

Easiest assignment ever! Please read over the information about the wax museum with your parent/s. [Lumen Wax Museum Info-1.docx](#) 

Submit a picture of a piece of paper where you have written the following words:

"I read over the Wax Museum materials with my parent. They understand WHEN it is due (Nov 16th), and that it is a huge part of my grade."

Signed, _____ (student)

_____ (parent)

Are you working on your Wax Museum Project? It's coming up soon!

To help break this project down, you're going to let me know that you have started. Please tell me:

- **5 Timeline Items** with dates for your person
- **3 Contributions** your person has made to science

Turn it in in a text entry.

Living Wax Museum

Name: _____

Date: _____

Period: _____



One of the biggest blockbuster movies a few years ago was about a dad who had a ten year old son and he really needed a job. The dad got one at The Museum of Natural History as the new night guard. Little did he know that there's an ancient tablet that brings everything to life at night! Soon he'll be playing fetch with a T-rex, chatting with Theodore Roosevelt, and running away from Attila and his Huns.

Have you ever been to a wax museum? It is pretty amazing how real the wax figures appear to be. Sometimes, I am waiting for Ray Charles to come to life and start singing. Or, sometimes I expect to see Superman come alive and fly away at a moment's notice. It is going to be your job to become people from the past in order to get your opportunity to shine in your own House of Wax. Each person in the "House" will be assigned a 6' x 6' area in which you will make your character come to life. The personalities you will choose are individuals who have contributed to science in a significant way. During this project you will learn about the cultural and historical impact of the individual, while you improve your research, writing, artistic, and creative skills. At the end of this learning experience, you will better understand how all of the subjects that you take fit together to create one complete portrait. While learning about the characters chosen by you, as well as your classmates, you will discover their contributions to all aspects of culture and knowledge.

There will be several steps during the next month that will prepare you for the ultimate event. It will be important that you make an effort to not only have fun while becoming your character, but to also learn as much as you can about the individual so that you can lose yourself in the character. The more you learn about the person's life, family, influences, failures, and successes, the better chance you have of making this person come alive. The people that you will choose will challenge you to reach deep down to make your character a reality.

Step 1!

The first step of your project will be to decide which scientist you want to become. You will have until _____October 18____ to decide who you will become. Choose someone that you will be comfortable with!

Take your time in deciding. If you find it hard to "connect" with your character, this project will be much more difficult.

Once you have made your decision, signup immediately before another student picks your

character! (See page 3 for more information about choosing a character) DO NOT SHARE YOUR CHARACTER UNTIL YOU WRITE THEIR NAME DOWN!

My Character: _____

Step 2!

Construct a timeline.

1. You must create a creative title for your timeline that describes the person's life in a short phrase. Theme your timeline with the character you have chosen. For example, a student who became Galileo completed his timeline to look like our solar system: The Sun contained the title and each of the planets contained a particular event.
2. Include at least **eight** events of the person's life on the timeline that are accurate and in correct chronological order (birth date, education, family, influences, contribution, awards, etc.)
3. Include graphics that correspond to the events of the person's life (using a computer or you can simply color or draw them). Your timeline should **NOT** be a simple piece of poster board, rather it should be creative. **Three-dimensional timelines are preferred.**
4. Include dates that highlight the events of the person's life.
5. Make it colorful and attractive, so it grabs the attention of a person who is touring the wax museum (The timeline must be displayed somewhere clearly visible for all to see.) **Bigger is Better.**
6. Spelling and capitalization must be correct throughout the timeline.
7. I will be grading your timeline as part of your Social Studies grade.

Step 3!

Prepare your speech.

1. You must create (and memorize) a 60 to 90 second oral presentation that covers the majority of the following topics about the person you bring to life at the House of Wax:
 - a. The full or original name
 - b. When and where you were born? (Do not mention the day the person died, because remember you are now living)
 - c. Educational/family background
 - d. Career—work for a living
 - e. What made you famous (invention, discovery, etc)
 - f. What was your contribution to culture
 - g. What or who influenced you as a person
 - h. Interesting unique fact about person
 - i. Discuss any challenges/problems that you faced
2. I will need a draft of your speech. You will present your speech to the class. I will help you to modify this so that it is the best that it can be. I will tell you when this draft is due as we get closer to the due date.

Step 4!

Create your costume and activation method.

1. You must create a prop that will start your verbal presentation to those that visit your site. For example: A button on a desk that flips a light on or a propeller of an airplane that turns. This makes you speak when it is touched. (Note: your activation method is not required to "do" anything. You can have a button, for instance, that does

- nothing. When you see someone press it, however, you will begin your speech.)
2. You must create a pose that you stand in before you are activated by a guest of the museum.
 3. Create and wear a costume that you make from materials that you can gather or put together on your own. You must carefully research the clothing worn during the time in history that your character would wear on a daily basis. **I strongly encourage that the costume you wear is not rented. Those individuals who create their own will be credited accordingly.**

Step 6!

Present on the Big Day!

1. The Living Wax Museum will be on: _____ **Friday Nov 16** _____. You will be presenting to parents, students, and teachers.
2. On this day, you will bring yourself, your props, and anything else you need to the area. You will be shown where to set up.

