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PREVIEW

FAMOUS FOR

NOT FOR EDUCATIONAL USE

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SUCCESES

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PREVIEW QUOTE



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CAREER



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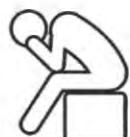
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FAILURES

NOT FOR EDUCATIONAL USE

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PREVIEW

EXPERIENCE

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PREVIEW

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INSPIRATION

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PERSONALITY

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BIRTH

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PREVIEW IDEALS



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PREVIEW



AGE / DEATH DATE

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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.

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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.
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.

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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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**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?

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SUCCESSES: Describe at least one major accomplishment or achievement.

**PREVIEW**

FAILURES: Describe one failure or loss this person experienced.

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

**PREVIEW**

**NOT FOR EDUCATIONAL USE**

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

**PREVIEW**

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.

**PREVIEW**

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

**PREVIEW**

**NOT FOR EDUCATIONAL USE**

INSPIRATION: Who or what inspired this person?

PERSONALITY: List at least three traits this person possesses.

**PREVIEW**

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

**PREVIEW**

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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?

## Mae Jemison

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

Mae Jemison is the first African American woman to travel in space.

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

Jemison graduated from Cornell with a Doctorate in Medicine in 1981.

After leaving Nasa, Mae Jemison founded the Jemison Group, a technology consulting firm focused on integrating science and technology into daily life.

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

Despite having an impressive educational background and professional experience, Jemison was initially turned down by NASA's astronaut program in 1983. Jemison persevered and reapplied, ultimately being accepted into the program in 1987.

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

In 1987, after facing rejection, Mae Jemison was selected to join NASA's astronaut corps. This achievement represented the culmination of years of hard work, dedication, and perseverance, as she pursued her dream of space exploration despite initial setbacks.

One of the most significant events in Mae Jemison's life was when she made history on September 12, 1992, as the first African American woman to travel in space. This accomplishment not only marked a personal milestone for Jemison but also served as a symbol of inspiration and empowerment for women and minorities around the world.

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

Growing up in the 1960s and 1970s, Jemison encountered significant societal barriers as an African American woman interested in pursuing a career in science and engineering. Discrimination and lack of representation in these fields made it challenging for her to envision herself succeeding in STEM-related professions.

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

Mae Carol Jemison was born on October 17, 1956 in Decatur, Alabama.

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

"Never be limited by other people's imagination; never limit others because of your own limited imagination."

**PREVIEW**

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

Mae Jemison is a physician, engineer, and former NASA astronaut. She began her career in the late 1980s after completing her medical studies and working as a general practitioner. In 1987, Jemison was selected to join NASA's astronaut corps, marking the beginning of her career as an astronaut.

**PREVIEW**

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

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Jemison was inspired to fulfill her dream of becoming an Astronaut when she watched Sally Ride become the first woman in space in 1983.

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

Determined, Innovative, Inspirational.

**PREVIEW**

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

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Mae Jemison believes in diversity, education, global citizenship, and innovation. She advocates for equal opportunities in STEM, promotes lifelong learning, engages in humanitarian efforts, and encourages exploration and creativity to advance societal progress.

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

Mae Jemison is 67 years old as of 2024.

**PREVIEW**

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## FAMOUS FOR

Mae Jemison is the first African American woman to travel in space.

## SUCCESES

Jemison graduated from Cornell with a Doctorate in Medicine in 1981. After leaving NASA, Mae Jemison founded the Jemison Group, a technology consulting firm focused on integrating science and technology into daily life.

## FAILURES

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## EXPERIENCE

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## HURDLES

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# MAE JEMISON

## QUOTE

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## PERSONALITY

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Innovative  
Inspirational

## IDEALS

Mae Jemison believes in diversity, education, global citizenship, and innovation. She advocates for equal opportunities in STEM, promotes lifelong learning, engages in humanitarian efforts, and encourages exploration and creativity to advance societal progress.

## AGE / DEATH DATE

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