



**International Center
for Leadership
in Education**



Gold Seal:

Copernicus Education Gateway

Author(s): Ada Grabowski			Lesson Title: Biography: Mirror of Society			
Grade Span			ICLE Application Model			
K-4	5-8	9-12 X	A	B	C	D X

Instructional Focus:

Reading: Students read a variety of grade level materials, applying strategies appropriate to various situations.

Writing: Students write for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.

Performance Task

Task: Students will read a biography (see list below for examples) using the fishbone diagram as a study guide. After completing the book and the fishbone diagram each student will select one main category of the diagram and search for a contemporary issue that illustrates the category.

Procedure: The teacher should make a transparency of the fishbone diagram that is attached. Using a poem or other literary piece the students have already read and are familiar with, the teacher writes the name of the work in the “head” of the fish. The teacher designates the major categories at the end of the large bones of the fish. For this project the major categories are social significance, historical significance, cultural significance and political significance. As a group, the class completes the fishbone diagram on the completed literary piece. The teacher emphasizes that each smaller bone should have examples from the book that supports the major category. The completed fishbone should be displayed in the room so that students can refer to it during their work.

Distribute a copy of the fishbone diagram to the students. Permit the students to select a biography to read with a deadline for completion. Each day, additions should be added to the appropriate category on the fishbone filling in the smaller bones, adding more if needed. The teacher to insure that adequate progress is being made should check the individual fishbone. The fishbone can quickly target students who lack comprehension and/or can not transfer the pertinent information to the appropriate category. Small group instruction can focus on misunderstandings before students read too much of the biography without clear understanding of its impact.

After all fishbones are completed, the teacher should assess them for accuracy. Students then select one of the major categories (social, historical, cultural or political) of the biography and then search for a similar issue in contemporary times using current events, film, video, etc. Students may find it helpful to complete a fishbone on the contemporary issue. Using the information from both fishbones, students are instructed to write a short essay on how biographies of great people are mirrors of society.

Sample biographies include: The Diary of Anne Frank
 Gandhi: His Life and Message for the World
 Ishi: Last of His Tribe
 Let the Trumpet Sound: Martin Luther King
 Up From Slavery: Booker T. Washington
 Here I Stand: Martin Luther King

Variation: This task is an excellent technique to incorporate character education into the curriculum. One of the categories could include character traits depicted in the biography or any type of novel.

ICLE Essential Skills

Apply in writing the rules and conventions of grammar, usage, punctuation, paragraphing and spelling.(ela 1)
Identify, collect and/or select pertinent information while reading.(ela 5)
Discriminate important ideas from unimportant ideas while reading.(ela 15)
Analyze, evaluate and critique such events as current events, political campaigns, advertisements and media.(ela 17)
Understand the personal, social, cultural and historical significance of a text.(ela 23)

Scoring Guide:**Fishbone Rubric**

- 4 **Quality:** Develops ideas in each category accurately, insightfully and in-depth
- 3 **Satisfactory:** Develops ideas completely in each category but not in-depth
- 2 **Marginal:** Develops ideas more fully in some categories than others or the work is sketchy
- 1 **Unacceptable:** Minimal development of ideas
- 0 **Unable to Score:** No development of ideas on the fishbone

Writing Rubric for the essay is attached (see Biography: Mirror of Society Chart)

Keywords

English Language Arts	Mathematics	Science
Reading Comprehension Study Skills Vocabulary Key ideas	Algebra	Earth Science
Writing Composition Critique Elements of Writing Grammar Organization Paragraphs Spelling	Geometry	Life Science
Communications	Statistics	Chemistry
Literature	Calculus	Physics
Other	Trigonometry	Other
	Other	

Chart

SCORING GUIDE/RUBRIC QUALITIES OF WRITING

Qualities	Quality 4	Satisfactory 3	Marginal 2	Unacceptable 1	Unable to Score 0
Organization	<ul style="list-style-type: none"> Maintains a clear, tight focus Exhibits a logical, coherent organizational pattern Thoughtful use of transitional words** 	<ul style="list-style-type: none"> Maintains a focus Exhibits an effective organizational structure but includes some minor inconsistencies Correct use of transitional words** 	<ul style="list-style-type: none"> Attempts to maintain a focus Exhibits a basic organizational structure but includes some major inconsistencies Transitional words** are poorly chosen and/or repetitive 	<ul style="list-style-type: none"> Shows little focus Exhibits a weak/ineffective organizational structure Transitional words** cause confusion 	<ul style="list-style-type: none"> No focus No organizational structure Transitional words** are non-existent
Word Choice	<ul style="list-style-type: none"> Skilfully uses vocabulary and language that is precise, original and engaging Demonstrates a strong sense of purpose and audience 	<ul style="list-style-type: none"> Efficiently uses vocabulary and language that is fluent Demonstrates an acceptable awareness of purpose and audience 	<ul style="list-style-type: none"> Uses functional but in some cases limited vocabulary/language Demonstrates a limited awareness of purpose and audience 	<ul style="list-style-type: none"> Uses vocabulary/language that is unworkable or inappropriate Demonstrates an inappropriate awareness of purpose and audience 	<ul style="list-style-type: none"> No attention to vocabulary and language No attention to purpose and audience
Sentence Fluency	<ul style="list-style-type: none"> Purposely uses sophisticated word and sentence patterns Varied sentence lengths and types 	<ul style="list-style-type: none"> Thoughtfully uses appropriate word and sentence patterns Some variety in sentence length and types 	<ul style="list-style-type: none"> Occasionally uses appropriate word and sentence patterns Stylistic sentence style 	<ul style="list-style-type: none"> Little sentence sense and/or frequent awkward wording Incomplete sentences and/or sentences run together 	<ul style="list-style-type: none"> No sentence sense No attention to sentence patterns or structure
Conventions	<ul style="list-style-type: none"> Demonstrates the dramatic and grammatical correctness throughout; essentially no errors 	<ul style="list-style-type: none"> Demonstrates the dramatic and grammatical correctness; occasional errors do not interfere with the message 	<ul style="list-style-type: none"> Demonstrates reasonable control of the dramatic and grammatical correctness; errors may hinder understanding 	<ul style="list-style-type: none"> Minimal control of conventions; frequent errors make comprehension difficult 	<ul style="list-style-type: none"> No control of conventions
Presentation	<ul style="list-style-type: none"> Product is polished, attractive and well formatted/presented 	<ul style="list-style-type: none"> Product is correctly formatted/presented 	<ul style="list-style-type: none"> Product is correctly formatted/presented but includes minor irregularities 	<ul style="list-style-type: none"> Product is unattractive/incorrectly formatted/presented and includes major irregularities 	<ul style="list-style-type: none"> Product reflects no thought to format/presentation