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Biographies: Telling Others' Stories

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Biographies: Telling Others' Stories

Stage 1 – Desired Results													
<p>Established Goals (e.g., standards)</p> <p>TEKS 3.9 - Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding. Students are expected to explain the difference in point of view between a biography and autobiography.</p> <p>TEKS 3.6 (A) establish purpose for reading assigned and self-selected texts;</p> <p>TEKS 3.1(A) listen actively, ask relevant questions to clarify information, and make pertinent comments;</p> <p>TEKS 3.25(B) generate a research plan for gathering relevant information (e.g., surveys, interviews, encyclopedias) about the major research question.</p> <p>TEK 3.26(C) take simple notes and sort evidence into provided</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #d3d3d3;"> <th colspan="2" style="text-align: center; padding: 5px;">Transfer</th> </tr> <tr> <td colspan="2" style="padding: 5px;"> <p><i>Students will independently use their learning to...</i></p> <p>understand why we write biographies and what they can teach us about someone else's life and experiences.</p> </td> </tr> <tr style="background-color: #d3d3d3;"> <th colspan="2" style="text-align: center; padding: 5px;">Meaning</th> </tr> <tr> <td style="width: 50%; padding: 5px;"> <p>Understandings</p> <p><i>Students will understand that....</i></p> <p>We can learn valuable life lessons from stories of other people's lives.</p> </td> <td style="width: 50%; padding: 5px;"> <p>Essential Questions</p> <p>How does learning about another person's life inspire us in our own life?</p> </td> </tr> <tr style="background-color: #d3d3d3;"> <th colspan="2" style="text-align: center; padding: 5px;">Acquisition</th> </tr> <tr> <td style="padding: 5px;"> <p>Knowledge</p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Biographical text provides factual information in a story about a person's life. ● Biography: <ul style="list-style-type: none"> ○ Tells a story about all or part of a person's life. ○ Provides important factual information about a person's life. ○ Uses narrative structure. ○ Written in third person point of view. ○ Multiple perspectives can be included. ● Benjamin Franklin as a founding father. ● Thomas Jefferson as a founding father. ● James Madison as a founding father. ● George Washington as a founding father. ● Clara Barton as the founder of the American Red Cross. ● Daniel Boone as the pioneer who opened the Kentucky Frontier. ● What an interview is. ● How to take notes ● how to conduct an interview/how to create </td> <td style="padding: 5px;"> <p>Skills</p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Identify a story as being a biography. ● Define biography as being a story that tells about someone else's life. ● Explain why we would write a biography for a person. ● Identify a biography as utilizing the third person perspective. ● Identify the difference between a question and a statement. ● Use interviewee responses to craft a cohesive biography ● Conduct an interview ● Use an appropriate structure to write a biography </td> </tr> </table>	Transfer		<p><i>Students will independently use their learning to...</i></p> <p>understand why we write biographies and what they can teach us about someone else's life and experiences.</p>		Meaning		<p>Understandings</p> <p><i>Students will understand that....</i></p> <p>We can learn valuable life lessons from stories of other people's lives.</p>	<p>Essential Questions</p> <p>How does learning about another person's life inspire us in our own life?</p>	Acquisition		<p>Knowledge</p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Biographical text provides factual information in a story about a person's life. ● Biography: <ul style="list-style-type: none"> ○ Tells a story about all or part of a person's life. ○ Provides important factual information about a person's life. ○ Uses narrative structure. ○ Written in third person point of view. ○ Multiple perspectives can be included. ● Benjamin Franklin as a founding father. ● Thomas Jefferson as a founding father. ● James Madison as a founding father. ● George Washington as a founding father. ● Clara Barton as the founder of the American Red Cross. ● Daniel Boone as the pioneer who opened the Kentucky Frontier. ● What an interview is. ● How to take notes ● how to conduct an interview/how to create 	<p>Skills</p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Identify a story as being a biography. ● Define biography as being a story that tells about someone else's life. ● Explain why we would write a biography for a person. ● Identify a biography as utilizing the third person perspective. ● Identify the difference between a question and a statement. ● Use interviewee responses to craft a cohesive biography ● Conduct an interview ● Use an appropriate structure to write a biography
