

The Biography Project

With this project, you will take a biographer’s approach to illuminating a moment in one of your classmates’ lives. You will mirror Claire Tomalin’s scholarship about Samuel Pepys, and do investigative research to provide depth and context while retelling your classmate’s story.

By now you should have in your possession two critical documents that will allow you to proceed with this project:

- A color-annotated copy of pages 227-229 of Claire Tomalin’s *Samuel Pepys: The Unequalled Self* that you compared in detail to the selection of *The Diary of Samuel Pepys* on pages 504-510 of your textbook.
- A copy of an in-class essay entitled “The Deepest Day,” written by one of your classmates.

STEP ONE

Read your classmate’s essay and make a short list of immediate questions you have about context or background. What needs clarification? Place names? Proper names? When is the setting of this essay? What was happening in the news at the time? Where did all the figures in the story work/attend school, etc?

STEP TWO

Sit down to interview the essay’s author and clarify details. Determine what additional sources the author could bring in to you to help you gather deeper contextual information. Items like these could help:

- * old yearbooks
- * school records
- * family photos
- * family stories
- * award certificates
- * religious records
- * childhood diaries
- * Facebook feeds
- * Twitter feeds
- * friend testimonies
- * newspaper clippings
- * scrapbooks

Of course the items that will be helpful to you will vary widely based on the essay you read.

STEP THREE

Determine which areas in your essay could be explored, expanded, or deepened, and then hit the library. We will visit the school library for one class period, but you may wish to do research on your own.

STEP FOUR

Write a biographical piece about your classmate, drawing from both the primary source(s) that s/he provided to you and the secondary sources that you researched on your own. Reference Claire Tomalin’s style in the color annotation you did for Samuel Pepys; you should insert your own research and analysis at roughly the same rate she does. Your finished biographical piece should meet these characteristics:

- 800 – 1700 words, typed, double-spaced, using Times New Roman or Calibri
- MLA in-text citations
- MLA Works Cited page (not included in word count)
 - **At least 2 primary sources**
 - **At least 3 research sources** (preferably more)

You must upload your final paper to papergrader.org/b8Cw3m by 11:59PM Eastern Time on Sunday, March 4.

APPLICABLE GEORGIA STANDARDS OF EXCELLENCE	
ELAGSE1112RI1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
ELAGSE1112RI7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
ELAGSE1112W2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
ELAGSE1112W6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
ELAGSE1112W7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
ELAGSE1112W8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
ELAGSE1112W9	Draw evidence from literary or informational texts to support analysis, reflection, and research



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CATEGORY	4	3	2	1
Use of Primary Sources and Secondary Sources in Tandem	Reading of primary source material was thorough and well-integrated with secondary research.	Reading of primary source material was fairly thorough but only integrated in "chunks" with secondary research.	Reading of primary source material was incomplete and was barely integrated with secondary research.	Reading of primary source material was not evident; secondary sources were absent or stood separately.
Organization	Information is very organized with well-constructed paragraphs.	Information is organized with well-constructed paragraphs.	Information is organized, but paragraphs are not well-constructed.	The information appears to be disorganized.
Primary Source Documentation	All sources (minimum of 2) are accurately documented in MLA format, both through in-text citations and a works cited page.	All sources (minimum of 2) are accurately documented, but a few are not in the desired format.	Only sources (only 1) is accurately documented, but the other(s) not in the desired format.	Fewer than 2 sources are not accurately documented/in use.
Research Documentation	All sources (minimum of 3) are accurately documented in MLA format, both through in-text citations and a works cited page.	All sources (minimum of 3) are accurately documented, but a few are not in the desired format.	All sources (only 2) are accurately documented, but many are not in the desired format.	Some sources (2 or fewer) are not accurately documented.
Mechanics	No grammatical, spelling or punctuation errors.	Almost no grammatical, spelling or punctuation errors.	A few grammatical, spelling, or punctuation errors.	Many grammatical, spelling, or punctuation errors.
Recognition of Reader (Voice)	The reader's questions are anticipated and answered thoroughly and completely.	The reader's questions are anticipated and answered to some extent.	The reader is left with one or two questions. More information is needed to "fill in the blanks".	The reader is left with several questions.
Requirements	Piece meets length and format requirements perfectly.	Piece uses wrong font and/or spacing, or is 25% shy of length requirement.	Piece uses wrong font size and/or spacing, or is 50% shy of length requirement.	Piece is more than 50% shy of length requirement.

TOTAL _____ / 28

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