# Biography Mini-Lessons at a Glance

**Mentor Biography Collection:** Frederick Douglass/Sojourner Truth

## Mini-Lesson Menu

<table>
<thead>
<tr>
<th>Mini-Lesson Menu</th>
<th>Page</th>
<th>BLM</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduce the Genre</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Looking at the subjects of biographies</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>2. Read aloud a mentor biographical text</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>3. Read aloud a mentor biographical text</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>4. Analyze the features of a biography</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>5. Review signal language for text structures and identify the sequential text structure in a biography</td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td><strong>Model the Writing Process</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Using personal interests to brainstorm ideas for a biography</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>2. Use an idea evaluation rubric to narrow the focus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Organize your ideas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Reread during drafting to maintain focus and flow</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Revise for sentence structure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Edit for punctuation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Create a title</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Author’s Craft</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Start sentences with different words</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Use sentences of different lengths</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Use dependent clauses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Use different types of quotes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Writing in third person</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Grammar and Conventions</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Prepositional phrases</td>
<td>14</td>
<td>2</td>
</tr>
<tr>
<td>2. Prepositional phrases</td>
<td>16</td>
<td>3</td>
</tr>
<tr>
<td>3. Using negatives</td>
<td>18</td>
<td>4</td>
</tr>
<tr>
<td>4. Double negatives</td>
<td>20</td>
<td>5</td>
</tr>
<tr>
<td>5. Commas in a series</td>
<td>22</td>
<td>6</td>
</tr>
<tr>
<td>6. Commas in a series</td>
<td>24</td>
<td>7</td>
</tr>
</tbody>
</table>

## Management & Assessment Tools

<table>
<thead>
<tr>
<th>Management</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home Connection Letter</td>
<td></td>
</tr>
<tr>
<td>Biography Unit Class Status Sheet</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Biography Checklist</td>
<td></td>
</tr>
<tr>
<td>Biography Evaluation Rubric</td>
<td></td>
</tr>
<tr>
<td>Biography Student Self-Reflection Sheet</td>
<td></td>
</tr>
</tbody>
</table>

*Advanced preparation for this mini-lesson may include gathering visual props or writing model and/or practice text on chart paper (if you are not using the interactive whiteboard resources).*
INTRODUCE THE GENRE
MINI-LESSON 1

LOOKING AT THE SUBJECTS OF BIOGRAPHIES

Introduce Biography Writing

Display as many biographies as possible for students to view. Use the sample think-aloud below as a model of how to talk to students about what factors make someone a worthy subject for a biography.

Sample think-aloud. Say: I brought in a selection of books for us to look at today. They all have something in common. They are all about the lives of real people. Some of the people are still alive and others lived hundreds of years ago. They represent people in many different categories. For example, here is a biography of president. This one is about an athlete. I also found a biography about a famous scientist. But not all of these biographies are about people who achieved amazing things or were heroes. For example, look at this one about Jesse James. He was a bank robber. And this one is about Adolf Hitler. He was hardly a sympathetic or admirable person. But all of these people had qualities that made writers want to write about them. What do you think some of those qualities might be? (Allow responses.)

Say: Biography writers choose subjects who they feel other people should know about for some reason. A subject may be someone from modern times or someone from the distant past. It may be a man or woman who made a huge contribution to the world. Some biography subjects have made important discoveries that changed history. Others have demonstrated remarkable acts of leadership or courage. And sometimes they show us the darker side of human nature. They help us get inside the mind of someone who affected the world in a negative way. And keep in mind that biographies don’t have to be about famous people. Sometimes a biographer researches the life of someone people have never heard of. They read primary sources, such as journals, newspapers, and magazines, and learn firsthand about someone’s life. For the next several weeks, we are going to read, write, and share biographies with each other. In the process, we’ll learn about all kinds of subjects.

Introduce the Purpose and Audience for Biography Writing

Say: Most of us are curious about other people’s lives. Sometimes we read biographies to learn about how real people lived at different times in the past. Sometimes we read them because the subjects are role models who inspire us in our own lives. And we also read biographies to be entertained. Think how many people read celebrity biographies over summer vacation. They read these biographies to experience the glamorous life of a well-known performer. And of course we read biographies in school to help us

Mini-Lesson Objectives

In this mini-lesson, teachers will:

• Launch the biography writing unit of study.
• Establish themselves as biography writing mentors by sharing examples of biographies.
• Model how writers think about their subjects.

Students will:

• Talk about what makes someone a good subject for a biography.
• Discuss how the time during which a subject lived affects that person’s biography.

Mini-Lesson Preparation

Materials Needed

• Examples of biographies from within the classroom or the school library.
• Interactive whiteboard resources

Advanced Preparation

Have a selection of biographies ready for the model portion of this lesson. Make sure to include biographies of men and women from diverse backgrounds and time periods. If you have English learners, you may wish to support the oral language turn-and-talk activities by preparing the sample sentence frames from “Strategies to Support ELs” on chart paper.
learn about the subjects we are studying. We learn about people who made important contributions to science and history. Biography writers help us explore the lives of all of these interesting or remarkable people. They try to give us a balanced, complete picture of the whole life of a person, from birth to death. They do this by studying many sources of information about the subject, including primary sources like the subject’s diaries or journals, birth certificates, school records, newspaper articles, and speeches made by the subject.

Practice Talking About Biographies

Invite students to work with a partner. Each student should identify at least two people they think would make worthy biography subjects. Students should tell their partner why the person would make a good biography subject and how they might go about learning more about that person. Remind students to consider what time period the person is from and what types of information sources are likely to be available about that person.

If your class includes English learners or other students who need support, use “Strategies to Support ELs.”

Share Biography Ideas with the Class

Invite volunteers to share their ideas for biography subjects with the class and to explain why they chose that person and what sources they might use to research that subject. Use one or more of the following questions to guide discussion:

- How easy or difficult was it to generate ideas for subjects?
- Thinking about all of these ideas our class generated, what generalizations can we make about biography subjects?
- What sources of information did you hear about today that you have never thought about using before?

