

Hot Celebrity Biographies

Introduction

This Teacher's Guide helps students become familiar with the characteristics of biography as they examine expository text structures and features. In this series, students will read engaging, high-interest material about contemporary celebrities. These biographies follow the lives of these actors and singers by describing how they rose to fame but still held onto their values and personal beliefs.

National Standards

This series supports Language Arts, Health and Physical Education curriculum. Go to www.enslowclassroom.com and click on the Curriculum Correlations tab. Click on your state, grade level, and curriculum standard to display how any book in this series backs up your state's specific curriculum standard.

Classroom Activities

Activities for teaching the five curriculum areas: Reading/Language Arts, Math, Science, Social Studies, and the Arts can be found in this Teacher's Guide. Students will learn about the characteristics of biography and examine the text features found in this genre. Activities in Math, Science, Social Studies and the Arts will provide students the opportunity to apply information from the book to the concepts and skills found in these content areas.

Guided Reading Level: S

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Teacher's Guide for *Justin Bieber: Teen Music Superstar*

Justin Bieber has experienced tremendous success in the music industry at a young age. This book traces his early years growing up in Canada and the beginnings of his career in Atlanta that led to his worldwide success. Also notable is his smart use of technology and media to promote his music and reach out to his fans. Along the way he has remained grounded and continues to use his fame to help others.

Share the information below with your students in preparation for reading *Justin Bieber: Teen Music Superstar*

Biographies

Biographies are nonfiction stories written about someone else's life. They are often written about someone famous who has made an important contribution to society. Authors must research the person they are writing about by conducting interviews and reading other sources. Authors collect this information so they can include the important facts that describe what this person is like. Characteristics of this genre may include:

- Place of birth and death
- Information about family and upbringing
- Influences
- Significant events, such as problems or obstacles they overcame
- Goals and accomplishments

Additional ideas for teaching about biographies can be found at this Web site:
<http://school.discoveryeducation.com/teachers/>

Expository Text Structures and Features

Expository text is nonfiction material that serves to inform, explain, describe or persuade by using facts and details. Familiarizing students with the characteristics of expository text can help deepen comprehension and critical thinking skills. Expository text can have many different structures, such as chronological order, compare and contrast, and cause and effect. Many biographies, including the ones in this series, are arranged in chronological, or sequential, order. There are a variety of text features used in expository text:

- **Captions:** Written material that accompanies and further explains or describes a graphic aid
- **Glossary:** a section at the end of the book that defines terms found within the material
- **Graphic aids:** Visual items that usually supplement written material, such as photos, charts, and timelines
- **Headings and subheadings:** Words or phrases that introduce and tell you what a section will be about
- **Index:** an alphabetical listing of where topics and terms are located in the book.
- **Sidebar:** Supplemental information placed next to a longer piece of writing.
- **Table of Contents:** an outline found at the beginning of a book that shows the parts of the book in the order they appear

Additional information about expository text structures and features can be found at this Web site:
<http://www.wawm.k12.wi.us/District%20Information/Pupil%20Services/support/ContentAreaLitExpositoryText.htm>

The Five Curriculum Activities

SAFETY WARNING

Before any activity, make sure your students do not have any allergies to items that you might use. Never use anything that is sharp or may cut a student. Do not use anything too hot or cold which might injure any student. Always have an adult supervise all activities to ensure the safety of your students and provide an appropriate setting, such as a gym or outdoor space, for physical activities.

Reading/Language Arts activity

Read the section “Justin Takes Manhattan” on pages 23-25. Point out the photos that accompany this section and read the captions beneath each photo. Ask students what the purpose of a caption is and have them relate these photos and captions to the information contained in this text section. Discuss how these captions summarize the main idea of the text and the photo.

Then, read “Helping Haiti” on pages 32-3. Show the photo on page 33 but cover up the caption. Ask students to write their own caption for this photo. Have students share their captions and compare them to the original.

Math activity

Justin Bieber believes it is important to give to those in need through charity work. Have students read the chapter “Giving Back” on page 31 and make notes about how much money he has raised at different charity events. Have students analyze and display this information on a bar graph. Students should decide what units of measurement to use for each axis, include accurate labels and a title, and possibly a key or legend. The components of a bar graph can be reviewed here:

<http://www.beaconlearningcenter.com/weblessons/alltheparts/default.htm>

Science activity

Justin Bieber is a talented musician who plays the drums, piano, trumpet, and guitar, in addition to singing. Inform students that music actually travels as waves in the air and that the scientific study of sound waves is called acoustics. Draw some waves on the board and explain the following terms:

- **Amplitude:** height of the waves
- **Frequency:** how quickly waves pass a certain point
- **Wavelength:** distance between waves

Ask student to think about high and low noises (pitch, not volume) that come from a musical instrument and to draw the waves that would correspond to a low pitch (lower frequency, longer wavelength) and a high pitch (higher frequency, shorter wavelengths).

