

Name \_\_\_\_\_ Date \_\_\_\_\_ Period \_\_\_\_\_



**A BIOGRAPHY RESEARCH PROJECT**

### Stage 1: Task Definition

#### (Formulating Questions)

*Find out what your task is.*

*What are you being asked to do?*

**Ask yourself...**What do I need to do?

What questions do I have or need to answer? What information problem will I solve? What kind of information do I want to or need to learn? Do my questions let me find out more information? Do I understand what my job is?

### Stage 2: Information Seeking

#### (Planning, Observing)

*Think of all the possible sources of information and evaluate what is available to you for this task.*

**Ask yourself...**What are possible sources of information to answer my questions? Where can I find these resources? What can I observe to give me information? Can I read and understand the information?

### Stage 3: Location and Access

#### (Collecting Data)

*Use the sources to begin finding the information you need.*

**Collecting Data-**Use the best sources chosen during stage 2 to read and locate information.

Use skills to know if the information will help answer your questions or solve your information problem.

**Ask yourself...**Have I found a variety of sources? Do these sources fit for the work I need to do? What are some keywords that will help me find answers in these sources?

### Stage 4: Use of Information

#### (Observing and Organizing Your Work)

**Read and record** information by drawing, writing notes, making charts, tallying, using graphic organizers, etc. Decide if the information is fact or opinion.

**Ask yourself...**Do I understand what I am reading? Have I found good information? Will it answer my questions?

**Take short notes (DOT JOTS) and put information into your own words.**

**Ask yourself...**Do I have enough information to answer the questions completely? Have I organized my notes so that I can return to information sources easily? Have I cited my sources of information correctly?

### Stage 5: Synthesis

#### (Interpreting and Organizing Data)

Organize or sort your information in a way that is easy to understand. Use tables, descriptions, charts, timelines, graphs, and diagrams to organize your information. Think about your information. What does it tell you? Are there patterns or relationships that you see in your information? Plan your presentation.

**Ask yourself...**What have I learned from my information? What can I tell others about what I have learned? What is the best way to share this information with others?

### Stage 6: Evaluation

#### (Presenting and Reflecting)

**Ask yourself...**Does my work clearly show what I have learned? Is my presentation complete? Does it explain my research well? Are there things I have done well or that I could do better? What difficulties did I have? What will I do differently next time? How will I know that I have done a good job? How can I use this process to answer information problems in the future?

# BIG 6 BIOGRAPHY RESEARCH

The following forms support what is called "The Big 6" process and refers to the six steps we will use to solve the "information problem".

## **Step 1: Task Definition:**

### **Define the information problem (What am I supposed to do?)**

Your task is to research a famous person in history and report your findings.

The main question you need to answer is: How did \_\_\_\_\_ make a difference in our world?

To answer this question, you will have to become an expert on the life of your famous person in history. Your assignment will be to write a report on a famous person in history. Your final paper will include: 1) a title page, 2) an introductory paragraph, body paragraph(s), and a conclusion 3) a works cited page. (You will find grading rubrics at the end of this packet.) In addition, you will create and present a multi-media project that will represent the life of your famous person in history.

### **Questions I need to answer:**

- When and where was this person born and raised?
- Where was this person educated?
- What was this person's main accomplishment(s)?
- List 5 events in sequence that were important in this person's life.

### **Choose 2 of the following questions to answer or construct 2 original questions:**

- What were this person's special talents or skills?
- What were some quotations or things that the person is known to have said or did?
- What major obstacle did this person have to overcome?
- What were some childhood events that influenced this person?
- 
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## **Step 2: Information Seeking Strategies:**

### **(What resources do I need in order to complete my research?)**

#### **You will need to use the following resource:**

- Non-Fiction Book
- Internet

#### **Choose 1 additional resource from the following resources:**

- Encyclopedia

- Additional Non-Fiction book
- Additional Web site

### **Step 3: Locate and Access Information:**

#### **Where will I find these sources?**

- School Library
- Public Library
- Provided by my Teachers
- Internet

#### **List the 3 resources you will be using for your research...**

**(You will be using MLA format.)**

(BOOK)