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<p>categories or an organizer;</p> <p>TEK 3.10 (E) identify the use of literary devices, including first- or third-person point of view;</p> <p>TEKS 3.11 (A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping;</p> <p>(B) develop drafts into a focused, structured, and coherent piece of writing</p> <p>(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;</p> <p>(D) edit drafts using standard English conventions</p> <p>(E) publish written work for appropriate audiences.</p> <p>TEK 3.13(A) generate questions on a topic for formal and informal inquiry;</p> <p>TEK 3.30 Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected</p>	<p>meaningful interview questions</p>	
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to speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.		
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Stage 2 – Evidence		
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CODE (M or T)	Evaluative Criteria (for rubric)	
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T	See Rubric	<p>Performance Task(s)</p> <p>Wax Museum Research Project <i>Students will demonstrate meaning-making and transfer by...</i> Goal: Transfer understanding of why we read and write biographies to teach life lessons to others. Role: Students as biographer Audience: Classmates and interviewees. Situation: individual project Performance: “You and your fellow classmates will choose someone you are passionate about. Consider someone who has made a difference in your life that you have access to (ex., Mom, Dad, Grandparents, Aunts, Uncles, community members in familial proximity). You are going to have the opportunity to interview this person to gain a better understanding of their life and experiences. You will learn as much as possible about them and become an expert on their life. Examine the important accomplishments or events in their life with the dates in which they occurred. Once you have learned as much as possible about this person, you will need to write a biography about their life, highlighting important events that have occurred. In the end, you will be responsible for presenting this story and your chosen person to the class.”</p> <ul style="list-style-type: none"> - Students will have the opportunity to choose a person in their life that they would like to write a biography on. students will pick this person and have them sign off that they agree to participate prior to beginning. Students who do not have access to someone at home they can interview, can interview the teacher or another adult on campus. - once students have decided on a person to focus on, they will begin generating interview questions. They will be provided 5 questions for them to ask. In addition to these 5 questions, as a class we will generate an additional 5 questions. Students will create an additional 5 questions on their own. Teacher will require approval of students questions before taking them home and starting the interview process. - Teacher will provide example of their interview questions and responses prior to students conducting interviews. - Teacher will invite someone in and demonstrate conducting an interview and recording responses. After demonstrating an interview, students will practice interviewing a classmate. - After students have all of their questions, they will be given a time frame to conduct their interview. Students will be given a recording sheet to record their answers to the questions as they conduct the interview.
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- Teacher will talk through how to take the interview and turn it in to a biography. Focusing on and reminding students of the aspects of a biography (3rd person, focusing on important events etc.).
- Students will bring in their interview questions and responses and will be given time in class to begin to draft their biography. Once finished they will have the opportunity to publish their story.
- As a final presentation, students will participate in a wax museum. each student will dress up as the person they wrote about and will present their biography as this person. Parents, families and interviewees will be invited to participate in the wax museum.
- After the project, students will write a reflection saying what they learned from the person they interviewed.

