference:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_)

6.

7.

8.

9.

10.

***Step 4:***

**Week of February 21 -24.** Begin, and complete, research in the ***computer lab*** using the internet. Mr. Scott will help you with this and will incorporate this “research” into his lessons. This will take place for two weeks, or 4 class sessions. Use the same list of questions that you used when doing research in the library. If students do not complete the research here at school, they will have to complete it at home. If this is a problem, please contact me. Organize the information gathered from all sources into categories that make sense. Complete recording of the sources, including internet sites to the “bibliography” page.

***Step 5:***

**Week of February 27-March 3.** Use a Color Coded Plan to make the “OUTLINE” for the report. ***This will be done in school***, however, if your student does not complete the plan by the end of the week, he/she may need to have help at home to complete it.

***Step 6:***

**Week of February 6-10.** Begin/complete the first draft. ***This will be done in school***, but again, if the student does not complete it here at school, he/she may need to take it home to work on.

***Step 7:***

**Week of March 13-17.** Begin/complete the REVISION of the first draft. ***This will be done with peers, IN CLASS***. Begin/complete the EDITING of the first draft. ***This will be done in class.*** IF students do not complete it in school, they will need to take it home to finish. Students really do need help in this area to ensure that the editing is complete.

***Step 8:***

**Week of March 20-24.** Type the final draft of the report. ***This will be done in computer class*** this week***. Printed here at school.***

***Step 9:***

**Week of April 3-7. There will be two things happening this week:**

1. Students will give their oral reports to the classroom, so we can share information .
2. Students will have this week to plan and work on the “visuals” and “props” for their presentation in the gym. They ***WILL*** need your help with this at home. I will have some supplies here at school, however, because this presentation is very “individual” to the student and the person they are doing the report on, the costumes, the visuals and props will all be different.

***PLEASE help your child with this.***

These are some ideas:

1. Dress up as the person and speak and act as if you are the person. When people come around to your booth, you will talk to them as if you are not you, but the person you researched and wrote about, the person you are dressed up as. “Act”.
2. Use whatever paper, magazines, pictures that you can think of to help “show” people visiting your booth about the person, what they did and how they made an impact on America.
3. If you have access to a video camera, you could make a short video or skit about the person you did your report about, or you could even bring in some sort of DVD or Video that you found on your person, use extension cords and a small television to display the informational video. For example, while you pass out sample maple syrup bars, and pretend to be the person who invented the oven, you could have a video running in the background that shows “how to collect” maple syurp.
4. The sky is really the limit here, but there are some requirements…
   1. Whatever you wear, do, or say…***must be school appropriate, no weapons or the like.***
   2. You NEED to have some combination of “PROPS” for your “booth”
   3. Each student will use their desk as their “booth”. You may use a table cloth to cover your booth. You may get cardboard presentation boards to help make a display for your booth. If you need more space than one desk, we can probably make that arrangement for you. Talk to the teacher.
   4. You MUST have some sort of pictures, examples, and
   5. You MUST dress up like the person because you are the “LIVING” wax person in our mock Museum.

Bring all of the following to school by Thursday April 13th. This will allow last minute check to be sure everything is in place. We will have time on Friday April 14th to actually set it all up in the gym.

* Costume
* Report: which will include outline, rough draft, final draft, bibliography and this packet
* Props for your booth

***Step 10:***

On Friday April 15th we will set up in the gym starting at 11:30. The students will then go to lunch/recess and then at 12:15 they will get into their costumes and go to the gym to begin presentations for the school, families and friends. We will take everything down at about 2:15, clean up and go back to the classroom for dismissal.