Collaborative Biography Project

Objective: Research a specific person in order to learn about his/her career, life, and notable achievements. Create an attractive poster that includes a colored illustration of the individual and presents the most crucial information from your research.

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1. The poster is comprised of 6 separate pieces of paper. Evenly distribute the pieces of the poster amongst the members in your group.

2. Look for reputable sources of information and websites from credible organizations. Research the person, specifically using the categories you are assigned. Take notes on your findings, but don't write directly on your poster just yet. Write down your notes on the brainstorming worksheet.

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3. Examine and analyze the information you've gathered. Compare notes with your group members and remove any repeated or redundant information. Choose essential information that you will use to fill in the appropriate boxes on your pieces of paper. Proofread, revise, and edit the information you've found. Make sure the information you gathered is written in your own words.

4. Neatly copy your final drafts of information onto your poster. Use dark pen or marker. (You can use pencil to begin with and then trace over the pencil with a darker pen).

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5. Collaborate with your group to choose a color scheme for your poster. Each group member should color an equal number of pages. You can use crayons, colored pencils, markers, glitter, and other crafting materials. The poster must be entirely colored.

6. Complete the project! Carefully cut along the dotted lines to retrieve the final 6 pieces of poster paper. Tape the 6 pieces of paper in their proper places, so that the illustration lines up correctly.

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Powerful People Biography Project Rubric

	20	15	10	5
Research	The group conducts thorough research on the person. The group demonstrates a deep understanding of the historical context and events related to the person's life. The project depicts important events of the person's life accurately and specifically. The group includes meaningful information.	The group conducts research on the person. The group demonstrates a basic understanding of the historical context and events related to the person's life. The project depicts some important events of the person's life accurately and specifically. The group includes mostly meaningful information.	The group conducts some research on the person. The group demonstrates an elementary understanding of the historical context and events related to the person's life. The project depicts events of the person's life that are moderately unclear or inaccurate. The group includes a fair amount of meaningful information.	The group conducts little research on the person. The group does not demonstrate an understanding of the historical context and events related to the person's life. The project depicts unimportant events of the person's life that are inaccurate or ambiguous. The group mainly includes nonessential information.
Overall Appearance	The overall appearance is exceptionally creative and aesthetically pleasing. The graphic elements are skillfully and neatly colored. The written text is distinct and easy to read.	The overall appearance is creative and aesthetically pleasing. The graphic elements are neatly colored for the most part. The written text is easy to see and read.	The overall appearance is somewhat creative and acceptably attractive. The graphic elements are colored completely, though slightly messy. The written text is visible and decently readable.	The overall appearance is messy and not attractive to look at. The graphic elements are not colored completely. The written text is difficult to see and comprehend.
Participation	All students in the group are on task, and everyone completes his/her individual role. All group members contribute to the planning, research, and execution of the project. Group members follow directions and complete the project on time.	Mostly all students in the group are on task, and majority of the members complete his/her individual role. Most of the group members contribute to the planning, research, and execution of the project. Most of the group members follow directions and complete the project on time.	Some of the students in the group are on task, and some group members complete his/her individual role. Some of the group members contribute to the planning, research, and execution of the project. Some of the group members follow directions and complete the project on time.	The students in the group are seldom on task, and less than half of the group members complete his/her individual role. The group members scarcely spend time planning and researching for the project. Hardly any of the group members follow directions nor complete the project on time.
Cooperation	The group works together to create a well-executed project. Students respect one another and encourage the ideas and efforts of others in a cooperative manner. The group demonstrates a positive attitude towards the project.	The group works together to create a completed project. Students mostly respect one another and maybe encourage the ideas and efforts of others. The group demonstrates a positive attitude towards the project.	The group sometimes works together, but mostly works independently to create a completed project. Students sometimes respect one another and tolerate the ideas and efforts of others. The group demonstrates a somewhat positive attitude towards the project.	The group does not work together in order to complete the project. Students show minimal respect for one another and struggle to tolerate the ideas and efforts of others in a decent manner. The group demonstrates a negative attitude towards the project.
Attention to Detail	Writing contains 0-1 errors in grammar, punctuation, or spelling. The group thoroughly and effectively completes all the project requirements.	Writing contains maybe 2-3 errors in grammar, punctuation, or spelling, but it does not distract the reader from the overall content. The group completes all of the project requirements.	Writing contains 3-4 errors in grammar, punctuation, or spelling that somewhat distract the reader from the content. The group completes most of the project requirements.	Writing contains more than 4 errors in grammar, punctuation, or spelling that distract the reader from the content. The group completes some of the project requirements.

