

The Living Wax Museum

RUBRIC – PROJECT GRADE

Assignment/Task	Points
1. All of your research pages are completed while in the library. These pages include: A) Notes B) Bibliography C) Vocabulary	50 points
2. Time in the library is spent on task and does not distract from other researchers.	30 points
3. A sketch of your person based on research is completed and neat (also a handout). This sketch should include: A) Costume with all parts labeled B) Props with all parts labeled C) Sketch is neat and uses color	20 points
4. Write a 1-2 page biography of your person. This is put into first person if you are the wax sculpture, 3 rd person if you are the museum expert. This biography should contain: A) The biography is typed and is free from spelling or grammar errors. B) Proper MLA format (correct heading, font and size, spacing) C) Information that focuses on the most important aspects of this individual as it relates to history. D) Information that is accurate. E) At least 5 sentences/phrases are your words.	100 points
5. Your written biography is memorized in preparation for our Wax Museum. Your speech is memorized. A) Your speech is approximately 1-2 minutes long. B) Your speech is memorized (but not verbatim and handy in case a word or two is forgotten). C) The speech is NOT read directly from the page.	100 points
6. At least one article of clothing is worn to represent this person and at least one prop is used to further represent who this person was. A) Your costume looks neat and well planned – not thrown together last minute. B) Your costume is accurate for this historical person – not fictionalized. C) Your costume shows effort, hand-work, and creativity.	100 points
7. Your presentation the day of the "Museum" is professional and you do a great job of "becoming" your character and reciting your speech. You do not distract or interact with others but are focused on your "role" during the entire exhibit.	100 points
8. FINAL RUBRIC is turned in – it is not lost or misplaced and is turned in on time.	50 points
TOTAL POINTS POSSIBLE	550 POINTS

Lesson Plan On The Wax Museum

Ashley S. Boyd, Janine J. Darragh



Lesson Plan On The Wax Museum:

Activities for a Differentiated Classroom: Level 4 Wendy Conklin, 2011-02-01 Easily implement grade appropriate lessons suitable for Grade 4 classrooms Based on current research these easy to use lessons are based on a variety of strategies to differentiate your instruction Activities are included to allow access to all learners ZIP file contains interactive whiteboard compatible resources including sample projects templates and assessment rubrics This resource is correlated to the Common Core State Standards and is aligned to the interdisciplinary themes from the Partnership for 21st Century Skills

(Re)Imagining Elementary Social Studies Sarah B. Shear, Christina M. Tschida, Elizabeth Bellows, Lisa Brown Buchanan, Elizabeth E. Saylor, 2018-01-01 The field of elementary social studies is a specific space that has historically been granted unequal value in the larger arena of social studies education and research This reader stands out as a collection of approaches aimed specifically at teaching controversial issues in elementary social studies This reader challenges social studies education i e classrooms teacher education programs and research to engage controversial issues those topics that are politically religiously or are otherwise ideologically charged and make people especially teachers uncomfortable in profound ways at the elementary level This reader meant for elementary educators preservice teachers and social studies teacher educators offers an innovative vision from a new generation of social studies teacher educators and researchers fighting against the forces of neoliberalism and the marginalization of our field The reader is organized into three sections 1 pushing the boundaries of how the field talks about elementary social studies 2 elementary social studies teacher education and 3 elementary social studies teaching and learning Individual chapters either A conceptually unpack a specific controversial issue e g Islamophobia Indian Boarding Schools LGBT issues in schools and how that issue should be incorporated in an elementary social studies methods courses and classrooms or B present research on elementary preservice teachers or how elementary teachers and students engage controversial issues This reader unpacks specific controversial issues for elementary social studies for readers to gain critical content knowledge teaching tips lesson ideas and recommended resources Endorsement Re Imagining Elementary Social Studies is a timely and powerful collection that offers the best of what social studies education could and should be Grounded in a politics of social justice this book should be used in all elementary social studies methods courses and schools in order to develop the kinds of teachers the world needs today Wayne Au Professor University of Washington Bothell Editor Rethinking Schools

