

Remarkable Lives Revealed

TEACHER'S GUIDE

An important component of language instruction is the meaningful interaction with a variety of texts and the exploration of a wide variety of perspectives. Allowing students to explore more complex topics or issues related to social justice, equity, and fairness through print is a learning goal across Canadian schools. *Remarkable Lives Revealed* supports these initiatives by introducing young readers to individuals who overcame barriers and challenged norms to make discoveries, achieve goals, and inspire change. An engaging and unique biography series, *Remarkable Lives Revealed* uses a global perspective to celebrate diversity and challenge students' understanding of what it means to be "remarkable." The Remarkable Lives Revealed Teacher's Guide contains lesson plans that develop the critical thinking skills students need to find a deeper significance within the biographical genre.

The lesson plans in this guide are tailored for grades 2 to 5 and focus on the importance of biographies as a medium that inspire change. Inquiry-based tasks and writing prompts encourage students to gather and organize information from primary and secondary sources, consider the character traits that make an individual "remarkable," and use critical thinking to convey ideas and construct meaning. Each lesson supports a big-picture view of the biography as a tool that can aid in self-enrichment and self-discovery.

The lessons in this guide are designed to be taught in sequential order. Students will build an understanding of the biography as a medium to convey information and eventually move beyond the literal meaning of the text to explore the accomplishments of those written about. Reproducible worksheets and assessment tools accompany each lesson plan. The titles in *Remarkable Lives Revealed* include:

Rick Hansen: Improving Life for People with Disabilities

Malala Yousafzia: Defender of Education for Girls

Temple Grandin: Pioneer for Animal Rights and Autism Awareness

Wilma Rudolph: Track and Field Champion

William Kamkwamba: Powering his Village

Dolores Huerta: Advocate for Women and Workers

Jazz Jennings: Voice for LGBTQ Youth

Craig Kielburger: Champion for Children's Rights and Youth Activism

Mae Jemison: Trailblazing Astronaut, Doctor, and Teacher

Robby Novak: Kid President and Promoter of Positivity

Buffy Saint-Marie: Musician, Indigenous Icon, and Social Activist

Yusra Mardini: Refugee Hero and Olympic Swimmer

Zuriel Oduwole: Filmmaker and Campaigner for Girls' Education

Simone Biles: Gold Medal Gymnast and Advocate for Healthy Living

Joshua Wong: Student Activist for Democracy



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PACING CHART AND VOCABULARY

Lesson Plan Title	Pacing	Vocabulary
Identifying the Biography	2 class periods*	author biography direct quotes glossary index informational text primary secondary source table of contents third person timeline
I CAN Read Biographies	1-2 class periods	accomplishment birthdate birthplace education impact influences milestone
Overcoming Obstacles	1-2 class periods	barrier challenge obstacles overcome research solution
Sequencing Important Events	1 class period	chronological event important sequencing timeline
Becoming Remarkable	3-5 class periods	characteristics inspire opinion remarkable support
We are Remarkable	3-4 class periods	brochure gallery walk interview

* 1 class period = 40-60 minutes

ACCOMMODATION STRATEGIES

Accommodations provide equal access to learning and equal opportunity to demonstrate what is learned. Accommodations allow a student access to the subject or course without any changes to the knowledge and skills the student is expected to demonstrate.

Educators are encouraged to adapt the instructional approach, activities, and assessments included in this guide to best meet the diverse interests, needs, and abilities of their students. Possible accommodations may include:

Instructional Strategies

- Break tasks into parts with accompanying time lines
- Provide extra time for processing of oral information.
- Pair oral instructions with visual ones (writing or symbols)
- Pre-teach new vocabulary and regularly review previously taught vocabulary
- Provided model of completed work
- Frequently check with the student to get him/her started
- Provide oral and visual instructions and examples
- Provide a checklist of tasks for the student

Environmental Strategies

- Proximity to teacher
- Strategic seating
- Flexible or mixed-ability grouping
- Provide an alternative setting for learning that is free from visual and auditory distractions.

Assessment Strategies

- Build in extra time to allow student to process questions asked and answers given
- Provide written instructions and rubrics for assignments
- Offer a choice of assessment activities so that the student can choose one suited to their strengths
- Space out or extend assignments to prevent student feeling overwhelmed
- Reduce the number of tasks used to assess skill or concept
- Allow students to use assistive devices or technology

LESSON 1

Identifying Biographies

Curriculum Correlations

Ontario Language Arts

Grade 5 Reading
Overall Expectations 1; 1.1. 2; 2.3

Common Core

CCSS.ELA-LITERACY.RI.3.1
CCSS.ELA-LITERACY.RI.3.4
CCSS.ELA-LITERACY.RI.4.1

Materials

- *Remarkable Lives Revealed series*
- Whiteboard or Chalkboard
- Whiteboard Markers or Chalk
- Post-it Notes
- Markers, Pens, or Pencils
- *What do I Notice? Worksheet*
- *Biography Text Features Checklist*
- *Identifying Biographies Checklist*

Setting the Stage

Facilitate class discussion on the biography genre by posing the question, “what is a biography?” Record students’ answers on the board.

Use prompts such as:

- ▶ What are biographies used for? What information do they tell us?
- ▶ Where do authors get their information?
- ▶ Who are biographies written about?
- ▶ Why do we read biographies?

