

# *Biography* *Book Report*

## *Lesson Plan*

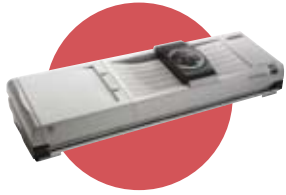


Incorporating  
**VariQuest**<sup>™</sup>  
Visual Learning Tools

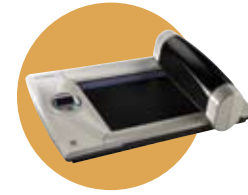


# Biography Book Report

## Lesson Plan



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### *Introduction:*

Biographies are a popular type of non-fiction literature for elementary and middle school students. A biography is a written story of a person's life, written by someone else, while an autobiography is the story of a person's life written by that person. By writing about real people and actual historical events, biographies help to make history more real, appealing, and easier for students to understand. When students read about people who faced problems and criticisms, and overcame obstacles, they may be inspired to read more. Students often take ownership of "their" person and are motivated to share with classmates what they have learned from a biography.

*Target Audience:* Grades 4-8

Activities can be adjusted to the age and ability of the students.

*Curriculum Areas:* Reading and Language Arts

### *Objectives:*

1. Students will read a biography about an individual of their choice, making sure that the selected book is at the appropriate level for the reader.
2. Students will determine a chronological list of the most important events in the person's life and complete a time line graphic organizer.
3. Students will complete a graphic organizer about their individual, providing information that fits into categories determined by the teacher.
4. Students will complete a project where they report information about the person in their biography.
5. Students will present their completed project to the class.



### Motivational Activities:

1. Create a bulletin board using a “Biographies” banner (BAN024).
2. Add a Book Cutout (MOB053) and have students write their name and the name of the person who they are reading about on the book and use these books on the bulletin board as a border.
3. Design a book cover using the Book Cutout (MOB050). Include the title of the book, an illustration and the name of the student who is reading the book.
4. When students complete an activity related to the person in their biography, replace Book Cutouts from the bulletin board with completed projects that are able to be displayed.

### Procedure:

1. To begin the unit, introduce the biography genre and differentiate between biographies and autobiographies. Have some biographies that might appeal to the students for them to look at. Explain that a biographer attempts to learn as much as possible about their subject by studying diaries, personal letters, autobiographies, and other relevant historical facts.
2. With teacher guidance, have students select a biography on a person of interest to them. Teacher will determine for the students a realistic time line for completion of the reading of the book. Allow students to choose a book mark (Cutout Maker Bookmarks Category) to use while reading their biography.
3. Have students keep track chronologically of important events in the individual’s life. They can be recorded on a Timeline (BAN031 or BAN032).
4. Have the students complete a Cluster Word Web (ORG011) or Wheel Chart (ORG033) with information from the biography that fits the following categories:
  - a. Important character traits of the person
  - b. Important contributions that benefitted society
  - c. Important contributions that hindered society
  - d. Reasons for fame
  - e. Experiences or historical factors that influenced the person
  - f. Things to be admired about the person
5. After completing the reading of the biography and completion of the above graphic organizers, students will be assigned or may pick a project to complete about the person in their biography.
6. Students will share their projects with the class.



