

BIO POEM



Time:

approximately 60-120 minutes (can be divided into smaller blocks of time)

Instructional Goals:

- The student will research a person using *PebbleGo Next Biographies*.
- The student will write a biographical poem based on a set formula and information learned from *PebbleGo Next Biographies*.

Integrated Content Standards:

- AASL Standards Framework for Learners (<http://standards.aasl.org/wp-content/uploads/2017/11/AASL-Learner-Framework-Spread.pdf>)
- Common Core English Language Arts/Literacy Standards (www.corestandards.org/ELA-Literacy/)
- National Curriculum Standards for Social Studies (<http://www.socialstudies.org/standards>)
- National Educational Technology Standards for Students (<https://www.iste.org/standards/for-students>)
- NCTE/IRA Standards for English Language Arts (www.ncte.org/standards/ncte-ira)

Materials/Resources:

- **PebbleGo Next Biographies** online database
- **Bio Poem Template**—one copy for each student
- **Bio Poem Example for Ada Lovelace**, if desired

Procedures/Lesson Activities: Focus

1. Write the term “Bio Poem” for students to see. As a class, discuss what the term might mean. (Bio is a shortened form of the words biography or biographical, which means a written, oral, or visual account of a person’s life. A poem is a written verse where the words are carefully chosen for their rhythm, description, and meaning.)

Teach/Model

2. Explain that students will be writing a Bio Poem about a person found in the *PebbleGo Next Biographies* database. (Note: You may want to limit student choice to a specific category of people, such as Scientists and Inventors or Explorers and Pioneers, depending on instructional objectives.)
3. Show students the **Bio Poem Template**. Discuss the formula of the Bio Poem, the line numbers, and the Poem Line Key.
4. Tell students that Bio Poems do not need to rhyme or have a certain number of syllables per line, but should focus on biographical information and word choice with strong descriptive words and phrases.

Guided Practice

5. Show students how to navigate to *PebbleGo Next Biographies* to choose a subject for their Bio Poem and find the needed information.

6. If desired, show students the **Bio Poem Example for Ada Lovelace**. Review the *PebbleGo Next Biographies*' article on Ada Lovelace. Discuss with students the example poem's word choice. Ask students which strong descriptive words are included, as well as how this Bio Poem might be improved.

Independent Practice

7. Allow time for students to research the subject of their Bio Poem and complete the **Bio Poem Template**.
8. Instruct students to record their *PebbleGo Next Biographies* article citation on the back of their **Bio Poem Template**.
9. Have students revise and edit their poems. Ask them to focus on word choice and strong descriptive words and phrases, while including relevant biographical information.

Closure

10. After students have completed revising and editing their Bio Poems, ask students to rewrite or type their Bio Poem for display, including the article citation at the bottom of the page. (Explain that the line numbers should not be included on the final copy.) Students may also choose to illustrate their poems.
11. If desired, have students present their poems to the class or in small groups. Additionally, students may share their poems via videos posted to the class' learning management system.

BIO POEM TEMPLATE



Name: _____

Choose a subject for your Bio Poem. Using the information in PebbleGo Next Biographies and the Poem Line Key below, write your poem’s rough draft. Type or write your final draft on a separate piece of paper.

Poem Line Key

1.

First Name

2.

Time in history

3.

3 descriptors or character traits

4.

2 or 3 nouns or phrases

5.

3 descriptive nouns

6.

1 belief or thought

7.

1 noun or phrase

8.

1 challenge

9.

1 inspiration

10.

1 noun, event, or phrase

11.

Most Important accomplishment

12.

Location or residence

13.

Last Name

1. _____

2. Who lived _____

3. Who was _____

4. Who loved _____

5. Who was _____

6. Who thought _____

7. Who wanted _____

8. Who faced _____

9. Who was inspired by _____

10. Who saw _____

11. Who is known _____

12. Who lived _____

13. _____

BIO POEM EXAMPLE FOR ADA LOVELACE

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Ada

Who lived in the 1800s

Who was passionate, free-spirited, and an
“Enchantress of Numbers”

Who loved math, numbers, and their possibilities

Who was a woman, a mother, and a technology pioneer

Who thought numbers could express a language all their own

Who wanted to help Charles Babbage with his invention

Who faced mental and physical challenges later in life

Who was inspired by the language of numbers

Who saw the future in Babbage’s first computer

Who is known by some as the first computer programmer

Who lived in England

Lovelace