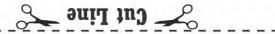
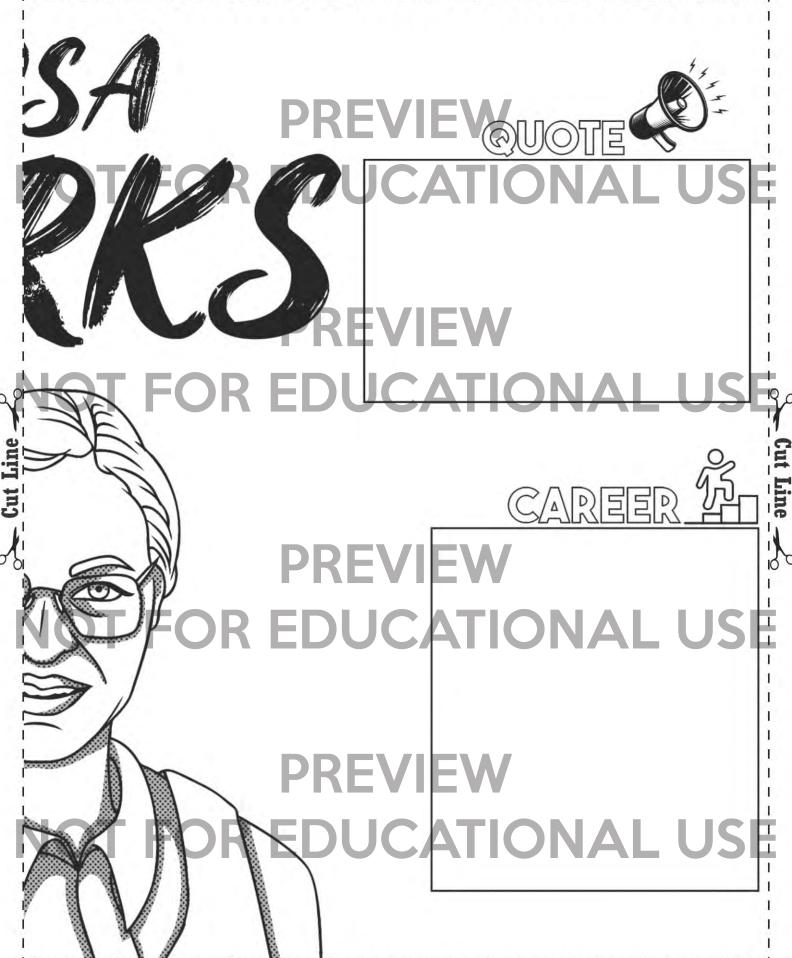
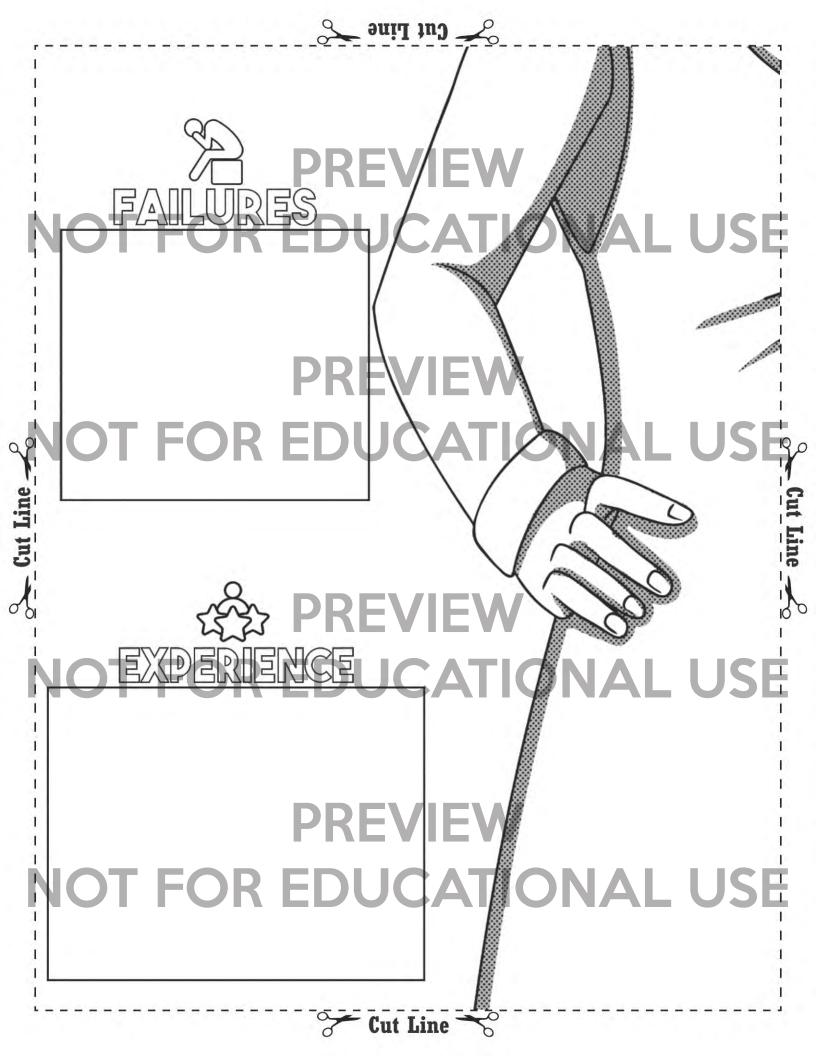


