

Bio Poem

Structure

(Line 1) First name

(Line 2) Three or four adjectives that describe the person

(Line 3) Important relationship (daughter of . . . , mother of . . . , etc)

(Line 4) Two or three things, people, or ideas that the person loved

(Line 5) Three feelings the person experienced

(Line 6) Three fears the person experienced

(Line 7) Accomplishments (who composed . . . , who discovered . . . , etc.)

(Line 8) Two or three things the person wanted to see happen or wanted to experience

(Line 9) His or her residence

(Line 10) Last name

Example

Rosa

Determined, brave, strong, loving

Wife of Raymond Parks, mother of all children

Who loved equality, freedom, and the benefits of a good education

Who hated discrimination, loved to stand up for her beliefs, and loved to help others

Who feared that racism would continue, feared losing the opportunity to make a difference, and feared that young people might lose opportunities to develop strength and courage

Who changed history as she accomplished great strides for equality and encouraged excellence for all

Who wanted to see love triumph and see an end to all bias and discrimination in a world in which respect is freely given to all

Born in Alabama and living in Detroit

Parks

Optional lines

Born in _____

Born on _____

Who is married to _____

Who is the son/daughter of _____

Who is the brother/sister of _____

Who is the niece/nephew of _____

Who is the grandson/granddaughter of _____

Who loves _____

Who hates _____

Who feels _____

Who enjoys _____

Who likes _____

Who takes _____

Who gives _____

Who keeps _____

Who desires _____

Who plays _____

Who works at _____

Who eats _____

Who reads _____

Who dreams of _____

Who changes _____

Who worries about _____

BIO POEM WRITING RUBRIC

Student's Name: _____

	1 - Below Grade Level: Skills are limited, support is often needed.	2 - Approaching Grade Level Skills are near grade level expectations, but some support is needed.	3 - At Grade Level Skills are at grade level. No support needed; able to work independently.	4 - Above Grade Level Skills are above expectations for grade.
Follows the directions for a bio poem	<input type="checkbox"/> Student completes only a few or none of the component statements	<input type="checkbox"/> Student completes most component statements, or completes all with assistance.	<input type="checkbox"/> Student completes all component statements.	<input type="checkbox"/> Student completes all component statements.
Content	<input type="checkbox"/> Character is not reflected in the poem. <input type="checkbox"/> No creativity shown. <input type="checkbox"/> Very little to no knowledge of the character is evident.	<input type="checkbox"/> Character is partially reflected in the poem. <input type="checkbox"/> Some creativity is apparent. <input type="checkbox"/> Some knowledge of the character is evident.	<input type="checkbox"/> Character is reflected in the poem. <input type="checkbox"/> Creativity is apparent. <input type="checkbox"/> Knowledge of the character is evident.	<input type="checkbox"/> Character is thoroughly reflected in the poem. <input type="checkbox"/> High level of creativity is apparent. <input type="checkbox"/> Demonstrates a strong knowledge of the character.
Language: Grammar and Usage	<input type="checkbox"/> Many word choice, punctuation, and usage errors <input type="checkbox"/> Numerous grammar errors <input type="checkbox"/> Many misspelled words <input type="checkbox"/> Written phrases and sentences lack clarity or coherence.	<input type="checkbox"/> Some word choice, punctuation, and usage errors <input type="checkbox"/> Some grammar errors <input type="checkbox"/> Some misspelled words <input type="checkbox"/> Some written phrases and sentences are clear and coherent.	<input type="checkbox"/> No more than one or two word choice, punctuation, or usage errors <input type="checkbox"/> No more than one or two grammar errors <input type="checkbox"/> No more than one or two misspelled words <input type="checkbox"/> Most written phrases and sentences are clear and coherent.	<input type="checkbox"/> No word choice, punctuation, or usage errors <input type="checkbox"/> No grammar errors <input type="checkbox"/> No misspelled words <input type="checkbox"/> All written phrases and sentences are clear and coherent.
Presentation and Publication	<input type="checkbox"/> Poem is difficult to read. <input type="checkbox"/> If typed, font, type style and color is inappropriate.	<input type="checkbox"/> Poem is mostly legible. <input type="checkbox"/> If typed, two poor choices in font, type style or color.	<input type="checkbox"/> Poem is legible. <input type="checkbox"/> If typed, either font, type style or color is inappropriate.	<input type="checkbox"/> Poem is legible and pleasing to read. <input type="checkbox"/> If typed, good choices for font, type style and color. <input type="checkbox"/> Adds additional enhancements, such as picture or graphic elements.