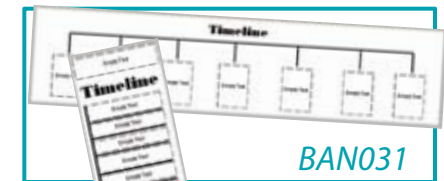
BAN024



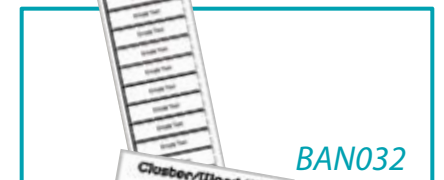
MOB053



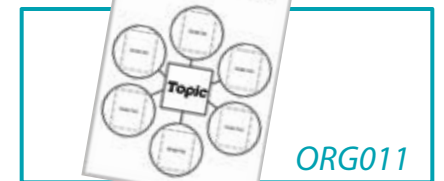
MOB050



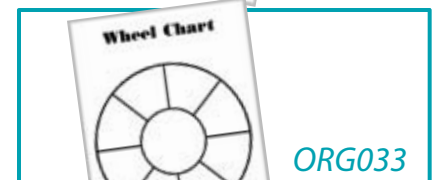
BAN031



BAN032



ORG011



ORG033



### Suggested Biography Projects:

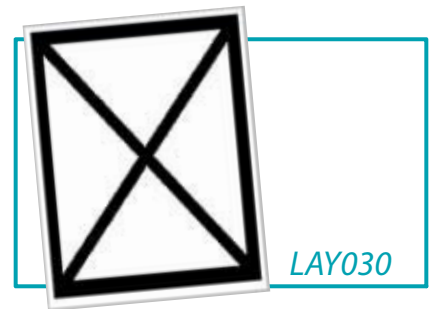
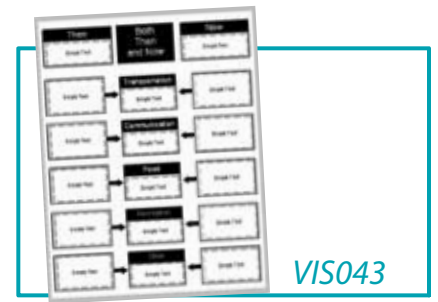
1. Create a written book report which addresses the information from the Wheel Chart and Time Line.
2. Create a large Time Line which includes the important events of the person's life. Small illustrations could accompany a statement of life events. Students will write explanatory paragraphs of each event to be used during their oral presentation of their project.
3. Create a large "Then and Now" poster (VIS043) or a "2 Column Comparison" poster (ORG001) where students compare/contrast life events and accomplishments of their individual to what the world is like now.
4. Find a group of artifacts that represent the biographical person and place them in a suitcase. Dress up as the individual and describe the person's life by showing and discussing the artifacts from the suitcase. Again, make sure that information presented reflects details from the Wheel Chart and the Time Line. If the student is unable to bring a suitcase full of "artifacts," have them draw the artifacts on a large Suitcase Cutout (BKS107) to present to the class.

### Adaptations:

1. Allow students to listen to an audio biography if they struggle with reading.
2. Have students take a poster (LAY030 with shield graphic SHA082) and divide the shield into 6 parts. In each section of the shield students will illustrate or write a word or phrase that exemplifies their individual. They then can describe their illustrations during the oral presentation.

### Extension:

1. Write a series of interview questions with answers about the person in the biography. Partner up with the teacher or with another student. The student dresses up as the biographical individual and appears on the Oprah Show. Have the partner or teacher play the part of Oprah (the interviewer) and ask the questions that were written by the student, while the student has the answers memorized. Make sure that the answers are complete and that the student answers the questions with details from the Wheel Chart and the Time Line.



### Assessment:

Students can earn 1 to 5 points for items #1-6, and 1 point for item #7 for a total of 25 possible points. Assessment can be self-evaluation, evaluation by the teacher, or evaluation by peers.

1. Completion of the Time Line graphic organizer
2. Completion of the Cluster Word Web or Wheel Chart graphic organizer
3. Accuracy of information in the presentation
4. Displays an understanding of the context in which the person lived
5. Displays an understanding of the significance of the individual's contributions
6. Presentation of information
7. Completed on time

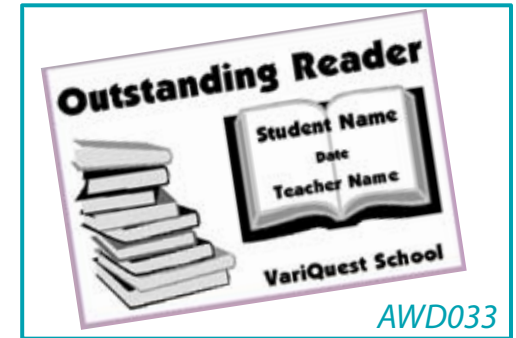
### Academic Standards Addressed in this Lesson:

**Standard:** The student will engage in a writing process, with attention to context, organization, focus, quality of ideas and a purpose.

**Standard:** Students will demonstrate understanding and communicate effectively through listening and speaking.

**Standard:** The student will actively engage in the reading process and read, understand, respond to, analyze, interpret, evaluate and appreciate a wide variety of fiction, poetic and nonfiction texts.

*\*Upon successful completion of the Biography Book Report Lesson, students can be given an award. (AWD033-modify text accordingly).*



### VariQuest content used in this lesson:

#### AWARDS MAKER:

- AWD033/Outstanding Reader

#### CUTOUT MAKER:

- MOB053/Book 1 Cutout
- MOB050/Book 2 Cutout
- BKS107/Suitcase Cutout
- Bookmarks

#### POSTER MAKER:

- BAN024/Choose to be Drug Free
- BAN031 & BAN032/Timeline-H & Timeline-V
- ORG011/Cluster Word Web
- ORG033/Wheel Chart
- VIS043/Then and Now-History
- ORG001/2 Column Comparison
- LAY030/Layout 30 & SHA082/Shield graphic