



Pre-assessment

① What is a biography?

② What types of information are included in a biography?

③ On what types of people might a biography be written?

④ Who are some notable Tlingit people that may have had a biography written about them? Why?

⑤ What Tlingit elders are you familiar whose accomplishments should be documented in written format?



Day 2

The following organizer should be placed on larger paper, so that columns are wide enough.

Biography Graphic Organizer

- Birth/childhood
- Background
- Education/Training
- Contribution
- Traits
- Tribal Values



Day 9

Biography Scoring Guide		
Excellent Work	Adequately Done	Needs Improvement
Content		
<p>The biography contained sufficient information about the background of the elder:</p> <ul style="list-style-type: none"> ○ Birthdate ○ Birthplace ○ Clan ○ Parents ○ Family Members ○ Tlingit Name <p>Important contributions / achievements were well explained with details, relevant facts and/or examples. Reader understands significance of accomplishments of elder.</p> <p>A final paragraph provides a conclusion that follows from the information or explanations presented. May include personal feelings toward the elder.</p> <p>Final paragraph answers the question: how did this person make a difference in my life or make a positive impact on my culture and society in general.</p>	<p>The biography contained most of the background information.</p> <p>Some details may be missing, unclear or incorrect.</p> <p>Contributions / achievements were discussed. More detail was needed to fully appreciate significance of the accomplishments. Facts were not always relevant.</p> <p>Inadequate conclusion doesn't necessarily seem to fir or follow.</p> <p>Impact not detailed or clear. Not clear if writer thoroughly understand impact.</p>	<p>The biography lacks most background information.</p> <p>Several details are incorrect.</p> <p>Lacking a conclusion.</p> <p>Impact not mentioned</p>
Organization		
<p>Information is correctly broken up into paragraphs. Paragraphs are over one topic:</p> <ul style="list-style-type: none"> ○ Background <i>(1 paragraph)</i> ○ Contribution / Achievement <i>(1-2 paragraphs)</i> ○ Summary <i>(1 paragraph)</i> <p>Paragraphs contain:</p> <ul style="list-style-type: none"> ○ Topic sentence ○ 3-4 details (min.) ○ Examples 	<p>Paragraph may contain information over more than one topic. Information not well organized, difficult to follow at times.</p> <p>Missing one element. Unclear.</p> <p>A couple incomplete or run-on sentences.</p>	<p>Information not divided into paragraphs.</p> <p>Missing two or more elements. Unclear.</p> <p>Several sentences with structure errors.</p>



<ul style="list-style-type: none">○ Concluding sentence <p>Sentences are complete.</p> <p>Transition words are used, when needed.</p>		
Conventions		
<p>Correct punctuation.</p> <p>Correct spelling.</p> <p>Correct capitalization.</p>	<p>Some minor errors.</p>	<p>Several errors – may hinder comprehension</p>



Day 10

Feedback Form

List any spelling errors you notice:

List any grammar or punctuation errors you notice

What information needs to be made more clear?

What information is missing?

What was something about this piece of writing you really liked or appreciated?



Post-assessment

① What is the purpose of a biography?

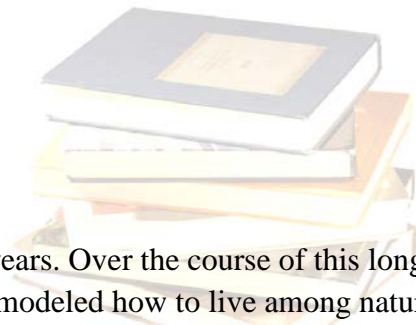
① What types of information is found in a biography?

① List two elders in our community whose contributions are so significant they should be documented in a biography.

① What were their contributions? How did these contributions impact our culture and society?