Active Learning Through Drama, Podcasting, and Puppetry Kristin Fontichiaro, 2007-03-30 Contrary to the trend to do away with arts education as an unnecessary expense in schools trying to boost student test scores this book promotes and explains the value of integrated arts instruction in furthering the accomplishment of curricular objectives and fostering student achievement Accomplished library media specialist and arts instructor Kristin Fontichiaro discusses how drama shadow puppetry and podcasting can be used as tools to meet curriculum objectives in the K 8 media center By concentrating on the process of creating a piece of

drama or puppetry or a podcast as opposed to the goal of performance and by infusing the arts with curriculum objectives in story or research these techniques can intensify a child's learning and provide context for classroom curriculum objectives A discussion of the affective and academic benefits of this process based work as well as sample lessons are included Photographs and examples of student work illustrate the techniques Grades K-8 [Reading for Action](#) Ashley S. Boyd, Janine J. Darragh, 2019-06-05 This book illustrates how teachers can draw upon young adult literature to facilitate students' social action Each chapter centers on one novel that represents a contemporary topic including police brutality women's rights ecojustice and bullying In each authors provide pre during and after reading strategies for teaching that connect the social issues in the texts to students' lives and to the world around them They then offer a multitude of avenues for student action emphasizing the need to move readers from understanding and awareness to asserting their own agency and capacities to effect change in their local national and global communities In addition to methods for scaffolding students' analysis of texts and topics authors also offer a plethora of additional resources such as documentaries canonical companions for study connected music and supplementary lesson plans *Methods and Materials for Teaching the Gifted* Frances A. Karnes, Suzanne M. Bean, 2021-09-23 The newly revised and updated fourth edition of *Methods and Materials for Teaching the Gifted* is an excellent introduction to gifted education and real world learning The chapters of this comprehensive textbook are written by respected leaders in the field of gifted education The authors review the unique needs of gifted learners and give current information on instructional planning and evaluation strategies for best practices and ongoing enhancement and support of gifted programs Chapters include topics such as differentiated curricular design extending learning through research writing challenging instructional units and developing leadership skills and innovative thinkers Instructional practices such as problem based learning technology literacy independent study simulation and gaming and more are addressed A special focus is given to using the Gifted Education Programming Standards and Common Core State Standards The fourth edition provides updated information on funding sources and public relations strategies for gifted education programs It also includes updated lists of books teaching materials websites and other resources for teachers of the gifted *Classroom Motivation* Eric M. Anderman, Lynley H. Anderman, 2020-11-26 *Classroom Motivation* is a comprehensive introduction to the practical applications of research on academic motivation to teaching and learning Though grounded in theory the book is uniquely structured around instructional practices that teachers use daily in schools such as rewards group activities academic tasks student assessment and parent interaction This thoroughly revised third edition includes new content on interventions mindsets technologies engagement and social emotional learning Each chapter's case studies application exercises and updated empirical findings will further connect preservice teachers with motivation in practice **Resources and Lesson Plans for Teaching Art & Design Students** Z. Smith, 2023-06-13 Are you supporting international students of creative disciplines to develop their English language skills Perhaps you are teaching on

a preparatory college course or maybe you need some original ideas on themes such as plastic waste and upcycling for your teenage learners When it comes to published materials to help develop language skills for international students on English for academic purposes EAP courses they are often rather dry and too limited for developing the ability of art design students to switch deftly between concrete and abstract ideas This book provides content for up to 50 lessons It covers the fundamentals of communicating in higher education contexts and introduces many original and relevant topics with recurring emphases on sustainability and student centeredness The material can be used face to face and or online and can be flexibly supplemented according to need

U-Turn Teaching Rich Allen,Jenn Currie,2012-09-04 Help middle schoolers engage in the classroom before it s too late For many educators middle school is the last chance to put in place strong positive learning patterns that will last through high school and beyond Based on Rich Allen s Green Light education strategies this book takes what researchers have discovered about how the adolescent brain learns best and shows how those discoveries directly relate to effective classroom teaching Now you can engage all students even unmotivated ones by applying these four principles of brain based learning Build and maintain trust Create a collaborative community Take a TEAMing approach Prime the positive environment

Brain-Based Teaching With Adolescent Learning in Mind Glenda Beamon Crawford,2007-02-26 Finally a concrete resource for teaching adolescents the way they learn best Teachers of teens will not be particularly surprised by the latest research showing that the frontal lobe affecting reasoning and decision making skills is not fully developed in an adolescent s brain These educators know how challenging it is to provide students with a strong understanding of content as well as the necessary social and emotional skills for productivity social contribution and intellectual habits for learning In this second edition of Brain Based Teaching With Adolescent Learning in Mind Glenda Crawford shows you the newest research available on adolescent brain development and provides a structure for connecting the research to students social emotional and cognitive needs Crawford also presents how to strategies for motivating teens with inquiry relevance and collaboration as well as links to relevant Web sites This indispensable handbook includes Adolescent Centered Teaching ACT models in each chapter and sample standards based content lessons and scenarios Students will become progressively self directed as teachers learn to use a framework that demonstrates ways to Communicate essential content understandings Engage students with strategies for inquiry Promote metacognitive development social cognition self regulation and assessment Motivate students with authentic events problems and questions Support the transfer of learning to comparable and extended experiences Integrate technology into instruction to improve students learning experiences Classroom educators teacher leaders and preservice instructors will find lesson examples that can be easily differentiated for students with varying backgrounds levels of English proficiency prior knowledge abilities and interests

