

Body Biography Scoring Guide

A Body Biography should demonstrate thorough understanding of the literary work, insight into the character and creativity in depicting that insight. Quotes are carefully selected and properly attributed. The original text is interesting and informative. Knowledge above and beyond summary or online shortcuts is evident in every detail.

An A Body Biography:

- Contains all 4 body biography requirements (a review of significant happenings of the work, visual symbols, an original text, five most important quotes from the work)
- Is an accurate depiction of the character (based on evidence from the play)
- Creatively represents character traits and actions
- Exemplifies ideas or issues that go beyond the text (gender issues, marital and love issues, gang and family loyalty issues, issues of violence) and stimulates discussion during your presentation
- Prepared to explain and answer questions about your body biography during your presentation

A B Body Biography:

- Contains all 4 body biography requirements
- Is an accurate depiction of character
- Character traits and actions are represented, but not very creatively
- Touches on ideas or issues that go beyond the text
- Somewhat prepared to explain and answer questions about your body biography during your presentation

A C Body Biography:

- Contains only 3 body biography requirements
- Does not accurately depict the character, or is limited and superficial
- Character traits and actions are not represented creatively. They seem thrown together and not thought out.
- Does not connect to ideas or issues that go beyond the text
- Not prepared to explain or answer questions about your body biography during your presentation

A D/F Body Biography:

- Contains less than 3 body biography requirements
- Does not depict the character beyond SparkNotes or other such sources
- Character traits and actions are cliché
- Does not demonstrate knowledge of the text
- Unable to explain or answer questions about your body biography during your presentation

Body Biography

Trace a group member's body outline on a sheet of paper and then cut the paper off of the roll. Every group should do this once.

Choose colors, graphics, designs carefully. Place the following:

Heart: What represents the heart of the person and where should it be placed to identify what the person loves most? What should it look like and what shape, color, pictures, or symbols should be included?

Eyes: Where is this person's focus? What does this person see (*as in I see you* in Na'vi).

Backbone: What motivates this person the most? What gives them strength?

Hands: What does this person hold in their hands – literal and figurative?

Feet: On what foundation is this person standing? What are their fundamental life beliefs?

