

**Honoree:** Randomly Assigned

**Grade Level:** 9<sup>th</sup>-12<sup>th</sup>

**Subject Area:** English Language Arts

**Standards Addressed:**

**CCSS**

W 9-10.2. 11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W 9-10.9. 11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

S 9-10.1. 11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

L 9-10.1. 11-12.1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

R 9-10.7. 11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**Goal/Objective:** In honor of this year's South Carolina African American History Calendar honorees, students will be required to research a randomly assigned honoree, create, and present a Body Biography for the honoree.

**Items/Materials Needed:**

- Construction paper
- Glue sticks
- Color pencils/markers
- Poster board/large sheets of paper
- Internet access
- Stencil of the human body

**Steps/strategies:**

1. As the students enter the classroom, they will be handed a strip of paper numbered 1-12.
2. On the Smart or chalkboard there will be a writing prompt that asks students to write a brief journal entry in which they discuss what they know about any famous South Carolina African American.
3. As a whole group, using think/pair/share, or KWL charts students will discuss their written responses to the prompt.

4. The teacher will then share the lesson objective with the students and discuss the assignment instructions.
5. After doing so, students will be assigned an honoree from the calendar based on his or her number which corresponds to a month of the year. Based on the size of the class, some students will be researching the same honoree. As an option, teachers may allow students to create their Body Biographies in cooperative pairs.
6. Students will then be given time to conduct research on their given honoree and class time to create their Body Biographies.
7. Lastly, the students will laminate and present their Body Biographies to the class.
8. A.P., Gifted & Talented and/or Honors level students may be required to compose an extended response in which they explain what they admire most about their honoree and why.

### **Body Biography Guidelines**

**Due Date:**

**Guidelines:**

For your given South Carolinian, you will be creating a body biography—a visual and written portrait illustrating several aspects of the person’s life and historical importance.

Obviously, begin by drawing in the outline of the body using the human body model. I have listed elements for your body biography; however, feel free to add some of your own creations. As always, the choices you make should be based on the biographical information you gather from <http://www.britannica.com/blackhistory/browse?browseId=252286> or other legitimate print and digital sources. You will be verbally explaining your biography to your peers. Above all, your choices should be creative, analytical, and accurate.

After completing this portrait, you will participate in a “showing” in which you will present your “masterpiece” to the class. This “showing” should accomplish the following objectives:

- Introduce to us your historical figure
- Communicate to us the full essence/importance of your honoree by emphasizing his/her major accomplishments
- Promote awareness of your historical figure

**Body Biography Requirements**

Your Body Biography must contain the following:

- Name of historical figure
- Birthday & birthplace of historical figure
- The most important accomplishments relating to your historical figure’s life
- Visual symbols that represent the life/achievements/importance of your historical figure
- An original text

**Body Biography Elements**

**Placement** – Carefully choose the placement of your text and artwork. For example, the area where your honoree’s heart would be is appropriate for illustrating the important relationships within his/her life. The head should include his/her name, birthday, & birthplace.

- a. **Spine** – Along the spine, list the individual’s major contributions to society & his/her accomplishments. What makes him/her an important historical figure? What drives his/her thoughts and actions?
- b. **Virtues and Vices** – What are your honoree’s most admirable qualities? His or her worst? Virtues can be placed on the left arm and vices on the right.
- c. **Color** – Colors are often symbolic. What color(s) do you most associate with your individual? Why? How can you weave these colors into your presentation?
- d. **Symbols** – What objects can you associate with your individual that illustrates his/her essence?
- e. **Poem/Original Text** - Create an acrostic poem using the individual’s name.

### **Body Biography Elements Grading Rubric**

Your Body Biography will be evaluated using the following criteria:

1. Head – has individual's name, birthday, & birthplace – 10 pts.
2. Heart – has list/illustration of important relationships within figure's life – 15 pts.
3. Spine – has major contributions/accomplishments of figure – 15 pts.
4. Virtues/Vices – has admirable & worst qualities of figure on right/left arms – 15 pts.
5. Color – hands are colored in hue that represents the figure – 10 pts.
6. Symbols – has 4 symbols that represent the figure placed on the body – 15 pts.
7. Poem – Acrostic poem written in the legs of the body (first name on left leg; last name on right leg) – 10 pts.
8. Presentation/neatness – 10 pts.

### **Oral Presentation Grading Rubric**

Your presentation will be evaluated using the following criteria:

1. Posture – presenter exhibits appropriate posture – 20 pts.
2. Eye Contact – presenter makes eye contact with audience – 20 pts.
3. Standard English – presenter uses appropriate spoken language - 20 pts.
4. Vocal Projection – presenter projects his/her voice adequately – 20 pts.
5. Clarity – presenter speaks clearly and is understandable – 20 pts.

## **Extended Response Grading Rubric**

<b>HOOK:</b> The writer was able to capture the reader’s attention with an interesting story, statistic, statement etc.	<b>1 2 3 4 5</b>
<b>THESIS:</b> Located in the introductory paragraph, the thesis is one sentence, easily distinguishable, indicating what the essay is about and the purpose of the essay.	<b>1 2 3 4 5</b>
<b>ORGANIZATION:</b> The essay contains an easily distinguishable essay map in the introductory paragraph which supports the thesis. The body of the essay is in keeping with the essay map. Transitions are utilized to ensure fluency in the essay.	<b>1 2 3 4 5</b>
<b>IDEAS:</b> The essay is correct, clear, imaginative, fresh, and insightful, containing sufficient reasons, details, or facts, and elaborations while employing the writing required to produce the type of expository essay assigned.	<b>1 2 3 4 5</b> <b>x2</b>
<b>WORD CHOICE:</b> The essay utilizes appropriate and precise words to create just the right mood, impression, or picture the writer is trying to achieve. Striking words and phrases make the reader want to read on, and the combination of words and phrases provide appropriate fluency and do not seem forced, unnatural, or out of character for the writer.	<b>1 2 3 4 5</b>
<b>VOICE:</b> The writer makes a strong connection with the reader, showing a passion and energy for the topic.	<b>1 2 3 4 5</b>
<b>CONCLUSION:</b> The concluding paragraph avoids coming to an abrupt halt and leaves the reader with a sense of completion while restating the thesis and supporting points of the essay.	<b>1 2 3 4 5</b>
<b>CONVENTIONS:</b> The writer adhered to the rules regarding punctuation, spelling, capitalization, and grammatical structure. (-1 point for every 5 errors)	<b>1 2 3 4 5</b> <b>x2</b>
<b>TITLE:</b> The title grabs the reader’s attention while proving relevant to the subject.	<b>1 2 3 4 5</b>
<b>FINAL PRODUCT:</b> The composition is typed, double spaced, non-justified, using Times New Roman 12 pt. font and standard margins. The title of the essay is centered at the top of the paper with the name single spaced below the title. Three spaces separate the name and the body of the composition. The paragraphs are indented five spaces, and there is no extra space between paragraphs.	<b>1 2 3 4 5</b>
<b>Essay Grade</b>	