Writing a Tlingit Biography

A Literacy Unit for Grades 6-8



Unit Overview

The Tlingit people have lived in Southeast Alaska for 10,000 years. Over the course of this long and rich history, many individuals have promoted civil rights, modeled how to live among nature in a respectful way and passed along important knowledge to grandchildren. Historically, Tlingit history and stories about these contributions were passed along to younger generations through oral narration. In the Tlingit culture, it is considered ‘poor taste’ to speak about one’s own accomplishments. Elders are eager to pass along information about past events and important aspects of the Tlingit culture. However, to discuss oneself and his or her achievements is thought of as impolite. Fortunately, this does not mean it is impossible to find information on these ancestors and their many accomplishments and contributions to Southeast Alaska. Tlingit biographies and life stories may be found both online and in written publication.

In this unit, students will learn the significance of a biography and how peoples’ lives and achievements are documented in this genre. They will then explore their own school library looking for biographies on Tlingit elders. While exploring their school library, students will discover that there is an underrepresentation of notable Tlingit people in the biography section, perhaps due to the cultural tradition of oral literature rather than written. They will see the importance of researching and creating their own biographies of a Tlingit elder of their choice. With the support of their instructor and elders in the community, they will research and create their own biography. Students’ biographies of elders will be compiled into a collection which will be presented to the school library.

Thus, the purpose of this unit is twofold. First, while completing their research, students will become more aware of their elder’s accomplishments and role in the history of Southeast Alaska. Secondly, students will produce a publication which will add to the information on the Tlingit people in their school library. Students will select elders who they feel, due to noteworthy actions and contributions to their culture and society should have their lives documented. This will add to information already available, so that all have the opportunity to learn about their Tlingit elders.

Lesson Overview

Lesson 1: Students explore the meaning of the word ‘biography’ in English and the phrase _____ in Tlingit. They will listen to the teacher read a biography on a Tlingit elder. Then, they will discuss what sets of information may be found in a bibliography. As they discuss the types of information found in the biography, they will place the piece of information under a heading or information set in a graphic organizer.

Lesson 2: Students will explore the differences in style of a written language based on a rich tradition of oral history, the Tlingit language, when compared to a written language that is not steeped on oral tradition. Students will analyze a biography written by a Tlingit or Haida and a biography written by a non-native to consider similarities and differences in writing style. As they compare and contrast the two styles, their conclusions will be charted on a Venn diagram. Prior education and experience in analyzing writing style would be beneficial. However, students with no prior training can pick out obvious differences in style.

Lesson 3: Students will be broken into research groups. They will explore the biography section of their school library. They will analyze what types of contributions or accomplishments are represented as well as analyzing the gender and ethnicity representation in the biography section. Finally, students will evaluate their findings in terms of their place and indigenous people answering such questions as: Who is missing? Were we able to discover notable people of our culture and their accomplishments?

Lesson 4: Students will spend at least two days researching Tlingit elders so that they may decide on whom they may wish to write a biography. They first start with materials the teacher has brought into the classroom and with information found online. Next, they will listen to elders who have volunteered to come into the classroom to speak about elders in the community and Southeast who they feel are notable and have contributed to society and/or their culture. As students listen and conduct their research, they will select two or three Tlingit elders. They will focus on gathering information on these two choices and place the information in their graphic organizers.

Lesson 5: From their two choices, students will select an elder on whom to write a biography. The teacher will provide models of two different ways to begin their biography. The teacher will also review the scoring guide and expectations.

Students will prepare a first draft based on their selected graphic organizer. Next, students will meet in peer groups and provide feedback on these drafts. Each student will have a peer review form that will serve as a guideline.

Lesson 6: Second drafts will be written based on the peer review. These will be turned into the teacher for comments.

Lesson 7: The teacher will pass back second drafts with comments and suggestions for improvement. Most likely, the teacher will have noticed common errors and areas in need of improvement. Examples would be lack of supporting information or common punctuation errors. Areas of concern would be addressed through modeling poorly written paragraphs and sentences and comparing them to examples of well written paragraphs or sentences. A final draft is prepared by the student and turned into the teacher.