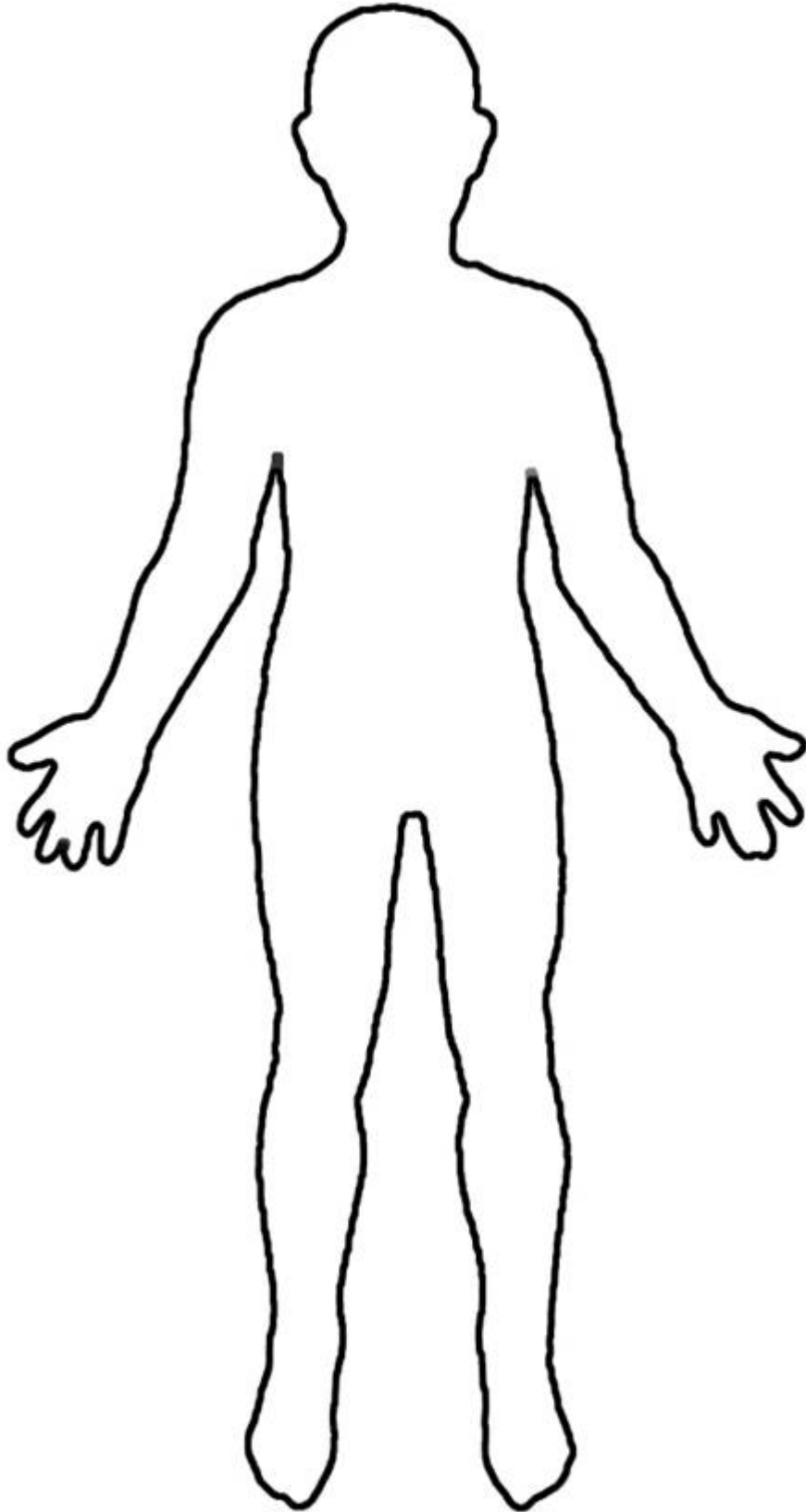
The Background: what elements make up this person's environment/background

Quotations: Quotes by or about this person that you feel represent them

Virtues and Vices: Admirable and unadvisable qualities of this person

Original Text: Create an original text that helps understand this person and include it somewhere appropriate on the body biography. Formula poem, paragraph, etc.

The Body Biography



The Body Biography

For your chosen character, your group will be creating a body biography – a visual and written portrait illustrating several aspects of the character’s life within the literary work.

Obviously, begin by drawing in the outline of the body. I have listed some possibilities for your body biography, but feel free to come up with your own creations. As always, the choices you make should be based on the text, for you will be verbally explaining (and thus, in a sense, defending) them. Above all, your choices should be creative, analytical, and accurate.

After completing this portrait, you will participate in a “showing” in which you will present your “masterpiece” to the class. This “showing” should accomplish the following objectives:

- Review us on the literary work that involves your character
- Communicate to us the full essence of your character by emphasizing the traits that make the character unique
- Promote discussion of your character

Body Biography Requirements

Although I expect your biography to contain additional dimensions, your portrait must contain:

- A review of the work’s events (don’t take all references from one part of the work)
- Visual symbols
- An original text
- The five most important quotes (either exposition or dialogue) relating to your character (be sure to attribute correctly and annotate)

Body Biography Suggestions

Placement -- Carefully choose the placement of your text and artwork. For example, the area where your character’s heart would be might be appropriate for illustrating the important relationships within his/her life. The hands might refer to actions or accomplishments of the character.

Spine -- Actors often discuss a character’s “spine.” This is his/her objective within the work. What is the most important goal for your character? What drives his/her thoughts and actions? The answers to these questions are his/her “spine.” How can you illustrate it?

Virtues and Vices -- What are your character’s most admirable qualities? His/her worst? How can you make us visualize them?

Color -- Colors are often symbolic. What color(s) do you most associate with your character? Why? How can you effectively weave these colors into your presentation?

Symbols -- What objects can you associate with your character that illustrate his/her essence? Are there objects mentioned within the work itself that you could use? If not, choose objects that especially seem to correspond with the character.