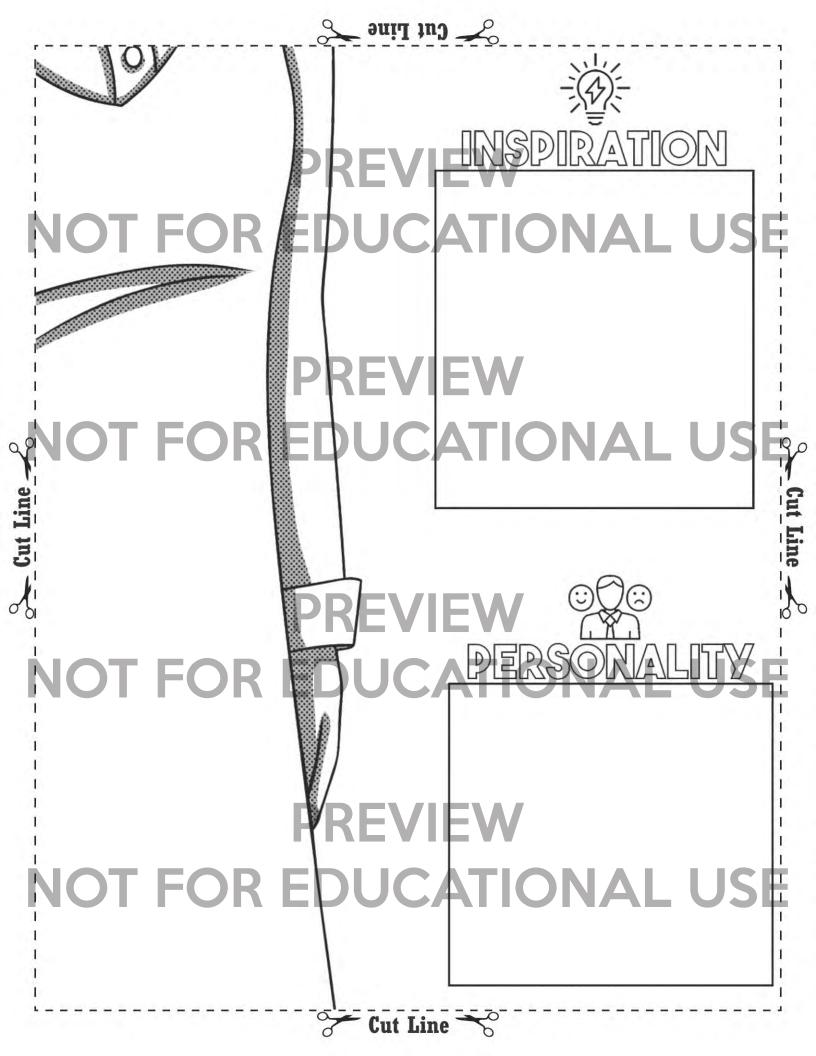
Cut Line

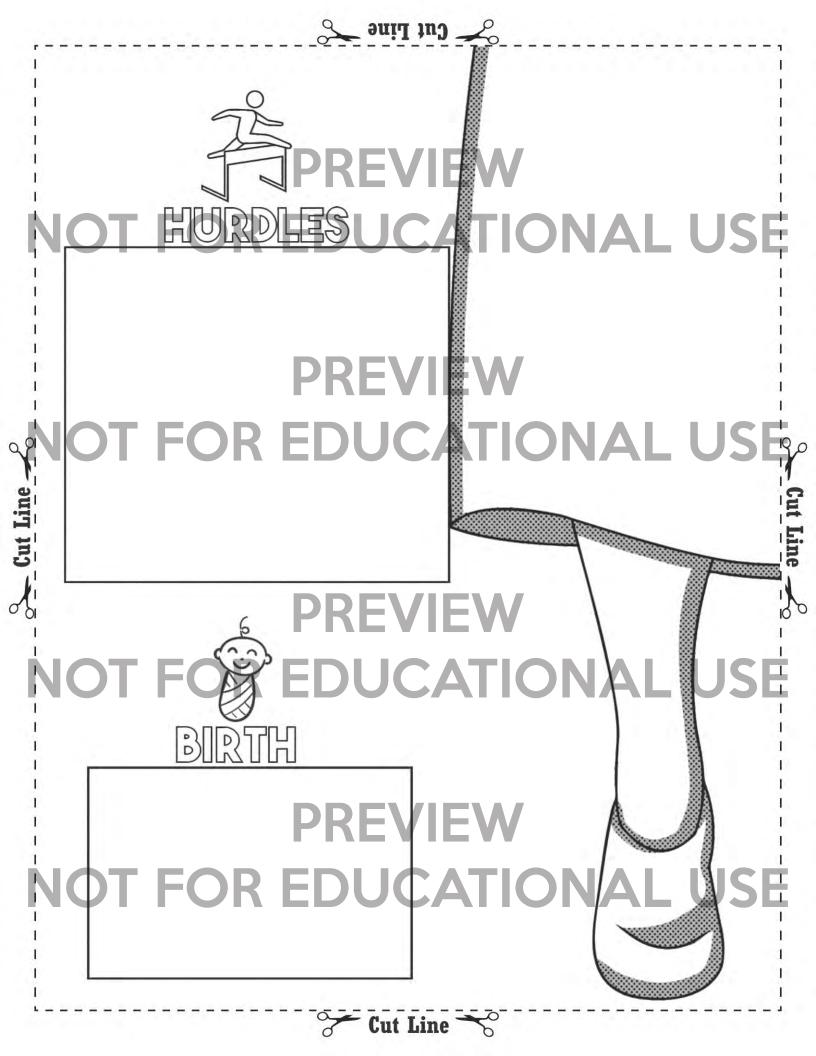


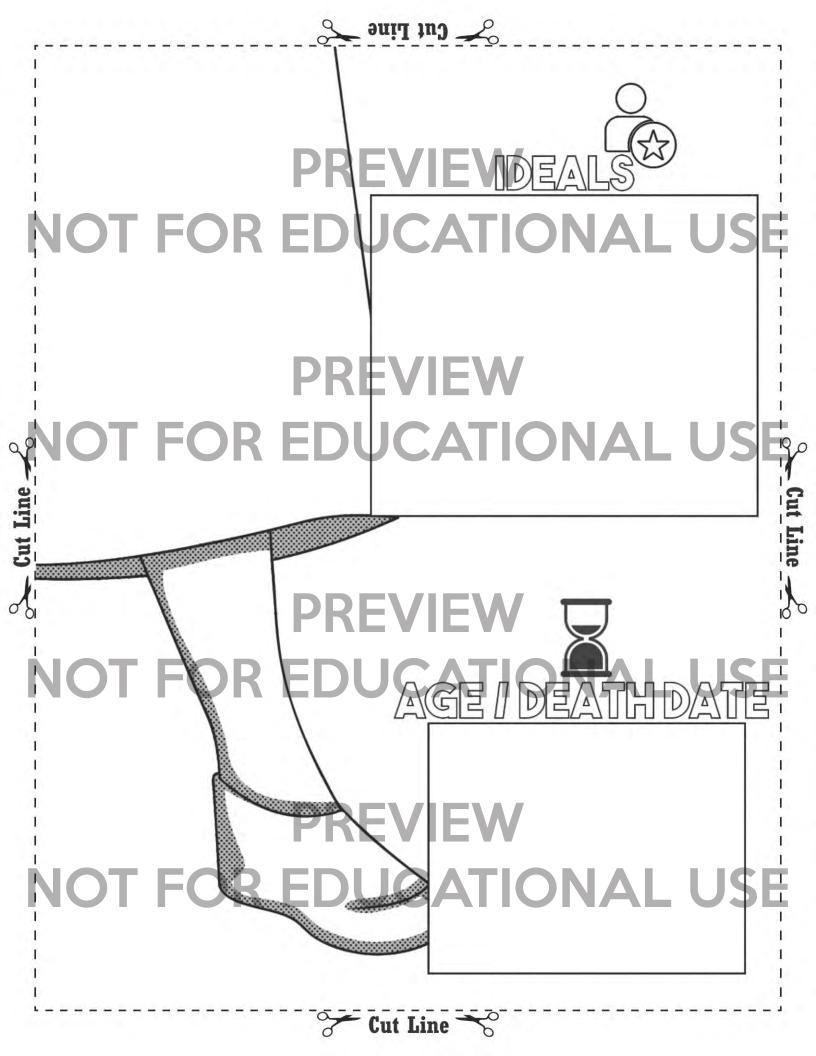


Cut Line









PREVIEW

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

Group Members:

Additional Comments:

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requirements.

requirements.

the project requirements.

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.
- 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.
 - 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).
 - 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?

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SUCCESSES: Describe at least one major accomplishment or achievement.

PREVIEW

FAILURES: Describe one failure or loss this person experienced

THOR EDUCATIONAL USE

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

PREVIEW

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?

PREVIEW

INSPIRATION: Who or what inspired this person?

PERSONALITY: List at least three traits this person possesses.

PKEVIEW

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

PREVIEW

N	IOT FOR FOUCATIONAL USI
Α	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?

Rosa Parks

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