Connect and Transfer to Independent Writing

I would like to write about ______. He/She is important because ______.

Make Cultural Connections

Point out that students will have the opportunity to read and write biographies about people from many different countries and cultures. Say: Biographers have to learn not only about a person’s life but about the culture they grew up in. Our cultural experiences affect our lives in many ways. Keep this in mind as you think about people you would like to write about.

Strategies to Support ELs

Beginning

Meet with beginning ELs one on one while other students work with partners. Display additional biographies as you say the word biography. Use the sentence frame This biography is about ______ to name the subject of each biography. Encourage students to use the sentence frame if they can.

Intermediate

Pair ELs with fluent English speakers during the partner practice. Write simple sentence frames on chart paper and model how students can use them to talk about their biography ideas.

I would like to write about ______. He/She is important because ______.

Advanced

Pair ELs with fluent English speakers during partner practice.

All Levels

If you have students whose first language is Spanish, share this English/Spanish cognate to help them understand the lesson focus: biography/la biografía.
READ ALOUD A MENTOR BIOGRAPHICAL TEXT

Introduce the Mentor Biography

**Say:** In order to become a good biography writer, it helps to read examples of other people's biographies. Today I'm going to read you a biography about an important American. As we read the biography, we will look for some features of biographical texts. You will be using many of these features in your own biography writing.

Read aloud the title of the selection on page 9 of the mentor text. You may also wish to display the text using the interactive whiteboard resources.

**Ask:** Who do you think Frederick Douglass is? Why do you think he might be the subject of a biography?

If your class includes English learners or other students who would benefit from vocabulary or oral language development to comprehend the biography, use “Make the Mentor Text Comprehensible for ELs.”

Read Aloud the Mentor Biography

Read aloud the biography, stopping at some or all of the places indicated (or at other points you choose) to highlight two key features of a biography:

1. The person’s birthplace and their date of birth.
2. The person’s family, childhood, and important events.

“Hook” at the Beginning of a Story

**Page 9, after third paragraph. Say:** The writer of this biography gets my attention with these first paragraphs. From the way she describes Frederick’s life as a child, she creates sympathy for him and this makes me want to know more about his life. I want to know more about what happened to him after his mother died.

Subject’s Birthplace

**Page 9, after fourth paragraph. Say:** Biographies give us information about where and when someone was born. The writer tells us where Frederick was born and gives an idea of when he was born. The fact that we do not know Frederick’s actual birth date gives me even more information about what his life may have been like. No one kept track of the birth dates of slaves. That shows how they were valued in society.
Details About Subject’s Life
Page 10, after third paragraph. Say: I learn what young Frederick Douglass’s life was like. He lived in a shack, wore rags as clothes, and did not have enough food to eat. Often at the beginning of a biography, the writer tells us about what the life of the person was like when he or she was very young.

Details About Subject’s Life
Page 12, after fourth paragraph. Say: Here the writer tells about an incident that affects Frederick. She says that losing his privileges made Frederick more determined than ever to run away. I think this incident is very interesting. It helps me understand more about Frederick Douglass’s personality. He was someone who did not give up easily. As you read more biographies, you’ll see that biographers usually describe events that dramatize their subjects’ character.

Respond Orally to the Mentor Personal Narrative

After reading, invite students to share their own ideas and reactions to the text by asking questions such as:
- Did you find this biography interesting? Why or why not?
- What did you visualize as you listened to descriptions of things that happened to him?
- Which event in Douglass’s life had the most impact on you? How would you have felt in that situation?

If necessary, model the following sentence frames to support ELs and struggling students:
- This text was interesting/not interesting because ______.
- I visualized ______.
- The event I remember the most is ______.

Connect and Transfer Independent Writing

Say: We just learned some important features of biographies. A biography begins with interesting text that makes us want to read more. We call this a “hook,” or a strong lead. Biographies tell when and where a person was born. They also describe important events in a person’s life. Remember that these are features you want in your biographies.
READ ALOUD A MENTOR BIOGRAPHICAL TEXT

Introduce the Mentor Biography

Say: Today I’m going to read you a biography about an important American. Her name was Sojourner Truth.

Ask: Who do you think Sojourner Truth was? The title says “From Slave to Legend.” What do you think that means? (Allow responses.) Why do you think she is called a legend?

If your class includes English learners or other students who would benefit from vocabulary or oral language development to comprehend the procedural text, use “Make the Mentor Text Comprehensible for ELs.”

Read Aloud the Mentor Biography

Read aloud the text, stopping at some or all of the places indicated (or at other points you choose) to highlight two key features of a biography:

1. Biographies include quotes from the person or from others that help readers understand the personality and characteristics of the person.
2. Biographies highlight the impact the person had on the world.

Quotes from the Subject

Page 24, second paragraph. Say: The author includes a quote from Sojourner Truth about why she changed her name. She said that “truth is powerful and it prevails.” Prevail means to succeed or be superior in strength or power. This quote gives me a clue to what Sojourner was like as a person. Biographies include quotes like this one that help the reader understand more about the qualities of the person.

The Subject’s Impact on the World

Page 25, third paragraph. Say: This paragraph tells how Sojourner Truth was able to command respect from even the most hostile crowds. The writer says she could turn a jeering, noisy crowd into a silent one. By including information such as this, the writer of this biography demonstrates what an important person Sojourner was and what an impact she had.

The Subject’s Impact on the World

After page 26. Say: This page tells me how Sojourner Truth helped black families who had escaped from slavery find jobs and have a better life. By presenting details about her life, the writer shows me why Sojourner Truth is worthy of being the subject of a biography.
Quotes from Other People
Page 27, paragraph 3. Say: Notice how the writer includes a quote from Frederick Douglass in which he says that she was devoted to the people of her race and that she was someone respected by social reformers. This quote helps me understand her impact on the world and also about the kind of person she was.

