

WRITING BIOGRAPHIES

Subject

English

Prepared By

[Instructor Name]

Grade Level

5

Overview

This lesson plan covers teaching content for;

1. Learning to about writing biographies

Objectives

Students should be able to;

- Understand that biographies give an account of a person's life and achievements
- Explore several different types of biographies to help determine their area of interest
- Choose one notable person they would like to learn more about
- Complete an online tutorial on biographies
- Use print and web resources to research one person
- Fill out a biography graphic organizer

Assessment Activity

1. Did students complete the graphic organizer correctly?

Activity Starter/Instruction

1. Gather a large number of biographies for students to use.
2. Use books from your own collection along with those from the school and/or public library.
3. To generate the greatest interest among your students, make sure your assortment includes biographical books about prominent people
4. Up until this point, students may only have limited exposure with a few well known figures so a wide variety of books can really spark an interest in this genre.
5. **Tip:** separate these books into baskets labelled with each category so students can quickly find books that meet their interests.
6. Preview an online/offline Biography Writing that you will use with your students during this lesson.
7. Make a class set of the Research Notebook from the Biography Writing
8. You could use another graphic organizer for students to use to record research questions and sources.

Teacher Guide

Day 1/ Lesson 1: 25 Mins

1. Introduce the biography genre by telling your students that biographies are the one genre that can open their eyes and hearts to people who have made a difference.
2. They can learn about lives and eras of both the past and present.
3. Say a popular quotes and ask the students who invented that quotes
4. Tell students they have the opportunity to learn many interesting facts they do not know about people when they explore biographies.
5. Discuss with students any notable people they may already know a great deal of information about, and who they may like to learn more about.
6. Generate a list of possible names or categories of people on the board or a piece of chart paper.
7. Allow students to explore your collection of biographies.

Materials Required

- Large collection of biographies
- Online/offline Biography Writing
- Research Notebook or another graphic organizer
- Biography Book Report Graphic Organizer for Report Projects
- Whiteboard or chart paper and markers
- Computers and printer for student use
- Paper and pencils
- Optional: Biographical text about Benjamin Franklin
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Additional Resources

- <https://study.com/academy/lesson/writing-biography.html>
- http://www.teach-nology.com/lessons/lsn_pln_view_lessons.php
- <https://www.brighthubeducation.com/middle-teaching-how-to-write-a-biography/>
- https://www.educationworld.com/a_lesson/lesson-11625328.html
- <https://www.tes.com/teaching-resource/writing-frame-11625328>

Additional Notes

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2. Use a writing rubric to evaluate the completed written report.

Summary

1. Review what biographies are about and why they are needed
2. Erase the board while doing this

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9. Make a class set of the Biography Book Report Graphic Organizer printable.

Teacher Guide

Day 2/ Lesson 2: 25 Mins

1. Explain to students that a biography of a famous person includes many facts.
2. Ask them to take notes while they are watching a biography movie.
3. Explain that they will contribute to a class anchor chart about biographies
4. After the movie has finished, ask each student for a fact to add to the anchor chart.
5. Alternate the colors to make it exciting.
6. Students will be able to identify their contribution to the class anchor chart.
7. Ask to students to read or watch a biography for a selected person in order to gather more information.
8. Instruct students to take more notes while reading.
9. Talk with students about the common features their biographies shared.
10. What makes a good biography? Add to the anchor chart as needed.
11. Each student may then write their own biography of another person using some of the facts that the class gathered.

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8. It's preferably to do this by setting up centers with baskets of biographies that are labeled.
 9. Allow at least 30 minutes for students to browse through the many biographies you have provided.
 10. If possible, take your students to the school library where they can check out biographies of people they would like to read more about

Guided Practice

Day 3/ Lesson 3: 25 Mins

1. Using computers guide students through the online/offline tutorial Biography Writing.
 2. Divide students into same-level reading groups to read through the steps.
 3. Students should be able to work through the Step-by-Step Writing Process.
 4. Depending upon the age and experience of your students, you may want to allocate more or less time.
 5. If you have limited computer access, print out a copy of the steps for individual students to read.
 6. As each group of students completes the steps, distribute the Biography Book Report Graphic Organizers for students
 7. Ask them to use it as they gather information on their subjects.
 8. Encourage students to brainstorm among themselves as they fill in their organizers separately.
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Guide Practice

Day 3/ Lesson 3: 15mins

1. Explain to the class that they will use their completed worksheets and writing prompt responses to complete the final draft of their autobiography.
 2. This piece will be peer reviewed and teacher reviewed before publishing.
 3. The time line and scrapbook pieces can be used to support their writing.
 4. Outline the following writing process for students who need more guidance:
 - Brainstorm a list of possible writing ideas and topics to provide focus for writing stories with more details
 - Use worksheets and ten-minute sessions of directed writing for students having difficulty beginning their writing
 - Write first draft
 - Revise first drafts through peer conferences
 - Edit revised work through teacher conferences
 - Share final drafts
 9. Allow students time to go over the steps and add to their graphic organizers.
 10. Provide computer time so students can gather additional information via the Internet.
 11. You may want to collect the completed graphic organizers to review and make suggestions before returning to the students.
 12. During this time, students are also reading books and other resources they have gathered.
 13. Inform students they will soon be writing a biographical sketch of their own.
 14. To get them started, provide them with a thumbnail outline that you generate together as a class.
 15. Write an outline on chart paper so it can be posted and students can refer to it while writing.
 16. Before students begin writing on their own, model a brief sketch using the points of the outline above.
 17. Using computers, direct students to write their own biographical sketch.
 18. Give them time to write and also remind them to review any appropriate editing steps so they can re-write.
 19. This process should be done in a word processing document that can be saved.
 20. You may wish to show students how to use the Internet to import images they can use to illustrate their report.
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