Nikki

Cautiously am bitious, reverently outgoing,
frequently exhausted, content with yet seeking to im prove life

Wife of patient, affectionate, hard-working, incredibly funny Dave
Lover of rain on the tent roof, brightly lit vanilla candles, and great big hugs

Who feels frustrated by upset plans, elated by glimpses of sweet children and parents, and calmed by the sight of enormously steadfast trees

Who needs to be subtly defiant, to see tree branches swaying out the window,
and to be tucked into soft sheets on a good mattress at night

Who fears spiders hiding in her house, never getting to read
all the books she wants to read, and missing the bus,

Who gives time to meditating, goofing around, and painting

Who would like to see British Columbia, Europe, Boston

Resident of wherever the wind takes her

Mantyla
**Biopoem Teacher Instructions**

for *The Importance of Being Earnest*

**Purpose:**

To help the students think more deeply about their own lives or the lives of the characters in the play. The pattern encourages reflection on everything they have learned about people, places, et cetera.

**Rationale:**

The biopoem should be assigned after reading the play, especially if you want to have the students write about a character in the play. The remainder of these instructions assumes they will do such, but the activity can be altered to let students write about their own lives or the life of someone they know.

**Steps:**

1. Explain to the students that they will be asked to choose a character from the play and analyze the characteristics of that character. Explain that by coming to understand the characters in the play better, they will gain a greater understanding of the play itself. *Approx 2 min.*

2. Have the students get into groups of 4 to discuss characters in the book and what attributes these characters have. Each student should come up with a character and a list of 10-15 characteristics during the group discussions. *Approx. 5 min.*

3. Separate the groups again if necessary so that the students can work on their biopoems individually. Place the outline on an overhead projector or give it as a handout. Go through and explain each line briefly and explain that for lines 2-10 each thing could be a phrase instead of just one word, such as “Lover of getting into scrapes.” Show them an example of a completed poem if possible. Give them 10 minutes to write their poems and then have them get back into their groups to share. *Approx. 20 min.*

**Outline:**

Line 1: First name  
Line 2: 4 traits  
Line 3: Relative [brother, sister, daughter] of  
Line 4: Lover of (3 things or people)  
Line 5: Who feels (3 things)  
Line 6: Who needs (3 things)  
Line 7: Who fears (3 things)  
Line 8: Who gives (3 things)  
Line 9: Who would like to see (3 things)  
Line 10: Resident of (place)  
Line 11: Last name

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