The teacher will bind the final biographies together in the desired form. The class presents the biography to the librarian for inclusion in the school's biography section.

Standards

Alaska English and Arts Standards

Reading Standards for Informational Text Grade 6:

3. Analyze in detail how a key individual, event or idea is introduced, illustrated and elaborated on in a text (e.g., through examples or anecdotes).

10. By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 7 (from upper grade 5 to grade 7) with scaffolding needed at the high end of the range.

Alaska Writing Standards Grade 6:

2. Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.

- a) Introduce a topic, organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables) and multimedia when useful to aiding comprehension.
- b) Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.
- c) Use appropriate transitions to clarify the relationships among ideas and concepts.
- d) Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e) Establish and maintain a formal style.
- f) Provide a concluding statement or section that follows from the information or explanation presented.

4. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach

6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to create a piece of writing.

7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

Conventions, Grade 6:

2. Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.

- a) Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
- b) Spell correctly.

Alaska Standards for Culturally Responsive Schools

D. Culturally-knowledgeable students are able to engage effectively in learning activities that are based on traditional ways of knowing and learning.

1. acquire in-depth cultural knowledge through active participation and meaningful interaction with elders;
2. participate in and make constructive contributions to the learning activities associated with a traditional camp environment;
3. interact with elders in a loving and respectful way that demonstrates an appreciation of their role as culturebearers and educators in the community;
4. gather oral and written history information from the local community and provide an appropriate interpretation of its cultural meaning and significance;

Tlingit Educational Significance

Respect for others is an important Tlingit value. By researching the achievements of elders, students will become aware of the valuable role these elders have played in society and what they have achieved for their culture. Whether it be demonstrating perseverance in gaining rights for their culture or ensuring that important traditions are passed along to children and grandchildren, students will realize how significant their contributions are and how important it is to remember them.

By gaining respect for their elders, students will come to identify with them. They will learn about the traits that have made these elders notable. As students learn about leaders who may have played a role in shaping politics in Alaska or who may have overcome prejudice to go on to eventually teach others Tlingit traditions, they will develop a connection to the Alaska Native cultural legacy. This connection plays an important role in cultural self-determination and

ensuring the continuing existence of Alaska Natives as a distinct people. (Ongtooguk, Paul. *Alaska Cultures: Education and Cultural Self-determination*)

Further, by documenting the achievements of their elders, students help others realize the significant role these elders have played. These biographies will not only serve as a ‘link to their heritage’, but also provide information that is not readily available to those who do not have daily contact with the Tlingit community. (Dauenhauer, Nora, Dauenhauer, Richard, *Haa Kusteeyi, Our Culture, Tlingit Life Stories, 1994*)

Tlingit Elder Role

Elders will be invited into the classroom during the research portion of the unit. They will be presenting information on notable Tlingit people and their achievements. This will allow for a more interactive research experience. While students should listen attentively during the oral presentation, they will have an opportunity to ask questions at the end. Students may wish to clarify information or ask for more details as a result of taking a special interest in the subject.

Family/Home/Community Connections

This unit may assist in building a connection in many ways. First, it may be that the student selects someone in his family to write about. For example, it may be that a grandmother has made special effort in teaching her children and grandchildren about cultural traditions and has been active in involving them in carrying out these traditions. Thus, the student may want to interview his grandmother and discuss her role in preserving these customs and write a biography on her to show his respect and acknowledge her efforts.

Secondly, the student’s subject may become a topic of discussion in the family. Family members may have access to information about the subject. Or, they may wish to become more knowledgeable themselves about the elder. Family members may see this lesson as something they can relate to and with which they can feel a connection.

Additionally, students will become more aware of the “interaction of families, communities and clans” and have a “fuller understanding of the social dynamics of Tlingit life.” (Dauenhauer, Nora, Dauenhauer, Richard. *Haa Kusteeyi, Our Culture, Tlingit Life Stories, 1994*) Researching and documenting life stories engage us in understanding the patterns and themes of a culture.

