Images of Greatness

The Images of Greatness Unit is a unit of study designed to help students become more aware of famous world figures and the talents, opportunities, dedications, and sacrifices involved in the achievement of their successes.

There are four main components to the unit which include:

- research and collecting information
- documenting important facts on fact cards and displays
- writing a research paper including a bibliography
- creating a presentation on their individual.

At the end of the unit, family members are invited to an event to view our projects.

The Images of Greatness Unit provides students many opportunities to display their talents and promotes an increased enthusiasm for reading non-fiction works and doing research.

By the end of the unit students will demonstrate the ability to:

- Discriminate between important information and trivial facts in their reading
- Organise information in a sequential order
- Understand the characteristics of successful individuals
- Create timelines, bibliographies
  Write a research paper and cite sources
- Create an interesting and informative presentation
- Identify important individuals in world history

Students Steps

Participate in class brainstorm activity identifying people of the past and present who have made a positive impact on the world. (School)

Gathering Names activity. (School and Home)

Choose a person you would like to know a great deal about and who is in a field that is of interest to you. Research this person thoroughly. Use all the avenues that are open to you to find out as much as you can. Be inventive as far as doing research. Try to use as many primary sources as possible. Here are some ideas to get you started. (Home and School).
Read all you can about your person, books written about him or her, books written by him or her, websites, magazine articles, etc.

View films or videos or find as many pictures as you can to show what this person looks like.

Listen to tapes to hear voice and speech mannerisms.

When your research is completed, write an information report. You may write your report as if you were the person selected as an autobiography. For example “My name is Amelia Earhart, and I was born in the little town of Atchison, Kansas. I first became interested in flying when…..”Or you may choose instead to write a biography on your person. A complete bibliography is required. (Home/school)

Make a timeline of your person’s life. Include a few world or national events to help give perspective, along with major points of the person’s life. This lifeline can be done vertically or horizontally. (Home)

Compose a poem about your person, using the research you have done on your chosen person. Use this information to provide identity clues. Use different writing techniques such as alliteration, similes, metaphors and rhyme to add to the effectiveness of your poem. (school/home)

Design a learning centre about your famous person. This learning centre will be on display for others to see and should include your biography/autobiography & poem and any additional material that will teach others about him or her. Some ideas might be: pictures, pamphlets, historical papers, tools of his or her field, any audio visual material that would describe your person. (home)

Design, make or find clothing for yourself so you can depict your famous person. (home)

Find a quotation from your person to use at the “Main Event” (home)

Dress as your person and display your learning centre at the culminating activity “the Main Event” on Tuesday 5th April for your parents and the school community. On this day be prepared to answer questions in character. Remember for this day you are your famous person.

Have individual meetings with me to discuss your progress.
Research Considerations

• Chosen person’s name, nickname, date of birth, death/present age, chosen field, country and/or nationality.

• Facts about the person and his or her family, interesting and unusual facts about childhood, abilities and skills, formal schooling, specialised training or career opportunities.

• Facts about mentors or influences towards greatness.

• Facts about accomplishments.

• Why is this person famous?

• What started this person on his or her way to success?

• Were there obstacles that this person had to overcome in his or her life?

• How did this person feel about his or her success? If your person died before realizing success, what reactions and feelings might have been expressed if success had been achieved in his or her lifetime.

• What evidence is there that this person was a risk taker?

• How significant is his or her impact on the world? Will he or she be remembered 10 years from now? 50? A century?
Political Leaders
Athletes and Coaches
Explorers
Designers
Musicians
Artists
Inventors
Scientists
Actors/Actresses
Business/Industrial Leaders
Medical Leaders
Educators
Citizenship
Research Considerations

• Chosen person’s name, nickname, date of birth, death/present age, chosen field, country and/or nationality.

• Facts about the person and his or her family, interesting and unusual facts about childhood, abilities and skills, formal schooling, specialized training or career opportunities.

• Facts about mentors or influences towards greatness.

• Facts about accomplishments.

• Why is this person famous?

• What started this person on his or her way to success?

• Were there obstacles that this person had to overcome in his or her life?

• How did this person feel about his or her success? If your person died before realizing success, what reactions and feelings might have been expressed if success had been achieved in his or her lifetime.

• What evidence is there that this person was a risk taker?

• How significant is his or her impact on the world? Will he or she be remembered 10 years from now? 50? A century?
Making Learning Centres

Each student should design a learning centre for his or her chosen person. The background for the centre can be cardboard made from fridge and stove boxes. A large appliance shop is usually very gracious about saving boxes for this purpose. Some students find very creative ways of making a centre.

You are responsible for collecting the material for the centres. You should be alert for items you want in your centres as you do your research. Some ideas for centres are: pictures, pamphlets, historical papers, and tools of his or her field, any audio/visual. The biography/autobiography, lifeline poem needs to be included.

Costume

You should design, make or find clothing to wear so you can depict the chosen person at the culminating activity.

Role Playing

You must practise at being your chosen person.

You should also practise answering questions in the role of your chosen person. Here is a list of questions frequently asked by guests at the Main Event.

- What do you consider to be your greatest contribution to the world?
- To what do you owe your success in life?
- What are some of the events that started you up the ladder to greatness?
- What do you regard as you gifts and talents?
- What are some interesting and unusual facts about your childhood?
- Who were your greatest mentors or influences in your life?
- What trials and tribulations did you have to go through?
- Did you ever dream about being famous? Explain
- As a result of your work or accomplishments, how is our world different?
- How do you want people to remember you?
- What is it like to be you?
- Are you satisfied with your accomplishments?
- Did you have a big enough impact on the world to be remembered a century from now?
The Main Event is the culminating activity. For a few hours you will slip into the famous people’s characters in both mind and manner. This is a rundown of the Main Event.

The school community and parents are in the hall where the learning centres are set up for viewing. At this time they are given a programme and your quotations by the famous people. The guests are asked to try and identify the source of the quotations.

After 20mins everyone sits down and after a brief introduction, each student gives his or her riddle in character on stage before the audience. After all the riddles are recited, each character comes forward and gives his or her identity and walks off stage and returns to their learning centre.

It is now time for the individual interviews. Each student stands in front of his or her learning centre and answers questions in character from parents, teachers and peers.
Bibliography

**Book Resources**

<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
<th>Date</th>
<th>Publisher</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Encyclopaedia**

<table>
<thead>
<tr>
<th>Title</th>
<th>Date</th>
<th>Volume No.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**CD Rom**

<table>
<thead>
<tr>
<th>Title</th>
<th>Date</th>
<th>Publisher</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Internet Sites

<table>
<thead>
<tr>
<th>Author</th>
<th>Title of Entry</th>
<th>http</th>
<th>Date of Download</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>