BIOPOEM

PURPOSE OF THE STRATEGY

The Biopoem was developed by many teachers including the following version by Gere (1985) to help writers synthesize their learning about a subject - a person, place, thing, concept, or event. The Biopoem follows a pattern that makes it easier for beginning writers to complete as they play with ideas.

DIRECTIONS

Line 1. First name

Line 2. Four traits that describe character

Line 3. Relative (brother, sister, daughter, etc.) of _______

Line 4. Lover of ________ (list three things or people)

Line 5. Who feels _______ (three items)

Line 6. Who needs ______ (three items)

Line 7. Who fears _______ (three items)

Line 8. Who gives _______ (three items)

Line 9. Who would like to see ______ (three items)

Line 10. Resident of _______

Line 11. Last name

EXAMPLE (Kathryn Collins)

PEARL

Her mother’s only treasure: beautiful, brilliant, glimmering

Daughter of Dimmesdale and Hester

Lover of laughter, light, and her mother

Who feels fury, passion, and magic

Who needs to experience grief, to become human, to learn sympathy

Who fears nothing, never, null

Who gives love, torment, and joy

Who would like to see Dimmesdale on the scaffold in the daylight,

Dimmesdale live, and her mother explain the truth about the Scarlet Letter

Resident of Boston

Bastard.
ASSESSMENT

The Biopoem allows the teacher to analyze the students’ understanding of concepts and ideas. It provides a means of checking for thinking and can also be a way for the teacher to get to know the students better. It is effective at any point during the semester.

Shean, BYU, 2003