

Cut Line



FAMOUS FOR

BOOK
WASH

PREVIEW

NOT FOR EDUCATIONAL USE



SUCCESSES

PREVIEW

NOT FOR EDUCATIONAL USE

PREVIEW

NOT FOR EDUCATIONAL USE

Cut Line

Cut Line

Cut Line

Cut Line

Cut Line



ERT T.
NGTON

PREVIEW

QUOTE



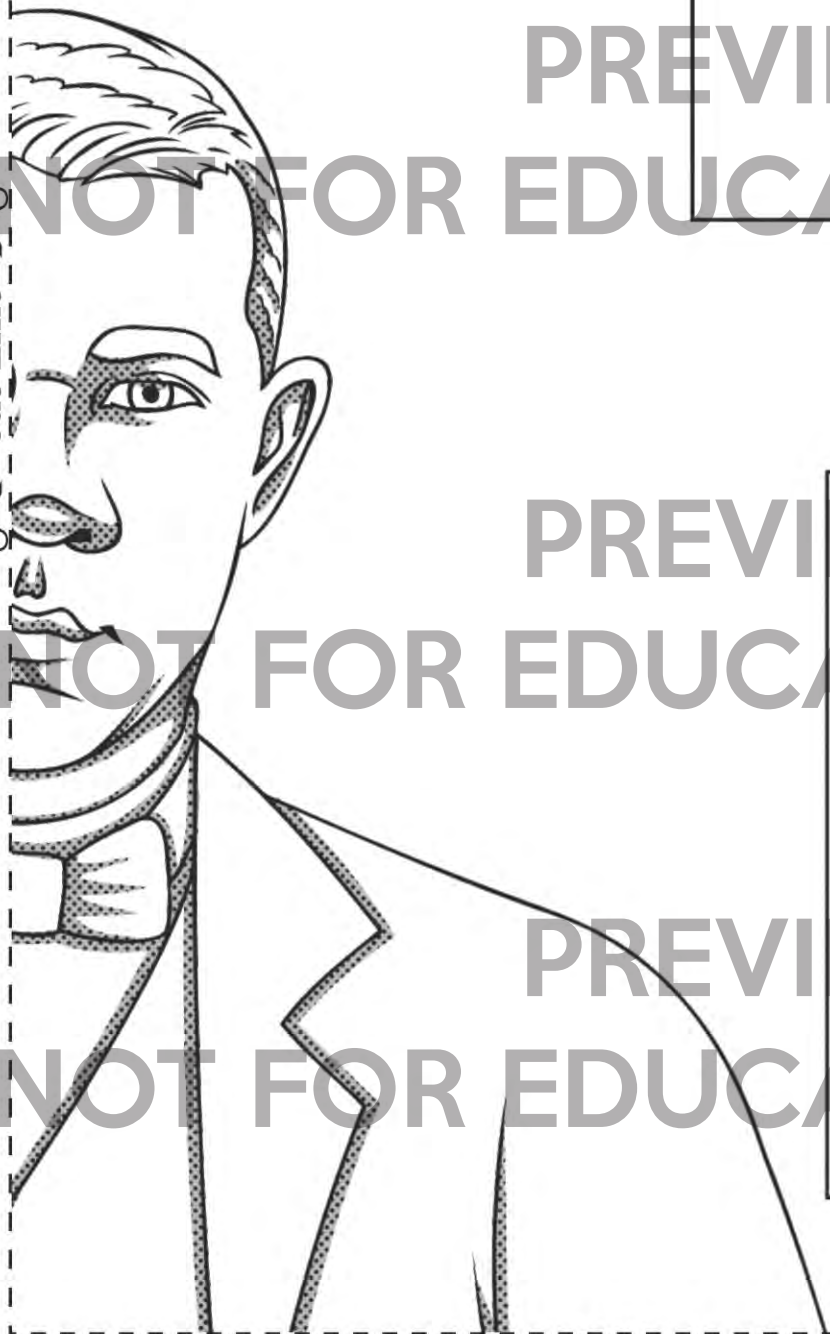
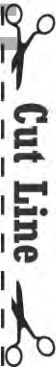
PREVIEW