Building Peace in America Emily Sample,Douglas Irvin-Erickson,2020-07-22 America may not be at war but it is not at peace Recent public and political rhetoric have revealed the escalation of a pervasive and dangerous us versus them

ideology in the United States This powerful book is motivated by the contributors recognition of continuing structural violence and injustice which are linked to long standing systems of racism social marginalization xenophobia poverty and inequality in all forms Calls to restore America s greatness are just the most recent iteration of dehumanizing language against minority communities The violation of the civil and human rights of vulnerable groups presents a serious threat to American democracy These deeply rooted and systemic inequities have no easy solutions and the destructive nature of today s conflicts in America threaten to impede efforts to build peace promote justice and inspire constructive social change Acknowledging the complexity of building peace in the United States this volume represents the first step in envisioning a more just peaceful country from the grassroots to the highest levels of leadership The editors have brought together a diverse group of scholars conflict resolution practitioners civil society leaders community peacebuilders and faith leaders who are committed to pro social change Collectively they examine how best to understand the current issues deescalate destructive public rhetoric undermine the us versus them polarity and support those currently working for positive change Together the contributors share experiences and perspectives on the past present and future of peacebuilding develop a vision for how we can collectively respond in our communities campuses and congregations and catalyze action during this pivotal moment in America **The School Library Manager** Blanche Woolls, Joyce Kasman Valenza, April M.

Dawkins, 2023-06-15 The seventh edition of this comprehensive school library management text expands upon the role of the school librarian especially in the ever growing digital realm and highlights the importance of school librarian leadership and outreach In an era of budget cuts reduced staffing and a global pandemic it s more important than ever for new LIS professionals and established school librarians and administrators to demonstrate the value of school libraries to decision makers This revised and updated edition of a classic text adds two well known authors to help lead readers through the many essential management tasks and skills required to administer the successful school library program It emphasizes the importance of the school librarian in providing digital access to information for teachers and students describes how facilities are being modified to accommodate new resources and programming and offers new ways to use AASL standards to evaluate programs All chapters are updated and the text addresses such timely subjects as providing information resources when students teachers and librarians are interacting online A new chapter highlights the importance of the school librarian s leadership in schools districts and communities This invaluable textbook teaches practical skills for school library management and offers inspiration and guidance for growing LIS careers *Reaching Boys, Teaching Boys* Michael

Reichert, Richard Hawley, 2010-06-18 Based on an extensive worldwide study this book reveals what gets boys excited about learning *Reaching Boys Teaching Boys* challenges the widely held cultural impression that boys are stubbornly resistant to schooling while providing concrete examples of pedagogy and instructional style that have been proven effective in a variety of school settings This book offers more than 100 detailed examples of lessons that succeed with male students grouped

