DAY FOUR—READING AND ANALYSIS CYCLE

Independent Analysis One (Literature Circle)—Student Booklet Pages 8-9
Categorize Famous People Activity—Student Booklet Page 6

WHOLE CLASS LESSON: BIOGRAPHICAL INFORMATION

Presenting the Concept Explain to students that an author collects many different kinds of facts about a person to write a biography of that person. These facts can be sorted into categories. One way of organizing the facts visually by categories is to use a cluster.

Developing the Concept Tell students that they are going to collect biographical information about a classmate. On drawing paper, have each student draw a cluster similar to the biographical information cluster on the analysis sheet.

Ask students to look at each category and suggest questions to ask their classmate to help them complete the cluster. Record suggested questions on chart paper or on the Smart Board for students to refer to later. Possible questions and approaches follow:

Achievements: What have you done that you are most proud of? What one thing would you like people to remember you most for? Tell me about your accomplishments.

Role Models: Who had the greatest influence on you when you were younger? Who do you admire? Why do you admire them? If you could be like someone else, who would you choose? Tell why.

Early Life and Family History: I'd really like to hear more about what it was like when you were younger. I'd like to know a little about your family if you feel comfortable talking about it.

Have students choose a classmate for a partner and select a role as either interviewer or interviewee. The interviewer writes the name of the interviewee in the box in the center of the cluster. The interviewer then goes around the cluster, asking questions about achievements, early life, family history, and role models and writing the information on the cluster. Interviewer and interviewee then switch roles and repeat the process.

Partners cluster what they notice about each other's physical appearance around physical description. They reflect on what personality traits their partner demonstrates during the interview and record them.

Note: Save the students' suggested questions chart for Day Eight. Prepare a deck of ten time-cards for the next lesson. On each card write a specific period of time such as a school day, summer vacation 1776, 1939-1945, and so on.

Independent Activity: Categorize Famous People Have a student read aloud the instructions. Answer any questions. Ask volunteers first to define each category on the chart and then name persons who fit in each category. Let students know that some people belong in more than one category; for example, Mahatma Gandhi is both a humanitarian and a politician. Ask students if they can think of another category for the blank column.

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WHOLE CLASS LESSON: INDEPENDENT ANALYSIS ONE

The completed analysis sheets for three biographies: *Who Was Helen Keller? The Boy Who Harnessed the Wind*, and *I Am Malala* follow this lesson plan. There are a number of options of how students can complete the analysis of the biography(s)—in a literature circle, with a partner, or independently. The authors recommend that Independent Analysis One be completed as a literature circle where students read the biography or autobiography aloud and work together to complete the analysis sheets. Each student should complete their own sheets in their Student Booklet found on pages 8 and 9 while they work with their literature circle. This lesson plan is written for a literature circle. Information on how to set up and manage a literature circle can be found on pages 16-19 in this Teacher's Guide.

Groups should follow the annotated procedure used in Guided Analysis One and Two. Once the group is finished with the biography or autobiography, which will take several class periods, and has completed the analysis sheet, the evaluator should turn it in to the teacher. The evaluator should then complete "The Literature Circle Checklist" with the group and turn it in to the teacher.

In those classrooms where literature circles are successful, the teacher has taken the time to carefully train students in this procedure and the students in their roles. If all three biography/autobiography choices are done at the same time by different groups, the class will get the most out of the whole class activities and discussions. It is important to circulate and interact with the circles as students work. Students will enjoy the literature circles more if you are a part of them. Do quick checks of the work they have completed to make sure that it is correct.

Make sure students are placed in a literature circle with a biography/autobiography they can read and understand. All students in the class can read the same selection in their circles or you can set up literature circles for each of the three biography/autobiography choices. You also may have other choices you wish to have the students read. Almost every biography or autobiography will fit the pattern of the analysis sheet.

Determining Appropriate Reading Selections

- **Five-finger Test:** Have students individually read aloud from a page in one of the biography selections. Raise one finger for each word the student doesn't know. If you raise more than one finger for a 100 word selection, the biography may be too hard. Do not count self-corrections or words that are names or specific terminology.
- **One-minute Check:** Have students individually read aloud for one minute from a page in the biography. If the student is unable to read about 80 to 100 words per minute and has more than 5 errors, the selection may be too difficult for independent reading.

Book Talks Give a short book talk on each of the three biography selections. Point out that *I Am Malala* is an autobiography.

