

Hanger Person Biography

Retelling the Life of an Important Historical Figure

**A Visual Arts and Language Arts
Interdisciplinary Project based on
the Common Core Standards**



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Thank you so very much for purchasing this Hanger Person Biography Project. This interdisciplinary project, combining language arts with visual arts, will have your students learning about an important historical figure, and then recreating his or her likeness in a fun and “different” way. I have used this project in my own class for many years, with great success. My hope is that your students are able to gain meaningful insight into the historical figure’s life, as well as learn a bit about the time period in which that person lived so as to create an accurate representation of the figure.

This Project is divided up into two sections. First, the language arts portion is described, in which your students will be composing an actual biography of the historical figure. The second section is the visual arts lesson, where the actual hanger person will be created. In both of these sections are included rubrics, standards and checklists to help your students be very clear as to what is being asked of them. When the project is complete, you will have a wonderful display for your classroom.

Thank you again for your patronage. I sincerely appreciate it.

Stephanie Moorman

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Part One: Biography

For this portion of the project, your students will be writing a biography on an historical figure. I have included all graphic organizers you will need to help scaffold your students' writing and ensure the best possible written product.

You will find the following pages, in the following order:

Suggested Schedule/Pacing Plan

Common Core Language Arts Standards for grades 3, 4, 5, and 6.

Prewriting Graphic Organizers

Requirements Checklist

Grading Rubric

Final Draft Paper

All of the pages are designed for you to copy and hand to your students. There is no need for you to do any cutting, pasting, manipulating, or anything of that nature (unless you choose to.) The standards can even be printed, backed, and hung on the wall as is.

The Prewriting Graphic Organizers include space on them for the students to write the rough draft of each individual paragraph. Use that to help organize the students, however, in my own class I then have them transfer each paragraph to a separate sheet of paper where they can put all 6 paragraphs together as a rough draft. This allows them several times to revise and edit, as well as helps keep them better organized throughout the writing process.

Biography: Writing Pacing Plan

In my classroom, I have set aside 30 minutes per day for writing. I know...not a lot of time. This schedule below is based on that same 30 minute block. What is suggested *should* take your students about 30 minutes to do, however, I know that the reality of school life doesn't always fit neatly in "should happen" boxes. Take this schedule, and tweak it to fit your needs.

Day 1	Day 2	Day 3	Day 4	Day 5
As a class, begin brainstorming various historical figures you would like them to work on. (This could be from a unit of study, pop culture, etc...) Students choose one person to research.	Students gather materials from various sources on their research subject. Use this writing block to go over the genre traits of a biography.	Using the materials the students have gathered, begin filling out the <i>Information Gathering Organizer</i> .	Continue filling in the <i>Information Gathering Organizer</i> . Make sure that all 4 sections have as much information as possible.	Using the <i>Information Gathering Organizer</i> , students work on the middle section of the writing. Use the <i>Body Paragraphs</i> page.
Day 6	Day 7	Day 8	Day 9	Day 10
Continue with the <i>Body Paragraphs</i> section. Your students should continue using the <i>Information Gathering Organizer</i> to help them write.	Students begin to think about the introduction. Use the <i>Introduction Organizer</i> .	Students now work on the conclusion. Use the <i>Conclusion Organizer</i> .	Write the Introduction and the Conclusion on the actual organizers, in the space provided. Use the information from the boxes to construct the paragraphs.	Students may now combine all of the paragraphs together to form one complete rough draft (or cut and paste them together)
Day 11	Day 12	Day 13	Day 14	Day 15
Edit and Revise draft	Edit and Revise draft	Edit and Revise draft	Final Draft	Final Draft

Your students should come out of this process with at COMPLETE Final Draft of their Biographical subject. Again, this is only a suggested timeline. Make it work for you.



Common Core Language Arts Standards

Grade 3

Writing Standards:

2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic and group related information together; include illustrations when useful to aid comprehension.**
- b. Develop the topic with facts, definitions, and details.**
- c. Use linking words and phrases to connect ideas within categories.**
- d. Provide a concluding statement and section.**

4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

7. Conduct short research projects that build knowledge about a topic.



Common Core Language Arts Standards

Grade 4

Writing Standards:

2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful to aid comprehension.**
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.**
- c. Link ideas within categories of information using words and phrases.**
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.**
- e. Provide a concluding statement or section related to the information or explanation presented.**

4. Provide clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.

9. Draw evidence from informational texts to support analysis, reflections, and research.



Common Core Language Arts Standards *Grade 5*

Writing Standards:

2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful to aid comprehension.**
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.**
- c. Link ideas within categories of information using words, phrases, and clauses.**
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.**
- e. Provide a concluding statement or section related to the information or explanation presented.**

4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.

