

North Carolinians of Note—Profiles & Graphic Organizers

Choose among the profiles written by students for the North Carolinians of Note project and use the study guides that apply to specific stories and/or graphic organizers that apply to all.

Students in John Robinson's feature writing class at the School of Journalism and Mass Communication at the University of North Carolina at Chapel Hill wrote the fall 2013 profiles. Students in Richard Cole's classes produced all of the other profiles. To locate the profiles and study guides, visit <http://ncpressfoundation.org/north-carolinians-of-note/>.

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Profiles that appear on the NCPF, NIE website, along with study guides

Profiles written in 2013-Eben Alexander, Jim Avett, Jim Beatty, Joey Cheek, Anson Dorrance, Charles Hadley, Franklin McCain, Jonathan Reckford, Tom Ross and Bellamy Young (John Robinson's students).

Profiles written in 2012-Doris Betts, Woody Durham, Sam Ervin Jr., Hugh Morton, James Taylor, David Zucchino (Richard Cole's students)

Profiles written in 2011-Caleb Bradham, Lucius Morse, Hugh Morton, Sharon Lawrence (Richard Cole's students)

Profiles written in 2010-Charles Kuralt, Doc Watson, Dale Earnhardt Jr., Andrew Jackson, Ava Gardner, "Blind Boy" Fuller Allen, Choo Choo Justice, George Moses Horton, John Coltrane, R. Getty Browning, Thomas Wolfe (Richard Cole's students)

What is a profile?

DIRECTIONS: Any profile should focus on an interesting subject. The writer presents information about the chosen subject based on observations, interviews, conducted in person, on the phone and/or through email or texts, and/or other research, using print and online sources. The writer also conveys his/her perspective on the person.

PROFILE

1. What words are similar in meaning to the word “profile” as explained above?

2. The word “profile” has other meanings.
What does the word mean when someone says she saw a profile, not the person’s full face?

3. What does the word “profiling” mean, when someone in the news supports or objects to profiling by law enforcement?

NOTE! Using the key words, *profile* and *profiling*, search your newspaper’s Web or e-edition to discover different ways the words are used. Share examples. More background information appears on page 8 of this series.

QUESTIONS

Answer the questions about any of the profiles that are North Carolinians of Note and/or a profile in your newspaper:

