

Cut Line



FAMOUS FOR

BES
COLE

PREVIEW

NOT FOR EDUCATIONAL USE



SUCCESSES

PREVIEW

NOT FOR EDUCATIONAL USE

PREVIEW

NOT FOR EDUCATIONAL USE



Cut Line



Cut Line



SSIE
MAN

PREVIEW

QUOTE



PREVIEW



PREVIEW

CAREER



PREVIEW

PREVIEW



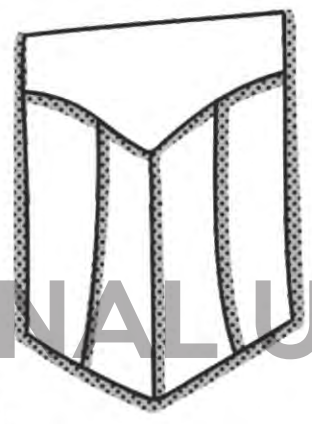
Cut Line



Cut Line



FAILURES



PREVIEW

NOT FOR EDUCATIONAL USE

PREVIEW

NOT FOR EDUCATIONAL USE

Cut Line

Cut Line



EXPERIENCE

PREVIEW

NOT FOR EDUCATIONAL USE

PREVIEW

NOT FOR EDUCATIONAL USE

Cut Line



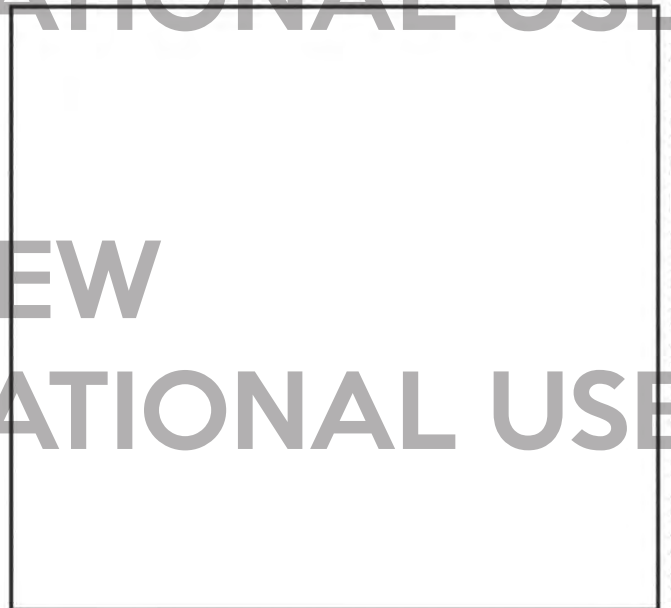
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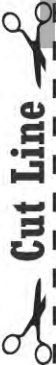
INSPIRATION



PERSONALITY



Cut Line



Cut Line



Cut Line

Cut Line



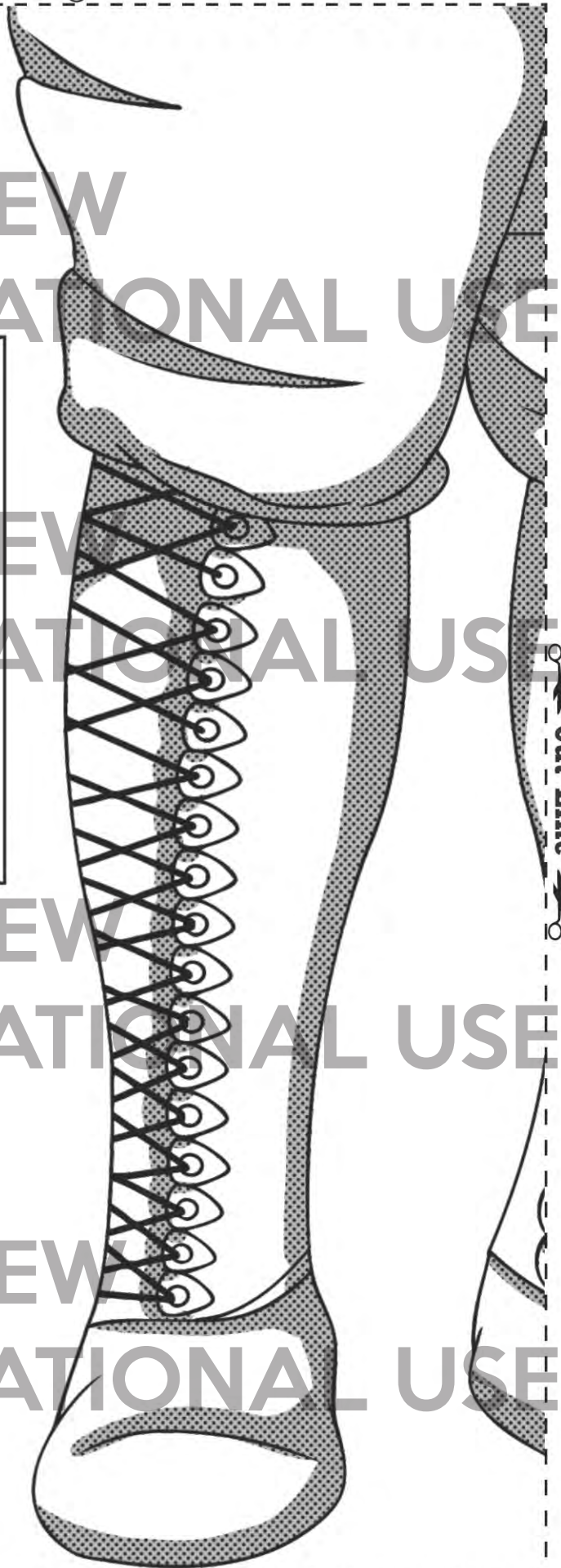
HURDLES



BIRTH



Cut Line



Cut Line

Cut Line

Cut Line



PREVIEW IDEALS

NOT FOR EDUCATIONAL USE

PREVIEW

NOT FOR EDUCATIONAL USE

Cut Line

Cut Line

PREVIEW



NOT FOR EDUCATIONAL USE

AGE / DEATH DATE

PREVIEW

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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.