9. Draw evidence from informational texts to support analysis, reflections, and research.



Common Core Language Arts Standards *Grade 6*

Writing Standards:

2. Write informative/explanatory texts to examine a topic and convey ideas and information through the selection, organization, and analysis of relevant content.

- a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; including formatting, graphics, and multimedia.**
- b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.**
- c. Use appropriate transitions to clarify the relationships among ideas and concepts.**
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.**
- e. Provide a concluding statement or section related to the information or explanation presented.**

4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.

9. Draw evidence from informational texts to support analysis, reflections, and research.

Name #: _____ Date: _____

Biography: *Information Gathering Organizer*

Subject: _____

In the boxes below, write any and all information you can gather about your subject. Include dates, important events, specific time periods and occurrences in the subject's life. The more information the better.

Early Life

Middle Life

Later Life

Historical Contribution

Name #: _____ Date: _____

Biography: *Introduction Paragraph*

Subject: _____

The introduction paragraph must lay out for the reader WHO your subject is, WHAT the major contribution to society is, WHERE and WHEN most of the subject's life took place and WHY that contribution is important to our society as a whole. You must introduce the person to your reader, without giving out any major details (that will come in the body of your biography).

Fill in the boxes below with the information from your research:

Who?

What?

When?

Why?

Where?

Using all of the information above, write the rough draft of your introduction paragraph below. Be sure you have at least one thing from each box in your paragraph.

Name #: _____ Date: _____

Biography: Writing Checklist

Subject: _____

As you are writing, use this checklist to make sure you have included all of the important information and requirements in your rough draft. Check off each requirement as you complete it to be sure it is in your paper.

My writing:

- _____ **Has an interesting introduction that includes WHO my subject is, WHAT my subject did, WHEN and WHERE my subject lived, and WHY the historical contribution is important.**

- _____ **Has 4 main headings: Early Life, Middle Life, Later Life, Historical Contribution.**

- _____ **Has information under each heading which accurately and factually tells the story of the life of my subject.**

- _____ **Has a conclusion that restates the HISTORICAL CONTRIBUTION, HOW that contribution helped during the time period in which the subject lived, and the IMPACT of that contribution.**

- _____ **Uses descriptive language, strong verbs, and specific nouns.**

- _____ **Develops idea clearly with explanations, details, and examples.**

- _____ **Uses capital letters, punctuation, correct spelling, and correct grammar.**

- _____ **Has complete sentences.**

- _____ **Is written in paragraph form.**

- _____ **Includes a bibliography that lists the sources of information for the report.**

