

BIOPOEM

The Diary of Anne Frank

PURPOSE

This activity is more of a creative experimentation to see the student's perspective into the characters, places, events, or concepts in the novel. The students will offer insight to their feelings and understanding of the story specifically and generally. Specifically—they will formulate emotions, descriptions, and interests found from clues throughout the reading. This activity will work well during the first few entries just after each of the characters are introduced (June 14-July 9, 1942). Generally—they will suggest their interpretations on how people are or corresponding emotions linked to events, places, and/or characters. The students will synthesize their ideas with the authors in independently creating a poetic voice.

DIRECTIONS

1. Each student will choose a person or character in the novel.
2. With their chosen individual in mind, use the following eleven line guide to write a simple poem depositing the needed descriptions.

- Line 1. First name
Line 2. Four traits that describe character
Line 3. Relative ("brother," "sister," "daughter," ect.) 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

Example

JAROM
Large, happy, friendly, crazy
Roommates with J.J. B.E.S.T.
The lover of football, hamburgers, trucks, and literature.
A big softy when it comes to children (especially babies), la langue francais, and Québec.
It would be terrible without SportsCenter, Monster Truck racing, and B-B-Q's.
Dogs, girls, and Thanksgiving stuffing are all terrifying,
but happily gives "High-5's," smiles, and laughs.
Dream's to one day see the Raiders win another Super Bowl, Snowboarding season last
all year, and drive a Toyota Tundra.
A local resident of the Shingle House
Bécar

Bécar, BYU