

Immigrant Biography Project

*Interview and
Biography Writing*



Teacher Notes

This project requires students to plan and carry out an interview with an immigrant. The information gained from the interview is then used to write a biography.

Content Descriptions Historical Knowledge and Understanding: Australia as a Nation

Stories of groups of people who migrated to Australia (including from ONE Asian country) and the reasons they migrated, such as World War II and Australian migration programs since the war.

(ACHHK115)

Historical Skills: Historical questions and research

Identify and locate a range of relevant sources

(ACHHS120)

Historical Skills: Explanation and communication

Develop texts, particularly narratives and descriptions, which incorporate source materials

(ACHHS124)

Planning Your Interview

Who are you going to interview? Why?

Brainstorm some questions to ask in the interview.



What do you need to do to organise your interview?

Biography

Informs readers about
the significant events of
a person's life

Structure of a Biography

Orientation

Events in Chronological Order

Re-orientation

Language Features of a Biography

Written in past tense

Written in 3rd person

Action verbs

Time order signal words

Cause and effect signal words

Planning Your Biography of a Migrant

Organise the notes from your interview into this table

Title:	
Orientation: Name of the person and some basic details about their life and migration.	
Series of Events: Important events of the person's life in chronological order. Focus on details of their migration. Think about their life before migration, details of the migration and their life after migration.	
Re-orientation: Restate why the migrant's experiences are significant for us to know about. Also include details of their life now and their feelings about migrating.	

Writing Your Biography

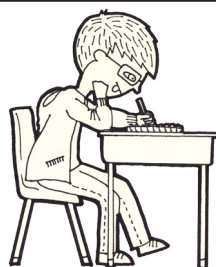
Title: _____
(Name of Person and Years of Birth-Death)

Orientation: Name the person and introduce basic details about their life and migration.

Paragraph 1

Series of Events: Give details about the important events of the person's life, in chronological order.

Paragraph 2 - Before Migration



Paragraph 3 - Migration

Paragraph 4 - After Migration

Paragraph 5 - Additional Information

Re-Orientation: Restate why the migrant's experiences are significant and give details of their feelings about migration.

Last Paragraph

Editing Your Biography

Text Structure

Check if these parts are included

Title that tells person's name and year of birth	
Orientation that tells the reader who the biography is about and the reasons they are significant.	
Body of at least 3 paragraphs outlining the significant events of the person's life in chronological order.	
Re-orientation that tells why the person's experiences are significant	

Spelling, Grammar and Punctuation

Check if you have proofread for these and edited where needed

Underline spelling errors and find the correct spelling	
Insert missing words	
Cross out repeated words	
Each sentence makes sense	
Commas in the correct places	
All proper nouns have capital letters	
All sentences begin with a capital letter	
All sentences end with a full stop	

Language Features

Check for these and give an example from your writing

Feature	Check	Example
Written in past tense		
Written in 3rd person		
Time order signal words		
Cause and effect signal words		
Action verbs		

Learning From Your Interview and Biography

Reflection on the project

Who did you choose to interview and why?

Do you think they were a good person to interview? Give reasons.

Do you think you asked good quality questions? Give reasons.

What was the most interesting thing you learned from the person you interviewed?

If you were asked to do this activity again, what would you do differently?

1.

2.

3.

What have you learned about Australian immigration from completing this activity?

Assessing Your Biography

Criteria	A	B	C	D
Audience	Support and engage the reader through deliberate and effective language choices.	Supports reader understanding and is beginning to engage the reader through language choices.	Contains sufficient information for the reader to follow the text fairly easily.	Attempts to orient the reader and provides some information to support reader understanding.
Text Structure	Coherent, controlled and complete biographical text, with all components well developed.	Detailed biographical text with some well developed components and some weaker components.	All components of the biographical text are present but weak	Minimal evidence of biographical text structure
Ideas	Ideas are generated, selected and crafted to be highly informative.	Ideas are elaborated and contribute effectively to the understanding of the subject.	Ideas are supported with some elaboration.	Many simple ideas that are related but not elaborated.
Vocabulary	A range of subject-specific, effective words and word groups is used in a fluent and articulate manner.	Sustained and consistent use of subject-specific words and word groups that enhance meaning.	Some use of subject-specific words or word groups.	Has used mainly simple words, with limited use of precise words or word groups.
Cohesion	A highly cohesive piece of writing showing continuity of ideas and tightly linked sections of text.	Meaning is clear on first reading and text flows well throughout the piece of writing.	Some correct links between sentences and cohesion controlled only in parts.	Links are missing or incorrect and text is often confusing for the reader.
Paragraphing	Paragraphs are ordered and cumulatively build information across the text.	All paragraphs are focused on one idea or set of like ideas.	Writing is organised into paragraphs that are mainly focused on one idea or set of like ideas.	No correct use of paragraphing.
Sentence Structure	Writing contains controlled and well-developed sentences that express precise meaning and are consistently effective.	All simple, compound and complex sentences are correct and meaning is clear.	Most simple and compound sentences are correct and some complex sentences are correct.	Some correct formation of simple and complex sentences.
Punctuation	Writing contains accurate use of all applicable punctuation.	All sentence punctuation is correct and mostly correct use of other punctuation.	Sentence level punctuation mostly correct and some other correct punctuation.	Correct use of capital letters to start sentences and full stops to end sentences. Punctuation is minimal and of little assistance to the reader.
Spelling	Correct spelling of all simple and common words and at least 10 difficult words and some challenging words.	Correct spelling of simple words, most common words at least 10 difficult words.	Correct spelling of simple words, most common words some difficult words.	Correct spelling of most simple words and some common words.

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