PREVIEW

CAREER



PREVIEW



Cut Line



FAILURES

PREVIEW

NOT FOR EDUCATIONAL USE

PREVIEW

NOT FOR EDUCATIONAL USE

Cut Line

Cut Line



EXPERIENCE

PREVIEW

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PREVIEW

NOT FOR EDUCATIONAL USE

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Cut Line



INSPIRATION

PREVIEW

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PREVIEW

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Cut Line



Cut Line



PREVIEW



PERSONALITY

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PREVIEW

NOT FOR EDUCATIONAL USE



Cut Line





Cut Line



HURDLES

PREVIEW

NOT FOR EDUCATIONAL USE



PREVIEW

NOT FOR EDUCATIONAL USE



BIRTH

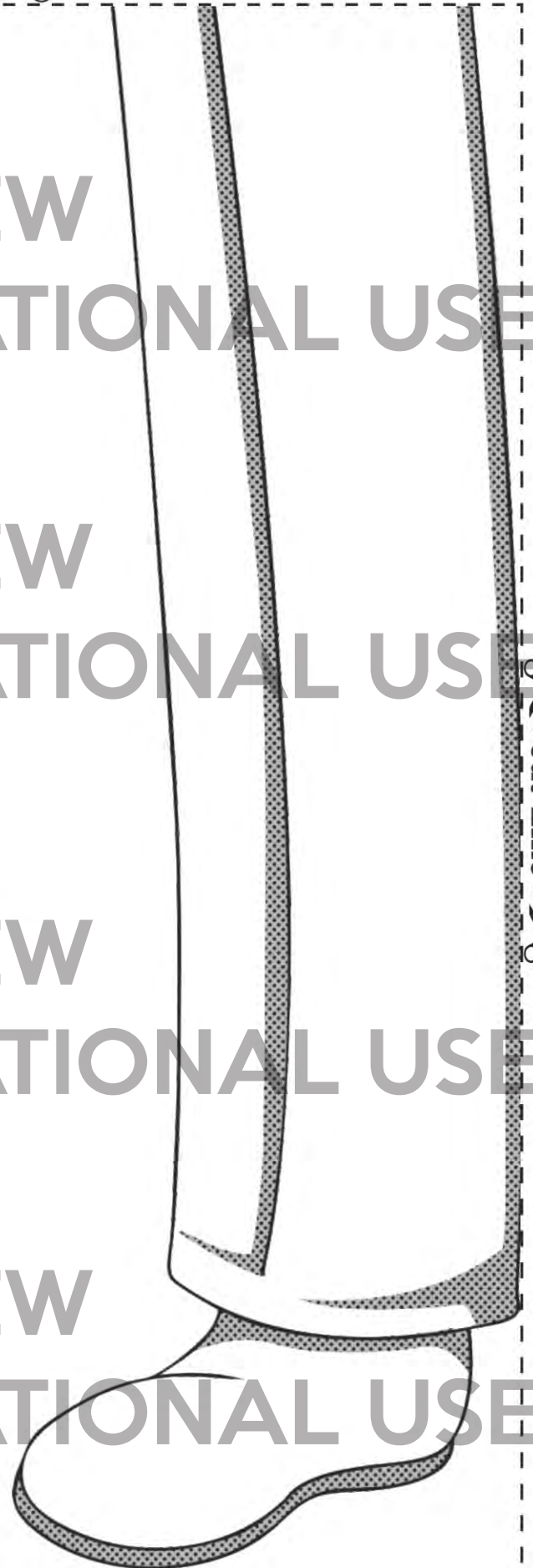
PREVIEW

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PREVIEW

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Cut Line



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PREVIEW IDEALS

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PREVIEW

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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?

Booker T. Washington

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

Booker T. Washington is most well-known for his role as the first president and principal developer of Tuskegee Normal and Industrial Institute (now Tuskegee University).

Successes: Describe at least one major accomplishment or achievement.

Booker T. Washington founded the National Negro Business League with the goal of allowing businesses to put economic development at the forefront of getting African-American equality in America.

Failures: Describe one failure or loss this person experienced.

Washington's philosophy of accommodation and gradualism, as outlined in his Atlanta Compromise speech, was met with criticism from other prominent African American leaders of his time, most notably W.E.B. Du Bois. Critics contended that this approach compromised the fight for political and civil rights.

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

Booker T. Washington was born into slavery in Hale's Ford, Virginia. He was set free by the Emancipation Proclamation in 1863, which freed enslaved individuals in Confederate-held territories.

On September 18, 1895, Booker T. Washington gave a speech, which is often referred to as the "Atlanta Compromise." It was the first speech given by an African American to a racially-mixed audience in the South.

Hurdles: What struggles/obstacles did this person overcome?

Booker T. Washington overcame slavery, poverty, and many public controversies throughout the course of his lifetime.

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

Washington was born April 5, 1856, in Franklin County, Virginia.

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

"If you want to lift yourself up, lift up someone else."

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

Washington was an educator first and foremost. He was also an author, speaker, political advisor, civil rights advocate, and diplomat. His career in education began in 1872. At age sixteen, Booker T. Washington entered Hampton Normal and Agricultural Institute in Virginia. Much of his learnings there would greatly inspire his future work.

Inspiration: Who or what inspired this person?

Washington was heavily inspired by Samuel Chapman Armstrong (principal of Hampton Normal and Agricultural Institute in Virginia). Washington would describe Armstrong in his autobiography as "a great man, the noblest, rarest human being it has ever been my privilege to meet."

Personality: List at least three traits this person possesses.

Pragmatic, Optimistic, and Strategic.

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

Washington believed strongly in the idea of self-help and personal responsibility. He encouraged African Americans to take initiative in improving their own lives through education, hard work, and acquiring practical skills. His philosophy emphasized individual effort and self-reliance as essential components of 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?

Booker T. Washington died November 14, 1915, in Tuskegee, Alabama.

BOOKER T. WASHINGTON

FAMOUS FOR

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QUOTE

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SUCCESSSES

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PERSONALITY

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Optimistic
Strategic

HURDLES

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