

Life Sketches: Understanding Biographies

Grade Level: 2nd Grade

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Length of Unit: Six lessons (seven days, approximately 60 minutes a day)

I. ABSTRACT

This unit is designed to help the student read and understand selected biographies. Tools to measure student comprehension are included. Fundamental reading and writing skills are integrated and practiced. After learning about all four science biographies, the student will practice concepts by writing a sample biography. Detailed lessons with related activities and abundant assessments are part of what make this unit a useful classroom resource.

II. OVERVIEW

A. Concept Objectives

1. Students will understand how to apply thinking skills to their reading, writing, speaking, listening, and viewing (Colorado Language Arts Standard 4).
2. Students recognize literature as a record of human experience (Colorado Language Arts Standard 6).
3. Students understand interrelationships among science, technology, and human activity and how they affect the world (Colorado Science Standard 5).

B. Content from the *Core Knowledge Sequence* 2nd Grade

1. Second Grade Language Arts: Reading and Writing (p. 43)
 - a. Reading Comprehension and Response
 - i. Recall incidents, characters, facts, and details of stories and other texts.
 - ii. Gain answers to specific questions from reading nonfiction materials, and interpret information from simple diagrams, charts, and graphs.
 - iii. Pose plausible answers to how, why, what-if questions in interpreting texts, both fiction and nonfiction.
 - iv. Demonstrate familiarity with a variety of fiction and nonfiction selections, including both read-aloud works and independent readings.
 - b. Writing
 - i. Produce a variety of types of writing- such as stories, reports, letters, poems, descriptions-and make reasonable judgments about what to include in his or her own written works based on the purpose and the type of composition.
 - ii. With assistance, revise and edit to clarify and refine his or her meaning in writing, and attend to spelling, mechanics, and presentation in final drafts of selected works.
2. Second Grade Science (p. 61)
 - a. Science Biographies
 - i. Anton van Leeuwenhoek
 - ii. Elijah McCoy
 - iii. Florence Nightingale
 - iv. Daniel Hale Williams

C. Skill Objectives

1. Students will preview, gain meaning, and confirm or adjust predictions using genre and text format.

2. Students will expand sight vocabulary.
3. Students will isolate sentences, phrases, and paragraphs.
4. Students will recall incidents, facts, and details of stories and other texts.
5. Students will pose plausible answers to how, why, and what-if questions in interpreting texts, both fiction and nonfiction.
6. Students will demonstrate familiarity with a variety of fiction and nonfiction selections, including both read-aloud works and independent readings.
7. Students will apply information and concepts gained from reading.
8. Students will develop and use appropriate critical/convergent thinking skills.
9. Students will understand and use literary terminology to interpret literature.
10. Students will read and respond to people, events, places, cultures, and issues experienced through literature.
11. Students will identify careers that use science and technology.
12. Students will analyze, draw conclusions, compare and contrast, and differentiate between fact and opinion.

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 1. *What Your Second Grader Needs to Know* by E.D. Hirsch, Jr.
 2. *Through the Eyes of a Child: An Introduction to Literature* by Donna E. Norton
 3. *Reading Workshop Survival Kit* by Gary R. Muschla
- B. For Students
 1. Science Biographies (Kindergarten)
 2. Science Biographies (First Grade)

IV. RESOURCES

- A. *Core Knowledge Text Resources: Grade 2* by The Core Knowledge Foundation (Lessons Two, Three, Four, and Five)
- B. An example of a Biography (Lesson One)
- C. An example of an Autobiography (Lesson One)
- D. *What Your Second Grader Needs to Know* by E. D. Hirsch (Lesson Two)
- E. *The Real McCoy: The Life of an African-American Inventor* by Wendy Towle (Lesson Three)
- F. *A Picture Book of Florence Nightingale* by David A. Adler (Lesson Four)

V. LESSONS

Lesson One: What is a Biography (one lesson, approximately 60 minutes)

- A. *Daily Objectives*
 1. Concept Objective(s)
 - a. Students will understand how to apply thinking skills to their reading, writing, speaking, listening, and viewing.
 - b. Students recognize literature as a record of human experience.
 - c. Students understand interrelationships among science, technology, and human activity and how they affect the world.
 2. Lesson Content
 - a. Reading Comprehension and Response
 - i. Recall incidents, characters, facts, and details of stories and other texts.
 - ii. Gain answers to specific questions from reading nonfiction materials, and interpret information from simple diagrams, charts, and graphs.

- iii. Pose plausible answers to how, why, what-if questions in interpreting texts, both fiction and nonfiction.
- iv. Demonstrate familiarity with a variety of fiction and nonfiction selections, including both read-aloud works and independent readings.
- b. Writing
 - i. Produce a variety of types of writing- such as stories, reports, letters, poems, descriptions-and make reasonable judgments about what to include in his or her own written works based on the purpose and the type of composition.
 - ii. With assistance, revise and edit to clarify and refine his or her meaning in writing, and attend to spelling, mechanics, and presentation in final drafts of selected works.
- c. Science Biographies
 - i. Anton van Leeuwenhoek
 - ii. Elijah McCoy
 - iii. Florence Nightingale
 - iv. Daniel Hale Williams
- 3. Skill Objective(s)
 - a. Students will preview, gain meaning, and confirm or adjust predictions using genre and text format.
 - b. Students will expand sight vocabulary.
 - c. Students will isolate sentences, phrases, and paragraphs.
 - d. Students will recall incidents, facts, and details of stories and other texts.
 - e. Students will pose plausible answers to how, why, and what-if questions in interpreting texts, both fiction and nonfiction.
 - f. Students will demonstrate familiarity with a variety of fiction and nonfiction selections, including both read-aloud works and independent readings.
 - g. Students will apply information and concepts gained from reading.
 - h. Students will develop and use appropriate critical/convergent thinking skills.
 - i. Students will understand and use literary terminology to interpret literature.
 - j. Students will read and respond to people, events, places, cultures, and issues experienced through literature.
 - k. Students will identify careers that use science and technology.
 - l. Students will analyze, draw conclusions, compare/contrast, and differentiate between fact and opinion.

B. *Materials*

1. Highlighter (optional for every student)
2. Pencil (each student)
3. Appendix A: Nonfiction Reading Practice (each student)
4. An example book of a biography and an autobiography (one of each)
5. Appendix B: Understanding Words (each student)
6. Appendix C: Harriet Tubman (teacher only)
7. Appendix D: Understanding a Biography (two per student, overhead transparency)
8. Appendix E: Clara Barton (each student)
9. Appendix F: What I've Learned Paragraph (each student)
10. Appendix G: Rubric for Evaluating Paragraph Writing (each student)

C. *Key Vocabulary*

1. Genre: a category of artistic, musical or literary composition characterized by a particular style, form, or content
2. Biography: the account of a persons life, written by another individual
3. Autobiography: an account of an individual's life written by the individual
4. Science Biography: the account of a person's life who was involved in the field of science, written by another individual