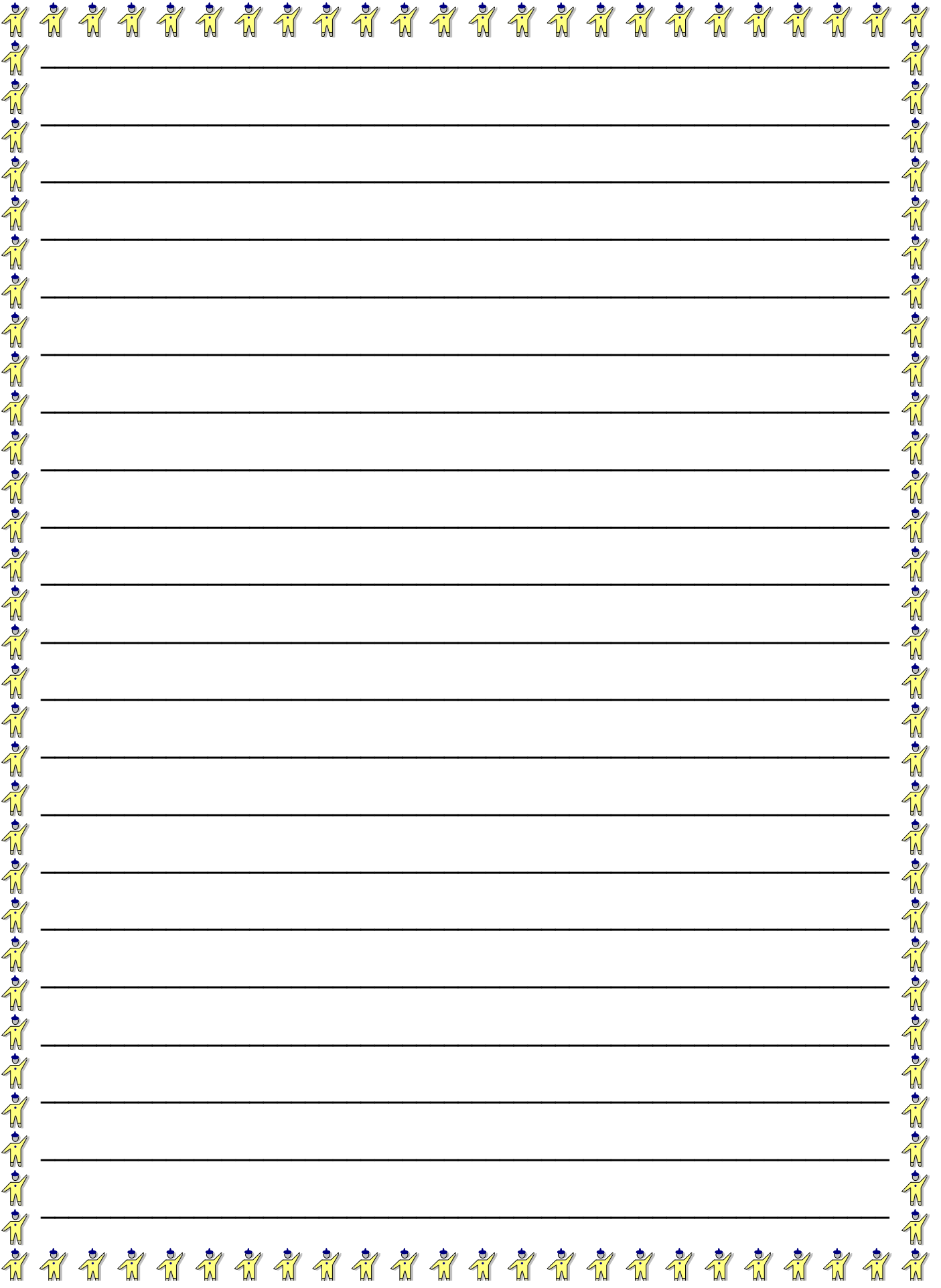
Name #: _____ Date: _____

Biography: *Grading Rubric*

Subject: _____

This rubric has all of the requirements you will need in order to achieve a score of 4, 3, 2, or 1. To meet the requirement of the score, you must score MOSTLY in that section.

	Content	Conventions
4	6 paragraphs ** An introduction with Who, What, When, Where, and Why ** Correct headings for each of the body sections ** Chronological order ** Each body paragraph includes details of the subject's life within that time period ** A complete conclusion with a recap of the major contribution, the impact on society and how the contribution helped the time in which the subject lived ** Follows all conventions of the Biography genre ** includes a bibliography	Writing includes the following: Correct punctuation ** No more than 2 spelling errors ** Grammar correct, with no more than 2 errors that do not impede comprehension ** Capitalization correct ** Complete sentences ** Paragraphs indented
3	6 paragraphs ** An introduction with Who, What, When, Where, and Why ** Mostly correct headings for each of the body sections ** The paragraphs are mostly in chronological order ** Information in each body paragraph is accurate to that time period ** A mostly complete conclusion with a recap of the major contribution, the impact on society and how the contribution helped the time in which the subject lived ** Follows most conventions of the Biography genre ** includes a bibliography	Writing includes the following: Correct punctuation ** Between 3 and 6 spelling errors ** Grammar mostly correct, with between 3 and 6 errors but do not impede comprehension ** Capitalization mostly correct, with 1-2 errors, which do not impede comprehension ** Mostly complete sentences ** Paragraphs indented
2	5 – 6 paragraphs ** An introduction which may include Who, What, When, Where, and Why ** Somewhat correct headings for each of the body sections ** The paragraphs are somewhat in chronological order ** Information in each body paragraph is somewhat accurate to that time period ** A somewhat complete conclusion with a recap of the major contribution, the impact on society and how the contribution helped the time in which the subject lived ** Follows some conventions of the Biography genre ** may or may not include a bibliography	Writing includes the following: Somewhat correct punctuation ** Between 7 and 10 spelling errors, that somewhat impede comprehension ** Grammar somewhat correct, with between 7 and 10 errors, which may or may not impede comprehension ** Capitalization mostly correct, with 3-5 errors ** Mostly incomplete sentences ** Paragraphs not indented
1	0 - 5 paragraphs ** An introduction which may or may not include Who, What, When, Where, and Why ** Incorrect headings for each of the body sections ** The paragraphs are not in chronological order ** Information in each body paragraph is not accurate to that time period ** Incomplete conclusion with a recap of the major contribution, the impact on society and how the contribution helped the time in which the subject lived ** Follows little to no conventions of the Biography genre ** does not include a bibliography	Writing includes the following: Incorrect punctuation ** More than 11 spelling errors, that impede comprehension ** More than 11 Grammar errors, which impede comprehension ** Capitalization incorrect, with more than 6 errors ** Incomplete sentences ** Paragraphs not indented



A series of 15 horizontal lines, evenly spaced, running across the page. These lines are intended for writing or drawing.



