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**TPS Community History Summer Workshop**

**Bradley University**

**June 18, 20, 29, and 30, 2012**

***Bio Poems***

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Bio-Poems used for descriptive and efferent writing.

Library of Congress Primary Sources [www.loc.gov](http://www.loc.gov)

Background and Overview: Bio-Poems do not contain rhyme and are based on biographies or autobiographies.

Objective: Students will read a section of Library of Congress about a famous person from history. Students will create a bio-poem based on details and characteristics of the famous person and organize details of information to write a summary.

Pattern for Use:

Line 1- Write the first name of the famous person.

Line 2- Write three or four words that describe the famous person.

Line 3-Where was the famous person born?

Line 4-Describe the time period in which he or she lived.

Line 5- Name a family member and their relationship to the famous person.

Line 6-How does the person feel in life? Name three feelings.

Line 7-Name three things the famous person tried to accomplish.

Line 8-Name three important accomplishments.

Line 9-How is the famous person best known in history?

Line 10- Write the last name of the famous person.

| **Assessment** | | | |
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|  | **Beginning** | **Developing** | **Proficient** | |
| **Famous Figure** | Reference is made to famous person with little or no description. | Famous person is briefly described, with traits mentioned. | Famous person is described, clearly relating character traits to life events. | |
| **Life Events** | One or two life events are mentioned. | Some life events are mentioned. | Life events are clearly described. | |
| **LOC Website** | Student had difficulty finding answers to the questions on the LOC website. | Student found most answers to the questions on the LOC website. | Student successfully navigated the LOC website. | |
| **Poem** | Student did not answer all questions and did not finish the Bio Poem. | Student answered at least eight questions for the Bio Poem. | Student answered all of the questions and completed the Bio Poem. | |
| **Summary** | The summary was incomplete and few details. | Summary contained most of the identified information. | Summary was concise and factual. | |
| **Spelling** | Many spelling errors appear; misspelled words are not aligned to standard spelling. | Few spelling errors. | No spelling errors. | |

**Resources**

Antonacci, P. A. & O'Callaghan, C. M. (2006) *Literacy instructional & assessment strategies K-8.* Pearson,Allyn and Bacon.

Library of Congress (2006). [On-line]. Available [www.loc.gov](http://www.loc.gov/" \t "_blank)

Norton, T. & Land, B. L. J. (2008). *50 literacy strategies for beginning teachers, 1-8* (2nd ed.). Upper Saddle River, NJ: Pearson Education, Inc.