• Take-away concepts:

- ▶ Biographies are a type of book that inform readers about a person’s life
- ▶ Biographies are usually about a famous or notable person who accomplished something important or interesting
- ▶ We read biographies to learn about another person’s life and thoughts
- ▶ Information is gathered from primary and secondary sources

Place each of the *Remarkable Lives Revealed* books at stations around the classroom. Students can explore the stations for 15–20 minutes.

On a Post-It note, students should write the title of the biography that interests them. They should also write one sentence describing why they are interested in that title.

Objectives

Students will:

- Identify characteristics of biographies and differentiate them from other informational texts.
- Identify text features of biographies and explain how they help readers understand the text.

Activity #1

Hand students *What do I Notice? Worksheet* and instruct them to complete it while listening to teacher read *Wilma Rudolph: Track and Field Champion*.

*This lesson can be applied to any book in the series

Following the reading, the class will engage in a discussion where they will make a list of the things students noticed about the biography.

The list should contain the following and be placed in an area easily accessible to students:

- ▶ Tells about a person's life
- ▶ Written in third person
- ▶ Includes facts about the person
- ▶ Tells why the person is important
- ▶ Could include a timeline of their life
- ▶ Indicates what the world has learned from their contributions
- ▶ Might include real photographs

Extensions

Divide students into small groups and provide them with two different types of texts (one biography and another type of informational text). Students will analyze the texts and distinguish the differences between them. Students will use the biography features list discussed in class to make an argument for which of the two texts is the biography.

Activity #2

Students will work in pairs or small groups and complete the *Biography Text Features Checklist*. Students will choose one biography and check boxes when they see the biography feature in the text. Students will also indicate which page number they found the text feature on.

Engage the class in a discussion about how the text features found in biographies help readers understand the text (i.e. how the table of contents helps the reader locate and verify information). Clarify any questions students have about any particular text features, including what they may look like.

Extensions

Invite students to do research on an individual that interests them. Have them use the checklist to determine if the text they are reading can be considered a biography.

Wrap-Up

Write the text features of biographies on an anchor chart and ensure it is in a place that can be easily seen by students.

Ask students if there are any features that they believe are not on the checklist and have an open discussion as to whether they are applicable to biographical texts.

Review the worksheets. Offer an open discussion about any questions students may have in regards to the activities they participated in. Ask students to hand in both worksheets.

Assessment

Assess student understanding during lesson using observational notes. Use *Identifying Biographies Checklist* to assess completion of *What do I Notice? Worksheet* and *Biography Text Features Checklist*.

Name: _____ Date: _____

What do I Notice?

Listen to *Wilma Rudolph: Track and Field Champion*. Using the prompts listed below, write down some of the features you notice about the text.

<p>I notice that this text is telling me about ...</p>	<p>I notice that the text is written in ...</p>
<p>I notice that this person is important because ...</p>	<p>I notice that this text includes ...</p>
<p>I notice that there are ...</p>	<p>I notice that the world is a better place because ...</p>

Name: _____

Date: _____

Biography Text Features Checklist

Read one of the biographies in *Remarkable Lives Revealed*. As you read through the text, look for the features listed below. When you see the specific text feature, place a checkmark in the box and write down the page number(s) where you saw it.

Table of Contents  Page Number

Headings  Page Number

Bold Words  Page Number

Photographs  Page Number

Interesting Facts  Page Number

Captions  Page Number

Glossary  Page Number

Index  Page Number

Direct Quotes  Page Number

LESSON 2

I CAN Read Biographies

Curriculum Correlations

Ontario Language Arts

Grade 5 Reading
Overall Expectations 1; 1.1.

Common Core

CCSS.ELA-LITERACY.RI.3.1
CCSS.ELA-LITERACY.RI.3.2
CCSS.ELA-LITERACY.RI.3.4
CCSS.ELA-LITERACY.RI.4.1

Materials

- *Mae Jemison: Trailblazing Astronaut, Doctor, and Teacher (Remarkable Lives Revealed)*
- *Remarkable Lives Revealed series*
- Whiteboard or Chalkboard
- Whiteboard Markers or Chalk
- Markers, Pens, or Pencils
- Anchor Chart Paper
- *Biographical Information Worksheet*
- *I CAN Read Biographies Organizer*
- *I CAN Read Biographies Exit Card*

Objectives

Students will:

- Identify details that can be learned from biographies.
- Use a graphic organizer to identify and organize details found within a biography for their intended purposes.

Setting the Stage

Facilitate a class discussion by posing the question, “what can we learn from biographies?” In pairs, students will generate as many ideas as possible. Invite students to share their responses and write down answers on the whiteboard. Ensure that the following details are included:

- Birthdate
- Birthplace
- Childhood Events
- Family
- Education
- Influences
- Barriers
- Milestones
- Accomplishments
- Date and cause of death
- Impact

As a class, create definitions for **influences**, **milestones**, and **accomplishments**. Write these definitions on an anchor chart. Example definitions include:

- **Influences are people, experiences, or things that affect a person’s character, development, or behavior**
- **A milestone is an action or event that marks an important change or development**
- **An achievement occurs when a task has been done successfully**

Hand students *Biographical Information Worksheet* to complete while *Mae Jemison: Trailblazing Astronaut, Doctor, and Teacher* is being read aloud. Invite students to compare and contrast their answers with a partner. Review worksheet as a class and clarify any questions.