Formula Poems -- These are fast, but effective “recipes” for producing a text because they are designed to reveal much about a character. (See below for suggestions).

Mirror, Mirror -- Consider both how your character appears to others on the surface and what you know about the character’s inner self. Do these images clash or correspond? What does this tell you about the character? How can you illustrate this mirror image?

Changes -- How has your character changed within the work? Trace these changes within your text and/or artwork.

I Am (as if the character were speaking) *

1st Stanza

I am (two special characteristics the character has).
I wonder (something the character is curious about).
I hear (an imaginary sound).
I see (an imaginary sight)
I want (an actual desire).
I am (the first line of the poem repeated).

2nd Stanza

I pretend (something the character pretends to do).
I feel (a feeling about something imaginary).
I touch (an imaginary touch).
I worry (something that really bothers the character)
I cry (something that makes the character very sad).
I am (the first line of the poem repeated).

3rd Stanza

I understand (something the character knows is true).
I say (something the character believes in).
I dream (something the character dreams about).
I try (something the character really make an effort about).
I hope (something the character hopes for).
I am (the first line of the poem repeated).

Name Poem (or, Acrostic Poem): Write the letters of the character's first and last names in a column. Using words that begin with the letters of the name [and even the name itself if you want], write a poem that describes the character. Play with words until the poem looks, sounds, and feels right.

Where I'm From (George Ella Lyon poem as a model): Focus on how your character would write this poem.

Cinquain, Diamante, Tanka, Poem for Two Voices, Persona Poem, even Haiku (if several settings are referenced) . . .

<http://homepage.mac.com/mseffie/handouts/formulapoems.html>

* Samples of all types available in class. Variations encouraged as relevant to the character

Body Biography Rubric

Name(s) _____ **Grade** _____

Title of Work _____

Character _____

	Excellent	Satisfactory	Fair	Poor	Score
CONTENT	<ul style="list-style-type: none"> • Creatively depicts/describes character • Reveals deep understanding of character <p style="text-align: center;">10 - 9 points</p>	<ul style="list-style-type: none"> • Accurately depicts/describes character • Reveals satisfactory understanding of character <p style="text-align: center;">8 - 6 points</p>	<ul style="list-style-type: none"> • Accurately depicts/describes character • Reveals some understanding of character <p style="text-align: center;">5 - 3 points</p>	<ul style="list-style-type: none"> • Accurately depicts/describes character • Reveals limited understanding of character <p style="text-align: center;">2 - 1 points</p>	
ORGANIZATION	<ul style="list-style-type: none"> • Maintains a clear, distinctive focus throughout entire writing • Successfully constructs strong, effective paragraphs <p style="text-align: center;">10 - 9 points</p>	<ul style="list-style-type: none"> • Maintains a clear, distinctive focus throughout most of writing • Constructs strong, effective paragraphs <p style="text-align: center;">8 - 6 points</p>	<ul style="list-style-type: none"> • Focus of writing is often unclear • Some paragraphs lack structure <p style="text-align: center;">5 - 3 points</p>	<ul style="list-style-type: none"> • Focus of writing is unclear • Most paragraphs lack structure <p style="text-align: center;">2 - 1 points</p>	
STYLE	<ul style="list-style-type: none"> • Actively engages the audience • Extensively uses precise word choice, sensory details, & active voice <p style="text-align: center;">5 points</p>	<ul style="list-style-type: none"> • Often engages the audience • Effectively uses precise word choice, sensory details, & active voice <p style="text-align: center;">4 points</p>	<ul style="list-style-type: none"> • Occasionally engages the audience • Uses precise word choice, sensory details, & active voice <p style="text-align: center;">3 points</p>	<ul style="list-style-type: none"> • Rarely engages the audience • Rarely uses precise word choice, sensory details, & active voice <p style="text-align: center;">2 - 1 points</p>	
CONVENTIONS	<ul style="list-style-type: none"> • No errors in usage, spelling, capitalization, punctuation, or sentence formation <p style="text-align: center;">5 points</p>	<ul style="list-style-type: none"> • Few errors in usage, spelling, capitalization, punctuation, or sentence formation <p style="text-align: center;">4 points</p>	<ul style="list-style-type: none"> • Many errors in usage, spelling, capitalization, punctuation, and sentence formation <p style="text-align: center;">3 points</p>	<ul style="list-style-type: none"> • Numerous errors in usage, spelling, capitalization, punctuation, and sentence formation <p style="text-align: center;">2 - 1 points</p>	

