

California History Live Wax Museum

Be a Part of San Rafael's First Annual California History Live Wax Museum!

During the month of April and May our class will be working on a long term project that will require preparation inside the classroom as well as at home. Each student will choose a historically significant figure from California history that they would like to research. Teacher approval must be obtained before final selections are made (see list for ideas). Upon approval of their selection, students will be responsible for checking out a biography from the library to read and use as a resource. This project will require three resources, one of which must be a book. Additional resources may include information obtained from reliable Internet sources. Students will be required to prepare a typed research report about their significant figure, create an attractive trifold display for their figure, prepare a speech for their historical figure, and dress up as their figure.

During San Rafael's May 16th Open House, we will organize a live wax museum in our classroom. Each student will sign up for a presentation shift and will be required to dress as the person they researched. They will become statues of their historical figure and will come to life when an imaginary button is activated. Students will stand in front of their historical figure trifold display and give a short speech (approximately 1-2 minutes) about the life of their historical figure as if they were the actual figure. Arrangements will be made for other classes to visit our live wax museum during the school day on May 16th.

The following is the rubric for the overall grade of the project. The overall grade will be counted as part of your child's language arts, social studies, performing arts, and listening and speaking grade.

Wax Museum Overall Research Project Rubric

Requirements	Points
Typed research report	____/100
Trifold display of historical figure	____/100
Prepared speech	____/30
Historical figure costume on May 16 th	____/20
Total	____/250

Other daily grades will be taken as the students progress through the project.



Please cut along the line above and return the bottom portion to Mrs. Del Toro by April 5, 2013.

I have read and understand the requirements for the California History Live Wax Museum Project.

Name of Student

Parent Signature

Research Paper Checklist & Rubric

*Research report will be completed in English.

Requirements Please READ and USE this as a checklist. You will need to turn in this packet with your final project.	Points
Outline and rough draft(s) attached to end of the research report	_____/20
5-6 paragraph format: -1 INTRODUCTORY paragraph -3 to 4 BODY paragraphs discussing three to four important events/contributions made during the historical figure's life -1 CONCLUSION paragraph *Each paragraph should be well written in Standard American English and should include a topic sentence and supporting details, examples, and evidence.	_____/50
Bibliography: 3 Sources with at least 1 Book *Remember www.google.com , www.bing.com , www.yahoo.com , www.wikipedia.com are not <i>official</i> sources. You need the <i>specific</i> web address.	_____/10
Format: Research report must be typed at school or home -Times New Roman -Size 12 font -Double spaced -Page numbers on upper right hand corner (excluding cover page) *Please email document to perezdeltoro.jessica@pusd.us if you are unsure of format or do not have access to a printer.	_____/5
Cover page: -Title -Student name -Date -Teacher name -Picture of the historical figure	_____/5
Proper capitalization, punctuation, and grammar	_____/5
Correct spelling	_____/5
Total	_____/100

Trifold Display of Historical Figure

***DLIP students will complete display in Spanish.**

Requirements Please READ and USE this as a checklist. You will need to turn in this packet with your final project.	Completed	Points
Title (large enough to be seen from about 6 feet away)		_____/5
Timeline of historical figure's life (include at least 5 important events)		_____/20
Pictures with captions typed in complete sentences (Include at least four pictures of your historical figure, large enough to be seen from about four feet away)		_____/20
Three sections with facts/information (Information should be typed as bullet points on your poster; information will be taken from your research report)		_____/40
Proper capitalization, punctuation, grammar, and spelling		_____/5
NEAT, typed, attractive, presentable, creative, and shows high standards and exceptional effort		_____/10
Total		_____/ 100

Prepared Speech

***DLIP students will prepare and present speech in Spanish.**

Requirements	Points
Speech neatly written on notecards or typed on a small paper	_____/5
Eye contact with audience	_____/5
Clear, memorized speech presentation	_____/5
Adequate volume and proper posture	_____/5
Speech gives 3 pieces of information about the famous person (this information comes directly from the research paper)	_____/10
Total	_____/ 30

California History Live Wax Museum Details

Resources: Students are to choose a historically significant figure from California history that they are interested in researching. They are required to have at least **one** grade appropriate biographical book (biography) that they will use as a source. They will also need a minimum of **two** other sources. These can be books, magazines, articles, or Internet sources. Students may bring/use books from home or the public library. **Please ensure that your child brings their resources to class.** They will spend some time in class reading and taking notes for their research report and will be expected to continue any unfinished work at home. It is recommended that students obtain photocopies of any important information from library books so that they can highlight and write on the photocopies. If your child has a difficult time locating a grade appropriate biography of the historical figure, other books such as encyclopedias may be used.

