

Dear 5<sup>th</sup> Grade Parents,

Next quarter we will be working on a State Report in lieu of memorizing all of the states in order to embed the Common Core Research and Writing Standards and our Visual and Performance Arts Standards.

They will be responsible for bringing in three resources, creating a state float, and preparing a presentation where they will reenact their historical person of interest that will be featured in their report. They will be presenting their person of interest to their class the week of Open House (May 18-20<sup>th</sup>) and for Open House on May 21<sup>st</sup>.

The three resources need to include a book, an internet resource, and a video. They will need to take notes on each resource. They will then need to bring in the notes that they took on each source. They will be using these notes in class for their informative writing report.

The state float should look similar to the image below. It should include the flag, important symbols, geography, and point of interests. Encourage your child to be creative.



They will also need to be prepared to do a 2 minute reenactment. This includes remembering important facts about their historical person and putting together an outfit that represents their historical figure. Encourage your child to be creative. (vs. purchasing a prepackaged costume).

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I understand that my son/daughter will be responsible for finding three resources, bringing in the notes on the three resources, producing a state float, and preparing for the reenactment. I understand that these components of this project will be done at home. I understand that the writing of the report must be done completely at school.

Parent Signature \_\_\_\_\_

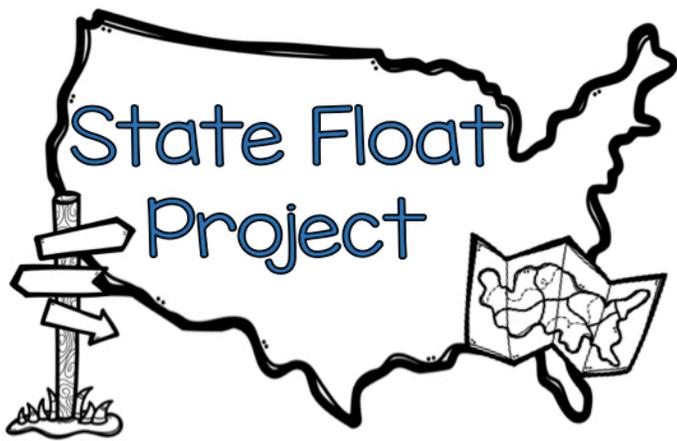
Name: \_\_\_\_\_

## 5<sup>th</sup> Grade State Report Checklist

| State Report Item   | Deadline | Date Received |
|---|----------|---------------|
| Find an Internet Source (in class)                                  | April 19 |               |
| Notes from Internet Source (in class)                               | April 21 |               |
| Find a Book   | April 19 |               |
| Watch a video about your state (can be online) and take notes on it | April 19 |               |
| Notes from Book and Video   | April 21 |               |
| Plan  | April 28 |               |
| Rough Draft   | May 5    |               |
| State Float   | May 10   |               |
| Published Report  | May 10   |               |
| Memorized Historical Person Speech                                  | May 8    |               |

My state is: \_\_\_\_\_

Parent Signature \_\_\_\_\_



Name: \_\_\_\_\_

In celebration of the rich heritage and emblems of their state, students design model state floats for the parade. Each student should decide what the float will communicate to observers, then draw pictures of the float, and finally make a model of the float. Each model should be put on display and accompanied by an index card that explains the design and details of the float.

**What is a State Float?** A state float is a shoebox or tissue box decorated like a float in a parade that will contain information and facts about one of our country's fifty states.

#### Materials Needed:

- 1 empty shoebox or tissue box.
- *Non-living* materials to decorate your state float.
  - Construction paper, tissue paper, popsicle sticks, cardboard, toy figures, clay, flowers, ribbon, stickers, etc.
  - Don't be afraid to use recycled or repurposed materials. For example, an empty, clean Pringles can might make a great silo on a farm. 😊
- These items may be 2-dimensional (drawn, photographed, or printed from a computer) or 3-dimensional objects hand-made by the student (examples: a clay fruit or tissue paper flowers) or they may be manufactured (ex. plastic fruit or figurine).



#### **You must display the following on the top and/or sides of your float:**

- Display an outline of your state, and label the state's capital with a star.
- State's name and nickname
- State bird
- State tree

- State flower
- State flag



#### Pick at least SIX (6) or more from this list:

- Point of interest
- State symbols
- Scenic attractions
- State motto

- State wildlife
- Famous person from state
- State industry
- Geographic landmark (forest, river, landform, etc.)

You may add any additional information about your state that you wish. Be sure to use a variety of materials and remember: You are the designer! **PARENTS: Students should do most of the research and work necessary to complete this project, but families are welcome to help and provide support.**

Please pay attention to the grading rubric. Before turning in your project, you should ask yourself:

- Did I follow directions?
- Is my project neat and factually correct?
- Does my project show that I did my absolute best work?

At the end of our study of all 50 states, your floats will be in our "Great United States Parade" where they will be on display for the school and guests to view. Just for fun, the visitors will judge the floats in several categories including most creative, most colorful, funniest, and most informational. So, take your time and be as creative as you can be and have fun making presenting the information on your float!