Interview Questions:

I have given you a set of questions to ask your person of choice. You will need to ask the questions I have provided, as well as 5 additional questions that you create on your own.

1. When and where were you born?
2. What did you want to be when you grew up?
 - a. Did you accomplish that? Why or why not?
3. Who would you consider one of your biggest heroes? Why?
4. What is one of your biggest accomplishments in life?
 - a. What impact did this have on yourself or others?
5. Tell me about one important event in your life. Why was it so important?

Other Evidence (e.g., formative)

- Buddy interview graphic organizer
- Biographies Immersion chart
- Biography structure notecards
- Biography details anchor chart
- Interview subject graphic organizer
- Individual and group biography writing conferences

Stage 3 – Learning Plan

CODE
(A, M, T)

Pre-Assessment

How will you check students' prior knowledge, skill levels, and potential misconceptions?

Learning Activities

Day 1 - Pre Assessment and Biography Intro

EQ Focus: How does learning about another person's life inspire us in our own life?

Materials/Supplies: BrainPop Video on Biography, Sticky notes, Books of variety of genres

Time Estimate: 30 minutes

Procedure/Activity:

- Put students in small groups. Give each group of students a selection of books in a variety of genres (fiction, non fiction, biography, informational, poetry etc.). Be sure to include a fair number of biographies. Ask students to sort their books in to

Progress Monitoring
(e.g., formative data)

A	<p>different categories. Tell them that you do not care how they sort them, however they should be prepared to explain how they sorted them.</p> <ul style="list-style-type: none"> - After students have sorted their books, ask them to explain how they made their decisions to the class. Talk about what criteria they used and if several groups did similar things. - Introduce the topic of biographies without giving much more explanation. - Ask students to take a sticky note and write their name on it. Explain that they will be using this sticky note to show their understanding of biographies. On the board there will be a stoplight. Explain to students that each color on the light represents how much they know about the topic. Red light means they have no idea what a biography is, and have never even heard about it. Yellow light says that they have heard of a biography, but probably couldn't explain it to someone else. Green light means that they are an expert on biographies and could explain what a biography is to another student. Students will take their sticky note and place it on the stoplight where they feel most comfortable. - After getting an idea of what the students know, watch the BrainPop video on Biographies. - Once BrainPop concludes, discuss new knowledge and clarify any misconceptions amongst peers. - Finish out the lesson by asking students to get back with their groups. Now that they have a new understanding of biographies, ask students to revisit the sorting activity. Allow students to sort books based on their new knowledge of biographies. <p style="text-align: center;"><u>Day 2 - Biography Immersion - Ben Franklin</u></p> <p>EQ Focus: How does learning about another person's life inspire us in our own life?</p> <p>Materials/Supplies: "A Picture Book of Benjamin Franklin" by David Adler</p> <p>Time Estimate: 30 minutes</p> <p>Procedure/Activity: (See Biography Immersion Chart)</p> <ul style="list-style-type: none"> - We will begin diving in to biographies by using an immersion chart. This chart will be added to as the biographies are read in class. - The first book will be "A Picture Book of Benjamin Franklin" by David Adler. Any biography on Benjamin Franklin will also work also. - First read the book all the way through to get the students exposure to the story. - After reading the story, it is time for the immersion chart. On this chart you will have several columns that the kids will help you fill out. The columns will be title, noticings, why?, name it, and try it. The first column is simply the title of the book. The second column is where the kids will help you come up with what they notice in the story. You can help drive their noticings to specific strategies that are used in biographies. The next column is where you talk about why the author is using the strategy that they just noticed. Let the kids use their language and guide their discussion if necessary. After talking about why, let the kids name this strategy. You can add the real name also if you would like, but let the kids pick a name that means something to them. The final column is where you as a class will work together to try out this strategy. - As you add information to the immersion chart (via classroom discussion), students should be adding the same to their own. - Go through "A Picture Book of Benjamin Franklin" adding to the immersion chart as you feel necessary. This chart will stay up throughout the unit for the kids to reference. 	<p>Green, Yellow Red light reflection</p> <p>Discussion</p>
A		<p>Immersion chart</p>

Day 3 - Biography Immersion - Thomas Jefferson

EQ Focus: How does learning about another person’s life inspire us in our own life?

Materials/Supplies: “A Picture Book of Thomas Jefferson” by David Adler

Time Estimate: 30 minutes

Procedure/Activity:

(See Biography Immersion Chart)

- This is second day of the immersion chart and noticings. Today we will read “A Picture Book of Thomas Jefferson” but like the day prior, any biography will work for this. Again, you will read the book all the way through one time before you begin adding to the immersion chart. After reading the book, you will add this book to the immersion chart. Encourage additional noticings and strategies.
- As you add information to the immersion chart (via classroom discussion), students should be adding the same to their own.

Immersion chart

Day 4 - Biography Immersion - James Madison

EQ Focus: How does learning about another person’s life inspire us in our own life?

Materials/Supplies: “My Name Is James Madison Hemings” by Jonah Winter

Time Estimate: 30 minutes

Procedure/Activity:

(See Biography Immersion Chart)

- This is another day of immersion chart and noticings. Today we will read “My Name is James Madison Hemings” but like the day prior, any biography will work for this. Again, you will read the book all the way through one time before you begin adding to the immersion chart. After reading the book, you will add this book to the immersion chart. Encourage additional noticings and strategies.
- As you add information to the immersion chart (via classroom discussion), students should be adding the same to their own.