Unit Assessment

Pre-Assessment

The pre-assessment is two-fold. Students will be asked questions regarding their knowledge of a biography. What is it? What types of information is found in a biography. Why might one write a biography? On what people might we find a biography if we look in our school library? You will find other questions listed in the Lesson 1 lesson plan.

Secondly, students will be asked about their knowledge of Tlingit elders in their community. Who are some elders we are familiar with? Who have they read about? What are some achievements of elders in our community?

Post Assessment

The same or similar questions as in the pre-assessment will be asked. Possible short answer questions are:

1. What is the purpose of a biography and what types of information can be found in a biography?
2. Select an elder you have learned about but did not choose to write on. What have you learned about this person's achievements and contributions?

The student will also have his/her biography assessed based on the scoring guide provided.

Unit Vocabulary

- achievement
- notable
- award
- tribal values
- civil rights
- personal courage
- perseverance
- resourcefulness
- respect (for oneself and others)
- trait
- culture
- contribution
- ingenuity
- genre

LESSON PLANS

Lesson 1

Objective: Students will understand the meaning of the word 'biography' and the significance of a biography. They will understand what types of information is included in a biography. Finally, students will learn the cultural context of "biography" and how we can all share and benefit from the genre.

Suggested Time: 2 days

Materials

- ✂ Biography to read aloud from suggested resource in lesson/modeling section.
- ✂ Graphic organizer on wall or board (see lesson/modeling section)
- ✂ Copies of pre-assessment

Before the Lesson

- Prepare the pre-assessment questions and hand out to students. Explain that the purpose is to help the teacher in assessing the knowledge students may already have. Collect the pre-assessment.
- Write the following terms on the board:
 - Biography
 - Oral narrative
- Write the vocabulary list on the board or a large sheet of paper to hang on wall.
- Hang the graphic organizer on the wall.

Anticipatory Set: Teacher reviews the word ‘biography’.

Teacher asks the questions:

1. What is this word or phrase?
2. What does it mean?

(Biography comes from Greek. bio=life and graphy=written)

Teacher reviews the term ‘oral narrative’

1. What is this word?
2. What does it mean?

Teacher leads brainstorm and writes down responses.

1. Why might a biography or life story be written about someone?
2. Does a person need to be famous to be noteworthy?

Once students have an understanding of the term ‘biography’, the teacher will turn the discussion to ‘biography’ as it relates to the Tlingit culture. The following questions will help lead the conversation.

1. What types of information are included in a biography?
2. On what types of people might a biography be written?
3. Who are some notable Tlingit elders who may have had a biography written about them? Why?
4. What Tlingit elders are you familiar whose accomplishments should be documented in written format?

5. How would you remember important ancestors or events if you did not record them in writing?
6. How is it possible that Tlingit people have stories which are thousands of years old but were only written down 100 years ago?

Vocabulary

Depending on the level of students, it may be beneficial to review the following vocabulary words:

- achievement
- notable
- award
- personal courage
- perseverance
- resourcefulness
- respect (for oneself and others)
- trait
- culture
- contribution
- ingenuity
- tribal values
- civil rights
- genre

Lesson/Guided Practice: Students will listen to a short biography on a Tlingit elder and discuss what types of information can be found in a biography. Teacher reads a biography from *Tlingit Oral Narratives* or from the following website: <http://alaskanativestoryteller.com/2011/08/youre-going-to-hear-about-this-frank-johnson-louis-shotridge-and-civil-rights/>.

Place a large graphic organizer on the wall with the following headings:

- ⇒ Birth/childhood
- ⇒ Background
- ⇒ Education/Training
- ⇒ Contribution
- ⇒ Traits
- ⇒ Tribal Values

The teacher stops two or three times while reading the biography to students. Students are asked to recall information just read over the biographee and to take turns coming up to the organizer to place the information under the correct heading. For example, birth date and place should be included under birth. Information about family traditions, clan, ethnicity, etc. should be placed under background. Perseverance, respect for self and others, courageous, etc. should be under traits.

