

# Black History Month Research

Name: \_\_\_\_\_

Date: \_\_\_\_\_

The month of February is Black History month, a time to reflect on the experiences, achievements and struggles of people of African heritage in Canada, the United States and the world over.

Why have such a month? Shouldn't there be a month for all cultures? Part of the answer lies in the title of the famous Ralph Ellison novel Invisible Man, a novel about the often painful African-American experience. There ought to be other months of significance, but unfortunately there are not. This celebration of a culture is one of the first such opportunities. With hope, Black History month will spur people to be more aware of other cultures that are too often invisible and to affirm them positively. It gives all people the chance to understand and reflect on the effects of the past on our daily life and puts faces and names to the contributions that often are unknown and anonymous.

In this assignment you will use our computer lab time to develop a W5H outline for a real person, organization or event generally connected to Black History.

**You need to:**

- ❖ **Fill in the blanks below,**
- ❖ **Gather research to complete the chart on the other side of this page,**
- ❖ **Write a one page outline of your findings in paragraphs (word processed at school if time permits),**
- ❖ **Write a paragraph (no longer than half a page) about your personal reflections on this topic, on the other side.**
- ❖ **Include a single large illustration or some smaller ones to complete the page.**

My Topic: \_\_\_\_\_

My key words for searches: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Places to look for information:

Encyclopedias

Library books

Search engines on the internet (visit our class web page for search engines)

**W5H Chart for my topic: \_\_\_\_\_**

Who	What
Where	When
Why	How

Picture ideas:

\_\_\_\_\_

\_\_\_\_\_

## Evaluation Rubric For Black History Month Biography

Name: \_\_\_\_\_

Score: \_\_\_\_\_

Subject: \_\_\_\_\_

Levels	1	2	3	4
<p style="text-align: center;">Reasoning</p> <ul style="list-style-type: none"> <li>• Demonstrates understanding of the purpose of a biography (ex: includes important W5H details)</li> <li>• Complexity and coherence of ideas</li> <li>• Relevance of supporting details</li> </ul>	<ul style="list-style-type: none"> <li>• Writes a biography using a very few W5H details.</li> <li>• Ideas have little coherence and complexity.</li> <li>• Uses very few supporting details.</li> </ul>	<ul style="list-style-type: none"> <li>• Writes a biography using some important W5H details.</li> <li>• Uses simple ideas that are somewhat related to each other.</li> <li>• Uses some supporting details.</li> </ul>	<ul style="list-style-type: none"> <li>• Writes a biography using most important W5H details.</li> <li>• Uses ideas of some complexity to develop the narrative.</li> <li>• Uses sufficient supporting details to clarify the point of the biography.</li> </ul>	<ul style="list-style-type: none"> <li>• Writes a biography using almost all important W5H details.</li> <li>• Uses complex ideas to develop the narrative.</li> <li>• Uses imaginative, rich detail that develops the story line.</li> </ul>
<p style="text-align: center;">Communication</p> <ul style="list-style-type: none"> <li>• Use of literary elements of non-fiction narrative form, such as setting, character development, chronology, as well as awareness of the needs of the audience.</li> <li>• Word use and vocabulary</li> <li>• Sentence variety (simple, compound and complex)</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates limited understanding of the non-fiction narrative. Events expressed in an unclear manner.</li> <li>• Limited vocabulary or inappropriate use.</li> <li>• Simple sentences used.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a basic understanding of the non-fiction narrative. Events expressed in a simple manner.</li> <li>• Uses simple vocabulary to develop the biography.</li> <li>• Some variety of sentences used.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a clear understanding of the non-fiction narrative. Events expressed in a clear, concise manner.</li> <li>• Uses a good variety of vocabulary to enhance the biography.</li> <li>• Variety of simple and compound sentences used.</li> </ul>	<ul style="list-style-type: none"> <li>• Thoroughly understands the non-fiction narrative form and uses elements skilfully. Events expressed in a creative way.</li> <li>• Rich, extensive vocabulary used to augment the biography.</li> <li>• Wide variety of sentences skilfully used.</li> </ul>
<p style="text-align: center;">Organization of Ideas</p> <ul style="list-style-type: none"> <li>• Overall Structure of beginning, middle and end.</li> <li>• Revised and edited work using spell-checker or personal dictionary.</li> </ul>	<ul style="list-style-type: none"> <li>• Has no clear beginning, middle and end.</li> <li>• Little or no evidence of revision of work where necessary.</li> <li>• Ideas and details unconnected, with no paragraphing.</li> </ul>	<ul style="list-style-type: none"> <li>• Shows some evidence of beginning, middle and end.</li> <li>• Some evidence of revision of work where necessary. Fuller development needed.</li> <li>• Ideas and details somewhat connected in paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>• Has a clear beginning, a middle and a logical end.</li> <li>• Good evidence of revision of work to correct and develop story.</li> <li>• Uses well-developed paragraphs with some supporting detail to order ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Flows smoothly, progressing logically from start to finish.</li> <li>• Conscientious and thorough revision of work to correct and develop story.</li> <li>• Uses well-developed and linked paragraphs with extensive detail to order ideas.</li> </ul>
<p style="text-align: center;"><u>Applied Language Conventions</u></p> <ul style="list-style-type: none"> <li>• Uses and spells correctly the vocabulary appropriate for this grade level.</li> <li>• Uses correctly the grammar conventions (ex: consistent verb tense) and punctuation specified for this grade level.</li> </ul>	<ul style="list-style-type: none"> <li>• Correctly spells a few high frequency words.</li> <li>• Shows limited accuracy in punctuation and grammar.</li> </ul>	<ul style="list-style-type: none"> <li>• Correctly spells some high frequency words.</li> <li>• Shows some accuracy in punctuation and grammar.</li> </ul>	<ul style="list-style-type: none"> <li>• Correctly spells most high frequency words.</li> <li>• Shows general accuracy in punctuation and grammar.</li> </ul>	<ul style="list-style-type: none"> <li>• Correctly spells all or almost all high frequency words.</li> <li>• Shows excellent accuracy in punctuation and grammar.</li> </ul>