

# 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:

- A. 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?
- B. Paragraph 2** one body paragraph in which you describe your chosen person in more detail (the person's childhood, education, characteristics, and work).
- C. 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.
- D. Paragraph 4** – a concluding paragraph in which you bring the biography to a close and summarize the important contributions of your chosen individual.

## 2-5 Short Biography Rubric

Criteria	Excellent 5	Proficient 4	Satisfactory 3	Limited 2
<b>Content - Elements of Fiction</b> /5	<ul style="list-style-type: none"><li>• I developed <i>insightful</i> ideas.</li><li>• I developed a <i>compelling</i> purpose.</li><li>• I used <i>precise</i> details.</li></ul>	<ul style="list-style-type: none"><li>• I developed <i>thoughtful</i> ideas.</li><li>• I developed a <i>logical</i> purpose.</li><li>• I used <i>reasonable</i> details.</li></ul>	<ul style="list-style-type: none"><li>• I developed <i>adequate</i> ideas.</li><li>• I developed an <i>appropriate</i> purpose.</li><li>• I used <i>general</i> details.</li></ul>	<ul style="list-style-type: none"><li>• I developed <i>vague</i> ideas.</li><li>• I <i>underdeveloped</i> a purpose.</li><li>• I used <i>imprecise</i> details.</li></ul>
<b>Organization</b> /5	<ul style="list-style-type: none"><li>• I used <i>effective</i> order.</li><li>• I had an <i>engaging</i> beginning, <i>convincing</i> middle, and <i>believable</i> ending.</li></ul>	<ul style="list-style-type: none"><li>• I used <i>logical</i> order.</li><li>• I had a <i>thoughtful</i> beginning, <i>apt</i> middle, and <i>reasonable</i> ending.</li></ul>	<ul style="list-style-type: none"><li>• I used <i>basic</i> order.</li><li>• I had a <i>functional</i> beginning, <i>acceptable</i> middle, and <i>general</i> ending.</li></ul>	<ul style="list-style-type: none"><li>• I used <i>confusing</i> order.</li><li>• I had a <i>confusing</i> beginning, <i>unconvincing</i> middle, and <i>unrealistic</i> ending.</li></ul>
<b>Voice: Words and Sentences</b> /5	<ul style="list-style-type: none"><li>• I chose <i>powerful, meaningful</i> words.</li><li>• I communicated <i>engagingly</i> with <i>compelling</i> sentence variety.</li></ul>	<ul style="list-style-type: none"><li>• I chose <i>strong, thoughtful</i> words.</li><li>• I communicated <i>credibly</i> with <i>reasonable</i> sentence variety.</li></ul>	<ul style="list-style-type: none"><li>• I chose <i>appropriate, general</i> words.</li><li>• I communicated <i>clearly</i> with <i>appropriate</i> sentence variety.</li></ul>	<ul style="list-style-type: none"><li>• I chose <i>vague, imprecise</i> words.</li><li>• I communicated <i>unclearly</i> with <i>uninteresting</i> sentence variety.</li></ul>
<b>Conventions</b> /5	<ul style="list-style-type: none"><li>• I communicated <i>accurately</i> with <i>no</i> errors.</li></ul>	<ul style="list-style-type: none"><li>• I communicated <i>capably</i> with <i>few</i> errors.</li></ul>	<ul style="list-style-type: none"><li>• I communicated <i>clearly</i> with <i>some</i> errors.</li></ul>	<ul style="list-style-type: none"><li>• I communicated weakly with <i>many</i> errors.</li></ul>
<b>Insufficient</b>	Your attempt to respond is <i>insufficient</i> . <b>Contact your teacher</b> to discuss suggestions for improvement.			
<b>Total: /20</b>				
<b>Assessment</b>	<b>Areas of Strength:</b>			
	<b>Target for Improvement:</b>			

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


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?

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.	

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Total of Section 3: /5 marks

Overall Total: /30 mark



### Save Your File

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