



Author's Perspective

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Language Arts
Grades 9-12



Introduction

When students have the opportunity to interpret and reenact what they have read, they are challenged to not only analyze but also internalize text. This lesson will require students to research authors, collaborate with peers and role play a scenario from an author's perspective.

Learning Objectives

- ([CCSS.ELA-Literacy.RI.9-10.1](#)) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- ([CCSS.ELA-Literacy.SL.9-10.1b](#)) Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- ([CCSS.ELA-Literacy.RI.9-10.5](#)) Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

Materials Needed

- Timeline Tools: [Online Office Timeline Tool](#), [Adobe Spark Timeline Tool](#)
- [Bio Poem Template](#)
- [Walk in My Shoes Image](#)
- [Example of a Bio Poem](#)
- Computer/laptop with word processing program
- Wi-fi/internet for research

Procedure

1. Introduce this lesson by displaying the Walk in My Shoes image for the students to view for about 30 seconds. After providing time for the students to view the image, ask them to show if they agree with this quote ("Take a walk in my shoes before you judge me.") by raising their hands. Briefly allow students to elaborate on what they think the quote means and why they agree/disagree with it.

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2. Inform the students that one way to provide others with more insight into who they are is to compose a bio poem. Introduce this further to the students by displaying an example of a bio poem and the Bio Poem Template. Take a moment to unpack the components of a bio poem as shown in the template as well as in the example. (For more information regarding bio poems please refer to this resource: [Teaching Strategy - The Bio-poem.](#))
3. Using the Bio Poem Template, instruct the students to write a bio poem about themselves.
4. Provide a moment for students to share their poems with a peer and share what they learned about their peers that they did not know prior to hearing the bio poem.
5. Explain to students that readers are able to find out more information about authors when they read the authors' works and research their lives. Inform them that they are to choose an author that they would like to research.
6. After the students choose an author that they would like to research, inform them that they will create a timeline to outline the significant events in the author's life and a bio poem from the author's perspective.
7. Provide time for the students to research their authors, create timelines, and write bio poems from their chosen author's perspective. As this could take a bit of time, make sure that you are circulating and checking in with students to support their learning. Students may need assistance determining which events are significant enough to place on a timeline and/or assistance finding intimate information about the author for the bio poem. Allow the students to use the online timeline tools to create their timelines.
8. After the students have created their timelines and bio poems, extend their thinking by challenging them to role play a round table discussion scenario from their author's perspective. Divide the students into groups of no more than 4-5 students each. Explain that each group will participate in a round table discussion about a given topic. Each student has to discuss the topic from their author's perspective. Possible roundtable discussion topics include the following (feel free to add your own.):
 - **Roles in the Family:** Should women and men play traditional roles in the family where only the women stay at home to raise children and only the men work to support the family? Should children be required to have chores in the family?
 - **Voting Rights:** Should people who have been convicted of felony crimes be given the right to vote?
 - **Speed Limits:** Although there are countries that do not have speed limits on main roads, should our country continue to have speed limits?

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9. As the students are engaged in the roundtable discussions, circulate to observe them in action. Occasionally challenge them by asking them to justify their responses by citing evidence from what they have researched about their authors.
10. As a closure to this lesson, have the students to complete a Venn diagram that compares and contrasts their personal bio poem with their author's bio poem.

Evaluation

As an evaluation for this lesson, have the students to complete a Venn Diagram that compares and contrasts their personal bio poem with their author's bio poem.