Respond Orally to the Mentor Personal Narrative

After reading, invite students to share their own ideas and reactions to the text by asking questions such as:
- Did you enjoy this biography about Sojourner Truth? Why or why not?
- What do you think of Sojourner Truth?
- What did you visualize in your mind as you listened to this biography?

If necessary, model the following sentence frames to support ELs and struggling students:
- I liked/didn’t like this biography because ______.
- Sojourner Truth was ______.
- I visualized ______.

Connect and Transfer Independent Writing

Say: Today we read a biography of Sojourner Truth and we focused on some important features of biographies. We learned that a biography informs readers about how the subject had an impact on the world. We also learned that biographies can include quotes from the subject or quotes from other people describing the subject. These quotes help readers understand more about the subject. As you do research for your biographies, you can look for quotes that you might want to include.

Make the Mentor Text Comprehensible for ELs

Beginning

Use the pictures from pages 18, 19, and 20 of the mentor text or use the interactive whiteboard resources to build background vocabulary for the topic of the biography (for example, slaves, work, fields, slave auctions, sell/sold).

Intermediate and Advanced

Show students the picture of the slaves working in the fields on page 20 or use the interactive whiteboard resources.

Ask: What are these people doing? What do you know about slavery? Begin a background building discussion to provide a context for the biography.

All Levels

If you have students whose first language is Spanish, share the following English/Spanish cognate: slaves/los esclavos.
ANALYZE THE FEATURES OF A BIOGRAPHY

Explain Genre Features

Say: You can identify what genre you are reading by paying attention to features of that genre in the text. For example, if you read a text that has characters, a setting, and a plot, chances are you are reading a story. If you notice many opinions in a text, you are probably reading a persuasive text. Biographical texts have special features too. Today we are going identify and analyze what those special features of a biography are.

Build a Class Genre Features Anchor Chart

Say: I want you to think about biographies you have read before. Think about what those biographies have in common with each other. We’re going to build an anchor chart to summarize the characteristics, or features, of most biographies.

Display a blank chart like the one shown here on chart paper or using the interactive whiteboard resources. Also distribute copies of BLM 1 to students. In the left column of the chart, record features of biographies as students discuss them. If necessary, use the following questions to help students identify the features:

• What does a writer need to do to get a reader to read more of the biography?
• What details of a person’s life are included in a biography?
• How does the writer show characteristics and personality of the writer?
• What kind of quotes might you find in a biography?
• What kinds of people make good subjects for a biography?

Biography Text Features

<table>
<thead>
<tr>
<th>Biography Text Features</th>
<th>Examples from the Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gives the subject’s birth date and birthplace</td>
<td>page 19: This information is given at the beginning of the biography.</td>
</tr>
<tr>
<td>Describes the subject’s family, childhood, and important events</td>
<td>page 20: “The Neals were cruel to Bell. They whipped her when she did not understand their orders.”</td>
</tr>
<tr>
<td>Describes the subject’s personality and characteristics</td>
<td>page 21: “Strong and hardworking, she learned to speak English fluently, but she never lost her Dutch accent.”</td>
</tr>
<tr>
<td>Quotes the subject and/or people who knew the subject</td>
<td>page 24: “Truth is powerful and it prevails.”</td>
</tr>
<tr>
<td>Explains the subject’s impact on the world.</td>
<td>page 27: “Even after the war ended in 1865 and slavery was abolished, Sojourner continued to speak and travel around the country.”</td>
</tr>
</tbody>
</table>
**Read Aloud a Biography**

Before rereading “Sojourner Truth,” point out the right-hand column on your chart and on students’ BLMs. Explain that you are going to read aloud a biography and that students should listen carefully to the text to identify examples of the genre features in the text. Explain that after the reading, students will work in small groups to complete the chart by recording examples of each genre feature in the text. Read aloud “Sojourner Truth” from *Frederick Douglass/Sojourner Truth*. Note: You may wish to project the text using the interactive whiteboard resources so that students can follow along.

**Analyze the Mentor Text**

Form small groups of students to complete column 2 of the graphic organizer on BLM 1. If you are using the interactive whiteboard resources, invite students to revisit parts of the text using the whiteboard as they look for the examples in the text.

If your class includes English learners or other students who need support, use “Strategies to Support ELs.”

**Share Ideas**

Bring students together and invite volunteers to share examples they found in the text as you read it aloud. Record students’ findings on the anchor chart. Post the anchor chart for students to refer to throughout the unit as they think about the biographical text features they will include in their own biographical writing.

**Connect and Transfer to Independent Writing**

**Say:** As you work on your own biographies, keep in mind that most biographies include the features we have captured on our chart. We’re going to post this chart on the wall so that we can refer to it to help us remember these features.

**Teacher Tip**

Many of the writing mini-lessons include partner and small-group activities. Throughout the unit, ensure that all students work with a variety of partners and groups. This will expose students to many points of view and give them opportunities to make connections among their classmates.

**Strategies to Support ELs**

**Beginning**

Pair beginning ELs with fluent English speakers during the small-group activity. Keep in mind that they will not be able to contribute many ideas orally. Work with ELs individually to reinforce concepts while other students write independently.

**Intermediate**

Pair ELs with fluent English speakers during the small-group activity. Write the following simple sentence frames on chart paper and model how students can use them to contribute ideas in the group. For example:

*One feature in this biography is ______.*

*One example of the feature is ______.*

**Advanced**

Pair ELs with fluent English speakers during the small-group activity.
REVIEW SIGNAL LANGUAGE FOR TEXT STRUCTURES AND IDENTIFY THE SEQUENTIAL TEXT STRUCTURE IN A BIOGRAPHY

Review Text Structures

Say: We have looked at many kinds of nonfiction text structures. We know that some texts are organized by sequence, while other texts may have a problem/solution, cause/effect, or compare/contrast text structure. As we read more and more complex texts, we often find that the text we are reading actually includes more than one text structure. For example, biographies are mostly written in a sequence, from the birth of a subject to the end of his or her life. But sometimes you will find other text structures in a biography. Signal words can help the reader identify the text structure. Let’s review signal words for the different text structures.