Lesson 2

Objective: Students will understand that the Tlingit language is based on oral tradition. Thus, writing style may be different from a language that has been in written form for thousands of years. Students will create a Venn diagram comparing and contrasting the writing styles, including what and how information is presented, between a biography written by a Tlingit or indigenous person such as in *Tlingit Oral Narratives* and a biography written by a non-native person.

Suggested Time: 1-2 Days

Materials

- ✂ student copies of the biography used in Lesson 1
- ✂ student copies of one other biography from *Tlingit Oral Narratives* (optional)
- ✂ student copies of one to two short biographies written by a non-native person
- ✂ a large Venn diagram placed on the classroom wall, perhaps next to the chart created in lesson 1

Before the Lesson

- Hang the Venn diagram on the classroom wall next to or near the chart created from lesson 1 to copy or bookmark.
- Locate examples of short biographies on-line. Following are some possible websites for finding a short biographies written by a non-indigenous person:
www.gardenofpraise.com, www.biography.com, www.short-biographies.com and www.justdisney.com.
- Make a copy of all biographies for each student.
- Prepare a list of student groups of 3-4 students per group.
- Prepare a transparency of one biography authored by Tlingit and one authored by a non-native person if using an overhead projector.
- Select basic elements of style to list on the board as a reference to aid students. Examples elements of style are:
 - voice
 - word choice
 - sentence structure
 - use of figurative language
 - organization of information
 - rhetorical pattern such as use of repetition, description, comparisons and narration

Anticipatory Set: Students are placed in groups of 3-4. The teacher explains that the Tlingit language is based on a great oral tradition of passing along stories and information. The teacher asks the questions:

1. Might writing style differ from one person to the next or one culture to the next? How? What might be reasons for this?
2. Might a written language based on oral tradition differ from a written language that has been in written form for thousands of years?
3. What differences might there be?
4. What similarities?

Lesson/Guided Practice: The teacher will explain the Tlingit language is based on a great oral tradition of passing along stories and information. Thus, one may expect differences in how information is presented when comparing it to a written language not based on oral tradition, one that has been written and developed over thousands of years. The teacher explains that how an author uses words and sentences to convey his/her thoughts and how the information is presented are referred to as the writing style. The teacher then reviews the items written under writing style on the board and explains that students will be reading over both articles looking for similarities and differences in writing style.

The teacher uses modeling by displaying a copy of a non-native authored biography and a Tlingit authored biography on a screen. Only the first two-three paragraphs need to be shown.

Differences in how the biographies begin will be discussed. For example, in the lesson 1 biography, familial information on clan, moiety and place of birth may be presented immediately at the beginning. The teacher will then ask if students think there may be other differences in what types of information are provided and how the information is presented.

The teacher passes out copies of the biographies written by both native and non-native persons. Students are asked to silently read over the biographies. Further, the teacher explains that at the end of the reading time, students in each group will be comparing and contrasting the writing style of each biography. At the end of the reading time, students review the terms written on the board under “writing style” and are directed to discuss similarities and differences in writing style between Tlingit authored biographies and non-native authored biographies. The groups are instructed to select one person as the recorder of the ideas and another as the speaker. After ample time the speaker from each group will present their similarities and differences. The teacher will record these findings on the Venn diagram.

Questions the teacher may ask to help students in their discussion are:

1. Do you see any cultural values presented?
2. How and where is familial information presented?
3. What differences are there in types of sentences in terms of length?

4. Is there a variety of sentences used in both or either of the biographies?
5. Do we hear the author's voice in the writing?
6. Are more descriptive phrases used in one of the biographies?
7. Does one biography seem to be more factual in content?

Lesson 3

Objective: Students will evaluate the biography section of their school's library. In their evaluation they will consider what types of contributions are represented as well as gender representation and culture or ethnic group representation.

