

Famous Historical Action Figures

Background: We have been learning about key individuals and their roles in the early history of the United States. Their contributions helped lay the foundation for American ideals and institutions.

Design Challenge: Design and create a freestanding figure to represent one of the historical individuals you have studied. The figure must be dressed in accurate attire for the time period, and it must include at least one moveable part that symbolizes the individual's unique contribution to U.S. history. All of the figures will be displayed in a classroom historical museum. The height of the figure should be between 8 and 12 inches (or between 20 and 30 cm) in order to fit into the museum. You will be asked to give an oral report about your figure to museum visitors.

Criteria:

- Your figure must be freestanding and remain standing for five minutes.
- Your figure should be dressed in accurate attire for the time period.
- Your figure must include at least one movable part that symbolizes his or her contribution to U.S. history.
- The height of the figure should be between 8 and 12 inches (or between 20 and 30 cm).
- You may use the pattern provided or design and create your own figure.



Materials: Select from the list below.	Tools: Select from the list below.
<ul style="list-style-type: none">• card stock• glue• paper fasteners• recyclable materials• scrap fabric• yarn or string	<ul style="list-style-type: none">• hole punch• low-heat hot glue gun• ruler• scissors

Targeted Standards of Learning: History and Social Science USI.9
Supporting SOL: Mathematics 5.8; English 5.1, 5.2, 5.3, 5.9

Targeted Standard for Technological Literacy: 7
Supporting STL: 2, 5, 6, 8, 9

Tips for Teachers

Targeted Standards of Learning:

- History and Social Science USI.6 The student will demonstrate knowledge of the causes and results of the American Revolution by
- identifying the issues of dissatisfaction that led to the American Revolution;
 - identifying how political ideas shaped the revolutionary movement in America and led to the Declaration of Independence;
 - describing key events and the roles of key individuals in the American Revolution, with emphasis on George Washington, Benjamin Franklin, Thomas Jefferson, and Patrick Henry;
 - explaining reasons why the colonies were able to defeat Great Britain.
- History and Social Science USI.8 The student will demonstrate knowledge of westward expansion and reform in America from 1801 to 1861 by
- describing territorial expansion and how it affected the political map of the United States, with emphasis on the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Florida, Texas, Oregon, and California;
 - identifying the geographic and economic factors that influenced the westward movement of settlers;
 - describing the impact of inventions, including the cotton gin, the reaper, the steamboat, and the steam locomotive, on life in America;
 - identifying the main ideas of the abolitionist and women’s suffrage movements.
- History and Social Science USI.9 The student will demonstrate knowledge of the causes, major events, and effects of the Civil War by
- describing the cultural, economic, and constitutional issues that divided the nation;
 - explaining how the issues of states’ rights and slavery increased sectional tensions;
 - identifying on a map the states that seceded from the Union and those that remained in the Union;
 - describing the roles of Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, Thomas “Stonewall” Jackson, and Frederick Douglass in events leading to and during the war;
 - using maps to explain critical developments in the war, including major battles;
 - describing the effects of war from the perspectives of Union and Confederate soldiers (including African American soldiers), women, and enslaved African Americans.

Supporting SOL: Mathematics 5.2, 5.3, 5.8; English 5.1, 5.2

Tips for Teachers, continued

Targeted Standard for Technological Literacy:

7 Students will develop an understanding of the influence of technology on history.

Supporting STL: 2, 5, 6, 8, 9

Prior Knowledge & Skill	Materials & Preparation	Safety Issues	Class Management	Materials Provided	Design Process
<ul style="list-style-type: none"> Important historical events and people in American history 	<ul style="list-style-type: none"> Check Design Brief for recommended materials. You may want to discuss ways to create moveable parts, but it may be better to see what the students can create, using their own imaginations. 	<ul style="list-style-type: none"> Use of hot glue gun 	<ul style="list-style-type: none"> Individual or in pairs Each student keeps a Guided Portfolio. 	<ul style="list-style-type: none"> Design Brief Guided Portfolio (adapt as appropriate/optional) Rubric Assessments 	<p>Follow the Design Process:</p> <ul style="list-style-type: none"> Restate the problem. Brainstorm solutions. Create the best solution. Test the solution. Evaluate the solution.