Immersion chart

Day 5 - Biography Immersion - Clara Barton

EQ Focus: How does learning about another person’s life inspire us in our own life?

Materials/Supplies: “Time for Kids: Clara Barton; Angel of the Battlefield”

Time Estimate: 30 minutes

Procedure/Activity:

(See Biography Immersion Chart)

(See Interview Permission Form)

- This is another day of immersion chart and noticings. Today we will read “Time for Kids:Clara Barton; Angel of the Battlefield” but like the day prior, any biography will work for this. Again, you will read the book all the way through one time before you begin adding to the immersion chart. After reading the book, you will add this book to the immersion chart. Encourage additional noticings and strategies.
- As you add information to the immersion chart (via classroom discussion), students should be adding the same to their own.
- At the end of this day, introduce the performance task more in depth. Explain to students what they will be doing and that they will need to pick a person to interview. Tell them that they should consider why they are picking the person they do. This should be someone that is important to them and has had some impact in their lives in some way. They will need to pick this person, and get their permission to be part of the project. Send home the permission slip and form stating who they will be interviewing so that students have time to have this filled out and brought back to school.

Immersion chart

A

A

A

A	<ul style="list-style-type: none"> - Brainstorm with students who they could interview. Come up with a list as a class. Give students some time to fill out their intent form before leaving. <p style="text-align: center;"><u>Day 6 - Biography Immersion - George Washington</u></p> <p>EQ Focus: How does learning about another person’s life inspire us in our own life? Materials/Supplies: “George Washington: A Picture Book Biography” by James Giblin Time Estimate: 30 minutes Procedure/Activity: (See Biography Immersion Chart)</p> <ul style="list-style-type: none"> - This is another day of immersion chart and noticings. Today we will read “George Washington: A Picture Book Biography” but like the day prior, any biography will work for this. Again, you will read the book all the way through one time before you begin adding to the immersion chart. After reading the book, you will add this book to the immersion chart. Encourage additional noticings and strategies. - As you add information to the immersion chart (via classroom discussion), students should be adding the same to their own. 	Immersion chart
A	<p style="text-align: center;"><u>Day 7 - Biography Immersion - Daniel Boone</u></p> <p>EQ Focus: How does learning about another person’s life inspire us in our own life? Materials/Supplies: “A Picture Book of Daniel Boone” Published by Holiday House Time Estimate: 30 minutes Procedure/Activity: (See Biography Immersion Chart)</p> <ul style="list-style-type: none"> - This is another day of immersion chart and noticings. Today we will read “A Picture Book of Daniel Boone” but like the day prior, any biography will work for this. Again, you will read the book all the way through one time before you begin adding to the immersion chart. After reading the book, you will add this book to the immersion chart. Encourage additional noticings and strategies. - As you add information to the immersion chart (via classroom discussion), students should be adding the same to their own. 	Immersion chart
A	<p style="text-align: center;"><u>Day 8 - Structure of Biographies</u></p> <p>EQ Focus: How does learning about another person’s life inspire us in our own life? Materials/Supplies: structure of biographies anchor chart; note cards Time Estimate: 30 minutes Procedure/Activity:</p> <ul style="list-style-type: none"> - Students will get in a small group of 4-5 students. Students will be given 5 note cards. Their task will be to think back to the biographies we have read so far, and generate 5 sections that all biographies seem to have in common. As they come up with these sections, they will write each one on a note card. After they have generated 5 sections that are found in biographies, they will take their 5 note cards and put them in order that they should come in the story. Students should think about the stories they have read and what order the author presented the information. - After all of the groups have generated their five sections and put them in order, each group with share their order with the whole class. After hearing all of the sections that the groups used, we will talk about which sections the groups had in common. As a class we will generate a new list of 5 sections that are most important. We will then take our class generated sections, and put them in order. These sections will then be written on a Structure of Biographies anchor chart. This anchor chart will help guide the students’ writing. 	Biography structure note cards

Writing A Biography



sample anchor chart

Day 9 - Inspiring People

EQ Focus: How does learning about another person's life inspire us in our own life?