D. *Procedures/Activities*

1. *Initial assessment:* Pass out Appendix A: Nonfiction Reading Practice. Tell students that they will need to read this story and answer a few questions. Explain that it will not be graded, but it will help the teacher to learn a little bit more about what the students know as readers before beginning a unit on nonfiction reading. Have students underline or highlight electricity and lightning in the passage. Tell students these are words they know, but might not recognize. Pronounce the words and have students repeat the pronunciation. Upon completion of the practice, use the overhead of Appendix A to help students self-check, then collect. Record percentage as a comparison tool only.
2. *Building Background:* Ask students if they have ever read a true story about a person. Allow time for students to respond. They might mention the science biographies from the previous grades (George Washington Carver, Jane Goodall, Thomas Edison, and Louis Pasteur). Tell students they are going to be learning about a new type of reading: Biographies. Ask students to tell what they know about biographies. Write responses on the board and discuss. Tell students that the goal of this unit is for students to understand what a biography is, to read and comprehend four biographies, and to apply what they've learned by writing a biography
3. *Instruction:* Write the definition of genre, biography, and autobiography on the board. Show students a biography and an autobiography while explaining it. Hand out Appendix B: Understanding Words. Help students complete the appendix.
4. Explain that a biography may be very long and detailed; tracing a person's life from birth through childhood, adulthood, and death, or it may be relatively short and focus on a specific time or achievement of a subject's life. (Ask, "Which would best describe the story about Benjamin Franklin?" Answer: short.)
5. Mention that very short biographies are referred to as biographical sketches, and may be only a few paragraphs long.
6. Note that many biographers research their subjects with great care. Some stray from the facts and inject their own speculation. Readers should always keep in mind that biographies are not always based entirely on facts.
7. *Guided Practice:* Read Appendix C: Harriet Tubman aloud to the students. Hand out two copies of Appendix D: Understanding a Biography. Read and answer the questions together for Appendix C. Use transparency to model written responses. *For more advanced readers: they may do this activity independently.
8. *Independent Practice:* Instruct students to read Appendix E: Clara Barton independently and answer the questions on Appendix D: Understanding a Biography. Upon completion of the appendix, discuss the answers to the questions. Collect students' work and correct for a grade. Evaluate sentences for three points: 1) sentences begin with a capital letter, 2) end with a punctuation mark, and 3) make sense. *For struggling readers, work in a small group to read the passage. Read the questions together, as well.

9. Ask students to differentiate between the biography for Harriet Tubman and the science biography for Clara Barton. Explain that Clara worked in the field of nursing which is a scientific field. Therefore, the biography for Clara Barton is a science biography.
 10. *Closure:* Since the point of this lesson was learning what a biography is, have students write a short paragraph about what they learned about biographies using Appendix F: What I've Learned Paragraph. Appendix F is a framed paragraph that may give the second graders the structure they need without overwhelming them. Have students use Appendix B for a reference. Have students share if they chose to. Use Appendix G: Rubric for Evaluating Paragraph Writing to score.
- E. *Assessment/Evaluation*
1. The students correct labeling of Appendices A and D will be checked and graded. Evaluate sentences for three points: 1) sentences begin with a capital letter, 2) end with a punctuation mark, and 3) make sense. An answer key has been provided.
 2. Appendix B will be used as a student reference when they write their *What I Learned Paragraph*.
 3. Evaluate Appendix F using Appendix G: Rubric for Evaluating Paragraph Writing.

Lesson Two: Anton van Leeuwenhoek (one lesson, approximately 60 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand how to apply thinking skills to their reading, writing, speaking, listening, and viewing.
 - b. Students recognize literature as a record of human experience.
 - c. Students understand interrelationships among science, technology, and human activity and how they affect the world.
2. Lesson Content
 - a. Reading Comprehension and Response
 - i. Recall incidents, characters, facts, and details of stories and other texts.
 - ii. Gain answers to specific questions from reading nonfiction materials, and interpret information from simple diagrams, charts, and graphs.
 - iii. Pose plausible answers to how, why, what-if questions in interpreting texts, both fiction and nonfiction.
 - iv. Demonstrate familiarity with a variety of fiction and nonfiction selections, including both read-aloud works and independent readings.
 2. Writing
 - i. Produce a variety of types of writing- such as stories, reports, letters, poems, descriptions-and make reasonable judgments about what to include in his or her own written works based on the purpose and the type of composition.
 - ii. With assistance, revise and edit to clarify and refine his or her meaning in writing, and attend to spelling, mechanics, and presentation in final drafts of selected works.
 3. Science Biographies
 - i. Anton van Leeuwenhoek

3. Skill Objective(s)
 - a. Students will preview, gain meaning, and confirm or adjust predictions using genre and text format.
 - b. Students will expand sight vocabulary.
 - c. Students will isolate sentences, phrases, and paragraphs.
 - d. Students will recall incidents, facts, and details of stories and other texts.
 - e. Students will pose plausible answers to how, why, and what-if questions in interpreting texts, both fiction and nonfiction.
 - f. Students will demonstrate familiarity with a variety of fiction and nonfiction selections, including both read-aloud works and independent readings.
 - g. Students will apply information and concepts gained from reading.
 - h. Students will develop and use appropriate critical/convergent thinking skills.
 - i. Students will understand and use literary terminology to interpret literature.
 - j. Students will read and respond to people, events, places, cultures, and issues experienced through literature.
 - k. Students will identify careers that use science and technology.
 - l. Students will analyze, draw conclusions, compare/contrast, and differentiate between fact and opinion.
- B. *Materials*
1. Anton van Leeuwenhoek Text Resource, p. 85 (each student, overhead transparency)
 2. Highlighter, (optional) pencil, and red pencil or marker for grading (each student)
 3. Appendix D: Understanding a Biography (each pair or group of students, one transparency)
 4. Appendix H: Anton van Leeuwenhoek Assessment (each student, overhead transparency)
 5. One copy of *What Your Second Grader Needs to Know* by E.D. Hirsch
- C. *Key Vocabulary*
1. Invented: having produced something for the first time through the use of imagination or of ingenious thinking and experiment
 2. Lens: a piece of glass that is especially ground and shaped
 3. Microscope: an optical instrument consisting of a lens or combination of lenses for making enlarged images of minute objects
 4. Cycles: a course of events that recur regularly
- D. *Procedures/Activities*
1. *Building Background:* Read the poem “The Microscope” by Maxine Kumin (*What Your Second Grader Needs to Know* by E.D. Hirsch, p. 335). Based on the poem, ask students to predict who they will begin learning about. Discuss their predictions. Allow everyone to respond who would like to. Confirm predictions by telling students they are about to learn about Anton van Leeuwenhoek, the man that invented the microscope. Explain that before reading the biography about Anton, there are some very difficult words that students may encounter. Ask students to guess, based on what they know about Anton, what some of those hard words may be. Write all the guesses on the board. Pick five of those words that will be in the story (e.g. microscope, scientist, invention, lens, and Leeuwenhoek) or use the vocabulary words. Pass out the story of Anton (Core Knowledge Text Resources, p. 85). Circle one of the words that the children guessed and show them where it is within the text

using the overhead transparency and a highlighter. Have students highlight the words on their paper (if there are more than one of the words in the passage, allow them some time to find the rest of them), and then highlight those together as a whole class. Repeat this process for five of the more difficult words. To check for understanding after all the words are discussed and found, point to a word on the transparency and ask random students to pronounce the word.

2. *Instruction:* Begin choral reading. Whenever a highlighted word is encountered, the teacher should become silent and see if the students are able to pronounce the word. Read through the story in its entirety.
3. Pair or group the students. Give each group a copy of Appendix D: Understanding a Biography. Explain that they will have ten minutes to complete the activity.
4. *Guided practice:* Put the transparency on the overhead. Discuss and check the students' responses. Collect Appendix D for a grade.
5. *Independent practice:* Give students Appendix H: Anton van Leeuwenhoek Assessment to gauge their understanding.
6. *Closure:* Ask students to take out a red pencil or marker for grading purposes. Put a transparency of the test on the overhead and have students correct their own papers. Allow students who volunteer to share their written response. Collect assessment and record grade.