Comments: _____

Body Biography Rubric

Group Members _____

Title of Work _____

Character _____

	20	15	10	5
Neatness	Project is neat, well organized, and easy to read	Project is somewhat neat, organization is sufficient, and it is easy to read	Project is either lacking in neatness, organization, or the handwriting is too sloppy or small	Project is not neat, organized, or clearly written
Team Work	All team members work well and efficiently; no one was ever off task	Team members work efficiently; at times a group member was off task	Team members worked well at times, were off task at times	Team members did not work efficiently
Original Written Piece	Each member wrote a thoughtful and grammatically correct poem, letter, or response to or about the character	Each member wrote an original piece, but one or more was lacking in quality	One or more member did not write an original piece	Original pieces were altogether missing or did not follow directions
Visual	The body as well as the symbolic images were well done, colorful, and added to the meaning of the literary work and the character chosen	The body as well as the symbolic images were somewhat completed, colorful, and added to the meaning of the literary work and the character chosen	The body or the symbolic images were either incomplete, not colored, or did not make sense based on the literary work and/ or the character chosen	The visuals overall did not meet the requirements
Passages/ quotes	5 important quotes or passages were written on the poster	4 important quotes or passages were written on the poster	3 important quotes or passages were written on the poster	Fewer than 3 important quotes or passages were written on the poster
Attention to time period	The character's body, clothing, and symbolic images portray an understanding of the literary work.	The character's body, clothing, and symbolic images are appropriate for the literary work.	The character's body, clothing, and symbolic images are somewhat appropriate for the literary work or are too plain to be distinguishable	The body, clothing, and/or symbolic images are not appropriate for the literary work demonstrates a lack of understanding of the era

Comments: _____

Grade = _____

Body Biography

You will be creating a Body Biography--a visual and written portrait illustrating several aspects of a character's life within the novel. You may use the novel for help.

Choose a character from *To Kill a Mockingbird* that you will use to complete this assignment. You may choose Scout, Jem, Dill, Atticus, Boo Radley, Miss Maudie, or Calpurnia. Then you will write three paragraphs about this character. The information from the paragraphs will then be placed on a body template.

Part I - Writing

Paragraph 1 - Visual Symbols— Create at least three symbols that represent significant personality traits or important things in this person's life. For example, you might use a light bulb to show how the character has good ideas. Each symbol from the paragraph will be placed on the drawing in a meaningful place. For example, you might draw one object close to the character's heart if it symbolizes something he/she loves or feels; around the head if it symbolizes what a character thinks; on the hands if symbolizes his/her work; etc. The paragraph should identify each symbol, explain what it represents, where you plan to place it on the body template, and why you chose to place it there. Be sure to use a topic sentence and a closing sentence.

Paragraph 2 - Quotations - Choose at least three quotations from the novel which reveal personality traits of your character. These do not have to be things the character actually says but could be part of the narration or what another character says about him/her. These quotations will also be placed on the body template in a significant place like the symbols from Paragraph 1. In your paragraph, write the exact sentence(s) from the book, explain what each quotation reveals about the character's personality, and explain where you will place the quote on the drawing and why. Be sure to use a topic sentence and a closing sentence.

Paragraph 3 - Symbolic Colors- On the body template, you will add hair, clothing, a face, and any other decorations you think apply to the character. The colors you choose for these decorations should be symbolic of the character's personality. Use the color symbolism chart to help you choose the best colors for your character. Use at least three colors. In your paragraph, describe the colors you will use and how those colors apply to your character's personality. Be sure to use a topic sentence and a closing sentence.