Materials/Supplies: Biographies from prior lessons, Biography Details anchor chart (see included)

Time Estimate: 30 minutes

Procedure/Activity:

- Engage students in class discussion, ask EQ "how does learning about another person's life inspire us in our own lives?" Lead students to understanding that these people must have done something that is inspiring, motivating, or something that ordinary people may not be able to do.
- Discuss how recognizing challenges that others have overcome can help them by relating with their own struggles and hardships. This allows us to make connections in our own lives.
- Explain to students that while reading biographies, good readers determine what is important in the text.
- Read one of the biographies to students. Model how you scan the text and determine what you have learned about that person. Write in the column "What have I learned from the text?"
- Group students and allow each group to choose a biography. Students should use their chosen biographies to write "What have I learned from the text?" column.

What have I learned from the text?	What are the important ideas I have learned?
Ex: -George Washington had a pet dog named Mopsey. -George Washington did not have a middle name. -His father died when he was 11 years old so his brother Lawrence raised him. -George Washington was elected as the first president of the United States.	

- Once finished with the "What have I learned from the text" column, model for students the conversation you should have with yourself or your group, asking "What is truly important about this book? What does the author want me to learn about this person? What important ideas have I learned?"
- Sort through (by removing or adding information) what you had previously written in "What have I learned from the text" column to show you are keeping only what

A , M

Biography details anchor chart

is truly important concepts or ideas to keep. There might be lots of interesting ideas or details, but only a few truly important details.

- Transfer truly important details over to the “What are the Important ideas I have learned?” column.

What have I learned from the text?	What are the Important ideas I have learned?
Ex: -George Washington had a pet dog named Mopsey. -George Washington did not have a middle name. -His father died when he was 11 years old so his brother Lawrence raised him. -George Washington was elected as the first president of the United States.	Ex: -George Washington was elected as the first president of the United States.

Day 10 - Develop Interview Questions, Mock Interview and Note Taking

EQ Focus: How does learning about another person’s life inspire us in our own life?

Materials/Supplies: interview questions graphic organizer, practice interview questions and graphic organizer

Time Estimate: 30 minutes

Procedure/Activity:

(See Interview Questions and Practice Classmate Interview)

- Introduce wax museum project go over rubric (see Biography Project Rubric and Wax Museum Biography Project
- This will be a day to work on preparing for the interview process.
- First you will need to finish generating questions. Students will be provided with 5 questions that are already developed. Go through these questions and talk about why you might want to ask these in an interview. After going through these five questions, begin brainstorming what else you could ask someone to learn about them. Let students popcorn out ideas and get the conversation started. Pass out the graphic organizer with the first 5 questions already written, and room for an additional 10 questions. Explain that as a class we will be coming up with 5 more questions to add to the list. Work as a class to generate questions that will help further their research. Have students write these questions on their graphic organizer. After these have all been added, students will generate an additional 5 questions on their own. The teacher will need to approve of these questions, agreeing that they are good specific questions to ask.
- After developing questions, the teacher will demonstrate what an interview should look like. The teacher will bring in another adult to interview in front of the kids. As the interview is going on, the one doing the interview will demonstrate for the students how to take notes as the questions are being asked.
- After demonstrating the interviewing process, going through a couple of questions, students will get a partner and practice interviewing and taking notes. Students will use provided graphic organizer with given questions, to take their notes. This will be a very short and quick opportunity for students to practice asking questions and taking notes.
- Students will go home with their graphic organizer of 15 questions to ask and room to take notes.

Day 11 - Work Day - Drafting

EQ Focus: How does learning about another person’s life inspire us in our own life?

