

Bio Poem Identity - 8/28/20

Mr. Carter - 7th Grade English/Language Arts

* Required

1. Name: *

2. Date: *

Example: January 7, 2019

3. Period Number: *

Mark only one oval.

7-2

7-4

7-5

7-6

Five Minute Do Now:

One word answers and sentence fragments will not be accepted. Please write your answers in three complete sentences.

4. Do Now: Write a sarcastic thank you note to a friend who gave you onion and garlic-flavored chewing gum. * 5 points

Learning Target:

After completing this lesson, I will have gained a variety of means to express my identity through engagement in research and self-exploratory writing activities.

Bio Poem Identity Lesson:

Please read through the following descriptions and instructions. Then, complete the readings and answer the activity questions.

Introduction:

"Who am I?" is a question on the minds of many adolescents. This activity will help you clarify important elements of your identity by writing a poem about yourself. Bio-poems can help you get beyond the aspects of identity that are often more obvious and familiar (such as ethnicity, gender, and age) by asking you to focus on factors that shape identity, such as experiences, relationships, hopes, and interests. By providing a structure for you to think more critically about individual traits, experiences, and character, bio-poems are a way for you to demonstrate what you know about yourself.

We all have a distinct identity, both individually and socially. Who you are, underneath it all, is not always necessarily how you present yourself to others. However, you are 100% real and the best way to truly understand you is to explore deeper than the opinions of others. I want you to write a biopoem about yourself, but I don't want you to describe yourself from the outside. In other words, I don't want you to describe yourself relative to how your parents or friends or anyone else views you. Rather, I want you to offer a 100% honest sketch of yourself.

Instructions:

1. Open this link and flip through the slide show. Pay close attention to the relationship between identity and self esteem.

<https://www.slideshare.net/DrFunkeBaffour/who-am-i-exploring-personal-identit>

2. Open this document and read the format above and then the example below.

<https://i.pinimg.com/736x/9e/2f/8e/9e2f8eb7278e098336fbf6fe68cb3caa.jpg>

3. Complete the questions and write your own Bio Poem.

4. Read the article below. It outlines the journey of a young lady who didn't identify with many of the characters in the books that she read, so she decided to lead a movement to place a spotlight on books with African-American lead characters.

<https://newsela.com/read/marley-dias-1000blackgirlbooks/id/31206/>

Assignment Overview:

Dig deep inside and take some time to analyze who you are. One word answers and sentence fragments will not be accepted. Please write your answers in complete sentences and do not be afraid to let your voice be heard.

Reference Articles:

<https://www.slideshare.net/DrFunkeBaffour/who-am-i-exploring-personal-identit>

<https://i.pinimg.com/736x/9e/2f/8e/9e2f8eb7278e098336fbf6fe68cb3caa.jpg>

<https://newsela.com/read/marley-dias-1000blackgirlbooks/id/31206/>

Activity Questions:

One word answers and sentence fragments will not be accepted. Please write your answers in complete sentences and do not be afraid to let your voice be heard.

5. 1) First Name: *

6. 2) Who is... (add four descriptive traits) *

1 point

7. 3. Son or Daughter of... (add your parent(s) or guardian(s) name(s)) *

1 point

8. 4) Lover of... (complete the sentence with three things, ideas or people) *

1 point

9. 5) Who feels... (complete the sentence with three things or ideas) *

1 point

10. 6) Who needs... (complete the sentence with three things or ideas) *

1 point

11. 7) Who gives... (complete the sentence with three things or ideas) * 1 point

.....

12. 8) Who fears... (complete the sentence with three things or ideas) * 1 point

.....

13. 9) Who would like to see... (complete the sentence with up to three people things, or ideas) * 1 point

.....

14. 10) Resident of... (city, state) * 1 point

.....

15. 11) Last Name: * 1 point

.....

16. 12. Rewrite the prompt with your answers to questions 1-11 to complete you bio poem. Each answer should be on its own line—students handwriting on the packet can write their poem on the back of the packet. *

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Five Minute Exit Ticket:

Reflect on today's lesson and answer the question(s) using complete sentences.

17. Exit Ticket: Write down one thing that you learned about yourself while completing this activity. * 5 points

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How to Write a Bio Poem

Write a bio-poem about one of the main characters in *To Kill a Mockingbird*. Do not include the ellipses [...]