E. *Assessment/Evaluation*

1. The students' correct written responses for Appendices D will be discussed and checked upon completion assessing students' comprehension of Anton van Leeuwenhoek's biography. An answer key is provided (Appendix D, page 4).
2. Students will complete Appendix H: Anton van Leeuwenhoek Assessment. An answer key is provided (Appendix H, pages 3 and 4).

Lesson Three: Elijah McCoy (one lesson approximately 60 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand how to apply thinking skills to their reading, writing, speaking, listening, and viewing.
 - b. Students recognize literature as a record of human experience.
 - c. Students understand interrelationships among science, technology, and human activity and how they affect the world.
2. Lesson Content
 - a. Reading Comprehension and Response
 - i. Recall incidents, characters, facts, and details of stories and other texts.
 - ii. Gain answers to specific questions from reading nonfiction materials, and interpret information from simple diagrams, charts, and graphs.
 - iii. Pose plausible answers to how, why, what-if questions in interpreting texts, both fiction and nonfiction.
 - iv. Demonstrate familiarity with a variety of fiction and nonfiction selections, including both read-aloud works and independent readings.
 - b. Writing
 - i. Produce a variety of types of writing- such as stories, reports, letters, poems, descriptions-and make reasonable judgments

through the list and have students who rated 3 or 4 explain to the class what the words mean. If no one knows the word, the teacher will explain it and give examples. Pass out Elijah McCoy Text Resource (p. 86) and ask students to locate and highlight or underline the words. If students have trouble finding the word, ask someone who has found it to read the sentence it is in. Continue providing clues until everyone has located the words.

3. *Instruction:* Read the biography by playing a reading game called “Popcorn.” This will allow all readers to participate. First, explain the procedure to the students. The reader must pop up while reading. They may read as little as one word or as much as one paragraph (limit the reading because some students will be happy to read the entire passage). When the reader is finished, they call on another reader, who then pops up to read (hence, the name popcorn). Ask students to be sure to follow along (there may be a consequence for not knowing where to start reading when their name is called) and have in mind a person to call on when they are finished to keep the reading fluent.
4. *Guided Practice:* Hand out Appendix I: Compare/Contrast. Guide them through the activity using an overhead transparency. The topics of comparison are discretionary, but here are some ideas: Place of birth, Occupation, Invention, Impact on Society.
5. *Independent Practice:* Give students Appendix J: Elijah McCoy Assessment to gauge their understanding.
6. *Closure:* Ask students to take out a red pencil or marker for grading purposes. Put a transparency of the test on the overhead and have students correct their own papers. Allow students who volunteer to share their written response. Collect assessment and record grade.

E. *Assessment/Evaluation*

1. The students’ correct written responses for Appendix I will be discussed and checked upon completion. An answer key is provided (Appendix I, page 2).
2. Students will complete Appendix J: Elijah McCoy Assessment. An answer key is provided (Appendix J, pages 3 and 4).

Lesson Four: Florence Nightingale (one lesson, approximately 60 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand how to apply thinking skills to their reading, writing, speaking, listening, and viewing.
 - b. Students recognize literature as a record of human experience.
 - c. Students understand interrelationships among science, technology, and human activity and how they affect the world.
2. Lesson Content
 - a. Reading Comprehension and Response
 - i. Recall incidents, characters, facts, and details of stories and other texts.
 - ii. Gain answers to specific questions from reading nonfiction materials, and interpret information from simple diagrams, charts, and graphs.
 - iii. Pose plausible answers to how, why, what-if questions in interpreting texts, both fiction and nonfiction.
 - iv. Demonstrate familiarity with a variety of fiction and nonfiction selections, including both read-aloud works and independent readings.

- b. Writing
 - i. Produce a variety of types of writing- such as stories, reports, letters, poems, descriptions-and make reasonable judgments about what to include in his or her own written works based on the purpose and the type of composition.
 - ii. With assistance, revise and edit to clarify and refine his or her meaning in writing, and attend to spelling, mechanics, and presentation in final drafts of selected works.
 - c. Science Biographies
 - i. Florence Nightingale
3. Skill Objective(s)
- a. Students will preview, gain meaning, and confirm or adjust predictions using genre and text format.
 - b. Students will expand sight vocabulary.
 - c. Students will isolate sentences, phrases, and paragraphs.
 - d. Students will recall incidents, facts, and details of stories and other texts.
 - e. Students will pose plausible answers to how, why, and what-if questions in interpreting texts, both fiction and nonfiction.
 - f. Students will demonstrate familiarity with a variety of fiction and nonfiction selections, including both read-aloud works and independent readings.
 - g. Students will apply information and concepts gained from reading.
 - h. Students will develop and use appropriate critical/convergent thinking skills.
 - i. Students will understand and use literary terminology to interpret literature.
 - j. Students will read and respond to people, events, places, cultures, and issues experienced through literature.
 - k. Students will identify careers that use science and technology.
 - l. Students will analyze, draw conclusions, compare/contrast, and differentiate between fact and opinion.

B. Materials

- 1. *A Picture Book of Florence Nightingale* by David A. Adler
- 2. Appendix K: Responding to Text (each student)
- 3. Pencil (each student)
- 4. Florence Nightingale Text Resource, p. 86 (each student)
- 5. Appendix L: Putting the Pieces Together (each student, overhead transparency)
- 6. Appendix M: Florence Nightingale Assessment (each student, overhead transparency)

C. Key Vocabulary

- 1. Heroine: woman noted or admired for nobility, courage, outstanding achievements

D. Procedures/Activities

- 1. *Building background:* Read aloud *A Picture book of Florence Nightingale* by David A. Adler. Use appendix K: Responding to Text. Explain to students that you will be stopping four times during the story and asking them to sketch, write words, or sentences that will help them think about what is being read. Give students only a minute to do the sketching/writing. Tell them ahead of time that this is not an art project, instead it's a chance to show what they are thinking and make connections. On the lines at the bottom, students can write an insight, a comment, or a summary about their responses.

2. *Instruction:* Having heard the story of Florence Nightingale, students should be able to read much of the Text resource independently. Split the students into five groups. Assign each group a section of the text to read (there are ten paragraphs so two paragraphs per group will work wonderfully). Tell students they must read their part and teach the class what they learned.
 3. *Guided Practice:* Distribute Appendix L: Putting the Pieces Together. As students share their part with the class listeners should take notes and fill in details they deem important. Be sure when you call groups to share that you go in chronological order according to the biography. When all students are finished and students have completed their notes, go over them together. Fill in the overhead transparency as the students provide the details.
 4. *Independent Practice:* Give students Appendix M: Florence Nightingale Assessment.
 5. *Closure:* Ask students to take out a red pencil or marker for grading purposes. Put a transparency of the test on the overhead and have students correct their own papers. Allow students who volunteer to share their written response. Collect assessment and record grade.
- E. *Assessment/Evaluation*
1. The students' correct written responses for Appendices K and L will be discussed and checked upon completion.
 2. Students will complete Appendix M: Florence Nightingale Assessment. An answer key is provided (Appendix M, pages 3 and 4).

Lesson Five: Daniel Hale Williams (one lesson, approximately 60 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand how to apply thinking skills to their reading, writing, speaking, listening, and viewing.
 - b. Students recognize literature as a record of human experience.
 - c. Students understand interrelationships among science, technology, and human activity and how they affect the world.
2. Lesson Content
 - a. Reading Comprehension and Response
 - i. Recall incidents, characters, facts, and details of stories and other texts.
 - ii. Gain answers to specific questions from reading nonfiction materials, and interpret information from simple diagrams, charts, and graphs.
 - iii. Pose plausible answers to how, why, what-if questions in interpreting texts, both fiction and nonfiction.
 - iv. Demonstrate familiarity with a variety of fiction and nonfiction selections, including both read-aloud works and independent readings.
 - b. Writing
 - i. Produce a variety of types of writing- such as stories, reports, letters, poems, descriptions-and make reasonable judgments about what to include in his or her own written works based on the purpose and the type of composition.
 - ii. With assistance, revise and edit to clarify and refine his or her meaning in writing, and attend to spelling, mechanics, and presentation in final drafts of selected works.

