

Cut Line



FAMOUS FOR

PREVIEW

MARTIN

KING

PREVIEW

NOT FOR EDUCATIONAL USE

NOT FOR EDUCATIONAL USE



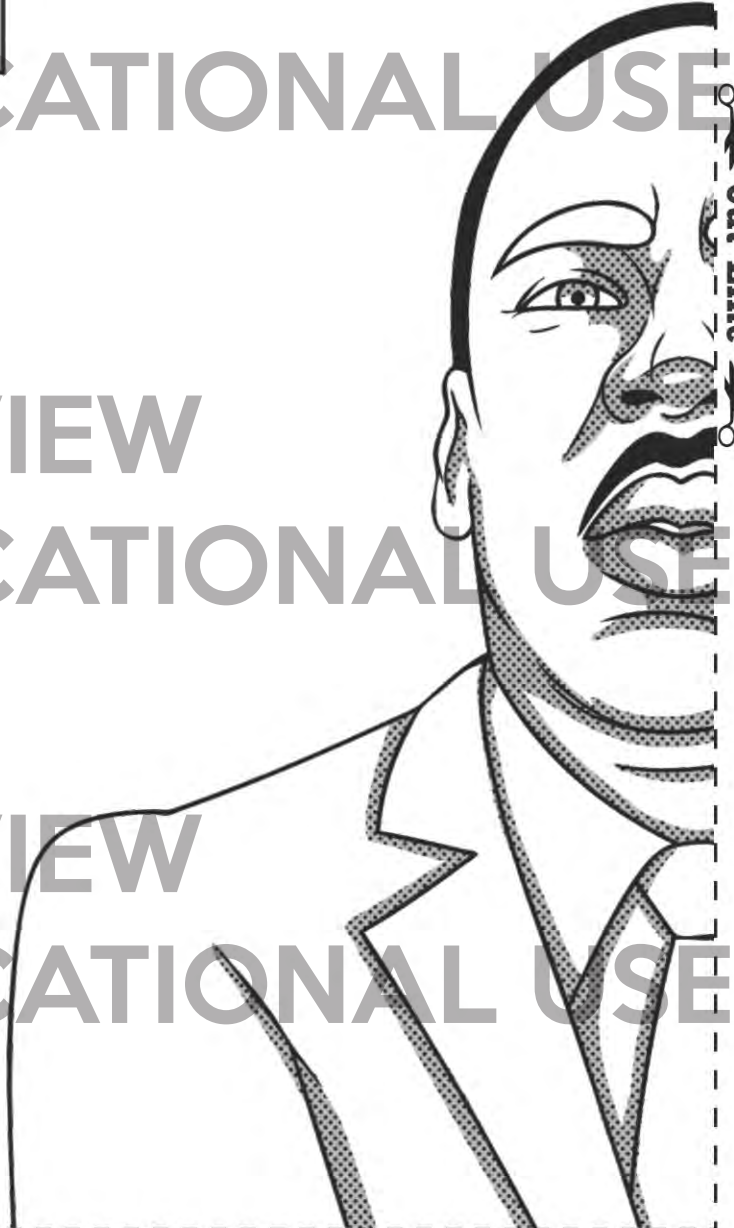
SUCCESSES

PREVIEW

NOT FOR EDUCATIONAL USE

PREVIEW

NOT FOR EDUCATIONAL USE



Cut Line

Cut Line

Cut Line

LUTHER

PREVIEW

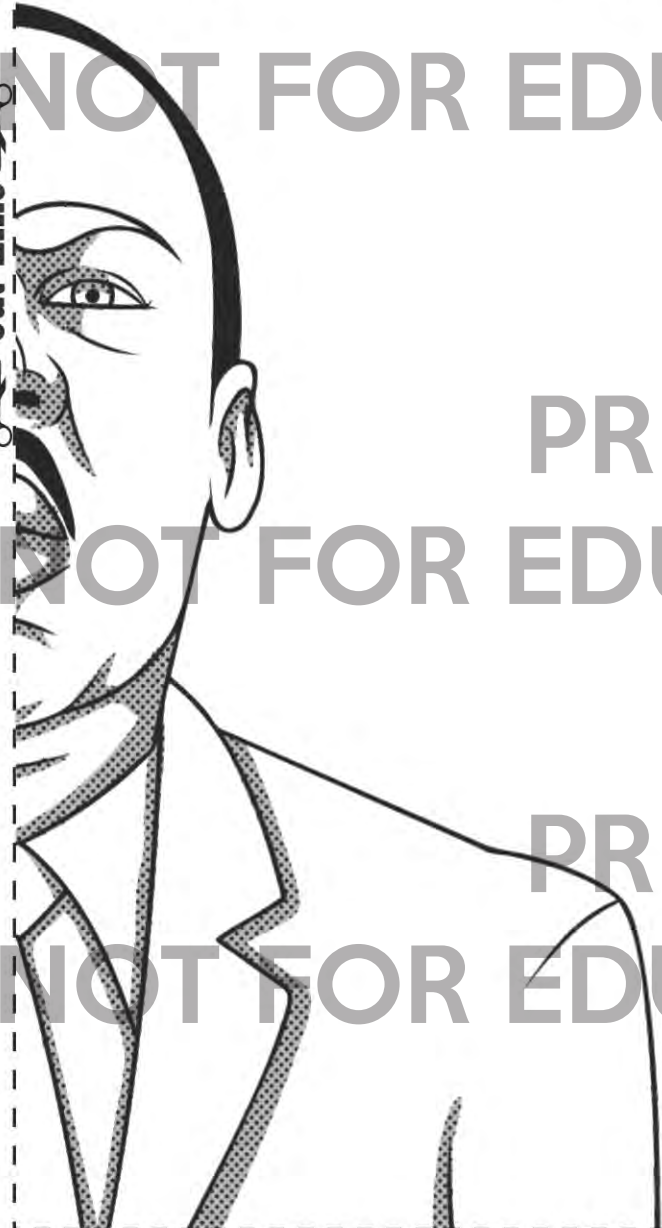
QUOTE



JR.

PREVIEW

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CAREER



PREVIEW

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PREVIEW

NOT FOR EDUCATIONAL USE

Cut Line



FAILURES

PREVIEW

NOT FOR EDUCATIONAL USE

PREVIEW

NOT FOR EDUCATIONAL USE



EXPERIENCE

PREVIEW

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PREVIEW

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INSPIRATION

PREVIEW

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PREVIEW



PERSONALITY

PREVIEW

NOT FOR EDUCATIONAL USE

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Cut Line



HURDLES

PREVIEW

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PREVIEW

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BIRTH

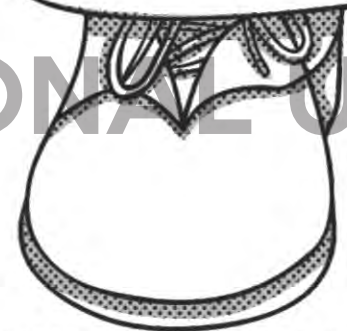
PREVIEW

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PREVIEW

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Cut Line

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PREVIEW IDEALS

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PREVIEW

NOT FOR EDUCATIONAL USE

PREVIEW



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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?

Martin Luther King Jr.

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

Martin Luther King Jr. is most well known for his nonviolent approach to achieving equal rights. King is remembered for his masterful oratorical skills, most memorably in his "I Have a Dream" speech.

Successes: Describe at least one major accomplishment or achievement.

At the age of thirty-five, Martin Luther King, Jr. received the Nobel Peace Prize. He was the youngest man to receive the Nobel Peace Prize at the time he was awarded.

Failures: Describe one failure or loss this person experienced.

King believed his participation in the Albany movement to be a failure, as it was ultimately unsuccessful at desegregating public spaces in Southwest Georgia. In King's words "The mistake I made there was to protest against segregation generally rather than against a single and distinct facet of it. Our protest was so vague that we got nothing, and the people were left very depressed and in despair."

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

