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| Summary |
| \*Lesson Title (create a title for your lesson):Exploring the ‘Biography’ literary genre through *Cleopatra* |
| \*Lesson Summary (1-3 sentence summary):The students will read the book Cleopatra by Jacob Abbott and will then unpack the book to investigate elements of the ‘Biography’ literary genre. Students will also learn about the time period in which the book was written and will create their own biography about a school staff member.  |
| \*Subject (e.g. Language Arts, Math, Science, Social Studies/History, Art, Music, etc.):Language Arts, Social Studies |
| \*Intended Audience/Grade Level: 6th Grade | \*Time Frame (designate whether this lesson will compose a series of lessons or a single lesson and approximate time frame):1 day (65+ Minutes) |
| Standards and Purpose |
| \*Standards (link appropriate Common Core State Standards, Next Generation Sunshine State Standards, or other standards below ):

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| LACC.6.RI.3.9 | Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).*Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning |
| LACC.6.RI.4.10 | By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.*Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts |
| LACC.6.W.1.3 | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. 1. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
2. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
3. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
4. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
5. Provide a conclusion that follows from the narrated experiences or events.

*Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning |
| LACC.6.W.2.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.*Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts |

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| LACC.6.W.2.5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.*Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning |
| LACC.6.W.3.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. 1. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).
2. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).

*Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning |
| LACC.6.SL.1.1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly. 1. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
2. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
3. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
4. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

*Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning |

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| SS.6.W.1.1 | Use timelines to identify chronological order of historical events. |

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| SS.6.W.1.2 | Identify terms (decade, century, epoch, era, millennium, BC/BCE, AD/CE) and designations of time periods.  |

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| SS.6.W.1.3 | Interpret primary and secondary sources.  |

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| SS.6.W.1.4 | Describe the methods of historical inquiry and how history relates to the other social sciences.  |

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| SS.6.W.1.5 | Describe the roles of historians and recognize varying historical interpretations (historiography). |

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| SS.6.W.1.6 | Describe how history transmits culture and heritage and provides models of human character. |
| SS.6.W.2.5 | Summarize important achievements of Egyptian civilization.  |

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| SS.6.W.2.6 | Determine the contributions of key figures from ancient Egypt.  |

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| SS.6.W.3.10 | Describe the government of the Roman Republic and its contribution to the development of democratic principles (separation of powers, rule of law, representative government, civic duty).  |

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| SS.6.W.3.11 | Explain the transition from Roman Republic to empire and Imperial Rome, and compare Roman life and culture under each one. |

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| SS.6.W.3.12 | Explain the causes for the growth and longevity of the Roman Empire.  |