Research Paper: For the research paper the students will conduct research inside and outside. The research paper will be organized into five to six paragraphs: one introductory paragraph, three to four body paragraphs, and one concluding paragraph. Students will begin to write their research in class and complete any unfinished drafts at home. Students will begin by organizing their ideas in an outline, then transferring that information to a rough draft, and finally completing the process with writing their final research report. The outline, rough draft, and final copy will mostly be done in class, however, work may need to be finished at home if not completed in class. Students are required to type their paper at school and at home, or wherever they may obtain access to a computer.

We will be taking the opportunity to review with students that their paper must be in their own words. We will discuss how to appropriately use someone else's work and give the author credit for the work using parenthetical citations and a bibliography of sources.

Creating the bibliography is something we will do in class. Students will receive step by step instructions on how to complete a bibliography. Any unfinished work will need to be completed at home. To effectively learn how to create a bibliography the students are required to have a minimum of three sources, one of which will be their biography book (see rubric for the Research Report).

Trifold Display: Students will create a trifold display for their historical figure (see rubric for Trifold Display). Students will have to purchase and bring a trifold display to class by MAY 6th. Displays will be completed in class, however, as with other aspects of this project, any unfinished work will be completed at home. Students may bring colored pictures, construction paper, and art supplies from home to use for their display.

Speech: To be believable as a "wax statue coming to life", students are required to write and memorize a speech. The information for the speech will come directly from the student's completed report and will be delivered in the first person point of view- as if they were the actual historical figure. Students are to apply the information they learned about their historically significant figure to a 1st person perspective, 1 to 2 minute, speech that will be presented in class on May 13th, and again for the actual Live Wax Museum on May 16th. Students will receive a grade for their speech on May 13th (see rubric for the Prepared Speech).

Costume on California Live Wax Museum Day: Students will come to school dressed in their costume and will be graded on their costume on **THURSDAY, May 16th**. Costumes will be planned and designed at home. Students are encouraged to be creative and use what they have. This isn't something they will have to make or buy something special for, although they can if they choose. Students will be graded for participation, creativity, and effort.

Wax Museum Due Date Schedule

Check off upon completion:

_____ **April 5th** – Turn in signed California History Live Wax Museum parent slip and historical figure top choices; historical figure officially assigned to each student

_____ **April 15th** – All three resources must be gathered and brought to school every day (if any resource from the library book is due, renew it or photocopy the pages you need)

_____ **April 15th-19th** – Read resources and take notes on notecards; finish outline for research paper

_____ **April 22nd-26th** – Complete rough draft and editing

_____ **April 26th** – Rough draft due to teacher for review

_____ **April 29th-May 3rd** – Complete typed final draft, typed bibliography, and typed cover page; write and memorize speech presentation; begin trifold display

_____ **May 6th** – Bring trifold display to school to begin work; complete typed final draft, typed bibliography, and typed cover page; memorize and practice speech

_____ **May 6th-10th** – Complete trifold display; complete typed final draft, typed bibliography, and typed cover page; memorize and practice speech

_____ **May 13th** – **Speech presentations given in class without costume; Trifold display, speech, and research report due!! Late or incomplete projects will not be accepted.**
****BRING COSTUME TO CLASS FOR TEACHER TO SEE!**

_____ **May 16th** – California History Live Wax Museum- Come to school dressed as your historical figure and ready to present during school and at Open House (Open House time: __:__)

