

Biography Book Report Instructions

Oral Report/In-Class Essay - the Week of February 9th

Our next book report is going to be a biography. You will give a speech on a person of your choosing and write an in-class essay as well. I had hoped that all students would choose a historical figure from U.S. history to research for their paper and speech, but I have been convinced to allow the report to be done on anyone who has had a positive influence on the world. Once you have brainstormed who you would like to research, you **must find a book on the individual**. Please don't worry about whether or not the book has an AR quiz for it or the reading level. Just look for a book on the individual that you can read independently. In addition to the book, you must use at least **two additional sources for your research** as well. This could be another book, website, or magazine, encyclopedia, etc. You will need to site your sources, so keep track of the sites you use on index cards. On **Monday, January 26th you will need to show me your three sources on note cards and your notes taken so far.**

Your oral presentation should address the following information about the person:

1. Childhood
2. Adulthood
3. Greatest accomplishments

This information will also be included in your in-class essay. Your paper will be a 5 paragraph Expository Essay. You will have an introduction paragraph, a conclusion paragraph, and 3 body paragraphs (one will talk about your person's early life, one his later life, and one his accomplishments and how he overcame obstacles in his life). You will need to bring in your notes from your research, but all writing will be completed in class.

A Visual Aid will be required for your oral presentation. Your visual aid can be GoogleSlides in Classroom, a poster, prop or display item, you dressed up like the person, or some other idea (as long as you have it approved with me). We will talk in class about what makes a good visual aid.

You may memorize your speech but are certainly not expected to. If you do not memorize it, you need to have your notes put on note cards (we have note cards in our classroom for you to use). You should not read off of your visual aid because you will not be able to look at the audience if you do so. For your speech, you will be graded on:

- a. having an attention-grabbing introduction
- b. your eye contact
- c. posture
- d. good voice rate (not talking too fast or too slow)
- e. good volume
- f. how well your audience can understand you
- g. the quality of your visual aid
- h. how well you use your visual aid (without reading off of it)
- i. having an effective conclusion

Where to Begin?

1. Learning about the person: Although you may find numerous books and countless websites on the person you are researching, you do not need to read every part of every source. Instead, look at all the resources you've found and sort through bits and pieces of each. If you look at a source you've found more closely and realize it will not be helpful to you (meaning you'll take NO notes from it) then you should not list it as a source on a bibliography card. Pick the best parts from each resource.
2. Make a Bibliography Card for EACH resource you use (see the example in this packet). Each source needs to be labeled as A, B, C, D, etc..
3. Taking Notes: You will take notes on 3 major areas of your person's life: Their early life (childhood and adolescence), their later life (their adulthood), and their accomplishments or how they overcame obstacles. Try to look for an overarching theme about your person because this will help your paper flow. Was your person curious from a young age? Did your person always have a heart that loved to serve others? When you find an interesting fact, put it on a note card (see the example in this packet on how to format it). You should only put one fact on each note card. You will be striping the note card with a color to indicate which of the three major topics (early life, later life, or accomplishments) your note card relates to. You will also include the letter of the resource you got the information from. You will NOT need to use every fact you write down on a note card in your paper!!
5. Putting it together: You will sort your note cards into piles (one for early life, one for later life, and one for accomplishments). Then you will want to look at each pile to see if any of your facts are related. You'll then put your note cards into some sort of order (leaving out but NOT throwing away the ones you're not using). Once you've got that done, you're ready to start filling out your graphic organizer.

Taking Notes and Citing Sources

You will stripe the top left corner of each of your cards. You'll use three colors: one for early life, one for later life, and one for accomplishments

This letter tells you what source you found the fact in.

Note Taking Card

If this card is about Jefferson's *later life*, I am going to give it a sub heading to be more specific

Career
D
Jefferson was the first President inaugurated in Washington.

One fact per card.

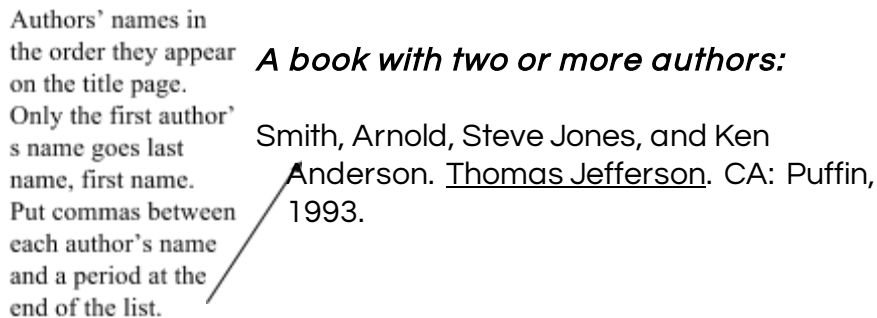
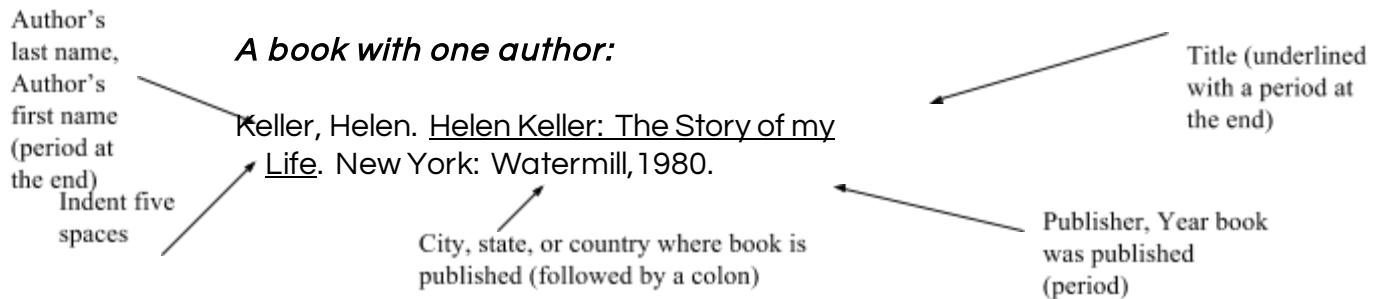
Cite your resource here. See the attached sheet on how to cite resources.

