Unit: Biography: Seeing Ourselves and Others More Clearly

Grade 5-7 Social Studies and/or Language Arts

Mainstream Content Lesson Plans with Content-Based ESL Modifications

Linda Dabbs
FLA 518
Spring 2003
Introduction
UNIT DESIGN: MIRRORS AND WINDOWS THROUGH BIOGRAPHY:
SEEING OURSELVES AND OTHERS MORE CLEARLY

FIVE ORIGINAL MAINSTREAM CONTENT LESSON PLANS
With CONTENT- BASED ESL MODIFICATIONS

Linda M. Dabbs
FLA 518
Spring 2003
INTRODUCTION TO UNIT:

Title: “Biography” (“Mirrors and Windows Through Biography: Seeing Ourselves and Others More Clearly”)

Grade level: Designed for Grade Levels 5-7/ Social Studies and/or Language Arts-Heterogeneous Mainstream Classes (Original Plans)

Target Group: Content-based ESL Class (Modified Plans)

Source of Lessons: (Original Plans)- A Unit of instruction designed by Linda M. Dabbs For EDU 563- Multicultural Perspectives

Source of written reading materials:
Bio-poem sample and format- Paso a Paso: 1996. ScottForesman, Glenview, IL.
Source of biographies: http://www.biography.com
Biography-maker: http://www.bham.wednet.edu/bio/htm

Learning Goals:
Learners will understand the terms “biography” and “autobiography”.
Learners will know more about themselves and others by discussing their unique backgrounds, interests and aspirations.
Learners will be able to use technology to research, read and write about another person.
Narrative: The guiding goals for the lesson modified for English Language Learners include:
- make input comprehensible for all students, regardless of English-language proficiency
- allow all students to produce output, regardless of English-language proficiency
- create a safe, nurturing environment that is intellectually stimulating and challenging (affective strategies and learning strategies will follow at a later date)

The guiding goals are accomplished by implementing the following strategies:

Sheltered Strategies
Sheltered strategies are used to make grade-appropriate content knowledge accessible to all students, regardless of English-language proficiency level. In this manner, academic knowledge is advanced appropriately, rather than being postponed until after the student has achieved language proficiency in English. Moreover, as the content area material is learned, the student develops language proficiency.

Sheltered strategies enable the teacher to design and adapt lessons that meet both the academic and linguistic needs of the individual student. In Lesson 1, I made the academic knowledge accessible to everyone in the classroom. The Preproduction Level students were asked to create a visual representation of themselves, thus requiring engagement and the production of output, even though they could produce no English. Students at the Early Production Level were asked to provide one- to two-word captions for their visual representations. At the Intermediate Level, the Bio-poem format was modified, simplifying the grammatical structure. Lastly, at the Advanced Level, students were expected to use the effective format, with clarification and assistance as needed.

Sheltered strategies emphasize key vocabulary words. In Lesson 1, all students are expected to understand the terms “biography” and “autobiography”. These are written on the board and explained in the manner appropriate to the language proficiency level of the student; the earlier the level of proficiency, the more contextualization used (visuals, modeling, hands-on approach, bulletin board reference, teacher-made pictures.) If possible, the terms can be related to the student’s NL (biografia, autobiografia, auto=myself, etc.) At the Intermediate and Advanced Levels, the students can look up the terms in a dictionary, with the teacher or peer simplifying language to the degree necessary. Additional key vocabulary is introduced, again as appropriate to the proficiency level. Early Production Level students could choose the vocabulary necessary to complete their captions from pairs of opposites contained in a teacher-prepared booklet of high-frequency vocabulary, with appropriate illustrations. The words are then listed on individual word boards for student reference. Intermediate and Advanced Level students select the vocabulary needed to complete their Bio-poems from dictionaries, with teacher or peer assistance, as needed.
Adjusting Discourse:

Another way to ensure that the content material is accessible to all students is to adjust discourse, or to use speech that is comprehensible, regardless of the level of English proficiency. I accomplish this in the following ways (done simultaneously):

- refer to visuals, charts, vocabulary words on board (again, contextualize)
- use gestures, pointing out, pantomime
- simplify language, using concise sentences and avoiding idiomatic expressions
- use high-frequency vocabulary, whenever possible
- repeat and emphasize key words and grammatical constructions
- enunciate clearly
- use intonation and facial expressions to convey meaning
- slow rate of speech and/or use pauses between phrases to allow for processing
- use direct rather than indirect questions
- give directions in a clear, concise manner, and in the correct temporal sequence
- maintain eye contact and physical presence (try to ascertain cultural awareness of how the individual student will perceive these, and adjust accordingly)
- use a demeanor that implies that I care and am there to help.

Enhancing Interaction:

Interaction emphasizes the communicative purposes of language. While content material is important, language development should be encouraged likewise.

Interaction is necessary in order for language to develop. Interaction in the classroom is encouraged by student-centered lessons, with hands-on activities requiring active involvement. The teacher should avoid dominating interaction in the classroom, and should employ strategies that maximize opportunities for students to engage in meaningful discussions. Pairing students, or using small-group configurations encourages interaction. In addition, it allows the student an opportunity to clarify concepts in his/her own NL, by referencing the teacher, an aide, a peer or a textbook.

Above all, it is vital to have a good sense of the strengths each student possesses, and to know specifically what each student can and cannot do, both academically and linguistically. This knowledge enables the teacher to envision where each individual student is, and where he/she needs to go, regarding both content and language development. It enables the teacher to engage each student at the “1 + 1” level, implementing lessons that are both challenging and realistic. In addition, having a good sense of each student’s interests and experiences enables the teacher to make learning more relevant, and to build new knowledge on past experiences. And lastly, it is important to remember that each student will learn English in an individual pattern, and at his/her individual pace.
GOALS AND OBJECTIVES FOR THE UNIT:

MIRRORS AND WINDOWS THROUGH BIOGRAPHY:

SEEING OURSELVES AND OTHERS MORE CLEARLY
KNOWLEDGE: By the end of this Unit, students should know:

Language:

1. How to write as a process—(pre-writing, planning, composing, discussing, revising, peer-editing and final copy.)

2. How to conduct an oral interview that yields interesting information.

3. How to present ideas and information orally and in writing.

Content:

1. The terms “biography” and “autobiography”.

2. How to create a bio-poem.

3. More about themselves and each other by discussing unique backgrounds, interests and dreams.

4. Everyone is the product of his/her individual background.

5. How to use technology to access specific information.

6. There is vast diversity within the classroom and school building.

Learning Strategies

1. Strategies for interviewing.

2. Proofreading one’s work eliminates many mechanical errors.

3. How to complete tasks in an allotted time period.
SKILLS: By the end of this Unit, students should be able to:

<table>
<thead>
<tr>
<th>Language</th>
<th>Content</th>
<th>Learning Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Create a personal bio-poem.</td>
<td>1. Define “biography” and “autobiography”.</td>
<td>1. Implement good questioning techniques (How a good question might actually be a statement: “Tell me about.../ or to avoid questions beginning with “do” or “is”, which yield yes/no answers.)</td>
</tr>
<tr>
<td>2. “Introduce” partner to class and describe orally his/her uniqueness.</td>
<td>2. Demonstrate cultural competence (self concept) (Bio-poem)</td>
<td>2. Use resources to locate information sought.</td>
</tr>
<tr>
<td>3. Create an illustrated time line which relates the ten most important events in the life of the person researched.</td>
<td>3. Demonstrate intercultural competence (multi-ethnic/multi-cultural.) (Class discussion)</td>
<td>3. Work both independently and cooperatively.</td>
</tr>
<tr>
<td>4. Conduct an oral interview.</td>
<td>4. Demonstrate multiple cultural perspectives. (Scrapbook/Anthology)</td>
<td></td>
</tr>
<tr>
<td>5. Write a biography (based on information compiled during interview.)</td>
<td>5. Use technology to research, read and report information about a famous person from history or literature.</td>
<td></td>
</tr>
<tr>
<td>6. Create an anthology (a scrapbook of biographies with photos) of the school staff.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### ATTITUDES: By the end of this Unit, students should be aware that:

<table>
<thead>
<tr>
<th>Language</th>
<th>Content</th>
<th>Learning Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. One can learn more about oneself through personal reflection.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Everyone has a unique story story to tell.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Cultural diversity enriches the classroom and school building (and the community.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Each person's uniqueness is a blend of such factors as physical features, family background, individual talents and accomplishments, likes and dislikes, and personal experiences.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. A person's life is uniquely influenced by his/her background, beliefs, interests, experiences and aspirations.</td>
<td></td>
</tr>
</tbody>
</table>
RATIONALE: (Original Plans)

In her article, “Building Community from Chaos”, contained in the book, *Rethinking Our Classrooms: Teaching for Equity and Justice*, educator Linda Christensen maintains that in the classroom, “... kids need to feel they belong.” Moreover, “building community begins when students get inside the lives of others in history, literature or down the hallway.” The feeling of community in the classroom can be achieved through several strategies. First, the students can share their own stories. By reflecting on their own uniqueness, they become aware of themselves, the first step in developing empathy. Then when they hear the stories of other students in their class, Christensen suggests, “classmates become real instead of cardboard stereotypes”. And next, through history and literature, the students can “get inside the lives of others.”