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Giving a Book Talk

- State the book's title, author, and illustrator (if any).
- Name other books by the same author that students may have read.
- Display the cover so that students can speculate about the setting and/or characters.
- Read or tell just enough information about the biography/autobiography to entice students to read the book.
- Make sure students can identify some of the characteristics of the biography genre.

READERS AND WRITERS IN THE CLASSROOM

T Whole class lesson—Biographical Information. Give book talks and set up literature circles. Train students in their roles and in literature circle procedures. Circulate to help groups with their analysis sheets and to listen to students read aloud from their selections. Direct students to complete the independent activity on their own.

S Students work on their independent activity sheet. They work on their biography selections and Analysis Two outside of class time.

FIVE-MINUTE FOCUS

Gather the class together. Ask for volunteers to share an activity or project from the CHOICES homework program.

REMINDER ✓ Students should add to Authors Clipboard. In Author's Progress Log, students record he date they completed the Categorize Famous People activity.

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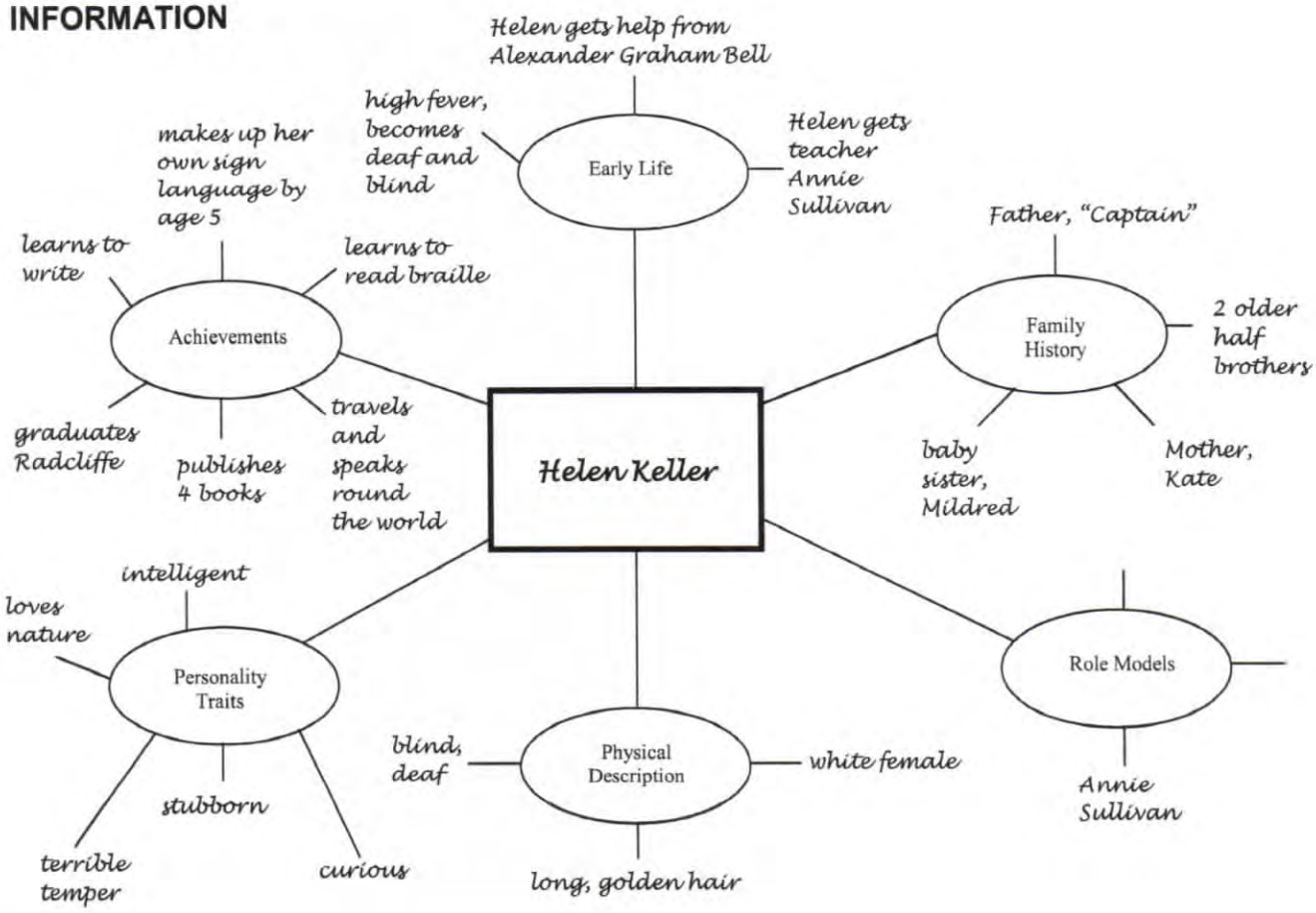
INDEPENDENT ANALYSIS ONE BIOGRAPHY