Display a four-column chart (like the one below on chart paper or using the interactive whiteboard resources). Invite students to help you generate a list of common signal words for each text structure. Use this as an opportunity to review the nonfiction text structures students should be familiar with.

<table>
<thead>
<tr>
<th>Compare/Contrast</th>
<th>Problem/Solution or Cause/Effect</th>
<th>Descriptive</th>
<th>Sequential</th>
</tr>
</thead>
<tbody>
<tr>
<td>similar to</td>
<td>because</td>
<td>words for:</td>
<td>first</td>
</tr>
<tr>
<td>different from</td>
<td>so that</td>
<td>- size</td>
<td>In (date)</td>
</tr>
<tr>
<td>however</td>
<td>if . . . then</td>
<td>- location</td>
<td>after many months</td>
</tr>
<tr>
<td></td>
<td>as a result</td>
<td>- shape</td>
<td>for thirteen years</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- age</td>
<td>during the summer</td>
</tr>
</tbody>
</table>

Sample Signal Language Anchor Chart

Say: Today we will focus on the sequential text structure in biographies.

Teacher Tip

If you have students with little prior text structure knowledge, you will want to provide a more teacher-directed lesson on different text structures and their signal language. The review at the beginning of this lesson assumes that students have had prior text structure instruction.

Model Identifying the Sequential Text Structure

Ask students to listen as you reread page 23 from “Sojourner Truth.” Point out places where it is obvious that time is being discussed.

Say: Biographies tell about a person’s life over time, using a sequential
structure. Certain words and phrases help readers understand the order of the events. In this example, the phrase for one year tells me how long Bell lived with the Van Wagenens. The second sentence starts with the word then, which indicates a change in events. Then is followed by the phrase in 1827, which tells when things changed. The phrase after many months establishes a timeline for how long it took for Bell to win her case. The phrase now at last emphasizes when she moved to New York City and joined a church. Unlike procedural texts where sequential language is often one or two words such as first, next, or after that, biographies often use longer phrases to show time passing. They also use dates to establish a timeline.

**Practice Identifying Sequential Language**

Read aloud the paragraphs in the section “Her New Life Begins” on page 24.

**Say:** Now I’ll read these paragraphs. Listen for dates and phrases that show a passing of time in Sojourner’s life. Students should notice the phrases in the winter of 1843, for thirteen years, while she was living there, and in 1850.

Work with students to expand the Sequential Signal Language column on the anchor chart you started earlier. Point out that higher-level texts include many phrases as well as words. Note that students may hear clue words and phrases of other text structures. If so, include them on the anchor chart.

**Practice Using the Sequential Text Structure in Oral Conversation**

**Turn and talk.** Invite students to work with a partner. Ask each partner to orally describe a series of events in their own lives. Remind them to use the anchor chart to help them get ideas for helpful signal words and phrases.

If your class includes English learners or other students who need support, use “Strategies to Support ELs.”

**Share Ideas**

Bring students together and invite volunteers to share some of the signal language they used to describe events in their lives.

**Connect and Transfer to Independent Writing**

**Say:** Remember, every text is organized into text structures. Look at the signal language to help you understand the text structure. As a writer, you need to organize your texts and use signal language so that your reader can follow your ideas. In a biography, you will use sequential language often.

**Strategies to Support ELs**

**Beginning**

Meet with beginning ELs one on one while other students work with partners. Display photographs of Mohammed Ali (available using the interactive whiteboard resources) at three different times in his life. Use the photos to model how you use simple sequential language. For example: *First he was a baby. Then he was a boy. Then he was a man.*

**Intermediate and Advanced**

Provide the sentence frames below to help students tell about the major events in their lives.

First I ______.
After that I ______.
Then I ______.
When I ______.

Display pictures of children at different ages (provided using the interactive whiteboard resources) to visually support students’ descriptions of their major life events.
USING PERSONAL INTERESTS TO BRAINSTORM IDEAS FOR A BIOGRAPHY

Explain Brainstorming

Say: Athletes warm up by stretching their muscles. Writers warm up by brainstorming. When we brainstorm ideas for writing a biography, we think about all the interesting people we could write about—people from the past and people from the present; people we have learned about in social studies or science class; people who are famous and even people who aren’t. Brainstorming helps us think of all the possibilities for people whose life stories we could tell. Let me show you how brainstorming helps me.

Model Brainstorming

Use the sample think-aloud to help you develop your own brainstorming models to share with students. Demonstrate how to record ideas on chart paper as you model brainstorming.

Sample think-aloud. Ask: Who do I think is a very interesting person? I’ve always enjoyed the writing of Sherman Alexie. His stories are about life on the Spokane Indian Reservation in eastern Washington. I’ve often wondered what his life was like growing up and how he made the decision to become a writer. I think he would make a great subject for a biography. I’ll write his name on my brainstorming list. And how about Pelé? My friend says Pelé is the best soccer player who has ever played the game. His life story must be very interesting. He’s going on my list, too. Someone else I’d like to write about is Christa McAuliffe. She was the first teacher to go into space, but she didn’t quite make it there. She died with her crew when her space shuttle exploded shortly after takeoff. She’s going on my list, and so is my grandfather. Even though he’s not famous, I think he’s had a very interesting life and I’d really like to tell about it in a biography.

People I Could Write About
Sherman Alexie
Pelé
Christa McAuliffe
Grandpa Ted
Practice Brainstorming Ideas for a Biography

Encourage students to work in small groups to brainstorm ideas for subjects of a biography by thinking about people who are interesting to them. Remind them to record the ideas in their writer’s notebooks. Students should be prepared to share why they think each subject they brainstormed is interesting to them.

If your class includes English learners or other students who need more support, use “Strategies to Support ELs.”