These ideas were the basis for my unit design, “Mirrors and Windows through Biography: Seeing Ourselves and Others More Clearly.” The unit was designed to meet the requirements of the curriculum and to be multicultural in content and process. In Lesson One, through the creation of an autobiographical poem, the students have the opportunity to reflect on their own individual uniqueness; this self-awareness establishes a basis for developing empathy. In Lesson Two, the students express and exchange ideas about themselves with peers, further increasing awareness and empathy. Students become aware that everyone has a story to tell. They are encouraged to tell their own in a manner that is compatible with their unique learning style, via narrative writing, song, poem, enactment, drawing, etc. In Lesson Three, the students research and read biographies, an area of study which combines history and literature, both rich sources for learning about others facing life situations that are universal to all cultures and groups. In Lesson Four, the students “reach down the hallway”, interviewing members of the school building staff, and compiling information gathered. This further contributes to the sense of community within the school, establishing a community of unique individuals who are at the same time interdependent. Lastly, in Lesson Five, the students share and celebrate the rich diversity they have discovered within their school building, with a “This Is Your Life” activity, a source of awareness, compassion, equity and respect.
MODIFIED LESSON PLANS- AN IMPORTANT NOTE

In the Modified Lesson Plans for English Language Learners in the Unit, the following components remain unchanged from the Original Lesson Plans (same expectations of ALL students):

1. Instructional Goal
2. Multicultural Principles
3. Key Concept
4. Objectives
5. Materials/ Resources
6. Assessment/ Evaluation (based on individual growth)

Component #5-Instructional Delivery/ Student Activities- is the area in which modifications are made to the Original Lesson Plans, to ensure that every student, regardless of level of English Language Proficiency, will be meaningfully engaged in the lesson and will attain/achieve the remaining components of each lesson.
Lesson 1
LESSON PLAN ONE:

AUTOBIOGRAPHICAL POEM
<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Formula</th>
<th>Words</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name and Describe</td>
<td>Auto-biographical Poem</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select</td>
<td>Preproduction-Visual chart with appropriate clippings</td>
<td></td>
<td></td>
<td>adjectives; nouns</td>
</tr>
<tr>
<td></td>
<td>Early production-Visual chart with 1-2 word captions</td>
<td>open-ended; an individualized voc. list for each student.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Write</td>
<td>Intermediate-Modified format</td>
<td>Who loves...</td>
<td>&quot;</td>
<td>Who + 3rd singular present tense + noun</td>
</tr>
<tr>
<td></td>
<td>Advanced Original written format</td>
<td>Who feels...</td>
<td></td>
<td>Who + 3rd singular present tense + noun or adjective or infinitive. Who would like + Infinitive</td>
</tr>
</tbody>
</table>
MODIFIED LESSON PLAN: LESSON ONE: AUTOBIOGRAPHICAL POEM

Instructional Delivery/Student Activities-

Pre-activity: Have in place a bulletin board with student photographs and visual representations of cultural diversity within the classroom. Discuss how each person is important and has a special story to tell. This can be done individually or in small, homogeneous groups based on level of English Language Proficiency, using adjusted discourse and the bulletin board visuals. For example, the teacher points to a photo of Maria, and asks, “Who is this?” A student replies; “It is Maria.” The teacher points to a visual on the bulletin board that represents some aspect of Maria’s culture, and asks: “What does she like (to do)?” A student replies, “She likes music (to sing),”

Adjusting Discourse:

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- use high-frequency vocabulary, whenever possible
- repeat and emphasize key words and grammatical constructions
- enunciate clearly
- use intonation and facial expressions to convey meaning
- slow rate of speech and/or use pauses between phrases to allow for processing
- use direct rather than indirect questions
- give directions in a clear, concise manner, and in the correct temporal sequence
- maintain eye contact and physical presence (try to ascertain cultural awareness of how the individual student will perceive these, and adjust accordingly)
- use a demeanor that implies that I care and am there to help.
The Activity - The Bio-poem

Pre-production Level- Student will use a web format with his/her own photograph at the center, and clipped magazine pictures representing individual preferences, descriptors, etc. affixed to boxes radiating from central photo. Teacher, aide or peer writes one- to two-word descriptive captions for each of the selected magazine clippings, and helps student say the captions. Student writes name at bottom of visual autobiography created. Teacher provides a model of the completed project beforehand. (See sample on following pages)

Early Production Level- Student uses above approach, but with assistance from the teacher, aide or peer, writes the captions for each of the selected magazine photos. Teacher provides model of completed project. (See sample on following pages)

Intermediate Level- The effective bio-poem format is modified to require less complicated grammatical constructions. (Who + 3rd person singular present tense + noun or adjective. For example, Who likes cats./ Who needs friends./ Who feels sad.) The teacher supplies a model of the completed task, as well as uses contextual clues and other sheltered strategies, and adjusts discourse, as needed. (See sample of modified bio-poem format and sample of bio-poem using the revised format on the following pages.)

Advanced Level- Students use the effective format for the Bio-poem; however, the task is completed in a paired or small-group configuration, with students assisting each other, and teacher intervention for contextualization (model) or adjustment of discourse, as individually needed.

Students may use L1 for planning and conceptualizing, and for negotiating meaning, as needed.
Vocabulary Development:

Sheltered strategies emphasize key vocabulary words. In Lesson 1, all students are expected to understand the terms “biography” and “autobiography”. These are written on the board and explained in the manner appropriate to the language proficiency level of the student; the earlier the level of proficiency, the more contextualization used (visuasls, modeling, hands-on approach, bulletin board reference, teacher-made pictures.) If possible, the terms can be related to the student’s NL (biografia, autobiografia, auto=myself, etc.) At the Intermediate and Advanced Levels, the students can look up the terms in a dictionary, with the teacher or peer simplifying language to the degree necessary. Additional key vocabulary is introduced, again as appropriate to the proficiency level. Early Production Level students could choose the vocabulary necessary to complete their captions from pairs of opposites contained in a teacher-prepared booklet of high-frequency vocabulary, with appropriate illustrations. The words are then listed on individual word boards for student reference. Intermediate and Advanced Level students select the vocabulary needed to complete their Bio-poems from dictionaries, with teacher or peer assistance, as needed.
FORMAT: BIO-POEM (Lesson One)

This is a bio-poem. The poet (YOU!) describes his or her personality and emotions. Here is the structure of a bio-poem. Follow it and you can be a poet!

Write your first (and middle) name(s): ______________________

Write four adjectives that describe you: ______________________,

________________________ and ______________________.

Write one (or both) of your parent’s name(s): ______________________

Write: Who loves: ______________________,

________________________

and ______________________.

Write: Who feels: ______________________ and ______________________.

Write: Who needs: ______________________,

________________________

and ______________________.

Write: Who offers others ______________________ and ______________________.

Write: Who fears: ______________________,

________________________

and ______________________.

Write: Who would like to have: ______________________,

________________________ and ______________________.

Write: Who would like to see: ______________________ and

________________________.

Write: Who lives in: (your city and state) ______________________

(your street) ______________________

Write your last name(s): ______________________.
BIO-POEM (Sample)

ANA LAURA

Tall, impatient, caring and quiet.
Daughter of Adriana.
Who loves:
Elephants, rain and the color yellow.
Who feels:
Excited about Christmas and sorry for the homeless.

Who needs:
Music, the ocean and her best friend, Rachel.
Who offers others:
Friendship and delicious chocolate chip cookies.

Who fears:
War, intolerance and pollution of our planet.

Who would like to have:
Her own room, the life of a rock star and a black-and white cat.

Who would like to see:
How a movie is made and my brother wash the dishes.

Who lives in:
New Haven, Connecticut, on Orchard Street.
Caceres Leon.
BIO-POEM- MODIFIED FORMAT (example)

My (first) name is ____________.

I am ____________, ____________, and ____________. (adjectives)

I like ____________ and ____________.

I like to ____________.

I don’t like ____________ and ____________.

I don’t like to ____________.

I live in ____________ (city & state)

My street is ____________.