1. Who is the subject?

2. Where does the writer get his/her information?

3. What is the writer’s perspective on the person? What passages offer that perspective?

4. What’s your perspective/ conclusion about the subject?

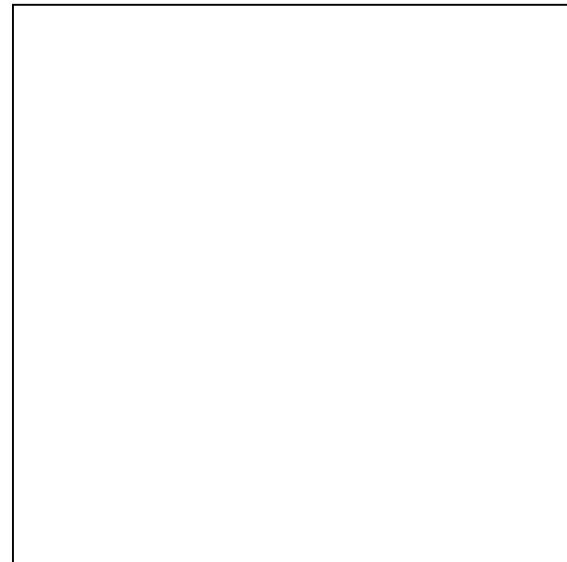
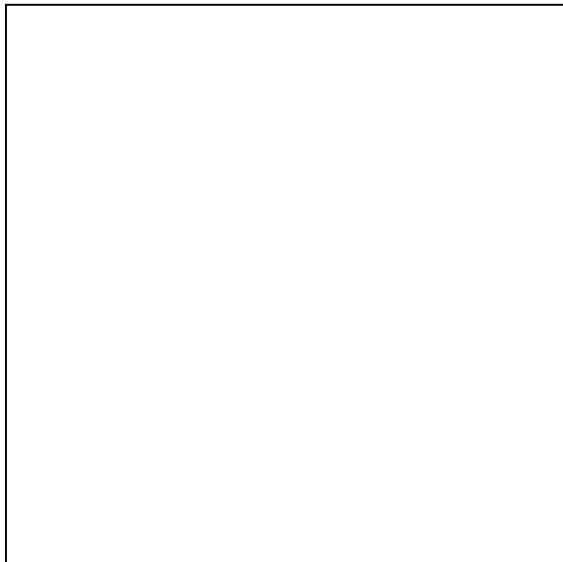
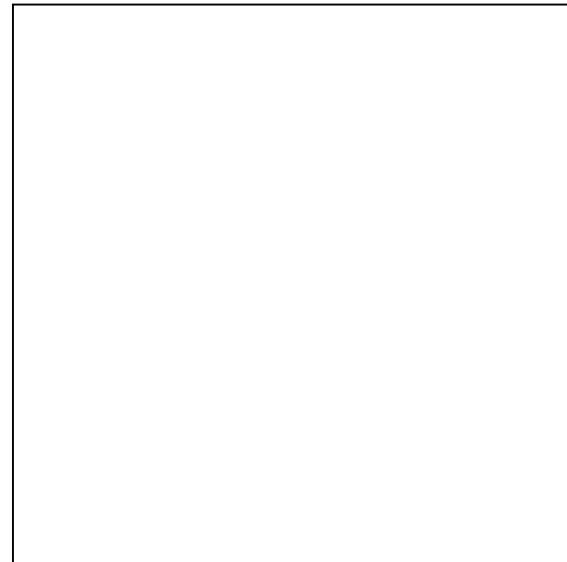
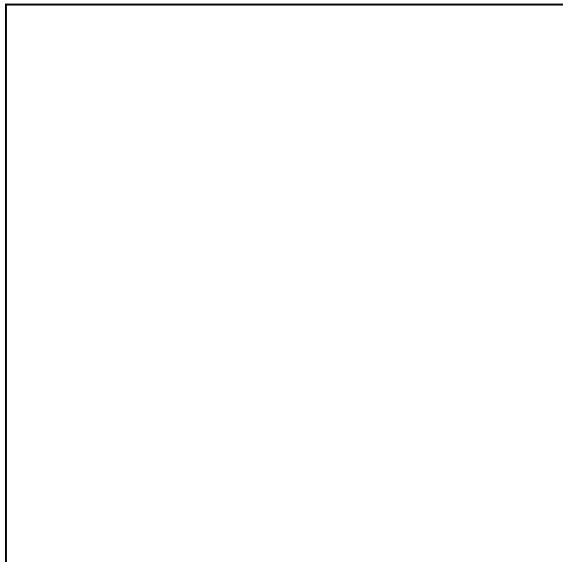
FOLLOW-UP: Who interests you? Talk to classmates and read through the newspaper, print and online, and identify people whom you would like to know more about. Write a profile about someone you choose.

Word study

Profiles

DIRECTIONS: Do stories about people appeal to you?

Use the squares below to identify the people and record words from the profiles. Add appropriate color and art to make the design more beautiful.

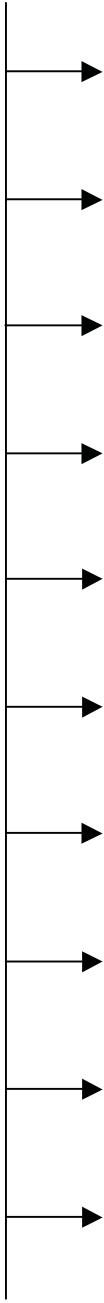


FOLLOW-UP: Search your print and/or online newspapers and identify people who are the subject of stories. Write one person in each square. Add colorful words and phrases and include color and art.

