

American Born Chinese

By Gene Luen Yang
Published by First Second, 2006

After Reading Strategy: Body Biography

Context:

This strategy should be done when students are done reading the novel because this requires students to know everything that happens to each of the characters in the novel. However, it is optional to do this right before students reach the last two chapters of the novel before student find out how all the characters are related to each other. Doing this may limit the options students have available to them when engaging in the activity.

Purpose:

The main purpose of this activity is to solidify students understanding of characters and to have students connect with the character of their choice. This will help students become more engaged with the text, and act as a review for students in helping them prepare for a final assessment of your choosing.

Materials Needed:

- Blank pieces of paper for students to draw on
- Materials for students to draw with

Time Allotted

20-60 minutes (depending on how long you want to give students to work)

Steps:

1. Before beginning the lesson have students select a character that they liked or was their favorite in the novel. Once students have chosen a character, tell them that they are going to make a body biography of that character.
2. Describe what a body biography is to your students. Here is a brief description:
A body biography is a drawing of a character from a novel that is made of parts that help describe the character from the novel. However, the body biography should not be an exact drawing of the character but a formation of different symbols that represent key characteristics of the character or key events that happen to the character. Each symbol then has a little writing detailing how it describes the character or a quote from the novel that helps explain the symbol/drawing.
3. Give students a blank piece of paper to start drawing their character on and give them enough time to draw a couple things about their favorite character. However, the amount of symbols and amount of time you give students to do this project can be flexible to match your classroom and your students

American Born Chinese Body Biography

4. Have students share their projects with the class and turn in their projects whenever they are finished; however, for this unit this is mainly to act as a review of key events and characters. This should not be the final assessment, take up too much time, or be graded on a large scale.

Assessment:

The assessment from this strategy will be what students share with the class what they drew and turn in. Make sure to observe if students have accurately displayed and portrayed the character they have chosen. This strategy should also assess if students understood key events in the novel or what certain characters represent through symbols.