Share Ideas

Bring students back together and ask them to share ideas for people to write about. As students contribute ideas, record them on your brainstorming list. Reread the list together and ask students if they can see categories of people on the list. Is there more than one athlete? Which people are no longer living, etc.? As students see categories emerge, use a different color marker to underline or circle the names that fit into a category. Then write the names of each category at the bottom of the chart in its designated color. Point out the wide range of biographical subjects students brainstormed.

Connect and Transfer to Independent Writing

Say: We just learned a strategy for how to brainstorm ideas for a biography. We learned that we can think about people who are interesting to us personally. If they are interesting to us, chances are, they will be interesting to some readers as well. As you brainstorm on your own, remember that you are not limited by a person’s fame or how much you know about that person already. What’s important is to choose people who are interesting to you and who will be interesting for others to read about.

Strategies to Support ELs

Beginning

Invite beginning ELs to draw and tell you about a person they find interesting, using whatever words they can. As they share, write down the person’s name and some key words about the person, for example, athlete, writer, dancer, etc. Help students use the words to form simple sentences.

Intermediate and Advanced

Provide sentence frames to help ELs talk to their group about their ideas for subjects of a biography. For example:

Someone I want to write about is ______.
This person is interesting because ______.
One interesting thing about the person is ______.
Another interesting thing is ______.

All Levels

If you have ELs whose first language is Spanish, share these English/Spanish cognates: biography/la biografía; famous/famoso; important/importante; interesting/interesante; subject/el sujeto.
PREPOSITIONAL PHRASES

Explain Prepositional Phrases

Say: Listen to this sentence: “Frederick fell asleep in her arms.” In this sentence, the words **in her arms** tell you where Frederick fell asleep. We call these words a prepositional phrase, and the preposition is the word **in**. A prepositional phrase includes a preposition and a noun or pronoun called the object of the preposition. In the prepositional phrase **in her arms**, the word **arms** is called the object of the preposition. Prepositions usually tell us where, when, what, and what kind. Biography writers use prepositional phrases often to give information about their subjects.

Model Using Prepositional Phrases

Say: I’m going to write a few sentences from “Frederick Douglass” that include prepositional phrases. Then I will show you how to identify the prepositional phrases and objects of the prepositions.

Display the modeling text on chart paper or using the interactive whiteboard resources, and read it aloud to students.

1. She worked long hours **on a distant plantation**.
2. Frederick saw her only a few times **in his young life**.

**Modeling Text**

Say: In the first sentence, the prepositional phrase is **on a distant plantation**. The prepositional phrase tells where she worked. I will underline the phrase and circle the preposition **on**. I look for the noun or pronoun in the phrase to identify the object of the preposition. The object of the preposition is **plantation**.

In the second sentence, the phrase **in his young life** tells when he saw her. The preposition is **in**. The noun in the phrase that is the object of the preposition is the word **life**. Writers use prepositional phrases and prepositions when they write biographies. The prepositional phrases tell when and where events in a person’s life happened.
Practice Using Prepositional Phrases

Display the practice text on chart paper or using the interactive whiteboard resources.

Ask students to work with a partner to identify the prepositional phrase and the object of the preposition in each practice sentence. Ask them to think about the purpose of each preposition in the sentences. (Students do not need to copy sentences.)

1. Frederick was born a slave on a large plantation.
2. He had served under three presidents.
3. Slave life was harsh on the plantation.

Share Sentences with Prepositions

Invite pairs to share which prepositional phrases and objects of the prepositions they identified in the sentences. Discuss their choices. Ask the following questions:

- What is the preposition in the sentence?
- What does the preposition tell us?
- What is the object of the preposition?

Connect and Transfer

Say: We learned that phrases starting with prepositions are helpful in telling us where, when, and what kind. Prepositions are important in biographies because they help provide details about a person’s life. We need to use prepositional phrases when we write biographies.

If you would like to give students additional practice using prepositional phrases in sentences, have them complete BLM 2.

Strategies to Support ELs

Beginning

Practice the prepositions in and from with students. Model the sentence frames I was born in ______ and I am from ______. Write each sentence and read it aloud. Point to where you were born on a map, if necessary, to help students understand. Circle the preposition in each sentence. Then ask students to use each sentence to talk about themselves. Point to each preposition and use the label preposition to describe it.

Intermediate and Advanced

Pair students with fluent English speakers to complete the practice activity and the BLM. Model and write the following sentence frames on chart paper to help students talk about prepositions.

- The prepositional phrase is ______.
- The preposition is ______.
- The object of the preposition is ______.

All Levels

If you have ELs whose first language is Spanish, share these English/Spanish cognates: object/el objeto; phrase/la frase; preposition/la preposición.

BLM 2: Prepositional Phrases

A. Directions: Read each sentence and underline the prepositional phrase. Write the preposition in the second column and its object in the third column of the chart.

B. Directions: Choose two prepositions from the chart above and write sentences using them.
PREPOSITIONAL PHRASES

Explain Prepositional Phrases

Say: Prepositions are words such as in, for, of, and around that show where something is, who or what something is, or when something happens. Prepositional phrases are phrases that begin with a preposition and include other words to make up the phrase. Let’s look at some prepositional phrases and identify what the preposition and object is in each phrase.

Write the following text from “Sojourner Truth” on chart paper or the interactive whiteboard.

A terrified nine-year-old Isabella stood on the auction block.

Example Text

Say: The prepositional phrase in this sentence is on the auction block. It tells where the slaves were sold. This phrase consists of four words: on is the preposition, block is the noun in the phrase that is called the object of the preposition, and the words the and auction tell about the block.

Model Using Prepositional Phrases

Model how to identify a prepositional phrase by using example sentences from “Sojourner Truth.” Display the sentences on chart paper or using the interactive whiteboard resources.

1. Sojourner grew up listening to her parents tell their story.
2. Bell heard the cries of her siblings in her nightmares.

