

Lesson Plan: Important people in my community or my country - Biographies

<u>Subjects:</u> English and Cultural/Creative Arts	<u>Year:</u> Primary 6 and it can be extended to Junior Secondary 1	<u>Duration:</u> 2 lessons – 2 hours
<u>Learning Objectives:</u> By the end of the lessons, the student should be able to: <ul style="list-style-type: none"> ✚ Identify what a Biography is and the features of a Biography. ✚ Research in printed or digital sources of information, including written texts, images, and videos of the topic/subject of the text. ✚ Enhanced interpersonal relationships, developing attitudes of participation and cooperation. ✚ Recognize the importance of the Cultural identity of their territory and contribute to the preservation of its traditions. 	<u>Curriculum links:</u> <u>English studies:</u> <ul style="list-style-type: none"> • Listening to, reading and discussing a wide range of non-fiction with a wide coverage of genres – biographies <u>Cultural and Creative Arts:</u> <ul style="list-style-type: none"> • Teamwork and Sense of Belonging. 	<u>Resources:</u> Copies of Biographies of important figures in your Community/Country <u>Samples:</u> <ul style="list-style-type: none"> ○ Writer - Chimamanda Ngozi Adichie ○ Artist - Kelechi Nwaneri <u>For the posters:</u> Papers A4, A5, Cardboard, Pen, pencil, Colors, Glue and Scissors.

Cultural Day

Learning about different biographies allows students to broaden their horizons and get to know ways of living that are different from their own. Habits and customs from other times and places show that there are multiple possible and legitimate ways of being and acting in the world. Also, it raises awareness of the characteristics of the society in which one lives and forms a feeling of tolerance and appreciation of difference.

From this perspective, biographies of personalities are especially important, since some countries are made up of so many cultures and beliefs. Furthermore, biographies are a vehicle to learn more about our history.

It is important to rescue and value the memory of men and women who, in different periods, contribute to building the country. Children and young people have the chance to get to know their culture and value it - which is the starting point for the construction of a citizen's identity.

The following activity is also an opportunity to reinforce the student's sense of belonging to the school, valuing the symbols and cultures they bring and assuming a curious attitude to understand and listen to them.

For this reason, along with the lesson, the students will be invited to express themselves in different moments, with the whole group, sometimes working collaboratively in pairs, experiencing teamwork.

Lesson

Step 1 –

Prior Knowledge Assessment /Warm-up:-

Suggested time 10 minutes

- Revise all prior learning or find out from the student what they already know about biographies.
- Invite the class to a round of conversation and share the objectives of the activities so that the students have a vision of the learning set that they will build.
- Inform them that in this lesson they will get to know or resume working with biographical texts, highlighting that these texts may have been worked on since previous years through the reading of texts in print and digital media and that they will continue studying this genre throughout their school life and in their readings outside of school as well.
- Follow the contextualization of the class topic by asking:
 - Do you know what a biography is?
 - Where can we find them?
 - What are biographies for?

The teacher welcomes the comments of the students and mediates the conversation, highlighting the statements that come close to the expectation of the answers and stressing that.

Explain that biography comes from two words.

Bio, which means life, and **Graphy**, which means a formal process of writing and representing.

A Biography is a non-fiction text written about someone's life.

This raises a few more questions:

- Have you ever read, heard, or seen a biography?

Listen to some students' comments and tell them about the next step of the lesson.

Step 2 –

Example of Biography

Suggested time 20 minutes

Tell your students that to continue the activity you have chosen a biography of an important personality that you admire.

Teacher, bring along some of the biographies that you have chosen or use the ones listed here as an example to help students understand the structure of the biographical text and the information we found.

Read together one of the titles as an example and help students to understand some features of a biography:

- They are written by an author who has done research on an individual's life.
- They are written in the past tense.
- They have titles and subheadings.
- They are written in the third person.
- They use formal conjunctions, and relative clauses using 'who' or 'which'.
- Use formal language.
- Present dates and key facts about this individual in chronological order.
- It may also include direct quotes from the subject or quotes from others about the person.

Step 3 –

Researching time –

Suggested time 20 minutes

Next, ask students to organize themselves in pairs and invite them to make a collection of biographies of people they admire and who are important figures in our community, our city, state, and our country.

If possible, allow them access to Information and Communications Technologies (ICT) facilities to research online at school. At the same time share with the student's extra print materials you have gathered about possible figures they would research. Tell them to make notes because they will make presentations of the researched biographies.

Circulate among the teams to assess whether they are working collaboratively or if intervention is needed. Similarly, note whether they have understood the proposed activities well or if they need further clarification.

Step 4 –



Making Posters -

Suggested time 20 minutes

How they intend to organize the facts they have found and share what they have learned about their subject through oral presentations.

They can make posters using materials such as paper in different sizes, cardboard, pen, pencil, colors, scissors, glue, and images of the researched figures.

Allow time for the pairs to work using the materials described above, also encourage them to draw, create collages, and use all their creativity.

Step 5 –



Plenary /Presentation

Suggested time 25 minutes

The last part of this sequence of activities is the **Class presentation**

Organize with the students the order in which the pairs will present their work.

Each pair will have 5 minutes to present the biography they have researched.

Explain that at the end they will be able to ask questions and make comments about their classmates' work and that their work will be displayed on a wall in the classroom.