Suggested Time: 2 to 3 days

Materials

- ✂ Copies of graphic organizer to record findings

Before the Lesson

- Prepare copies of an organizer with the following categories:

# of Men Represented	# of Women Represented	Ethnicities Represented	Contributions / Achievements
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- Schedule time in school library

Anticipatory Set: Students are told that, to further prepare for their own biography, they will be exploring their own library's biography section to analyze what types of contributions or accomplishments are represented as well as analyzing the gender and ethnicity representation in the biography section.

Lesson/Guided Practice: Students are broken into teams of three or four to explore the biography section in their school library. They gather data on the people depicted in the biographies.

Each group has a copy of a graphic organizer onto which they will record their findings. Students are reminded of what types of information belong under each category. Then, they gather data on the people depicted in the biographies.

When organizers are completed, students are asked to analyze the data looking for trends: Do the biographies portray more men or women? What types of accomplishments are most evident? Which ethnic groups form the majority? What ethnic groups are missing?

Next students are asked to evaluate the data from the stand point of our place and our indigenous people to answer the question: who is missing? This would lead to looking at local Tlingit leaders- who are/were they? Which ones have we heard about? What have we heard? Which ones are unknown to us and why?

Students will notice an underrepresentation of certain ethnicities, including biographies about the Tlingit people of Southeast Alaska.

Lesson 4

Objective: Students will create a list of 2-3 Tlingit elders upon whom they may wish to write a biography.

Suggested time: 2 days

Materials

- ✂ Several copies of *Tlingit Oral Narratives* by Nora Marks Dauenhauer and Richard Dauenhauer. If enough copies of the book are not available, xeroxed copies of the biographies will need to be available.
- ✂ Any other books containing biographies of Tlingit people.

Multimedia

- Access to computers. Students can find biographies at <http://alaskanativestoryteller.com/2011/08/youre-going-to-hear-about-this-frank-johnson-louis-shotridge-and-civil-rights/>.

Before the Lesson

- Gather books and reference materials

Anticipatory Set: Students are told they will be helping to correct the underrepresentation of Tlingit people and their accomplishments in the biography section of their library. It is explained that each student will be writing a biography on a Tlingit of their choice. Then, the biographies will be published in one collection on Tlingits of Southeast Alaska.

Lesson/Guided Practice: Students will review resources on Tlingit people using materials brought in by the teacher and online. Each student should have 2-3 people in mind that they may select to write on by the end of the lesson. Students are encouraged to select people they are personally interested in and truly appreciate their contribution. The student's writing will be better and will most likely have a better 'voice'. The teacher may wish to have students volunteer to orally report briefly on 1 or 2 persons selected and why they were chosen.

Lesson 5

Objective: Students will extend their research by listening to elders volunteering to present information on Tlingit elders. Students are to have completed two graphic organizers on two possible persons of their choice based on the oral presentations and other research.

Suggested Time: 2 days

Materials

✂ copies of graphic organizers, 2-3 per student

Multimedia Materials

➤ Tape recorder to tape oral presentations

Before the Lesson

- Schedule presenters
- Make copies of graphic organizers for students

Lesson/Guided Practice: The timing of this will depend upon the number of elders who are speaking to students and how they are scheduled. Students should have time to complete their own research, as well as listen to 2-3 elders present information. At the end of this time, students should have been able to complete at least two graphic organizers.

Then, the organizers are to be turned into the teacher. The teacher will provide written feedback regarding the information on the organizers. Is the information complete enough to base a biography on it? Are the significant aspects of the person's life included? Is there information that does not necessarily need to be included? Are there spelling errors? Is the information correct?

Lesson 6

Objective: Students will complete the first draft of their biography. They will understand two ways they may begin.

Suggested Time: 1 to 2 days

Materials

- ✂ Students should have their completed graphic organizers.
- ✂ Copy of Biography Scoring Guide to show on over head projector or document reader.
- ✂ Copies of scoring guide for students
- ✂ Copy of Tlingit Oral Narrative with 2 biographies marked (see modeling section)

Multimedia Materials

- Computers for word processing.
- Tape recorder with tape of oral presentations for students to listen to, if need be.

