Knox College - Department of Educational Studies

Teacher: S.L. Hinman Grade Level: 3-8

Subject: Biography

Lesson: Building Blocks for a Better World

Students will
Expand their knowledge of research strategies and practice using technology in relevant ways by organizing and presenting information with an online organizer using an online biography development tool Prepare for note taking activity that could be used during a field trip to the National Railroad Hall of Fame.

Materials Needed

- Computers with the ability to use a flash player (Use ReadWriteThink.org student interactive called Bio Cube) http://www.readwritethink.org/files/resources/interactives/cube_creator/
- Bio Cube Planning Sheet
- Biographies and\or textbooks to use for notes.

Duration:
1 day, 55 minute time period

Introducing the Strategy/Activity

1. Ask students to imagine that they are biographers. Ask what kind of work they might have to do before writing a biography.
2. Explain that they will be acting as biographers as they gather information about the lives of people who have used their talents to improve the world.

Modeling the Strategy/Activity

3. Hold up the cube that you have created. Explain that they will be collecting facts to create a Bio-Cube introducing their person. (You may wish to do this with a set group of people based in an historic period or allow students to generate their own ideas.)
4. Use an overhead projector to model process of completing a ReadWriteThink.org student interactive Bio-Cube. The sample

provided shows Railroad Hall of Fame member, John Walker Barriger, III.

5. Demonstrate the steps that were taken to create the Barriger cube.
6. Allow time for students to select and research their person using the Internet, textbook information, or biographies. Provide the Bio-Cube planning sheet as a graphic organizer for collecting notes.
7. Have students complete the Bio-Cube online. Encourage students to check their work for accuracy, spelling, and grammar.
8. Have students print, cut, and fold their Bio-Cubes when they are completed.
9. Remind students that they will be using the Bio-Cubes to introduce the person to the class.
10. Allow time for students to present their findings during a later class period.

Assessment and Reflection

11. Have students use the Bio-Cube Assessment to examine their work. Provide feedback in the teacher section of the rubric.
12. Display the completed projects in a class display such as a bulletin board.
13. Follow up by using the Bio-Cube device during a field trip involving historic information.