

# Who HQ Biography Project – 2021

## Information

### Introduction

Using one of the Who Is or Who Was books in the classroom or school library students are going to create a poster to tell their classmates about their chosen person. Each student has chosen their own topic from the books available in the classroom, school and public libraries. Every grade 4 student has a unique topic. We will be focusing on character and how the person each student has chosen has made a positive impact in the world. Students will also be participating in our “Living Museum” where they will dress up like their person and verbally explain their information. Our “Living Museum” may be open to other classes as well as to parents. Students will have a section to work on each day in class. They will be responsible for completing and turning in each section based off the timeline provided by your teacher.

All reading and writing will be assessed using the BC performance standards for grade 4 information reading and writing. The assessment for each section will be done as the sections are due.

Students will be receiving project outline sections as we begin each new section. Teachers will be guiding students through the completion of each section. Students will have daily class time to work on the assignment.

## Project calendar

Dates on this calendar may change as events come up. Please help your student to stay on top of the daily section if they are away.

### January 2021

| Sunday | Monday   | Tuesday                                  | Wednesday                                       | Thursday                             | Friday   | Saturday |
|--------|--|--|---|--------------------------------------|--|----------|
|        |  |  |   |                                      | 1  | 2        |
| 3      | 4<br>No School   | 5<br>Topics and organization             | 6<br>Pre reading activities                     | 7<br>pre-reading questions           | 8<br>Read book cover to cover                  | 9        |
| 10     | 11<br>Pre-reading questions due<br>Finish cover to cover read                  | 12<br>Historical context notes           | 13<br>Historical context questions 1            | 14<br>Historical context questions 2 | 15<br>During reading questions                 | 16       |
| 17     | 18<br>Biography notes  | 19<br>Biographical questions 1           | 20<br>Biographical questions 2                  | 21<br>After reading questions 1      | 22<br>After reading questions 2                | 23       |
| 24     | 25<br>All research completed<br>Basic Information paragraph-planning and draft | 26<br>Basic information paragraph – type | 27<br>Early life paragraph – planning and draft | 28<br>Early life paragraph – type    | 29<br>Adulthood paragraph – planning and draft | 30       |

### February 2021

| Sunday | Monday   | Tuesday  | Wednesday                       | Thursday  | Friday   | Saturday |
|--------|--|--|---------------------------------|---|--|----------|
| Jan 31 | 1<br>Adulthood paragraph - type                          | 2<br>Character paragraph – planning and draft    | 3<br>Character paragraph - type | 4<br>Career paragraph – planning and draft                      | 5<br>Career paragraph - type                                 | 6        |
| 7      | 8<br>Influence and legacy paragraph – planning and draft | 9<br>Influence and legacy paragraph - type       | 10<br>News article - type       | 11<br>Timeline-type   | 12<br>Pro-D  | 13       |
| 14     | 15<br>Family Day   | 16<br>All writing due<br>Student choice sections | 17<br>Poster day                | 18<br>Poster due<br>Script writing                              | 19<br>Script writing   | 20       |
| 21     | 22<br>Design and Assessment Day No school                | 23<br>Scripts due<br>Rehearsal                   | 24<br>Rehearsal                 | 25<br>Living Museum rehearsal and filming – bring your costumes | 26<br>Living Museum Presentations – videos uploaded to Teams | 27       |

## Part One – Research

Due Jan 25

Read the who is / who was book and answer the research points on the pages provided. These questions will be used to create a biography of your person. Use point form to make notes in each box. Hand each page in on the due date, in student agendas, on Teams and on front board.

Students have the graphic organizer templates for taking notes and will be guided through the process in class. Each day has 4-6 questions to complete.

