

Samuel DeCory Biography Lesson Plan 2

PART A: PLANNING

Targeted Content: Writing

Grade Level: 4

State Content Standard and/or Common Core Standard(s):

Target Standard(s):

CCSS.ELA-LITERACY.W.4.8- Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

Supporting Standard(s):

CCSS.ELA-LITERACY- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

4.H.2.5 Describe how wars affected South Dakotans.

Instructional Setting:

Check all that apply:

Whole Group	<input checked="" type="checkbox"/>	Centers		Other (list)	
Small Group	<input checked="" type="checkbox"/>	Workshop			
Individual Student	<input checked="" type="checkbox"/>	Lab			

Lesson Focus: In this lesson, students will take what they have learned about biographies and about the life of war veteran William Samuel DeCory to write a biography of their own on a historical figure of their choice.

Learning Outcome(s): As a result of this lesson, students will be able to write an organized, one-page biography about an influential person in history from research done in class with an introduction, body, and conclusion paragraph that contains three facts about the person they choose.

Assessment Measures:

Formative Assessment(s):

- Teacher observation during students' answers to questions, research, and filling out of research handout.
- Biography Research Handout that students fill out while researching their historical figure.
- One-page biography on a person of the student's choosing- Biography must contain an introduction, body paragraph, and conclusion that contains three facts about that person.

Summative Assessment(s): N/A

Differentiation:

- For IEP, slow working, or other struggling students, the teacher can give the students a halfway filled out research handout for their historical figure.
- For advanced students who finish early, they can read biographies on other historical figures at <http://www.biographyonline.net>
- Students may choose to write or type their biography.

Materials:

Biography Research Handout (day two/three)

Biography Checklist/Rubric (day three)

Laptops (day two/three)

SmartBoard (all three days)

PART B: DELIVERY OF INSTRUCTION**Introduction (Day Two):**

Yesterday, we listened to a biography about Sam DeCory. What do we remember about Sam from his biography? (wait for students' answers). We learned a little bit about his life before being deployed to go to war and we learned about what he did after that positively influenced his community and family. Today, each one of you is going to look up an influential person from history. It could be a veteran like Sam, or a president, actor, athlete, or someone else who has changed the world in some way like Harriett Tubman, Martin Luther King, or Mother Teresa.

Purpose of the Lesson (Day Two):

The purpose of this lesson today is to find information to write mini biographies about the person that you chose you write about. The information that you want to find is information you think other people need to know about this person from history. For example, it might be important for people to know when they were born/died (if they have), what they did for work, how they were influential, or their family. The information that we gather today will be used tomorrow when we begin to write our biographies.

Procedures for Teaching and Learning (Day Two):

1. The students will need access to individual laptops, computers, or iPads to gather research about a person they would like to write about.
2. Once each child has access to a computer, the teacher needs to hand out the "Biography Research Handout" for the students to follow fill out once they choose a person.
3. The teacher needs to be roaming the room and asking the students questions about their research. If multiple questions arise that are similar, those should be addressed in the whole group setting.
4. Once every student has all the sections completed on the handout, they can find more information that they can write down and use to enrich their biography.

Conclusion (Day Two):

Today, you all found information on a person that you would like the rest of the class to learn more about. We will use all of these facts tomorrow when we begin to write our own mini biographies. We are learning how to use a computer for research and we are practicing writing mini biographies, which will both be helpful during your school career.

Introduction (Day Three):

The last two days, we have learned about what a biography is and who Sam DeCory is. Who can tell me a fact about a biography or a fact about Sam DeCory that we learned in his biography? (allow several students to answer). After learning about Sam, each one of you chose a person that you would like to write a mini biography about. (Allow a few students to share with the class who they chose). Today, we are going to go over how we write a quality biography with the information that we gathered.

Purpose of the Lesson (Day Three)

The purpose of this lesson is to strengthen our writing skills by writing mini biographies and to learn more about certain people in history that made an impact in their communities, in their countries, or in the world.

Procedures for Teaching and Learning (Day Three):

1. Organization of the biography
 - a. Introduction paragraph: introduce the person you are writing about, where they were born, and why you chose to write about them.
 - b. Body paragraph: the 3 facts that you chose should be written in this paragraph.
 - c. Conclusion: conclude the paper by explaining why this person was influential during their lifetime and why you like this person.
2. Students will then be given a clean piece of paper to write a rough draft on.
3. Once the students are finished with their rough drafts, have revised any spelling or grammatical errors, and added any information they wanted to share, they are now able to write their final draft on a clean piece of paper or type it in a word document.
4. The time allotted for this assignment is up to the teachers.

Closure (Day 3):

The last three days we have learned about biographies and how important they are in history. Without biographies, the life stories of incredible people wouldn't be shared or passed down through generations.

At the end of this lesson, you can allow students to read their biography to the rest of the class.

Assignment: Biographies need to be finished in a certain timespan designated by the teacher.