Group Members:

Additional Comments:

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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.

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.
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).
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.



**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?

SUCCESES: 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.

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?

Bessie Coleman

Famous For: What is the thing they are most known for?

Bessie Coleman was the first African-American woman, and also the first woman of Native-American descent, to hold a pilot's license.

Successes: Describe at least one major accomplishment or achievement.

Bessie Coleman got to fly publicly as the first African American woman to do a flight performance in 1922.

Failures: Describe one failure or loss this person experienced.

When Bessie turned eighteen years of age, she saved enough money to afford Langston University in Langston, formerly known as Colored Agricultural and Normal University. After a semester, she had to drop out of college as she couldn't afford to continue her education because of a financial crisis.

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

On June 15, 1921, she became the first American woman to obtain an international pilot's license from the Fédération Aéronautique Internationale.

In 1921, Coleman returned to Chicago and got a job as a barnstorming pilot, performing stunts at aviation shows. "Barnstorming" was a popular style of flying throughout the 1920s.

Hurdles: What struggles/obstacles did this person overcome?

Only two years into her flight career, Coleman survived her first major airplane accident. In February 1923, her airplane engine suddenly stopped working mid-flight and she crashed. She was badly hurt in the accident and suffered a broken leg, a few cracked ribs, and cuts on her face. The accident did not stop her from flying again.

Birth: List this person's birth date and birthplace.

Bessie Coleman was born on January 26, 1892 in Atlanta, TX.

Quote: Include one direct quote from this person that is memorable or significant.

"I refused to take no for an answer."

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

Coleman obtained an international pilot's license from the Fédération Aéronautique Internationale. After returning to the United States Coleman would find that racial and gender biases precluded her from becoming a commercial pilot. Stunt flying, or barnstorming became her profession as it was her only career option. Before her career in aviation, Coleman went to the Burnham School of Beauty Culture in 1915 and became a manicurist in a local barbershop.

Inspiration: Who or what inspired this person?

One day Bessie's brother John, who had served in France during World War 1 said, "I know something that French women do that you'll never do... fly!" That remark prompted Coleman to travel to France, after teaching herself the language, and on June 15, 1921, she graduated from the Federation Aeronautique Internationale, becoming the first African American woman to achieve a pilot's license.

Personality: List at least three traits this person possesses.

Determination, Resilience, Courage.

Ideals: What does this person believe in? What are their morals/values/principles or goals?

Coleman was principled and believed in a vision of a more equal society. Coleman used her position of prominence to encourage other African Americans to fly. She also made a point of refusing to perform at locations that wouldn't admit Black people.

Age/Death Date: How old is this person? Where are they now? If they are no longer alive, where/when/how did they die?

On April 30, 1926, Bessie Coleman took a test flight with a mechanic named William Wills. Wills piloted the plane while Coleman sat in the passenger seat. At about 3,000 feet in the air, a loose wrench got stuck in the engine of the aircraft. Wills could no longer control the steering wheel, and the plane flipped over. Coleman was not wearing a seatbelt. At the time, airplanes did not have a roof. Due to her un-fastened seatbelt, when the plane flipped over, Coleman fell out of the open plane. She did not survive the fall. Coleman died April 30, 1926; she was 34 years old at her time of death.



FAMOUS FOR

Bessie Coleman was the first African-American woman, and also the first woman of Native-American descent, to hold a pilot's license.

BESSIE COLEMAN



QUOTE

"I refused to take no for an answer."



SUCCESSSES

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FAILURES

When Bessie turned eighteen years of age, she had saved enough money to afford Langston University in Langston, formerly known as Colored Agricultural and Normal University. After a semester, she had to drop out of college as she couldn't afford to continue her education because of a financial crisis.



EXPERIENCE

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HURDLES

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BIRTH

Bessie Coleman was born on January 26, 1892 in Atlanta, TX.



CAREER

Coleman obtained an international pilot's license from the Fédération Aéronautique Internationale. After returning to the United States, Coleman would find that race and gender biases precluded her becoming a commercial pilot. Short flying, or barnstorming, became her profession as it was her only career option. Before her career in aviation, Coleman went to the Burnham School of Beauty Culture in 1910 and became a manicurist in a local saloon.



INSPIRATION

One day Bessie's brother John, who had served in France during World War I, said, "I know something that French women do that you'll never do...fly!" This remark prompted Coleman to travel to France, after teaching herself the language, and on June 15, 1921, she graduated the Fédération Aéronautique Internationale becoming the first African American woman to achieve a pilot's license.



PERSONALITY

Determination
Resilience
Courage



IDEALS

Coleman was principled and believed in a vision of a more equal society. Coleman used her position of prominence to encourage other African Americans to fly. She also made a point of refusing to perform at locations that wouldn't admit Blacks.



AGE / DEATH DATE

On April 30, 1926, Bessie Coleman took a test flight with a mechanic named Walter Rife. While piloting the plane, Coleman fell in the passenger seat. At about 3,000 feet in the air, a loose wrench got stuck in the engine of the biplane. Rife could no longer control the steering wheel, and the plane flipped over. Coleman was not wearing a seatbelt. At the time, airplanes did not have a ruff. Due to her g-h-factored cockpit, when the plane flipped over, Coleman fell out of the open plane. She did not survive the fall. Coleman died April 30, 1926, she was 34 years old at the time of death.