Part II - Visual Presentation

On the body template provided, draw and write the information from your three paragraphs - three symbols, three quotations, and symbolic colors. Remember the symbols and quotations should be placed in significant places as stated in your paragraphs. Make your body biography creative and colorful, and be sure it contains the specific information from the novel about your character! Have fun! Create a product for which you (and I) will be proud!

Body Biography Rubric

Student Name _____

Grade _____

	Excellent	Satisfactory	Fair	Poor	Score
Content (RL1 & RL2)	-Creatively depicts/describes character -Reveals deep understanding of character 10 - 9 points	-Accurately depicts/describes character -Reveals satisfactory understanding of character 8 - 6 points	-Accurately depicts/describes character -Reveals some understanding of character 5 - 3 points	-Accurately depicts/describes character -Reveals limited understanding of character 2 - 1 points	
Organization	-Maintains a clear, distinctive focus throughout entire writing -Successfully constructs strong, effective paragraphs 10 - 9 points	-Maintains a clear, distinctive focus throughout most of writing -Constructs strong, effective paragraphs 8 - 6 points	-Focus of writing is often unclear -Some paragraphs lack structure 5 - 3 points	-Focus of writing is unclear -Most paragraphs lack structure 2 - 1 points	
Style (W1 & W2)	-Actively engages the audience -Extensively uses precise word choice, sensory details, & active voice 5 points	-Often engages the audience -Effectively uses precise word choice, sensory details, & active voice 4 points	-Occasionally engages the audience -Uses precise word choice, sensory details, & active voice 3 points	-Rarely engages the audience -Rarely uses precise word choice, sensory details, & active voice 2 - 1 points	
Conventions (C1)	-No errors in usage, spelling, capitalization, punctuation, or sentence formation 5 points	-Few errors in usage, spelling, capitalization, punctuation, or sentence formation 4 points	-Many errors in usage, spelling, capitalization, punctuation, and sentence formation 3 points	-Numerous errors in usage, spelling, capitalization, punctuation, and sentence formation 2 - 1 points	

TKAM Body Biography Example Vera from "The Open Window"

Paragraph 1

I chose a light bulb, a clock, and a heart for Vera's symbols. The light bulb represents her creative imagination. In "The Open Window," Vera makes up two very detailed and elaborate tales about Mr. Sappleton and the two brothers' disappearance. She also makes up a story about Mr. Nuttle's fear of dogs due to his entrapment in a hollow grave. I placed the light bulb next to her head because these ideas originate in her brain. I chose the clock because Vera is able to make up these wild lies at a moment's notice. In no time, she can concoct a believable story, because "Romance at short notice was her specialty." The clock is located by her head because her brain works quickly to think of these lies, and the lies spew forth quickly from her mouth without hesitation. Finally, I chose to draw a large heart around most her body because Vera is self-centered. In general, she cares only about herself and doesn't mind hurting others.

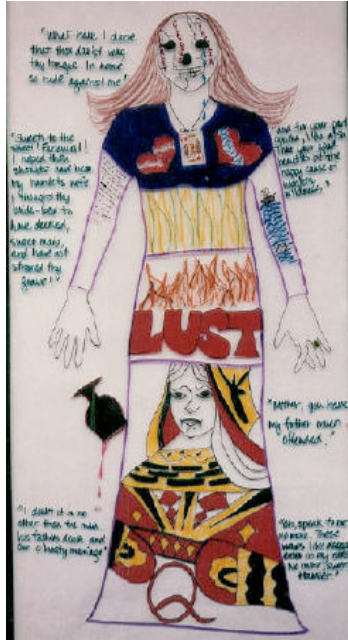
Paragraph 2

Three quotations from "The Open Window" describe Vera's personality perfectly. She is "a very self-possessed young lady of fifteen"(541). This quote is an example of direct characterization that reveals important information about her. We know that she does not care about other people's feelings. I put the quote next to her heart because she loves herself and is cold-hearted to others. "Then you know practically nothing about my aunt?"(541) is an additional quotation that gives insight into Vera's personality. She is inquisitive and quickly gathers information from people to use in her tales. She asks Mr. Nuttle about his knowledge of the family so that she can form her story. Since he doesn't know anything about them, she can tell the tale of the tragedy. This quotation is located around her head because she asks the question to formulate her story. The final quotation, "Romance at short notice was her specialty"(544) is the key to the whole story. This piece of information let the reader know that Vera made up both stories because she enjoys lying. I put the quotation around her head because she made up these stories in her head. All three of these quotations help the reader understand the self-centered, lying girl that Vera really is.

