



# Fifteen Minutes of Fame

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**Theme: Famous**

**Big Idea:** Famous People Places Events are defined by their circumstance

**Outcomes:**

## Overarching Learning Outcomes

1. Students use language to understand, develop and communicate ideas and information and interact with others.
2. Students select, integrate and apply numerical and spatial concepts and techniques.
3. Students recognize when and what information is needed, locate and obtain it from a range of sources and evaluate, use and share it with others.
5. Students describe and reason about patterns, structures and relationships in order to understand, interpret, justify and make predictions.

## Learning Area Outcomes

English

### 3. Conventions

Students use the conventions of Standard Australian English with understanding and critical awareness.

### 4. Processes and Strategies

Students select from a repertoire of processes and strategies when listening, speaking, viewing, reading and writing by reflecting on their own understanding of the way language works for a variety of purposes in a range of contexts.

### 7. Viewing

Students view a wide range of visual texts with purpose, understanding and critical awareness.

## 8. Reading

Students read a wide range of texts with purpose, understanding and critical awareness.

## 9. Writing

Students write for a range of purposes and in a range of forms using conventions appropriate to audience purpose and context.

Maths:

<http://www.curriculum.wa.edu.au/pages/framework/framework08b.htm>

Appreciating Maths:

2. Appreciate that maths has its origins in many cultures and its forms reflect specific social and historical contexts, and understand its significance in explaining and influencing aspects of our lives.

### **Need to Know Questions:**

Why are we interested in famous things?

What are the criteria for being famous?

How do you feel about famous things?

How do we determine what is famous?

What are the benefits and disadvantages of being famous?

### **Materials:**

1. Internet access
2. Word processing software
3. Mapping software
4. Multimedia software
5. Drawing software
6. Digital camera
7. Graphics editing software

### **Mission:**

Your mission is to make contact with a famous person in a pair

Think about these things:

- How will you contact them?
- What will you ask them?
- How will you introduce yourself?
- How will you record your communication to share?

Record how you feel about talking with this person.

Hint: Think of someone related to something you're interested in like a T.V. Personality, an author, a sports star, an entertainer or a person in power.

### **Mapping to Intelligences:**

#### **Verbal / Linguistic**

Agree on the categories to be announced

Read and research the Guinness Book of Records and explore sites

Interview candidates for the different categories

Write a job description for the judges, adjudicators, reporters, publishers, webmaster

Read and evaluate applications for the all positions

Online publishing the final Quinns Beach Guinness Book of Records

Guest speaker – famous person to interview

#### **Mathematical / Logical**

Adjudicators will study different methods of collecting data and measuring

Predict, estimate and reason results

Flow chart of the procedure of the task – timeline

Formulate criteria for judging given results – rating rubric (decision making matrix)

Spreadsheets, statistics,

## **Visual / Spatial**

Concept map of process

Reporter – take photos, video of the

Graphing of data

Publisher -Layout of the format of the Book

Webmaster – develop appropriate site according web conventions

Technology Competencies – digital images, scanning, photo editing etc

## **Musical / Rhythmic**

Organization of the categories – records next to each other in patterns, shortest/tallest etc

Compare and contrast the similarities and differences between online/paper, real/Quinns

Compare and contrast events – balance physical, material, practice categories

Compare and contrast the candidates in terms of measurement – Guinness book differences

Rhythmical category – make an instrument that creates the longest sound

Add music and sound files to webpage

## **Bodily / Kinesthetic**

Bodily / Kinesthetic category – physical challenges

Construct some structures mentioned in Guinness Book of Records

Visit Channel 7

Design the ribbons

## **Interpersonal**

Talk with personalities

Create sub committee (teams)

Correspond with another class in another location

Build a consensus and survey, categories, winners.

Email experts on web pages and other needs

Input from the online community

### **Intrapersonal**

Surveys and rubrics to assess

Online surveys online projects

Future Year 7 yearbook

Identify your customs

Why do we put famous people on a pedestal?

Why are they choosing their categories?

Have we included everyone?

Is online the best way for me?

### **Naturalist**

Identify participants attributes are met and not met by our school environment.

Create a database from survey and results

Sort or classify their findings into Blocks

Build a rubric

Organize images and reports and findings into a sequential slideshow

Design a project timeline

## **Existential**

Make comment on the findings

Give opinions and discuss the relevance of Guinness Book of Records

What sort of people want to be in the Guinness Book of Records?

Would these findings be important enough to make changes?

Have any of the categories we have chosen impacted on our community?

## **Culminating Event**

Once the students have had some experience interacting with famous people, and explored the topic through the intelligences, they will create a Quinns Beach Guinness Book of Records to be published online for whole community voting.