Extension Ideas:

- Create a classroom museum for display of figures.
- Organize a museum tour with students making oral presentations related to their figures.
- Use historical figures throughout the school year for SOL review.

Differentiation Option: For students with more advanced reading skills, the following page is provided as an alternative to page 1.

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Materials: Select from the list below.	Tools: Select from the list below.
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Targeted Standards of Learning: History and Social Science USI.6, USI.8, USI.9
Supporting SOL: Mathematics 5.8; English 5.1, 5.2, 5.3, 5.9

Targeted Standard for Technological Literacy: 7
Supporting STL: 2, 5, 6, 8, 9

Guided Portfolio, p2

Name _____

2. Brainstorm solutions. Sketch and/or describe some possible solutions.

Name _____

3. Create the solution you think is best.

Keep notes about your problems and how you solve them. Make sketches if they help.



Name _____

4. Test your solution.

What historical person does your figure represent? _____

- Does your figure stand freely for five minutes? YES NO
- How did you make it stand? _____

Does the clothing accurately reflect the figure's time period? YES NO

- Tell why the clothing on your figure is different from today's clothing. _____

Does your figure have at least one moveable part that symbolizes his or her contribution to U.S. history? YES NO

- Describe how the moveable part works. _____

- Tell why the moveable symbol is important to your famous figure. _____

Is your figure between 8 and 12 inches tall (or between 20 and 30 cm)? YES NO

- What is the exact height of your figure (in inches and in centimeters)? _____
- Which tool did you use to measure your figure? _____

Guided Portfolio, p5

Name _____

5. Evaluate your solution.

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

Describe one thing you could have done differently in the construction of your figure.

Describe one thing you could add to your figure to make it better.

Guided Portfolio, p5

Name _____

6. Research

What role did your figure play in the historical development of the United States of America? Describe the accomplishments of your historical figure.

Rubric for Famous Historical Action Figures

Name _____ Date _____

0—no evidence; 1—limited understanding; 2—some understanding with room for improvement; 3—good understanding with room for improvement; 4—substantial understanding

Design Brief Rubric	0	1	2	3	4
The student restated the problem in his/her own words.					
The student brainstormed more than one idea.					
The student kept notes and/or made sketches while creating a solution, to include problems and how they were solved.					
The student tested the figure to make sure <ul style="list-style-type: none"> • it stands freely • its clothing accurately reflects the time period • it has a moveable part symbolic of the person’s contribution to U.S. history • it is between 8 and 12 inches (or between 20 and 30 cm) tall. 					
The student evaluated how he/she could make it better next time.					

Rubric for Famous Historical Action Figures

Name _____ Date _____

0—no evidence; 1—limited understanding; 2—some understanding with room for improvement; 3—good understanding with room for improvement; 4—substantial understanding

Communication: Speaking, Listening, Media Literacy Rubric		4	3	2	1	0
5.1 The student will listen, draw conclusions, and share responses in subject-related group learning activities.	a) Participate in and contribute to discussions across content areas.					
	b) Organize information to present in reports of group activities.					
	c) Summarize information gathered in group activities.					
	d) Communicate new ideas to others.					
	e) Demonstrate the ability to collaborate with diverse teams.					
	f) Demonstrate the ability to work independently.					
	5.2 The student will use effective verbal and nonverbal communication skills to deliver planned oral presentations.	a) Maintain eye contact with listeners.				
b) Use gestures to support, accentuate, and dramatize verbal message.						
c) Use facial expressions to support and dramatize verbal message.						
d) Use posture appropriate for communication setting.						
e) Determine appropriate content for audience.						
f) Organize content sequentially around major ideas.						
g) Summarize main points as they relate to main idea or supporting details.						
h) Incorporate visual media to support the presentation.						
i) Use language and style appropriate to the audience, topic, and purpose.						