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Group Members:

Additional Comments:

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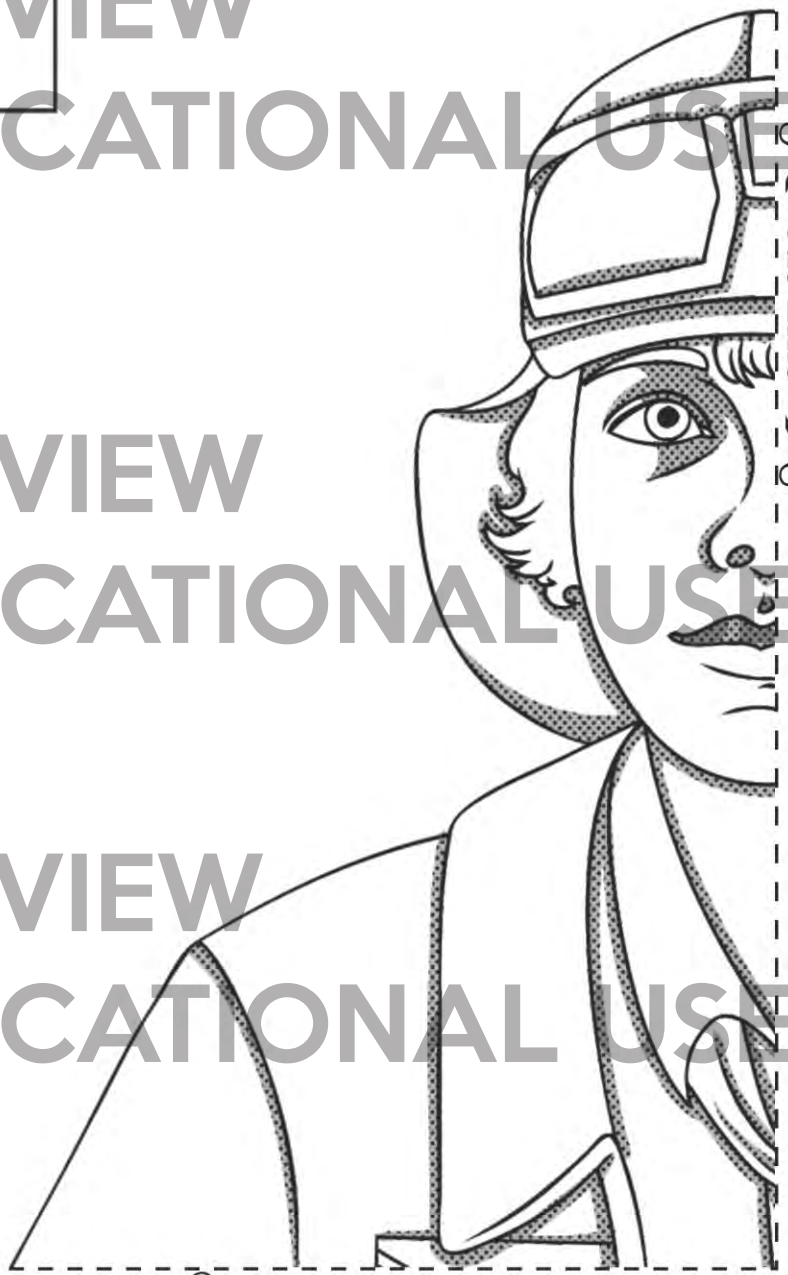
EARA

FAMOUS FOR

SUCCESSES



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ELIA
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QUOTE