TITLE *Who was Helen Keller?*

AUTHOR *Gare Thompson*

BIOGRAPHICAL INFORMATION



TIME LINE

June 27, 1880	1886	March 3, 1887	April 5, 1887	May 1888	Oct. 1888
born Tuscumbia, Alabama	Helen meets Alexander Graham Bell.	Annie Sullivan comes to teach Helen.	Helen understands words stand for things.	Helen meets Pres. Grover Cleveland at the White House.	moves to Perkins School for the Blind

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BIOGRAPHY

LITERARY SNAPSHOT WEB

VALUE

equal treatment for disabled people

GOAL

to learn to read, write and speak in spite of being deaf and blind

OBSTACLE

needed ways to learn for someone who is deaf and blind

OUTCOME: SUCCESS OR FAILURE

Helen became world renowned for her person achievements and support for the disabled.

SNAPSHOTS

[student drawing]	[student drawing]	[student drawing]
Annie Sullivan teaches Helen by spelling on her hand.	*Helen graduates Radcliffe with Annie as her helper.*	*Helen works for the Am. Foundation for the Blind.*

Jan. 1892	*1894*	*1894-1899*	*1908*	*Feb. 24, 1920*	*1924*	*rest of her life*	*June 1, 1968*
Helen accused of plagiarism-returns to Alabama	*Helen goes to the Wright-Humason School in NY*	*Helen attends and graduates Radcliffe*	*publishes The World I Live In*	*Helen and Annie in vaudeville*	*begins work with Am. Found. for the Blind*	*tours the world speaking for the disabled*	*Helen dies.*

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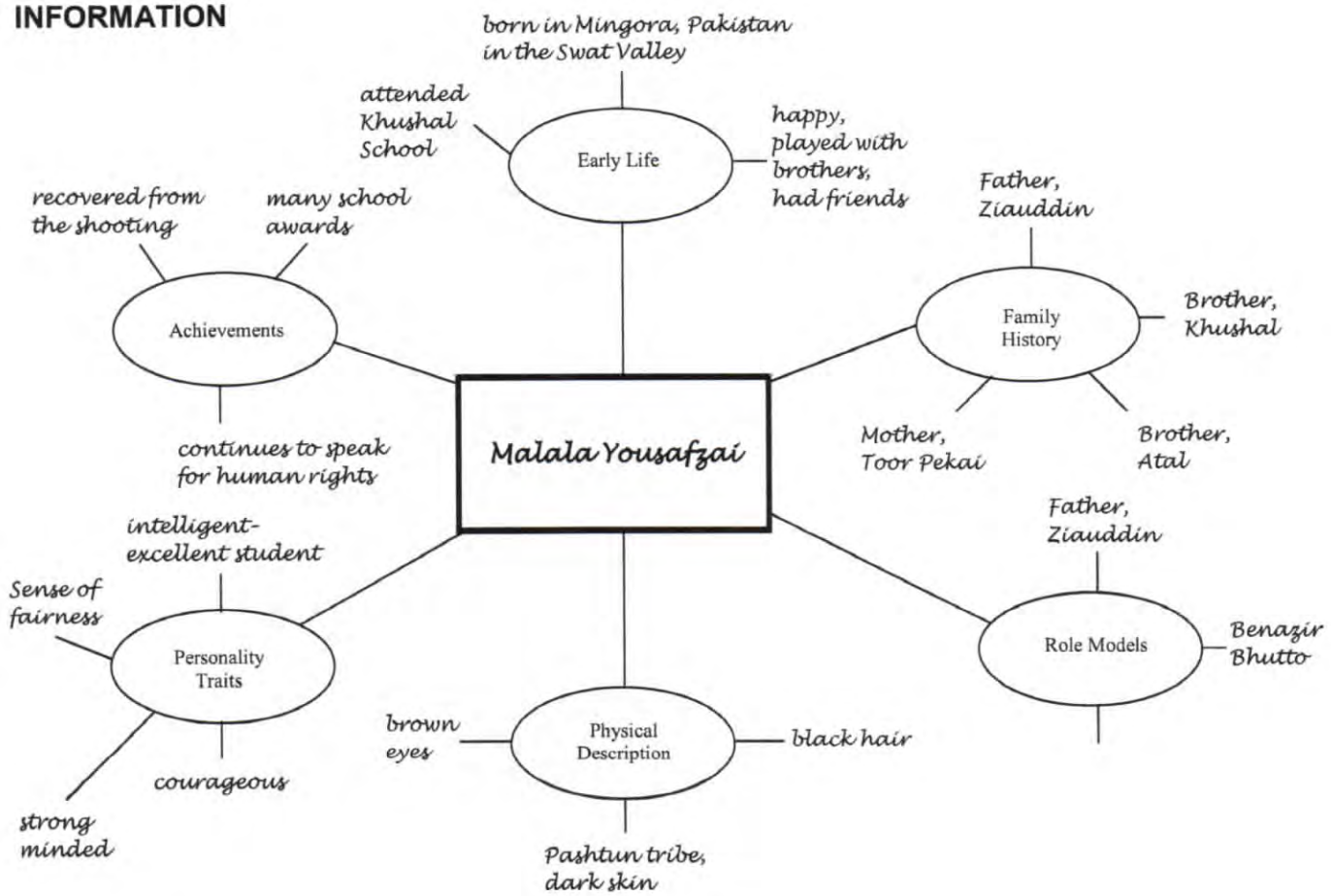
INDEPENDENT ANALYSIS ONE BIOGRAPHY