thematically Such themes include Gaming Motor Activities Open Inquiry Competition Interactive Technology and Performance Role Play Woven throughout the book is moving testimony from boys that both validates the success of the lessons and adds a human dimension to their impact The author s presents more than 100 specific activities for all content areas that have proven successful with male students Draws on an in depth worldwide study to reveal what lessons and strategies most engage boys in the classroom Has been described as the missing link that our schools need for the better education of boys 2012-2013 Class Trip Directory Gail Velez,2012 A directory of day overnight and travel trips for school scout and homeschool groups with themed trip lesson plans to increase the learning experiences *Culturally Responsive Pedagogy* Dennisha Murff,2020-01-01 In Culturally Responsive Pedagogy Promising Practices for African American Male Students I take us on a journey into teachers perceptions of the impact of implementing culturally responsive pedagogical CRP practices on the student learning outcomes of African American male students The book also helps to identify teachers perceptions of the CRP strategies needed in the elementary school setting to address the diverse needs of African American male students I share the story of educators from a large diverse elementary school in an urban school district who have made it their mission to provide African American male students with culturally responsive learning environments where they can thrive Throughout the book I make it clear that the implementation of CRP practices has a direct impact on the student learning outcomes of African American male students The book provides additional research into the existing literature on CRP practices Through a case study approach my work allows for additional insight into the potential impact of CRP practices on the student learning outcomes of African American male students in an urban elementary school setting The book takes us on a journey of highs and lows ups and downs and failures and successes Throughout the book rich detailed stories and descriptions are shared based on classroom observations interviews and student learning outcomes collected from three elementary school teachers from diverse backgrounds and various years of experience Classroom observations were conducted using the Culturally Responsive Instruction Observation Protocol CRIOP instrument to assess the practices being implemented in the classroom As I focused on the hard realities that face African American male students in today s classrooms I identified six emerging themes including one overarching emerging theme and three promising practices that surfaced during my research The CRP practices implemented proved helpful toward increasing learning outcomes for African American male students and ultimately closing the achievement gap As an African American educator I have been able to see how the lack of culturally responsive practices creates learning obstacles for African American male students These learning obstacles continue to plague a group that has been historically marginalized in our society The implementation of CRP practices provides educators with an avenue to remedy a social justice issue that has plagued our nation for years The information shared in this book can be beneficial for all those invested in closing the achievement gap and increasing student learning outcomes through the use of culturally responsive practices including pre service and in service teachers

administrators caregivers community advocates educational researchers and policy makers Teaching Haftarah Lainie Blum Cogan, Judy Weiss, 2002 A guidebook to help educators teach middle school or high school students in formal instructional courses and to teach all students about the prophets in an informal setting **The Art Museum as Educator** Council on Museums and Education in the Visual Arts, Barbara Y. Newsom, Adele Z. Silver, 1978 Survive and Thrive on Your Teacher's Salary , *Cheap Tricks and Class Acts* John "J.J." Johnson, 2009-02-13 In the 1950s Hollywood unleashed a wave of monsters everything from demon aliens and dinosaurs to blobs and bloated bugs infested theaters and drive ins Lost worlds were discovered unnatural terrors shook the screen gigantism ran rampant Moviegoers were left with one question How did they do that This work uncovers the cheap and challenging behind the scenes production secrets of the fantastic films of the 1950s Special technical effects visual effects menacing makeup stunts fantastic sets and film locations are all covered in detail along with the many men and women who shared in these occasionally brilliant and usually outrageous efforts Also included is a lengthy checklist of the prominent makeup stunt prop and effects artists of the era with a listing of their fantastic film credits *Teaching Young Children a Second Language* Tatiana Gordon, 2006-11-30 This volume addresses a gamut of questions of interest to teachers of young second language learners Why do immigrant children leave their home countries and what are their journeys to the United States like How do young children adjust to the new culture What sort of dynamic prevails in immigrant families What are young immigrants schooling experiences like What are language learning processes like in young children The first part of the book contains an overview of recent ethnographic sociological and psycholinguistic research concerned with answering these questions The second half of the volume focuses on classroom practice Gordon provides an extensive overview of activities that have been proven to be effective with young language learners Practical recommendations contained in these pages flow directly from the classroom Gordon describes innovative second language lessons developed and implemented by ESL teachers who work with language learners enrolled in primary grades The book places special emphasis on those instructional strategies that stir young language learners interest while stimulating their linguistic and cognitive development "When I Started Teaching, I Wish I Had Known..." Carol Pelletier Radford, 2023-04-22 Practical thoughtful and inspiring 36 weeks of wisdom for new teachers Every teacher has those moments when the learning curve seems too steep the workload feels too intense and the faculty room coffee is too weak But then there s the moment when they open this book and smile Author Carol Pelletier Radford a mentoring expert has collected words of wisdom from experienced teachers across the country to help newer teachers thrive She asked each of them what is something you wished you knew when you were starting out as a teacher The responses range from practical classroom management tips to reminders for self care and Radford has arranged them into weekly readings that provide advice from a chorus of seasoned educators to help those new to the profession thrive Highlights include Start of the year routines for a compassionate culture and the best classroom management Why consistency and embracing mistakes is

important to students now more than ever How to design experiences that create student engagement and energize you Questions that help you guide a child toward positive behavior with fairness firmness and grace Daily self care mindsets and rituals from calming walks to podcasts to learning to say no When I Started Teaching I Wish I Had Known takes a teacher gently by the hand through 36 weeks of the school year Its practical strategies address lessons feedback building relationships and so much more But perhaps what this book does most brilliantly is speak to the person behind the teacher reminding them that they are already gifted because they are curious and kind

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