*This lesson can be applied to any book in the series

Activity

Students will choose one of the biographies in the *Remarkable Lives Revealed* series (students should not choose the biography that was modeled to the class during the first part of the lesson).

Students will read the biography and complete an *I CAN Read Biographies Organizer*.

*Students can be given copies of the texts, share texts, or can read e-books of the series

Extension

- ▶ Students could compare biographical organizers with a peer in the class who chose the same individual in the series.
- ▶ Students could write a reflection on what they found to be inspirational about the individual and their achievements.

Wrap-Up

Invite students to discuss the individuals they read about as a class:

- ▶ What was something you found interesting about the individual you read about?
- ▶ What accomplishment or accomplishments make your individual remarkable?
- ▶ What events, people, or other things inspired the individual to pursue their dreams?

Students will complete *I Can Read Biographies Exit Card* and hand it in. Students will hand in *I Can Read Biographies Organizer* and *Biographical Information Worksheet*.

Assessment

Assess *I Can Read Biographies Exit Card* and *I Can Read Biographies Organizer* for understanding. Teacher will be able to ensure whether students understand how to read biographies based on their categorization of information. Teacher will assess *Biographical Information Worksheet* for understanding.

Name: _____ Date: _____

Biographical Information Worksheet

Listen to *Mae Jemison: Trailblazing Astronaut, Doctor, and Teacher*.

When you hear one of the answers to the questions below, record the information.

<p>She was born in the year ...</p>	<p>She was born in ...</p>
<p>Her family included ...</p>	<p>Some barriers she faced were ...</p>
<p>She was influenced by ...</p>	<p>Some of her accomplishments are ...</p>

Name: _____

Date: _____

I CAN Read Biographies Organizer

Early Life

WHO?

Birth Date?

Death Date"

Who/What were they influenced by?

Challenges and Obstacles

Interesting Facts

**What are their accomplishments?
Why are they famous?**

Name: _____ Date: _____

I CAN Read Biographies Exit Card

<p>After reading the book I think that this person is famous because:</p>	
<p>One important event that happened in their life was:</p>	
<p>Two important facts I learned about this person are:</p>	
<p>Something I found interesting about this person is:</p>	
<p>I read about:</p>	
<p>I think my friend _____ should read this biography because:</p>	

LESSON 3

Overcoming Obstacles

Curriculum Correlations

Ontario Language Arts

Grade 5 Reading
Overall Expectations 1; 1.1.

Common Core

CCSS.ELA-LITERACY.RI.3.1
CCSS.ELA-LITERACY.RI.3.5
CCSS.ELA-LITERACY.RI.4.1
CCSS.ELA-LITERACY.RI.4.3
CCSS.ELA-LITERACY.RI.4.5

Materials

- *Rick Hansen: Improving Life for People with Disabilities (Remarkable Lives Revealed)*
- *Remarkable Lives Revealed series*
- Whiteboard or Chalkboard
- Whiteboard Markers or Chalk
- Markers, Pens, or Pencils
- Anchor Chart
- *Overcoming Obstacles Worksheet*
- *Overcoming Obstacles Exit Slip*

Objectives

Students will:

- Define obstacle and identify obstacles faced by subjects in biographies.
- Identify and explore solutions to obstacles.

Setting the Stage

Facilitate class discussion on obstacles:

- What are obstacles?
- How do people overcome obstacles?
- How do you think someone feels when they overcome an obstacle?
- What are some obstacles some of you have encountered?
- What did you do to overcome these obstacles?

Use “Think, Pair, Share” method and have students define an **obstacle** in their own words. Have students share their answers and create a class definition. Write definition on anchor chart for future reference. Example definition could include:

- **Obstacles are problems that people encounter that make it difficult to reach their goals. People can overcome obstacles by making a choice or action that will help them move forward.**

Read *Rick Hansen: Improving Life for People with Disabilities*.

*This lesson can be applied to any book in the series

As a class, discuss two obstacles that Rick Hansen had to overcome to accomplish great things. Determine what decisions and/or choices he made to help him solve the problems he was facing. Write down answers on an anchor chart so students can refer to it.

Possible obstacles and solutions:

- ▶ His Olympic dreams were shattered when he was in a car accident that rendered him paralyzed from the waist down -> After months of rehabilitating therapy, Rick began playing sports despite his disability and eventually competed in the Olympic Games in wheelchair track
- ▶ Rick’s application to become a physical education teacher at the University of British Columbia was rejected -> Rather than admit defeat Rick convinced the faculty to give him a chance and he became the first person with a physical disability to graduate from the university with a degree in Physical Education
- ▶ Rick and his team were disappointed in the amount of public attention they were receiving on his Man of Motion tour -> The school children and honking drivers they encountered along the roads motivated them to continue

Activity

In pairs or small groups of 3, students will read a different *Remarkable Lives Revealed* biography and identify three obstacles encountered by the subject, then describe the ways that the person overcame those obstacles. Students will complete the *Overcoming Obstacles Worksheet*, then transfer the information onto a piece of chart paper to present to the class.

Students will present their charts and briefly describe the obstacles their individual faced and what they did do improve their situation.