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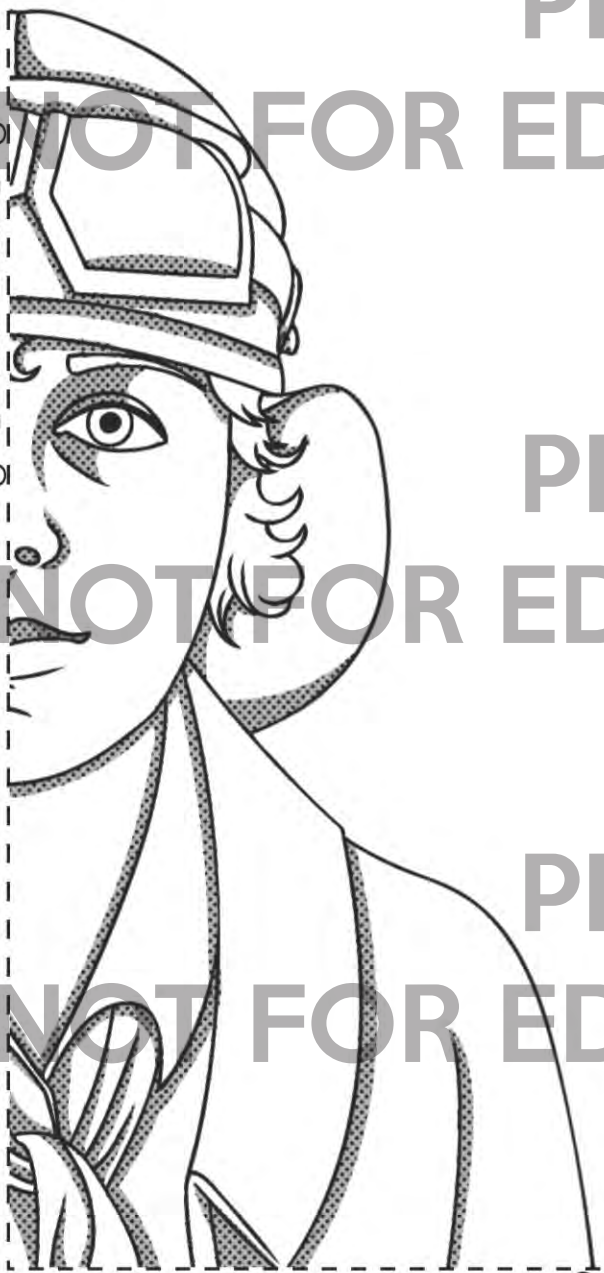