Martin Luther King, Jr. was instrumental in guiding the Montgomery bus boycott, a successful campaign that focused national attention on racial segregation in the South.

On August 28, 1963, Martin Luther King Jr. delivered his iconic "I Have a Dream" speech during the March on Washington for Jobs and Freedom.

Hurdles: What struggles/obstacles did this person overcome?

King faced many obstacles while on his mission for equality. He was arrested over twenty times for protesting. He was the object of several violent attacks, both to his person and his property. He received threatening phone calls, his home was bombed and set afire, and he was even stabbed.

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

Martin Luther King Jr. was born on January 15, 1929 in Atlanta, GA.

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

"I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin, but by the content of their character."

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

Martin Luther King Jr. was an American Baptist minister, activist, and political philosopher who was one of the most prominent leaders in the civil rights movement from 1955 until his assassination in 1968. King's involvement in activism and politics began with his leadership role in the Montgomery bus boycott of 1955.

Inspiration: Who or what inspired this person?

King was inspired by Mahatma Gandhi and his model of nonviolent resistance. King believed that peaceful protest for civil rights would lead to sympathetic media coverage and public opinion.

Personality: List at least three traits this person possesses.

Resilient, Compassionate, Inspiring

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

MLK believed in nonviolence, racial equality, justice, faith, and morality. King's goal was to end racial discrimination and segregation in the United States.

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

At 6:05 P.M. on Thursday, 4 April 1968, Martin Luther King was shot dead while standing on a balcony outside his second-floor room at the Lorraine Motel in Memphis, Tennessee.



FAMOUS FOR

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MARTIN LUTHER KING JR.



QUOTE

"I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin, but by the content of their character."



SUCCESSSES

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FAILURES

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CAREER

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PERSONALITY

Resilient
Compassionate
Inspiring



IDEALS

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AGE / DEATH DATE

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