A

Interview questions graphic organizer

A	<p>Materials/Supplies: Time Estimate: 30 minutes Procedure/Activity:</p> <ul style="list-style-type: none"> - Students should have come to class with their interview questions answered. - If a student was unable to complete interview with interviewee, allow student to interview another adult at school during this time (another teacher, administrator, staff member available). - Review the interview you conducted with another teacher/administrator. - Discuss with students that you will then need to turn this document of questions and answers into a logically formatted biography. - Review ‘Structure of a Biography’ anchor chart. - Model for students what questions and answers from your interview belong where according to each piece of the structure. - Discuss with students that a biography must have some kind of flow; almost like a story. - Model for students how you turn simple questions and answers (from interview) into a informational paragraph from the third person perspective. - Conference with students (in groups or one-on-one) to make sure they are guided in drafting their biography. 	Group and individual conferences
A	<p style="text-align: center;"><u>Day 12 - Work Day - Writing and Publishing</u></p> <p>EQ Focus: How does learning about another person’s life inspire us in our own life?</p> <p>Materials/Supplies: Time Estimate: 30 minutes Procedure/Activity:</p> <ul style="list-style-type: none"> - Students will continue to draft their biographies. Continue to confer with students as they move through the writing process. Remind students to reference the Structure of a Biography anchor chart as they are writing to ensure that they include all important information. 	Group and individual conferences
A	<p style="text-align: center;"><u>Day 13 - Work Day - Writing and Publishing</u></p> <p>EQ Focus: How does learning about another person’s life inspire us in our own life?</p> <p>Materials/Supplies: Time Estimate: 30 minutes Procedure/Activity:</p> <ul style="list-style-type: none"> - Students will continue to draft their biographies. Continue to confer with students as they move through the writing process. Remind students to reference the Structure of a Biography anchor chart as they are writing to ensure that they include all important information. - As students complete their writing, have students publish their story by typing it up on the computer. 	Group and individual conferences
A	<p style="text-align: center;"><u>Day 14 - Work Day - Publishing and Practicing Presentation</u></p> <p>EQ Focus: How does learning about another person’s life inspire us in our own life?</p> <p>Materials/Supplies: Time Estimate: 30 minutes Procedure/Activity:</p> <ul style="list-style-type: none"> - Students will continue to draft their biographies. Continue to confer with students as they move through the writing process. Remind students to reference the 	Group and individual conferences

T	<p>Structure of a Biography anchor chart as they are writing to ensure that they include all important information.</p> <ul style="list-style-type: none"> - As students complete their writing, have students publish their story by typing it up on the computer. - As students finish typing up their stories, as them to begin writing important facts from their biography on note cards, and begin practicing for their presentation. Students will need to become an expert on the information and feel comfortable telling the story of their person. <p style="text-align: center;"><u>Day 15 - Wax Museum Presentations</u></p> <p>EQ Focus: How does learning about another person’s life inspire us in our own life?</p> <p>Materials/Supplies:</p> <p>Time Estimate: 30 minutes</p> <p>Procedure/Activity:</p> <ul style="list-style-type: none"> - Students will be located around the room dressed as their interviewee. Each student will have a “button” for the visitors to push. Once their button is “pushed” students will begin giving their biography to their audience. Visitors will move around the room watching the students give their presentations. - Once the presentations are completed, students will fill out a reflection on the whole project. Students will respond to the prompt “What were you able to learn from the accomplishments of the person you interviewed?”. Students will have the opportunity to share their reflections with a group and then the whole class. Engage in a discussion with the students about how even the people we wrote about were picked for a reason. Remind them that biographies are written about people who have influenced us in some way. 	Final biography and presentation
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Name: _____

Date: _____

Number: _____

Biography Immersion Chart

Title	Noticings	Why?	Name It	Try It

Date:

Dear _____,

My name is _____ and I am a third grade student at Carl Wanke Elementary.

I would like to interview you _____ in person/over the phone _____ (circle one) because I am learning about biographies and how to write one. I have chosen to write a biography about you and will need more information from an interview. I have fifteen questions to ask you and I will be writing your answers on a recording sheet.

Please help me with this assignment by either agreeing or disagreeing to participate in my interview on the weekend of (Date-Date).

I _____(interviewee name) agree/disagree to be interviewed and have my responses recorded and later utilized in an informal biography.

Questions will come home on Friday, (Month/Day/Year) with your student. Please make sure to bring the interview recording sheet back on Monday (Month/Day/Year).

