

Biopoem Character Sketch for *The Watsons Go to Birmingham — 1963*

Purpose:

This is a post-reading strategy to be used after completion of *The Watsons Go to Birmingham -- 1963*. Biopoems provide a structure for helping students as they write a poem. For *The Watsons Go to Birmingham — 1963*, students will compose biopoems about any character in the novel. These character sketches will allow students to more deeply explore the characteristics of characters in the novel.

Directions:

Teachers will need to give students the format of the bio-poem. This will be done by showing students sample bio-poems, and then giving students an information sheet that informs them of each step they should take in completing their poem.

Steps:

1. Present the bio-poem by giving examples of it to your students. Then, show students their assignment sheet and explain that they will be creating a bio-poem for either Beauty of the Beast.
2. Explain to students that the assignment sheet gives them directions for what should be included in the bio-poem.
3. Inform students that word choice and accuracy of character traits will be important in their poems.
4. Remind students about the creative use of white space. Students should feel free to experiment with fonts, graphics, layouts, etc.
5. Allow students be creative, and tell them to use their imaginations as they write.
6. Instruct students that these poems will be collected at the end of the class period.

Biopoem Format:

- Line 1: First name
- Line 2: Four traits describing the character
- Line 3: Relative (brother, sister, daughter, etc.) of _____
- Line 4: Lover of _____ (list three things or people)
- Line 5: Who feels _____ (three items)
- Line 6: Who needs _____ (three items)
- Line 7: Who fears _____ (three items)
- Line 8: Who gives _____ (three items)
- Line 9: Who would like to see _____ (three items)
- Line 10: Resident of _____
- Line 11: Last name

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Example:

ERIN

Always the middle child: independent, interested, genuine

Wife of David Levi Heywood

Lover of nature, warmth, and tradition

Who feels anxiety, excitement, and anticipation

Who needs to be held, to be loved, and to be wanted

Who fears change, the future, and personal failure

Who gives of her time, of her concern, and of her self

Who would like to see herself having a good life,

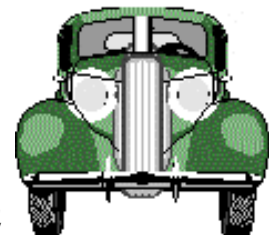
having a nice home, and having happy children

Resident of Utah

Williams.

Assessment:

When grading these poems make sure that the student really understands who the character is, for example, if they have written incorrect descriptors, or incorrect information. This assignment will help to determine whether or not students understand the language and story of the text.



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