TITLE *I Am Malala*

AUTHOR *Malala Yousafzai*

BIOGRAPHICAL INFORMATION



TIME LINE

born, 1997	July 2007	Oct. 8, 2008	Jan. 3, 2009	February 2009	April 2009	July 2009
Mingora, Pakistan	Taliban takes over in Pakistan	Powerful earthquake in Pakistan	Malala begins diary for BBC	Sharia law enforced	Malala's mother takes them to the mountains	Family returns to Mingora

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BIOGRAPHY

LITERARY SNAPSHOT WEB

VALUE

equality and democracy

GOAL

education (especially for girls), equal opportunities, human rights, peace for all

OBSTACLE

terrorism, Taliban

OUTCOME: SUCCESS OR FAILURE

Malala's shooting made her stronger, and she continues to speak out for her goals

SNAPSHOTS

[student drawing]

Malala excels in school and is good at public speaking.

[student drawing]

Malala is shot by Taliban for speaking out for education.

[student drawing]

Malala speaks at the United Nations.

May 2011	Oct. 2011	Oct. 9, 2012	Oct. 12, 2012	Dec. 2012	2013	Malala's birthday, 2013
Osama bin Laden killed	Malala wins Pakistan peace prize	Malala shot on school bus	Malala in hospital in Birmingham, England	Malala meets with the president of Pakistan	Family lives in Birmingham apartment	Malala speaks at the UN for equality and against terrorism

