Grade Level	Content Area	Course Title *(9-12 Samples Only)*	Unit Title
6	**Writing**	**N/A**	**Biography Project: Examining the Lives of Famous People**

Length of Unit	Time of Year Taught	Expected Prior Knowledge
5 days	**13th week**	Understanding how to organize information around central and supporting ideas

Unit Description

Each student will write a report about a famous person of their choosing. The students will analyze biographical information they have read in order to summarize the person's life and accomplishments and inform the reader about the person's significance. To plan, students will complete graphic organizers and participate in peer reviews.

Standards: See instructions on page 15.	Grade 6: Text Types and Purposes 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.
Summative Assessment *In addition to the description, include a copy of the summative assessment in the application package.*	Students will be asked to write a report between 1.5 to 2 pages long about the person they have researched. The reports must include an introduction, a conclusion, describe the person's background, explain the person's achievements/significance, use transitions between paragraphs, etc. Students will be officially assessed on the final draft.
Scoring for Summative Assessment *In addition to the description, include a copy of the answer key*	A Six Traits rubric (included below) will be used for the final draft of the biographical report. Students will be evaluated for ideas/content, organization, voice, sentence fluency, word choice, and conventions. An overall score of 4=A, 3=B, 2=C, 1=D. A grade of F will be given only in the case of extensive plagiarism or

and scoring rubric (if applicable) for the summative assessment in the application package.	for not writing a report. A score of 3 or better is considered meeting the standard/proficient.
Materials/Resources Needed *Include all items for the entire unit.*	**Web graphic organizers, biocube graphic organizers, overhead projector, paper, pens, white board, white board markers**

	Lesson 1	**Lesson 2**	**Lesson 3**	**Lesson 4**	**Lesson 5**
Instruction and Timeline	The teacher will present a sample web graphic organizer and discuss with students how categories and subcategories can be utilized to describe a person's life and achievements. The sample web graphic organizer will feature Martin Luther King, Jr., and categories such as "childhood and young adult," "beginning of his career," "turning points," etc. The teacher will discuss how students will use a web for their own biographical	The teacher will explain how to complete a biocube, which has 6 sections: name/time period, place; background; significance; obstacle; personality; quotation. This will be a second graphic organizer used to help students organize information on the person they will write about. The teacher with student feedback will model how to complete one by using MLK Jr., as an example. (15	The teacher passes out the writing framework for the assignment, which explains how each student's report must be 1.5 to 2 pages long, include an introduction and conclusion, describe the person's background, explain the person's achievements/significance, use transitions between paragraphs, etc. The teacher will share various student samples of biographical reports and take questions from students about the assignment. (25 minutes).	After students are given 35 minutes to continue writing their drafts, the teacher gives a lesson on the overhead projector on effective transitions by highlighting them in a text and writing them from scratch with the help of students in a text lacking proper transitions. (15 minutes).	The teacher will discuss the peer review writing rubric with students and will show a completed example. (10 minutes). After the peer review (below), the teacher will discuss how to use the peer reviews and a final draft checklist to improve their reports, which are to be turned in as final drafts on Monday. (15 minutes)

	writing planning (15 minutes). After the partner activity (below), the students will share more categories and subcategories for describing a person's life and accomplishments and the teacher will wrote those on the board. (10 minutes).	minutes). Teacher will circulate the room as students work independently on their biocubes.			

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Student Activities and Timeline	Students will discuss with a partner their famous person and what he/she achieved. The partners will ask questions and point out what interests them about the person. The partners will help each other generate more categories and subcategories to describe their famous person. (10 minutes). Students will start to fill in their web graphic organizer and will be asked to finish it for homework. (15 minutes).	In groups, students evaluate each other's web graphic organizers using a web rubric. Each student will get 3 other students' feedback on his/her web graphic organizer. (20 minutes). After teacher's instruction (above), students will fill out and create a biocube. Students are to finish the biocube and update their web graphic organizers based on their peer feedback. (15 minutes)	Students will make an outline for their report using a framework provided by their teacher and then will start writing a draft of the report. Students are to continue their drafts for homework. (25 minutes).	Students will be given 35 minutes in class to continue writing the rough draft of their biographical report. Students will complete their rough drafts for homework.	Students will peer review two reports using the rubric provided by the teacher. (25 minutes).

6th Grade Biographical Report: Requirements for Final Draft

Final reports must be 1.5 - 2 pages long (and if typed) use double-spaced, Times New Roman 12-point font.

Each report must have the following:

A title

Introduction that engages the reader

Information about the person's background

Information about the person's achievements

Significance of the person

Effective transitions

At least two direct quotes

Appropriate supporting evidence

Conclusion

In addition, ask yourself the following questions:

Is my supporting evidence (historical information, quotes, background information, etc.,) relevant to my topic?

Do my paragraphs and ideas flow well together?

Have I checked my work for proper spelling and grammar?

Have I used precise, direct language to convey information?

6th Grade Writing Rubric: Informational/Explanatory Texts

SIX TRAITS	4	3	2	1
IDEAS/CONTENT	• Engages the reader with a clear thesis or purpose • Information is clearly related to the topic • Relevant evidence and details are strong and used to support the thesis or purpose	• Engages the reader with a thesis or purpose • Information stated is related to the topic • Relevant evidence and details support the thesis or purpose	• Attempts to engage the reader with a thesis or purpose • Information stated is limited in relationship to the topic • Relevant evidence and details are weak and not always supporting the thesis or purpose	• Little attempt to engage the reader with no thesis or purpose • Information stated does not relate to the topic • Relevant evidence and details are lacking
ORGANIZATION	• Organization is clear including compare and contrast or organization by categories and transitional expressions • Offers a creative engaging beginning and a concluding paragraph that summarizes the thesis or purpose	• Organization is clear and may include use of compare and contrast, organization by categories and transitional expressions • Offers an engaging beginning and a concluding paragraph summarizing the thesis or purpose	• Organization may be hampered by minimal details and weak transitional expressions • Attempts a beginning and a conclusion	• Organization is lacking and interferes with understanding • Conclusion is not drawn or reached
VOICE	• Writing shows a strong tone and has a clear sense of audience • Voice uses a strategy consistent with cause and effect, compare and contrast	• Writing shows a sense of the audience • Voice has some cause and effect, compare and contrast	• Writing shows little sense of the audience • Voice makes an attempt to use cause and effect, or compare and contrast	• Writing shows no sense of audience • Voice uses no cause and effect, or compare and contrast
SENTENCE FLUENCY	• Demonstrates consistent variety and complexity of sentence structure	• Demonstrates some variety or complexities in sentence structure	• Demonstrates sentences that are understandable • Sentences are short, repetitive, and lack variety and complexity	• Demonstrates awkward, choppy and run-on sentences • No variety or complexity
WORD CHOICE	• Uses precise and creative verbs, nouns and adjectives; the message is clear	• Uses adequate verbs, nouns and adjectives; the message is clear	• Uses limited word choice; the message is dull or unclear	• Uses dull, repetitive word choice; the message is confusing
CONVENTIONS	• Spelling, capitalization, punctuation, paragraphing and grammar are effective and make the paper easy to read and understand	• Spelling, capitalization, punctuation, paragraphing, and grammar are mostly correct • Errors do not make writing difficult to read or understand	• Spelling, capitalization, punctuation, paragraphing and grammar create problems that slow the reader or cause confusion	• Spelling, capitalization, punctuation, and grammar errors are numerous and make writing difficult to follow