Modeling Text

Say: The phrase to her parents tells me who Sojourner listened to. To is the preposition and the object in the prepositional phrase is parents, which is a noun. The second sentence contains two prepositional phrases. The first prepositional phrase tells me what kind of cries she heard. The preposition is of. The object of the first prepositional phrase is siblings. The second prepositional phrase is in her nightmares. The preposition in that phrase is in, and the object of the second phrase is nightmares. These prepositional phrases were used in the biography of Sojourner Truth to help give me details about her life. The writer could not tell Sojourner Truth’s story without using these phrases.
Practice Using Prepositional Phrases

Display the practice text on chart paper or using the interactive whiteboard resources.

Ask students to work with a partner to identify the prepositional phrase in each practice sentence and its object. They should also be prepared to tell what kind of information each prepositional phrase provides (for example, where, when, what). Remind students that some sentences have more than one prepositional phrase.

1. Bell was born on a farm in New York State.
2. It wasn’t until the 1830s that slavery was abolished in the Northern states.
3. Large groups of slaves lived on large plantations.

Share Sentences with Prepositional Phrases

Invite pairs to share the prepositional phrases and objects they identified in the sentences. Discuss their choices. Ask the following questions:

- Which prepositional phrases provide key biographical information about Sojourner Truth? (on a farm, in New York State)
- Which prepositional phrase tells when something happened? (until the 1830s)
- Which prepositional phrase answers the question “what kind”? (of slaves)

Connect and Transfer to Independent Writing

Say: Biographies include prepositions and prepositional phrases to make the facts about the subject’s life clear. Clear facts help readers visualize the events so they understand them better. Remember to use prepositional phrases to help you tell the details of your biography subject’s life.

If you would like to give students additional practice using prepositional phrases in sentences, have them complete BLM 3.

Strategies to Support ELs

Beginning

Continue practicing simple prepositional phrases with beginning ELs. Place a pen on a desktop. Ask: Where is the pen? Model answering the question by saying The pen is on the table. Write the question and answer on chart paper and read them aloud with students. Now place the pen on the floor. Ask: Where is the pen? Encourage students to answer the question using the sentence frame The pen is ______. Repeat this activity as you place the pen in other locations so that students can practice orally forming prepositional phrases in simple sentences with the preposition on.

Intermediate and Advanced

Pair students with fluent English speakers to identify the prepositional phrase and object in each sentence and to complete BLM 3. Make sure that students understand the meaning of each preposition before they begin the activity.

All Levels

If you have ELs whose first language is Spanish, share these English/Spanish cognates: phrase/la frase; preposition/la preposición.

Prepositional Phrases

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Prepositional Phrase</th>
<th>Object</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bell was born on a farm in New York State.</td>
<td>on a farm</td>
<td>New York State</td>
</tr>
<tr>
<td>It wasn’t until the 1830s that slavery was abolished in the Northern states.</td>
<td>until the 1830s</td>
<td>Northern states</td>
</tr>
<tr>
<td>Large groups of slaves lived on large plantations.</td>
<td>on large plantations</td>
<td></td>
</tr>
</tbody>
</table>

BLM 3
USING NEGATIVES

Explain Negatives

Say: We use negative words when we talk or write about something we don’t have, something that doesn’t happen, or something that doesn’t exist. For example, I say, “I do not have a book, and I use the word not when I want to talk about something I don’t have. Most negative words are adjectives or adverbs. Some negative words include never, not, nowhere, and hardly.

Write these examples of negative words on chart paper. Students will add to the chart later in the lesson.

Model Using Negatives

Display the modeling text from “Sojourner Truth” on chart paper or using the interactive whiteboard resources. Read the text aloud to students.

1. Bell realized she could not understand her new owner.
2. She learned to speak English fluently, but she never lost her Dutch accent.

Say: In the first sentence, I read that Bell could not understand her new owner. The word not tells me that Bell was unable to understand her new owner. The word not is a negative. I also see the word never in the second sentence. The word never is also a negative. It tells me that Bell always kept her Dutch accent and that she didn’t ever lose it. The word never is an example of a negative word.

Practice Using Negatives

Say: Let’s think of a few more negatives that we can use when we write our biographies.

Ask students to work in small groups to think of additional negative words that they might be able to use when they write their biographies. Have students write down their ideas so that they can remember them when the groups share with one another.
Share Negatives

Invite groups to share their negatives with the class, while you record them on the Negatives anchor chart that you started at the beginning of the lesson. Ask volunteers to provide oral sentences that use the negatives. Make note of student pairs who struggle with this activity. Use this information to plan further instruction.

<table>
<thead>
<tr>
<th>Negatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>never</td>
</tr>
<tr>
<td>barely</td>
</tr>
<tr>
<td>no one</td>
</tr>
<tr>
<td>not</td>
</tr>
<tr>
<td>neither</td>
</tr>
<tr>
<td>nothing</td>
</tr>
<tr>
<td>nowhere</td>
</tr>
<tr>
<td>no</td>
</tr>
<tr>
<td>none</td>
</tr>
<tr>
<td>hardly</td>
</tr>
<tr>
<td>nobody</td>
</tr>
</tbody>
</table>

Sample Negatives Anchor Chart

If your class includes English learners or other students who need support, use “Strategies to Support ELs.”

Connect and Transfer to Independent Writing

**Say:** We learned that negatives are words that are used to talk about something we don’t have, something that doesn’t happen, or something that doesn’t exist. Remember to use negatives in your biographies when you want to express these things.

If you would like to give students additional practice using negatives in sentences, have them complete BLM 4.

Strategies to Support ELs

**Beginning**

While the rest of the class completes the partner practice activity, work one-on-one with beginning ELs to demonstrate how to use the negative word **not** in oral sentences. Write the sentences frames *I have ______* and *I do not have ______* on chart paper. Pick up a pen. Say: *I have a pen.* Now put the pen down and point to your empty hands. Say: *I do not have a pen.* Repeat the sentence frames by demonstrating with other classroom objects, and have students use the sentences with you.