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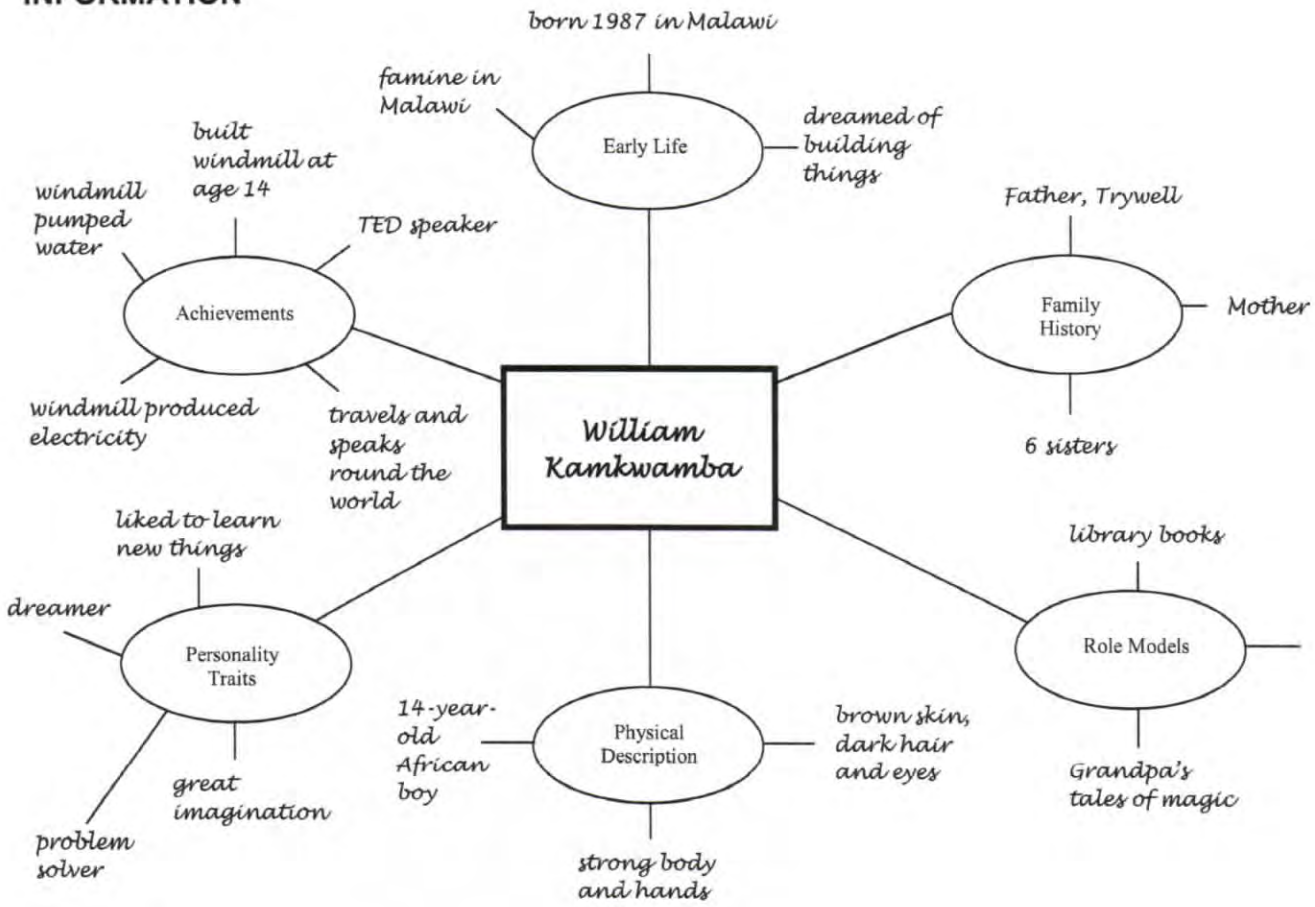
INDEPENDENT ANALYSIS ONE BIOGRAPHY

TITLE *The Boy Who Harnessed the Wind*

AUTHOR *William Kamkwamba and Bryan Mealer*

BIOGRAPHICAL INFORMATION



TIME LINE

1987	young child	2001 - 2002	2001	2001	2001	2001
born in Malawi, Africa	built things, took things apart	Severe drought in Malawi	William uses library to learn about windmills	William collects junk and wood	William builds windmill	Windmill produces electricity

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BIOGRAPHY

LITERARY SNAPSHOT WEB

VALUE

helping his family and others

GOAL

find a solution to raising crops during the drought in Malawi and providing electricity for his village

OBSTACLE

poverty, no materials to build a windmill

OUTCOME: SUCCESS OR FAILURE

William builds windmill to produce electricity

SNAPSHOTS

[student drawing]

William reads library books about building windmills

[student drawing]

William collects metals from junk yard and wood from trees.

[student drawing]

Windmill produces electricity to light a small bulb.

several years later	*2007*	*2007*	*later*	*after finishing school in Malawi*
William builds "Green Machine"	*William speaks at TED conference*	*William returns to school with donated money*	*Donated money builds a solar-powered water pump*	*William is student at Dartmouth College in Hanover, NH.*

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AUTHOR'S CLIPBOARD

WORDS

PHRASES

CHARACTER NAMES

SKETCHES

SETTINGS

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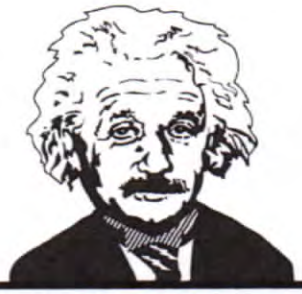
INDEPENDENT

BIOGRAPHY

ACTIVITY

CATEGORIZE FAMOUS PEOPLE

There are famous people in many walks of life. Categorize the people listed below by putting a check (✔) in the appropriate column or columns. Then look through newspapers, books, or magazines for the names of other famous people who interest you. Add the names to the list. Use the last column if you need to add one more category for any of your names.