## **Resources**

### **Books**

The Address Book by Michael Levine

The Address Directory of Celebrities in Entertainment, Sports, Business & Politics by David R. Moore

Addresses of the Rich and Famous: How to Reach the World's Movers and Shakers by Cynthia Mattison

Alan Gottlieb's Celebrity Address Book by Alan Gottlieb

The Celebrity Address Directory & Autograph Collector's Guide by Lee A. Ellis

Contact Any Celebrity by Jordan McAuley

Dear Mr. Henshaw by Beverly Cleary

Finding Forrester: A Novel by James W. Ellison

Free Autographs By Mail : 4,000+ Verified Celebrity Addresses by Cynthia Mattison

Guinness Book of World Records

M.C. Higgins, the Great by Virginia Hamilton

The Pinballs by Betsy Byars

Ripley's Believe it or Not

Tales of a Fourth Grade Nothing by Judy Blume

Ultimate Sports Address Book: How to Connect With 1000's of Sports Legends  
by Cynthia Mattison

### **Songs**

Baby I'm a Star – Prince

Everybody Loves Me – Don McLean

Future's So Bright I Gotta Wear Shades - Timbuk3

Guitar Man – Bread

Hero - Mariah Carey

I've Got a Name – Jim Croce

Kodachrome – Paul Simon

Legend in Your Own Time – Carly Simon

Lucky Star – Madonna

Pinball Wizard – The Who

Right Here, Right Now – Jesus Jones

Running Down a Dream - Tom Petty

Superstar – Carpenters

Unbelievable – E.M.F.

Walk Like an Egyptian – The Bangles

Wind Beneath My Wings – Bette Midler

## **Web Sites**

Biography

<http://www.biography.com/>

Celebrity Addresses from A-Z

<http://www.springrose.com/celebrity/>

Celebrity Recipes

<http://www.recipegoldmine.com/celeb/celeb.html>

Children's Book Authors Who Visit Schools

<http://users.snowcrest.net/kidpower/authors2.html>

Chip's Celebrity Home and Email Addresses

<http://www.addresses.site2go.com/>

Famous Birthdays

<http://www.famousbirthdays.com/>

World Almanac for Kids

<http://www.worldalmanacforkids.com/>

Yahooligans Actors and Actresses

[http://yahooligans.yahoo.com/Arts\\_and\\_Entertainment/Actors\\_and\\_Actresses/](http://yahooligans.yahoo.com/Arts_and_Entertainment/Actors_and_Actresses/)

Yahooligans Athletes

[http://yahooligans.yahoo.com/Sports\\_and\\_Recreation/Athletes/](http://yahooligans.yahoo.com/Sports_and_Recreation/Athletes/)



## Assessment

<b>Participation</b>	<b>Needs Improvement 1</b>	<b>Satisfactory 2</b>	<b>Exemplary 3</b>
Participates in class activities.	Occasionally when interested in the task.	Regularly whenever prompted to join.	Consistently with interest and enthusiasm.
Cooperates with peers.	Depends on whom he or she is working with.	Shares and works cooperatively.	Serves as a role model for sharing and cooperating.
Is a collaborative partner.	Does not share ideas or does not listen to others.	Collaborates to successfully complete tasks.	Is a class leader in forming collaborative partnerships.
Demonstrates an understanding of perspectives.	Does not demonstrate an understanding of perspectives.	Demonstrates a working understanding of perspectives.	Demonstrates a working understanding of perspectives which the learner then applies to new and different structures.
Demonstrated mastery of skills specified in state standards.	Did not meet the minimum requirements for state standards targeted in this unit.	Met the minimum requirements for state standards targeted in this unit.	Exceeded the minimum requirements for state standards targeted in this unit.

<b>Project</b>	<b>Needs Improvement 1</b>	<b>Satisfactory 2</b>	<b>Exemplary 3</b>
Is done neatly with attention to detail.	Project is incomplete or lacks sufficient depth.	Project is neat and shows attention to detail.	Project is neat, shows attention to detail and exhibits craftsmanship that goes beyond grade level expectations.
Is based in an identified content area of the unit.	Is not related to any content area being studied under the theme of perspectives.	Is based in one identified content area.	Is based in two or more identified content areas.
Applies skills and concepts in a new or different way.	Project imitates objects or examples studied in class.	Project demonstrates mastery of skills and concepts in a unique way.	Project demonstrates mastery of skills and concepts in a unique way at the highest levels of thinking.
Adds to the class study of perspectives.	Does not add to the class experience or understanding of perspectives.	Adds to the class understanding of perspectives.	Adds to the class understanding of perspectives by elevating the level of discussion or activity.
Demonstrates high personal standards for work.	Does not demonstrate high personal standards in the completion of the project.	Demonstrates high standards for work as outlined by the teacher and/or class.	Demonstrates high personal standards for work that exceeds teacher expectations.