

WAX MUSEUM/ BIOGRAPHY RESEARCH GUIDELINES

Dear Students (& Parents),

Welcome to your Wax Museum & Biography Research Project!! ☺

You will be able to work on your Wax Museum Project at home, as well as at school. Have fun as you learn about your chosen famous person. Remember to space yourself carefully, so that you will have enough time to adhere to the required due dates.

The Wax Museum Project will be used as a Social Studies grade, as well as a Language Arts grade. A scoring rubric will be sent home explaining how the grade will be determined.

PROJECT NOTES & REQUIREMENTS

- Select your person by March 1. Your famous person must be from the category assigned by your teacher. You have until March 5 to change your person.
- Begin to research information regarding your “person.” You may use the internet and a biography book about your person. (Check with your teacher to see if you are required to have a book about your person.) Read the information that you have available. A list of helpful, “kid-friendly” research websites will be provided to you in class, as well as time to research and work on project will be given in class. Also, check out the local libraries for good books!
- **BONUS:** Complete an outline about your person. Outlines may be typed or hand-written neatly. Outline includes information you will use to organize your research essay & information you can use in your presentation. Outlines will be returned the day they are turned in so you can continue your work.
- **Wax Museum Presentation:** For your presentation you are encouraged to dress in the style of your person and bring in any extra “props” you might want. For example, if you were doing George Washington Carver, you may want to bring in peanuts, peanut butter, and plants to show examples of what he did. Remember to stand tall, use plenty of expression, and speak clearly so that your voice can be heard. Practice this presentation at home. We will practice in class the day the project is due before making our presentations the following week.
- Write a 1 to 1 ½ minute speech about your “person”. Remember to write your speech as if you are the person that is really speaking. Use key words such as “I”, and “me.” Your speech should include exciting and interesting facts about your “person.” Remember to include how your “person” made a difference in someone’s life or how he/she impacted or changed our American Society. Feel free to use trivia in your speech, for example George Washington Carver invented shaving cream and former President Jimmy Carter loves to eat peanuts. Your presentation cannot just be your essay. It will only include “highlights” of your person’s life. Examples will be shown in class. *If you choose, you may also speak as the wife/husband or child of the person you researched...ex: I am Martha Washington. My husband George was the first President of the United States.... Final draft of your speech should be written on index cards. Try to memorize this as best as possible for your “performance” (presentation).
- **Science display board:** Science board should be neat, organized, and attractively decorated. An example will be shown in class. Science board should include the following items:
 - **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)
 - **Essay** of person’s life using the information from the outline you created. Essay must be typed. Essay 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. Essay should be 1½ to 2 pages long. (No larger than a 14 point font.) You may double space. Rough draft of the essay is due on March 23.

- 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.
- A **title** with the person’s name at the top of your board. Your title may also include the date of birth and death OR what they are remembered for. You may be creative with this. Examples: George Washington Carver: Peanut Man or “Honest” Abraham Lincoln: Our 16th President.
- **Label** each section of your board neatly. Examples: timeline, essay, illustration, top ten, and lessons learned.
- May add other pictures of your person or about their life to decorate your board.

*Projects MUST be typed (including labels). If you don’t have access to a printer or computer, please speak to your teacher immediately instead of waiting until the last minute.

Students need to begin bringing in research notes on March 6 so they can do work in class. It is suggested they keep all their research work in a special folder that way they always know where it is and they have it at home and school. Most work will be done at school. **A rough draft of the essay is due on March 23.** Bibliography is due on **March 28.** More dates to come. **The final project is due on April 20.** On April 23, speeches and clothes must be brought into class. Late projects will only be accepted up to April 24, and points will be taken off for being late. As these projects are being presented to other classes, they MUST be turned in on time. Students will have plenty of time to work on this in class and at home, so there really shouldn’t be any late projects or excuses if your child works on this a little bit each night as it is assigned for homework. Practice presentations will be done in class on April 24 & 25. School wide presentations will be given on April 26 & 27. We will also do presentations at the Academic Fair/ Parent Night on Thursday, April 26.

We look forward to seeing their wonderful presentations. If you have any questions feel free to contact your teacher.

Thanks,
The Fifth Grade Team