Scientist Bio-Poem

> **Scientists change the world by identifying problems, carrying out research, & finding solutions.**
>
> Research a specific scientist. Determine why he or she is important and in what ways the world is better because of his/her work. Use this information in order to write a Bio-Poem about the scientist. Make certain to include interesting details and important facts.
>
> Think about the poetic techniques you learned about during this unit as you write. Use the following techniques to enhance your writing: rhyme scheme, alliteration, simile, and metaphor. Use the checklist below, the rubric, and the Bio-Poem template to help you with this project. Your writing will be assessed using the Informational-Poetry Writing Rubric.

Informational Poetry Writing Checklist:

- ☐ Title

- ☐ The first few lines introduce the topic in an interesting way.

- ☐ I clearly explain the importance of my topic.

- ☐ The final lines of my poem show my connection to the topic.

- ☐ I used each of the following techniques:

    - ☐ Rhyme Scheme

    - ☐ Alliteration

    - ☐ Simile

    - ☐ Metaphor

- ☐ I have checked my writing to ensure correct use of the following:

    - ☐ Capitalization & End Punctuation

    - ☐ Pronouns

    - ☐ Adjectives

Bio-Poem Template

Directions: Use the template below to help you plan your poem. Each section *may* take several lines of poetry to explain.
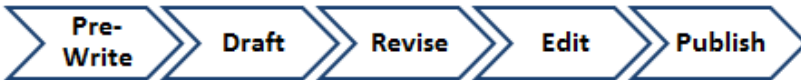
Scientist's Name or Title:	
Adjectives Describing The Scientist	
Who Came From...	
Who Wondered...	
Who Learned...	
Who Discovered...	
Who Changed The World By...	
Who Is Important To Me Because...	

Name:

Grade 4

Informational Poetry

Points Possible	Requirement	Points Earned
	IDEAS ☐ I clearly and thoroughly explained the topic to the audience. ☐ I stayed focused and have not included unimportant details.	
	Organization ☐ I organized my writing into appropriate lines and/or stanzas ☐ I have organized my writing in a sensible fashion.	
	Voice ☐ It is clear that I wrote an informational piece. ☐ My poem is my own original work.	
	Word Choice ☐ I used strong vocabulary, including amazing & varied adjectives/adverbs. ☐ I used alliteration, similes, and metaphors in my poem.	
	Sentence Fluency ☐ My writing sounds perfect when I read aloud. ☐ I followed a specific rhyme scheme throughout my poem.	
	Conventions ☐ I used correct capitalization and punctuation. ☐ I correctly used commas and quotation marks to indicate exact quotes from people or from texts. ☐ I have checked to make sure I spelled each word correctly.	
	Presentation ☐ My handwriting is legible and my format makes my work better. ☐ I appropriately formatted my poem.	

Writing Process

Pre-Write 〉 Draft 〉 Revise 〉 Edit 〉 Publish

Editing	✔	Date
Self-Edit: I have used the checklist/rubric to edit my work.		
Peer-Edit: _____ used the checklist/rubric to edit my writing.		

Teacher / Student Conference	
Yes	**No**
Teacher Initials	Date
Revision Decision	

Teacher Comments