My state is \_\_\_\_\_ and my float is due on \_\_\_\_\_.

Name: \_\_\_\_\_

## State Float Project Grading Rubric

Required items (and they **MUST** be labeled):

- Outline of your state and capital labeled with a star (5 pts.)
- State's name and nickname (5 pts.)
- State flag (5 pts.)
- State bird (5 pts.)
- State tree (5 pts.)
- State flower (5 pts.)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

You must include at least SIX of the following and they **MUST** be labeled (30 pts.)

- Point of interest
- State symbols
- Scenic attractions
- State motto
- State wildlife
- Famous person from state
- State industry
- Geographic Landmark (forest, river, landform, etc.)

\_\_\_\_\_

Other Grading Criteria:

- Is everything spelled correctly **and labeled**? (8 pts.)
- Does the project show the student put for his/her best effort? (8 pts.)
- Neatness (8 pts.)
- Creativity (8 pts.)
- An index card with your name, name of the state, explains the design and details of the float (how you made it and with what) (8 pts.)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Total Points (100 possible)

Grade: \_\_\_\_\_

Notes: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Turned in on \_\_\_\_\_

Name: \_\_\_\_\_

## Informative Speech: A Historical Figure from Your State

An informative speech attempts to increase the audience's knowledge or understanding of a topic through the presentation of information. Your purpose as a speaker is to inform the audience about a topic in which they may not have prior knowledge.

Your assignment is to present a **2-3 minute** speech about a person of historical significance from your state that had a positive impact in history. **Remember: You are speaking about the person as if YOU are that person (first person - "I, Me, My"). You are dressing up as this person when you present, and your speech must be memorized.** Your teacher must first approve the person. Topics of thought: A leader/famous person, civil rights leaders, etc.

Choose the best way to organize your speech. You will probably want to choose a Chronological Pattern since you will be informing the class about this person's life. You must have an Introduction w/thesis and attention getter, a Body with at least three main points including supporting information and details, and a Conclusion that includes a brief summary of main points and an attention getter to close.

### Some Ideas to Think About:

#### CHILDHOOD

- When was your person born?
- Where was your person born?
- Where did your person grow up?
- Did anything eventful occur during your person's childhood?
- Did your person go to school?
- What type of home life did your person have?

#### FAMILY

- Who were your person's parents?
- Did your person grow up with his/her parents?
- Did your person have any brothers or sisters?
- Are there any other family members that influenced your person?
- What type of relationship did your person have with his/her family?
- Was your person married? If yes, did the spouse play a major role in their life?

## **ACCOMPLISHMENTS**

- Did your person have any particular strength?
- Did your person do anything that changed the course of history or influenced it in any way?
- Did your person win any awards?
- Did your person do anything great that other people talked about? For example, write a book?

## **PROBLEMS / OBSTACLES**

- Did your person face any personal challenges during his/her life?
- How did your person respond to these problems?
- Was anyone else involved in these issues?
- Was there an end to the problems that your person faced?

## **END OF LIFE**

- How and when did this person die or are they still alive?

## **OTHER THINGS TO CONSIDER**

- In what ways was the life remarkable, despicable, and admirable?
- What human qualities were most influential in shaping the way this person lived and influenced his or her times?
- Which quality or trait proved most troubling and difficult?
- Which quality or trait was most beneficial?
- Did this person make any major mistakes or bad decisions? If so, what were they?
- What do you think it means to be a hero? Was your person a "hero?" Why? Why not? How is a hero different from a celebrity? Or was your person someone that history looks down upon.

My Historical Person is \_\_\_\_\_

and my speech is due on \_\_\_\_\_.

**PARENTS: Students should do most of the research and work necessary to complete this speech, but families are welcome to help and provide support.**

# Oral Presentation Rubric: State Project

Student Name: \_\_\_\_\_

State: \_\_\_\_\_

| CATEGORY                       | 4   | 3   | 2  | 1   |
|--------------------------------|---|---|--|---|
| <b>Speaks Clearly</b>          | Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.   | Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.                 | Speaks clearly and distinctly most ( 94-85%) of the time. Mispronounces no more than one word. | Often mumbles or can not be understood OR mispronounces more than one word. |
| <b>Volume</b>                  | Volume is loud enough to be heard by all audience members throughout the presentation.                                      | 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 at least 80% of the time.            | Volume often too soft to be heard by all audience members.                  |
| <b>Stays on Topic</b>          | Stays on topic all (100%) of the time.  | Stays on topic most (99-90%) of the time.   | Stays on topic some (89%-75%) of the time.   | It was hard to tell what the topic was.                                     |
| <b>Content</b>                 | Shows a full understanding of the topic.  | Shows a good understanding of the topic.  | Shows a good understanding of parts of the topic.  | Does not seem to understand the topic very well.                            |
| <b>Posture and Eye Contact</b> | Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation. | Stands up straight and establishes eye contact with everyone in the room during the presentation. | Sometimes stands up straight and establishes eye contact.                                      | Slouches and/or does not look at people during the presentation.            |