Unwind

After Reading Strategy:
Bio Poem

Context:
This routine should be taught after reading the novel as this will allow students to have maximum knowledge regarding the character they choose to write about. Students should use evidence from many parts of the novel regarding their chosen character in the creation of their Bio Poem.

Statement of Purpose:
This routine requires students to use their knowledge of characters within the book to create a Bio Poem. Unwind is presented through the perspective of various characters and one major component of the novel is how the main characters change and grow as they encounter different people with new perspectives and stories in regards to unwinding. The Bio Poem will help assess student understanding of these changes and thus demonstrate their knowledge of a key part of the novel. Students should also write a paragraph explaining their choices using evidence from the text which also assess their knowledge regarding their chosen character’s development.

Materials Needed:
- Bio Poem Example
- Response Example

Time: One class period

Directions:
Step One: Have students get into groups. In their groups, students should create a list of characters that changed throughout the novel as a result of the people that they encountered.
Step Two: Each group will share their responses. As the students share, create a list of characters on the board.

Step Three: Using the list on the board, students will select the character that they connected with the most. This character will be the focus of their Bio Poem.

Step Four: Present Bio Poem assignment. Explain that students will create their own Bio Poem for their chosen character and that they will write a paragraph after its creation explaining their responses using evidence from the text.

Step Five: Use the Bio Poem example to demonstrate for students the process for creating a Bio Poem. All sections of the Bio Poem example can be used to model appropriate responses or the poem can be split in two using the first half to model this and the second half for guided practice to assess student understanding of the type of responses that are expected of them when they create their own Bio Poem. Show one example of evidence from the text that supports part of the Bio Poem example to provide a sample for the quality of writing that should be present in student paragraphs.

Step Six: Students should write their Bio Poem and their paragraph explaining their choices with evidence from the text.

Assessment:

The poem created by each student and its accurate representation of their chosen character will be the assessment for this routine as it will demonstrate student understanding of a character within the novel.
Bio Poem Assignment:

First name

Four traits that describe character
Lover of ______ (list three things or people)
Who feels _____ (three items)
Who needs _____ (three items)
Who fears _____ (three items)
Who gives _____ (three items)
Who would like to see _____ (three items)

Last Name

Bio Poem Model:

Cyrus “CyFy”

Determined, Not an Open Book, Troubled and Resourceful
Lover of Freedom, Choice and His Fathers
Who feels Out of Control, Split and Alone
Who needs Peace, Control, Family and Friends
Who gives Advice, Assistance and Strength
Who would like to see Unwinding Stopped, His Fathers, Lev Free

Finch

Response Example: CyFy’s determined nature is shown on pages 324 and 325 of the novel when Lev discovers that CyFy is attempting to get the laws on
unwinding removed in going before Congress and sharing his story and Lev’s story with the media.