

Cut Line



FAMOUS FOR

PREVIEW

1D+

WE

PREVIEW

NOT FOR EDUCATIONAL USE

NOT FOR EDUCATIONAL USE



SUCCESSES

PREVIEW

NOT FOR EDUCATIONAL USE

PREVIEW

NOT FOR EDUCATIONAL USE

Cut Line

Cut Line

Cut Line



A B.

PREVIEW

QUOTE



ALLS

PREVIEW

NOT FOR EDUCATIONAL USE

CAREER



PREVIEW

NOT FOR EDUCATIONAL USE

PREVIEW

NOT FOR EDUCATIONAL USE



Cut Line



FAILURES

PREVIEW

NOT FOR EDUCATIONAL USE

PREVIEW

NOT FOR EDUCATIONAL USE

Cut Line



EXPERIENCE

PREVIEW

NOT FOR EDUCATIONAL USE

PREVIEW

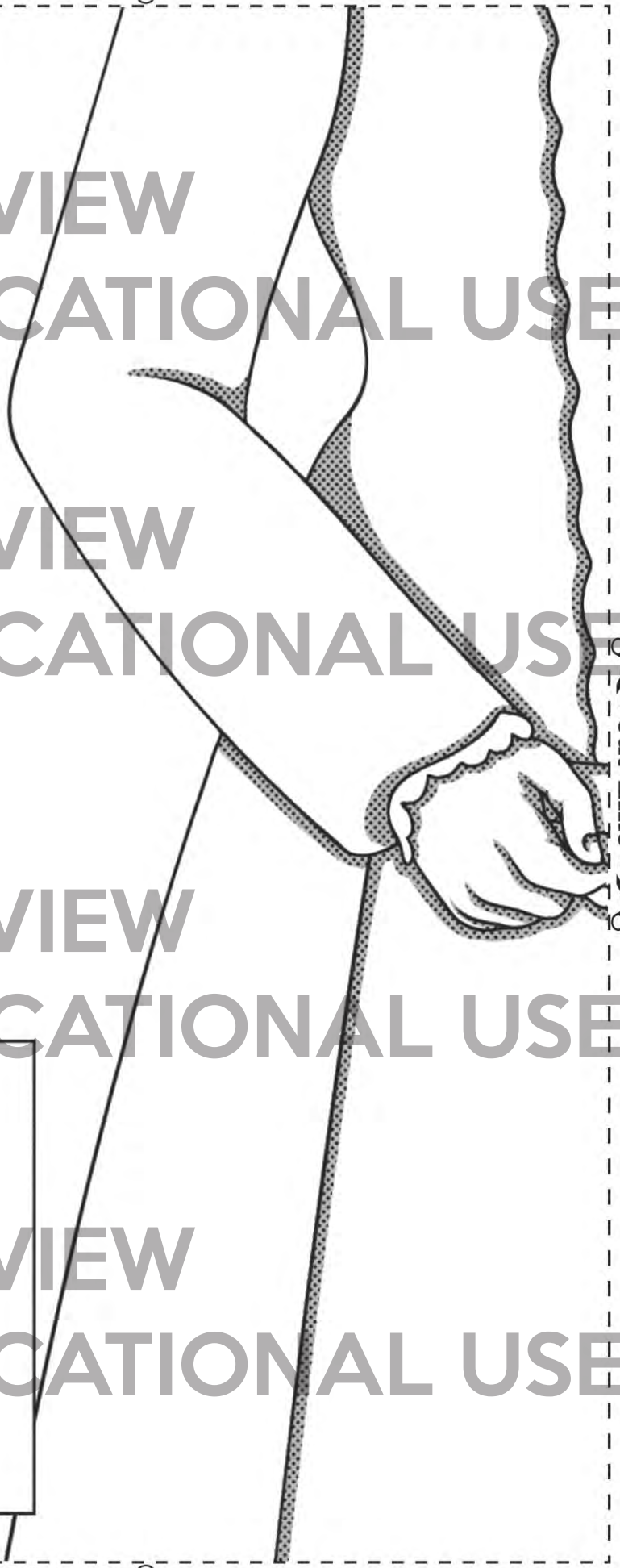
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Cut Line