- c. Science Biographies
 - i. Daniel Hale Williams
- 3. Skill Objective(s)
 - a. Students will preview, gain meaning, and confirm or adjust predictions using genre and text format.
 - b. Students will expand sight vocabulary.
 - c. Students will isolate sentences, phrases, and paragraphs.
 - d. Students will recall incidents, facts, and details of stories and other texts.
 - e. Students will pose plausible answers to how, why, and what-if questions in interpreting texts, both fiction and nonfiction.
 - f. Students will demonstrate familiarity with a variety of fiction and nonfiction selections, including both read-aloud works and independent readings.
 - g. Students will apply information and concepts gained from reading.
 - h. Students will develop and use appropriate critical/convergent thinking skills.
 - i. Students will understand and use literary terminology to interpret literature.
 - j. Students will read and respond to people, events, places, cultures, and issues experienced through literature.
 - k. Students will identify careers that use science and technology.
 - l. Students will analyze, draw conclusions, compare/contrast, and differentiate between fact and opinion.

B. *Materials*

1. Daniel Hale Williams Text Resource, p. 88 (every student)
2. Pencil and red pencil or marker (every student)
3. Appendix N: Fact or Opinion (every student, overhead transparency)
4. Appendix O: Daniel Hale Williams Assessment (every student, overhead transparency)

C. *Key Vocabulary*

1. Prescribe: advise the use of (a medicine)
2. Barber: person who cuts men's hair by profession
3. Surgeon: doctors who perform operations on people
4. Groundbreaking: a fundamental change; highly original, new and unusual

D. *Procedures/Activities*

1. *Building background:* Talk to your students about African American doctors. Do you have an African American doctor? Have you seen an African American doctor? What type of work do African American doctors do? What do you think is the most difficult job being a doctor? Do you know what a surgeon is? Has anyone you've known ever had to have heart surgery? Tell students that a little over 100 years ago an African American doctor, by the name of Daniel Hale Williams, performed the first heart surgery. He did many other amazing things, too. We are about to learn about them.
2. Pass out Daniel Hale Williams Text Resource, p. 88. Ask students to find and highlight: prescribe, barber, surgeon, and groundbreaking. Write the words on the board for the students to see. Give them a hint: the words are typed in bold. When they have found the words, discuss vocabulary. Ask students to define the words and when each definition is explained, write it on the board after the initial word.
3. *Instruction:* Read the story aloud to the class. Then, split the class into pairs or groups of three. Have them reread the story.

4. *Guided Practice:* When everyone has finished reading, remind the students that sometimes biographers research their subjects with great care and sometimes they stray from the facts and inject their own speculation. Readers should always keep in mind that biographies are not always based entirely on facts. Students need to differentiate between fact and opinion.
 - a. A fact is information that can be proven. For example, water freezes at 32 degrees F. This can be proven with water, a temperature of 32 degrees F, and a thermometer.
 - b. An opinion is a person's belief about something. Here's an example: "A temperature of 32 degrees F is very cold." This is an opinion, because some people, who live in the far north, might find such a temperature to be quite mild.
 - c. Offer these clues for identifying opinions:
 - i. Opinion statements often contain words like "I think," "I believe," or "I feel." (I think Robin Williams is the best comedian ever.)
 - ii. Opinion statements may contain strong descriptive words such as best, worst, wonderful, awful etc. (New York City is the greatest baseball city in the country.)
5. For this activity students should work individually. Instruct them to review the biography they've just read and try to find examples of facts and opinions. Finding facts will be easier. Conduct a class discussion. Ask volunteers to share some examples of the facts and opinions they found.
6. Hand out copies of Appendix N: Fact and Opinion. These are taken directly from the story. Have students mark F if it is a fact and O if it is an opinion. Read the statements together, and then let them mark the correct answer. When they have finished, students will need to take out their red pencil, using the overhead transparency of Appendix N, review the correct answers. Then collect Appendix N and record the grade.
7. *Independent practice:* Give students Appendix O: Daniel Hale Williams Assessment
8. *Closure:* Ask students to take out a red pencil or marker for grading purposes. Put a transparency of the test on the overhead and have students correct their own papers. Allow students who volunteer to share their written response. Collect assessment and record.

E. *Assessment/Evaluation*

1. The students' correct written responses for Appendix N be discussed and checked upon completion. An answer key is provided (Appendix N, page 2).
2. Students will complete Appendix O: Daniel Hale Williams Assessment. An answer key is provided (Appendix O, pages 3 and 4).

Lesson Six: Writing a Biography (two days, approximately 60 minutes per day)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand how to apply thinking skills to their reading, writing, speaking, listening, and viewing.
 - b. Students recognize literature as a record of human experience.
 - c. Students understand interrelationships among science, technology, and human activity and how they affect the world.

2. Lesson Content
 - a. Writing
 - i. Produce a variety of types of writing- such as stories, reports, letters, poems, descriptions-and make reasonable judgments about what to include in his or her own written works based on the purpose and the type of composition.
 - ii. With assistance, revise and edit to clarify and refine his or her meaning in writing, and attend to spelling, mechanics, and presentation in final drafts of selected works.
3. Skill Objective(s)
 - a. Students will apply information and concepts gained from reading.
 - b. Students will develop and use appropriate critical/convergent thinking skills.
 - c. Students will understand and use literary terminology to interpret literature.
 - d. Students will analyze, draw conclusions, compare/contrast, and differentiate between fact and opinion.

B. *Materials*

1. Pencil (each student)
2. Writing paper for rough draft and final copy (each student)
3. Appendix P: Interview Questions for a Biography (each student)
4. Appendix Q: Expository Writing Format (each student)

C. *Key Vocabulary*

1. Introduction: in writing, the beginning section that explains the topic
2. Body: main or central part
3. Conclusion: ending

D. *Procedures/Activities*

Day One

1. *Building Background:* This is the culminating activity. It is not included in detail in that section because it requires a little more explanation. Talk to your students about what they have learned about science biographies. What is included in a science biography? Why is it a “science” biography? What is good about science biographies? What don’t you like about science biographies?
2. *Instruction:* It is now time for the students to write a biography. Make sure students understand that they will not be writing a science biography. Tell them they will be writing a student biography. Explain that they will be assigned a partner (or they can choose a partner) to interview. If there is one extra person, the teacher may pair up with him or her. It would be an ideal instructional model.
3. *Guided Practice:* Hand out Appendix P: Interview Questions for a Biography. Read the questions as a class. Clarify meaning and answer questions. Ask a student to help you model the appropriate interviewing technique. If this student is your partner, model the entire interview.
4. *Independent Practice:* Allow the students to interview each other. When everyone has completed the interview ask the class to come back together. Use an example interview (or the student partner) and model how to put the interview questions into a written format. Use the Appendix Q: Expository Writing Format overhead transparency (Introduction, Body, and Conclusion). Pass out Appendix Q to students and instruct them to write their rough draft.
5. Conference with students and check the rough drafts for editing purposes. When editing is finished, have students write their final copy of the biography.