### Research Sections

1. Pre Reading-Questions - Jan 11
2. Historical context notes – Jan 13
3. Historical context questions – Jan 15
4. During reading questions – Jan 18
5. Biographical notes - Jan 19
6. Biographical questions – Jan 21
7. After Reading Questions - Jan 25

## Assessment of Research

\*\* Based on BC Performance Standards

|                              | Emerging  | Developing  | Proficient  | Extending   |
|------------------------------|---|---|---|---|
| Locating details             | Often responds to questions or activities by guessing instead of looking back at the selection<br><br>Does not use text features to make sense of the selection; may not notice them  | May have difficulty locating some specific details needed for a question or activity<br><br>May need support to use text features   | Rereads and skims to find specific details needed for questions or activities<br><br>Uses text features to preview and locate information; may need reminding | Rereads and skims for specific details needed for questions or activities, becoming efficient<br><br>Uses text features effectively to preview, locate and organize information                                     |
| Main ideas                   | Has difficulty understanding and identifying main ideas   | Identifies some main ideas  | Accurately identifies main ideas, although may have difficulty restating in own words   | Accurately restates main ideas in own words   |
| Details                      | With support may identify some relevant details in response to questions  | Identifies some relevant details in response to questions or activities; may miss some key details.   | Identifies relevant details in response to questions or activities  | Identifies specific relevant details in response to questions or activities   |
| Note taking and organization | May be able to record or sort a limited amount of information using a template or organizer provided by the teacher   | Organizes some information or makes simple notes using a template or organizer provided by the teacher<br><br>May omit some key information or confuse main/supporting ideas                                    | Organizes information or makes notes using a template or organizer provided by the teacher; distinguished between main and supporting ideas                   | Can select and use an appropriate template or organizer for organizing information or making notes; distinguishes between main ideas and support; efficient and complete  |
| Response and analysis        | May have difficulty making logical connections beyond the obvious; often has a limited repertoire of reading experiences to draw on<br><br>May have difficulty telling how information and ideas in a selection are like or unlike what they know about the topic, often because their prior knowledge is limited | Makes some logical connections between new information and what they already know<br><br>Can tell some ways the information or ideas in the selection are like or unlike what they already know about the topic | Makes logical connections between new information and ideas in a selection and what they already know and believe about the topic                             | Makes and explains logical connections between new information and ideas in a selection and what they already know and believe about a topic; may evaluate or question new information in terms of prior knowledge. |

## Part Two – Writing

Due Feb 16

### Directions

Write a paragraph for each section. Every paragraph should be a minimum of 5 sentences and all facts should be correct. Use your notes from the research section to complete your paragraphs. Each paragraph should be typed in a clear font so that it can be mounted on your poster. Planning pages will be provided for each paragraph.

You should have each of the following paragraphs:

- Basic Information – Jan 26
- Early life – Jan 28
- Adulthood – Jan Feb 1
- Character – Feb 3
- Career – Feb 5
- Influence and legacy – Feb 9
- News article – Feb 10
- Timeline – Feb 11
- Student Choice Pieces – Feb 16

## Writing Assessment

|                     | Emerging   | Developing  | Proficient  | Extending  |
|---------------------|--|---|---|--|
| Form                | Tends to have a boring confusing beginning<br>Ideas jump around<br>No ending or middle<br>No sentence connections<br>Missing graphics<br>No paragraphs | A basic beginning so the reader knows the topic<br>Some basic ideas are grouped<br>No ending, but there's a middle<br>No connections, but writing flows<br>Unclear graphics<br>Attempts at paragraphs | An interesting beginning that sets the stage for the topic<br>Ideas develop smoothly<br>A weak hint of an ending<br>Uses connecting words<br>Headings and graphics are complete and make sense<br>Shows basic understanding of paragraphs | Beginning fits the topic and readers love it<br>Ideas fit together<br>An ending that makes sense<br>Smooth connecting words<br>Headings and graphics are clear and helpful<br>Clear paragraphs |
| Content accuracy    | less than 75% of the facts are accurate  | 75%-85% of the facts are accurate   | 90% of the facts are accurate   | 100% of the facts are accurate   |
| Meaning             | Purpose may be unclear<br>Information may be invented or copied<br>Few relevant or accurate details  | Purpose often vague<br>Some information may be copied or misrepresented<br>Some relevant information; little detail or explanation  | Clear purpose that is accomplished to some degree<br>Accurate<br>Some explanation, details or examples  | Accomplishes the purpose<br>Accurate; may use several sources<br>Explanations, details or examples make ideas clear  |
| Style / word choice | No personality<br>Shows no care for topic<br>Reader finds the writing boring<br>Needs juicy words  | A bit of personality or too much of it<br>Some care for topic<br>Some parts interest the reader<br>Some juicy words   | Shows a nice balance of personality<br>Shows care for topic<br>Carefully chose words and details engage reader  | Contains personality<br>Shows passion for topic<br>Shows clear understanding of what readers crave   |
| Sentence fluency    | Many sentences begin the same way<br>Many sentences are all the same length<br>Many run on or incomplete sentences                                     | Sentences begin in different ways<br>One or two sentences are of different lengths<br>Some run-ons or incomplete sentences  | Sentence beginnings are different, but use basic words<br>Mostly short sentences with medium and long ones  | A mixture of interesting sentence beginnings<br>A mixture of correctly constructed short, medium and long sentences  |
| Spelling            | Frequent repeated errors in spelling often make the writing hard to understand   | Basic spelling and sentence punctuation is correct<br>Errors do not interfere with meaning  | Basic spelling is correct; minor errors do not interfere with meaning   | Few errors: these are usually cause by taking risks with newly acquired or complex language  |
| Punctuation         | Often omits or uses capitals   | Inconsistent use of capitals and punctuation  | Occasional errors in end punctuation<br>Uses capital letters for names, places and first word in sentence   | Uses capital letters and end punctuation correctly   |
| Grammar             | Frequent errors in pronouns and verbs  | May overuse pronouns  | May include errors with commas, quotation marks or agreement  | May overuse some punctuation marks or make occasional errors in agreement.   |