Standards of Learning

English (2010)

Communication: Speaking, Listening, Media Literacy Rubric

- 5.1 The student will listen, draw conclusions, and share responses in subject-related group learning activities.
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 - Use posture appropriate for communication setting.
 - Determine appropriate content for audience.
 - Organize content sequentially around major ideas.
 - Summarize main points as they relate to main idea or supporting details.
 - Incorporate visual media to support the presentation.
 - Use language and style appropriate to the audience, topic, and purpose.
- 5.3 The student will learn how media messages are constructed and for what purposes.
- Differentiate among auditory, visual, and written media messages.
 - Identify the characteristics and effectiveness of a variety of media messages.

History and Social Science (2008)

Revolution and the New Nation: 1770s to the Early 1800s

- USI.6 The student will demonstrate knowledge of the causes and results of the American Revolution by
- identifying the issues of dissatisfaction that led to the American Revolution;
 - identifying how political ideas shaped the revolutionary movement in America and led to the Declaration of Independence;

- c) describing key events and the roles of key individuals in the American Revolution, with emphasis on George Washington, Benjamin Franklin, Thomas Jefferson, and Patrick Henry;
- d) explaining reasons why the colonies were able to defeat Great Britain.

Expansion and Reform: 1801 to 1861

USI.8 The student will demonstrate knowledge of westward expansion and reform in America from 1801 to 1861 by

- a) describing territorial expansion and how it affected the political map of the United States, with emphasis on the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Florida, Texas, Oregon, and California;
- b) identifying the geographic and economic factors that influenced the westward movement of settlers;
- c) describing the impact of inventions, including the cotton gin, the reaper, the steamboat, and the steam locomotive, on life in America;
- d) identifying the main ideas of the abolitionist and women’s suffrage movements.

Civil War: 1861 to 1865

USI.9 The student will demonstrate knowledge of the causes, major events, and effects of the Civil War by

- a) describing the cultural, economic, and constitutional issues that divided the nation;
- b) explaining how the issues of states’ rights and slavery increased sectional tensions;
- c) identifying on a map the states that seceded from the Union and those that remained in the Union;
- d) describing the roles of Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, Thomas “Stonewall” Jackson, and Frederick Douglass in events leading to and during the war;
- e) using maps to explain critical developments in the war, including major battles;
- f) describing the effects of war from the perspectives of Union and Confederate soldiers (including African American soldiers), women, and enslaved African Americans.

Mathematics (2009)

Number and Number Sense

5.2 The student will

- a) recognize and name fractions in their equivalent decimal form and vice versa; and
- b) compare and order fractions and decimals in a given set from least to greatest and greatest to least.

5.3 The student will

- a) identify and describe the characteristics of prime and composite numbers; and
- b) identify and describe the characteristics of even and odd numbers.

Measurement

- 5.8 The student will
- a) find perimeter, area, and volume in standard units of measure;
 - b) differentiate among perimeter, area, and volume and identify whether the application of the concept of perimeter, area, or volume is appropriate for a given situation;
 - c) identify equivalent measurements within the metric system;
 - d) estimate and then measure to solve problems, using U.S. Customary and metric units; and
 - e) choose an appropriate unit of measure for a given situation involving measurement, using U.S. Customary and metric units.

Research

- 5.9 The student will find, evaluate, and select appropriate resources for a research product.
- a) Construct questions about a topic.
 - b) Collect information from multiple resources including online, print, and media.
 - c) Use technology as a tool to research, organize, evaluate, and communicate information.
 - d) Organize information presented on charts, maps, and graphs.
 - d) Develop notes that include important concepts, summaries, and identification of information sources.
 - e) Give credit to sources used in research.
 - f) Define the meaning and consequences of plagiarism.