Plot or events

What happens?

DIRECTIONS: As you read each profile, record key events in the order they occurred in the person's life.



FOLLOW-UP: Write about the effects that key events have on the individual. Record one effect for each event. Ask yourself what might have happened to the person if one or more event had not occurred or if the order of events changed.

In order, list events from a news story or series of news stories and discuss their effects.

Making connections

What do you learn?

DIRECTIONS: For each profile, read the name and headline, and study the accompanying photo. Then record what you know about the person before you read the profile. After reading the profile, record what you learn.

Know	Learned	Want to Know

FOLLOW-UP: What more do you want to know about the person? Where will you look for information? Discuss and write about what you learn from your research.

Find a profile in your newspaper and answer the same questions about the person.

Problem Solving

DIRECTIONS: Select a person described in a profile and answer the questions below from that person's perspective or point of view:

1. What is the problem?

2. What caused the problem?

3. What effects did the problem have?

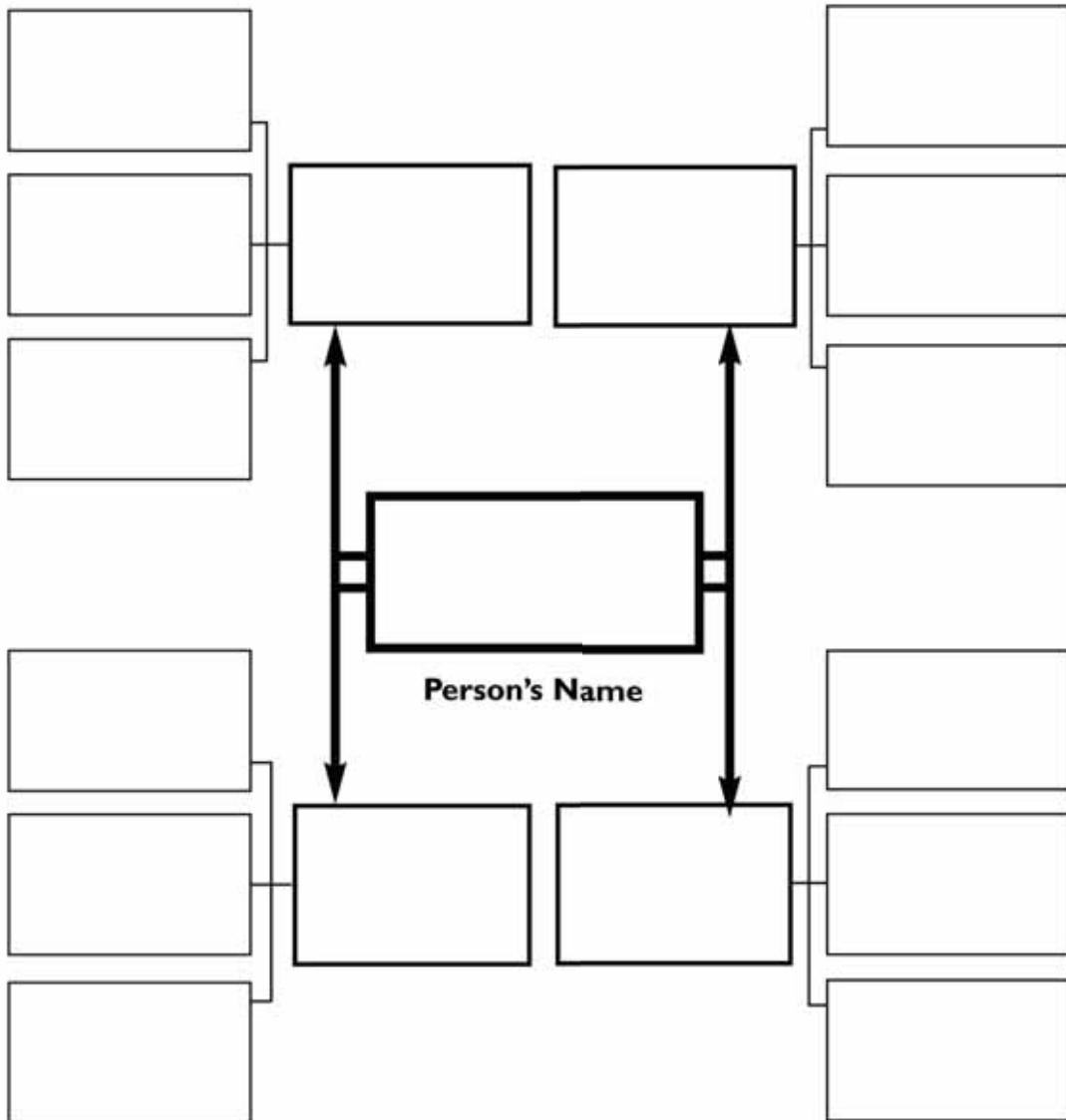
4. How did the person address or solve the problem?

