

Title:**Alaskan Living Wax Museum**

This project is introduced at the beginning of a study of Alaska but is the culminating activity for it.

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Discipline/Subject: cross-curricular

Topic: Alaskan Culture, history, geography, native people, and climate

Grade Level: 3-8

Resources/References/Materials Teacher Needs: access to pictures and written or Internet information about the various assigned topics

Lesson Summary: After a study of Alaska, its history, geography, climate, animals, and culture, students will create a museum display based on one of the areas.

Standards Addressed:**national standards:**

NL-ENG.K-12.4 Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

NL-ENG.K-12.5 Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

NL-ENG.K-12.8 Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

Alaska state standards:

W.2.1.1 [5] The students writes about a topic by writing more than one paragraph stating and maintaining a focused idea and including details that support the main idea of each paragraph.

W.2.2.2 [5] The student writes for a variety of purposes and audiences by writing in a variety of nonfiction forms using appropriate information and structure

Arizona state standards:

W05-S1C1-P02, -P03 determine the purpose intended audience for writing

R05-S3C1-P08 draw valid conclusions based on information gathered from expository text

W05-S1C2-P02 organize writing into a logical sequence that is clear to the audience

W05-S1C3-all PO revise, evaluate, and refine the rough draft for clarity and effectiveness

W05-S1C4-all PO proofread and correct draft for conventions

W05-S1C5-all PO publish writing for intended audience

W05-S3C6-all PO research, paraphrase information, write an informational report

SS05-3E1-all PO demonstrate understanding of the physical and human features that define places and regions

SS05-3E5-01 describe common characteristics of regions on the basis of climate, landforms, ecosystems, and culture

05-LS4-VPE2 plan, develop and produce a visual presentation

Learning Objectives:

In pairs, the students will:

- collect 5 more pieces of data about one of the areas (synthesis)
- summarize the data in a 6-8 sentence abstract (analysis)
- type and print the abstract using Microsoft Word (knowledge)
- design a life-size museum display of the topic (synthesis)
- construct the museum display to reflect the data (synthesis)
- participate as a living model in the display (application)

Method of Assessment for Learning:

a project rubric for each section (research and abstract, design and display, participation in exhibit) and observation

Procedural Activities:

1. Assign partners of complimentary learning styles.
2. Have students select an area they would like to research and represent i.e., animals, history, geography, art, climate, native people, etc. Guide the selection so that all areas are covered.
3. Give students the rubric to follow as they work on the project. Have them show you each piece as it is completed.
4. When students have completed data collection and abstract writing and printing, begin work on displays.
5. Set up museum and present to public.

Materials Students Need:

Resources (books, magazines, newspapers, websites) with information on Alaska, computer access, construction materials and tools of choice for display

Technology Used to Enhance Learning:

word processing, Internet usage

Other Information:

Set aside day and night times at school for the community and other classes to view the museum. Play quiet music and post "No Talking" zones to enhance the atmosphere. For other classes, consider making a scavenger hunt based on the displays.

Modifications for Special Learners/Enrichment Opportunities:

Assign the student partners to compliment learning styles and abilities. Create flyers for distribution to the community and school. Students may make a photo documentary of the museum to post on the school website.