Live Wax Museum Project Calendar

April

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 Take home packet, get signature, select figure	2	3	4	5 Bring signed packet; historical figure assignment	6 Gather 3 or more resources
7 Gather 3 or more resources	8 Gather 3 or more resources	9 Gather 3 or more resources	10 Gather 3 or more resources	11 Gather 3 or more resources	12 Gather 3 or more resources	13 Gather 3 or more resources
14 Gather 3 or more resources	15 BRING and read resources	16 Bring and read resources, complete notecards, outline	17 Bring and read resources, complete notecards, outline	18 Bring and read resources, complete notecards, outline	19 Bring and read resources, complete notecards, outline	20 Complete notecards & outline
21 Complete notecards & outline	22 Rough draft and editing	23 Rough draft and editing	24 Rough draft and editing	25 Finish rough draft and editing	26 Turn in rough draft and editing	27
28	29 Complete final draft, bibliography, & cover page; write & memorize speech	30 Complete final draft, bibliography, & cover page; write & memorize speech				

May

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1 Complete final draft, bibliography, & cover page; write & memorize speech	2 Complete final draft, bibliography, & cover page; write & memorize speech	3 CA History Day!!! Complete final draft, bibliography, & cover page; write & memorize speech	4 Complete final draft, bibliography, & cover page; write & memorize speech
5 Complete final draft, bibliography, & cover page; write & memorize speech	6 BRING TRIFOLD DISPLAY! Complete trifold display; complete typed final draft, typed bibliography, and typed cover page; memorize and practice speech	7 Complete trifold display; complete typed final draft, typed bibliography, and typed cover page; memorize and practice speech	8 Complete trifold display; complete typed final draft, typed bibliography, and typed cover page; memorize and practice speech	9 Complete trifold display; complete typed final draft, typed bibliography, and typed cover page; memorize and practice speech	10 Complete trifold display; complete typed final draft, typed bibliography, and typed cover page; memorize and practice speech	11 Complete trifold display; complete typed final draft, typed bibliography, and typed cover page; memorize and practice speech
12 Complete trifold display; complete typed final draft, typed bibliography, and typed cover page; memorize and practice speech	13 <u>Historical figure presentation, trifold display, & research report DUE!</u> **Bring costume to class for teacher to see!	14	15 Field trip to Homestead Museum	16 CA Live Wax Museum during school hours and during Open House	17	18
19	20 Bring \$3 for San Gabriel Mission field trip	21	22	23	24 DLIP -Salón 18-Latin Cultural Fair	25
26	27 Memorial Day- No School	28 Field trip to San Gabriel Museum- bring \$3.00!!	29	30	31 Field trip to Petersen Auto Museum	

Historical Figures in California History

Students may choose from the following list of historical figures. Please select your top four options and write them in the spaces provided. ***Your first choice may not be guaranteed.*** If there is another figure in California history that is not listed, but that you would like to research, please see me.

Unit 2, Lesson 2

Juan Cabrillo
Francis Drake
Vitus Bering
James Cook

Unit 2, Lesson 3

Gaspar de Portolá
Juan Bautista de Anza
Juan Crespi
Junípero Serra

Unit 2, Lesson 6

Father Pedro Font

Unit 2, Lesson 7

Father Hidalgo

Unit 2, Lesson 8

José Figueroa

Unit 3, Lesson 1

Ivan Kuskov
John Sutter

Unit 3, Lesson 2

Pío Pico
Jedediah Smith
James Beckwourth
John C. Fremont
John Bidwell

Unit 3, Lesson 3

James Marshall
Sam Brannan
Levi Strauss
Mariano Guadalupe Vallejo
Louise Clapp
Luzena Stanley Wilson

Unit 3, Lesson 4

Bernarda Ruíz
Helen Hunt Jackson
Mary Tape
Bridget "Biddy" Mason

Unit 3, Lesson 5

Bennett Riley
Peter H. Burnett

Unit 4, Lesson 1

John Butterfield
Samuel Morse
Theodore Judah
Leland Stanford
Charles Crocker
Collins Huntington
Mark Hopkins

Unit 4, Lesson 4
César Chávez
Dolores Huerta

Unit 4, Lesson 5
Franklin D. Roosevelt
Susan Ahn Cuddy

Unit 4, Lesson 6
Sally Ride
Ellen Ochoa
Patricia Cowings

Unit 4, Lesson 9
Louis B. Mayer
Walt Disney
John Wayne
Ansel Adams
Dorothea Lange
Jack London
John Steinbeck
George Lucas
Steven Spielberg

Unit 5, Lesson 4
Ronald Reagan
Arnold Schwarzenegger

Student name:

1st choice:

2nd choice:

3rd choice:

4th choice:

***Mrs. Del Toro will highlight your final assignment.**