## Part Three - Poster

Due Feb. 18

### Directions

Students will display their paragraphs on a standard sized poster board in addition to other sections including images. Templates will be provided for most sections. There will be two days of class time for assembling the poster. Printing will be available in black and white only at school.

Miss Younger has black and white poster board.

### Poster Required Elements

1. Paragraphs
  - a. All paragraphs from the paragraph section
  - b. You may want to use the flipbook template provided
2. Newsflash
  - a. A catchy headline and picture of something important your person did
  - b. Use provided template
3. Histogram
  - a. Draw a picture of your person doing something they are remembered for.
  - b. Write a one sentence caption for the picture
  - c. Choose three hashtags for the picture
  - d. Use the provided template
4. Fun facts
  - a. 3-5 interesting facts not in your paragraphs
  - b. Use the provided template
5. Timeline
  - a. 8-10 events in the person's life
  - b. 2-3 events in world history
6. Images
  - a. The person
  - b. A map of where they lived / worked
  - c. A place where they did something important
  - d. Them doing something important to their story
7. Clear title
8. Labels for each section
9. One on one
  - a. What are the 5 questions you would ask that person if you could have a conversation?
  - b. Use the template provided
10. Play list
  - a. Use the template provided
  - b. List 5 to 8 songs your person would enjoy

## Poster Assessment

|                     | Emerging  | Developing  | Proficient   | Extending   |
|---------------------|---|---|--|---|
| Content accuracy    | less than 75% of the facts are accurate   | 75%-85% of the facts are accurate   | 90% of the facts are accurate  | 100% of the facts are accurate  |
| Required elements   | Is missing 4 or more required elements  | Is missing 1-3 required elements  | All required elements are present.   | All required elements are present and includes extra elements   |
| Visual Appeal       | The poster is distractingly messy or very poorly designed. It is not visually appealing.  | The poster is acceptably visually appealing though it may be a bit messy.   | The poster is visually appealing in terms of design, layout and neatness.  | The poster is exceptionally visually appealing in terms of design, layout, and neatness.  |
| Graphics            | Graphics do not relate to the topic.<br><br>No graphics made by the student are included. | All graphics relate to the topic.<br><br>Some graphics are made by the student but are based on the designs or ideas of others. | All graphics are related to the topic and most make it easier to understand.<br><br>One or two of the graphics used on the poster reflect student creativity in their creation and/or display. | All graphics are related to the topic and make it easier to understand.<br><br>Several of the graphics used on the poster reflect an exceptional degree of student creativity in their creation and/or display. |
| Labels and headings | Labels are too small to view OR no important items were labeled.                          | Several items of importance on the poster are clearly labeled with labels that can be read from at least 1 m. away.             | Almost all items of importance on the poster are clearly labeled with labels that can be read from at least 1m. away.  | All items of importance on the poster are clearly labeled with labels that can be read from at least 1m. away.  |
| Title               | The title is too small and/or does not describe the content of the poster well.           | The title is not large enough or easy to see and describes the content well.  | The title is bold, easy to see and describes content well.   | The title is bold, easy to read and is quite creative.  |

## Part Four – Living Museum Script

Due Feb. 23

### Directions

Students will prepare a 60-90 second speech in first person. Students will present as their person. They should include the person's life story and any major historical events that happened during their lifetime.