Assessment –



Suggested time 15 minutes

Finish the class by reviewing the activities, recording, and systematizing what was learned.

Invite the students for a moment of self-evaluation

Build a panel with the class with their reflections, based on the questions below:

- Did I participate in the discussion about the texts presented?
- What did I already know about biographies?
- What did I learn about biographies?
- What did I learn about important figures in my culture?

You can raise some questions about students' engagement and participation:

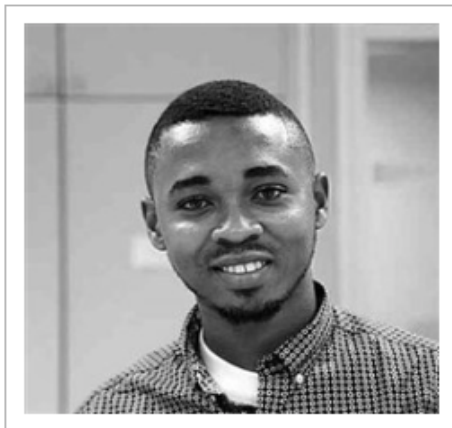
- Was I engaged when working collaboratively with my partner?
- Did I feel heard and respected?

Reference:

National curriculum in England: English programs of study

Sample Biography:

Kelechi Nwaneri



Kelechi Nwaneri (b. 1994) is a self-taught mixed media artist. He graduated with a Bachelor's degree in Agricultural Extension from the University of Nigeria, Nsukka in 2015. He has participated in numerous group exhibitions in Nigeria, and won the 2018 Spanish Embassy annual Visual Art Competition in Abuja.

Nwaneri started pursuing drawing during his third year in university. He was inspired by artists such as Kelvin Okafor, Arinze Stanley, and Ken Nwadiogbu, and initially focused on pencil realism, which he later combined with

acrylic and oil paints, watercolour, and collage. Nwaneri's work focuses on issues around mental health, psychology, and social values. He uses his art to advocate for mental health awareness, and applies uli, nsibidi and adinkra iconography to create surrealistic landscapes which explore metaphysical and allegorical imagery and concepts.

My work is born out of the desire to represent the quiet interaction between our conscious and subconscious state of mind in relation to our environment. I believe that everything in our lives dances to the vibrations of the subconscious. A major feature of this pencil and charcoal series is the 'Black Figure', which is usually clad with symbols and motifs. These figures are inspired by the idea of scars and tribal marks which represent our subconscious state. I use primarily West African iconography, mainly Adinkra, Uli, & Nsibidi symbols, as well as the lines and patterns found in Adire fabric, to create forms and figures which I draw alongside realistic subjects and serene settings, creating a surreal landscape. I create allegorical scenes which touch on mental health and social values, telling stories borne out of true experiences. The paintings I create explore scenes from my imagination, which I do my best to paint as vividly as I saw them.

"Working in an inventive style that he's dubbed Contemporary Surrealism, Kelechi Charles Nwaneri creates beautifully bizarre portraits of strange figures that seem half-real and half-imagined, with West-African iconography marvelously mixed with scenarios straight out of the history of European modern art to create colorful, new, dreamlike narratives." - Paul Laster, **"Now's the Time: Eight African Painters"** in White Hot Magazine, September 2020

Works in the Collection



<https://collection.africafirst.art/artists/artist/336457>

Sample Biography

Chimamanda Ngozi Adichie



Chimamanda Ngozi Adichie was born in Enugu, Nigeria in 1977. She grew up on the campus of the University of Nigeria, Nsukka, where her father was a professor and her mother was the first female Registrar. She studied medicine for a year at Nsukka and then left for the US at the age of 19 to continue her education on a different path. She graduated summa cum laude from Eastern Connecticut State University with a degree in Communication and Political Science.

She has a Master's Degree in Creative Writing from Johns Hopkins University and a Master of Arts degree in African History from Yale University. She was awarded a Hodder fellowship at Princeton University for the 2005-2006 academic year, and a fellowship at the Radcliffe Institute of Harvard University for the 2011-2012 academic year. In 2008, she received a MacArthur Fellowship.

She has received honorary doctorate degrees from Eastern Connecticut State University, Johns Hopkins University, Haverford College, Williams College, the University of Edinburgh, Duke University, Amherst College, Bowdoin College, SOAS University of London, American University, Georgetown University, Yale University, Rhode Island School of Design, Northwestern University, University of Pennsylvania, Skidmore College and the University of Johannesburg.

Ms. Adichie's work has been translated into over thirty languages.

Her first novel, *Purple Hibiscus* (2003), won the Commonwealth Writers' Prize, and her second novel, *Half of a Yellow Sun* (2006), won the Orange Prize.



Her 2013 novel *Americanah* won the US National Book Critics Circle Award and was named one of *The New York Times*' Top Ten Best Books of 2013.

She has delivered two landmark TED talks: her 2009 TED Talk *The Danger of A Single Story* and her 2012 TEDx Euston talk *We Should All Be Feminists*, which started a worldwide conversation about feminism and was published as a book in 2014.

Dear Ijeawele, or A Feminist Manifesto in Fifteen Suggestions, was published in March 2017.

Her most recent work, *Notes On Grief*, an essay about losing her father, was published in 2021.

<https://www.chimamanda.com/about/>