Include 11 lines and follow this pattern:

- Line 1: Your character's first name
- Line 2: Four words that describe your character
- Line 3: Brother, sister, father, etc. of...
- Line 4: Lover of...(three ideas or people)
- Line 5: Who feels...(three ideas)
- Line 6: Who needs...(three ideas)
- Line 7: Who gives...(three ideas)
- Line 8: Who fears...(three ideas)
- Line 9: Who would like to see...
- Line 10: Resident of
- Line 11: His or her last name

In at least one of the lines refer to something in the book that helps describe the personality, emotions, or actions of the character featured in your poem.

Sample Bio Poem

Scout

Tomboy, brave, intelligent, loving

Sister of Jem

Lover of justice, chewing gum, reading, and Alabama summers

Who feels outrage when her dad is maligned, happiness when school is over, and fright on a dark Halloween night.

Who needs her dad's acceptance, Jem's loyalty, and Dill's admiration

Who gives friendship easily, black eyes to cousins, and sassy words to Calpurnia

Who fears Boo's dark house, owls in the night, and giving her open palms to the teacher

Who would like to see all mockingbirds sing freely whether they are creatures of flight, shy neighbors, or kind handymen

Resident of Maycomb, Alabama

Finch

Girl campaigns to get 1,000 books about black girls; gets almost 10,000

By Chicago Tribune, adapted by Newsela staff on 05.31.17

Word Count 744

Level 990L



Marley Dias, 12, of West Orange, New Jersey, is the force behind #1000BlackGirlBooks, a program to collect and donate children's books that have black girls as the main characters. Photo by: Cheriss May/NurPhoto/Sipa USA/TNS

Marley Dias is an amazing 12-year-old. She's the preteen force behind #1000BlackGirlBooks, a campaign to collect and donate children's books that feature black girls as the lead characters. She had hoped to collect 1,000. She's up to 9,500.

"Frustration As Fuel To Help Others"

Marley will be in Chicago, Illinois, on June 6 and 7 for the Social Innovation Summit. A bunch of adults will talk about issues like creating change and use phrases like "increasingly complex global landscape." Marley will be there, too.

"I'll be talking about how to use frustration as fuel to help others," Marley said. "And how I was able to use the problem of only seeing white boys and their dogs as characters as a way to uplift" the stories of black girls.

to read “Old Yeller,” “Shiloh” and “Where the Red Fern Grows.” However, “Brown Girl Dreaming” and other tales with girls of color at the center were not on the list.

Social Media Campaign

Her mom, Janice Johnson Dias, co-founder of GrassROOTS Community Foundation, helped her to launch a social media campaign. The goal was to collect 1,000 books with black girl main characters. The books would be donated to libraries.

Booksellers and authors quickly jumped on board with donations. Ellen DeGeneres gave her a check for \$10,000 to buy books. Marley, who lives in West Orange, New Jersey, discovered authors and titles she never knew existed.

Of the 9,500 books she’s collected, she said 1,500 are unique titles. One of her favorites is “Aya: Life in Yop City,” a graphic novel by Marguerite Abouet, who was born and raised in Ivory Coast, Africa. A graphic novel is similar to a comic book.

“To Create Mirrors And Windows”

“My goal is to promote the stories of black girls, not only for black girls, but for other kids who are different,” she said. “I come from a community that has a lot of white kids, and I notice how a lot of times they don’t understand our differences and how I come from a different culture and my ancestors are different and my history is different. I want to create mirrors and windows for people in communities all across the world.”

Marley explains her ideas.

“When I say mirrors, I mean I want these stories to be reflected for the black girls who are reading them,” she said. Marley wants them to be able to see themselves and learn about their history. “When I say windows I mean open up to people who are different, to understand and to see and grow from those things we don’t understand.”

She added, “If I meet someone who’s Native American, and I don’t know anything about indigenous people in New Jersey, which I kind of don’t, which is not really good, I can learn more and more about their lives. And at the same time, I’m showing others that I can be kind, I can be caring, I can be special.”

Role Models And Goals

In addition to the heroes in books, there are people she admires in real life.

“I have role models,” she said. “But I take the attributes of the people that I admire, and I use them to create my best self. I can look at Madam C.J. Walker, who was one of the first (black female) millionaires, and I can say, ‘I want to be as industrious and I want to be as motivated as her.’ Not that I want to live the life she did, but that I want to be my best self and have those traits and abilities of Madam C.J. Walker to allow me to do that.”

Marley said that when she’s 63 years old, she’ll ask herself if she did all she could to channel her inner Madam Walker.

Making The World A Better Place