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CAREER

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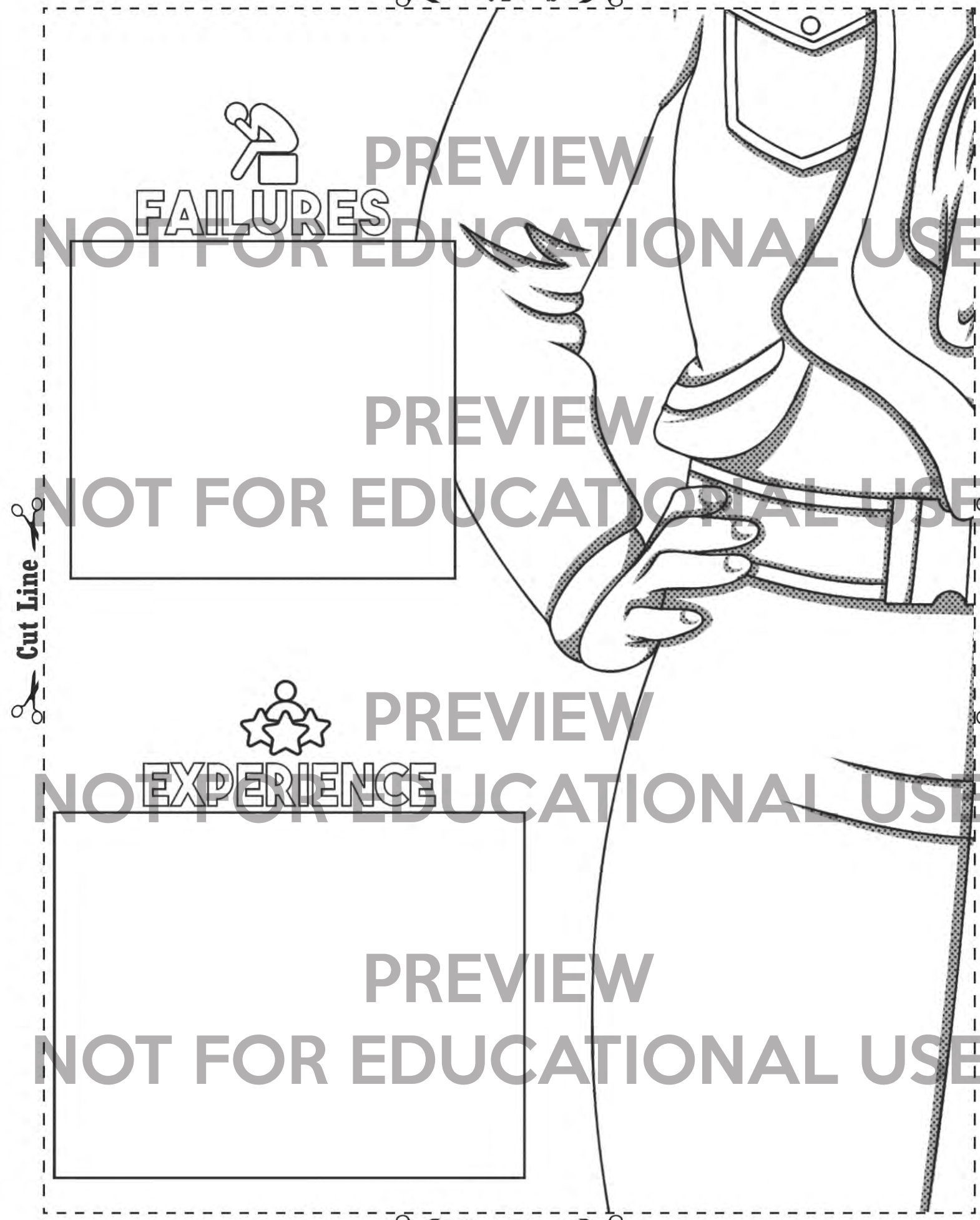

FAILURES

EXPERIENCE

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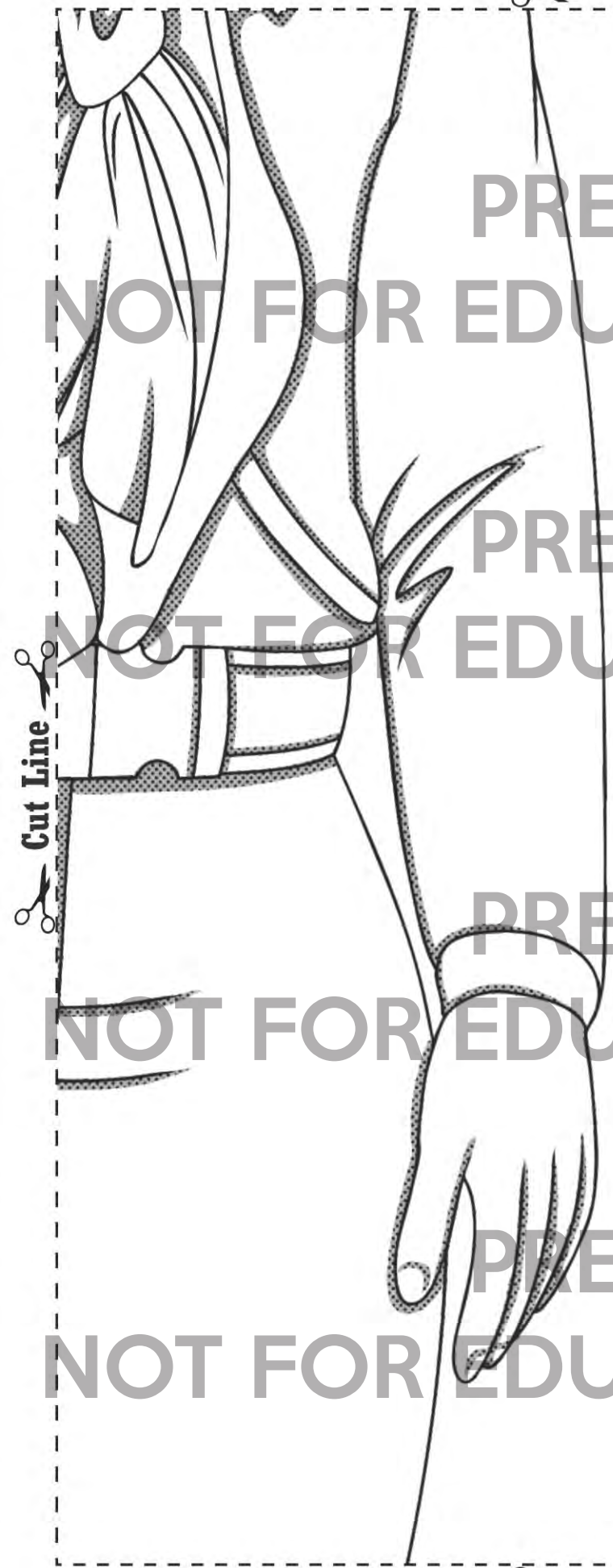

