*Expert Reports (aka…Living Wax Museum)*

*5th Grade Project…..*

The time has come to get started on this project. It will take the remainder of the school year.

**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 ***Thursday May 4th*** .

**Where:** This will take place in the gym at RHPCS on Thursday May 4th 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)

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,

***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:* Weeks of Feb 6-10 and 13-17 and 21 - 24.** Do research via the LIBRARY, using books, textbooks and other “printed” materials as well as some on-line searches. You 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 27-March 3.** Complete all research. 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 March 6-10.** Complete your Color Coded Plan to make the “OUTLINE” for the report.

***Step 6:***

**Week of March 13-17** 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 20-24.** Begin/complete the REVISION of the first draft. ***This will be done with peers, IN CLASS***.

***Step 8:***

**Week of April 3-7.** 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 9:***

**Weeks of April 10-14** Type the final draft of the report. ***This will be done in computer class with the Computer Teacher*** this week and next***. Printed here at school.***

***Step 10:***

**Week of April 17 - 21. Oral Presentations.**

***Step 10:***

**Step 11: Week of April 24 – 28. Visual Aides and Props**.

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 Monday May 4th. This will allow last minute check to be sure everything is in place. We will have time on Thursday May 4th 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 12:***

**Week May 1-4: Living Wax Museum.**

On Thursday May 4th 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.

**Rubrics for the report and oral presentation:**

|  |  |
| --- | --- |
| **Research** | Student is expected to gather information on the person of interest using various resources. Student will be able to report on multiple areas of interest of the person of interest using the research. Student will determine sources that are appropriate for gathering data, and be able to navigate the available sources to determine the best way to conduct research. Some of the research will be done on-line using the internet, some of the research will be done using traditional media such as books, encyclopedias, magazines. |
| **Citations** | Student is expected to cite the information gathered from the resources. At this point, I am looking for the name of the reference AND the Author and Date. The information will be put into parentheses within the report and then again in the bibliography. |
| **Bibliography** | Student is expected to have a separate page titled “Bibliography”. This page will have reference to the sources used to gather information for the report. At this point, I want  1. The name of the source, 2. the author of the source, 3. the publisher, and 4. the date of the source. |
| **Table of Contents** | Student is expected to have a separate page titled “Table of Contents”. This page will reference what is within the report and what pages those items may be found on. |
| **Visual Aides** | Student will be expected to find, and print pictures for the report based upon who the person of interest is, and what student finds relevant about the person of interest. The number and type of visual aides is up to the student but there must be at least one picture.  These pictures may be colored by the student or printed. |
| **Outline/Plan** | Student will be expected to turn in the plan/outline used to prepare to write this report. It will be in the form of the color coded plan. |
| **First Draft** | Student is expected to complete a first draft of the report. Skipping lines, print or cursive, in pencil. The revisions should be visible with a blue or black pen on the draft, and the editing should be visible with a red pen on the draft. |
| **Second Draft** | Student is expected to have a second draft with the corrections (revisions/editing) from the first draft. Second draft is to be revised and edited as well using the blue or black pen and the red pen. |
| **Final** | Student is expected to type the final draft. Final draft should be the second draft with all of the corrections (revisions, editing) fixed. |
| **Oral Presentation** | Student is expected to give an oral presentation of his/her person of interest. This is NOT reading the report; it is “presenting” the information learned about the state to the class. Student will be graded on eye contact, voice volume, rate, inflection, and overall presentation. Students will also be graded on behavior and attentiveness during peer presentations as an audience member. |
| **Living Wax Museum** | Student is expected to prepare for the living wax museum with a booth that has visual aides, props, and should try to have a costume so he/she IS the person of interest of study. During the presentation at the living wax museum the student takes on the “person of interest” as if he/she IS that person. |