Rosa Parks is most famous for her role in the civil rights movement in the United States, particularly for her act of civil disobedience on December 1, 1955. On that day, Rosa Parks refused to give up her seat to a white man on a segregated bus in Montgomery, Alabama. Her refusal to obey the bus driver's order led to her arrest and sparked the Montgomery Bus Boycott.

Successes: Describe at least one major accomplishment or achievement.

The Montgomery Bus Boycott sparked by Rosa Parks' refusal to give up her seat ultimately lead to a United States Supreme Court ruling that segregation on public buses was unconstitutional. On November 13, 1956, the Supreme Court declared Montgomery's segregated bus system unconstitutional in the case of Browder v. Gayle, leading to the end of bus segregation in the city.

NOTATION PROPERTY OF LOSS THIS PERSON EXPERIENCED.

Both Rosa and her husband Raymond lost their jobs early on in the Montgomery Bus Boycott. Both Rosa and Raymond developed health problems and never found steady work in Montgomery again. In the summer of 1957, they were forced to move to Detroit where they would join Rosa's brother and extended family.

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

Parks received the NAACP's Springarn Medal in 1979.

Parks was awarded the Presidential Medal of Freedom in 1996.

Hurdles: What struggles/obstacles did this person overcome?

Rosa's appearance made her a target for racial discrimination and segregation throughout her lifetime.

Birth: List this person's birth date and birthplace

Rosa Parks was born Rosa Louise McCauley in Tuskegee, Alabama, on February 4, 1913.

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

"Each person must live their life as a model for others."

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

Rosa Parks worked as a seamstress as well as a secretary for the Montogomery chapter of the NAACP prior to her arrest for the bus incident. She would serve as secretary and receptionist to John Conyers, an African-American U.S. Representative from 1965 to 1988.

PREVIEW

Inspiration: Who or what inspired this person?

Rosa Parks has said her anger over the lynching of 14-year-old Emmett Till and the failure to bring his killers to justice inspired her to make her historic stand.

Personality: List at least three traits this person possesses.

Courage, Determination, Strength

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

Rosa parks had many core democratic values such as liberty, justice, and equality.

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

Parks died of natural causes on October 24, 2005, at the age of 92, in her apartment on the east side of Detroit.

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ROSA PARKS



"Each person must live their life as a model for others."



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