

Influential People Biography

Activity Summary

- In this activity, students will:
- ♦ Complete a biographic research report
 - ♦ Complete an **Essential Skills** student demonstration worksheet
 - ♦ Complete an **Essential Skills** teacher demonstration worksheet
 - ♦ Complete a one-page comparison



Prior Knowledge

- **Essential Skills**
- Report Writing

Teaching Planning Notes

- Review assignment including prior knowledge required and assessment and evaluation tools
- Arrange “book talk” with librarian for class visit
- Arrange for computer and internet access
- Provide an exemplar

Assessment of Student Achievement

Task	Tool / Type
Rough Copy Worksheets	Influential People Biography Assignment Rough Copy Worksheets (Formative)
Essential Skills Personal Demonstration Worksheet	Influential People Biography Assignment Essential Skills - Personal Demonstration Worksheet (Formative)
Essential Skills Teacher Demonstration Worksheet	Influential People Biography Assignment Essential Skills - Teacher Demonstration Worksheet (Formative)
Comparative Summary	Influential People Biography Assignment Essential Skills - Comparative Demonstration Worksheet and Assessment Tool (Formative)
Report	Influential People Biography Assignment Report Rubric (Summative)

Activities and Assessment Materials

- Influential People Biography Assignment Sheet and Worksheets
- Student **Essential Skills** Demonstration Sheet
- Teacher **Essential Skills** Demonstration Sheet
- Comparison Summary Sheet
- Assignment Rubric
- Comparison Assessment Tool



FOCUS ON LEARNING

Essential Skills:

Writing

Report Writing
Worksheets
Comparison

Thinking Skills

Report Writing
Worksheets
Comparison

Computer Use

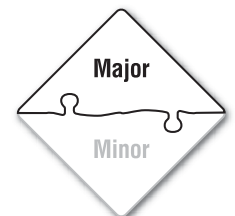
Report Writing
Worksheets
Comparison

Reading Text

Report Writing
Research

Document Use

Worksheets



Curriculum Linkages For Ontario Educators

Essential Skills truly are everywhere and as teachers we are always teaching students the **Essential Skills!** As subject teachers and specialists, we know that many of the curriculum expectations we are accountable to teach and assess, also address the **Essential Skills** and while the linkages are not always readily apparent, the linkages exist nonetheless.

While this activity connects to a variety of courses it is most closely aligned to the following course(s):

- Canada: History, Identity and Culture – CHI 4U

To assist you, the teacher, in making more transparent linkages, we have identified the following curriculum linkages for this activity.

Canada: History, Identity and Culture – CHI 4U

Coded Overall Expectations	Coded Specific Expectations
CHV.02 – demonstrate an understanding of the characteristics of the French presence in Canada and its contributions to Canadian identity.	CH2.04 – describe the role of significant Quebec-based political figures in the development of the French presence in Canada (e.g., Louis-Hippolyte LaFontaine, Henri Bourassa, Maurice Duplessis, Pierre Trudeau, René Lévesque, Jeanne Sauvé).
CHV.03 – describe the role of literature, the arts, and popular culture in the development of a distinctive Canadian culture.	CH3.01 – analyze how Canada and Canadians have been portrayed by a representative sample of writers, visual artists, musicians, composers, and filmmakers, and in television shows (e.g., Susanna Moodie, Gabrielle Roy, Timothy Findley; Cornelius Krieghoff, Group of Seven; Oscar Peterson, Glenn Gould, Susan Aglukark; Denys Arcand, Alanis Obomsawin; Les Plouffe, Due South, North of 60).
CH1.04 – demonstrate an understanding of what it means to be a Canadian citizen at the beginning of the twenty-first century.	CH4.03 – identify and critically analyze the efforts of Canadian individuals and groups who have worked to promote human rights within Canada (e.g., National Council of Women, Child Savers, Tommy Douglas, Elizabeth Fry Society, Ovide Mercredi).
SEV.02 – analyze how women’s participation in Canadian society has changed over time.	SE2.03 – analyze the contributions of women to the Canadian identity (e.g., Marguerite Bourgeoys, Mary Ann Shadd, Agnes Macphail, Emily Carr, Thérèse Casgrain, Kahn-Tineta Horn, Margaret Laurence, Bertha Wilson, Roberta Bondar).
H1V.02 – critically analyze interpretations related to Canadian history, culture and identity.	HI2.03 – explain relationships and connections in the data studied.
H1V.03 – communicate opinions and ideas based on effective research clearly and concisely.	HI3.03 – express ideas, opinions, and conclusions clearly, articulately and in a manner that respects the opinion of others.