**Intermediate and Advanced**

Pair students with fluent English speakers to brainstorm examples of negative words and to complete the BLM.

**All Levels**

If you have ELs whose first language is Spanish, share this English/Spanish cognate: **negative/negativo(a)**.
**DOUBLE NEGATIVES**

**Explain Double Negatives**

*Say: We use negative words when we talk or write about something we don’t have, something that doesn’t happen, or something that doesn’t exist. Most negative words are adjectives or adverbs. Some negative words include never, not, none, and hardly. A double negative is when two or more negative words are used in the same sentence. Double negatives are not used in English writing. We need to watch out for double negatives in our speech and writing.*

**Model Using Negatives Correctly**

*Say: I’m going to read aloud three sentences. Two of the sentences use negatives correctly, and the other sentence uses negatives incorrectly. The incorrect sentence includes a double negative. I want you to tell me which sentences are correct.*

Display the modeling text on chart paper or using the interactive whiteboard resources. Read the text aloud to students.

| INCORRECT: No slaves could never attend church. |
| CORRECT: Slaves could not attend church. |
| ALSO CORRECT: No slaves could attend church. |

**Ask:** *Which sentences use negatives correctly, and how do you know? (Allow responses.)*

*Say: The first sentence contains a double negative. The words no and never are negatives. It is incorrect in English to use two negatives in the same sentence. The second and third sentences show how the negatives should be used in the sentences. I can use either no or not in a sentence, but I can’t use both words in one sentence.*
Practice Revising Sentence with Double Negatives

Display the practice text on chart paper or using the interactive whiteboard resources.

Ask students to form pairs. Invite pairs to revise the practice sentences to avoid the use of double negatives. (Students do not need to copy the sentences.)

If your class includes English learners or other students who need support, use “Strategies to Support ELs.”

1. She could not find no one to help her when she needed it.
2. Explorers searched for gold, but they didn’t find none.
3. The plantation didn’t change nothing today.

Share Revised Sentences with Double Negatives

Invite pairs to share how they revised the sentences. Discuss their responses.

Connect and Transfer to Independent Writing

Say: We learned that negatives are words that are used to refer to something that is missing or that you don’t have. We also learned that writers should avoid using more than one negative in the same sentence. These are called double negatives. Remember to read over your biographies to make sure you correct any sentences that contain double negatives.

If you would like to give students additional practice revising sentences with double negatives, have them complete BLM 5.

Strategies to Support ELs

Beginning

The concept of double negatives may be too difficult for beginning ELs. You may want to have them just practice using negatives in sentences. Use simple objects around the classroom, for example, a book or pen. Hold up the book, Say: I have a book. Then place the book on the table, open your hands, and say: I do not have a book. Ask students to repeat with the book or other objects in the classroom.

Intermediate and Advanced

Pair students with fluent English speakers to revise sentences and to complete the BLM. Use this sentence frame to help students discuss negatives with their partners and the class.

• The negative word in this sentence is _______.

Using double negatives is grammatically correct in Spanish and other foreign languages. For example, the Spanish equivalent of I don’t see anything translates literally into English as “(I do) not see nothing.” Consequently, adapting to the English rules governing double negatives may be difficult for some Spanish speakers. Offer additional support to these students as they write.

All Levels

If you have ELs whose first language is Spanish, share this English/Spanish cognate: negative/negativo(a).

Double Negatives

Directions: From the word bank, select the word to complete each sentence using negative correctly.

1. The slaves didn’t have no place in the main areas of the house.
2. The Englishman never did none of the work himself.
3. They wouldn’t never eat that much food in one day.
4. The slaves’ shirts do not offer no protection against the cold winter months.
5. Bell can’t never remember the words to that song.

BLM 5
COMMAS IN A SERIES

Explain Commas in a Series

Say: Commas are punctuation marks that are used to separate words in a list, or series of items. A series is three or more things written one after the other. The items may be single words or groups of words. Listen to the series in this sentence: “January, February, and March are all hot months in the Southern Hemisphere.” The series is made up of a list of months and we need to use commas to separate the names of the month.

Model Using Commas in a Series

Display the modeling text on chart paper or use the interactive whiteboard resources. Read the text aloud to students.

One day, he read a book that was filled with essays about freedom democracy and abolition.

One day, he read a book that was filled with essays about freedom, democracy, and abolition.

Modeling Text

Say: The first sentence is hard to read because it doesn’t use commas. I don’t know what types of essays were included in the book. Each item should be separated by using a comma. This will help my sentence make more sense. The second sentence uses commas in a series and I can tell what each of the essays is about.
Practice Using Commas for Items in a Series

Display the practice text on chart paper or using the interactive whiteboard resources.

Ask students to work with a partner to decide where the commas should go in the practice sentences. Explain that the second sentence contains more than one word to describe each item in the series. Tell them to think carefully about where the commas should go. (Students do not need to copy the sentences.)

1. He was forced to work long hours no matter how hot cold or stormy the weather.
2. Frederick spoke about things such as free speech freedom of the press and getting a fair trial.

Practice Text

If your class includes English language learners or other students who need support, use “Strategies to Support ELs.”

Share Sentences with Commas in a Series

Invite volunteers to come to the chart or the interactive whiteboard and insert commas where needed in each sentence. Discuss their choices as a class. Prompt with questions such as:

• What are the things in this series or list?
• Why do we need to use a comma after the words free speech?

Connect and Transfer to Independent Writing

Say: We learned that we need to use commas when we list a series of three or more things. The commas make the text easier to read. Remember to use commas in a series when you write your biographies.

If you would like to give students additional practice using commas in a series, have them complete BLM 6.

Strategies to Support ELs

Beginning

While other students engage in the partner practice activity, work one-on-one with beginning ELs to practice making oral sentences using series. Place three familiar objects on a desk or table (e.g., a pen, a pencil, a marker). Name each object for students. Then say: I have a pen. I have a pencil. I have a marker. I have a pen, a pencil, and a marker. Ask students to repeat the sentences. Then repeat the sentence frame with other familiar objects (e.g., a book, a ruler, a cup). Write each sentence with a series on chart paper and read it aloud for students. Circle the commas in each sentence.