FAMOUS PERSON	HUMANITARIAN	SCIENTIST	ATHLETE	ARTIST	POLITICIAN	
Albert Einstein		✔				
Corazon Aquino						
Diego Rivera						
Mahatma Gandhi						
Florence Joyner Griffith						

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INDEPENDENT ANALYSIS

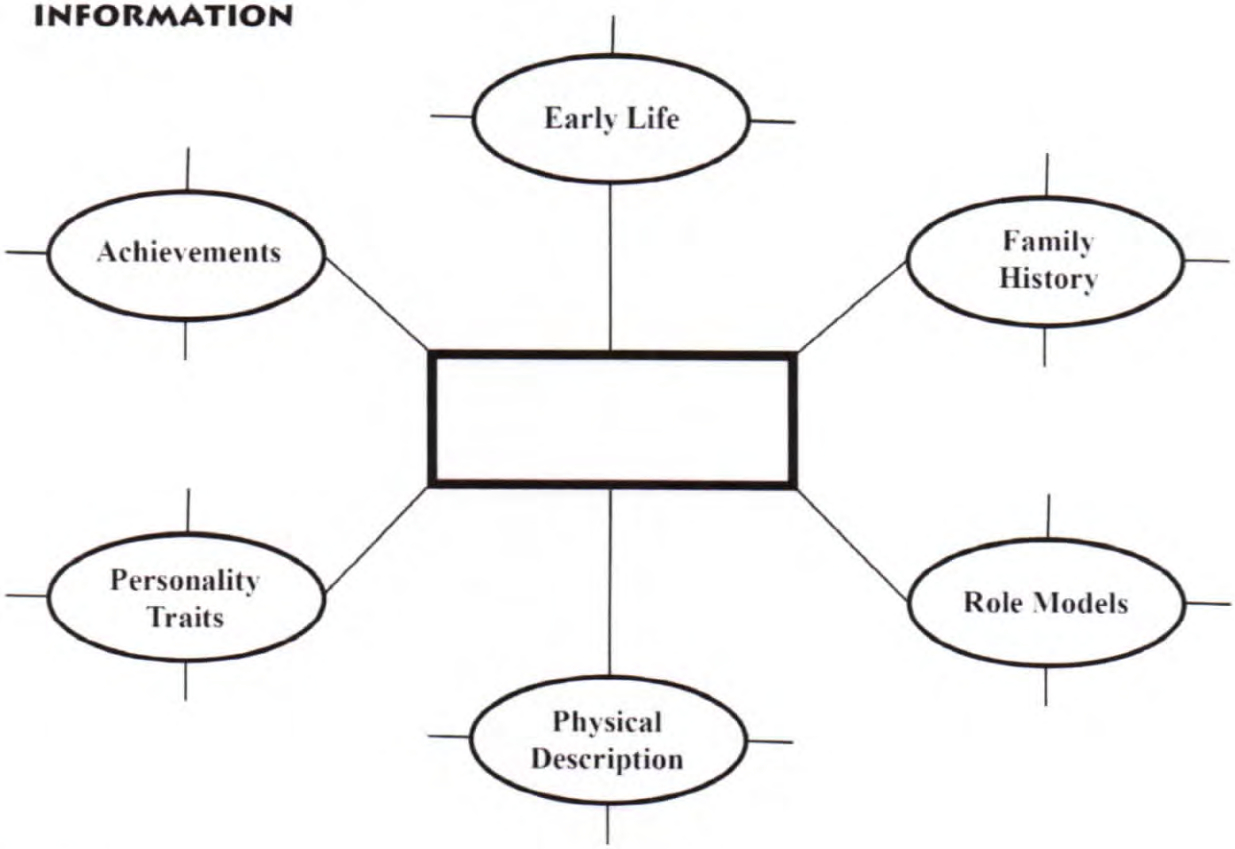
ONE

BIOGRAPHY

TITLE _____

AUTHOR _____

BIOGRAPHICAL INFORMATION



TIME LINE

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BIOGRAPHY

LITERARY SNAPSHOT WEB

Value

Goal

Obstacle

Outcome: Success or Failure

S N A P S H O T S

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