- Introduction
- Early life
- Adult life
- Fame
- Conclusion

### Costume

You will need a costume for the living museum presentation. Your costume should show

- What the person wore
- The time period
- Wigs and hats are an easy way to show your character
- Make up and face paint are not to be worn
- Weapons are to be left at home

Try to use what you have in your closet or borrow from siblings.

## Script Assessment

|                     | Emerging   | Developing  | Proficient  | Extending   |
|---------------------|--|---|---|---|
| Content accuracy    | less than 75% of the facts are accurate  | 75%-85% of the facts are accurate   | 90% of the facts are accurate   | 100% of the facts are accurate  |
| Required elements   | Is missing 4 or more required elements   | Is missing 1-3 required elements  | All required elements are present.  | All required elements are present and includes extra elements   |
| Historical Accuracy | Very little of the historical information was accurate and/or in chronological order.  | Most of the historical information was accurate and in chronological order.   | Almost all historical information appeared to be accurate and in chronological order.   | All historical information appeared to be accurate and in chronological order.  |
| Form                | Tends to have a boring confusing beginning<br>Ideas jump around<br>No ending or middle<br>No sentence connections<br>No paragraphs | A basic beginning so the reader knows the topic<br>Some basic ideas are grouped<br>No ending, but there's a middle<br>No connections, but writing flows<br>Attempts at paragraphs | An interesting beginning that sets the stage for the topic<br>Ideas develop smoothly<br>A weak hint of an ending<br>Uses connecting words<br>Headings and graphics<br>Shows basic understanding of paragraphs | Beginning fits the topic and readers love it<br>Ideas fit together<br>An ending that makes sense<br>Smooth connecting words<br>Clear paragraphs |
| Meaning             | Purpose may be unclear<br>Information may be invented or copied<br>Few relevant or accurate details                                | Purpose often vague<br>Some information may be copied or misrepresented<br>Some relevant information; little detail or explanation  | Clear purpose that is accomplished to some degree<br>Accurate<br>Some explanation, details or examples  | Accomplishes the purpose<br>Accurate; may use several sources<br>Explanations, details or examples make ideas clear                             |
| Style / word choice | No personality<br>Shows no care for topic<br>Listener finds the writing boring<br>Needs juicy words                                | A bit of personality or too much of it<br>Some care for topic<br>Some parts interest the listener<br>Some juicy words   | Shows a nice balance of personality<br>Shows care for topic<br>Carefully chose words and details engage listener  | Contains personality<br>Shows passion for topic<br>Shows clear understanding of what listeners crave  |
| Sentence fluency    | Many sentences begin the same way<br>Many sentences are all the same length<br>Many run on or incomplete sentences                 | Sentences begin in different ways<br>One or two sentences are of different lengths<br>Some run-ons or incomplete sentences  | Sentence beginnings are different, but use basic words<br>Mostly short sentences with medium and long ones  | A mixture of interesting sentence beginnings<br>A mixture of correctly constructed short, medium and long sentences                             |

## Part Five – Living Museum Presentation

Due Feb. 24

Family Presentation Feb 26

### Directions

In costume you will stand as a statue until someone comes up and waves at you. When someone waves at you, begin your prepared speech. Once you have completed your speech return to your frozen position. You will need to use props and gestures to help tell your character's story. You will need to be in costume as your character. Make up and face paint are not to be worn for your presentation.

Videos will be posted to Teams to share with families.