My last name is ____________.
ANA LAURA

I am
Tall, caring and quiet.
I like
Elephants and rain.
I like to
Talk to friends.
I don’t like
War and pollution.
I don’t like to
Watch my little brother.
I live in
New Haven, Connecticut
On
Orchard Street
Caceres Leon
Lesson 2
LESSON PLAN TWO:

ORAL BIOGRAPHY AND AUTOBIOGRAPHY
<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Formula</th>
<th>Words</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select or Draw</td>
<td>object of importance to self</td>
<td>I am (name). I like (to) __. I don't like to __. I am (adj). open-ended an individual vocabulary list for each student.</td>
<td>1st person + verb “to be” + name or adjective</td>
<td></td>
</tr>
<tr>
<td>Express orally</td>
<td>3-4 important facts about self</td>
<td>“</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listen to</td>
<td>3-4 important facts about partner</td>
<td>“</td>
<td></td>
<td>1st person + verb “to like” + noun (or infinitive)-affirm. or negative.</td>
</tr>
<tr>
<td>Express orally</td>
<td>3-4 important facts about partner</td>
<td>“</td>
<td></td>
<td>3rd person + verb “to be” + name or Adjective.</td>
</tr>
<tr>
<td>Listen to</td>
<td>Teacher instruction</td>
<td>A biography is __ biography</td>
<td>An autobiog. is __ autobiog.</td>
<td>Noun + verb “to be” + definition.</td>
</tr>
</tbody>
</table>
MODIFIED LESSON PLAN: LESSON TWO: ORAL BIOGRAPHY AND AUTOBIOGRAPHY

Instructional Delivery/Student Activities-

Pre-activity: Students are asked to think of an object that is very important to them and to draw it (or students bring actual object to class- Realia activates background knowledge.) Students should be prepared to name the object (This is a(n) ___.) and why it is important to them (I like the ___ because it ___.) Teacher models for the student: Hold up a book- “This is a book.” Then give reason it is important- “I like the book because I like to read.”

Students then prepare three or four interesting facts about themselves to share with their learning partners (I like to ___./ I don’t like to ___.) Again, teacher models for students- “I like to read.” etc. Teacher uses verbal prompts, gestures, pantomime etc. to the degree necessary for the level of English Language Proficiency of each student, to ensure comprehensibility.

Activity: Teacher arranges students in pairs strategically for interaction (place a student with stronger oral skills in each pair or place together students who share a common L1- for planning, if necessary, or to negotiate meaning.) Students talk about themselves and explain (at appropriate Language Proficiency Level) the object, why it is important to them, and three or four interesting facts about themselves. Partners should listen to information and be prepared to report it to the rest of the class. Student may take “notes”, if necessary. Teacher helps student by writing/ helping the student to write key words on index cards. Teacher, aide or peer helps student rehearse the presentation.

Each student introduces his/her partner to the class and tells the important information. (Use drawing/actual object for focus/interest/ contextualization.)
The teacher instructs students that if they had written down the information reported, they would have written a biography (or a true story about a person’s life) or an autobiography (or a true story about one’s own life). The teacher writes both words on flash cards or the chalkboard, and adds them to the posted word bank on the classroom wall. The teacher relates the two words to the student’s L1, if possible (biografía, autobiografía) and repeats them often during instruction.
Lesson 3
LESSON PLAN THREE:

RESEARCHING AND READING BIOGRAPHIES
<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Formula</th>
<th>Words</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research</td>
<td>biography on internet</td>
<td>internet on line search</td>
<td>biography history literature famous</td>
<td>print</td>
</tr>
<tr>
<td>Read</td>
<td>biography on internet</td>
<td>(Name) was born in (date)/ (Place).</td>
<td>open-ended an individual list</td>
<td>(Name) was born in (date)/ (place).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Name) is famous because _</td>
<td></td>
<td>(Name)+ verb “to be” + adj. because _</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Name) was _</td>
<td></td>
<td>(Name) + past tense verb.</td>
</tr>
<tr>
<td>Write/create</td>
<td>a timeline about person researched</td>
<td>“time line chronological order”</td>
<td>“</td>
<td>“</td>
</tr>
</tbody>
</table>

25
MODIFIED LESSON PLAN: LESSON THREE: RESEARCHING AND READING BIOGRAPHIES

Instructional Delivery/Student Activities-

Pre-activity: Teacher leads class in brainstorming what information was most interesting/important/informative in the oral student biographies done in Lesson Two. As s/he speaks, teacher adjusts speech to slower rate and pauses between phrases to allow all students to comprehend. Teacher also adjusts discourse by simplifying the language, using concise sentences, avoiding idiomatic expressions, using high-frequency vocabulary and emphasizing key words by writing them on the board and repeating them often. Together the teacher and students create a form on which students will record information gathered. The teacher records the form on the board; s/he simplifies and contextualizes the form as appropriate for the level of English proficiency of each student.

Activity: The teacher arranges students in pairs, strategically. Each pair researches a person from history or literature. The teacher may limit the choices of those students at the Pre-, Beginning and Intermediate Levels of English Proficiency to those biographies contained in a continually-expanding file in which the teacher has previously modified the original written text (being certain to include a wide range of subjects, representing the ethnic backgrounds of the students.) This will allow access to the information needed, regardless of the student’s Level of English Language Proficiency. (Students can still go online to obtain the original, complete text of the biography.) The teacher modifies the original text in various manners: s/he can reduce the length of the text: highlight the important information; write concise margin notes, using simplified language and high-frequency vocabulary. (SEE SAMPLE OF ADAPTED TEXT THAT FollowS)
The students record information on the appropriately modified form generated by the entire class. Students will present the information in the form of an illustrated time line of the selected person's life (illustrations help with contextualization.) Students word-process text or hand write; import graphics or draw, depending on level of technology skills. Students with more advanced computer skills can aid others. The level of technology skills may exceed English Language Proficiency in some cases; also, this allows for different student-to-student configurations, thus creating more opportunities for interaction. Students present the time lines orally to the class (teacher/aide or peer helps student to rehearse, as necessary). Time lines are displayed (with accompanying illustrations) for all to read.
Jefferson, Thomas

Third president of the United States; principal author of the Declaration of Independence. Born April 13, 1743, in Shadwell, Virginia. His father, Peter Jefferson, was a surveyor who built a substantial estate including approximately 60 African-American slaves; he died in 1757. His mother, the former Jane Randolph, was a member of one of Virginia's most prominent families. Jefferson was the eldest of two sons; he also had six sisters.

In 1760, Jefferson entered the College of William & Mary in Williamsburg, Virginia. He studied law with the state's leading legal scholar, George Wythe (later a member of the Constitutional Convention), from 1762 to 1767, then began practicing, mostly handling cases involving land claims. In 1768, Jefferson designed and built a home of his own, which he eventually named Monticello, atop an 867-foot-high mountain near his birthplace in Shadwell. That same year, he won a seat in the Virginia legislature, then called the House of Burgesses. Jefferson's marriage in 1772 to Martha Wayles Skelton, a young widow with an impressive dowry, more than doubled his holdings in land and slaves. He and Martha went on to have six children, only two of whom survived until adulthood.

In the years leading up to the American Revolution, Jefferson was a prominent voice in the growing opposition within Virginia to the British Parliament's taxation policies and Britain's general control over the American colonies. In a treatise entitled A Summary View of the Rights of British America (published without his permission in 1774), Jefferson argued that America's bonds to Britain and King George III were wholly voluntary.

In the spring of 1775, Jefferson was appointed as a delegate to the Second Continental Congress in Philadelphia, Pennsylvania. A shy and soft-spoken man, he was regarded as a superior writer and was named to a five-person committee (also including John Adams and Benjamin Franklin) charged with drafting a formal statement of the reasons for the colonies' impending break with Britain. In just a few days, Jefferson wrote the first draft of the document that would become the Declaration of Independence, listing the grievances against George III and offering this seminal statement of democratic values: "We hold these truths to be self-evident; that all men are created equal; that they are endowed by their Creator with certain inalienable rights; that among these are life, liberty and the pursuit of happiness; that to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed."

Though the Continental Congress substantially revised Jefferson's text, it left that passage untouched. The Declaration of Independence—which was signed on July 4, 1776—was viewed as a collaborative effort by the entire Congress. Jefferson was not widely known as its principal author until the 1790s.

http://search.biography.com/print_record.pl?id=16223
3/2/2003
READING GUIDE (SAMPLE)- THOMAS JEFFERSON (PAGE 1)

Thomas Jefferson was the _________ president of the United States.

He was born in _________ (place) in _________ (year).

In 1760, he went to the College of _________ and _________.

He studied _________.

In 1768, he designed and built a home called _________.

In the same year, he was chosen for the Virginia Legislature, which they then called _____________________.

In 1772, Jefferson married _________________.

They had _________ children, but only _________ lived.

He was against paying taxes to _________.

In 1775, he was chosen for the ___________________ in Philadelphia, Pennsylvania.

He was the writer of the __________ of ___________________.

It promised rights to all people, such as _________, _________ and the pursuit of _________.