Extensions

- Encourage students to write an opinion piece on how they believe the obstacles faced by their individual led to their future accomplishments
- Students could do research on an individual of their choosing and determine the obstacles and solutions faced

Wrap-Up

Pose the question, “after listening to all of the presentations, was there a particular obstacle that you found to be surprising?” Follow-up with:

- What was it about this obstacle you found to be surprising?
- Do you think that the person would have still accomplished what they did without having to overcome that obstacle?

Pass out *Overcoming Obstacles Exit Slip*. Ask students to hand in the exit cards at the end of the lesson.

Assessment

Assess exit cards for understanding. Observational notes should be taken during activity. Collect *Overcoming Obstacles Worksheet* and assess understanding of obstacles and their corresponding solutions.

Name: _____ Date: _____

Overcoming Obstacles Worksheet

Every individual in the *Remarkable Lives Revealed* series had to face challenges or obstacles before they could achieve their goals!

Obstacles are problems that people encounter that make it difficult to do what they originally set out to do.

Find 3 obstacles or barriers that your person had to face. Think about what choices they made to overcome these obstacles. How did they end up solving their problem?

Obstacle		Solution
Obstacle		Solution
Obstacle		Solution

Name: _____ Date: _____

Overcoming Obstacles Exit Slip

Something I learned today about obstacles is: _____

Someone who I found interesting was _____.

A challenge they faced was: _____

After today's lesson, I want to learn more about: _____

LESSON 4

Sequencing Important Events

Curriculum Correlations

Ontario Language Arts

Grade 5 Reading
Overall Expectations 1; 1.1.

Common Core

CCSS.ELA-LITERACY.RI.3.3
CCSS.ELA-LITERACY.RI.4.3
CCSS.ELA-LITERACY.W.3.1
CCSS.ELA-LITERACY.W.4.1

Materials

- *Craig Kielburger: Champion for Children's Rights and Youth Activism*—pages 6, 7, 10, 11, 12, 20 (*Remarkable Lives Revealed*)
- *Remarkable Lives Revealed series*
- Anchor Chart
- Markers, Pens, and Pencils
- Envelopes
- Glue
- *I Saw Aliens from My Trampoline Activity* (link provided)
- *Sequencing Important Events Worksheet*
- *Sequencing Important Events Checklist*

Objectives

Students will:

- Understand the importance of sequencing important events

Setting the Stage

Students will write a short paragraph detailing what they did in the morning before school. Ask two/three students to share their paragraphs. Bring attention to the chronological order of events and any transitional words used within the paragraph. Transitional words might include:

- first, second, third, then, after, before, next, finally, lastly

Explain to the class that the **order in which we do things** is **chronological order**. Ensure that this definition is placed on a definition anchor chart for future reference.

Facilitate a class discussion using the following questions:

- When do writers put events in chronological order?
- How does ordering events help readers?
- Why do you think it's important that biographies use sequencing?
- How do we know when something is an important event?

Hand out the *I Saw Aliens from My Trampoline Activity* <https://bit.ly/2jZJ4u4>.

Students will read the article and complete the accompanying activity page. Students will place the events in the correct numerical sequence. As a class, review the activity.

Activity #1

Photocopy and cut portions of text from pages 6, 7, 10, 11, 12, and 20 of *Craig Kielburger: Champion for Children's Rights and Youth Activism* and place them in envelopes.

Each student pair or small group should get its own set of envelopes. Using paper and glue, students will work together to reassemble the words in the proper order.

Students should be encouraged to use transitional words and their knowledge of the text to help guide them.

Extensions

- Students may write their own story with the sequence of events out of order. Students will exchange articles with a peer and solve for the correct order.
- Invite students to explore other types of transitional words and create a transitional word wall. Students may compare and contrast their findings.

Activity #2

Students will choose a text from the *Remarkable Lives Revealed* series. Students will read the text and complete *Sequencing Important Events Worksheet*. Students will choose four important events in the text and write them in the correct order in which they occurred.

Students will choose one of the events and write a paragraph detailing how it was a significant part of their individual's life.

* Students may share the texts in pairs, be provided with copies of the text, or read e-books of the series

Extensions

- Students may write a timeline of important events that have happened in their own lives

Wrap-Up

Students will hand in *Sequencing Important Events Worksheet* as well as the sorting activity completed in activity #1.

Assessment

Using the *Sequencing Important Events Checklist*, assess *Sequencing Important Events Worksheet* to check for understanding on sequencing.

Name: _____ Date: _____

Sequencing Important Events Worksheet

Read a biography from the Remarkable Lives Revealed series. Chose 4 important events that happened in the individual's life and put them in order of when they happened. Obstacles are problems that people encounter that make it difficult to do what they originally set out to do.

Choose ONE of the events above and briefly explain why you think it was important

Name: _____ Date: _____

Sequencing Important Events Checklist

Criteria	Level 1	Level 2	Level 3	Level 4
Student shows understanding of sequencing by placing events from biography in correct order.				
Student uses appropriate vocabulary that pertains to sequencing, cause and effect, and time.				
Student writes a clear and concise paragraph explaining why an event is important. Student shows knowledge of how that event was the cause of other events in the person's life by writing in a cause-and-effect structure.				

LESSON 5

Becoming Remarkable

Curriculum Correlations

Ontario Language Arts

Grade 5 Reading
Overall Expectations 1; 1.1.