Before the Lesson

- Prepare copies of the scoring guide to use as handouts and to project

Anticipatory Set: Students are told they will now be assuming the role of a biographer. They will be completing the first draft of their biography

Lesson/Guided Practice: Student's organizers are returned. Students are told they will be selecting the person they chose to write a biography on based on one of their graphic organizers. Students are advised to take the teacher's comments into account. A priority is having adequate information. Background and family is important, as well as being able to present the contribution or notable action in detail. Students are also reminded they need to explain the impact of the accomplishment or contribution to their culture and society, in general. They should be able to answer the question: how did this person make my life better?

Next, the teacher asks if anyone knows how to begin his/her biography. Most students will probably want to start with the birth. So, then the teacher can ask if anyone has seen a movie with a flashback. This will lead into a discussion of what this is and how this method might be incorporated into their biographies.

To model these two types of beginnings, the teacher reads the beginning, maybe first 2-3 paragraphs, of two different biographies which begin slightly differently- one starting with the birth date, birthplace, etc. (Amy Marvin p. 489) and one beginning with the accomplishment before going back to the birth (Andrew Johnson p.461). Both can be found in *Tlingit Oral Narratives*.

Finally, students review the scoring guide with the teacher. In reviewing the scoring guide, punctuation, spelling, sentence structure and paragraphing expectations will be discussed. Topics for paragraphs are also reviewed and questions answered.

Time is now given for students to complete their first draft. They complete this draft as homework. Or, they may need an extra day in class to work on the first draft.

Lesson 7

Objective: Each student is given two blank copies of a feedback form. The following format may be used:

Feedback Form
List any spelling errors you notice: _____ _____
List any grammar or punctuation errors you notice _____ _____
What information needs to be made more clear? _____ _____
What information is missing? _____ _____
What was something about this piece of writing you really liked or appreciated? _____ _____

Suggested Time: 1 day

Materials

✂ Student copies of feedback form.

Before Lesson

Prepare copies of feedback form

Anticipatory Set: Students are told they will be taking the role of a teacher and assisting students in improving their first drafts.

Lesson/Guided Practice: Students are to share their drafts. Each student is to complete two feedback forms and share it with the writer. Students may decide with whom they will share or the teacher may put students into feedback groups of three students. Then, students provide feedback to students in their group. Students then write their second draft and turn into teacher for further feedback.

Lesson 8

Objective: Students will observe ways to improve their writing. The final draft will be completed.

Time-2 days

Material

- ✂ Students' 1st drafts
- ✂ Copies of sections of students' work to show as exemplars. May be on transparencies for overhead or paper copies for document reader.

Multimedia

- Overhead projector or document reader

Before the Lesson

- Prepare copies of sections of students' writing to use as exemplars.

Anticipatory Set: Students are told they will be reviewing sections of students' biographies to look at good writing practices and practices that need improvement. Students are reminded to take note of anything they feel will improve their final draft.

Lesson/Guided Practice: The teacher will pass back papers with the teacher's comments and feedback. With a document reader or an overhead projector, teacher will show copies of sections of the student's drafts. Paragraphs that are well written will be reviewed to model good writing. Also, common errors will be reviewed with a discussion on how to improve. The teacher will review anything needing to be discussed based on the student papers. Are sentences complete? Do paragraphs stick to only one subject? Does there need to be a review of the vocabulary? Etc.

The final draft is completed and turned in that day or the following day. Students may read or share important aspects of the life of their selected elder.

Students should share the impact of the contribution to their culture and society and what this means for them and their future.

The biographies will be bound together into one collection or book. The teacher may want to discuss what the collection will be called. Perhaps students might be asked to come up with 3-4 titles and then vote on the one they consider the best title.

Finally, the book will be presented to the librarian who catalogs it and includes it in the biography section of the school library.