The Declaration of Independence was signed on _________________ (date).
Lesson 4
LESSON PLAN FOUR:

WRITING A BIOGRAPHY
<table>
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<tr>
<th>Function</th>
<th>Situation</th>
<th>Formula</th>
<th>Words</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interview</td>
<td>someone from the school building</td>
<td>What is your name?</td>
<td>hero</td>
<td>Wh- questions</td>
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<td></td>
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<td>Where were you born?</td>
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<td>What is your job?</td>
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<td>Who is your hero?</td>
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<td></td>
<td></td>
<td>What can you teach us?</td>
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<tr>
<td>Write</td>
<td>a biography of person interviewed</td>
<td>His/her name is _</td>
<td>&quot;</td>
<td>verb “to be”/ present/past</td>
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<td></td>
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<td>S/he was born in _</td>
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<td>S/he is a _</td>
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<td>His/her hero is _ because _</td>
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<td>The lesson is _</td>
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<td></td>
<td></td>
<td>An individual list for each student.</td>
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</table>
MODIFIED LESSON PLAN: LESSON FOUR: WRITING A BIOGRAPHY

Instructional Delivery/ Student Activities

Pre-activity: Students work in pairs (created strategically) to prepare a list of questions for interview of a member of the school staff. Discuss appropriate questioning techniques. Students rehearse interview until confident.

Activity: Working in pairs, students decide on a person from the school building to interview and be the subject of their written biography. The teacher compiles and distributes a list of “volunteers” from the school staff. The teacher coaches the volunteers in ways in which they can simplify discourse during the oral interview (such as slow rate of speech, use concise sentences, avoid slang terms and idiomatic expressions, use high-frequency vocabulary, etc.) Each pair of learners will interview the subject, using the prepared and rehearsed questions. The interview should take place on the job site whenever possible, to add to the “real-life” aspect of the activity. This configuration allows for interaction with individuals outside of the ELL’s classroom. If the subject being interviewed speaks the same L1 as the students, the students are allowed to negotiate meaning in the L1, as needed.

After the interview, the learning pairs together compile the information gathered into a written biography. Students use the process writing method: pre-writing, planning, composing, discussing, revising, peer-editing and final copy. The teacher guides the student pairs through the process. Those sharing the same NL are able to use their L1 for planning, processing and/or negotiating meaning. The final copy is hand written or word-processed on the computer, depending on level of technology skill.
Lesson 5
LESSON PLAN FIVE:

“THIS IS YOUR LIFE”: A CELEBRATION OF DIVERSITY
<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Formula</th>
<th>Words</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Narrate or Read</td>
<td>biography of person interviewed.</td>
<td>Introduction</td>
<td>Open-ended.</td>
<td>Subject-verb agreement</td>
</tr>
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<td>I'd like you meet _</td>
<td>An individual list</td>
<td>Possessive adj.</td>
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<tr>
<td></td>
<td></td>
<td>S/he is a _ at our school.</td>
<td>for each student.</td>
<td>Verb &quot;to be&quot;</td>
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<tr>
<td></td>
<td></td>
<td>S/he was born in _</td>
<td>hero</td>
<td>Present &amp; past tenses.</td>
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<tr>
<td></td>
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<td>His/her hero is _ because _</td>
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<tr>
<td></td>
<td></td>
<td>S/he wants us to know _</td>
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<tr>
<td>Create</td>
<td>poem, song, rap, dance, etc.</td>
<td>Individual list for each student</td>
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<tr>
<td>Create</td>
<td>scrapbook anthology</td>
<td>&quot;</td>
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</table>
MODIFIED LESSON PLAN: LESSON FIVE: A CELEBRATION OF DIVERSITY

Instructional Delivery/Student Activities:

Activity: Student pairs share compiled biographies of building staff members with the class. The teacher helps the students rehearse the presentation in advance. The pairs invite the school staff members to be present on the day their biographies are presented. Students may send written invitations. Presenting pairs will "honor" their guests in a special manner (for example, a song, poem, rap, drawing, dance, etc), thus employing multiple intelligences. All students in the class will have the opportunity to question the guests further (additional opportunities for interaction.) Guest was "coached" by teacher in Lesson Four in ways to simplify discourse.

All students compile an anthology of biographies presented in a scrapbook, with photographs of all. The anthology is placed in the main office for other members of the school community and guests to enjoy. All students read each other's work.
Five ways to assess understanding by ELLs:

1. Pose a question that checks for understanding
2. Ask student to tell you in his/her own words
3. “Read” students’ facial expressions, body language, comfort level
4. Students maintain a listening journal/diary
5. Monitor communicative activities between students
Checklists
FLA 518: Sheltered ELL Strategies Checklist

Write the page numbers and any other identifying features to identify those parts of your lessons that employ the following strategies:

<table>
<thead>
<tr>
<th>II. Contextualize Lesson</th>
<th>Lesson 1</th>
<th>Lesson 2</th>
<th>Lesson 3</th>
<th>Lesson 4</th>
<th>Lesson 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.1.a Visuals (Realia, Manipulatives, Gestures)</td>
<td>12, 19</td>
<td>22</td>
<td>27-29</td>
<td>32</td>
<td>35</td>
</tr>
<tr>
<td>I.1.b Model (Instructions, Processes)</td>
<td>17-19</td>
<td>22</td>
<td>28</td>
<td>32</td>
<td>35</td>
</tr>
<tr>
<td>I.2. Activate Background Knowledge</td>
<td>12</td>
<td>22</td>
<td>26</td>
<td>32</td>
<td>35</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>II. Make Text Comprehensible</th>
<th>Lesson 1</th>
<th>Lesson 2</th>
<th>Lesson 3</th>
<th>Lesson 4</th>
<th>Lesson 5</th>
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<tbody>
<tr>
<td>II.1. Graphic Organizers</td>
<td>15, 19, 17</td>
<td>22</td>
<td>26</td>
<td>32</td>
<td></td>
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<tr>
<td>II.2. Develop Vocabulary</td>
<td>14</td>
<td>22-23</td>
<td>26, 29</td>
<td>54</td>
<td></td>
</tr>
<tr>
<td>II.3. Simplify Written Text</td>
<td>17-19</td>
<td>22</td>
<td>28</td>
<td>32</td>
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</table>

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<thead>
<tr>
<th>III. Make Talk Comprehensible</th>
<th>Lesson 1</th>
<th>Lesson 2</th>
<th>Lesson 3</th>
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<tr>
<td>III.1. Graphic Organizers</td>
<td>17, 19</td>
<td>22</td>
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<td>32</td>
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<tr>
<td>III.2. Frame Main Ideas</td>
<td>18-19</td>
<td>22</td>
<td>29</td>
<td>32</td>
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<tr>
<td>III.3. Pace speech</td>
<td>12</td>
<td>22</td>
<td>26</td>
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</table>

<table>
<thead>
<tr>
<th>IV. Engage: Opportunities for Output</th>
<th>Lesson 1</th>
<th>Lesson 2</th>
<th>Lesson 3</th>
<th>Lesson 4</th>
<th>Lesson 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>IV.1. Teacher Questioning Strategies</td>
<td>12</td>
<td>26</td>
<td>32</td>
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<tr>
<td>IV.2. Teacher Response Strategies</td>
<td>12</td>
<td>26</td>
<td>32</td>
<td>35</td>
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<tr>
<td>IV.3. Instructional Conversations</td>
<td>12</td>
<td>23</td>
<td>26</td>
<td>32</td>
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<table>
<thead>
<tr>
<th>V. Engage at Appropriate Language Proficiency Levels</th>
<th>Lesson 1</th>
<th>Lesson 2</th>
<th>Lesson 3</th>
<th>Lesson 4</th>
<th>Lesson 5</th>
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<tbody>
<tr>
<td>V.1. Use appropriate questions for level</td>
<td>12</td>
<td></td>
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<td>32</td>
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<tr>
<td>V.2. Assign appropriate tasks for varying levels</td>
<td>13</td>
<td>22</td>
<td>29</td>
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<thead>
<tr>
<th>VI. Literacy/Academic Development</th>
<th>Lesson 1</th>
<th>Lesson 2</th>
<th>Lesson 3</th>
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<th>Lesson 5</th>
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<tbody>
<tr>
<td>VI.1. Allow use of L1 for planning and conceptualizing</td>
<td>13</td>
<td>22</td>
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<td>32</td>
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<tr>
<td>VI.2. Lots of real oral and written language</td>
<td>12-14, 17-18</td>
<td>22-23</td>
<td>26-27</td>
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### Functional Check List

#### BIOGRAPHY UNIT

<table>
<thead>
<tr>
<th>Pre-Literacy</th>
<th>Beginner</th>
<th>Intermediate</th>
<th>Advanced</th>
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<td>L1, L3, L4</td>
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</table>

- Describing
- Selecting
- Writing
- Expressing (oral)
- Listening/Comprehend.
- Researching (Internet)
- Reading
- Interviewing
- Narrating
- Inviting
# Grammar Check List