Common Core

CCSS.ELA-LITERACY.W.3.1
CCSS.ELA-LITERACY.W.3.1.B
CCSS.ELA-LITERACY.W.4.1
CCSS.ELA-LITERACY.W.4.1.B
CCSS.ELA-LITERACY.SL.3.4
CCSS.ELA-LITERACY.SL.4.4

Materials

- *Remarkable Lives Revealed series*
- *The Terry Fox Story* (link provided)
- Whiteboard or Chalkboard
- Whiteboard Markers or Chalk
- Markers, Pens, and Pencils
- Anchor Chart
- Projector/Television
- *Remarkable People Reflection*
- *Remarkable People Rubric*

Setting the Stage

Facilitate class discussion by posing the question, “what does it mean to be remarkable?” Write down the word **remarkable** on the white board. Use the following prompts for discussion:

- Who is someone that you see as being remarkable? What have they accomplished that makes you feel this way?
- Are people remarkable because of their actions or their characteristics?
- Thinking back to one of the biographies we have read in the *Remarkable Lives Revealed* series, what is something someone has done that you believe to be remarkable?
- Do you think that doing something remarkable inspires others? In what ways?

As a class, create a definition for **remarkable** and write the definition on an anchor chart for future reference. An example definition:

- **Someone that does something extraordinary or special in such a way that inspires others to do the same**

Tell students to think about what it means to be remarkable as they watch *The Terry Fox Story* <https://bit.ly/1zUvX10>

Class discussion:

- Do you think that Terry can be considered a remarkable person? Why or why not?
- What was it that he did that makes him remarkable?

Objectives

Students will:

- Present information to the class and identify factors that make an individual remarkable.
- Write an opinion piece using examples from the text to support their argument.

Activity

Introduce project:

Students will choose one of the biographies in the *Remarkable Lives Revealed* series that they find most interesting. Students should be given approximately 20 minutes to peruse any biographies they have not yet read. Students will be divided into small groups based on their selection. There should no more than 3-4 students per grouping.

Students will do a 5-7-minute presentation to the class, introducing the individual in the biography and explaining why they are remarkable.

Students will write a one-page report explaining why they feel that their individual is “remarkable,” using examples in the text to support their reasoning.

Discuss criteria for the presentation and report with the class, and write criteria on the board. Students should be encouraged to make note of the criteria. Criteria could include:

- Presentation is 5-7 minutes in length
- Identifies birth date, birthplace, education, family, important events, contributions, date of death, cause of death, and impact
- Highlights barriers and solutions
- Details why the individual should be considered “remarkable”
- Reports should be one page in length
- Opinions should be supported with examples from the text

Share rubric with students so that they have a clear view of the expectations.

Extensions

- Invite students to do additional research on their individuals from a teacher vetted site
- Students could write a paragraph detailing why they chose their individual and how they have been inspired by their actions

Wrap-Up

Students will present their projects. Use one or two class periods for presentations.

Students will complete *Remarkable People Reflection* that encourages students to explore the connection between the biographies in the series. Invite students to share their reflections with a partner.

Assessment

Use *Remarkable People Rubric* to assess students' presentation and report. The teacher will collect *Remarkable People Reflection*. Observational notes should be taken during the activity.

Name: _____ Date: _____

Remarkable People Reflection

<p>What did you like about this project? What do you think you did well at?</p>	<p>Do you think you and your members of your group contributed equally?</p>
<p>What does being remarkable mean to you?</p>	<p>Who did you find to be the most remarkable based on the presentations? Why?</p>

What is something that all of the *Remarkable Lives Revealed* individuals have in common?

Name: _____

Date: _____

Remarkable People Rubric

	Level 1	Level 2	Level 3	Level 4
Presentation	Student does not speak clearly or at a desirable pace. The information being presented is difficult to understand.	Student speaks somewhat clearly and at a decent pace. The information being presented needs improvement.	Student speaks clearly and at an understandable pace for the majority of the time. The information being presented is easily followed.	Student demonstrates exceptional presentation abilities. Student speaks clearly and concisely at all times and presents the information in an organized fashion.
Content and Development	Content unclear; student lapses in coherence OR there is no relation to the writing task	Content is somewhat vague OR only loosely related to the writing task	Content is somewhat accurate and clear; student offers solid but less accurate reasoning	Content is accurate, focused, and consistent; student exhibits control in development of ideas
Application	Student does not use any examples to support their reasoning as to why their individual is remarkable.	Student does not use any examples to support their reasoning as to why their individual is remarkable.	Student uses an adequate number of examples to support their reasoning, referring to the text on multiple occasions.	Students uses multiple examples from the text to support their work, frequently referring to the text.
Mechanics/Conventions	There are 3 or more spelling and/or grammatical errors in the opinion report	There are 2 spelling and/or grammatical errors in the opinion report	There is 1 spelling and/or grammatical error in the opinion report	There are no spelling and/or grammatical errors in the opinion report

LESSON 6

We are Remarkable

Curriculum Correlations

Ontario Language Arts

Grade 4 Writing
Overall Expectations 1; 1.1. 1.2.