Title of the Resource: \_\_\_\_\_

Author \_\_\_\_\_

Editor or Compiler \_\_\_\_\_

Illustrator, Photographer \_\_\_\_\_

Publisher \_\_\_\_\_

Place of Publication \_\_\_\_\_

Date of Copyright \_\_\_\_\_

(BOOK)

Title of the Resource: \_\_\_\_\_

Author \_\_\_\_\_

Editor or Compiler \_\_\_\_\_

Illustrator, Photographer \_\_\_\_\_

Publisher \_\_\_\_\_

Place of Publication \_\_\_\_\_

Date of Copyright \_\_\_\_\_

(WEBSITE)

Author(s) / Editor \_\_\_\_\_

Title of Work \_\_\_\_\_

Title of Overall Website \_\_\_\_\_

Date Posted / Published \_\_\_\_\_

Date Accessed \_\_\_\_\_

URL \_\_\_\_\_

(WEBSITE)

Author(s) / Editor \_\_\_\_\_

Title of Work \_\_\_\_\_

Title of Overall Website \_\_\_\_\_

Date Posted / Published \_\_\_\_\_

Date Accessed \_\_\_\_\_

URL \_\_\_\_\_

### **Step 4: Use of Information:**

**How will I record the information that I find?**

**Choose 1 of the following ways to record information that is found:**

- Take notes using Note Cards
- Take 2-Column Notes
- Take notes using a graphic organizer
  
- ❖ Carefully read for important information that will answer your questions.
  
- ❖ Take notes, making sure to:
  - use your own words,
  - write down facts, keywords, main ideas, phrases
  - only write down what is important for your topic
  - do not copy whole sentences
  
- ❖ Make sure to record each resource on the Works Cited worksheet!

### **Step 5: Synthesis:**

**How will I show my results?**

Your research will be reported through a written essay and a multi-media project. Please see the checklists/rubrics below to identify the guidelines and requirements for the essay and for the multimedia project.

## **Step 6: Evaluation:**

### **How will I know if I have done my best?**

Now is the time to judge your completed essay and multi-media project before you turn it in. Ask and answer the following questions:

1. I had a clear understanding of my task before I began to work on my report or project.	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
2. I used the best resources available.	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
3. The information I gathered was the information I needed.	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
4. I took good notes.	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
5. I organized my notes in a way that made sense.	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
6. I cited my sources correctly.	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
7. My finished assignment matches what I was supposed to do.	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
8. I used my time efficiently.	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
9. I am proud of my work.	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
10. My work is ready to be graded by the rubric guidelines.	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree

### **Consider...**

- ❖ Have I completed the requirements of the assignment?
- ❖ Have I done my best work?



# BIOGRAPHY REPORT RUBRIC

CRITERIA	4	3	2	1	
<b>Ideas/Content</b>	The topic and main ideas are clearly expressed, specific, and well-supported with rich, relevant details. It is written in the writer's own words or quoted. In-text citations are used.	The topic and main ideas are clear, specific and written in the writer's own words or cited, but not well-supported with details.	The topic, main ideas, and details are somewhat clear, but too general. Needs to be more specific. A few sentences may be copied.	The topic and main ideas are not clear. Details are missing or not relevant. Plagiarism may be evident.	
<b>Organization</b>	An introduction and thesis hooks the reader. Each paragraph of the body explains one main idea in logical sequence. Transitions effectively tie details together. A conclusion wraps it up.	The introduction is complete but not be inviting. The body structure and relationships between ideas may lack logical order in some places.	The introduction, body, and conclusion are somewhat organized but weak. One may be missing.	There is no clear attempt at an effective organization.	
<b>Voice</b>	The voice is informal but appropriate and the purpose is very clear. The writer's sincerity, connection with the topic, and personal feelings come through exceptionally well. The reader feels a strong sense of communication with the audience.	The writer seems to care about the topic and there is some evidence of attention to audience, but the reader may not get a consistent sense of enthusiasm. It may be too formal or too casual. Purpose is somewhat clear.	The writing may convey only a weak sense of coming from the heart. The reader may get a luke-warm feeling of excitement. An awareness of audience may be missing.	The writer's personality is not evident. The reader cannot sense any honest connection to the audience. The writer doesn't seem sincere or enthusiastic.	

