EFP 10 Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Directions:

*-Choose a famous Indigenous Canadian off of the list (or see me if you have another idea)*

*-Use the internet, books, articles or biographical videos, academic periodicals to research your subject. Try to answer all of the questions on your outline and write the answers in your own words.*

*-Use your research to write a 500-700 word Biographical Essay on your chosen subject. You may also choose to create a poem, children’s story, comic, movie, Newspaper article.*

*-Type up the project. Edit it several times so that you are handing in your best work as this will be on display.*

*-Add a title (person’s name and what they are famous for) and pictures to your project*

*-Include a list of your sources. You should consult at least 2 different sources for your research*

**Biographical Essay Outline (answer the questions below to help frame your essay, you should try to include every question that you can answer, but you do not need to stick to the order in each section of the outline)**

**Introduction**

First sentence (use an interesting hook to pull your reader in, for example if you were writing about Barack Obama, you might start with a little story about the night he won the election, or you may want to use a quote, a question or a metaphor):

Name:

Birth date (and death date if applicable)

Place of birth

Reasons for his or her fame

Why you chose this person

**Body Paragraph #1**

Childhood

Where did they grow up? Where did they go to school? Who were their parents/guardians and siblings?

What is their cultural background?

A couple of important events that happened in his or her childhood

What influenced them to go into this field?

**Body paragraph #2**

When he or she was first recognized?

People, events and or ideas that affected this person

The most important decisions that led to their status or fame

Challenges and how he or she overcame them

What led them to becoming famous?

Achievements and accomplishments

The most important thing he or she did

What and or who helped him or her succeed?

 **Body Paragraph #3**

Current place of living and Age

Important upcoming events

What they are doing now

If they are no longer living, what did they do later in their life?

Place and date of death and burial

What are monuments to their memory (Status, retired jersey, names of arenas or parks)

**Conclusion**

How has this person helped shape or Influence Canadian society?

How do they counter stereotypes of indigenous people?

What are your personal feelings about them?

What can we learn from them?

How do they link to **one** of the following themes of EFP 10?

*Being open to new ideas and different Perspectives*

*Persevering through adversity*

*Nurturing and fostering relationships and trust*

*Wisdom and self-awareness that comes with learning about one’s history, culture and traditional knowledge*

Rubric

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **7-8** *Fully Meets Expectations* | **5-6** *Meets Expectations* | **3-4** *Minimally Meets Expectations* | **0-2** *Not Yet Meeting Expectations* |
| Organization | Supports the thesiswith a series of logicallyordered paragraphscreating a clearimpression of a real-lifeperson, organizedchronologically, byorder or importance,or by character trait | Uses a reasonablyclear organization, butoccasionally includesless relevant information(for example,anecdotes or facts thatwander from the thesis) | Chooses an organizationnot suited tothe topic (for example,presents personalitytraits without tyingthem to an overallimpression or to thesubject’s actions) | Shows lack of organizationalstrategy |
| Presentation | Discusses the life andpersonality of thesubject in a way thatdevelops a clearimpression of theperson with facts,details, and anecdotesfrom the subject’s life;links all informationto the thesis | Discusses the life andpersonality adequatelywith several facts,details, or examples;links most supportinginformation to thethesis | Does not discuss thelife and personalityadequately in anydetail; does not linksupporting informationto the thesis | Does not provideany facts, details, orexamples about thesubject’s life andpersonality |
| Use of Language  | Varies sentencestructure and vocabularysuccessfully;includes no or veryfew mechanical errors.Uses stylistic techniques in the essay (manipulation of writing, poetic devices) | Uses some variety insentence structure andvocabulary; includesFew mechanical errors. Writing is clear and smooth | Uses the same types ofsentences withoutvarying them; repeatswords; includes manyMechanical errors. May be formulaic and use simple transitions | Writes incompletesentences; useslanguage poorly;sounds confused;includes manymechanical errors.  |
| Introduction and Conclusion | Introduction has a clear thesis, a thoughtful hook and all the pertinent information to introduce the person.Understands the impact this person has made on Canada and how they counter stereotypes of Indigenous people. Is able to clearly link to the themes of the course. Concludes the essay in a thoughtful and insightful way | Introduction is clear and has a thesis and a hook. All information to introduce the person is included. Answers all of the questions in a thoughtful way in the conclusion | Has an introduction with some of the information, but may be missing a thesis or a hook. Answers a least two of the questions from the outline in the conclusion | No thesis and/or hook and missing all or some of the information needed to introduce the person. Does not have a conclusion or only answers one of the questions |

Total: /32

Comments: