

# The Wax Museum: How Do We Address Challenging Grade-Level Standards with Students with Interrupted Education?

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Mary Lou McCloskey [mlmccloskey@gmail.com](mailto:mlmccloskey@gmail.com)

Online handout: [www.mlmcc.com](http://www.mlmcc.com)

Amy Pelissero [amypelissero@globalvillageproject.org](mailto:amypelissero@globalvillageproject.org)

<http://globalvillageproject.org>

Anne Garborino [annegarbarino@globalvillageproject.org](mailto:annegarbarino@globalvillageproject.org)

### Our Goals Today

1. Demonstrate how we address WIDA and CCSS Standards in meaningful and appropriate ways with diverse classes of ELs
2. Describe and model an exemplary project: “The Living Wax Museum,” in which learners conduct and present research on an important woman in history
3. Illustrate assessment practices that provide for approaching challenging standards in diverse classrooms
4. Discuss why and how we need to make sure that the Common Core is implemented appropriately for our learners

### The Living Wax Museum Project

**Big Question:** Who are important people in history? How did they make a difference?

**Goal** (Forms 2 & 3, Advanced Beginning to Expanding): Learners will research, write about, and present the biography of a famous woman in history, explaining their importance.

**Goal** (Form 1 (Entering to Beginning): Learners will research a community helper, what they do, and why they are important to the community.

### Preparatory Activities

1. *Using the public library*
  - a. getting a card
  - b. getting a pin
  - c. checking out and returning books
  - d. using electronic reference database as well as online and print reference sources.
2. *Studying three scientists:*
  - a. Using a jigsaw strategy to study three scientists and share the information with others. Jigsaw instructions (**Appendix A**) Jigsaw interview (**Appendix B**)

## Plan and Introduction

1. Introducing the long-term process
2. YouTube example of a “Wax Museum” performance;  
<http://www.youtube.com/watch?v=5RFQn4l6kYk>
3. Illustrated wax with real candles.
4. Introduced, discussed, and worked with “Project Planners” to manage deadlines.
5. “Book Pass” activity using biographies of various historical figures. (See **Appendix C: Book Pass Form**) ([Awesome Prezi on the Book Pass Activity, by Elda Martinez](#))
6. Created class list; made individual ranked lists of 3; created final list.
7. Differentiation:
  - a. Individuals vs pairs; historical figures vs community helpers.
  - a. Project Planners (Dates, assignments, calendar, and assessment rubric)

## Research

1. Project planner for guiding research at two levels
2. Rubric for guiding and assessing the project
3. Independent research encouraged over spring break (completed by some)
4. Each girl checked out two library books on topic; ordered from other branches and libraries if needed.
5. Each girl also used one library reference source (e.g., encyclopedia) and the Internet.

## Writing

Mini-lessons on such skills as

- a. Paraphrasing and summarizing
- b. Using quotation marks
- c. Introduction: Writing a “hook,” leading with a famous quote, etc.
- d. Organizing work
- e. Revising and editing work

## Preparing and Presenting

1. Creating costumes with support from teachers and volunteers.
2. Guest professional actor taught students on using facial expressions and gestures. (Two or more gestures were required in the presentation.)
3. Creating costumes with support from teachers and volunteers.
4. “On” buttons to bring the wax figures to life
5. Practice with partners and alone
6. Rehearsal, with teacher and students providing feedback using the rubric. Leading to revision and improvement for final performance

**Presentation Rehearsal Rubric used by Teacher and Students**



**Teacher Rubric tied to WIDA Levels (See Appendix D)**

**Final Performance**

- Figures were located in various classrooms, in “frozen” positions
- Visitors wandered through the museum, pushing buttons to bring figures to life.
- Each student presented 10-15 times.
- Written work and photographs were displayed for the rest of the year.

**Reflection**

Students wrote a reflection about the project as a whole

**Discussion**

The Common Core presents serious challenges for teachers of English learners

***Principles Followed:***

1. Active engagement
2. Cultural Relevance
3. Collaboration
4. Development of learning strategies
5. Differentiation
6. Comprehensible Input with Scaffolding
7. Integrating Prior Knowledge
8. Content and Language Integration
9. Clear, Appropriate Goals and Feedback

**Wax Museum Presentation Rubric**

- /4 Speak with confidence and look at the audience
- /4 Speak loudly and “just right” (not too fast or too slow)
- /4 Use expression, gesture, costume, props to enhance performance
- /12 Total

I liked:

Work on:

Name of presenter:

Name of reviewer:

*(Levine & McCloskey, 2013)*

***Activities and Strategies Used***

1. Vocabulary demonstrations with realia
2. Library Field Trip
3. Research tools: Trade books, reference books, Internet
4. Choosing a topic
5. Visiting Artist
6. Peer Feedback
7. Learner Rubrics
8. Book Pass
9. Walking Gallery
10. Jigsaw
11. Process Writing
12. Mini-Lessons

**Activity: Which Strategies Illustrate Which Principles?**  
(Draw lines)

**Principles**

Active engagement  
Cultural Relevance  
Collaboration  
Development of learning strategies  
Differentiation  
Integrating Prior Knowledge  
Content and Language Integration  
Clear, Appropriate Goals and Feedback

**Strategies**

Vocabulary demonstrations with realia  
Library Field Trip  
Research tools: Trade books, reference books, Internet  
Choosing a topic  
Visiting Artist  
Peer Feedback  
Learner Rubrics  
Book Pass  
Walking Gallery  
Jigsaw  
Process Writing  
Mini-Lessons

**CCSS and ELs: This project included:**

- Challenging texts & sophisticated use of those texts
- Retrieving comprehensible information from content-based texts,
- Reading increasingly difficult texts,
- Acquiring and using academic vocabulary routinely,
- Arguing in class discussions using evidence, and
- Writing on content topics with citations

**ELs Need these Challenges!**

- And need to develop academic language
- But we must not let Common Core lead us to practices that will not help our learners, e.g.,
  - everyone using the same materials the same way
  - learners expected to read texts they don't understand

**Conclusion:**

***We must scaffold and differentiate so that learners always receive comprehensible input, and are supported so that they can perform at increasingly higher levels.***

## ***Appendix A: Jigsaw Instructions***

### **Jigsaw in 10 Easy Steps**

The jigsaw classroom is very simple to use. Just follow these steps:

1. Divide students into 5- or 6-person jigsaw groups. The groups should be diverse in terms of gender, ethnicity, race, and ability.
2. Appoint one student from each group as the leader. Initially, this person should be the most mature student in the group.
3. Divide the day's lesson into 5-6 segments. For example, if you want history students to learn about Eleanor Roosevelt, you might divide a short biography of her into stand-alone segments on: (1) Her childhood, (2) Her family life with Franklin and their children, (3) Her life after Franklin contracted polio, (4) Her work in the White House as First Lady, and (5) Her life and work after Franklin's death.
4. Assign each student to learn one segment, making sure students have direct access only to their own segment.
5. Give students time to read over their segment at least twice and become familiar with it. There is no need for them to memorize it.
6. Form temporary "expert groups" by having one student from each jigsaw group join other students assigned to the same segment. Give students in these expert groups time to discuss the main points of their segment and to rehearse the presentations they will make to their jigsaw group.
7. Bring the students back into their jigsaw groups.
8. Ask each student to present her or his segment to the group. Encourage others in the group to ask questions for clarification. (We will have a list of "interview" questions that the other students can ask and answer on paper.)
9. Float from group to group, observing the process. If any group is having trouble (e.g., a member is dominating or disruptive), make an appropriate intervention. Eventually, it's best for the group leader to handle this task. Leaders can be trained by whispering an instruction on how to intervene, until the leader gets the hang of it.
10. At the end of the session, give a quiz on the material so that students quickly come to realize that these sessions are not just fun and games but really count.

**Appendix B: Three Scientists Jigsaw Interview Form**

Three Scientists Jigsaw Interview Form

Names of Group Members: \_\_\_\_\_

**Scientist: Gregor Mendel** Interviewer: \_\_\_\_\_ Expert: \_\_\_\_\_

What did Mendel study?

\_\_\_\_\_

What did he want to know about?

\_\_\_\_\_

What did Mendel find that caused traits? \_\_\_\_\_

What do people call Mendel? \_\_\_\_\_

Where did Mendel work? \_\_\_\_\_

**Scientist: Irène Curie** Interviewer: \_\_\_\_\_ Expert: \_\_\_\_\_

Were Irène Curie's parents scientists?

\_\_\_\_\_

What did Irène Curie's mother discover?