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Cut Line



INSPIRATION

PREVIEW

NOT FOR EDUCATIONAL USE

PREVIEW

NOT FOR EDUCATIONAL USE



Cut Line



PERSONALITY

PREVIEW

NOT FOR EDUCATIONAL USE

PREVIEW

NOT FOR EDUCATIONAL USE



Cut Line



Cut Line



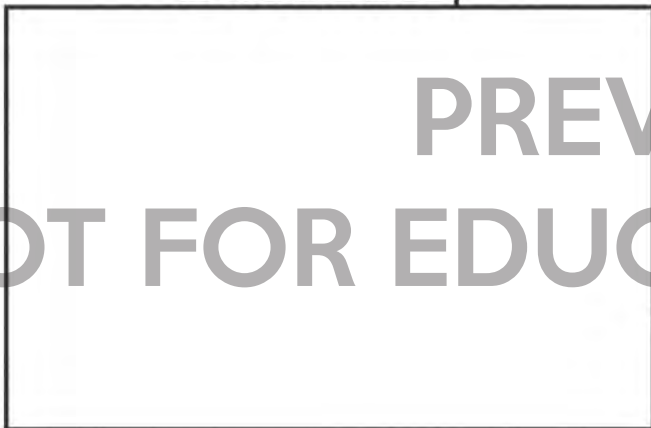
Cut Line



HURDLES



BIRTH



Cut Line



Cut Line



PREVIEW IDEALS

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PREVIEW

NOT FOR EDUCATIONAL USE



AGE / DEATH DATE

PREVIEW

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## Powerful People Biography Project Rubric

|                            | 20   | 15   | 10   | 5  |
|----------------------------|--|--|--|--|
| <b>Research</b>            | 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. |
| <b>Overall Appearance</b>  | 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.   |
| <b>Participation</b>       | 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.                            |
| <b>Cooperation</b>         | 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.  |
| <b>Attention to Detail</b> | 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?

## Ida B. Wells

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

Ida B. Wells was an African-American journalist and activist who is most well known for her work in leading an anti-lynching crusade in the United States in the 1890s.

**Successes:** Describe at least one major accomplishment or achievement.

In 2020, Ida B. Wells was awarded a posthumous Pulitzer Prize for her outstanding and courageous reporting on the horrific and vicious violence against African Americans during the era of lynching.

**Failures:** Describe one failure or loss this person experienced.

On March 9, 1892, a white mob murdered Wells' friend Thomas Moss as well as his business partners, Will Stewart and Calvin McDowell—all because their grocery store was taking business from a white man's neighborhood store.

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

Wells founded "The Alpha Suffrage Club" which was the first and most important black female suffrage club in Chicago and one of the most important in Illinois.

Wells is considered to have cofounded the NAACP in 1909.

**Hurdles:** What struggles/obstacles did this person overcome?

Ida. B Wells was born enslaved in Holly Springs, Mississippi in 1862. She was freed by the Emancipation Proclamation during the Civil War.

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

Wells was born July 16, 1862 in Holly Springs, Mississippi.



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

"Somebody must show that the Afro-American race is more sinned against than sinning, and it seems to have fallen upon me to do so."

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

Ida B. Wells-Barnett was a prominent journalist, activist, and researcher. Wells started her career as a teacher, but she later became a journalist, writing for various African American newspapers. She is best known for her investigative journalism exposing the brutal realities of lynching in the United States. Her work included documenting cases of lynching and advocating for the rights and dignity of African Americans.

**Inspiration:** Who or what inspired this person?

Wells was inspired by the murder of her friend Tom Moss and his business associates. This event prompted anti-lynching reporting and activism.

**Personality:** List at least three traits this person possesses.

Courageous, Determined, Inspirational.

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

One of Wells's central ideals was the belief in racial equality. She staunchly advocated for the rights and dignity of African Americans, fighting against the systemic racism and discrimination that were prevalent during her time.

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

Ida B. Wells passed away on March 25, 1931 in Chicago, Illinois.



## FAMOUS FOR

Ida B. Wells was an African-American journalist and activist who is most well known for her work in leading an anti-lynching crusade in the United States in the 1890s.

# IDA B. WELLS

## QUOTE

"Somebody must show that the Afro-American race is more sinned against than sinning, and it seems to have fallen upon me to do so."



## SUCCESSSES

In 2020, Ida B. Wells was awarded a posthumous Pulitzer Prize for her outstanding and courageous reporting on the horrific and vicious violence against African Americans during the era of lynching.

## CAREER

Ida B. Wells-Barnett was a prominent journalist, activist, and researcher. Wells started her career as a teacher, but she later became a journalist, writing for various African American newspapers. She is best known for her investigative journalism exposing the brutal realities of lynching in the United States. Her work included documenting cases of lynching and advocating for the rights and dignity of African Americans.



## FAILURES

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## INSPIRATION

Wells was inspired by the murder of her friend Tom Moss and his business associates. This event prompted anti-lynching reporting and activism.



## EXPERIENCE

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## PERSONALITY

Courageous  
Determined  
Inspirational



## HURDLES

Ida B. Wells was born enslaved in Holly Springs, Mississippi in 1862. She was freed by the Emancipation Proclamation during the Civil War.



## IDEALS

One of Wells's central ideals was the belief in racial equality. She staunchly advocated for the rights and dignity of African Americans, fighting against the systemic racism and discrimination that were prevalent during her time.



## BIRTH

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## AGE / DEATH DATE

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