Social Studies activity

Point out Montréal, in the Canadian province of Québec on a map. Tell students that many Canadians, including Justin Bieber, speak French as well as English. This strong French influence exists because of explorers such as Jacques Cartier, Samuel de Champlain, Robert LaSalle, and the team of Father Marquette and Louis Joliet. Have students read about these explorers and trace one of their routes on a map of North America using resources from the following Web sites:

Information about explorers: <http://www.enchantedlearning.com/explorers/canada.shtml>

North America map: <http://www.worldatlas.com/webimage/countrys/namerica/naoutl.htm>

Arts activity:

When Justin Bieber was young he enjoyed listening to the harmonies of R&B music (see page 9). Elicit from students what they know about melody and harmony and then compare and contrast these terms:

- **Melody:** a group of notes that comprise a tune
- **Harmony:** a group of notes played behind the melody

Have students listen to the differences and interactions between these concepts by playing exploring the links “SFS Harmonizer” and “The Harmony Viewer” at this Web site:

<http://www.sfskids.org/templates/musicLabF.asp?pageid=16>

Handout

Read Chapter 2 “Justin Gets A Record Deal!” on pages 14-21 and answer the following questions.

1. What is the main idea of this chapter?
2. Why do you think the photo on page 16 was included with this chapter?
3. Do you think the photo’s caption is helpful? Explain your answer.
4. Write your own caption for this photo and discuss how it summarizes the important ideas in this section.

Assessment

1. Which of the following singles features only Justin Bieber singing?

- A. "We Are The World 25 for Haiti"
- B. "Never Let You Go"
- C. "Eenie Meenie"
- D. "Wavin' Flag"

2. Other than English, what language does Justin Bieber speak?

- A. French
- B. Spanish
- C. Russian
- D. Italian

3. Which of the following awards has Justin Bieber won?

- A. Emmy Award
- B. American Music Award
- C. Grammy Award
- D. Juno Award

4. Which one of the following instruments is NOT played by Justin Bieber?

- A. clarinet
- B. drums
- C. trumpet
- D. piano

5. Read the following sentence from the book.

It's been widely reported that Bieber came second in the four-week elimination event in Jan. 2007, but youth resource coordinator, Angie Adair, who tallied the votes, said only first prize was announced and that 12-year-old Bieber actually came third behind the two older girls.

What is the meaning of *tallied* as it is used in this sentence?

- A. judged
- B. counted
- C. mixed up
- D. organized

6. Read the sentence below from the book.

Justin is grateful for being given the gift of music.

The word *grateful* contains the suffix *-ful*, which means *full of*. You can conclude that, as the word is used here, *grateful* means

- A. full of luck.
- B. full of optimism.
- C. full of hope.
- D. full of thanks.

7. Read the sentence below from the book.

He was very impressed with Justin's YouTube version of "Respect" by Aretha Franklin.

Which word is an antonym of *impressed* as it is used in this context?

- A. attentive
- B. angered
- C. underwhelmed
- D. touched

8. Which of the following chapters would tell you about Justin Bieber's charity work?

- A. "From YouTube to Big Star"
- B. "Bieber Fever"
- C. "Giving Back"
- D. "Staying True"

9. Look at the photo on page 25 and read the section "Justin Takes Manhattan." Which of the following would also be a good caption for this photo?

- A. Crowds eagerly await the chance to catch a glimpse of Justin Bieber.
- B. Police had to hold back fans in Rockefeller Plaza in New York City.
- C. Unfortunately, Justin had to cancel his *Today Show* performance.
- D. Fans waited outside hoping to spot Justin, despite the heavy rains.

10. Based on information in the book, what can be inferred about Justin Bieber's use of technology?

- A. Justin Bieber has someone else write his Tweets because he is too busy.
- B. Justin Bieber's Twitter account crashed a lot because so many fans signed up.
- C. Justin Bieber prefers to meet his fans in person and does not use Twitter.
- D. Twitter changed how it figures out trends because of Justin Bieber's use of Twitter.

Answer Key:

1. B. Students can use the “Discography” to look up Justin’s solo work on “Never Let You Go.”
2. A. Justin is from Canada where they speak both French and English.
3. B. Justin won four American Music Awards for T-Mobile Breakthrough Artist, Artist of the Year, Favorite Pop/Rock Album, and Favorite Pop/Rock Male Artist.
4. A. Justin plays the piano, drums, guitar, and trumpet. He does not play the clarinet.
5. B. To *tally* means to count and record something.
6. D. *Grateful* means to be appreciative or thankful for something.
7. C. *Impressed*, in this context, means impacted or touched; the opposite of this is *underwhelmed*.
8. C. The chapter title “Giving Back” reflects that the main idea of the chapter is about how Justin helps others.
9. A. This photo and section supports the idea that fans had gathered in an attempt to see Justin.
10. D. On page 28 of the book, it is implied that Twitter may look at trending topics differently because of how Justin used his account.