

## Historic Figures: 9<sup>th</sup>-12<sup>th</sup> Grade

A RIF Guide for Educators

**Themes:** Nonfiction, Famous People, History, Biography

**Book Brief:** This guide is designed for use with books about historic figures at the 9<sup>th</sup>-12<sup>th</sup> Grade reading level. Adapt the questions and activities in this guide to the book you are reading.

**Content Connections:** ELA, Social Studies

### Time To Read!

**The Cover:** Based on the cover, including the title and any illustrations, what historic figure is this book about? In what time period did this person live?

**Prior Knowledge:** While some students may be familiar with the topic of the book, some students may need an introduction to this figure and era. Discuss the historic figure and time period with your class to make sure all students have the necessary prior knowledge to understand the book.

**Vocabulary:** Identify 15-20 words that are likely to be new to your students and introduce them before you read this book with your class.

**Purpose for Reading:** It's important to be able to identify an author's point of view and to determine how that point of view influences the author's rhetorical choices. As we read, determine the author's point of view and pay attention to how that point of view influences the way the author presents the historic figure.

### While We Read

#### Monitoring Comprehension

- Provide an objective summary of the text, avoiding personal opinions, feelings, or judgments.
- Identify at least two central ideas of the text and discuss how they interact, support, and conflict with one another to provide a complex analysis of the historic figure.
- Determine what kind of structure the author uses, and explain how that structure contributes to creating a successful portrait of the historic figure.
- If the author leaves certain questions about the historic figure open-ended, assess what evidence supports various claims about the historic figure.

### Let's Think About

**Our Purpose:** What is the author's point of view? How does the author's point of view influence the way the author presents the historic figure?

**Extending Our Thinking:** As a group, discuss the historic figure's impact on his or her own time. Then ask students to write several paragraphs about how our modern world, including their own lives, might be different without the contributions of this historic figure.