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| \*UFDC Resources (Identify and permalink for documents utilized from the UFDC here):History of Cleopatra, queen of Egypt <http://ufdc.ufl.edu/UF00001908/00001->  |
| Guiding Question (s) (What are the guiding questions for this lesson? Guiding questions are broad questions that students and the teacher can come back to throughout the learning experience. A good guiding question is (a) thought-provoking, counterintuitive, and/or controversial, (b) requires students to draw upon content knowledge and personal experience, and (c) can be revisited throughout the lesson to engage students in an evolving discussion.):What are the main characteristics of the Biography genre?How does the novel “Cleopatra” contain and address these various characteristics?How was Cleopatra influential in the history of both Rome and Egypt?How does your knowledge of Biographies assist you in writing biographies of your own?  | \*Objectives (What should students know and be able to do as a result of this lesson? What are the learning objectives for this lesson? What will students know and be able to do as a result of this lesson? Try to make the objectives measurable and specific.):Students will be able to identify characteristics of a biography.Students will be able to distinguish between a biography and an autobiography.Students will be able to create their own version of a biography based on a teacher or faculty member. |
| Assessment (how will data be collected on student performance?) |
| \*Formative (Describe how and when the students will get feedback about their performance or understanding during the lesson. How and when will they have an opportunity to use this feedback to improve their performance?):Before the students begin their final autobiography generation activity, they will be asked to complete a multiple choice assessment (questions attached below). | \*Summative (Describe how the teacher will determine if the students have reached the learning targets for this lesson. How will the teacher measure the impact of this lesson on student learning?):The teacher will collect the biography essays that the students wrote and will assess them for how many biography elements, that was outlined in class, are contained in the essays. |
| Teaching Phase (step by step narrative guide to instruction) |
| \*Activate/Build Prior knowledge (Describe how the teacher will gather information about student understanding and prior knowledge before the lesson or at the beginning of the lesson. How and when can the teacher use this information during the lesson?):The teacher will gather a number of classroom books that the students may have either read or heard of, and ask the students if they can describe similarities between all of them. The students and teacher will eventually arrive at the point that they are all about someone’s life. This will be the intro into the biography genre. |
| \*Direct Instruction (How will the teacher present the concept or skill to students?):(20 min) The teacher will introduce to the students what a biography is and the characteristics that are needed to compose a biography. The teacher will use the prezi to teach the students about the components of a biographical text. For example, all biographies need to include important dates in the individuals life; i.e. their birthdate and place of birth, their childhood and young adult life, their contributions to society, etc. The sections in the Prezi will represent the essential components of a biography and will be the components of a graphic organizer the students will later use.<http://prezi.com/bujkxiobzv47/edit/?auth_key=2mecy89&follow=5bkgvug2n1dv>(6 min) Show students the video biography of Cleopatra from Youtube. Video Link: <http://www.youtube.com/watch?v=OlQIZrwTF7U> -Review/Discuss the importance of Cleopatra’s Life-Higher order thinking questions to use during discussion: What might have happened if Cleopatra never became the Queen of Egypt? What might have happened if Cleopatra’s brother never forced her to leave Egypt? What is your opinion about Cleopatra’s marriages? Do you think she was in love with Caesar and Marc Antony? |
| \*Guided Practice (What activity or exercise will the students complete with teacher guidance?):(25-30 min) Once the students have learned about biographies they will have the opportunity to demonstrate what they have learned. Students will now have the opportunity to analyze their novel, *Cleopatra,* using a graphic organizer. The students will be placed with a partner to complete the diagram. They will each fill in a graphic organizer which highlights key information about Cleopatra and her life. The categories in the organizer are the essential components of a biography (graphic organizer attached below).Before the students begin their final autobiography generation activity, they will be asked to complete a multiple choice assessment (questions attached below). |
| \*Independent Practice (What activities or exercises will the students complete to reinforce the concepts and skills developed in the lesson?):Students will be given a specific teacher or staff member to write a biography on. Students will conduct an interview with the teacher and will later write a short biography about that teacher. The interview questions are attached to this lesson plan for students to use. The interview should take approximately fifteen minutes. During their final biography write up, students should include the answers from the interview questions which address the necessary components included in a biography. This assignment will serve as an interactive, hands on activity that will also serve as an additional form of assessment.  |
| \*Closure (How will the learning from the lesson be reinforced over time?):Students will read parts of their biographies to a small group of their peers, and the peers will explain what they like about the story and the biography elements. Then, as a class, the teacher will go from group to group and ask the students to give a brief highlight of what took place and what was discussed.  |
| Reading strategies (describe strategies in detail):Reading for the novel should be completed prior to this lesson. Teachers can use scaffolding, graphic organizers, splitting up chapters, etc. to help ease the reading process.  | Writing strategies (describe strategies in detail):The students will be provided interview questions. They should answer the questions in a narrative form. | Speaking and listening strategies (describe strategies in detail:In doing the interviews, the students will need to listen to the staff members to hear the answer to their questions. The students will also have to listen attentively to the direct instruction from the teacher.  |
| \*Accommodations(Describe how to accommodate students with special needs and how to differentiate instruction.) |
| * Visuals are provided by the teacher for the direct instruction
* Students are given a graphic organizer to organize their thoughts about biographical elements
* Students are put in similar ability groups when doing group assignments
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| \*Extensions(Describe possible extensions of this lesson.) |
| Re-Teaching:Throughout various Language Arts lessons throughout the year, the teacher will identify books that are biographies and will continue to make note to the students the various biographical elements of those books. | Enrichment:The teacher will encourage the students to write an autobiography about themselves to practice their writing skills and also depict elements of the biography literary genre. |
| \*Materials |
| Special materials/preparation needed (Describe what special materials or preparations are needed for this lesson.):Make sure to notify staff that students may be asking them for an interview | Suggested technology (What are the suggested technology requirements to use this lesson?):Access to YOUTUBEAccess to PREZIComputer with projector screen |
| Notes and Additional Recommendations (Provide recommendations concerning the preparation or implementation of your lesson):You may consider giving the students a list of pre-approved staff members that have agreed to be interviewed for this biography lesson instead of letting the students pick anyone |
| Reflection (Questions to stimulate reflection on the process of teaching with primary sources for the implementing teacher – not for completion by the lesson developer) |
| Teacher learning:* How did my students respond?
* What would I do differently next time?
* What would I keep the same?
* How will I use primary sources in the future?
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| Attachments(Attach or imbed worksheets and additional documents below) |
| **Multiple Choice Assessment:**1. Which of the following is not essential to have in a biography:a. The person’s first petb. The person’s birthplacec. What the person has accomplishedd. Who influenced the person 2. What is the main difference between a biography and an autobiography? a. a biography is written by the person himselfb. there are no differences between the twoc. an autobiography is written by the person himselfd. a biography can only be written about a male3. T/F A biography can only be written about a famous person 4. What is a biography? a. A story about a group of peopleb. A make -believe story about a personc. A real life account of an individual’s life d. A story that is written with humor 5. Who can a biography be written about?a. a teacherb. a childc. a Presidentd. all the above **Interview Questions**1. What is your full name?2. When were you born?3. Where were you born?4. Where did you grow up?5. Where did you go to school? (include: all levels of education)6. What are the names of your parents?7. What are the names of your siblings?8. How old are your siblings? 9. Who are the people who made the largest impact on your life and why?\*Students should create the remaining interview questions on their own making sure that they have covered all of the necessary components that are needed in a biography. Here is an additional link if needed covering the main events in Cleopatra’s life: <http://www.softschools.com/timelines/cleopatra_timeline/62/> Prezi: <http://prezi.com/bujkxiobzv47/edit/?auth_key=2mecy89&follow=5bkgvug2n1dv>YouTube Video: <http://www.youtube.com/watch?v=OlQIZrwTF7U>Graphic Organizer Example:  |