Day Two

6. *Closure*: Allow students to read the biographies to the class.
 7. Give Appendix R: Science Biographies Final Assessment.
- E. *Assessment/Evaluation*
1. The students' correct written responses for Appendix P and Q will be discussed and checked upon completion.
 2. Students will complete a final student biography to share with class. Use Appendix G: Rubric for Evaluating Paragraph Writing to score the biography.
 3. Administer Science Biographies Final Assessment: Appendix R. The answer key is provided (in Appendix R). Use Appendix G: Rubric for Evaluating Paragraph Writing to score the *What I Have Learned Paragraph*.

VI. CULMINATING ACTIVITY

- A. Appendix R: Science Biographies Final Assessment
- B. Students will write a biography and share it with the class (see Lesson Six).

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Nonfiction Reading Practice
- B. Appendix B: Understanding Words
- C. Appendix C: A Courageous Woman
- D. Appendix D: Understanding a Biography
- E. Appendix E: Clara Barton
- F. Appendix F: What I have Learned Paragraph
- G. Appendix G: Rubric for Evaluating Paragraph Writing
- H. Appendix H: Anton van Leeuwenhoek Assessment
- I. Appendix I: Compare/ Contrast
- J. Appendix J: Elijah McCoy Assessment
- K. Appendix K: Responding to Text
- L. Appendix L: Putting the Pieces Together
- M. Appendix M: Florence Nightingale Assessment
- N. Appendix N: Fact and Opinion
- O. Appendix O: Daniel Hale Williams Assessment
- P. Appendix P: Interview Questions for a Biography
- Q. Appendix Q: Expository Writing Format
- R. Appendix R: Science Biographies Final Assessment

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Nonfiction Reading Practice

Name _____

Benjamin Franklin was born in 1706. America was different back then. When he was a young boy, Ben asked a lot of questions. He did tests to find answers.

One test he did helped him learn about electricity. He made a kite. He put a wire on the kite. He put a metal key at the end of the string. He flew the kite in a storm. Lightening hit the wire. The lightening went down the string. It hit the key. It made a spark. The test showed Ben that lightening is electricity.

Ben used what he learned from his test. He made a lightening rod. He put it on his house. It kept the house safe from lightening.

Answer the following questions.

1. What would a good title for this story be? Write it on the line where the title should go.

2. What type of story is this?
 - a) A fairytale
 - b) A biography
 - c) A poem

3. Who is the story about? _____

4. What were his greatest accomplishments? _____

5. What is your opinion of this person? _____

(adapted from *Nonfiction Reading Practice: Grade 2* by Kristen Kunkel)

Nonfiction Reading Practice Answer Key

Possible Answer: Benjamin Franklin

Benjamin Franklin was born in 1706. America was different back then. When he was a young boy, Ben asked a lot of questions. He did tests to find answers.

One test he did helped him learn about electricity. He made a kite. He put a wire on the kite. He put a metal key at the end of the string. He flew the kite in a storm. Lightening hit the wire. The lightening went down the string. It hit the key. It made a spark. The test showed Ben that lightening is electricity.

Ben used what he learned from his test. He made a lightening rod. He put it on his house. It kept the house safe from lightening.

Answer the following questions.

1. What would a good title for this story be? Write it on the line where the title should go.
2. What type of story is this?
 - a) A fairytale
 - b) A biography**
 - c) A poem
3. Who is the story about? Benjamin Franklin
4. What were his greatest accomplishments? He discovered electricity.

-
5. What is your opinion of this person? Possible answer: He was very smart.
-

Appendix B
Understanding Words

Name _____

Word	Definition	Picture
<hr/>	<hr/> <hr/>	

Word	Definition	Picture
<hr/>	<hr/> <hr/>	

Word	Definition	Picture
<hr/>	<hr/> <hr/>	

(adapted from Step Up to Writing: Primary Steps Reproducibles by Maureen Auman)

Appendix C

A Courageous Woman

Long ago, some people had slaves. Most slaves dreamed of being free. One brave slave made the dream come true. Her name was Harriet Tubman.

Harriet had a hard life. She had to work long hours. She was not treated well. She ran away from the South. She went to the North. Slaves were free there. Her trip was long and hard. She had to hide.

When Harriet got to Philadelphia, she was free! She wanted to help other slaves. She went back to the South. First, she helped her family. She went back again and again. She helped almost 300 slaves get to the north.

Harriet Tubman wanted all people to be free. She was brave. She changed the lives of many people.

(adapted from *Nonfiction Reading Practice: Grade 2* by Kristen Kunkel)

Understanding a Biography

Name _____

1. Who is the subject? _____

2. Describe this person. _____

3. What were his or her greatest accomplishments? _____

4. How did this person help society? _____

5. What is your opinion of this person? _____

6. Does this story focus on the person's life or does it focus on a specific achievement? Explain. _____

(adapted from Reading Workshop Survival Kit by Gary R. Muschla)

Understanding a Biography Answer Key for a Courageous Woman

1. Who is the subject? Harriet Tubman
2. Describe this person. Possible answers: She was a slave who escaped. She was very brave.
3. What were his or her greatest accomplishments? Possible answer: She helped almost 300 slaves escape to the north.
4. How did this person help society? Possible answer: She gave hope to the slaves and showed that a woman could be a hero.
5. What is your opinion of this person? Possible answer: I think Harriet Tubman is very brave and kind. I would have liked to know her.
6. Does this story focus on the person's life or does it focus on a specific achievement? Explain Possible answer: This story tells about her whole life. It begins when she was born and living as a slave, and then it tells about her escape and what she did after that.

Understanding a Biography Answer Key for Clara Barton

1. Who is the subject? Clara Barton

2. Describe this person. Possible answer: She was shy but nice.

3. What were his or her greatest accomplishments? Possible answer: She founded the American Red Cross.

4. How did this person help society? Possible answer: She helped to create assistance for people and it is still around today.

5. What is your opinion of this person? Possible answer: Clara Barton was very helpful. She was brave to help soldiers and smart to start the Red Cross.

6. Does this story focus on the person's life or does it focus on a specific achievement? Explain. Possible answer: This focuses on a specific achievement because it talks mainly about the Red Cross.

Understanding a Biography

Answer Key for Anton van Leeuwenhoek

1. Who is the subject? **Anton van Leeuwenhoek**

2. Describe this person. **Possible answer: Anton was very curious and always wanted to know more about the things around him.**

3. What were his or her greatest accomplishments? **Possible answer: Anton made a better lens that helped him study animal life cycles and blood.**

4. How did this person help society? **Possible answer: He wrote about his findings and other people were able to learn from them.**

5. What is your opinion of this person? **Possible answer: I would really like to be like Anton, because I like looking at things through a microscope.**

6. Does this story focus on the person's life or does it focus on a specific achievement? Explain. **Possible answer: This story tells about Anton's whole life, because it explains what happened when he was a child to when he died.**

Appendix E

Clara Barton

Clara Barton lived long ago. She was shy, but kind. She helped many people.

When people in America were fighting, Clara wanted to help. She cooked for soldiers. She stayed with them when they were hurt. She gave them water and talked with them.

When the war ended, Clara took a trip. She went to Europe. While she was there, a new war began. Clara wanted to help. She helped a group called the Red Cross. They sent doctors and nurses to help the soldiers.

After the war, Clara went home to America. She started a Red Cross group there. She led the American Red Cross for 23 years.

Today, the Red Cross still helps people. It helps them after a flood or a fire. It helps sick people. Many people should say "Thank you, Clara Barton."