Common Core

CCSS.ELA-LITERACY.W.3.2
CCSS.ELA-LITERACY.W.3.2.A
CCSS.ELA-LITERACY.W.3.2.B
CCSS.ELA-LITERACY.W.3.4
CCSS.ELA-LITERACY.W.3.7
CCSS.ELA-LITERACY.W.4.2
CCSS.ELA-LITERACY.W.4.2.A
CCSS.ELA-LITERACY.W.4.2.B
CCSS.ELA-LITERACY.W.4.4

Materials

- *Remarkable Lives Revealed series*
- Whiteboard or Chalkboard
- Whiteboard Markers or Chalk
- Markers, Pens, and Pencils
- *I am Remarkable Mind Map Worksheet*
- *Biography Brochure Template*
- *Two Stars and a Wish: Peer Evaluation*
- *Biography Brochure/ Opinion Piece Rubric*

Setting the Stage

Class discussion: Explain to the class that the *Remarkable Lives Revealed* series has allowed students to explore the lives of exceptional people that have overcome barriers and challenged norms in order to make discoveries, achieve goals, and inspire change on a global scale. Bring attention to the fact that students can be remarkable as well and we can find inspiration in even the smallest of forms.

Have students reflect on the following questions:

- Is there anyone in your life that inspires you? Why?
- Do you think there are people in this class that have done remarkable things?
- Do you think biographies help reveal inspirational and remarkable actions? Why?

Students will create a mind map using *I am Remarkable Mind Map Worksheet* that highlights events, achievements, milestones, and personal characteristics that they feel make them remarkable individuals.

Objectives

Students will:

- Formulate a set of questions that will be used to gather information about a peer.
- Present information in the form of a brochure.
- Write an opinion piece using information gathered during the interview process.

Activity

Class discussion: Based on what we have learned about biographies, what are some questions you would need to ask someone if you were going to write a biography? Brainstorm some questions and write suggestions on the whiteboard.

- Some ideas could include:
 - ▶ What is your birthdate?
 - ▶ Where were you born?
 - ▶ How many immediate family members do you have?
 - ▶ What are some challenges you have had to face? How did you overcome them?
 - ▶ What are some major accomplishments you have achieved?
 - ▶ Do you have any influential figures in your life? How have they influenced you?
- Introduce project:
 - ▶ Students will create a list of questions that they would need to write a biography. Students will individually meet with the teacher to discuss the questions they have created.
 - ▶ Students will interview a peer and write a biography brochure using the *Biography Brochure Template* that highlights their achievements.
 - ▶ Students will write a paragraph explaining why they believe their peer is a remarkable person.
- Introduce criteria for the project. Criteria could include the following:
 - ▶ Brochure should include 3 biographical text features
 - ▶ Students should integrate at least one direct quote
 - ▶ There should be a picture of the individual on the main page (may be a photograph or a drawing)
 - ▶ Brochure should focus primarily on obstacles and achievements
 - ▶ Events should be written in chronological order

Share rubric with students so that they have a clear understanding of the expectations.

Extensions

- Have students write a reflection detailing what they have learned throughout the unit. Students will explain the importance of the biography as an informative text.

Wrap-Up

Students will participate in a gallery walk where they will view the biography brochures.

Students will complete a *Two Stars and a Wish: Peer Evaluation* form on one of the brochures. It is recommended that the teacher assigns students to whom they will be evaluating. Students will hand in their *I am Remarkable Mind Map Worksheet*. Students will be handing in their biography brochures, list of interview questions, and their opinion piece.