## BIOGRAPHY UNIT

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Original Lessons
LESSON ONE: AUTOBIOGRAPHICAL POEM

Subject Area: Social Studies and/or Language Arts / Grade Level: 5-7 / Duration: 50 min. (some students may need time extension)
Teacher’s Name: Linda M. Dabbs Date: January 21, 2003

1. Instructional Goal: To show a personal awareness and appreciation of one’s uniqueness
2. Multicultural Principle: Develops cultural competence (self concept)
3. Key Concept: Everyone has a unique story to tell
4. Objectives:
   - students will understand the terms “biography” and “autobiography”
   - students will use written language to express themselves and be understood
   - students will discover more about themselves by reflecting on their personal interests, backgrounds, experiences and aspirations
5. Instructional Delivery/Student Activities:
   The teacher will assist students to:
   1. understand the terms “biography” and “autobiography”, via classroom discussion and examples.
   2. follow the suggested format for a bio-poem (format on following page)
   3. create a personal bio-poem
6. Materials/Resources
   - writing paper
7. Assessment/Evaluation:
   The student’s bio-poem
LESSON TWO: ORAL BIOGRAPHY AND AUTOBIOGRAPHY

Subject Area: Social Studies and/or Language Arts  /Grade Level: 5-7
Duration: 50 min. (depends on size of class)
Teacher's Name: Linda M. Dabbs            Date: January 21, 2003

1. Instructional Goal: to show an understanding and appreciation of the cultural diversity within the classroom

2. Multicultural Principles:
- Develops multiple perspectives (communication/diversity/perception)
- Develops cultural competence (diversity)
- Increases intercultural competence (multiethnic/multicultural)
- Combats racism, sexism, prejudice, discrimination (attitudes/values)

3. Key concept: There is diversity in the classroom; everyone has a unique story to tell.

4. Objectives:
- students will use oral language to express themselves and be understood
- students will understand information expressed orally by peers and teacher
- students will learn more about themselves and each other by discussing their unique backgrounds, interests and dreams

5. Instructional Delivery/Student Activities
   Pre-activity: Students are asked to think of an object that is very important to them and to draw it (or students may bring object in to class), and be prepared to explain why. Then think about 3-4 interesting/important facts about themselves that others may not know (may jot down some notes, if necessary)
   Activity: Teacher arranges learners in pairs, strategically (place a student with stronger oral skills in each pair.) Students will talk about themselves, show and explain the object each has drawn (or brought). Teacher tells students they will have seven minutes to learn about each other, and then will “introduce” his/her
cooperative partner to the class, as if he/she were a new student. (May jot some notes, if necessary.) Next, each student “introduces” his/her partner to the class, and tells the important information learned (use the visual for focus/interest.) The teacher explains that if they had written down all this information, they would have written a biography, or a true story about someone’s life. The teacher leads a discussion about the uniqueness and the diversity of the individuals in the class, and how each is a combination of physical features, family background, individual talents and accomplishments, likes and dislikes, and personal experiences.

6. Materials/Resources: drawing paper, crayons or markers

7. Assessment:

   - informal: teacher monitors learners at the various stages of the activity
   - formal: oral presentation to class of the biographical information about peer.
LESSON THREE: RESEARCHING AND READING BIOGRAPHIES

Subject Area: Social Studies and/or Language Arts / Grade level: 5-7 /
Duration: 2-3/ 50 min. class periods (depending on size of class)
Teacher's Name: Linda M. Dabbs Date: January 21, 2003

1. Instructional Goal: Learners will use technology to research and read the biography of a famous person of their choice (past or present, from history or literature)

2. Multicultural Principles:
   - develops multiple perspectives (communication/diversity/perception)
   - develops cultural competence (community/diversity)
   - increases intercultural competence (multiethnic/multicultural)

3. Key concept: a person's life is uniquely influenced by his/her background, beliefs, interests, experiences and aspirations

4. Objectives:
   - students will use technology to research information about a famous person
   - students will read about the famous person chosen
   - students will identify interesting/important information found in biographies
   - students will use technology to report information about person researched.

5. Instructional Delivery/Student Activities

Pre-activity: Teacher leads class in brainstorming about what information was most interesting/important/informative about oral student biographies done in Lesson Two. Teacher records information generated on the board. Students decide on the most crucial topics to research about the person they have each chosen. The class creates together a form on which they will record the biographical information they gather.

Activity: Teacher arranges students in pairs, strategically. Each pair researches a person from history or literature. (Teacher's provide a list of choices; students may choose from list or may draw a random card with name on it, etc.) Pairs go online to Biography (from Encyclopedia Britannica):
http://www.biography.com (at this website, students will find entries of famous people. Select the option to search and then click the letter of the last name of the person being referenced.) Students read the biography. Gather the information presented and record appropriate facts on the form that was brainstormed/created by the class. Present the information in the form of an illustrated timeline of the person's life. (Word-process text; import graphics from the computer, or students can draw them, depending on computer skills.) Students will include ten important events in the person's life. Display timelines on bulletin board or have students present them orally to class.

6. Materials/Resources: drawing paper or copy paper; crayons or markers


7. Assessment/Evaluation:

-informal: Teacher monitors students at the various stages of the activity

-formal: Illustrated timeline about the person researched
Franklin, Aretha

Singer. Born March 25, 1942, in Memphis, Tennessee. Often when the word "legendary" is used to describe someone of outstanding achievement, the heyday is long gone, and that person is known for resting on past laurels. Not so for the "Queen of Soul," singer Aretha Franklin. The winner of 17 Grammy Awards and numerous other honors began her prodigious career as the embodiment of 1960s soul music and continued to top the charts into the 1990s. Later in that decade, she branched out into producing films and videos and announced that she would release her autobiography—a long-awaited moment for many fans.

Franklin moved to Detroit, Michigan, at age two with her famed minister father and gospel singer mother. She was the fourth of five children: the older siblings were Vaughan, Erma, and Cecil (who managed Aretha's career for many years), and the younger was Carolyn. Her mother, Barbara Franklin, died when she was ten, so Clarence La Vaughan Franklin (known as C. L.) encouraged his daughter's talents, and it is to whom that she attributes much of her vocal education. Reverend Franklin also stood by her when she later decided to sing popular music instead of gospel.

Guests at the Franklin house included celebrities like Mahalia Jackson, Clara Ward, Dinah Washington, B. B. King, Lou Rawls, and Sam Cooke. James Cleveland helped the Franklin girls form a gospel group that appeared in local churches for a few months. Aretha sang her first solo at age 12 in her father's church, New Bethel Baptist in Detroit, and by age 14 was on the road with her father's touring revival. This experience exposed her to drinking and other adult activities, however, and by age 15 she had her first child and gave birth again two years later. During this time, she recorded her first solo performance on Chess Records, a powerful set of hymns with a vocal quality that belied her age.

At age 18, Franklin set out for New York City to forge a name as a blues singer just like her idol, Dinah Washington. John Hammond at Columbia Records, who had also signed legendary blueswomen Billie Holiday and Bessie Smith, was bowled over by Franklin's voice and signed her to a five-year contract. She released her first album for Columbia in the fall of 1960, The Great Aretha Franklin. Although some of the singles made it on the charts, no overwhelming success resulted from these tracks, probably due to the poor choice of material on the part of the label. She never characterized herself as a jazz singer but dabbled in it at the company's request, and then was miscast in orchestra-laden pop songs with a nightclub feel. Hammond admitted later that Columbia had not adequately showcased her immense talents.

Franklin's manager-husband, Ted White, urged her to seek another company when her Columbia contract expired, and Atlantic drew her away in 1967. Producer Jerry Wexler, responsible for her first sides for the label, took her to the Florence Alabama Music Emporium.
(FAME) in Muscle Shoals, Alabama, where Franklin was thrust into a capable group of musicians. There her vocal and piano abilities shined through and she was able to personally take charge of the arrangements.

Unfortunately, Franklin only finished one song, "I Never Loved a Man (the Way I Love You)," before an altercation between a musician and White caused Franklin and her husband to dash out and disappear for a few weeks. Shortly thereafter, Wexler released the song to radio stations, who begged for more. Finally Franklin returned to New York and finished "Do Right Woman, Do Right Man," and later in 1967 released her first album for Atlantic, I Never Loved a Man (the Way I Love You). The late 1960s saw Franklin's career skyrocket with one hit single after another, including the million-selling "Baby I Love You," 1967, "Chain of Fools," 1967, "(Sweet Baby) Since You've Been Gone," 1968, "Think," 1968, "I Say a Little Prayer," 1968. Also in 1967, she recorded two of her trademark tunes, "(You Make Me Feel Like a) Natural Woman" and "Respect."