INSPIRATION

PERSONALITY

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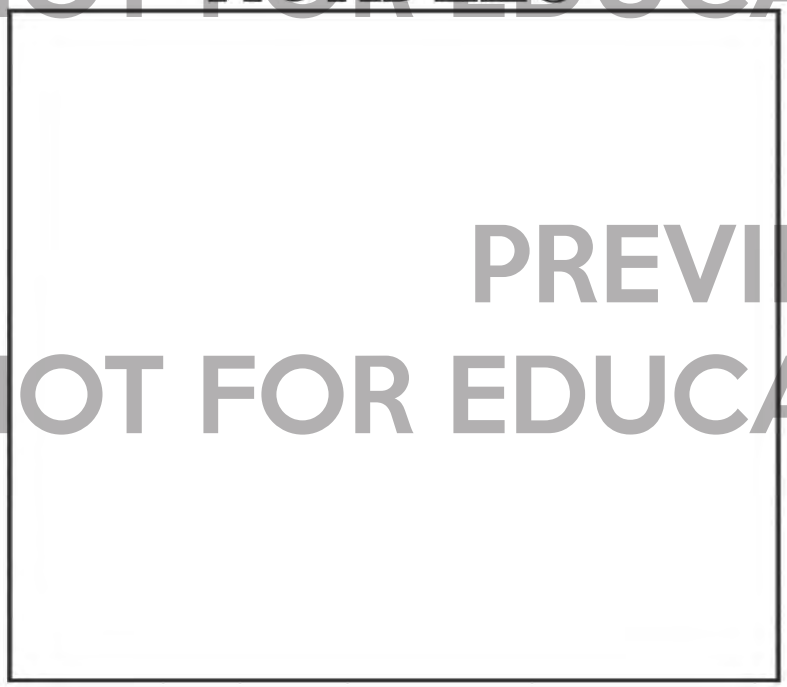
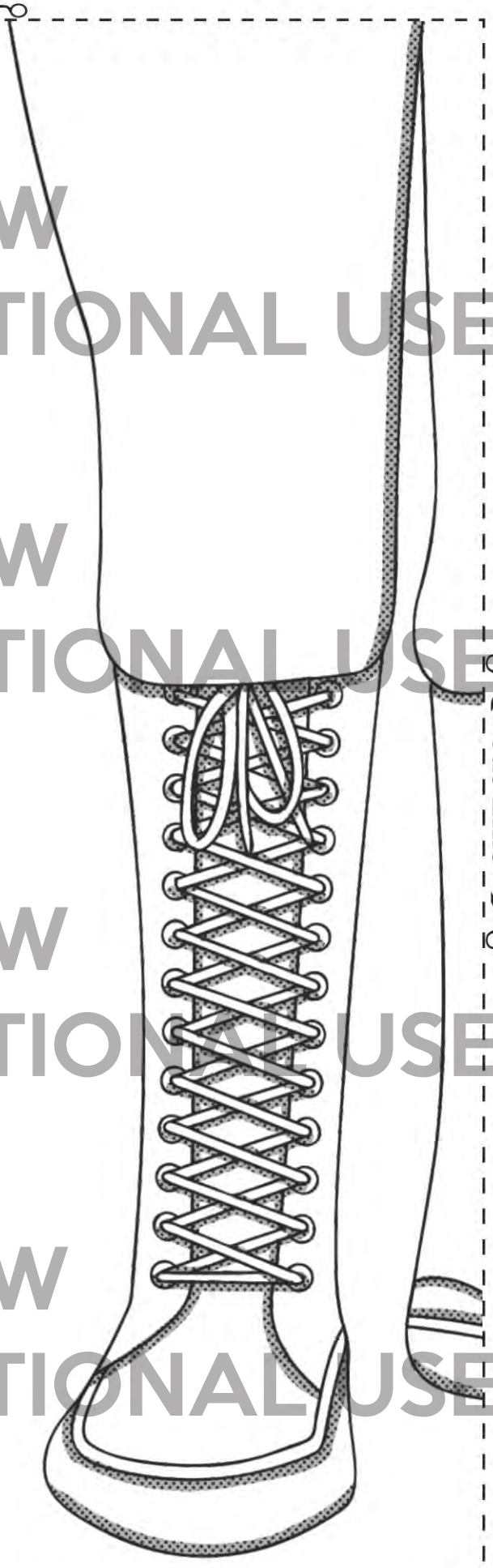
HURDLES



