**Ms. McLeod**

**ELA B10**

**Equity and Ethics**

**Biographical Profile**

**Biographical Profile Essay**

**Due Date: Dec. 19, 2019**

Outcome: CC B10.4: Create a… biographical profile…that:

* includes key ideas learned about the person
* begins by sharing some important background information
* describes the subject and explains what he or she accomplished
* ends by leaving the readers with something to think about and consider

**Task:** Write a **biographical profile essay** about a person you have researched.

What is a **biographical profile**?

A **biographical profile** is an account of somebody’s life written or produced by another person.

**Overview of how to create a biographical profile:**

1. Choose a person to write about.
2. Gather information about that person’s life (use the guiding questions below).
3. Use the internet or books to find the information.
4. Create a profile!

Your final copy must include the following

1. A cover page.
2. A five-paragraph essay, with a least 3 in text citations.
3. Hand written rough copy.
4. Works Cited Page.
5. Rubric.

Use the **writing process** to create your biographical profile. Follow the steps below:

**Step One: Before I write**

Strategies I will use as I prepare to write. Decide on:

* **My Purpose-**
* **My Role-**
* **My Audience-**
* **My Form-**
* **My Topic-**
* **My Graphic Organizer**: How will I plan and organize my ideas for writing? What will I use? Web, outline, etc.

**Guiding Questions:**

You do not need to answer every question; these are a guideline to help you gather relevant information. Use the KWL chart attached or another graphic organizer to record your information.

• When was he/she born?

• Where did he/she grow up?

• What were his/ her parents like?

• Did he/she have siblings?

• What was his/her childhood like? (stable, abusive, ordinary, extraordinary, etc.)

• What school did he/she go to?

• Was school difficult or easy for him/her?

• Did he/she play sports? Was he/she into arts? Did he/she do well in school?

• Did he/she go to a post-secondary institution? To learn what?

• What did he/she do after high school?

• Does he/she have children?

• Did he/she get married?

• Did he/she win any awards?

• What types of difficulties did he/she go through?

• What are his/her greatest triumphs?

• How has this person impacted the world we live in?

* **When you are done your research, develop your information into a complete five paragraph essay.**

**Step Two**

**Writing Process: During Strategy**

**Drafting-**The next step of the writing process is to create a rough draft of your Biographical Profile Essay:

**Outline for Biographical Profile Essay**

**Paragraph #1** - Introductory Paragraph: The first paragraph of your essay introduces your subject. The introduction leads up to the thesis statement, which expresses the main idea you will develop in your essay.

A. Hook: a sentence that should introduce the topic and grab the reader’s attention.

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B. Summary of Researched Information: A few sentences explaining your topic in general terms that leads the reader gently to your thesis. Each sentence should become gradually more specific, until you reach your thesis.

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C. Thesis statement: states the main idea of your essay.

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**Paragraph #2** -Body Paragraph: Support your thesis with facts, examples and details. Use the information you have gathered to support and develop your idea about your subject.

A. Big Idea (topic sentence/introductory sentence): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

B. Background Information: Provide support/proof from your research. This is where you include quotations/paraphrase from your sources. Be sure to cite these correctly when you insert them into your essay.

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C. Concluding Sentence: Summarize what you’ve discussed in this paragraph in one sentence.

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**Paragraph #3** -Body Paragraph: Individual’s accomplishment/notable achievements / success of recipient. Support your thesis with facts, examples and details. Use the information you have gathered to support and develop your idea about your subject.

A. Big Idea (topic sentence / introductory sentence)

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B. Personal background: Provide support/proof from your inquiries. This is where you include quotations/paraphrase from your sources. Be sure to cite these correctly when you insert them into your essay.

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C. Concluding Sentence: Summarize what you’ve discussed in this paragraph in one sentence.

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**Paragraph #4** -Body Paragraph: Support your thesis with facts, examples and details. Use the information you have gathered to support and develop your idea about your subject.

A. Big Idea (topic sentence/introductory sentence)

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B. What actions have occurred as a result? How much world attention has the individual’s cause received? What other individuals, organizations are promoting the cause?