Franklin's rousing, thumping version of Otis Redding's "Respect" was released at an eventful moment in time, with civil rights, feminism, and sexual liberation all emerging into the forefront of American culture. Her fervent performance epitomized these movements and the record served as a theme song for social change. Franklin again represented an era, sadly, when she sang "Precious Lord" at the funeral of civil rights leader Reverend Dr. Martin Luther King, Jr., in 1968. King had been a close friend of Franklin's father. Franklin also sang the National Anthem at the Democratic Party's 1968 convention in Chicago, where riots ensued.

In 1969, Franklin divorced Ted White and later began a romance with her road manager, Ken Cunningham. With him, she had her fourth child, Kecalf, whose name combines Cunningham's first name and Franklin's initials. Their six-year relationship ended in 1977. While in Los Angeles for a benefit for underprivileged children, Franklin met actor Glynn Turman and the two were married on April 12, 1978 in her father's New Bethel Baptist Church in Detroit.

From the late 1960s to the mid-1970s, Franklin's career was nonstop. She won Grammy Awards every year from 1969 to 1975, and reinvented herself by covering pop songs by the Band, the Beatles, Jimi Hendrix, Elton John, Paul Simon, and others. Tragically, on June 11, 1979, Franklin's father, C. L., was shot in his home by a burglar and slipped into a coma from which he never awoke. Franklin returned to Detroit in 1982 and was with him when he died on July 24, 1984. Compounding this, her marriage to Turman ended in divorce in 1984. She told Laura B. Randolph in Ebony Magazine, "I think just growing apart ... and miscommunicating" led to the demise of the relationship, and mentioned that they remain friends.

Franklin's career had experienced a bit of a slowdown in the late 1970s, but the 1980 blockbuster film, the Blues Brothers, with its upbeat soundtrack, helped revive 1960s soul music and her popularity. She had an acting part in the film as well as a scene showcasing her singing "Respect." The year 1980 also saw her break from Atlantic Records to sign with Arista.

Arista Records in 1985 released the album Who's Zoomin' Who?, featuring the hit single "Freeway of Love." The slick production values were criticized by some, but Franklin saw her sales go up with this hit. Honors started pouring in around this time as well. Michigan legislators acclaimed her voice as one of the state's greatest natural resources in 1986 for her remarkable accomplishment of 24 gold records over 20 years. Senator Carl Levin presented her with a plaque in 1989 for her outstanding musical career and her involvement in the effort to stop drunk drivers.

Franklin throughout the years has been active in holding concerts for charity causes. She attends her father's former parish, New Bethel Baptist Church, and often sings solo. In 1996, she organized a "Christmas Extravaganza at New Bethel," where film crews from the cable
In 1987, Franklin became the first woman inducted into the Rock and Roll Hall of Fame in Cleveland, Ohio, and the Grammy Awards continued to roll in, including a special Grammy Award for lifetime achievement in 1994. She was featured in a star-studded documentary tribute on public television, and later, in 1998, was again featured in a one-hour profile in "Aretha Franklin: Legends" as part of the 6 Days of Soul broadcast on the cable network VH-1. She sang at the inauguration of President Bill Clinton in 1993 and at the wedding of Vice President Al Gore's eldest daughter, Karenna, in 1997. For her contributions to the American cultural heritage, Franklin was awarded the National Medal of Arts in 1999 by the National Endowment for the Arts.

Despite all of her awesome accomplishments, Franklin has harbored a fear of flying for many years. She declared to Waldron in Jet that she may be close to overcoming it, telling him that she has tried listening to anti-anxiety tapes and attending classes. She remarked, "I'm not going to jet off tomorrow, but I am expecting to soon. All things in time." She mentioned to Kenneth "Babyface" Edmonds in Interview in 1994 that she travels by custom bus, which has “cooking facilities, movies, fax, phones, and a fun driver.” She commented, however, to Christopher John Farley in Time in 1998 that nothing had worked to conquer the phobia, so she still enjoys the bus. “You can pull over, go to Red Lobster,” in the bus, she explained. “You can’t pull over at 35,000 feet.”

Franklin never let her flying phobia or anything else get in the way of her continuing success, though. Toward the mid- to late-1990s, she began branching out into several directions, giving no indication of settling down and letting her past describe her. In 1995, it was announced that she signed a $1.2 million deal with Villard Books to write her autobiography with David Ritz, and she promised it would be juicy. “My tongue will be smoking when I get through,” she jokingly told Clarence Waldron in Jet, adding that some things will remain private. She told Brian McCollum in the Detroit Free Press that it is “time to correct any inaccuracies.” Also in the works were plans for a cooking video; she collected recipes from family and friends for the effort.

Also in the 1990s, Franklin started up her own film production company, Crown Productions, and in 1997, Jet reported that she optioned Jesse Jackson's autobiography, A Time to Speak: The Autobiography of the Rev. Jesse Jackson, for a television movie for which she will serve as executive producer and coproducer. Jet also noted that she made plans for a documentary on her late father as well as a full-length feature on herself. Franklin was accepted to the prestigious Juilliard School in New York City in 1997 to study classical piano, and in 1998 she reprised her popular role as a restaurant owner from the 1980 Blues Brothers movie in the comedy Blues Brothers 2000. For the film, she recorded yet another version of her theme song, “Respect,” which she insists she never tires of performing. Even into 1999, she remained hard at work, when she began planning a gospel opera for the Michigan Opera Theatre. Franklin also dealt with legal troubles in 1999, as she owed over a million dollars to various organizations. She paid off the largest of the debts, but remained very guarded with her money, preferring to handle all of her own finances.

Franklin continued to record music, signing a three-album contract with Arista in 1996 for an estimated $10 million, reported J.R. Reynolds in Billboard. In 1998, she released A Rose Is Still a Rose, her first full-length album in seven years. All-star producers Kenneth "Babyface" Edmonds and Sean "Puffy" Combs were on board, as well as Lauryn Hill, who worked with the hip-hop group the Fugees. When Christopher John Farley in Time remarked that some fans may be surprised to hear Franklin doing hip-hop songs on the release, she answered, "I'm a very versatile vocalist. That's what I think a singer should be. Whatever it is, I can sing it."

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1955 The Gospel Soul of Aretha Franklin
1962 The Tender, The Moving, The Swinging Aretha Franklin
1962 The Electrifying Aretha Franklin
1963 Laughing on the Outside
1964 Songs of Faith
1965 Once in a Lifetime
1967 Lee Cross
1967 I Never Loved a Man (The Way I Love You)
1967 Take It Like You Give It
1967 Aretha Arrives
1968 Aretha Now
1968 Queen of Soul
1968 Lady Soul
1968 Aretha in Paris
1969 Aretha Franklin: Live!
1969 I Say a Little Prayer
1969 Soul '69
1970 Don't Play That Song
1970 Spirit in the Dark
1970 Sweet Bitter Love
1970 This Girl's in Love with You
1971 Live at the Fillmore West
1971 Young, Gifted & Black
1972 Amazing Grace
1973 Hey Now Hey (The Other Side of the Sky)
1974 Let Me in Your Life
1974 With Everything I Feel in Me
1975 You
1975 Two Originals
1976 Sparkle
1977 Most Beautiful Songs
1977 Satisfaction
1977 Sweet Passion
1978 Almighty Fire
1979 La Diva
1980 Aretha Sings the Blues
1981 Love All the Hurt Away
1982 Jump to It
1983 Get It Right
1984 Never Grow Old
1984 Aretha's Jazz
1985 First Lady of Soul
1985 Who's Zoomin' Who?
1986 Soul Survivor
1987 One Lord, One Faith, One Baptism
1989 Through the Storm
1992 Jazz to Soul
1995 Unforgettable: A Tribute to Dinah Washington
1998 A Rose Is Still a Rose

http://search.biography.com/print_record.pl?id=14900
Jefferson, Thomas

Third president of the United States; principal author of the Declaration of Independence. Born April 13, 1743, in Shadwell, Virginia. His father, Peter Jefferson, was a surveyor who built a substantial estate including approximately 60 African-American slaves; he died in 1757. His mother, the former Jane Randolph, was a member of one of Virginia's most prominent families. Jefferson was the eldest of two sons; he also had six sisters.

In 1760, Jefferson entered the College of William & Mary in Williamsburg, Virginia. He studied law with the state's leading legal scholar, George Wythe (later a member of the Constitutional Convention), from 1762 to 1767, then began practicing, mostly handling cases involving land claims. In 1768, Jefferson designed and built a home of his own, which he eventually named Monticello, atop an 867-foot-high mountain near his birthplace in Shadwell. That same year, he won a seat in the Virginia legislature, then called the House of Burgesses. Jefferson's marriage in 1772 to Martha Wayles Skelton, a young widow with an impressive dowry, more than doubled his holdings in land and slaves. He and Martha went on to have six children, only two of whom survived until adulthood.