Bibliography Card

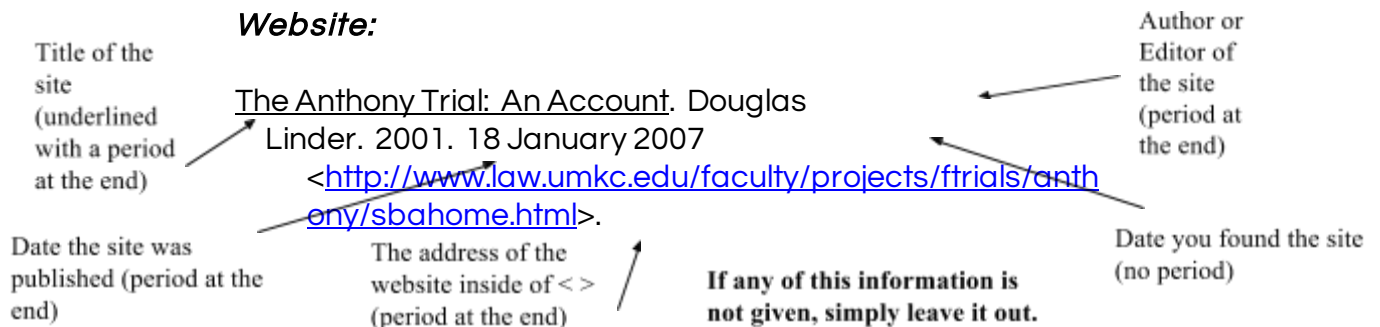
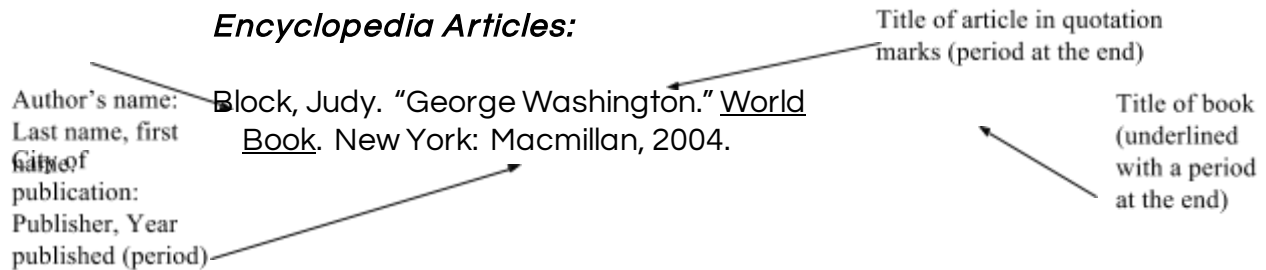
Label each bibliography card with a different letter (starting with A).

C
Keller, Helen. <u>Helen Keller: The Story of my Life</u> . New York: Watermill, 1980.

How to Cite Your Sources in MLA Format



The rest of the citation works the same as a book with one author.



Tips for Creating Your Visual Aid

- ❖ You visual aid will accompany your speech.
- ❖ You should not read off of your visual aid during your speech.
- ❖ All text on your visual aid should be big enough so that someone on the other side of the room can still see it.
- ❖ You should not put an excessive amount of text on your visual aid because people will be reading your poster instead of listening to your words.
- ❖ Your visual aid should not be a random jumble of words and pictures. Your speech will be organized into three parts (early life, later life, and major accomplishments) so your poster should be designed to match your speech.
- ❖ You should not (before your speech, during your speech OR after your speech) go over your whole visual aid at once. Instead, you'll pause at different parts of your speech, turn your audience's attention toward your visual aid and say something like, "As you can see from this graph, Roosevelt got significantly more votes during the presidential election that year." You will pause, let the audience soak in what you just said, and continue with your speech. Each time your speech mentions something that you've included on your visual aid, you will pause and reference it.
- ❖ Do not put anything on your visual aid that is not mentioned in your speech.
- ❖ Do not try to put everything in your speech on your visual aid.

Tips for Preparing Your Speech

- ❖ Put everything you're going to say onto note cards (we have plenty available for you in the classroom).
- ❖ Your speech will not be the same thing as simply reading your five paragraph essay to the class. However, it will be similar in that you will still cover the person's early life, later life, and major accomplishments/obstacles that were overcome.
- ❖ You should not fidget while speaking (have someone watch you or practice in front of a mirror).
- ❖ Make sure that even people in the back of the room can hear you clearly.
- ❖ Make sure you've read through your speech enough times that you do not need to read directly off of your note cards. You should be looking people in the eyes while speaking and only glancing down at your note cards when necessary.
- ❖ Include a mark or note on your note cards for when you want to pause and draw your audience's attention to your visual aid.
- ❖ Make sure you do not talk too fast or too slow. If you're naturally a fast talker, slowing down might feel silly to you but it sounds good to your audience.
- ❖ Definitely practice in front of family and ask them to comment on your volume, rate of speaking, eye contact, and posture before speaking in front of the class.
- ❖ Remember to try to make your speech interesting. What kind of information would you want to hear about the person you researched if you were in the audience?
- ❖ Avoid "ummmms," "uhhhs," and "likes" while speaking.
- ❖ Have fun and relax! ☺