Standards for Technological Literacy

- Standard 2: Students will develop an understanding of the core concepts of technology.
- Standard 5: Students will develop an understanding of the effects of technology on the environment.
- Standard 6: Students will develop an understanding of the role of society in the development and use of technology.
- Standard 7: Students will develop an understanding of the influence of technology on history.
- Standard 8: Students will develop an understanding of the attributes of design.
- Standard 9: Students will develop an understanding of engineering design.

Please give us some feedback.

Complete the form below to let us know how this design brief worked for you and your students. Please be specific so that we might use your suggestions to improve the activity. *You can fill this out on your computer, or you can print it, fill it out manually, and scan it.*

Teacher: _____

School: _____

School division: _____

Design brief title: _____

Background	<i>Put an X in the appropriate column:</i>	Needs to be rewritten	Needs minor adjustment	Is ready for classroom use
Does it set the context for the activity?				
Is it age-appropriate in language, length, and complexity?				
Does it reference prior learning and/or research that the students did that will facilitate designing a solution to a problem?				
Is it detailed enough that an adult will understand the purpose for the design brief?				
COMMENTS. <i>If any of the questions above are marked other than "ready for classroom use," please provide suggestions here.</i>				

Design Challenge	Needs to be rewritten	Needs minor adjustment	Is ready for classroom use
Does the challenge support your curriculum?			
Is it age-appropriate in language, length, and complexity?			
Is it detailed enough that an adult will understand the purpose for the design brief?			
COMMENTS. <i>If any of the questions above are marked other than "ready for classroom use," please provide suggestions here.</i>			

Criteria Criteria are part of the challenge. They set the limitations for the design. They are not directions.	Needs to be rewritten	Needs minor adjustment	Is ready for classroom use	N/A
Are the limitations age-appropriate?				
Do the limitations encourage critical thinking?				
Is the application of mathematic knowledge/skills integrated into the criteria? If not, should the skill area be addressed?				
Is the application of science knowledge/skills integrated into the criteria? If not, should the skill area be addressed?				
Is the application of social studies knowledge/skills integrated into the criteria? If not, should the skill area be addressed?				
Are language skills integrated into the criteria? If not, should the skill area be addressed?				
COMMENTS. <i>If any of the questions above are marked other than "ready for classroom use," please provide suggestions here.</i>				

Materials Materials help set the limitations for the design. The list should include materials that might work.	Needs to be rewritten	Needs minor adjustment	Is ready for classroom use	N/A
Does the materials list encourage a variety of design solutions?				
Does the materials list include a variety of choices for joining items?				
Does the materials list include materials that force students to make decisions?				
COMMENTS. <i>If any of the questions above are marked other than "ready for classroom use," please provide suggestions here.</i>				

Tools Tools can be used in the construction of the designed product. They are used to manipulate materials. They cannot become part of the product.	Needs to be rewritten	Needs minor adjustment	Is ready for classroom use
Are the tools listed age appropriate?			
Are all tools needed for the activity included?			
COMMENTS. <i>If any of the questions above are marked other than "ready for classroom use," please provide suggestions here.</i>			

Standards of Learning	Yes	No
Does the design brief reinforce the targeted Standard of Learning(s)?		
Are the supporting Standards of Learning appropriate?		
What Standards of Learning would you add or remove?		

Standards for Technological Literacy	Yes	No
Does the design brief reinforce the targeted Standard(s) for Technological Literacy?		
Are the supporting Standards for Technological Literacy appropriate?		
What Standards for Technological Literacy would you add or remove?		

Tips for Teachers	Yes	No
Are the tips listed in the chart helpful for a first-time teacher?		
What tips would you add?		

Guided Portfolio	Needs to be rewritten	Needs minor adjustment	Is ready for classroom use
Are the instructions and questions age appropriate and clear?			
In the "Test your solution" section, do the questions force students to thoroughly test their solutions?			
In the "Evaluate your solution" section, do the questions force students to honestly evaluate their solutions			
COMMENTS. <i>If any of the questions above are marked other than "ready for classroom use," please provide suggestions here.</i>			

<p>Additional Comments Please use this area to provide general suggestions for improving this design brief.</p>