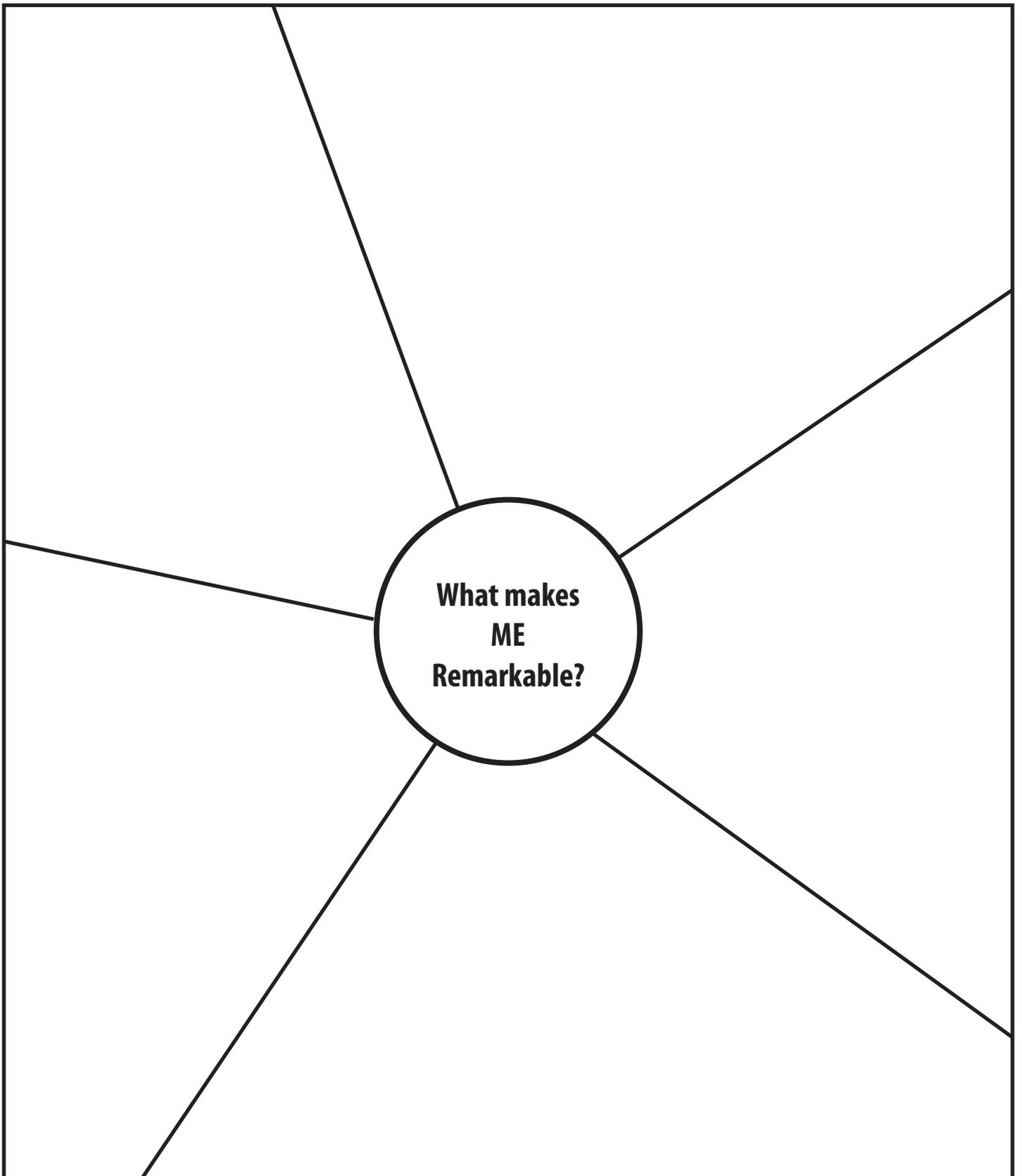
Assessment

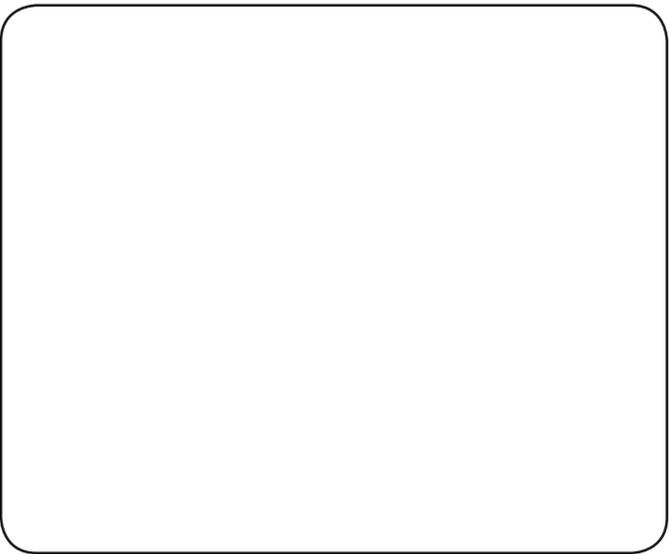
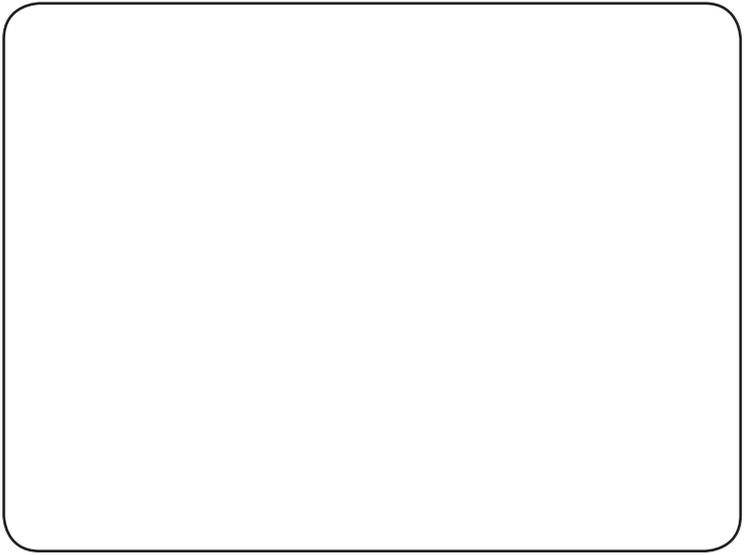
Teacher will meet with students individually to discuss the interview questions they formulated. Observational notes should be taken during this time. *Biography Brochure/Opinion Piece Rubric* will be used to assess students' projects. The teacher will collect *Two Stars and a Wish: Peer Evaluation*.

