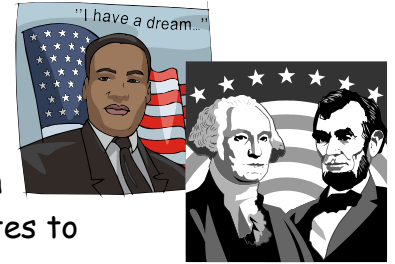


Famous Historical Figures



Background: You have been assigned to read a biography or an autobiography of an important person in American history. Follow your teacher's directions about taking notes as you read. You will use your notes to help you complete the challenge below.

Design Challenge: Design and create a special card that will help you and your classmates remember important facts about your person. Your closed card should be no smaller than seven inches by nine inches. The shape and appearance of the card should reflect the individual about whom you read. The title and name of the author of the book should be on the front of your card. You must include a lever-operated moving part and a pop-up on the inside of your card. The person's name, dates of birth and death, and five pertinent facts about the person must be displayed on or in the card.

Criteria:

Your card must

- be no smaller than 7" by 9"
- have a shape and appearance that reflects the person about whom you read
- reflect the person's time in history
- have the book's title and author's name on the front
- have a lever-operated moving part on the inside card
- have a pop-up inside card
- include the historic person's name and dates of birth and death
- have five pertinent facts about the historic person displayed on or in the card.

Materials: You may select from the items below.

- card stock
- construction paper
- poster board
- brads
- paper clips
- markers
- colored pencils
- crayons
- scissors
- paste
- other classroom art supplies

Targeted Standard of Learning: English 3.6
Supporting Standards of Learning: English 3.2, 3.4
Mathematics 3.14
History and Social Science 3.3, 3.11

Targeted Standard for Technological Literacy: 9
Supporting Standards for Technological Literacy: 8, 11

Famous Historical Figures



Targeted Standard of Learning: English 3.6

- The student will continue to read and demonstrate comprehension of nonfiction.

Targeted Standard for Technological Literacy: Standard 9

- Students will develop an understanding of engineering design.

Prior Knowledge & Skill	Materials & Preparation	Safety Issues	Class Management	Materials Provided	Time Management
<ul style="list-style-type: none"> • Exposure to targeted English Standard of Learning 3.6 • Some understanding of the design process • Exposure to simple machines (Science Standard of Learning 3.2) 	<ul style="list-style-type: none"> • List names of historical figures: George Washington, Thomas Jefferson, Abraham Lincoln, Rosa Parks, Thurgood Marshall, Martin L. King, Jr., Christopher Columbus, Juan Ponce de Leon, Jacques Cartier, Christopher Newport, Susan B. Anthony, Helen Keller, Jackie Robinson, Benjamin Franklin, George Washington Carver, Pocahontas, Betsy Ross. • Check Design Brief for recommended materials. • Teachers may substitute materials. 	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • Each student makes own card. • Each student keeps own Guided Portfolio. • Students reading about same person may work in a small group as long as each child completes own card and Portfolio. 	<ul style="list-style-type: none"> • Design Brief • Guided Portfolio • Rubric Assessment • KWL 	<ul style="list-style-type: none"> • Session 1: Explaining reading assignment and KWL. Introducing Design Brief. • Session 2: Planning (45 min.) • Session 3: Building (60 min.) • Session 4: Sharing and evaluating (45 min.)

Name _____



Famous Historical Figures

1. **What is the problem?** State the problem in *your own words*.

Targeted Standard of Learning: English 3.6
Supporting Standards of Learning: English 3.2, 3.4
Mathematics 3.14
History and Social Science 3.3, 3.11

Targeted Standard for Technological Literacy: 9
Supporting Standards for Technological Literacy: 8, 11

Name _____



2. Brainstorm solutions.

Draw or describe some possible solutions.

A large graphic organizer consisting of four rounded rectangular boxes arranged in a 2x2 grid. The boxes are connected by a central illustration of a glowing lightbulb with radiating lines, symbolizing an idea or solution. The lightbulb is positioned in the center, with lines extending from its base to the four corners of the boxes.

Name _____



4. Test your solution.

- Is your card at least 7" by 9"? YES NO
- Is the book's title and author's name on the front of your card? YES NO
- Does the card's shape and appearance reflect the individual about whom you read? YES NO
- Does your card have a lever-operated moving part inside? YES NO
- Does your card have a pop-up feature inside? YES NO
- Does your project include the historical person's name and dates of birth and death? YES NO
- Does your project include five pertinent facts about the person? YES NO
- Is all of your work colorful and neatly done? YES NO

Name _____



5. Evaluate your solution.

Was it the best solution? Would one of your other ideas have been better? Why or why not?

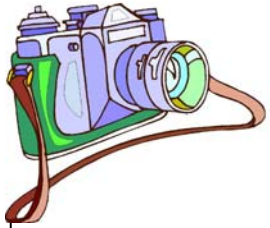
What would you have done differently?

Could you add to it to make it better? What would you add to it?

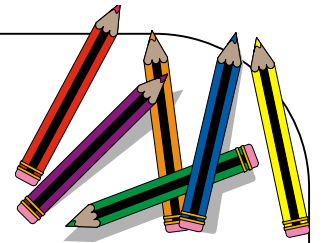
Guided Portfolio—6

Name _____

Attach a photograph of your final project here. If you do not have a photograph, draw a picture of your final project.



How would you make your project better? Draw a picture showing how it would look after you have made changes to it.