In the years leading up to the American Revolution, Jefferson was a prominent voice in the growing opposition within Virginia to the British Parliament's taxation policies and Britain's general control over the American colonies. In a treatise entitled A Summary View of the Rights of British America (published without his permission in 1774), Jefferson argued that America's bonds to Britain and King George III were wholly voluntary.

In the spring of 1775, Jefferson was appointed as a delegate to the Second Continental Congress in Philadelphia, Pennsylvania. A shy and soft-spoken man, he was regarded as a superior writer and was named to a five-person committee (also including John Adams and Benjamin Franklin) charged with drafting a formal statement of the reasons for the colonies' impending break with Britain. In just a few days, Jefferson wrote the first draft of the document that would become the Declaration of Independence, listing the grievances against George III and offering this seminal statement of democratic values: "We hold these truths to be self-evident; that all men are created equal; that they are endowed by their Creator with certain inalienable rights; that among these are life, liberty and the pursuit of happiness; that to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed."

Though the Continental Congress substantially revised Jefferson's text, it left that passage untouched. The Declaration of Independence—which was signed on July 4, 1776—was viewed as a collaborative effort by the entire Congress. Jefferson was not widely known as its principal author until the 1790s.
Upon his return to Virginia in October 1776, Jefferson began his efforts to reform the state's legal code in order to bring it more in line with the revolutionary principles of equality, especially in the areas of distribution of property and education. In addition, Jefferson caused a good deal of controversy with his strong advocacy of religious freedom and the separation between church and state. In 1779, Jefferson was elected governor of Virginia. He had a difficult tenure, earning harsh criticism on account of the embarrassing collapse of the state's defenses during the British invasion of Virginia in 1780-1781. In addition to his professional frustrations during this period, personal tragedy struck Jefferson in September 1782, when his wife Martha died after the difficult birth of their third daughter several months earlier.

As the Revolutionary War drew to a close, Jefferson was called upon to serve as a delegate to the Continental Congress in December 1782, during which he drafted the policy regarding the entrance of the Western territories into the new United States. Shortly thereafter, he agreed to succeed Benjamin Franklin as the American minister to France, moving to Paris in 1784. The five years Jefferson spent in Paris as a foreign minister have drawn a good deal of attention from scholars and biographers, not so much for his diplomatic efforts as for his personal life. In addition to his allegedly passionate affair with the married Anglo-Italian miniaturist painter Maria Cosway, there is also evidence to suggest—but not conclusively prove—that in 1788 Jefferson began a sexual relationship with his mulatto slave, a woman named Sally Hemings.

Jefferson was unable to accomplish much diplomatically during these years, not in the least because France was simmering with its own revolutionary and class conflict in the wake of America's triumph over Britain. For his part, Jefferson was fortunate enough to leave France in late 1789, just before Paris erupted into mob violence. Upon his return to America, he took office as the first secretary of state, under George Washington, the heroic Revolutionary general and newly elected president of the United States. As secretary of state, Jefferson was largely responsible for the new nation's foreign policy; he took a decidedly pro-French viewpoint in the long-running conflict between Britain and France. Aside from foreign policy, Jefferson was extremely vocal in the debate surrounding the new Constitution—his greatest concern about the all-important document was that it made the federal government too powerful, as it lacked a bill of rights to protect the rights of states and individuals from federal encroachment.

In 1793, Jefferson stepped down from the office of secretary of state and returned to Virginia. Three years later, he finished a close second in the race for the presidency against old friend and current political rival John Adams, all the while denying publicly that he was even a candidate. As the runner-up, Jefferson became Adams' vice president. In that office, he continued his opposition of the emphasis on a strong federal government espoused by such men as Washington, Adams, and Alexander Hamilton, who had become known as Federalists. By the mid-1790s, two distinct camps had emerged: the Federalists and the Republicans, led by Jefferson and James Madison, which essentially represented America's first opposition party. During this period, his critics labeled Jefferson a traitor and hypocrite, pointing out that even as he denounced divisions or "factions" as destructive to government, he was himself a divisive influence.

The presidential election of 1800 proved to be an extremely heated battle, during which Jefferson allegedly paid reporters (through intermediaries) to libel the incumbent Adams. As the electoral process originally set down in the Constitution did not allow voters to differentiate between their choices for president and vice president, Jefferson and his chosen vice presidential candidate, Aaron Burr, a U.S. senator from New York, tied for the most votes, although Jefferson was clearly the voters' choice for president. The election was thus thrown into the House of Representatives, where Jefferson proved victorious after several weeks of debate.

Jefferson's election as president marked the first ever transfer of power from one "party" to another in the history of the young nation. Many feared that a Jefferson presidency, with its emphasis on the rights of states and individuals over the authority of the central government,
would be dangerous, perhaps fatal, to the nascent federal institutions created by the Constitution. In his inaugural address on March 4, 1801, Jefferson sounded a strong conciliatory note, stating famously that "we are all republicans—we are all federalists." In addition, the new president voiced his desire to return to the principles of the Revolution and of the Declaration of Independence and articulated his faith in the power of human reason as the guiding principle of self-government. His emphasis, as always, was on the necessity of limited central authority and protection of individual rights.

The major accomplishment of Jefferson's first term undoubtedly came in 1803, when France sold the United States the entire Louisiana region—an expanse of land stretching from the Mississippi Valley to the Rocky Mountains—for $15 million. The Louisiana Purchase, along with the subsequent exploratory journey throughout the new territory led by Jefferson's private secretary Meriwether Lewis and William Clark, would go down in history as one of the boldest executive actions ever. Although a tremendous bargain by any standards, the deal substantially increased the national debt; nonetheless, Jefferson could not turn down the chance to double America's domain and remove the threat of France from the nation's borders. More importantly, the idealistic Jefferson saw in the Western territories the future of his republican vision—the West was the place where Jefferson's optimistic dreams of the small independent farmer and the unlimited power of his individuality and autonomy would replay themselves again and again.

Reelected by a landslide in 1804, Jefferson nonetheless faced lingering attacks on his administration from the small but vocal groups of Federalist opponents that remained. His second term was marred by the highly unpopular Embargo Act (1807), which prohibited U.S. exports in order to protest British and French violations of American neutrality following the resumption of the Napoleonic Wars. The embargo hurt the U.S. far more than England or France, as it stunted the younger nation's budding economy and had little effect on the two established superpowers. Another unpleasant episode during Jefferson's second term was the trial for treason of ex-Vice President Aaron Burr (who had been rejected in favor of George Clinton in 1804, the same year Burr killed his chief political enemy, Alexander Hamilton, in a duel) after Burr arranged a suspicious expedition into areas of the American Southwest in order to detach that region from the U.S. and some areas of Mexico from Spain. An angry Jefferson demanded Burr's conviction, but Burr was eventually acquitted by Chief Justice John Marshall of the Supreme Court in a highly partisan proceeding.

Jefferson declined to seek a third term in 1808, instead retiring to his beloved Virginia to continue his intellectual, philosophical, and architectural pursuits. President of the American Philosophical Society from 1797 to 1815, Jefferson enjoyed his intellectual and philosophical life far more than his impressive record of legislative and executive achievements. Over the next 17 years, the much-relieved Jefferson concentrated on his home and lush gardens at Monticello, his voluminous correspondence (one year he reportedly wrote over 1,200 letters), and various other intellectual pursuits.

Jefferson's passionate love for architecture, philosophy, and education came together in the founding of the University of Virginia (UVA) at Charlottesville, chartered in 1819. His influence on the school was far-reaching, as he designed the buildings, planned the curriculum, and selected the faculty. At the time of its opening in 1825, UVA was unique among American universities, in that it had no religious affiliation or requirements and no president or administration, except for a self-enforced honor system.

Jefferson's devotion to neoclassical architecture (stately white columns abound at UVA) also showed itself in his constant renovations of Monticello, the impressive home that he had designed to reflect the democratic principles that he held so dear. He also worked tirelessly on his smaller, more private residence in Bedford, about 90 miles away, where he would often retreat from the hubbub of his family, his slaves, and his constant visitors at Monticello. In the later years of his life, his expensive lifestyle began to take its toll, and Jefferson sank deeper and deeper into debt. Jefferson owned as many of 200 slaves at any one point, probably a total of 600 in his lifetime. Monticello—along with most of his slaves—were
auctioned off after his death in order to pay the family’s debts.

A complex and sometimes enigmatic figure, Jefferson’s inconsistencies are nowhere more visible than in his views on slavery. In the fall of 1781, while serving as governor of Virginia, Jefferson published a treatise called Notes on the State of Virginia, in which he explicitly discussed slavery. While he asserted that the institution of slavery violated the principles of the Declaration of Independence and that it would eventually have to be abolished, Jefferson also explicitly delineated the reasons why blacks were inferior to whites. With the controversial Notes, Jefferson established himself as one of the more progressive voices in the South on the issue of slavery, particularly among wealthy planters.

