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

“The Best Leader I Know is…” Paragraph Writing Assignment

1. Based on what you have learned in the last few periods, your assignment is to write a complete paragraph about whom you consider to be the best leader you know. This person could be someone from your own life (a coach, club leader, boss, relative, etc.) or someone more public, from your community, or someone famous whose life story you know well.
2. Use the table below to organize your thoughts. As you brainstorm ideas, consider what traits make that person the “best leader” – you will need three traits/reasons in support of your choice.

|  |  |  |  |
| --- | --- | --- | --- |
| Leaders I Know | Trait/Reason #1 | Trait/Reason #2 | Trait/Reason #3 |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

1. Once you have selected your person, follow the outline on the reverse side of the page to complete a rough draft of your paragraph.
2. Have a partner edit your rough draft before writing a final copy.
3. You will be sharing this paragraph VERBALLY with your teacher.

The Best Leader I Know: Paragraph Outline

|  |  |
| --- | --- |
| 1st Sentence:Topic sentence | “The best leader I know is… |
| 2nd Sentence: List the first trait the person has that makes them a great leader. |  |
| 3rd Sentence:Explain what they have done that illustrates that trait. |  |
| 4th Sentence: List the second trait they have that makes them a great leader. |  |
| 5th Sentence:Explain what she/he has done that illustrates that trait. |  |
| 6th Sentence: List the third trait they have that makes them a great leader. |  |
| 7th Sentence:Explain what they have done that illustrates that trait. |  |
| Finish with a concluding sentence. |  |

Andrea Pfeifer

Ms. Myers

ENG 2PI-03

23 October 2012

The Best Leader I Know

 The best leader I know is my cousin Robert because he is ambitious, charismatic and assertive. Robert is an ambitious teacher, son and friend who takes on challenges to do great things for the people who are important to him. *His ambition was clear when his mother, my Aunt, was diagnosed with a brain tumor. He wanted to take the opportunity to do something special for her by taking on the challenge of getting her to meet Oprah Winfrey.* **He started and led a national campaign on Facebook and Twitter to raise awareness and gain support from people across the country to get Oprah’s attention, which proved his ambitious nature as leader.** Rob’s charisma has helped him in many leadership roles. *It certainly helped him to accomplish the goal of having his mother meet Oprah. In addition to spear-heading the social networking campaign online he took the lead in networking and communicating with many people, including members of the HARPO staff to try and convince them to make room for his mother in Oprah’s busy schedule.* **He led the way for others to do the same which helped him get the attention of the important people he needed which resulted in his mother getting to meet Oprah when she did a show in Edmonton in January.** Finally, Rob’s assertiveness has benefited him as a leader because it ensures that his goals are met and even exceed. *This leadership trait shown through on the day of his mother’s visit with Oprah when he took action and spoke directly to her assistant and requested a private conversation with the icon so that his mother, an artist, could present Oprah with a painting.* **As a result of his assertiveness in communicating his request, Oprah stayed longer to chat with my aunt and she even gave her and my cousin a shout out during her show.**  It takes leadership to make once in a lifetime experiences happen and my cousin’s ambition, charisma and assertiveness, which combined gave his mother an incredible opportunity, make him the best leader I know.

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

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_:Teacher

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_:Course Code

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_:Date (Day/Month/Year

The Best Leader I Know

|  |
| --- |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |

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

| Rubric for a Well-Written Paragraph  |
| --- |
| **Categories of Performance:** | **Beginner (1)** | **Basic (2)** | **Intermediate (3)** | **Advanced (4)** |
| **Voice**  | Not well-paced; highly inconsistent voice projection, enunciation, eye contact, and overall sense of audience; few signs of enthusiasm, interest, or engagement  | Mostly smooth; more control of pace needed; average voice projection, enunciation, eye contact, and overall sense of audience; occasionally enthusiastic | Smooth presentation, good pace; solid voice projection, enunciation, eye contact, and overall sense of audience; quite enthusiastic and engaging.  | Fluid presentation, excellent pace, voice projection, enunciation, eye contact and overall sense of audience; highly enthusiastic and engaging |
| **Opening sentence**  | The sentence is incomplete and does not state the main idea.  | The sentence is complete, but does not state the main idea.  | The sentence is complete and adequately states the main idea.  | The sentence is complete and clearly states the main idea.  |
| **Supporting sentences**  | Some sentences are incomplete or run-on and do not support the main idea.  | Some sentences are incomplete or run-on, but support the main idea.  | Most sentences are complete and support the main idea.  | All sentences are complete and support the main idea.  |
| **Closing sentence**  | The sentence is incomplete and does not sum upthe paragraph.  | The sentence is complete, but does not sum up the paragraph.  | The sentence is complete and adequately sums up the paragraph.  | The sentence is complete and clearly sums up the paragraph.  |
| **Organization of ideas**  | Ideas in the paragraph are disorganized and do not support the main idea, causinga confusion of meaning.  | A few ideas in the paragraph do not support the main idea or are out of place, causing a confusion of meaning.  | Ideas in the paragraph support the main idea, but could be organized more clearly.  | Ideas flow in the paragraph and clearly support the main idea, creating meaning. |
| **Vocabulary or word use**  | Some inappropriate vocabulary is used and some words are used in the wrong context.  | Some words are used in the wrong context.  | All words are used appropriately.  | All words are used appropriately and there is evidenceof some new vocabulary being used.  |
| **Spelling, capitalization,and punctuation**  | There are many errors in spelling, capitalization, and punctuation.  | There are some errors in spelling, capitalization, and punctuation.  | There are only a few errors in spelling, capitalization, and punctuation.  | There are no errors in spelling, capitalization, or punctuation |