Paragraph 3

I used several colors to symbolize Vera's personality. Yellow is the dominate color of her dress because it symbolizes imagination, dishonesty, betrayal, and deceit. Vera definitely has imagination to come up with so many creative stories. She displays dishonesty, betrayal, and deceit when she tells Mr. Nuttle the tale of tragedy. The dress is trimmed in orange, which symbolizes a demand for attention. Vera is described as "self-possessed," so she obviously tells the stories to draw focus to herself. The large heart is red for love because Vera loves herself. Her hair is black, which means evilness. Her eyes are blue to symbolize the coldness she shows to other by lying to them. Each color on the template reveals various aspects of Vera's self-centered personality.

The Scarlet Letter Body Biography



Directions:

1. Pick a character from the book (Hester Prynne, Pearl, Rev. Dimmesdale, Roger Chillingworth).
1. Find **10 quotes** by or about your character. These quotes should give some insight into the character or reflect your character's personality in some way. The quotes can be directly from your character or what other characters say about him/her. Make sure you include the page number.
2. List **at least 3** physical traits that your character possesses: height, hair color, eye color, how they dress, body size and shape, etc. The more you find, the better off you'll be.
3. Pick **3 items that symbolize your character** or your character's life. Example: For Hester, you might choose the fancy dresses she wore, her elaborate "A," both of which are symbolic of how she is different from the rest of Puritan society, or the scaffold which would symbolize her shame.
4. Create an outline of a human body that will represent your character. Fill in the body with the quotes, symbols, and be sure the body has the physical traits you listed in step 2.
5. Use markers, crayons, colored pencils, or magazine cut outs to colorfully fill in your body biography. Make sure it is neat and legible. Write your character's name at the top of your poster/paper.

*Suggestions/Things to Consider:

- Carefully choose the placement of your text and artwork. For example, the area where your character's heart would be might be appropriate for illustrating the important relationships within his/her life. The hands might refer to actions or accomplishments of the character. The feet might be a symbolic representation of the character's most fundamental beliefs. The "spine/backbone" might include the objective, beliefs, or goals of the character.
- Colors are often symbolic. Consider the color(s) that you most associate with your character. Use these colors in your illustrations.
- Consider both how your character appears to others on the surface and what you know about the character's inner self. Do these images clash or correspond? How can you illustrate this "mirror image"?
- How has your character changed within in the play? Trace these changes within your text and/or your artwork.

The Scarlet Letter
Body Biography

Character: _____

Group Members:

_____, _____, _____

QUOTES: 10 appropriate quotes that give insight to the character; page #'s given for each quote	40	
PHYSICAL TRAITS: 3 appropriate traits illustrated or represented	15	
SYMBOLIC ITEMS: 3 appropriate symbolic items	15	
PLACEMENT: appropriate & creative placement of each item or text	20	
VISUAL APPEAL: creativity; use of color; neatness	10	
“EXTRAS”: any additional elements added to enhance your character’s biography	+1-5	
TOTAL	100	

The Scarlet Letter
Body Biography

Character: _____

Group Members:

_____, _____, _____

QUOTES: 10 appropriate quotes that give insight to the character; page #'s given for each quote	40	
PHYSICAL TRAITS: 3 appropriate traits illustrated or represented	15	
SYMBOLIC ITEMS: 3 appropriate symbolic items	15	
PLACEMENT: appropriate & creative placement of each item or text	20	
VISUAL APPEAL: creativity; use of color; neatness	10	
“EXTRAS”: any additional elements added to enhance your character’s biography	+1-5	
TOTAL	100	