# BIOGRAPHY REPORT RUBRIC

<b>Word Choice</b>	Specific words and phrases communicate the message in a fresh, interesting, and natural way that is appropriate for the audience and purpose. Adjectives are vivid and powerful verbs give the writing energy. Slang or clichés are effective if used. Common, boring words are avoided, but the vocabulary is not overdone and is used correctly.	An attempt is made to use strong, descriptive nouns, adjectives, and verbs, but there are several instances of uninteresting word choices. Some words may be inaccurate or overdone.	The language is not interesting, specific nor vivid, but overall it does communicate the message. It may sound awkward or words may be used inaccurately.	There is no attempt to carefully select descriptive language or the message is difficult for the reader to picture in the mind. Clichés, slang, and ordinary words are overused.	
<b>Fluency</b>	Each sentence flows effortlessly into the next. Transitions work well. Sentence beginnings are not repetitive. Variation in sentence length adds interest to the text and sentence structures (simple, compound, complex) are used correctly.	The rhythm lacks grace and maybe choppy in places. Sentences make sense, but a few are not skillful and detract from a completely easy, effective flow.	The rhythm lacks grace and overall is choppy. Sentences generally make sense but are not skillfully crafted. There is some variety in sentence length and structure, but more is needed.	Sentences are simple rather than compound or complex and there are many fragments or awkward sentences. There is no variety in sentence beginnings. Sentences do not connect well and hinder understanding. There is no flow in the writing.	
<b>Conventions</b>	Skillful and/ or creative use of a wide range of conventions. Few, if any errors in spelling, capitalization, punctuation, and paragraph breaks. Typed, neat appearance. No errors in MLA format and all requirements are followed.	Control of standard conventions although a wide range is not used. A few errors that do not affect readability. Typed but there may be a few errors in report format or requirements.	Limited control of standard conventions with many significant errors, although general readability is not severely impacted. Handwritten in ink, somewhat illegible or many errors in report format. Several requirements are not followed.	Frequent and severe mistakes in conventions make the report difficult to read and understand. Written in pencil, messy, or illegible. Many requirements are not followed.	



## Biography Project Evaluation



\_\_\_\_\_ (10 points) Handed in on time (December 21, 2016)

\_\_\_\_\_ (10 points) Title page follows the required format

\_\_\_\_\_ (10 points) Meets the required length and number of paragraphs

\_\_\_\_\_ (5 points) MLA format with indented paragraphs and correct page headers

\_\_\_\_\_ (5 points) Double-spaced, neat appearance

\_\_\_\_\_ (10 points) Works cited page is correct MLA format

Completed:

\_\_\_\_\_ (10 points) research notes

\_\_\_\_\_ (10 points) pre-writing organizer

\_\_\_\_\_ (10 points) rough draft

\_\_\_\_\_ (10 points) revision checklist

\_\_\_\_\_ (10 points) published essay

Total Points: \_\_\_\_\_ / 100

## Multimedia Project Evaluation



	Advanced Proficient (5)	Proficient (4)	Nearing Proficient (3)	Emerging (2)	Incomplete (0)
Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.	Student is not prepared and/ or does not present.
Speaks Clearly	Speaks clearly and distinctly all the time, engaging with the audience.	Speaks clearly and distinctly.	Speaks clearly most of the time.	Often mumbles or cannot be understood.	Student does not present.
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.	Research is not evident in presentation.