Living Wax Museum Timeline Rubric

Student: _____

Class: _____

Category	20	15	10	5
Title	The timeline has a creative title that accurately describes the material and is easy to locate.	The timeline has an effective title that accurately describes the material and is easy to locate.	The timeline has a title that is easy to locate.	The title is missing or difficult to locate.
Quantity of Facts	Eight facts were present on the timeline.	Six or seven facts were present on the timeline.	Four or five facts were present on the timeline.	Less than four facts were present on the timeline.
Accuracy	Facts were accurate for all events reported on the timeline.	Facts were accurate for almost all events reported on the timeline.	Facts were accurate for most (75%) of the events reported on the timeline.	Facts were often inaccurate for events reported on the timeline.
Spelling and Capitalization	Spelling and capitalization were checked and are correct throughout.	Spelling and capitalization were nearly perfect.	Spelling and capitalization were mostly correct.	There were many spelling and capitalization errors.
Readability	The overall appearance of the timeline is CREATIVE and easy to read.	The overall appearance of the timeline is somewhat creative and easy to read.	The timeline is relatively readable and somewhat creative.	The timeline is difficult to read and not at all creative.

Dates	An accurate, complete date has been included for each event.	An accurate, complete date has been included for 6 or 7 events.	An accurate date has been included for 4 or 5 events.	Dates are inaccurate and/or missing for most events.
Graphics	All graphics are effective and balanced with text use.	All graphics are effective, but there appear to be too few or too many.	Some graphics are effective and their use is balanced with text use.	Several graphics are not effective.

Total Points Earned: _____

Living Wax Museum Presentation Rubric

Student: _____

Class: _____

Category	50	40	30	20	Total
Costume	Student uses a costume that accurately fits the period, shows considerable work/creativity and makes the presentation better.	Student uses a costume that accurately fits the period, and makes the presentation better.	Student uses some elements of a costume to aid in the presentation.	The student uses a minimal costume or the elements used detract from the presentation.	
Visual Aids/Props	Student uses props that accurately fit the period and character. Props show considerable work/creativity and make the presentation better.	Student uses props that accurately fit the period, and make the presentation better.	Student uses some elements of props to aid in the presentation and theme of character.	The student uses very little props or no visual aids; or the elements used are not related to presentation or theme of character.	
Role	The presentation presents a point of view that is consistently in character.	The presentation presents a point of view that is often in character.	The presentation presents a point of view that is sometimes in character.	The presentation presents a point of view that is rarely in character.	
	The individual shows	The individual	The individual	The individual	

Oral Presentation	enthusiasm throughout the event, doesn't rely on cue cards, and is able to be heard easily (speech is 1:00 - 1:30 min).	shows enthusiasm, relies on cue cards sometimes, and is able to be heard easily most of the time (speech is either too short or too long by at least 10 seconds).	shows little enthusiasm, relies on cards half of the time, and is not easy to hear (speech is either too short or too long by 15 seconds).	shows no enthusiasm, relies on cards all of the time, and cannot be heard. (speech is either too long or too short by 20 seconds)	
The Wow Factor	Wow, you rocked it out. Excellent job.	Great job. It's obvious you put in time and effort.	Thanks for all you have done, but I know you could have done more.	I'm not sure that you understood the expectations.	

Total Points Earned: _____

LIVING WAX MUSEUM PARENT AND STUDENT CONTRACT

This assignment is one that will require the student to practice and improve their level of responsibility and decision making as they learn an invaluable amount of information about science, world culture, history, and geography. This assignment is also one that allows cross-curricular practice, as well as practical real-life skills. Take this opportunity to guide your child, but at the same time, allow them to take ownership so that they can realize a sense of accomplishment and pride in their efforts.

Signing below acknowledges that you have read and that you understand the instructions included in this packet.

Student Printed Name: _____

Student Signed Name: _____

Homeroom: _____ Date: ____/____/____

Parent/Guardian Signature: _____

Date: ____/____/____



The Invention Convention

Get ready to be a part of the first ever Lumen Invention Convention. You are going to find a solution to a problem, and who knows, you might even go on to create something that will change the world!

1. **First, find a problem!** Look around. What isn't working well in your life? Where can you see places and situations that could be improved? An invention is NOT just a gadget, but it can be a new way of using an existing object.

1. Find several problems. Select one to work on.
2. Analyze the situation.
3. Think of many, varied, and unusual ways of solving the problem.

List the possibilities. Be sure to allow even the silliest possible solution, as creative thinking must have a positive, accepting environment in order to flourish.

1. **Now, find a solution!**
2. Select one or more possible solutions to work on.
3. Improve and refine the idea(s).

This project has several components, and it is a big part of your second term grade. You will be:

- Creating a model/prototype of your invention. It does NOT need to be fully functional, but you will need to have detailed information about HOW it would work, if produced
- Create a presentation about your invention. This can be done on a trifold board OR as a digital presentation (Prezi, Powerpoint, etc)
- REMEMBER TO ANSWER THESE BASICS CLEARLY IN YOUR PRESENTATION!
 - WHAT - Describe the problem.
 - MATERIALS - List the materials needed.

- STEPS - List the steps to complete your invention.
- PROBLEMS - Predict the problems that could occur.
- Write an 'elevator pitch' about what your product is, and what problem it solves.

You will be presenting your products during school and they will be on display the whole day. Your parents are welcome to come and see what you have created! The Invention Convention will be on Wednesday, November 1. This is the day after Halloween, so please plan accordingly!

Your invention and presentation is worth 75 points. You will be graded on:

- Completion
- Does it fulfill a need
- Your presentation board/digital presentation
- Creativity
- Your elevator pitch

If you are an ONLINE student, you still get to participate! You are welcome and invited to come to Lumen on Nov 1. If this doesn't work for you, you can submit your digital presentation, pictures of your invention, and your recorded elevator pitch through Canvas.