## Presentation Assessment

|                             | Not yet meeting   | Approaching expectations  | Fully meeting expectations  | Exceeds expectations  |
|-----------------------------|---|---|---|---|
| Historical Accuracy         | Very little of the historical information was accurate and/or in chronological order. | Most of the historical information was accurate and in chronological order.                     | Almost all historical information appeared to be accurate and in chronological order.             | All historical information appeared to be accurate and in chronological order.  |
| Role Play                   | Presentation was rarely in character.   | Presentation was sometimes in character.  | Presentation was often in character.  | Presentation was consistently in character/   |
| Props and Costume           | Student does not have props or a costume.   | Props and costume use do not accurately fit the period.   | Props and costume use accurately fit the period.  | Props and costume use accurately fit the period, show considerable work/creativity and make the presentation better.        |
| Required elements           | Student included less information than was required.                                  | Student included most information that was required.  | Student included all information that was required.   | Student included more information than was required.  |
| Content                     | Does not seem to understand the topic very well.                                      | Shows a good understanding of parts of the topic.   | Shows a good understanding of the topic.  | Shows a full understanding of the topic.  |
| Time limit                  | Presentation is less than 45 seconds long   | Presentation is 45-60 seconds long.   | Presentation is 60-90 seconds long.   | Presentation is 90-120 seconds long.  |
| Volume                      | Volume often too soft to be heard by all audience members.                            | Volume is loud enough to be heard by all audience members at least 80% of the time.             | Volume is loud enough to be heard by all audience members at least 90% of the time.               | Volume is loud enough to be heard by all audience members throughout the presentation.                                      |
| Posture and eye contact     | Slouches and/or does not look at people during the presentation.                      | Sometimes stands up straight and establishes eye contact.                                       | Stands up straight and establishes eye contact with everyone in the room during the presentation. | Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation. |
| Speaks clearly              | Often mumbles or cannot be understood OR mispronounces more than one word.            | Speaks clearly and distinctly most (85%-95%) of the time. Mispronounces no more than two words. | Speaks clearly and distinctly all (95%-100%) the time but mispronounces one word.                 | Speaks clearly and distinctly all (95%-100%) the time and mispronounces no words.   |
| Preparedness                | Student does not seem at all prepared to present.                                     | The student is somewhat prepared, but it is clear that rehearsal was lacking.                   | Student seems pretty prepared but might have needed a couple more rehearsals.                     | Student is completely prepared and has obviously rehearsed.   |
| Listens to other presenters | Sometimes does not appear to be listening and has distracting noises or movements.    | Sometimes does not appear to be listening but is not distracting.                               | Listens intently but has one distracting noise or movement.                                       | Listens intently. Does not make distracting noises or movements.  |

## Part Six – Artifacts

Due March 5

Students will have two options for their artifacts to demonstrate their understanding of their person. Students are to do two of the following three options, either the iPhone, the Backpack and/or the Playlist.

### Option A – iPhone

Using the template provided students will select or create unique 20 apps for their person. (Unique meaning not repetitive, not Gmail and Hotmail). You may use existing apps (messages, music, Gmail, Instagram) and/or invent your own specific to your person's needs and interests. You will need to give a two or three sentence description of why you chose each app. The icons for each app must be in full colour and labelled.

### Option B – Backpack

Using either the template provided or a real backpack you are going to pack a backpack for your person. You must include 20 items in your backpack. You will need to write a two to three sentence description of why each item is in the bag and how it will help your person. You may draw the items into the template, collage images of the items onto the template or pack an actual backpack with real items or things you've made.

### Option C – Playlist

Using the template provided create a playlist for your character. You must include 20 songs on your playlist. You will need to write a two to three sentence description of why you included each song and why your person would have that in their top twenty. You can include up to 10 songs with 'invented' titles, the others must be real songs. If it is a real song, the artist must be listed.

|                     | Emerging   | Developing  | Proficient  | Extending   |
|---------------------|--|---|---|---|
| Number of artifacts | Less than 15 artifacts/apps/songs  | 15-19 unique artifacts /apps/songs                          | 20 unique artifacts/apps/songs  | 21 or more unique artifacts/apps/songs                              |
| Content             | Items/apps show a vague understanding of the character's needs                       | Items/apps show some understanding of the character's needs | Items/apps show a clear understanding of the character's needs                | Unique, items/apps show deep understanding of the character's needs |
| Visual              | Work is messy and/or unorganized, might be in pencil only. Looks like a first draft. | Work is colourful, neat, and tidy                           | Work is colourful, neat and tidy and somewhat representative of the character | Work is visually engaging, representative of the character          |