\_\_\_\_\_

What did Irène Curie change a regular element into?

\_\_\_\_\_

Why is that important? \_\_\_\_\_

\_\_\_\_\_

What did Irène Curie do during World War I?

\_\_\_\_\_

**Scientist: Franklin Chang-Diaz** Interviewer: \_\_\_\_\_ Expert: \_\_\_\_\_

Who was Franklin Chang-Diaz? \_\_\_\_\_

Where was he born? \_\_\_\_\_

How many people tried to join NASA the year Chang-Diaz did? \_\_\_\_\_

What is one kind of experiment he did in space? \_\_\_\_\_

\_\_\_\_\_

What did he help to build?

\_\_\_\_\_

Appendix C: Book Pass Form

# Book Pass



## Language Arts

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

**Directions:** Write the title, author, and a comment about each book.

**Special Instructions:** Circle or write the name of the person you think the book is about. Why do you think this person is famous?

Title & Author	Comment
Who Was Amelia Earhart? by: Kate Jerome	Amelia Earhart likes to fly airplanes. She lived a long time ago. She was the first woman to fly across the Atlantic Ocean. This looks like an easy book to read.

## References and Resources

### **Teacher Resources & Professional References**

- Levine, L. N., & McCloskey, M. L. (2013). *Teaching English language and content in mainstream classes: One class, many paths*. Boston, MA: Pearson.
- McBrien, J. L. (2005). Educational needs and barriers for refugee students in the United States: A review of the literature. *Review of Educational Research*, 75, 3, 329-364.
- McCloskey, M. L. & Stack, L. (1993-6). *Voices in Literature: Integrated Language and Literature for ESOL*. Boston, MA: Heinle & Heinle.
- Menken, K. (2013). Emergent bilingual students in secondary school: Along the academic language and literacy continuum. *Language Teaching*, 46, 4, 438-476.
- O'Sullivan, J. K. & Newman, C. M. (2006). *Visions: Introductory*. Boston, MA: Heinle, Cengage Learning.
- Sarr, K. G., & Mosselson, J. (2010). Issues in teaching refugees in U.S. schools. *Yearbook of the National Society for the Study of Education*, 109, 2, 548-570.
- Short, D. J., Boyson, B. A., & Musetti, B. M. C. (2005). Creating educational access for newcomers to the United States. *Linguistics and Education*, 16, 1, 131-134.

### **Online Resources**

#### **Related to the Common Core:**

- CAL Practitioner Brief. (2013). Implementing the Common Core for English Learners: Responses to Common Questions. Retrieved from <http://www.cal.org/resources/briefs/index.html> (.pdf available online).
- TESOL. (2013). Implementing the Common Core State Standards for English Learners: The Changing Role of the ESL Teacher. Retrieved from [www.tesol.org](http://www.tesol.org) (.pdf available online).
- TESOL. (2013). Overview of the Common Core State Standards Initiatives for ELLs: A TESOL Issue Brief. Retrieved from [www.tesol.org](http://www.tesol.org) (.pdf available online).
- TESOL Connections. (2012). Common Core Special Issue. Retrieved from <http://newsmanager.commpartners.com/tesolc/issues/2012-12-15/email.html>
- Understanding Language (2012). Stanford University College of Education. Retrieved from <http://ell.stanford.edu/>

#### **Related to Newcomer/Interrupted/Refugee Education:**

- <http://www.cal.org/projects/newcomer.html>
- <http://www.cal.org/resources/pubs/helping-newcomer-students-succeed-in-secondary-schools-and-beyond.html>
- <http://www.cal.org/adultesl/resources/briefs/using-oral-language-skills.php>



[http://www.colorincolorado.org/web\\_resources/by\\_topic/sife\\_students/](http://www.colorincolorado.org/web_resources/by_topic/sife_students/)

[http://www.colorincolorado.org/web\\_resources/by\\_topic/refugee\\_students/](http://www.colorincolorado.org/web_resources/by_topic/refugee_students/)

<http://www.ncela.gwu.edu/webinars/event/38>

<http://www.ncela.gwu.edu/webinars/event/39>

<http://teachingrefugees.com/>

[http://www.nytimes.com/2009/01/25/education/25ellis.html?pagewanted=all&\\_r=0](http://www.nytimes.com/2009/01/25/education/25ellis.html?pagewanted=all&_r=0)