From 1789 on, after he returned from Paris, Jefferson’s position changed. He became less of a leader on the slavery issue, holding that while ultimately slavery should be abolished, for the present it was impossible. In 1819, during congressional debate over Missouri’s admission into the union of states, Jefferson advocated the extension of slavery into the Western territories, a reversal of his view during the 1780s. Jefferson was one of many Southerners who criticized the Missouri Compromise—which admitted Missouri as a slave state and Maine as a free state but ruled out slavery in the rest of the Louisiana Purchase north of latitude 36° 30—as an undemocratic abuse of power by the federal government. Writing to Congressman John Holmes, Jefferson saw portents of civil war and expressed his own, and the nation’s, dilemma over slavery: "We have the wolf by the ears, and we can neither hold him, nor safely let him go." (Ironically, 37 years later, by agreeing with Jefferson and ruling in Dred Scott v. Sandford that the Missouri Compromise was unconstitutional, the Supreme Court hastened the arrival of the conflict he feared.)

Apart from Jefferson’s philosophical stance on slavery, there was the paradox inherent in his own life. Though he undoubtedly believed that slavery violated the principles of natural law he had included in the Declaration of Independence, he was a wealthy slave owner whose lifestyle depended upon the institution. Jefferson viewed himself and his slaves as victims of mankind’s failure to rid itself of this terrible institution, and he contended himself with the idea that he would be a benevolent master to those he owned, until the “peculiar institution” met with its rightful end.

In hindsight, Jefferson’s stance on slavery is inescapably hypocritical. History’s view of him has been complicated even more by the increasingly unavoidable conclusion that he was sexually involved with one of his house servants, Sally Hemings, and that he fathered at least one, if not several, of her children. Allegations that he was sexually involved with Hemings surfaced as early as 1802, when the disgruntled journalist James Callendar (allegedly the same man Jefferson had hired to libel Adams during the 1796 presidential election) published the accusation, which had been circling as gossip in Virginia for several years. In the latter half of the nineteenth century, contradictory evidence surfaced: Madison Hemings, born in 1805, claimed to be Jefferson’s child; just a year later, an account was published claiming that Jefferson’s nephew, Peter Carr, had confessed to Jefferson’s daughter Martha that he had been the father of all or most of Sally’s children. Jefferson’s direct descendants, Thomas Jefferson Randolph and Ellen Randolph Coolidge, stood by the conclusion that either Peter or Samuel Carr (both Jefferson’s nephews) had fathered Hemings’ children.

The question of a Jefferson–Hemings liaison remained a bone of contention among branches of the Jefferson, Randolph, and Hemings families—as well as Jefferson scholars—throughout the nineteenth and twentieth centuries. In November 1998, dramatic new scientific evidence became available through the analysis of the DNA of male descendants of both Hemings and Jefferson. After comparing the Y-chromosome component of the DNA of a descendant of Jefferson’s paternal uncle, Field Jefferson, with that of a descendant of another of Hemings’ sons, Eston (born 1808), Dr. Eugene Foster of the University of Virginia found an exact match of certain portions of the DNA (the odds of a perfect match in a random sample are less than one in a thousand). In January 2000, the Thomas Jefferson Memorial Foundation accepted the conclusion, supported by Foster’s DNA evidence, that Jefferson and Hemings were sexual partners, and that they had between one and six children between 1790 and 1808.
Despite his inconsistencies and imperfections, Thomas Jefferson was a man of high ideals—he valued his achievements in the realm of political thought and philosophy above any legislative triumphs. In 1812, he began a famous correspondence with his old friend, political rival, and fellow champion of the American Revolution—John Adams. Their exchange of words and ideas continued for the next 14 years, until their deaths, only hours apart—Jefferson at his beloved Monticello, Adams at home in Quincy, Massachusetts—on July 4, 1826, the 50th anniversary of the signing of the Declaration of Independence. In his chosen epitaph, Jefferson made no mention of his eight years as America's president, leaving behind a vision of this deeply complex man the way he himself wanted to be remembered: "Thomas Jefferson: Author of the Declaration of American Independence, of the Statute of Virginia for Religious Freedom, and Father of the University of Virginia."

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Related Info

- Thomas Jefferson: Philosopher of Freedom Biography
- Biography's Founding Fathers set
- Thomas Jefferson: A View from the Mountain
- Founding Brothers set

Related People:

- George III
- Adams, John
- Burr, Aaron
- Clark, William
- Clinton, George
- Franklin, Benjamin
- Hamilton, Alexander
- Jefferson, Martha (b. Wayles Skelton)
- Lewis, Meriwether
- Madison, James
- Washington, George

Related Links:

- Monticello: The Home of Thomas Jefferson
- Declaration of Independence resource from the National Archives and Records Administration
- Thomas Jefferson Memorial Foundation—Report of the Research Committee on Thomas Jefferson and Sally Hemings
- Hemings-Jefferson Resource

http://search.biography.com/print_record.pl?id=16223

3/2/2003
LESSON FOUR: WRITING A BIOGRAPHY

Subject Area: Social Studies or Language Arts  /  Grade Level: 5-7  /Duration: 3-4/50
   min. class periods
Teacher’s Name: Linda M. Dabbs  Date: January 21, 2003

1. Instructional Goal: Students will interview a subject and then write a biography of the
   person.

2. Multicultural Principles:
   - develops multicultural perspectives (communication/culture/diversity/perception)
   - develops cultural competence (diversity/ethnic group)
   - increases intercultural competence (multiethnic/multicultural)
   - combats racism, sexism, prejudice, discrimination (values)

3. Key concept: Everyone has a unique story to tell

4. Objectives:
   - students will use technology to go online to read directions for writing a good
     biography
   - students will develop and implement a questionnaire for compiling information
     for the biography
   - students will interview a person from the school building and compile the
     information obtained.
   - students will write a biography, using the process writing method.

5. Instructional Delivery/Student Activities:
   - Pre-activity: Students go online to Biography Maker – http://www.bham.wednet.edu/bio/htm
     follow the links to read the directions for writing a good biography.
     Discuss appropriate questioning techniques. Explain how a good question
     might actually be a statement, such as “Tell me about...”. Avoid asking
     questions that begin with “do” or “is”, which usually result in a “yes/no”
     answer. Class brainstorms information and together develops an
     appropriate questionnaire to use for information.
Activity: Teacher arranges students in pairs, strategically. Each pair decides on a person from the school building about whom to write a biography. (Teacher can compile a list of “volunteers” from the school staff.) Each pair of learners then interviews the subject, using the class-designed questionnaire as a guide to compile information. If possible, arrange for the interview to take place on the person’s job site; the “real-life” aspect adds interest to the task and might inspire questions the students had not previously considered. Each pair of students compiles the information gathered into a written biography, using the process writing method (pre-writing, planning, composing, discussing, revising, peer editing and final copy.) Finished product is a written biography which has been word-processed on the computer.

6. Materials/Resources: writing or computer paper

Website: Biography Maker- http://www.bham.wednet.edu/bio/htm

7. Assessment/Evaluation:

- informal: Teacher monitors students at the various stages of the activity (incorporate “check points”)

- formal: the written biography
LESSON FIVE: "THIS IS YOUR LIFE" - A CELEBRATION OF DIVERSITY

Subject Area: Social Studies and/or Language Arts  / Grade Level: 5-7/ Duration: depends on number of biographies shared; allow 2-3 per 50 min. class period
Teacher's Name: Linda M. Dabbs  Date: January 21, 2003

1. Instructional Goal: to show an understanding and appreciation of the cultural diversity within the school building (or, extension into the community)

2. Multicultural Principles:
   - develops multiple perspectives (communication/culture/diversity/perception)
   - develops cultural competence (community/diversity)
   - increases intercultural competence (multiethnic/multicultural)
   - combats racism, sexism, prejudice, discrimination (attitudes/values)
   - develops social action skills (civic responsibility/compassion/equity/equality interdependence/respect)

3. Key Concept: Everyone has a story to tell; everyone is the product of his/her individual background, beliefs, experiences, interests and aspirations.

4. Objectives:
   - students will share important features of their written biography with the class
   - students will devise a plan to "honor" the uniqueness of each guest attendee

5. Instructional Delivery/Student Activities: The students will share compiled biographies with the class. Students will invite school staff members (or members of the larger community) to class on the day that person's biography is being shared. Presenting students will "honor" their guest in a special way (for example, "This is your life") Guests are invited to contribute additional detail and/or answer other students' questions. Students will create a scrapbook or bind together the written biographies (if possible, include a photo of each person) to create an anthology about the school staff (or, the larger
community) to place in the office for other members of the school community and
visitors to enjoy.

6. Materials/Resources:
   Paper, crayons or markers
   Camera, film
   Scrapbook or binding materials to create class book of biographies

7. Assessment:
   - oral presentation of biographies by pairs
   - participation by all learners in the student inquiry- of- guests activity
   - completed class book of biographies