Lesson/Activity

**BIO POEM**

---

**Time:**
approximately 60-120 minutes (can be divided into smaller blocks of time)

**Instructional Goals:**
- The student will research a person using *PebbleGo Next Biographies*.
- The student will write a biographical poem based on a set formula and information learned from *PebbleGo Next Biographies*.

**Integrated Content Standards:**
- Common Core English Language Arts/Literacy Standards (www.corestandards.org/ELA-Literacy/)
- National Curriculum Standards for Social Studies (http://www.socialstudies.org/standards)
- National Educational Technology Standards for Students (https://www.iste.org/standards/for-students)
- NCTE/IRA Standards for English Language Arts (www.ncte.org/standards/ncte-ira)

**Materials/Resources:**
- *PebbleGo Next Biographies* online database
- *Bio Poem Template*—one copy for each student
- *Bio Poem Example for Ada Lovelace*, if desired

**Procedures/Lesson Activities:**

**Focus**
1. Write the term “Bio Poem” for students to see. As a class, discuss what the term might mean. (Bio is a shortened form of the words biography or biographical, which means a written, oral, or visual account of a person’s life. A poem is a written verse where the words are carefully chosen for their rhythm, description, and meaning.)

**Teach/Model**
2. Explain that students will be writing a Bio Poem about a person found in the *PebbleGo Next Biographies* database. (Note: You may want to limit student choice to a specific category of people, such as Scientists and Inventors or Explorers and Pioneers, depending on instructional objectives.)
3. Show students the *Bio Poem Template*. Discuss the formula of the Bio Poem, the line numbers, and the Poem Line Key.
4. Tell students that Bio Poems do not need to rhyme or have a certain number of syllables per line, but should focus on biographical information and word choice with strong descriptive words and phrases.

**Guided Practice**
5. Show students how to navigate to *PebbleGo Next Biographies* to choose a subject for their Bio Poem and find the needed information.
6. If desired, show students the **Bio Poem Example for Ada Lovelace**. Review the *PebbleGo Next Biographies* article on Ada Lovelace. Discuss with students the example poem’s word choice. Ask students which strong descriptive words are included, as well as how this Bio Poem might be improved.

**Independent Practice**
7. Allow time for students to research the subject of their Bio Poem and complete the **Bio Poem Template**.
8. Instruct students to record their *PebbleGo Next Biographies* article citation on the back of their **Bio Poem Template**.
9. Have students revise and edit their poems. Ask them to focus on word choice and strong descriptive words and phrases, while including relevant biographical information.

**Closure**
10. After students have completed revising and editing their Bio Poems, ask students to rewrite or type their Bio Poem for display, including the article citation at the bottom of the page. (Explain that the line numbers should not be included on the final copy.) Students may also choose to illustrate their poems.
11. If desired, have students present their poems to the class or in small groups. Additionally, students may share their poems via videos posted to the class’ learning management system.
Lesson/Activity Title:
BIO POEM TEMPLATE

Name: ____________________________

Choose a subject for your Bio Poem. Using the information in PebbleGo Next Biographies and the Poem Line Key below, write your poem’s rough draft. Type or write your final draft on a separate piece of paper.

Poem Line Key
1. First Name
2. Time in history
3. 3 descriptors or character traits
4. 2 or 3 nouns or phrases
5. 3 descriptive nouns
6. 1 belief or thought
7. 1 noun or phrase
8. 1 challenge
9. 1 inspiration
10. 1 noun, event, or phrase
11. Most Important accomplishment
12. Location or residence
13. Last Name

1. _____________________________________________________________
2. Who lived ______________________________________________________
3. Who was _______________________________________________________
4. Who loved _____________________________________________________
5. Who was _______________________________________________________
6. Who thought ___________________________________________________
7. Who wanted ____________________________________________________
8. Who faced ______________________________________________________
9. Who was inspired by ____________________________________________
10. Who saw ______________________________________________________
11. Who is known _________________________________________________
12. Who lived _____________________________________________________
13. ___________________________________________________________________
Ada
Who lived in the 1800s
Who was passionate, free-spirited, and an “Enchantress of Numbers”
Who loved math, numbers, and their possibilities
Who was a woman, a mother, and a technology pioneer
Who thought numbers could express a language all their own
Who wanted to help Charles Babbage with his invention
Who faced mental and physical challenges later in life
Who was inspired by the language of numbers
Who saw the future in Babbage’s first computer
Who is known by some as the first computer programmer
Who lived in England

Lovelace