Name: _____

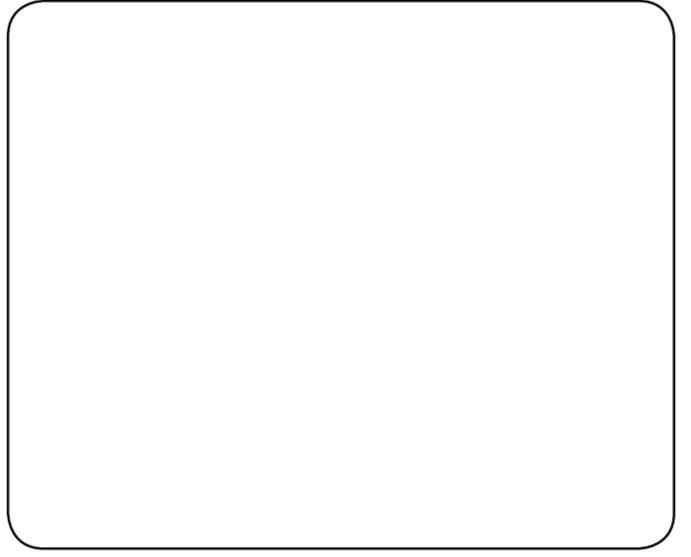
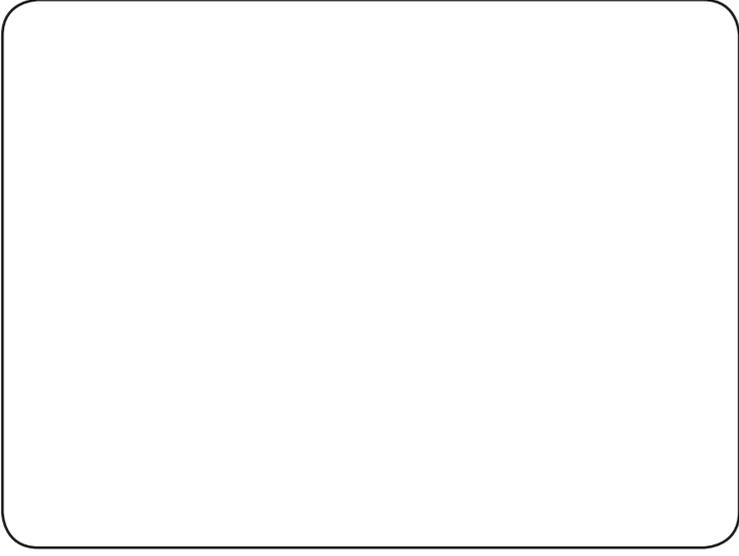
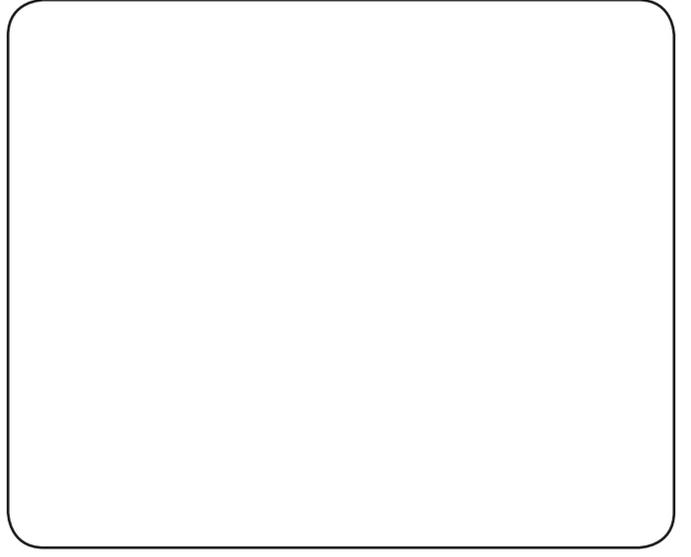
Date: _____

I am Remarkable Mind Map





Biography Brochure



Name: _____ Date: _____

Two Stars and a Wish: Peer Evaluation

Name of the person you are evaluating: _____



In the boxes above, write two things you liked about your peer's brochure and one thing you think they could have improved upon.

Name: _____

Date: _____

Biography Brochure/Opinion Piece Rubric

	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding	Student does not demonstrate an understanding of the biography as an informative text. Information used does not support biographical characteristics.	Student demonstrates minimal understanding of the biography as an informative text. Information used seldom supports biographical characteristics.	Student demonstrated a moderate understanding of the biography as an informative text. Information used often supports biographical characteristics.	Student demonstrates a thorough understanding of the biography as an informative text. Information strongly supports biographical characteristics.
Content and Development	Content unclear; student lapses in coherence OR there is no relation to the writing task	Content is somewhat vague OR only loosely related to the writing task	Content is somewhat accurate and clear; student offers solid but less accurate reasoning	Content is accurate, focused, and consistent; student exhibits control in development of ideas
Organization/ Structure of Ideas	Method of organization is not well suited to a biography. There is no logical flow of information. There is no clear or concise opinion. Reader is unable to determine how the author feels about their peer.	Method of organization is somewhat suited to a biography. There is some flow of information but it lacks consistency. Opinion is lacking detail. Little information is used to support their opinions.	Method of organization suits the flow of a biographical piece. Reader can locate information when needed. Opinion is evidently stated. Student uses information from interview to support their ideas.	Method of organization exemplifies that of a biography. Reader can locate information with ease. Opinion is clear and concise. Examples are used to support all ideas within opinion piece.
Mechanics/ Conventions	Biography brochure contains more than 3 spelling and/or grammatical errors Opinion piece contains more than 3 spelling and/or grammatical errors	Biography brochure contains 2 spelling and/or grammatical errors Opinion piece contains 2 spelling and/or grammatical errors	Biography brochure contains 1 spelling and/or grammatical error Opinion piece contains 1 spelling and/or grammatical error	Biography brochure does not have any spelling and/or grammatical errors Opinion piece does not contain any spelling and/or grammatical errors