**Famous Tennesseans Living Wax Museum**

MC900156899[1]

Introducing…the Famous Tennesseans Living Wax Museum! Students are to create a presentation, along with a costume, based on research they will conduct on ***Famous Tennesseans***. Students will begin the research process during Media, however, research will also need to be conducted at home. The main points that should be included in the speech (but not limited to) are:

* Dates and location of birth and death
* Description of the location where they lived
* Three significant events or contributions to the world

Once the research is finished, students will write a 30 – 60 second presentation, containing the above information. Speeches should be creative – students can add humor, surprise, music, or even sound effects! The idea is that students will “come to life,” as their chosen figure. **The speech will need to be written on note cards, and should be in the 1st person.**

Students will also need to create a costume that embodies their chosen figure. This will be a visual addition to the presentation, so it should be eye appealing and instructive, and should also include a few items, or artifacts, that represent their chosen figure.

**The final copy of the speech (written on note cards) is due on Wednesday, November .** There will be a “dress rehearsal” on Monday, November. All costumes must come in on Monday, and will be returned on Tuesday, , after the presentation. Students’ presentations will be evaluated based on the rubric on the back of this letter.

FAMOUS TENNESSEAN\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Famous Tennesseans Rubric 3rd Grade 2014**

| **Category** | **4** | **3** | **2** | **1** |
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| **Historical Role Play** | Clearly explains all of ways in which the citizen made a difference, and can clearly explain why and how. | Can clearly explain several ways in which the citizen made a difference, and can clearly explain why and how. | Can clearly explain one way in which the citizen made a difference, and can clearly explain why and how. | Cannot explain one way in which the citizen made a difference. |
| **Research** | Four or more sources for reference have been used, and the titles of the references are submitted. | Four sources were used as reference materials, and the titles of the references are submitted. | Less than four reference sources were used, and the titles of the references are submitted. | Resources used were minimal, and the titles of the references are not submitted. |
| **Oral Presentation** | Student was completely prepared, and “became” his or her subject by speaking in the first person. It is obvious that the student rehearsed an adequate amount. | Student was moderately prepared, but could have used more rehearsal. Student became their subject, and presented the speech in first person. | Student prepared but clearly lacked rehearsal time. Inconsistent use of first person delivery when speaking. | Student does not seem at all prepared, and does not become their subject. The oral presentation of the speech is not delivered in first person. |

Final Score: \_\_\_\_\_\_\_\_