Influential People Biography Assignment

Part One: Biography Report

Choose a person you think is influential. You will write a biography of their lives. In this biography you are to research and include the following information with appropriate subheadings:

- Date of birth (and death if applicable)
- Place of birth
- Interesting facts about their childhood
- What is (was) the reason for their influence
- Why they are (were) considered influential
- Why you consider this person influential (if different from above)
- Characteristics
- **Essential Skills**
- Personal Values



There is a worksheet included for your rough copy that you will submit before beginning your final copy.

Part Two: Student Worksheet

As you work on the biography, also consider the **Essential Skills** you used to complete this assignment. Complete the attached worksheet on the **Essential Skills** you demonstrated in performing the various tasks.

Part Three: Teacher Worksheet

Consider the **Essential Skills** your teacher used in developing this assignment. Complete the attached worksheet on the **Essential Skills** the teacher demonstrated in performing the various tasks.

Part Four: Comparative Worksheet

Compare the **Essential Skills** demonstrated by your chosen influential person, yourself and your teacher. Complete the comparative worksheet

Part Five: Comparison Summary

Review the results on your comparative worksheet and compare the three individuals. How are they similar? How are they different? What reasons might explain these differences or similarities? What general conclusions can you draw?

Influential People Biography Assignment Due Dates

Rough Copy – Biography Worksheets _____

Worksheet:

Essential Skills - Personal _____

Essential Skills – Teacher _____

Essential Skills – Comparative _____

Comparative Summary _____

Final Copy – Biography _____

Influential People Biography Assignment Essential Skills - Personal Demonstration Worksheet

<i>Essential Skills</i>	EXAMPLES OF DEMONSTRATION
Reading Text	
Document Use	
Writing	
Numeracy	
Oral Communication	
Thinking Skills	
Working With Others	
Computer Use	
Continuous Learning	

Influential People Biography Assignment Essential Skills - Teacher Demonstration Worksheet

<i>Essential Skills</i>	EXAMPLES OF DEMONSTRATION
Reading Text	
Document Use	
Writing	
Numeracy	
Oral Communication	
Thinking Skills	
Working With Others	
Computer Use	
Continuous Learning	

Influential People Biography Assignment Essential Skills - Comparative Demonstration Worksheet

Complete the chart below indicating *Essential Skills* demonstrated and associated complexity level. Use this information as your guide to writing your one-page summary of the results.

Essential Skills	INFLUENTIAL PERSON	STUDENT	TEACHER
Reading Text	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Document Use	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Writing	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Numeracy	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Oral Communication	1 2 3 4	1 2 3 4	1 2 3 4
Thinking Skills	1 2 3 4	1 2 3 4	1 2 3 4
Computer Use	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Working with Others	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Continuous Learning	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

Influential People Biography Assignment Report Rubric

CATEGORIES/ CRITERIA	LEVEL 1 (50-59%)	LEVEL 2 (60-69%)	LEVEL 3 (70-79%)	LEVEL 4 (80-100%)
Knowledge and Understanding Demonstrates knowledge of influential person	Limited	Some	Considerable	Thorough
	Limited	Some	Considerable	Thorough
Thinking and Inquiry Critically analyzes relationship between influential person and their impact on Canadian history	Limited	Moderate	Considerable	High Degree
	Limited	Moderate	Considerable	High Degree
Communication Clearly and concisely communicates opinions and ideas based on research	Limited	Some	Considerable	High Degree and With Confidence
	Limited	Somewhat	Considerable	High Degree

Note: A student whose achievement is below Level 1 (50%) has not met the expectations for this assignment or activity.

Influential People Biography Assignment Comparison Assessment Tool

CRITERIA	<input checked="" type="checkbox"/>	COMMENTS
Depth and understanding providing examples to support opinion	<input type="checkbox"/>	
Clear, Concise, Comprehensive and Complete	<input type="checkbox"/>	
Correct (spelling, grammar)	<input type="checkbox"/>	