5. What obstacles did she/he face and/or overcome?

FOLLOW-UP: Choose someone in the news who has a problem that concerns you. Answer the above questions from that person's perspective. Then answer from your own perspective. Is your analysis of the problem different from the person whom you chose?

Describing a Person

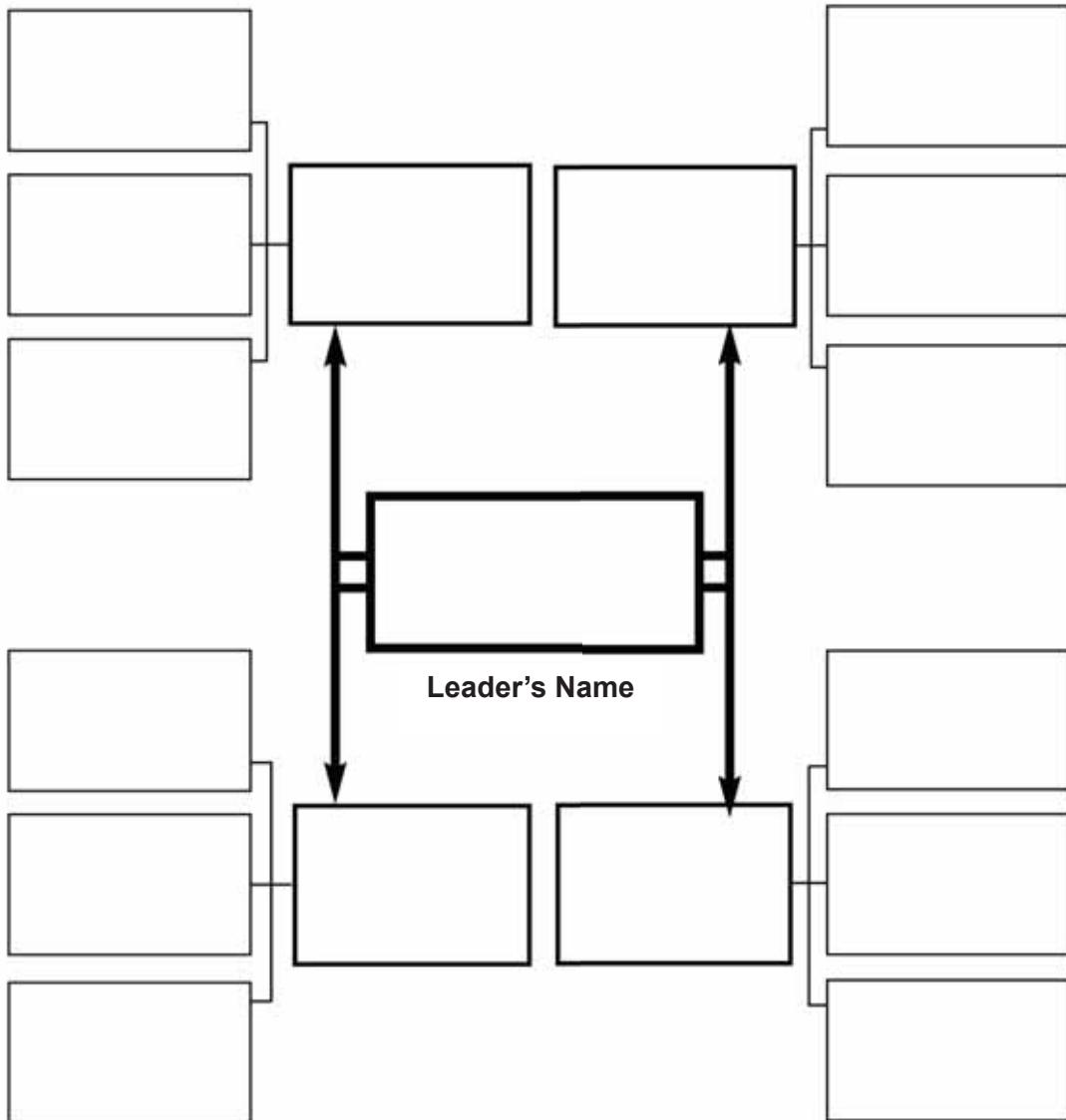
DIRECTIONS: Select one of the individuals described in a profile. Write the person's name in the largest rectangle in the center of the graphic below. In the four boxes with bold arrows, list four traits that the person demonstrates. In each of the three smallest boxes, cite a behavior that provides evidence of the trait. Note! Adjust the graphic. You may not find three items for all four traits; you may find more than three.