BIRTH



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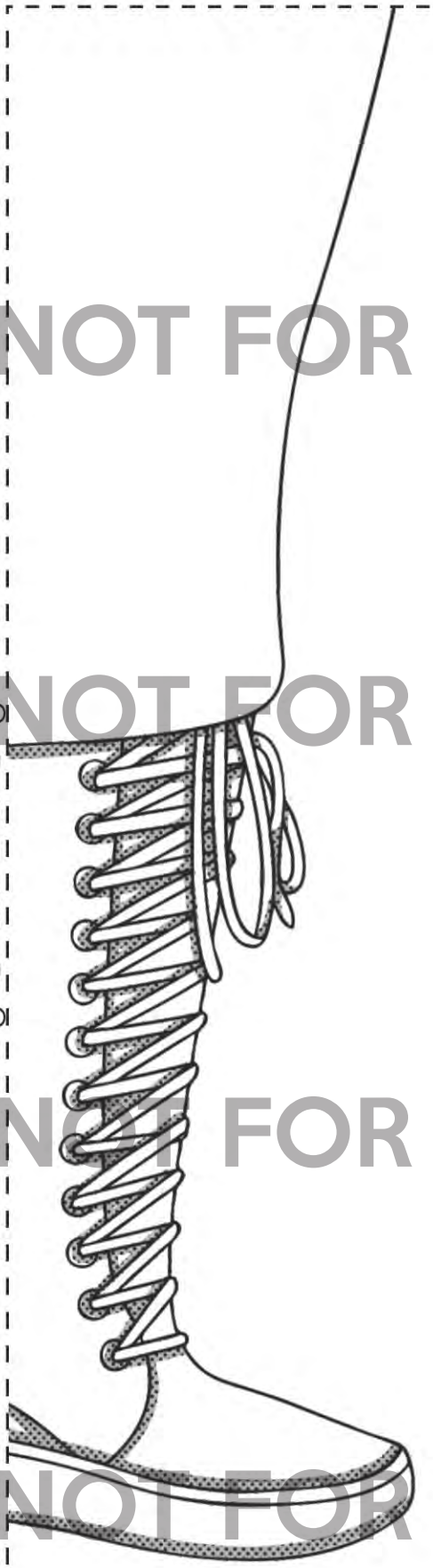

IDEALS

AGE / DEATH DATE

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Biography Project
Brainstorming Worksheet

First, research the person you are assigned and write your findings here. Next, transfer your answers to the boxes on your poster. Each box on your poster should include 1-3 sentences.

FAMOUS FOR: What is the thing they are most known for?

SUCCESSES: Describe at least one major accomplishment or achievement.

FAILURES: Describe one failure or loss this person experienced.

EXPERIENCE: Explain at least two memorable life events from this person's life.

HURDLES: What struggles/obstacles did this person face or overcome?

BIRTH: List this person’s birthdate and birthplace.

