

Diocese of Wheeling-Charleston

The Third Grade Wax Museum- A Study of Biographies

Brittani Buckley	3rd
Reading/Language Arts	Cross Curricular Opportunities: Social Studies
	Estimated Duration of Unit (between 2-9 week): 6-8 Weeks

Overview of Unit: Students will use multiple sources to report on people in their lives and historical people. In the first assignment students will draw from personal experiences and knowledge to report on a person in their own lives that they deem their favorite person. Students will write a descriptive paragraph about this person, explaining reasons why they chose them. An emphasis on proper description and adjectives will be placed on this paragraph. In the second assignment, students will be assigned a specific woman in history. They will be asked to complete a research project on the woman that they were assigned. They will answer simple questions about the woman and explain why she is remembered for her accomplishments. Information will be researched using credible internet sources. In the culminating activity, students will read a biography from the "I Was..." series of books. The student will be expected to give a 30-45 second oral presentation during which they become the person they have read about. The final presentations will be practiced in class before being presented to parents and fellow students in a wax museum set up. Students will stand frozen until someone taps them on the shoulder and "brings them to life," at which time they will give their short oral presentation on their selected individual's life.

Forms of Text (non fiction/fiction): various books from the I Was... biography series written by nonfiction.	Teaching Strategies: whole group instruction and small group instruction; student led project completion
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Catholic Identity Connections: The people that are being studied represent many of the values taught in our Catholic faith.

Assessment (authentic/published - summative/formative): Authentic/published (Favorite Person Biography, Women's History Flipbook, Wax Museum Presentation) Summative/formative (research, notes, research templates)

Standard Number	Standards	Description of Activity	Resources	Date of Completion
ELA.3.W.C.11.	conduct short research projects that build knowledge about a topic. (CCSS W.3.7)	Students will use Google safe search to research a famous woman in history. They will fill out a research form from the information they find that will answer questions about their early life, family, education, and accomplishments.	Google safe search web sites Women's History Month Research and Flip Book template	
ELA.3.W.C1	recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. (CCSS W.3.8)	Students will transfer their research to a flip book project template. All information must be transferred in complete sentences. As a second project, students will write a descriptive paragraph about their favorite person. They will use real life experiences to describe why they chose this person as their favorite. From the paragraph, students will then go on to write a short biography about this person. They will conduct an interview to ask for certain information and use a writing frame to organize information. Each student will read a book from the I Was... series and take notes on important facts.	Google safe search web sites Women's History Month Research and Flip Book template Writing Frames for Third Grade Books from the I Was... series written by various authors	
ELA.3.SL.C14.	report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. (CCSS SL.3.4)	Students will take the information from their notes on their book and write a 45 second to 1 minute oral presentation. They will give the presentation in costume as if they are the person they have researched.	Books from the I Was... series written by various authors	
ELA.3.W.C10.	with guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in objectives in Text Types and Purposes.) (CCSS W.3.4)	Students will write out their oral presentation and work with the help of the teacher and peers to make sure that presentation falls within the time parameters and includes the main points from their person's life, such as birth and death date, education, accomplishments, and why they are remembered. Presentation will also be checked to make sure that it is written in the first person, rather than the third person. The presentation must be given as if the student has become that person rather than as a list of facts about that person. Once presentation is written out, students will present aloud in class to practice and check that presentation has all the necessary criteria (birth and death date, education, accomplishments, and why they are remembered) as a minimum, as well as fits within the time parameters. After practice, students will give their presentations for fellow students as in other grades as well as parents in a Wax Museum set up.	Books from the I Was... series written by various authors	

Differentiated Instruction Opportunities/Overview: Differentiated instruction will occur between students in the on level and above level reading classes. The on level class will have a fill in the blank template set up for the Women's History Flip Book, while the above level will be given a more open-ended flip book template. The I Was... book assignments will also be given based on the individual Lexile score of the students.

Cross Curricular Opportunities:

Standard Number	Standards	Description of Activity	Resources	Date
SS.3.C.3	investigate significant cultural contributions of various groups creating our multicultural society.	Students will report on the cultural contributions and accomplishments of the women they research as well as the person their I Was... book is based on. This will be researched and reported on when discussing the accomplishments of each individual.	Books from the I Was... series written by various authors	
SS.3.C.1	identify and explain the following commonly held American democratic values, principles and beliefs: diversity, rule of law, family values, community service, justice, liberty"	Each person that is being researched in both research projects will have demonstrated at least one if not more of these values. Students will discuss these values and beliefs in their written and oral presentations.	Books from the I Was... series written by various authors Google safe search sites	

Teaching Strategies Checklist

Writing

x	Paragraph
	Essay (narratives, fairy tales, realistic fiction)
x	Summary
x	Research
x	Detailed answers (text supported)
x	Notes (note taking skills, outlines)
x	Complete sentences

Reading

x	Informational text
X	Lexile
x	Complex literature
x	Speaking
x	Listening
x	Varied strategies and instructional methods
x	Critical thinking in whole class discussion
x	Student led activities
x	common core standards (literature circles)

Technology

x	Smartboard
x	Computers
x	iPads
x	Powerpoint, Elmo etc.

Differentiated Instruction

x	Used multiple resources
x	Domain Vocabulary
x	Cross-Curricular
x	Collaborative engagement (meaningful feedback)
x	Higher level learning and teaching

Assessment

x	Project based
x	Writing prompt
	Portfolio

x	Observation
	Quiz
x	Technology based
	Test
	Student created test
x	Presentation
	Journal
x	Think, pair, share
x	Summary
x	Oral questioning
	Analogy
	Powerpoint, or movie maker
Authenticity	
x	Various activities
x	Inquiry, research and evidence
x	Evidence of time management and planning
x	Problem solving strategies
Summary of Unit after Completion:	

