**Autobiography / Biography / Memoir Project**

You’ve selected an Autobiography / Biography / Memoire and are going to take the next five weeks to read it. You will have one class every week to read silently from now until December 6th. You will obviously need to be doing some reading at home too. ☺ In addition to the reading, you will complete the following project / presentation.

**WARNING:** **THIS IS NOT A PROJECT TO LEAVE UNTIL THE LAST MINUTE!**

1. Dialectical Journal entry – you will record at least 10 important facts, thoughts, ideas or other expressions you came across while reading your nonfiction text that you think are valuable to the topic and the life it explores. You will divide your page into two columns. On one side you write the fact, thoughts, etc. and in the other column you record your thoughts/ feelings/ opinions regarding this. (Make sure your responses show critical thinking; in other words, one or two sentences will not suffice.)
2. Presentation requirements – using either a PowerPoint presentation, poster presentation board (the ones that fold) or any other materials that help you present; you will need to depict the most important highlights of the text you chose to read. Include, in any order that seems creative, clear, and reasonable, all of the following concepts:
   1. Profile
      * Name of person whose story is being told
      * Person’s claim to fame (who are they? Famous for scientific discovery, literary great, serial killer, athlete, etc…)
      * A brief summary that explains the importance of this figure / their story.
   2. Guiding Questions:
      * Create one or two or three “big” questions that future readers could be asked before beginning this text in the future. These questions will guide their thinking as they read and should be applicable to the entire text. As well as creating these questions, you will provide an answer to them.
   3. Quotation section (taken from your dialectical journal)
      * You will need to showcase three quotes from the text and explain: why it was selected, what it means, etc…
        1. Are there any quotes that you found especially creative, or ones that completely sum up in words how you see the person being focused upon in the text? If there are any quotes that seem to represent the “essence” of the person or the topic, by all means, pluck them out and share them!!!
        2. Are there any quotes that demonstrate an important thing this figure/group is known for saying/believing or that people have said about him/her/them?
        3. Are there any quotes that truly CHARACTERIZE this figure/group; anything he/she/they/the author has said that truly expresses who he/she/they are as a human being?
        4. Are there any quotes from the text that you simply found inspiring or even maddening? What excerpt did you read that ignited an emotional response from you? After listing a quote like this, please identify the MOOD of the quote in parentheses, or the way it made you feel as a reader. Be as specific as possible!
   4. Evaluation/Impact:
      * You will need to define the impact that the text may have on local, national and international communities.
   5. Creative section: Create **TWO** projects that reflect your nonfiction text. Chose from two different areas of Gardner’s Intelligences: verbal/linguistic, visual/spatial, naturalist, musical, bodily/kinesthetic, intrapersonal, and interpersonal. Be sure that these are also on the higher end of Bloom’s taxonomy. If you feel that one project is a lot of work and you plan on taking it to the next level and expanding it or what not, come see me and we can discuss whether or not you should still do a second creative project.

Here are some ideas for your creative projects; however, you are not limited to these. Keep in mind that some will work better for some books than others.

* + - 1. Journal about the themes in your text and how they relate to your life

Verbal / Linguistic

* + - 1. Poetry – minimum of three poems relating to the text
      2. Write a book review where you evaluate the effectiveness of the story
      3. Draw a storyboard to represent the conflicts in the text
      4. Create a graphic organizer wherein you outline the pros and cons of the person’s decisions as you see them.

Visual / Spatial

* + - 1. Scrapbook – depict the characters life through this form
      2. Cartoon – create a comic that shows a significant event in the text
      3. Collage – represent a theme or character through a collage. Wow me!
      4. Draw or create a model that represents and describes the main person’s emotions and position within the text. Back up this project with quotes from the text.
      5. Create a diagram that displays the conflicts of the novel in chronological order.

Logical / Mathematical

* + - 1. Chart the person’s evolution in the text
      2. Create a timeline of your text. Be sure to include the most important parts of the story.
      3. Make a CD that the main person in your text would listen to. Explain the reasoning behind each choice.

Musical

* + - 1. Apply the life lesson you learned from the text to a song that already exists and write a rationale explaining how the song captures the text’s theme.
      2. Create a melody that captures the main mood of your text. Provide a rationale.
      3. Write a song about main theme in the text. Record it.
      4. Create a visual representation of your novel using natural elements.

Naturalist

* + - 1. Explore any situation in your text that you see as negatively affecting our environment. In a case where the environment is negatively affected, suggest alternatives.
      2. Perform a skit that showcases your favorite parts of the text.

Bodily / Kinesthetic

* + - 1. Create a skit that emphasis the key theme of the text.
      2. Build an invention that you believe could help the person in the text. Justify your creation.
      3. In journal form, respond to a situation that happened in your text and describe how you would have reacted to it.

Intrapersonal

* + - 1. Write a piece where you evaluate your beliefs and the beliefs of the person in your text as a means of showing similarities and differences between you and the main person.
      2. Write an advice column to the person in the text.
      3. Engage your classmates in a discussion about the text, and how themes from the text are relevant to teenage life.

Interpersonal

* + - 1. Imagine you are interviewing the person in the text. Question their choices. Write likely responses.

\*I recommend you finish your text by Dec. 6th at the latest.

\*Presentations will begin on Dec. 11th. Be prepared with all required materials.

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