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QUOTE: Include one direct quote from this person that is meaningful and significant.

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CAREER: What is/was this person's occupation? How did his/her career begin and flourish?

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INSPIRATION: Who or what inspired this person?

PERSONALITY: List at least three traits this person possesses.

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IDEALS: What does this person believe in? What are his/her morals, values, principles, or goals?

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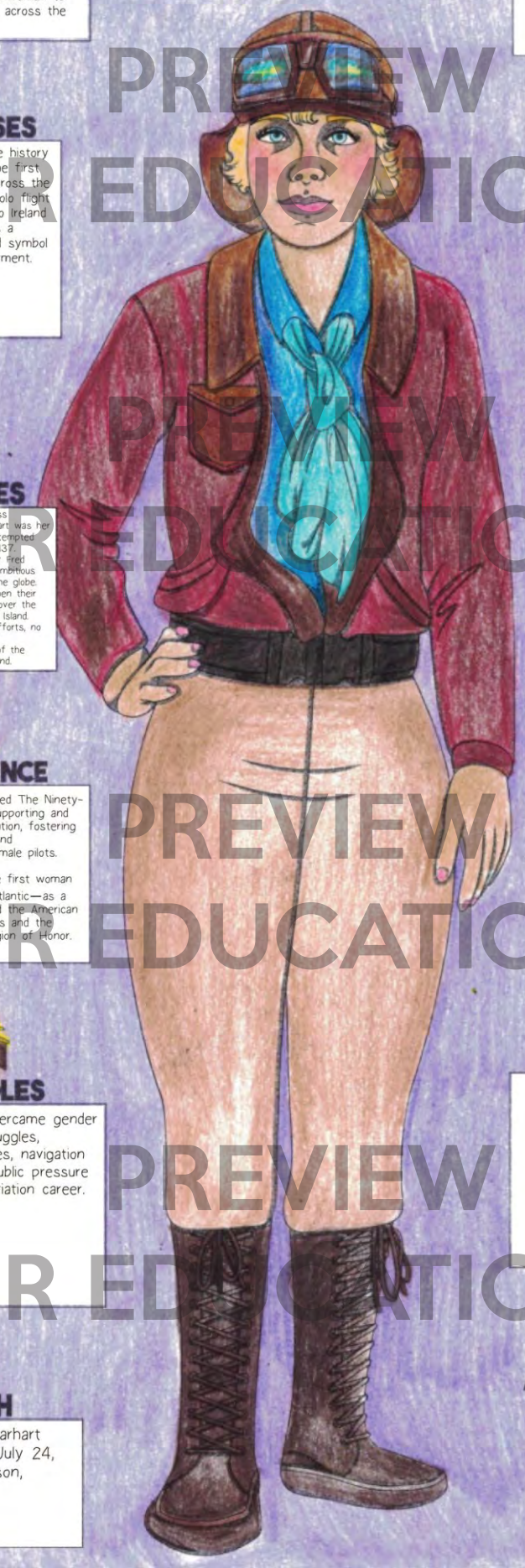
AGE/DEATH DATE: How old is this person? Where are they now? If they are no longer alive, where/when/how did they pass away?

AMELIA EARHART



FAMOUS FOR

Amelia Earhart is most well known for being a record setting aviator, she was the second person to fly solo across the Atlantic and the first woman to fly solo and nonstop across the United States.

QUOTE

"Never do things others can do and will do, if there are things others cannot do or will not do."

SUCCESSES

In 1932, Earhart made history again by becoming the first woman to fly solo across the Atlantic Ocean. Her solo flight from Newfoundland to Ireland solidified her place as a pioneering aviator and symbol of women's empowerment.

CAREER

Amelia Earhart was an aviator and author. Her interested in aviation began after interacting with wounded pilots while volunteering as a nurse's aide for the Red Cross during WW1. Her aviation career began when she took her first flying lesson in 1920, sparking her passion for aviation and eventually leading her to become one of the most celebrated pilots in history.

FAILURES

One significant failure or loss experienced by Amelia Earhart was her disappearance during her attempted around-the-world flight in 1937. Earhart, along with navigator Fred Noonan, embarked on this ambitious journey to circumnavigate the globe. However, tragedy struck when their plane vanished somewhere over the Pacific Ocean near Howland Island. Despite extensive search efforts, no conclusive evidence of their whereabouts or the cause of the disappearance was ever found.

