

*Important Concepts . . .*

# Preview Review



*Language Arts Grade 6 TEACHER KEY*

*W2 - Lesson 3: Literary Genres 1*

## Important Concepts of Grade 6 Language Arts

W1 - Lesson 1 .....	Sentence Structure 1
W1 - Lesson 2 .....	Sentence Structure 2
W1 - Lesson 3 .....	Parts of Speech
W1 - Lesson 4 .....	Sentence Agreements
W1 - Lesson 5 .....	Review

### W1 - Quiz

W2 - Lesson 1 .....	Prewriting 1
W2 - Lesson 2 .....	Prewriting 2
W2 - Lesson 3 .....	Literary Genres 1
W2 - Lesson 4 .....	Literary Genres 2
W2 - Lesson 5 .....	Review

### W2 - Quiz

W3 - Lesson 1 .....	Figurative Language 1
W3 - Lesson 2 .....	Figurative Language 2
W3 - Lesson 3 .....	Writing Dialogue
W3 - Lesson 4 .....	Enhancing Content and Presentation
W3 - Lesson 5 .....	Review

### W3 - Quiz

## Materials Required

### Textbooks

*Cornerstones Anthologies  
6A and 6B*

Language Arts Grade 6

Version 5

Preview/Review W2 - Lesson 3 Teacher Key

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# Preview/Review Concepts for Grade Six Language Arts

## *TEACHER KEY*



*W2 - Lesson 3:  
Literary Genres 1*

# OBJECTIVES

By the end of this lesson, you should

- recognize the characteristics of the literary genres, biography and autobiography
- write in the biographical and autobiographical formats

## GLOSSARY

**autobiography** - the story of a person as told by that person

**biography** - the story of a person as told by someone else

**fiction** - writing that deals with imaginary persons or events

**genre** - a category of writing

**non-fiction** - writing that deals with real persons or events

## **TO THE TEACHER:**

### **W2 - Lesson 3: Literary Genres 1**

***This lesson contains instruction and activities designed to help students extend their understanding of literary genres - specifically, biography and autobiography. The students have the opportunity to practice writing and recognizing the genres of non-fiction literature.***

#### **Lesson Procedures:**

##### **1. Individual**

***The lesson format is such that students can work through the material on their own with teacher intervention and/or instruction as requested or required. Generally, the activities are self-directed. Of course, this depends upon the skill levels of the individual students and general class composition.***

#### **OR**

##### **2. Teacher-Led**

###### **Introduction:**

- ***Introduce the topic of literary genres, the categories of writing.***
- ***Share some examples from the lesson and have students contribute examples and ideas of their own.***

###### **Instruction:**

- ***See Gage Cornerstones Anthology 6b – “Self-Portrait” – pages 20 to 23.***
- ***Lead students through the reading of this short autobiography by George Littlechild. Allow the students time to complete the questions, then discuss together. In this manner, you can control the pace, reinforce the concepts, and assure that students have understanding.***

***Proceed in this manner through Gage Cornerstones Anthology 6b – “Susan Aglukark: Singing Her Dreams”, pages 34 to 39. This is an example of the biography genre.***

###### **Extending Yourself Assignment:**

***Discuss with students and modify according to needs.***



## W2 - Lesson 3: Literary Genres 1

A **genre** (“john-ruh”) is simply a category of writing. Some stories are **non-fiction** (deal with real persons or events), and some stories are **fiction** (deal with imaginary persons or events). Within non-fiction and fiction literature, there is a variety of genres.

### Non-fiction Literature

Genres:

biography  
 autobiography  
 essay  
 narrative non-fiction  
 speech

### Fiction Literature

Genres:

fable	drama
fairy tale	mystery
folktale	horror
fantasy	
science fiction	

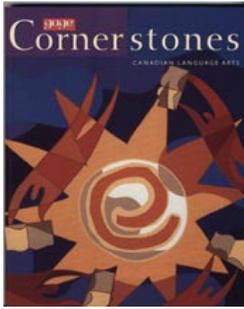
## Biography and Autobiography

This lesson looks at the non-fiction genres of **biography** and **autobiography**.

- **Autobiography** is the story of a person as told by that person.
- **Biography** is the story of a person as told by someone else.



## The Genre of Autobiography



“Self-Portrait”, on pages 20-21 of *Cornerstones 6b*, is an autobiographical story by George Littlechild. We find that he is a painter, printmaker, and mixed media artist whose works are exhibited in galleries and museums throughout the world. A member of the Plains Cree Nation of Canada, he was born in Edmonton, Alberta, in 1958 and now resides in Vancouver, British Columbia.

Read “Self-Portrait” and learn about the life of George Littlechild as told by Mr. Littlechild himself. Then return here.

A. Answer the following questions after reading “Self-Portrait”.

1. Why was George Littlechild confused about his identity when growing up?

*His appearance was changing. He began to look less like his*

*aboriginal mother and more like his white father. He was living*

*with a Dutch foster family.*

2. Why did he choose to make four different self-portraits?

*He chose to make four self-portraits because his looks changed*

*with his moods.*

3. What do you think he means by the term “rainbow man”?

*He means he is a man of many colours and different layers.*

B. Describe one other autobiographical story you have read. Remember, an autobiographical story is about a person as told by that person.

(Examples: Maybe you have read the story of a sports star, a movie star, a hero of some kind, or maybe a local person who has accomplished something and writes about his/her life.)

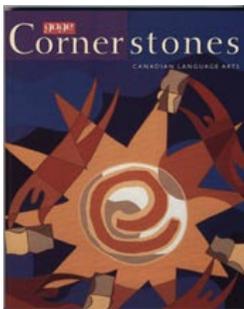
*Answers will vary.*

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### The Genre of Biography



“Susan Aglukark: Singing Her Dreams” on pages 34-37 of *Cornerstones 6b* is a biographical story about a Canadian singer.

Susan Aglukark wanted to be a singer when she grew up, but she didn’t think it would ever be possible for a girl living in the far north. The author, Monica Kulling, gives the reader a biographical look at Susan’s life story.

Read “*Susan Aglukark: Singing Her Dreams*” and then return here.

C. Answer the following questions after reading Susan’s biography.

1. What did Susan want to be when she was growing up?

*She wanted to be a pilot or a recording artist.*

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2. What job did Susan have before becoming a singer?

*She was a translator for the Canadian government and the Inuit*

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*Tapirisat of Canada.*

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3. What messages does Susan have for young Inuit when she speaks to them?

*Stay in school, avoid drugs, and dream your dreams.*

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4. What is the biographer's opinion of Susan as a role model? (The **biographer** is the writer of the article.)

*The biographer thinks Susan is doing a fine job, showing that big dreams can come true.*

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D. Choose one of the following tasks.



- 1. Be a biography writer.**      *Answers will vary.*

Write a mini-biography of your role model or your hero (one page maximum). Susan feels she is a “role model” for her people. Think about a role model you may have.

- Describe your hero and what the person does.
- Give as many details as you can about the person's background and life events.
- Give the reasons you admire your hero.

OR

- 2. Be an autobiography writer.**      *Answers will vary.*

Write a mini-autobiography. Yes – your life story! (one page maximum)

- Give some details about your background and life events or accomplishments.
- Write about your family, important people in your life, likes, and dislikes.
- Describe some future life goals.









