Purpose: Developing and Using Criteria

Task:
Students will critically analyze the stories in the Wisconsin Biographies collection to develop criteria for selecting a story for the series, and then use the criteria to choose a new person and write a biography or create a video.

Sample Essential Questions:
What are criteria? How do criteria affect decision making?

Standards:
Wisconsin Standards for Social Studies
SS.Hist2.a.i Describe patterns of continuity over time in the community, state, and the United States.
SS.Hist2.b.i Describe patterns of change over time in the community, state, and the United States.
SS.Hist2.c.i Analyze individuals, groups, and events to understand why their contributions are important to historical change and/or continuity.

Common Core State Standards for English Language Arts
RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text

Materials:
Animated videos and books/ebooks from WisconsinBiographies.org
Developing Criteria worksheet (attached)

Directions:
1. As a class, watch all videos in the Wisconsin Biographies series.
2. Create a list of common facts and themes presented in the videos, as well as a list of details about what made the videos fun to watch. Record on the Developing Criteria worksheet.
3. Analyze the lists to develop criteria for choosing a new story for the Wisconsin Biographies series. Criteria may be:
   - historical: effect on people, environment, etc.
   - personal: interesting life story, models personal characteristics like bravery, etc.
   - literary: strong theme, surprise ending, etc.
   - media related: dramatic, funny, strong audio, etc.
4. Using the criteria developed, have students choose a historical person to add to the series. Each student or team will either write a biography or create a video and present it to the class. During the presentation, students will describe how the story meets each of the criteria.

Optional:
- Have the class develop a rubric based on the criteria; use it for self/peer evaluation during presentations.
- Instead of watching the videos, students can read the biographies in order to complete the activity.
## Developing Criteria

**Name____________________**

<table>
<thead>
<tr>
<th>Things we learned from the video</th>
<th>Things that made the video interesting</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>