INSPIRATION

An event at an airshow in Los Angeles in 1920 inspired Earhart's aviation career. At that airshow, the story goes that Earhart's father paid the acclaimed aviator Frank Hawks US $10 to take her on her first flight, a 10-minute jaunt.

EXPERIENCE

In 1929 Earhart co-founded The Ninety-Nines, an organization supporting and promoting women in aviation, fostering a sense of community and empowerment among female pilots.

In 1932, she became the first woman to fly solo across the Atlantic—as a pilot. Her awards included the American Distinguished Flying Cross and the Cross of the French Legion of Honor.

PERSONALITY

Adventurous
Determined
Courageous

HURDLES

Amelia Earhart overcame gender bias, financial struggles, technical challenges, navigation difficulties, and public pressure throughout her aviation career.

IDEALS

Amelia Earhart's ideals, morals, and principles centered around independence, equality, and courage. She championed gender equality, valued independence, and displayed remarkable courage in the face of challenges.

BIRTH

Amelia Mary Earhart was born on July 24, 1897, in Atchison, Kansas.

AGE / DEATH DATE

Earhart disappeared on July 2, 1937 within the Pacific Ocean, while en route to Howland Island from Lae, New Guinea at the age of 39. She was legally declared dead on January 5, 1939.

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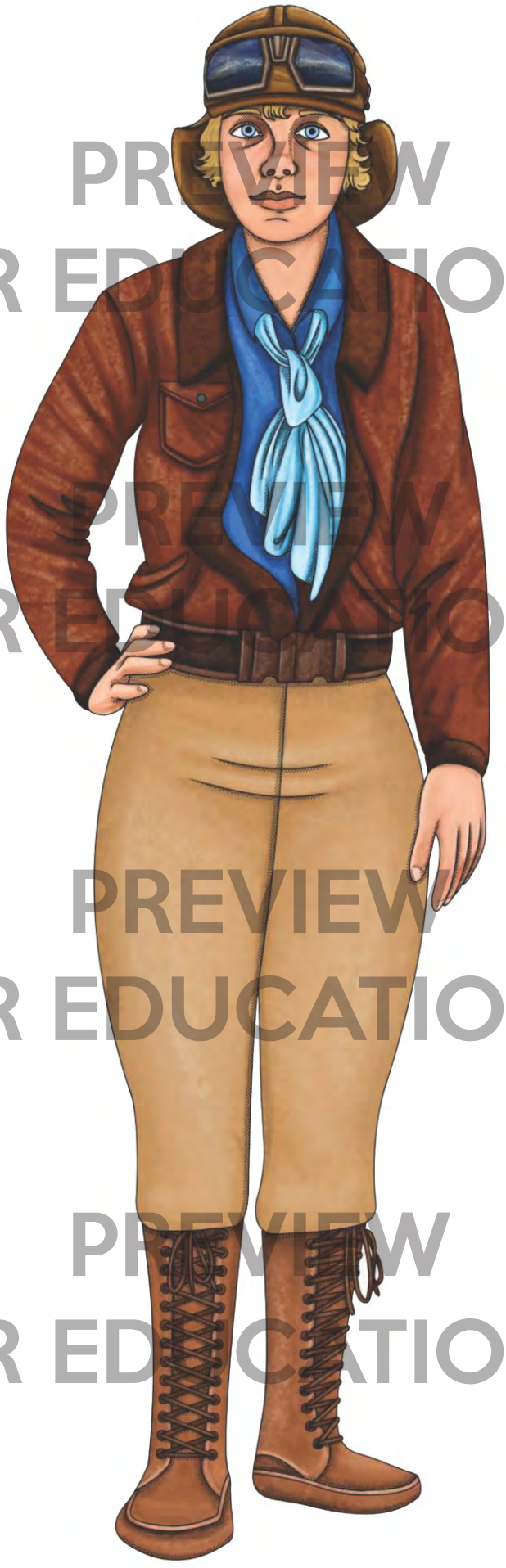

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