(Student Signature)

(Date)

(Interviewee Signature)

(Date)

Name: _____

Date: _____

Number: _____

Interview Questions

Name of Person I am Interviewing: _____

1. Q: When and where were you born?

A: _____

2. Q: What did you want to be when you grew up? Did you accomplish that? Why or why not?

A: _____

3. Q: Who would you consider one of your biggest heroes? Why?

A: _____

4. Q: What is one of your biggest accomplishments in life? What impact did it have on yourself or others?

A: _____

5. Q: Tell me about one important event in your life. Why was it so important?

A: _____

6. Q: _____

A: _____

7. Q: _____

A: _____

8. Q: _____

A: _____

9. Q: _____

A: _____

10. Q: _____

A: _____

11. Q: _____

A: _____

12. Q: _____

A: _____

13. Q: _____

A: _____

14. Q: _____

A: _____

15. Q: _____

A: _____

Name: _____

Date: _____

Number: _____

Practice Classmate Interview

Name of Person I am Interviewing: _____

1. Q: Who is your favorite superhero? Why?

A: _____

2. Q: What do you want to be when you grow up?

A: _____

3. Q: What is your favorite kind of taco?

A: _____

4. Q: What is your favorite animal? Why?

A: _____

5. Q: What is your favorite pizza topping? Why?

A: _____

Wax Museum Biography Project

We have been learning all about biographies and why they are written. It is your turn to try writing a biography of your own.

You and your fellow classmates will be responsible for choosing someone in your life that is important to you. Consider someone who has made a difference in your life that you have access to (ex., Mom, Dad, Grandparents, Aunts, Uncles, etc.). You are going to have to interview this person to gain a better understanding of their life and experiences. You will learn as much as possible about them and become an expert on their life.

After you have completed the interview, you will look their responses and the important accomplishments or events in their life. Once you have learned as much as possible about this person, you will need to write a biography about their life, highlighting important events that have occurred.

In the end you will take on this person's life and dress as them. You will then present this person to an audience.

Component 1: Interview Intent Form and Permission slip

Complete the interview permission form and return it by Monday.

Component 2: Interview

Conduct a 15 question interview with the person of your choosing. Take notes on their responses using the provided organizer.

Component 3: Biography

Write a biography on the person you chose focusing on the following:





- All 5 sections of a biography as discussed in class
- Proper organization of the sections as discussed in class
- Proper use of interview responses to show a deeper understanding of interview subject.

Component 4: Wax Museum Presentation

Present what you learned in a wax museum presentation make sure to include:

- Dress and/or props that represent the person you interviewed
- Important facts and accomplishments of the person

Biography Project Rubric

	 ADVANCED - 4	 PROFICIENT - 3	 APPROACHING PROFICIENT - 2	 NOVICE - 1
I can conduct an interview.	I conducted my interview and completed all 15 questions. I took notes on their responses.	I conducted my interview. I completed 10 - 15 of the questions. I took some notes on their responses.	I conducted my interview. I completed less than 10 of the questions. I took minimal notes on their responses.	I did not conduct my interview or take notes.
I can use responses from interview to write a biography.	I used all of the responses from my interview and showed a deep understanding of the person.	I used most of the responses from my interview and showed an adequate understanding of the person.	I used some of the responses from my interview to write the biography and showed little understanding of the person.	I did not use any of the responses from my interview to write the biography and did not show any understanding of the person..
I can use appropriate structure of a biography.	My paper used all 5 of the the appropriate sections of a biography and was well organized.	My paper used 3-4 of the appropriate sections of a biography and is somewhat organized.	My paper uses 1 or 2 of the appropriate sections of a biography and is disorganized.	My paper used none of the appropriate sections of a biography.
My completed assignment showed clear effort and accurate mechanics.	My written assignment organized and aesthetically pleasing. Spelling and grammar were accurate.	My written assignment is organized and shows effort. 1 - 2 spelling or grammar mistakes were made.	My written assignment shows some effort. 3 - 4 spelling or grammar mistakes were made.	My written assignment is disorganized and shows little effort. 5 or more spelling or grammar mistakes were made.