Intermediate and Advanced

Pair students with fluent English speakers to complete the practice activities and BLM 5. Use the following sentence frames to help both students in the pairs talk about commas.

• The list of things is _______.
• We need commas _______.

All Levels

If you have ELs whose first language is Spanish, share these English/Spanish cognates: comma/la coma; series/la serie.

Pair students with fluent English speakers to complete BLM 6.
COMMAS IN A SERIES

Explain Commas in a Series

Say: There are several uses for commas in sentences. One use is to separate the words in a list, or series of items. A series is three or more things written one after the other. The items may be single words or word groups. Listen to the series in this sentence: The engine rattled, coughed, and stalled. The series is made up of a list of actions. If you don’t use commas, you may confuse your reader.

Model Using Commas in a Series

Display the modeling text on chart paper or use the interactive whiteboard resources. Read the text aloud to students. Say: Let’s look at two examples: One that is confusing because it doesn’t use commas and one that is clear.

Bell had to leave her mother father and brother forever.

Bell had to leave her mother, father, and brother forever.

Modeling Text

Say: This first sentence is hard to read because it doesn’t use commas when it lists members of Bell’s family. It’s hard for me to figure out who the family members are. By separating out each family member in the second sentence with a comma, I make it easier to understand who exactly Bell had to leave behind.
**Practice Using Commas for Items in a Series**

Display the practice text on chart paper or using the interactive whiteboard resources.

Ask students to work with a partner to decide where the commas should go in the practice sentences. (Students do not need to copy the sentences.)

1. She traveled around New York Connecticut and Massachusetts.
2. Sojourner Truth continued to travel preach and tell others about her life.

**Practice Text**

If your class includes English language learners or other students who need support, use “Strategies to Support ELs.”

**Share Sentences with Commas in a Series**

Invite volunteers to come to the chart or use the interactive whiteboard and insert commas where needed in each sentence. As a class, discuss their choices and how the commas make the sentences easier to read.

**Connect and Transfer to Independent Writing**

**Say:** *We learned that we need to use commas when we list a series of three or more items or ideas. The commas make the text easier to read. You may need to use commas in a series when you write your biographies.*

If you would like to give students additional practice using commas in a series, have them complete BLM 7.
# Features of Biography

<table>
<thead>
<tr>
<th>Biography Features</th>
<th>Examples from the Text</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Prepositional Phrases

A. Directions: Read each sentence and underline the prepositional phrase. Write the preposition in the second column and its object in the third column of the chart.

<table>
<thead>
<tr>
<th>Prepositional Phrases</th>
<th>Prepositions</th>
<th>Object of the Preposition</th>
</tr>
</thead>
<tbody>
<tr>
<td>The slaves lived in run-down shacks.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>He went barefoot even in wintertime.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Frederick found himself back on the plantation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>He was whipped so hard that blood flowed down his back.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>One day, he was sent to another farm.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Directions: Choose two prepositions from the chart above and write sentences using them.

1. _______________________________________________________________________

2. _______________________________________________________________________
Prepositional Phrases

**Directions:** Read the sentences and find the prepositional phrases. Decide whether the prepositional phrases tell when, where, or what. Write the phrases in the correct columns on the chart. Sentences 1, 2, and 6 have more than one preposition.

<table>
<thead>
<tr>
<th>Sentence</th>
<th>When</th>
<th>Where</th>
<th>What</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Slavery continued in the South for many years.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The master came to New York from Holland.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Bell asked the Van Wagenens for help.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Bell found the winters in the North very harsh.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. They paid John Dumont twenty dollars for Bell.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Bell moved to New York City with Sophia and Peter.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Members of her new church would preach and sing.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Using Negatives

A. Directions: Read each sentence and fill in the blank with a negative from the box.

never       no one       not       nothing

1. Bell was whipped when she did ____________ understand her master’s orders.

2. Bell ____________ saw her mother or father again.

3. The slaves had ____________ they could trust.

4. Even though the slaves were mistreated, there was ____________ they could do.

B. Directions: Choose two of the negatives from the box and write sentences using the words.

1. _______________________________________________________________________

2. _______________________________________________________________________
Double Negatives

Directions: Read each sentence, which contains a double negative. Rewrite each sentence using negatives correctly.

1. Slave owners felt that slaves did not have no place in the main areas of the house.

_______________________________________________________________________

_______________________________________________________________________

2. The Englishman never did none of the work himself.

_______________________________________________________________________

3. They wouldn’t never eat that much food in one day.

_______________________________________________________________________

4. The slaves’ shirts don’t offer no protection against the cold winter months.

_______________________________________________________________________

_______________________________________________________________________

5. Bell can’t never remember the words to that song.

_______________________________________________________________________
Commas in a Series

Directions: Read each sentence and add the commas in the lists of items.

1. He continued lecturing, writing, and editing several newspapers over the course of his career.

2. Frederick felt that freedom, justice, and equality should be felt by all people.

3. Some slaves were beaten, starved, and humiliated by their owners.

4. Slaves had to work on the plantation in rain, sleet, and snow.

5. Frederick Douglass learned to read, write, and give speeches.
Commas in a Series

Directions: Rewrite each sentence to include commas in a series.

1. I have plowed planted and gathered the cotton into barns.
   ________________________________________________________________

2. She watched her brothers sisters and cousins sold away to plantation owners.
   ________________________________________________________________
   ________________________________________________________________

3. The Nealys whipped her gave her poor clothing to wear and offered her little to eat.
   ________________________________________________________________
   ________________________________________________________________

4. Bell had to cook for the family clean the house and wash their clothes.
   ________________________________________________________________

5. The crowd at the inn was rough rowdy and loud.
   ________________________________________________________________

6. The man had underestimated Bell’s spirit determination and strength.
   ________________________________________________________________