Provide support/proof from your inquiries .This is where you include quotations/paraphrase from your sources. Be sure to cite these correctly when you insert them into your essay.

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C. Concluding Sentence: summarize what you’ve discussed in this paragraph in one sentence. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Paragraph #5** - Concluding Paragraph

A. Big Idea (topic sentence/introductory sentence):

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Body sentence ideas: A broadening of the thesis statement—can be split from one sentence into many—and a BRIEF summary of supporting details. DO NOT include new ideas. Statements should lead to a generalized conclusion.

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Clincher statement(a statement that goes beyond what you have said in your essay and makes a final impression on the reader; a clincher about lesson learned; or connection to contemporary issues or beliefs. Try to avoid clichés.)

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**Step Three**

**Writing Process: After Strategy**

**Reflection-**The final step of the writing process is to reflect on your **Biographical Profile Essay.**

Assignment

\_\_\_\_I read and reread my assignment to understand the assignment guidelines.

Audience

\_\_\_\_My essay was written with an audience in mind.

Organization

\_\_\_\_My essay has a clear introduction, body, and conclusion.

\_\_\_\_My essay follows a larger organizing principle (logic, chronology, cause and effect, etc.).

Introduction

 \_\_\_\_My introduction creates interest in my topic and makes my audience want to read on. \_\_\_\_My introduction addresses the who, where, why, what, and how of my topic.

\_\_\_\_The beginning sentences of my introduction logically lead up to my thesis statement.

Thesis Statement

\_\_\_\_Expresses a claim (a stance, perspective, or opinion) on my topic.

\_\_\_\_Addresses one central idea.

\_\_\_\_Justifies discussion and debate.

 \_\_\_\_Previews the argument structure and evidence.

 Body Paragraphs

 \_\_\_\_I began each paragraph with a topic sentence which indicates that paragraph’s main idea. \_\_\_\_The main idea of every paragraph directly relates to my thesis.

\_\_\_\_\_ I have used a transition sentence at the start of my paragraphs.

\_\_\_\_I offer substantial evidence, support, and analysis to support each paragraph’s main idea. \_\_\_\_My thoughts progress from paragraph to paragraph in a clear, organized way.

Conclusion

\_\_\_\_My conclusion emphasizes my topic and thesis.

\_\_\_\_My essay comes to a logical conclusion and does not end abruptly.

Fine Tuning

\_\_\_\_I have read over my essay to check for grammar and consistency.

Citation

\_\_\_\_I have cited my sources in-text and in the Works Cited/References page.

**In Text Citation (MLA)**

You have two choices that you can use to avoid plagiarism:

1. Use a direct quotation.
* Use the author’s *exact words* in “quotation marks”
* Don’t make ANY changes
* Give the author’s name (Wilson 5)

That tells your teacher, “I did not write this part. These are someone else’s words.”

1. Paraphrase
* Explain the main ideas of something you read
* Write completely in your own words
* Show that you understand the source
* Cite the source (Wilson 5)

How to paraphrase:

* *Put the source away*
* Write about what you read in your own words.
* Pretend you’re explaining to a friend.
* DON’T put anything in your paper that you don’t understand.

**Citing Your Sources in Your Paper**

* Author and page #:

**(Martinez 5)**

* For websites, sometimes you don’t have a page number:

**(Martinez)**

* Sometimes you don’t have an author either! Use the page title:

**(“Pollution”)**

Example of Paraphrasing: Americans throw away too much trash. For example, we created 245 million tons of trash in 2006 (Parks 7). Our trash includes things like paper and food scraps that could be recycled or composted instead.

Example of a direct quote: “In 2006, about 245 million tons of trash were produced in the United States” (Parks 7).

**Works Cited Page**

A page at the end of your paper listing each source you used. You can use websites like EasyBib to create a work cited page.

Citing a Website:

 “Pluto.” *Solar System Exploration*. National Aeronautics and Space Administration, n.d. Web. 16 Oct. 2012. <http://solarsystem.nasa.gov/planets/profile.cfm?Object=Pluto>.