(adapted from *Nonfiction Reading Practice: Grade 2* by Kristen Kunkel)

Appendix F
What I Have Learned Paragraph

Name _____

Title

I know many things about _____

_____. To begin, _____

_____. Next, _____

_____.

Then _____

_____.

Clearly, I know many things about _____

(adapted from Step Up to Writing: Primary Steps Reproducibles by Maureen Auman)

Appendix G

Name of student _____

Topic _____

Date _____

Rubric for Evaluating Paragraph Writing

	Advanced 4	Proficient 3	Basic 2	Below Basic 1
Organization <i>Score</i> _____	-Strong topic sentence -Reasons details and facts clearly support topic -Conclusion relates to topic in a new way	-Clear topic sentence -Reasons, details and facts are identified and relate to topic -Simple conclusion	-Attempts to write a topic sentence -Reasons, details and facts are attempting to support the topic. -Attempts conclusion	-No topic sentence -Reasons, details and facts do not support the topic -No conclusion
Content <i>Score</i> _____	Information relates to topic and is interesting	Information relates to topic	Information is repeated or wanders from topic	Information is unclear or missing
Style <i>Score</i> _____	Sentence beginnings vary Reflects a specific purpose	Simple, complete sentence Paragraph fits purpose	Short simple sentences that begin the same way Purpose is evident, but needs development	Fragments, sentences do not make sense No clear purpose
Grammar/Mechanics Includes: C apitalization U sage P unctuation S pelling <i>Score</i> _____	Less than three errors in CUPS	Three to six errors that don't interfere with reading or understanding the writing	Six to ten errors that slow down the reader	More than ten errors that interfere with reading

Score: _____ / 16 = _____

(adapted from Step Up to Writing: Primary Steps Reproducibles by Maureen Auman)

Anton van Leeuwenhoek Assessment

Name _____

Circle the correct answer.

1. Anton van Leeuwenhoek made more than 500 _____ before he died.
 - a) pieces of cloth
 - b) microscopes
 - c) red blood cells
 - d) bugs

2. Microscopes had already been invented, but Anton improved the _____.
 - a) life cycle
 - b) red blood cells
 - c) lenses
 - d) color

3. Anton became the first person to correctly describe _____.
 - a) red blood cells and bacteria
 - b) microscopes and lenses
 - c) the Royal Society
 - d) clouds and sunsets

4. Anton became famous because _____.
 - a) he always wanted to know more about things around him
 - b) long ago, people did not have such powerful tools
 - c) Anton looked at rainwater and water from ponds
 - d) scientists from around the world read his letters

5. Microscopes had been invented before Anton was born. **Invented** means _____.
 - a) to study to world around you
 - b) created for the first time
 - c) to make small objects look bigger
 - d) to be curious

Appendix H, page 2

6. Anton was a _____

- a) explorer
- b) scientist
- c) farmer
- d) president

7. Use the framed paragraph below to describe two interesting facts you have learned about Anton van Leeuwenhoek. Include a title in your paragraph.

I have learned two interesting facts about

_____. First of all,

_____. The second _____

(framed paragraph adapted from Step Up to Writing: Primary Steps Reproducibles by Maureen Auman)

Anton van Leeuwenhoek Assessment Answer Key

Circle the correct answer.

1. Anton van Leeuwenhoek made more than 500 ___b___ before he died.
 - a) pieces of cloth
 - b) microscopes**
 - c) red blood cells
 - d) bugs
2. Microscopes had already been invented, but Anton improved the ____c____.
 - a) life cycle
 - b) red blood cells
 - c) lenses**
 - d) color
3. Anton became the first person to correctly describe ____a____.
 - a) red blood cells and bacteria**
 - b) microscopes and lenses
 - c) the Royal Society
 - d) clouds and sunsets
4. Anton became famous because ____d____.
 - a) he always wanted to know more about things around him
 - b) long ago, people did not have such powerful tools
 - c) Anton looked at rainwater and water from ponds
 - d) scientists from around the world read his letters**
5. Microscopes had been invented before Anton was born. **Invented** means ___b____.
 - a) to study to world around you
 - b) created for the first time**
 - c) to make small objects look bigger
 - d) to be curious

Appendix H, page 4

6. Anton was a _____ b _____

- a) explorer
- b) scientist**
- c) farmer
- d) president

7. Use the framed paragraph below to describe two interesting facts you have learned about Anton van Leeuwenhoek. Include a title in your paragraph. Look to spell.

(10 points possible)

Anton van Leeuwenhoek
(2 points, correct title and spelling)

I have learned two interesting facts about

Anton van Leeuwenhoek (2 points correct answer and spelling) __. First of all,

(3 points, correct response, mechanics, makes sense) _____

_____. The second _____

(3 points, correct response, mechanics, makes sense) _____

(framed paragraph adapted from Step Up to Writing: Primary Steps Reproducibles by Maureen Auman)

Appendix I, page 1
Compare/Contrast

Name _____

Topic: _____

Big Idea	_____	_____

(adapted from Step Up to Writing: Primary Steps Reproducibles by Maureen Auman)

Appendix I, page 2
**Compare/Contrast
 Answer Key**

Topic: _____

Big Idea	Anton van Leeuwenhoek	Elijah McCoy
Place of Birth	Netherlands	Canada
Occupation	Scientist	Engineer
Invention	Lenses for microscopes	Lubricator cup folding ironing board and lawn sprinkler
Impact on Society	First to identify red blood cells and bacteria	Changed the mechanical world

(adapted from Step Up to Writing: Primary Steps Reproducibles by Maureen Auman)

Elijah McCoy Assessment

Name _____

Circle the correct answer.

1. Elijah was raised as a _____ in Canada.
 - a) slave
 - b) free citizen
 - c) engineer
 - d) inventor

2. Elijah showed a real interest in _____ things when he was a young boy.
 - a) living
 - b) magical
 - c) growing
 - d) mechanical

3. Elijah invented a _____ for trains.
 - a) steam engine
 - b) lawn sprinkler
 - c) lubricator cup
 - d) whistle

4. McCoy's invention was the best and when other's tried to copy it, buyers asked for "_____."
 - a) a copy of the invention
 - b) the real McCoy
 - c) an autograph
 - d) the lubricator cup

5. A lubricator cup _____.
 - a) makes things really hot
 - b) makes things soft
 - c) holds drinks
 - d) drips oil into machine parts

Appendix J, page 2

6. Elijah was a(n) _____.

- a) explorer
- b) engineer
- c) teacher
- d) slave

7. Use the framed paragraph below to describe two interesting facts you have learned about Elijah McCoy. Include a title in your paragraph.

I have learned two interesting facts about

_____. First of all,

_____. The second _____

(framed paragraph adapted from Step Up to Writing: Primary Steps Reproducibles by Maureen Auman)

Appendix J, page 3
**Elijah McCoy Assessment
Answer Key**

Circle the correct answer.

1. Elijah was raised as a _____ b _____ in Canada.
 - a) slave
 - b) free citizen**
 - c) engineer
 - d) inventor

2. Elijah showed a real interest in _____ d _____ things when he was a young boy.
 - a) living
 - b) magical
 - c) growing
 - d) mechanical**

3. Elijah invented a _____ c _____ for trains.
 - a) steam engine
 - b) lawn sprinkler
 - c) lubricator cup**
 - d) whistle

4. McCoy's invention was the best and when other's tried to copy it, buyers asked for "_____ b _____."
 - a) a copy of the invention
 - b) the real McCoy**
 - c) an autograph
 - d) the lubricator cup

5. A lubricator cup _____ d _____.
 - a) makes things really hot
 - b) makes things soft
 - c) holds drinks
 - d) drips oil into machine parts**

Appendix J, page 4

6. Elijah was a(n) _____ b _____.

- a) explorer
- b) engineer**
- c) teacher
- d) slave

7. Use the framed paragraph below to describe two interesting facts you have learned about Elijah McCoy. Include a title in your paragraph.

