**Names, Not Numbers Seventh Grade Performance Task**

**Title:** Names, Not Numbers

**Creator:** Kayleigh Stevens and Nada Waddell

**WV CCRS:**

ELA.7.6 Analyze how the interactions between individuals, events, and ideas in an informational text (e.g. how ideas influence individuals or events or how individuals influence ideas or events).

ELA.7.33 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details and examples; use appropriate eye contact, adequate volume and clear pronunciation.

ELA.7.34 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

**Performance Task:** Students will create a body biography entry to represent a biography of a person, in this case, who was involved in the Holocaust.

This project could also be adapted to represent other time periods, or a wider variety of biographies. This project could also be adapted to focus on historical fiction, if desired, and students could focus on standard ELA.7.14 as well.

**Materials:** Computers or personal devices to research, reference books, list of websites, pictures, posters board, and any art materials necessary.

**Description of Task: Days One to Three**

After students have read various biographies of Holocaust victims and survivors, they will bring their chosen biography and research to class.

Students will create a body biography for their character featured in the book. If their book highlights more than one character, students may select who they would like to highlight. The body biography should be a physical and symbolic representation of the character’s various traits, life events, strengths, and weaknesses. An example assignment sheet is attached.

Students will use their book, research and knowledge of the character, along with provided art supplies, to create their body biography.

**Description of Task: Day Four**

Today students will arrange their body biography and novel on their desk as we set up a “living museum” in the classroom. The teacher will model that a “living museum” is a museum that their peers will tour and receive information at each station.

Give students the following prompt:

As a curator for the Holocaust Museum, students will assemble their “living museum” entry in stations around the room and prepare themselves for questions about their entry. Other teachers and students from the school will tour the museum and ask for relevant and accurate information. Parents and community members may also be invited to tour the “living museum”.

Students will be assessed with the Oral Presentation and Project Rubric.

**Links and Other Resources:**

Some examples of Holocaust biographies include Night by Wiesel, Such Good Girls by Rosen, The Last Jew of Treblinka by Rajchman, The Diary of a Young Girl by Frank, Survival in the Shadows by Lovenheim, Maus by Spiegelman, and The Nazi’s Officer’s Wife by Beer. Be sure to screen all novels before assigning and consider both your students’ reading and maturity levels when delving into such a difficult moment in our history.

Stephen Spielberg movie: The Survivors

People from various background who survived the Holocaust and their journey through this time.

The Paper Clips Project. Video about teachers and students who came together to collect a paper clip for every person in the Holocaust who died (6.6 million paper clips were collected).

Suggested websites:

http://www.graceproducts.com/fmnc/aemmanue.htm Children of the Holocaust

www.USHMM.org

The Body Biography Holocaust PBL Project

For this project, you will be required to read a nonfiction biography about the Holocaust. You will choose your book, then fill out the panel to the right to get my approval. You may then read your book.

Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher signature: \_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

As your read this nonfiction book, you will pick a favorite or most interesting character. For your chosen character, you will then be creating a body biography – a visual and written portrait illustrating several aspects of the character’s life within the story.

You can start by drawing (on paper or the computer) the outline of your character’s body on an extra-large sheet of construction paper or posterboard. I have listed some possibilities for your body biography, but feel free to come up with your own creations. As always, the choices you make should be based on the text. Above all, your choices should be creative and accurate.

After completing the portrait, you will be completing a presentation about your character as part of a living museum exhibit. Your exhibit will be shared with the class, other peers, and teachers. During your presentation, you should tell us about the book and communicate to us the full essence of your character by emphasizing what makes the character unique.

Body Biography Requirements

Although I expect your biography to contain additional elements, your portrait must contain:

* A review of the book’s events
* Visual symbols that represent your character
* The five most important quotes (either exposition or dialogue) relating to your character (be sure to attribute correctly and annotate by listing the page number)

My project is due on: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| |  | | --- | | **Oral Presentation and Project Rubric:**  **Body Biography PBL** | |

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| --- | --- | --- | --- | --- |
| CATEGORY | **10** | **7** | **5** | **0** |
| **Book/Character Review** | An original review is present and details the character throughout the book. Many details are included. | An original review is present but only details one part of the character. A few details are included. | An original review is present, but is incomplete or seems too concise. | There is no review or the review has been copied. |
| **Visual Symbols** | A variety of visual symbols are shown on the poster. Each symbol stands for a significant part of the character's life and can be defended by the student. | A few visual symbols are shown on the poster. Each symbol is significant and can be defended by the student. | Few visual symbols are present and/or they do not represent the character's unique identity. The student is unable to defend the symbols. | There are no visual symbols. |
| **Five Quotes** | There are five quotes that describe the character. They have been attributed and annotated with page numbers. | There are five quotes that describe the character. | There are three to five quotes that describe the character. | There are no quotes. |
| **Portrait**  **X2** | The portrait is detailed and well thought out. The character's dimensions have been successfully represented through a variety of choices. | The portrait is well thought out, but lacks detail. The character is represented on a fundamental level. | The portrait seems hurried, thrown together or just printed out. Little time has been given to the representation of the character. | There is no portrait or the portrait is incomplete. |
| **Defense of Character** | Student is able to accurately answer and defend almost all questions posed by teacher and classmates about the character. | Student is able to accurately defend and answer most questions posed by teacher and classmates about the character. | Student is able to accurately defend and answer a few questions posed by teacher and classmates about the character. | Student is unable to accurately defend and answer questions posed by the teacher and classmates. |
| **Posture and Eye Contact** | 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. |
| **Preparedness** | Student is completely prepared and has obviously rehearsed. | Student seems fairly prepared but might have needed a couple more rehearsals. | The student is somewhat prepared, but it is clear that rehearsal was lacking. | Student does not seem at all prepared to present. |
| **Volume** | 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. |
| **Respects Other Presentations** | Listens to others, does not interrupt, and does not make distracting noises or movements. | Listens to others, but is a bit distracting to observers. | Does not listen or pay attention to other presentations or interrupts other presenters. | Student is very distracting to observers and presenters. |

Total Points Earned : \_\_\_\_\_\_\_\_\_\_\_\_\_\_/100