Post Assessment

This assessment is two-fold; in one section of the assessment, the students'

understanding of the genre of ‘Biography’ is assessed along with knowledge acquired about Tlingit elders. This assessment mirrors the pre-assessment.

Possible Questions

1. What is the purpose of a biography?
2. What types of information is found in a biography?
3. List two elders in our community whose contributions are so significant they should be documented in a biography.
4. What were their contributions? How did these contributions impact our culture and society?

Biography Scoring Guide		
Excellent Work	Adequately Done	Needs Improvement
Content		
<p>The biography contained sufficient information about the background of the elder:</p> <ul style="list-style-type: none"> ○ Birthdate ○ Birthplace ○ Clan ○ Parents ○ Family Members ○ Tlingit Name <p>Important contributions / achievements were well explained with details, relevant facts and/or examples. Reader understands significance of accomplishments of elder.</p> <p>A final paragraph provides a conclusion that follows from the information or explanations presented. May include personal feelings toward the elder.</p> <p>Final paragraph answers the question: how did this person make a difference in my life or make a positive impact on my culture and society in general.</p>	<p>The biography contained most of the background information.</p> <p>Some details may be missing, unclear or incorrect.</p> <p>Contributions / achievements were discussed. More detail was needed to fully appreciate significance of the accomplishments. Facts were not always relevant.</p> <p>Inadequate conclusion doesn't necessarily seem to fit or follow.</p> <p>Impact not detailed or clear. Not clear if writer thoroughly understand impact.</p>	<p>The biography lacks most background information.</p> <p>Several details are incorrect.</p> <p>Lacking a conclusion.</p> <p>Impact not mentioned</p>

Organization		
<p>Information is correctly broken up into paragraphs. Paragraphs are over one topic:</p> <ul style="list-style-type: none"> ○ Background (1 paragraph) ○ Contribution / Achievement (1-2 paragraphs) ○ Summary (1 paragraph) <p>Paragraphs contain:</p> <ul style="list-style-type: none"> ○ Topic sentence ○ 3-4 details (min.) ○ Examples ○ Concluding sentence <p>Sentences are complete.</p> <p>Transition words are used, when needed.</p>	<p>Paragraph may contain information over more than one topic. Information not well organized, difficult to follow at times.</p> <p>Missing one element. Unclear.</p> <p>A couple incomplete or run-on sentences.</p>	<p>Information not divided into paragraphs.</p> <p>Missing two or more elements. Unclear.</p> <p>Several sentences with structure errors.</p>
Conventions		
<p>Correct punctuation. Correct spelling. Correct capitalization.</p>	<p>Some minor errors.</p>	<p>Several errors – may hinder comprehension</p>

Lesson 9

Objective: Students will write a ‘thank you’ letter to the elder expressing their appreciation for the contribution and explaining what this has meant to their culture, society and themselves. If the elder is no longer living, it may be sent to a living relative.

Suggested Time: 1 day

Materials

- ✂ paper and pencil or computer
- ✂ envelope

Multimedia

- computer
- overhead projector or document reader

Before the Lesson:

Prepare or find a copy of a thank you letter to demonstrate the format of a letter with date, closing, etc. Prepare a model of the front of an envelope to demonstrate correct format.

Anticipatory Set: Students are told how this models tribal values and leads a discussion which teaches ethics and responsibility when someone shares someone's story.

Lesson/Guided Practice

Students write a thank you letter to the elder who was the subject of their biography. They will also need to complete an envelope with the correct address of the elder or a living relative. The teacher will show the correct format of a thank you letter and envelope on the overhead projector or document reader.

Additional Activities

A. Creating a poster over the selected biographee to be displayed in the hall.

Inviting elders in the community, particularly those who spoke earlier to students and those who were written about (if available) for tea and snacks. Students take turns providing a brief summary of their biography and explain why they selected the person.

B. Creating a timeline of the biographees. Their name and accomplishments would be listed in the appropriate place on the timeline based on their birth date.