FOLLOW-UP: Find someone in the news whom you admire and write his/her name in the center, four traits in the space and in the outside spaces, provide evidence to support your choice of traits. Provide bibliographic information about where you found your story or stories about the person.

Describing a Leader

DIRECTIONS: Write LEADER in the large rectangle in the center. Choose four people whom you think act as leaders and, in the four boxes with bold arrows, list their names. In the three boxes outside each name, cite evidence to support your choice of this person as a leader. Use what you prepare as an outline for a paper you write or other presentation you give on leadership.



FOLLOW-UP: Choose one political leader and list four of his/her traits. Then offer reasons for your selecting those traits in the three boxes on the outside.

Background: NC of Note—*Profile*, defined and explained

A **profile** provides information about someone or an account of his or her life. A **profile** may describe and offer a brief history and/or analysis about someone. Shorter than a biography, a **profile** about an individual who's living relies on interviews, anecdotes and observations.

Background information about the use of the term **profile** and development of **profiles** refers to the magazine, *The New Yorker*, in the 1920s and the Latin root of the word, **profile**, which means "thread" or "draw a line."

OTHER meanings: The term **profile** used as a noun may also refer to a representation of someone's face as seen from the side as well as to a written account. Social media users complete **profiles**, giving details about their history and preferences on their sites.

Profile (verb) also offers multiple meanings. To profile may refer to drawing someone or giving or offering specific details about that person.

The website, *How Stuff Works*, describes the more controversial use of profiling that involves police efforts to identify criminals or potential criminals. To find out more, visit: <http://people.howstuffworks.com/profiling.htm>

A search for advice on how to write an effective profile or short biography turned up references to the following two sources:

Journalism Education: How to Write a Profile Story

<http://journalism-education.cubreporters.org/2010/08/how-to-write-profile-story.html>

Hearts and Guts: Writing the Personal Profile

<http://www.poynter.org/uncategorized/2022/hearts-and-guts-writing-the-personal-profile/>

Other sources define and explain the profile or story about a person's "unique qualities:"

<http://www.learnersdictionary.com/search/profile>

<http://www.merriam-webster.com/dictionary/profile>

<http://grammar.about.com/od/pq/g/profileterm.htm>

<http://grammar.about.com/od/developingessays/a/essayprofile.htm>

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