Part Two: Hanger Person

For this portion of the project, your students will be creating a “Hanger Person” in the likeness of the subject.

Gather the following materials before you begin:

A wire hanger for each student

Large WHITE railroad tag paper (18” x 24”)

Scissors

Tape

Glue

Art supplies needed to create a “person” (ie: construction paper, felt, yarn for hair, foil, metallic paper for buttons or glasses, buttons, markers, collage materials...ANYTHING you have that you think the students would like to use to decorate the hanger person)

About a week before I begin this part of the project, I ask my students to bring in any wire hangers that they have around the house. These are the type of hangers that you will typically get when you pick up your dry cleaning. If these are not available to your students, regular plastic hangers will work as well.

Depending upon my schedule, I usually allow for 2 full weeks to get these done. The students often are not working on them for very long, which is why I block off such a long time period.

Creating the Hanger Person

Step-by-Step Instructions

To construct the actual figure, you will need a hanger, the railroad tagboard, a pencil, and a pair of scissors. Each of these steps should be done by the students, with modeling done by you.



- 1. At the top of the tagboard, place the hanger so that the “neck” is hanging off.**
- 2. Trace the outline of the hanger. This will come in handy for the next few steps.**
- 3. Remove the hanger. The shape that is drawn is the basis of the shoulders/arms for the person. From there, create the torso, the legs, and feet. Have the students draw the torso first, imagining that the shoulders, arms and chest are where the hanger is.**
- 4. If your student wishes, he may draw extended arms coming off the hanger. Otherwise, he will attach hands later.**
- 5. Cut out the body outline completely.**
- 6. Begin to decorate it to look like the historical biographical subject.**
- 7. Attach the hanger to the back of the shoulder area with tape.**
- 8. Create a head, using a circle and some art supplies, and attach that to the neck of the hanger.**
- 9. Display in the room with the written biography! (I like to have my hanger people holding the biography in their hands or on their bodies)**

Name #: _____ Date: _____

Hanger Person: *Grading Rubric*

Subject: _____

This rubric has all of the requirements you will need in order to achieve a score of 4, 3, 2, or 1. To meet the requirement of the score, you must score MOSTLY in that section.

4	"Person" accurately portrays the subject of the biography ** Clothing is accurate to the time period ** Artwork is neatly put together ** Expression is evident in the face of the hanger person ** The body is positioned in a different and unique way ** Evidence of research on the subject through the clothing, hair style, etc...
3	"Person" is a mostly accurate portrayal of the subject of the biography ** Clothing is mostly accurate to the time period ** Artwork is mostly neat and put together ** Some expression is evident in the face of the hanger person ** The body is positioned in a mostly different and unique way ** Evidence of research on the subject through the clothing, hair style, etc...
2	"Person" is a mostly accurate portrayal of the subject of the biography ** Clothing is somewhat accurate to the time period ** Artwork is somewhat neat and put together ** Some expression is evident in the face of the hanger person ** The body is positioned in a somewhat different and unique way ** Some evidence of research on the subject through the clothing, hair style, etc...
1	"Person" is a not an accurate portrayal of the subject of the biography ** Clothing is not accurate to the time period ** Artwork is not neat and put together ** No expression is evident in the face of the hanger person ** The body is not positioned in a somewhat different and unique way ** No evidence of research on the subject through the clothing, hair style, etc...

Thank you again for your purchase. I hope that your students are able to have a fantastic and unique finished product. If you loved this product, I would appreciate your feedback at my store at

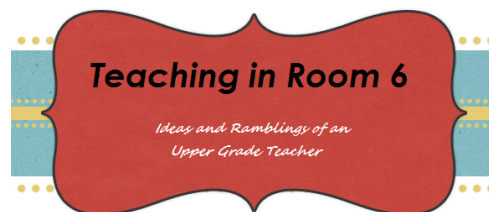
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