Unit 2 Name:

Date:

2-5 Reader’s Notebook: Section 1: Short Biography

**Instructions**

You will write a short biography of a historical person who has fought for fairness.

Your biography requires all of the following:

1. **Introduction** – an introductory paragraph in which you introduce the person and provide a brief description of **why the reader should be interested in learning about this person**. For what purpose are you writing? How did the individual fight for fairness and contribute to society?
2. **Paragraph 2** one body paragraph in which you describe your chosen person in more detail (the person’s childhood, education, characteristics, and work).
3. **Paragraph 3** one body paragraph in which you explain the contributions that your chosen person has made to the community that have made him or her a great fighter for fairness.
4. **Paragraph 4** – a concluding paragraph in which you bring the biography to a close and summarize the important contributions of your chosen individual.

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| 2-5 Short Biography Rubric |

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| --- | --- | --- | --- | --- | --- |
| Criteria | Excellent  5 | | Proficient  4 | Satisfactory  3 | Limited  2 |
| **Content - Elements of Fiction /5** | * I developed *insightful* ideas. * I developed a *compelling* purpose. * I used *precise* details. | | * I developed *thoughtful* ideas. * I developed a *logical* purpose. * I used *reasonable* details. | * I developed *adequate* ideas. * I developed an *appropriate* purpose. * I used *general* details. | * I developed *vague* ideas. * I *underdeveloped* apurpose. * I used *imprecise* details. |
| **Organization**  **/5** | * I used *effective* order. * I had an *engaging* beginning, *convincing* middle, and *believable* ending. | | * I used *logical* order. * I had a *thoughtful* beginning, *apt* middle, and *reasonable* ending. | * I used *basic* order. * I had a *functional* beginning, *acceptable* middle, and *general* ending. | * I used *confusing* order. * I had a *confusing* beginning, un*convincing* middle, and *unrealistic* ending. |
| **Voice: Words and Sentences /5** | * I chose *powerful, meaningful* words. * I communicated *engagingly* with *compelling* sentence variety*.* | | * I chose *strong, thoughtful* words. * I communicated *credibly* with *reasonable* sentence variety. | * I chose *appropriate*, *general* words. * I communicated *clearly* with *appropriate* sentence variety. | * I chose *vague, imprecise* words. * I communicated *unclearly* with *uninteresting* sentence variety. |
| **Conventions /5** | * I communicated *accurately* with *no* errors. | | * I communicated *capably* with *few* errors. | * I communicated *clearly* with *some* errors. | * I communicated weakly with *many errors.* |
| **Insufficient** | Your attempt to respond is *insufficient*. **Contact your teacher** to discuss suggestions for improvement. | | | | |
| **Total: /20** | | | | | |
| **Assessment** | | **Areas of Strength:** | | | |
| **Target for Improvement:** | | | |

Section 1 Total: /20 marks

Section 2: Bibliography

See below for examples of what to put in each column of the chart.

|  |  |  |  |
| --- | --- | --- | --- |
| **Bibliography Chart** | | | |
| **Author** | **Title of Item** | **Address** | **Date** |
| **Example of Online Source:**  (Last name, first name)  Pettinger, Tejvan | The Biography of Indira  Gandhi | www.biographyonline.net 2010 | 2010 |
| **Example of Print Resource:**  (One author)  Greenwood, Barbara | A Pioneer Story | Kids Can Press, Toronto,  ON | Published  2004 |
| **Example of Print Resource:**  (Two authors)  Evans, Brian and  Harwood, Pat | A Pioneer Story | Kids Can Press, Toronto,  ON | Published  2004 |
| **Example of Periodical (Magazine) Articles:**  Miller, Steve | "Digital Legos" Name of Magazine:  Odyssey | Pages in Magazine: 23  and 24 | September  2008 |
| **Example of TV Program:**  Name of Network: PBS,  KCTS/9, Seattle | Wild Cats | Name of Show: National  Geographic | May 15, 2012 |
| **Now use the chart to enter your own bibliographic items:** |  |  |  |
|  |  |  |  |
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|  |  |  |  |

Section 2: Total: /5 marks

Section 3: KWL Chart Completed

Fill in the last column of the chart by answering **two** of these questions:

* What do you know about the individual you chose who has fought for fair treatment?
* What have you learned about biographies and other ways of sharing events of someone's life?
* What are your ideas about the Essential Question: How can someone make a difference?
* What could you do to ensure fairness for others?

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| --- | --- | --- |
| **KWL Chart: Making a Difference** | | |
| **K (What Do You Know)** | **W (What Do You Want to Know)** | **L (What Have You Learned)** |
| Leave this section blank. | Leave this section blank. |  |

Total of Section 3: /5 marks

Overall Total: /30 mark

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**Save Your File**

Name your file in this format: jsmithla6\_2-5\_ biography and save your file to your Documents folder.