(10 points possible)

Elijah McCoy

(2 points, correct answer and spelling)

I have learned two interesting facts about

Elijah McCoy (2 points, correct answer and spelling) _____. First of all,

(3 points, correct response, mechanics, makes sense)

_____. The second _____

(3 points, correct response, mechanics, makes sense)

(framed paragraph adapted from Step Up to Writing: Primary Steps Reproducibles by Maureen Auman)

Appendix K
Responding to Text

Name _____

Title: _____

My pictures show _____

(adapted from Step Up to Writing: Primary Steps Reproducibles by Maureen Auman)

Appendix L
Putting the Pieces Together

Name _____

Topic: _____

1.

2.

3.

4.

5.

(adapted from Step Up to Writing: Primary Steps Reproducibles by Maureen Auman)

Florence Nightingale Assessment

Name _____

Circle the correct answer.

1. Florence Nightingale wanted to become a _____.
 - a) doctor
 - b) scientist
 - c) wife
 - d) nurse

2. The word _____ best describes Florence Nightingale.
 - a) greedy
 - b) heroine
 - c) princess
 - d) coward

3. Florence did **not** _____.
 - a) write a book called *Notes on Nursing*
 - b) help soldiers during the Crimean War
 - c) invent a new medicine
 - d) open a school for nurses

4. Florence became famous because _____.
 - a) she helped improve living conditions and medical care.
 - b) she met the queen of England
 - c) she came from a wealthy family
 - d) she never got married

5. Soldiers called Florence _____.
 - a) "The lady with the lamp"
 - b) "Shy and soft spoken"
 - c) "The smart nurse"
 - d) "Angel on the battlefield"

Appendix M, page 2

6. Florence is still remembered for her outstanding work in the field of _____.
- a) London
 - b) health
 - c) cooking
 - d) art
7. Use the framed paragraph below to describe two interesting facts you have learned about Florence Nightingale. Include a title in your paragraph.

I have learned two interesting facts about

_____. First of all,

_____. The second _____

(framed paragraph adapted from Step Up to Writing: Primary Steps Reproducibles by Maureen Auman)

Appendix M, page 3
**Florence Nightingale Assessment
Answer Key**

Circle the correct answer.

1. Florence Nightingale wanted to become a d .
 - a) doctor
 - b) scientist
 - c) wife
 - d) nurse**

2. The word b best describes Florence Nightingale.
 - a) greedy
 - b) heroine**
 - c) princess
 - d) coward

3. Florence did **not** c .
 - a) write a book called *Notes on Nursing*
 - b) help soldiers during the Crimean War
 - c) invent a new medicine**
 - d) open a school for nurses

4. Florence became famous because a .
 - a) she helped improve living conditions and medical care.**
 - b) she met the queen of England
 - c) she came from a wealthy family
 - d) she never got married

5. Soldiers called Florence a .
 - a) "The lady with the lamp"**
 - b) "Shy and soft spoken"
 - c) "The smart nurse"
 - d) "Angel on the battlefield"

Appendix M, page 4

6. Florence is still remembered for her outstanding work in the field of b .
- a) London
 - b) health**
 - c) cooking
 - d) art
7. Use the framed paragraph below to describe two interesting facts you have learned about Florence Nightingale. Include a title in your paragraph.

(10 points possible)

Florence Nightingale
(2 points, correct title and spelling)

I have learned two interesting facts about

Florence Nightingale (2 points, correct title and spelling). First of

all,

(3 points, correct response, mechanics, makes sense) _____

_____. The second (3 points, correct response, mechanics, makes sense)

Appendix N, page 1
Fact and Opinion

Name _____

If the statement is a fact write **F** on the line next to the statement, if it is an opinion write **O**.

- ____1. The heart is an amazing organ.
- ____2. Daniel Hale Williams was born in Pennsylvania in 1856.
- ____3. Daniel met an important surgeon named Henry Palmer.
- ____4. The Chicago Medical School was one of the best medical schools in the
 country.
- ____5. In 1883, Daniel graduated and started to practice medicine.
- ____6. Daniel Hale Williams was a very good doctor and surgeon.
- ____7. IN 1891, he helped set up a new teaching hospital, called the Provident
 Hospital and Nursing Training school.
- ____8. In 1894, Dr. Williams was named Surgeon General and Chief of Freedman's
 Hospital in Washington, D.C.
- ____9. Dr. Daniel Hale Williams died in 1931.
- ____10. If he were alive today, he would be amazed by the new techniques that
 surgeons use to help seriously ill people.

Appendix N, page 2
Fact and Opinion
Answer Key

If the statement is a fact write **F** on the line next to the statement, if it is an opinion write **O**.

- O** 1. The heart is an amazing organ.
- F** 2. Daniel Hale Williams was born in Pennsylvania in 1856.
- O** 3. Daniel met an important surgeon named Henry Palmer.
- O** 4. The Chicago Medical School was one of the best medical schools in the country.
- F** 5. In 1883, Daniel graduated and started to practice medicine.
- O** 6. Daniel Hale Williams was a very good doctor and surgeon.
- F** 7. IN 1891, he helped set up a new teaching hospital, called the Provident Hospital and Nursing Training school.
- F** 8. In 1894, Dr. Williams was named Surgeon General and Chief of Freedman's Hospital in Washington, D.C.
- F** 9. Dr. Daniel Hale Williams died in 1931.
- O** 10. If he were alive today, he would be amazed by the new techniques that surgeons use to help seriously ill people.

Daniel Hale Williams Assessment

Name _____

Circle the correct answer.

1. Daniel's first job was to be a _____, like his father.
 - a) doctor
 - b) scientist
 - c) barber
 - d) surgeon

2. Daniel met a surgeon who convinced him to study medicine. A surgeon is a _____.
 - a) a person who teaches nurses.
 - b) a doctor who performs operations on people.
 - c) a fish
 - d) a character from television

3. Daniel was the first surgeon to _____.
 - a) travel to England
 - b) to publish a book
 - c) invent a new medicine
 - d) open a patients chest and work on the heart

4. Daniel helped open a hospital in Chicago that was the first to _____.
 - a) perform surgery for African-American patients
 - b) operate in the emergency room
 - c) have African-American doctors and nurses on its staff.
 - d) open a barber shop for its patients

5. It's an opinion that_____.
 - a) Daniel was born in 1856
 - b) he would be amazed by all the new techniques that surgeons use today.
 - c) in 1913, he became the first African-American member of the American College of Surgeons
 - d) Daniel died in 1931

Appendix O, page 2

6. Daniel Hale Williams made groundbreaking changes in the medical field. Groundbreaking means _____.

- a) awful
- b) important
- c) hard
- d) scary

7. Use the framed paragraph below to describe two interesting facts you have learned about Daniel Hale Williams. Include a title in your paragraph.

I have learned two interesting facts about

_____. First of all,

_____. The second _____

(framed paragraph adapted from Step Up to Writing: Primary Steps Reproducibles by Maureen Auman)

Daniel Hale Williams Assessment Answer Key

Circle the correct answer.

