Writing Activity – 7th Grade

Famous African American

**Objective**: After studying Rosa Parks and her contributions to the Civil Rights Movement, students will write a research report informing, asserting, and defending the claim that a certain African-American of their choice has had a significant impact on society and/or the world.

**Requirements:**

* Students must research and decide on a famous African-American whom they believe has made a significant impact on society. The impact could be on a specific part of society like sports, medicine, politics, religion, positive role model, etc.
* A drawing will be held to see who goes first, and once a name is selected, it cannot be used again.
* Students will learn how to design a research proposal.
* Students will use a variety of resources including one book, two databases, and three reliable Internet sources.
	+ A class will be used to learn how to operate and order books from Odin. A second class will be used to learn how to operate and document evidence from the ND State Library Databases.
* Students will create an outline to help guide their writing for a research report. A research report is much shorter than a research paper.
* Students will learn how to make bibliography cards and notecards.
* Students will develop a formal works cited page.
* Students will also be peer proofing each other’s work using Google Docs or some form of electronic editing.
* Once the report is complete, students will use the words to create a Tagxedo which will be displayed.
* Point of view will be third person unless material is quoted.
* Handouts will be given to explain examples and demonstrate procedures.
* The final research report must be written at grade level.
* The rules of plagiarism will be reviewed. Plagiarism is a form of cheating.

**List of Famous African-Americans**

1.

2.



3.

4.

5.

6.

7.



8.

9.

10.

11.



12.

13.

14.

15.

\*Possible Websites to Search:

* http://history1900s.about.com/od/people/tp/famousafricanamericans.htm
* http://www.factmonster.com/spot/bhmbios1.html
* http://www.enchantedlearning.com/history/us/aframer/bios/
* http://www.infoplease.com/spot/bhmfirsts.html
* http://www.biography.com/tv/classroom/african-american-achievements

Framing a Research Proposal – 7th Grade

A research proposal is a short paragraph that identifies the essential ingredients of your work:

1. The purpose of your paper.

2. The intended audience.

3. Your role as a research writer.

4. The thesis sentence.

Example:

I find the story behind the life and death of the famous African-American Stanley “Tookie” Williams to be one of trials and redemption. My role is to describe to my classmates and my teacher Stanley “Tookie” William’s troubled childhood, the negative influences in his life that lead to his co-founding the Los Angeles Crips and eventual death sentence, the redemption he found in becoming an anti-violence spokesperson and children’s author, and his legacy as a nominee for a Nobel Peace Prize and a Nobel Prize in literature. I will defend this thesis: Despite an imminent death sentence, Stanley “Tookie” Williams managed to turn his notorious, gang-infested lifestyle into one that promoted non-violence to children, and as a result, he left behind a legacy that nominated him for two Nobel Prizes.

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| Cards Aligned with Outline – 7th |

I. Childhood

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_ 4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_ B. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_ 1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. \_\_\_\_\_\_\_\_\_\_\_\_\_\_ 4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
8. \_\_\_\_\_\_\_\_\_\_\_\_\_\_ IV. Lasting Legacy
9. \_\_\_\_\_\_\_\_\_\_\_\_\_\_ A. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
10. \_\_\_\_\_\_\_\_\_\_\_\_\_\_ 1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

II. Influences (positive or negative) 2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_ 4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_ B. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_ 1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_ 4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_

 3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_

 4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_

III. Fame and/or Fortune

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_

**MLA Style**

A book by one author:

* **Bibliography:**

Lannon, John M. *Technical Writing*. Boston: Little, Brown and

 Company, 1992.

* **Parenthetical Note:**

(Lannon 139)

A book by two authors:

* **Bibliography:**

Gibaldi, Joseph, and Walter S. Achtert. *MLA Handbook for Writers of*

 *Research Papers*. 5th ed. New York: The Modern Language

 Association of America, 1998.

* **Parenthetical Note:**

(Gibaldi and Achtert 140)

A book with three or more authors:

* **Bibliography:**

Plag, Ingo, et al. *Introduction to English Linguistics*. Berlin: Mouton,

 2007.

* **Parenthetical Note:**

(Plag et al. 33)

A book with an author and an editor:

* **Bibliography:**

Austen, Jane. *Sense and Sensibility.* Ed. Claudia Johnson. New York:

 Norton, 2001.

* **Parenthetical Note:**

(Austen 225-226)

A signed encyclopedia article:

* **Bibliography:**

Posner, Rebecca. “Romantic Languages.” *The Encyclopedia Britannica:*

 *Macropedia*. 15th ed. 1987.

* **Parenthetical Note:**

(Posner 110)

An unsigned encyclopedia article:

* **Bibliography:**

“Cosby, Bill.” *The New Encyclopedia Britannica*. Chicago: Scholastic

 Library, 2011.

* **Parenthetical Note:**

(“Cosby” 46)

Website with an author:

* **Bibliography:**

Col, Jeananda. “Biographies of Great African-Americans.” *Enchanted Learning*. 2001. < http://www.enchantedlearning.com/history/us/ aframer/bios/>. (16 February 2014).

* **Parenthetical Note:**

(Col)

Website with an organization or sponsor:

* **Bibliography:**

The Nobel Media AB. “Martin Luther King, Jr. – Biographical.” *Nobel*

 *Prize*. 2013. < http://www.nobelprize.org/nobel\_prizes/peace/

 laureates /1964/king-bio.html>. (16 February 2014).

* **Parenthetical Note:**

(The Nobel Media AB)

Dictionary.com:

* **Bibliography:**

“racism.” *The American Heritage New Dictionary of Cultural Literacy, Third Edition.* Houghton Mifflin Company, 2005. < http://dictionary. reference.com/cite.html?qh=racism&ia=ahcl>. (16 February 2014).

* **Parenthetical Note:**

(“racism”)

Databases:

* **Bibliography:**

Worthington, Bruce. “Martin Luther King, Jr. as Identifactory Conglomerate.” *Black Theology: An International Journal* 11.2 (2013): 219-239. *Academic Search Premier.* Web. (16 February 2014).

* **Parenthetical Note:**

(Worthington)

Video & YouTube Video with Author:

* **Bibliography:**

McGrath, Jaime. “Black History Month #1 – What is Black History

 Month?” Online video clip. *YouTube*. YouTube, 27 January 2013.

 (16 February 2014).

* **Parenthetical Note:**

(McGrath)

Video & YouTube Video with Organization or Sponsor:

* **Bibliography:**

Learn Media of America. “Famous African Americans.” Online video

 clip. *YouTube.* YouTube, 3 February 2008. Web. (16 February

 2014).

* **Parenthetical Note:**

(Learn Media of America)