Name _____



KWL: Famous Historical Figures

What we <u>K</u> now.	What we <u>W</u> ant to know.	What we <u>L</u> earned.
	<p>Note: The teacher should make sure that all required information is listed in question form on the "W" (what we want to learn) section of the KWL. Use your <i>Virginia SOL Teacher Resource Guide</i> to check what knowledge, skills, and processes are considered essential for supporting the History and Social Science Standards of Learning 3.3 and 3.11. When necessary refer to the Resource Guide for previous grade levels. This activity is designed to support the civics and history objectives that require students to know about contributions of specific individuals to our history.</p>	

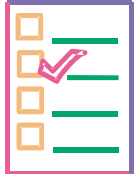
Targeted Standard of Learning: English 3.6
Supporting Standards of Learning: English 3.2, 3.4
Mathematics 3.14
History and Social Science 3.3, 3.11

Targeted Standard for Technological Literacy: 9
Supporting Standards for Technological Literacy: 8, 11

Rubric for *Famous Historical Figures*

Name _____

Date _____



<p align="center">Design Brief Rubric</p>	<p align="center">no evidence 0</p>	<p align="center">limited understanding 1</p>	<p align="center">some understanding with room for improvement 2</p>	<p align="center">good understanding with room for improvement 3</p>	<p align="center">substantial understanding 4</p>
The student restated the problem in his/her own words.					
The student brainstormed more than one idea.					
The student created and labeled a sketch to use as a "blueprint."					
The student included notes about problems that occurred and their solutions.					
<p>The student tested the card to make sure</p> <ul style="list-style-type: none"> • it was the correct size • its shape and appearance reflected the individual studied • it had the book's title and the author's name on the front • it had a lever operating a moving part • it had a pop-up • to see if the work was colorful and neatly done. 					
<p>The student tested the inside to make sure</p> <ul style="list-style-type: none"> • it included the historical person's name and dates of birth and death • it contained five pertinent facts about the person. 					
The student evaluated how he/she could make it better next time.					

Rubric for *Famous Historical Figures*

Name _____

Date _____

<p style="text-align: center;">Oral Communication Rubric</p>	<p style="text-align: center;">no evidence 0</p>	<p style="text-align: center;">limited understanding 1</p>	<p style="text-align: center;">some understanding with room for improvement 2</p>	<p style="text-align: center;">good understanding with room for improvement 3</p>	<p style="text-align: center;">substantial understanding 4</p>
<p>3.1 The student will use effective communication skills in group activities.</p> <p>a) Listen attentively by making eye contact, facing the speaker, asking questions, and summarizing what is said.</p> <p>b) Ask and respond to questions from teachers and other group members.</p> <p>c) Explain what has been learned.</p>					
<p>3.2 The student will present brief oral reports.</p> <p>a) Speak clearly.</p> <p>b) Use appropriate volume and pitch.</p> <p>c) Speak at an understandable rate.</p> <p>d) Organize ideas sequentially or around major points of information.</p> <p>e) Use grammatically correct language and specific vocabulary to communicate ideas.</p>					



Standards of Learning

English (2002)

Oral Language

- 3.2 The student will present brief oral reports.
- Speak clearly.
 - Use appropriate volume and pitch.
 - Speak at an understandable rate.
 - Organize ideas sequentially or around major points of information.
 - Use grammatically correct language and specific vocabulary to communicate ideas.

Reading

- 3.4 The student will use strategies to read a variety of fiction and nonfiction materials.
- Preview and use text formats.
 - Set a purpose for reading.
 - Apply meaning clues, language structure, and phonetic strategies.
 - Use context to clarify meaning of unfamiliar words.
 - Read fiction and nonfiction fluently and accurately.
 - Reread and self-correct when necessary.
- 3.6 The student will continue to read and demonstrate comprehension of nonfiction.
- Identify the author's purpose.
 - Make connections between previous experiences and reading selections.
 - Ask and answer questions about what is read.
 - Draw conclusions.
 - Organize information and events logically.
 - Summarize major points found in nonfiction materials.
 - Identify the characteristics of biographies and autobiographies.
 - Compare and contrast the lives of two persons as described in biographies and/or autobiographies

Mathematics (2001)

Measurement

- 3.14 The student will estimate and then use actual measuring devices with metric and U.S. Customary units to measure
- length-inches, feet, yards, centimeters, and meters;
 - liquid volume-cups, pints, quarts, gallons, and liters; and
 - weight/mass-ounces, pounds, grams, and kilograms.

History and Social Science (2001)

History

- 3.3 The student will study the exploration of the Americas by
- describing the accomplishments of Christopher Columbus, Juan Ponce de León, Jacques Cartier, and Christopher Newport;
 - identifying reasons for exploring, the information gained, and the results from the travels.

Civics

- 3.11 The student will explain the importance of the basic principles that form the foundation of a republican form of government by
- describing the individual rights to life, liberty, and the pursuit of happiness; and equality under the law;
 - identifying the contributions of George Washington, Thomas Jefferson, Abraham Lincoln, Rosa Parks, Thurgood Marshall, and Martin Luther King, Jr.;
 - recognizing that Veterans Day and Memorial Day honor people who have served to protect the country's freedoms.

Standards for Technological Literacy

- Standard 8: Students will develop an understanding of the attributes of design.
- Standard 9: Students will develop an understanding of engineering design.
- Standard 11: Students will develop the abilities to apply the design process.