1. Daniel's first job was to be a ___c_____ like his father.
 - a) doctor
 - b) scientist
 - c) barber**
 - d) surgeon

2. Daniel met a surgeon who convinced him to study medicine. A surgeon is a ___b_____.
 - a) a person who teaches nurses.
 - b) a doctor who performs operations on people.**
 - c) a fish
 - d) a character from television

3. Daniel was the first surgeon to _____d_____.
 - a) travel to England
 - b) to publish a book
 - c) invent a new medicine
 - d) open a patients chest and work on the heart**

4. Daniel helped open a hospital in Chicago that was the first to ___c_____.
 - a) perform surgery for African-American patients
 - b) operate in the emergency room
 - c) have African-American doctors and nurses on its staff**
 - d) open a barber shop for its patients

5. It's an opinion that ___b_____.
 - a) Daniel was born in 1856
 - b) he would be amazed by all the new techniques that surgeons use today**
 - c) in 1913, he became the first African-American member of the American College of Surgeons
 - d) Daniel died in 1931

Appendix O, page 4

6. Daniel Hale Williams made groundbreaking changes in the medical field. Groundbreaking means ____b____.
- a) awful
 - b) important
 - c) hard
 - d) scary
7. Use the framed paragraph below to describe two interesting facts you have learned about Daniel Hale Williams. Include a title in your paragraph.

Daniel Hale Williams

(2 points, correct title and spelling)

I have learned two interesting facts about

Daniel Hale Williams (2 points, correct title and spelling). First of all,

(3 points, correct response, mechanics, makes sense)

_____. The second _____

(3 points, correct response, mechanics, makes sense)

(framed paragraph adapted from Step Up to Writing: Primary Steps Reproducibles by Maureen Auman)

Appendix P
Interview Questions for a Biography

Name _____

Person being interviewed _____

Write the answers to the questions on the lines provided. If you need more room, use the back or another sheet of paper. Be sure to identify the number of the question being continued.

1. Where were you born? _____

2. How old are you? _____

2. Where do you live? _____

3. What is your family like? (parents, brothers, sisters, pets, etc.) _____

4. How do you feel about school? (favorite subjects, likes, dislikes, etc.) _____

5. What is your favorite thing to do? _____

6. What do you dislike the most? _____

7. What do you want to be when you grow up? _____

8. What is your greatest accomplishment? _____

Appendix R, page 1
Science Biographies Final Assessment

Name _____

Vocabulary: Match the word to its definition.

- | | |
|---|------------------|
| 1. _____one who applies oil or grease | a. surgeon |
| 2. _____having produced something for the first time | b. fact |
| 3. _____a woman noted or admired for nobility or courage | c. engineer |
| 4. _____an account of a person's life, written by another | d. lens |
| 5. _____doctor who performs operations on people | e. lubricator |
| 6. _____information that can be proven | f. opinion |
| 7. _____someone who uses science and math to solve problems | g. heroine |
| 8. _____a person's belief about something | h. biography |
| 9. _____a piece of glass that is especially ground and shaped | i. invented |
| 10. _____an account of a person's life written by that person | j. autobiography |

Fact or opinion: Write F if the statement is a fact; write O if it is an opinion.

11. _____ Daniel Hale Williams was the best surgeon ever.
12. _____ Anton van Leeuwenhoek was born in the Netherlands in 1632.
13. _____ People who knew Elijah McCoy thought of him as a kind man.
14. _____ In 1907, Florence Nightingale became the first woman to receive the British Order of Merit.
15. _____ The Biography of Florence Nightingale is the most interesting book of its kind.

Appendix R, page 2

Read each question carefully. Circle the correct answer.

16. The scientist who used a microscope to study cells was _____.
- a) Anton van Leeuwenhoek
 - b) Elijah McCoy
 - c) Florence Nightingale
 - d) Daniel Hale Williams
17. The woman who worked hard to make hospital conditions better was _____.
- a) Anton van Leeuwenhoek
 - b) Elijah McCoy
 - c) Florence Nightingale
 - d) Daniel Hale Williams
18. The first African-American surgeon to perform open chest surgery was _____.
- a) Anton van Leeuwenhoek
 - b) Elijah McCoy
 - c) Florence Nightingale
 - d) Daniel Hale Williams
19. The African-American inventor who created a lubricator cup, a folding ironing board, and a lawn sprinkler was _____.
- a) Anton van Leeuwenhoek
 - b) Elijah McCoy
 - c) Florence Nightingale
 - d) Daniel Hale Williams
20. The doctor that made groundbreaking changes in the medical field was _____.
- a) Anton van Leeuwenhoek
 - b) Elijah McCoy
 - c) Florence Nightingale
 - d) Daniel Hale Williams
21. The person that changed the mechanical world was _____.
- a) Anton van Leeuwenhoek
 - b) Elijah McCoy
 - c) Florence Nightingale
 - d) Daniel Hale Williams

Appendix R, page 3

What I Have Learned Paragraph

Title

I know many things about science
biographies. To begin, _____

_____. Next,

_____ Then, _____

_____.

Clearly, I know many things about _____

(adapted from Step Up to Writing: Primary Steps Reproducibles by Maureen Auman)

Appendix R, page 4
Science Biographies Final Assessment
Answer Key

Vocabulary: Match the word to its definition.

- | | |
|---|------------------|
| 1. _e_ one who applies oil or grease | a. surgeon |
| 2. _i_ having produced something for the first time | b. fact |
| 3. _g_ a woman noted or admired for nobility or courage | c. engineer |
| 4. _h_ an account of a person's life, written by another | d. lens |
| 5. _a_ doctor who performs operations on people | e. lubricator |
| 6. _b_ information that can be proven | f. opinion |
| 7. _c_ someone who uses science and math to solve problems | g. heroine |
| 8. _f_ a person's belief about something | h. biography |
| 9. _d_ a piece of glass that is especially ground and shaped | i. invented |
| 10. _j_ an account of a person's life written by that person | j. autobiography |

Fact or opinion: Write F if the statement is a fact; write O if it is an opinion.

11. **_O_** Daniel Hale Williams was the best surgeon ever.
12. **_F_** Anton van Leeuwenhoek was born in the Netherlands in 1632.
13. **_O_** People who knew Elijah McCoy thought of him as a kind man.
14. **_F_** In 1907, Florence Nightingale became the first woman to receive the British Order of Merit.
15. **_O_** The Biography of Florence Nightingale is the most interesting book of its kind.

Appendix R, page 5

Read each question carefully. Circle the correct answer.

16. The scientist who used a microscope to study cells was **a** .
- a) **Anton van Leeuwenhoek**
 - b) Elijah McCoy
 - c) Florence Nightingale
 - d) Daniel Hale Williams
17. The woman who worked hard to make hospital conditions better was **c** .
- a) Anton van Leeuwenhoek
 - b) Elijah McCoy
 - c) **Florence Nightingale**
 - d) Daniel Hale Williams
18. The first African-American surgeon to perform open chest surgery was **d** .
- a) Anton van Leeuwenhoek
 - b) Elijah McCoy
 - c) Florence Nightingale
 - d) **Daniel Hale Williams**
19. The African-American inventor who created a lubricator cup, a folding ironing board, and a lawn sprinkler was **b** .
- a) Anton van Leeuwenhoek
 - b) **Elijah McCoy**
 - c) Florence Nightingale
 - d) Daniel Hale Williams
20. The doctor that made groundbreaking changes in the medical field was **d** .
- a) Anton van Leeuwenhoek
 - b) Elijah McCoy
 - c) Florence Nightingale
 - d) **Daniel Hale Williams**
21. The person that changed the mechanical world was **b** .
- a) Anton van Leeuwenhoek
 - b) **Elijah McCoy**
 - c) Florence Nightingale
 - d) Daniel hale Williams

Appendix R, page 6

What I Have Learned Paragraph
Use Appendix G: Rubric for Evaluating a Paragraph

Title

I know many things about science
biographies. To begin, _____

_____. Next,

_____. Then, _____

Clearly, I know many things about _____

(adapted from Step Up to Writing: Primary Steps Reproducibles by Maureen Auman)