**ELA B10 Biographical Profile Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| --- | --- | --- | --- | --- |
| **Details and Criteria** | **Extensive Evidence****10** | **Sufficient Evidence****8** | **Partial Evidence****6** | **Little Evidence****4** |
| **Relevant, logical details to support profile, including accomplishments** | You share engaging and thorough details to support your message. You expand on various interesting items about your subject, including their accomplishments. You look for information beyond the obvious. Audience and purpose are clearly part of your writing process. | You independently use relevant, logical details to support your message, which are suited to your intended audience and purpose. You present accomplishments. | With help, you provide some details to support your message. How can you build on your ideas to make your profile be more substantial? Remember to including interesting information and accomplishments. You may need to do more research. | You are having trouble providing enough details to support your message. Consider your audience and purpose. How can you give substance to your profile? Spend more time in the pre-writing stage, researching. |
| **Focused beginning with background information and coherent organization throughout your biographical profile** | Your beginning is highly engaging and clearly establishes your focus. You supply enough background information to add interest to the overall message while not overwhelming the reader. Your message is logically and coherently organized. | You have presented a clear beginning with a focus. You provide some background information in the beginning to set the stage. | You needed help to organize the beginning of your message in a logical and coherent way. This work needs to be done in the “before” and “during” stage of writing. Think about how to establish some background information right away. | You are having trouble focusing the beginning of your message in a logical and coherent way. Use your planning tool to help you organize better. How can you tell the reader some background information early on? |
| **Elements of an essay.** | You have successfully included all elements of an essay. Thesis statement, introduction, three- body paragraphs, conclusion, and a cover page. | You have tried to include all elements of an essay. However, a few mistakes have been made. Thesis statement, introduction, three- body paragraphs, conclusion, and a cover page. | You are missing 1-2 elements of an essay. Thesis statement, introduction, three-body paragraphs, conclusion, and a cover page. | You are missing 3 or more elements of an essay. Thesis statement, introduction, three- body paragraphs, conclusion, and a cover page. |
| **In Text Citations/ Works Cited Page** | You have properly included 3 in text citations. You have introduced, quoted and analyzed the quote. You have referenced the source and properly created a works cited page. | You have included 3 in text citation. You have introduced, quoted but did not analyze the quote. You need to reference the source and properly created a works cited page. | You have included less than 3 in text citation. You need to further develop the analysis of the quote. You need to reference the source and properly created a works cited page. | You have not included any in text citations. |

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| --- | --- | --- | --- | --- |
| **Justifiable conclusions** | Your conclusion powerfully and succinctly encapsulates your message and leaves your listeners with deeper understanding. | Your conclusion strongly sums up and brings closure to your message. | With help, your conclusion mostly sums up and brings closure to your message. How can you end your speech in a way that helps your listeners to understand your message? | You are having trouble summing up your message. Spend more time planning all parts of your message. What ideas do you want to leave your listeners with, in the end? |
| **Smooth transitions** | Your topic flows eloquently from one part to the next enhancing the overall enjoyment of the text. You took some risks, trying new transitions. | Your writing smoothly flows from one part to the next. You effectively use transitional words and phrases. | With help you create basic transitions from one part of your writing to the next. How can you take some risks and try some new transitions? | You are having trouble creating a flow from one part of your writing to the next. Include your plans for transition in your map. Explore ways to move from one idea to the next. |
| **Rules of Writing/****Writing Process** | Errors in punctuation, capitalization and spelling are due to risk taking; sentence type and complexity are controlled and varied; paragraph flows well. Uses before, during and after strategies. | Paragraph has one or two errors in punctuation, capitalization and spelling; sentence type and complexity are usually controlled and varied; a few sentence errors affect paragraph flow. Uses before, during and after strategies. | Paragraph has three to five errors in punctuation, capitalization and spelling; attempts to use a variety of sentence structures; sentence errors affect paragraph flow. Uses some before, during and after strategies. | Paragraph has three to five errors in punctuation, capitalization and spelling; limited use a variety of sentence structures; sentence errors affect paragraph flow. Uses some before, during and after strategies. |

Mark: /70

Comments: