Biography Bottle Project  
Due Date: February 3, 2015

Students will learn as they celebrate Black History Month in February, by (1) researching facts {biographies/auto-biographies/non-fiction text} to write a 3 paragraph essay, in school, and (2) creating a Biography Bottles Statue/Image, at home, that will be displayed in our school library, during the month of February. It is important that all the deadlines listed below are met so that students do not fall behind and miss the due dates.

- The subject for the bio-bottle project will be a famous African American that is selected, from a given list, by students and approved by the teacher on January 15th.
- The reading/research for this project will be done at home and at school. The reading/research should be completed by Wednesday, January 21st. Please have parents sign and return the slips listed below to teachers by Wednesday, January 21st.
- The completed Biography Bottle Statue/Image is due on Tuesday, February 3rd.

Attached to this document is the grading rubric that I will use to for the bio bottle project.

Materials needed for the bottle:

- 1 plastic bottle
  - For example:
    - Small water or soda bottle
    - 2 liter soda bottle
    - Ketchup bottle
    - Dish soap bottle
    - Please note the a minimum size should be at least 16 ounces, and the maximum size should be a 2 liter bottle
- Sand, dirt, or gravel to put in the bottom of your bottle to anchor it
- Things to decorate your bottle to look like the person you have researched
For example:
  - Paint, yarn, glue, sequins, felt, beads, feathers, colored paper, pipe cleaners, Styrofoam balls, fabric, buttons, clay, googly eyes, etc.

**Directions for the project:**

1. Clean the bottle

2. Place sand or dirt inside the bottle so it won’t tip over (just a little...you don’t need to fill the entire bottle)

3. Use something to form a *three dimensional* head. Decorate the “head” to look like your famous African American
   - Examples of things to use for the head:
     - Styrofoam ball, wooden spoon, large button, tennis ball, ping pong ball, paper mache balloon, clay, Dixie cup, stuffed sock, etc.
     - Don’t forget to give your person hair!

4. Construct arms for the bottle person by using pipe cleaners, cardboard, straws, or other items and fix them in place. Adding something to the bottom for shoes or feet is optional.

5. Use materials such as fabric, paper, felt, yarn, etc. to make an outfit for your person that would be typical of what was worn during that person’s life.
   - Glue clothing around the entire bottle
   - Keep in mind, when this project is finished, it should look like a doll. They will be on display in the library, and people will be able to see all the way around (so the whole thing should be decorated!)

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**Note for parents:** your assistance with the following is greatly appreciated:

- Help your student get a book at the library/find reliable sources to use on the internet
- Help get required materials for the project or ask teacher for assistance with materials
- Help student with hot glue/scissors
- Guide them in the research of the paper

We appreciate your support with this project, and can’t wait to see the finished product! Please keep in mind that while your assistance will be needed, **we are excited to ultimately see the student’s work.** Thank you! 😊
Bio Bottle Research Resources

(Additional Non-Fiction Resources can be used)
(Wikipedia or other open encyclopedias cannot be used as a resource)

✓ Non-fiction books (in print or online)
✓ Encyclopedia (from a printed book or online)
✓ School and/or Parent approved Websites

***School approved websites are located on the HFES website under: Students Search Engine

Biography Bottle Project Rubric

Project Portion:

I. Bottle turned in on time 4 3 2 1

II. Bottle reflects student’s work/their BEST EFFORT 4 3 2 1

III. Directions for the bottle were followed 4 3 2 1

IV. The bottle is attractive, neat, and eye-catching 4 3 2 1

V. The bottle resembles the famous African American 4 3 2 1

Effort Grade: __________

Comments:
### Informational Writing Assessment Rubric

<table>
<thead>
<tr>
<th>Score</th>
<th>Statement of Purpose/Focus and Organization</th>
<th>Development: Language and Elaboration of Evidence</th>
<th>Conventions</th>
</tr>
</thead>
</table>
| 4     | The response is fully sustained and consistently and purposefully focused:  
• controlling idea or main idea of a topic is focused, clearly stated, and strongly maintained  
• controlling idea or main idea of a topic is introduced and communicated clearly within the context  
The response has a clear and effective organizational structure creating unity and completeness:  
• use of a variety of transitional strategies  
• logical progression of ideas from beginning to end  
• effective introduction and conclusion for audience and purpose  
The response provides thorough and convincing support/evidence for the controlling idea or main idea that includes the effective use of sources, facts, and details:  
• use of evidence from sources is smoothly integrated, comprehensive, and relevant  
• effective use of a variety of elaborative techniques  
The response clearly and effectively expresses ideas, using precise language:  
• use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose  
The response demonstrates a strong command of conventions:  
• few, if any, errors are present in usage and sentence formation  
• effective and consistent use of punctuation, capitalization, and spelling |
| 3     | The response is adequately sustained and generally focused:  
• focus is clear and for the most part maintained, though some loosely related materials may be present  
The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected:  
• adequate use of transitional strategies with some variety  
• adequate progression of ideas from beginning to end  
• adequate introduction and conclusion  
The response provides adequate support/evidence for the controlling idea or main idea that includes the use of sources, facts, and details:  
• some evidence from sources is integrated, though citations may be general or imprecise  
• adequate use of some elaborative techniques  
The response adequately expresses ideas, employing a mix of precise with more general language:  
• use of domain-specific vocabulary is generally appropriate for the audience and purpose  
The response demonstrates an adequate command of conventions:  
• some errors in usage and sentence formation may be present, but no systematic pattern of errors is displayed  
• adequate use of punctuation, capitalization, and spelling |
| 2     | The response is somewhat sustained and may have a minor drift in focus:  
• may be clearly focused on the controlling or main idea, but is insufficiently sustained  
• controlling idea or main idea may be unclear and somewhat unfocused  
The response has an inconsistent organizational structure, and flaws are evident:  
• inconsistent use of transitional strategies with little variety  
• uneven progression of ideas from beginning to end  
• conclusion and introduction, if present, are weak  
The response provided uneven, cursory support/evidence for the controlling idea or main idea that includes partial or uneven use of sources, facts, and details:  
• evidence from sources is weakly integrated, and citations, if present, are uneven  
• weak or uneven use of elaborative techniques  
The response expresses ideas unevenly, using simplistic language:  
• use of domain-specific vocabulary that may at times be inappropriate for the audience and purpose  
The response demonstrates a partial command of conventions:  
• frequent errors in usage may obscure meaning  
• inconsistent use of punctuation, capitalization, and spelling |
| 1     | The response may be related to the topic but may provide little or no focus:  
• may be very brief  
• may have a major drift  
• focus may be confusing or ambiguous  
The response has little or no organizational structure:  
• few or no transitional strategies are evident  
• frequent extraneous ideas may intrude  
The response provides minimal support/evidence for the controlling idea or main idea that includes little or no use of sources, facts, or details:  
• use of evidence from the source material is minimal, absent, in error, or irrelevant  
The response expression of ideas is vague, lacks clarity, or is confusing:  
• uses limited language or domain-specific vocabulary  
• may have little sense of audience and purpose  
The response demonstrates a lack of command of conventions:  
• errors are frequent and severe, and meaning is often obscured |

**Score:**
- 4: Excellent
- 3: Satisfactory
- 2: Needs Improvement
- 1: Needs Significant Improvement
Civil Rights Movement Workers
Dr. Rev. Martin Luther King, Jr.
Coretta Scott King
Rosa Parks
Thurgood Marshall
W.E.B. DuBois
Ruby Bridges
Irene Morgan
Andrew Young

Athletes
Arthur Ashe
Jackie Robinson
Dominique Dawes
Gabby Douglass

Poets
Maya Angelou
Nikki Giovanni
Phyllis Wheatley
Langston Hughes
James Weldon Johnson

Doctors
Dr. Charles Richard Drew
Dr. Vivian Thomas
Dr. Daniel Hale Williams
Dr. Patricia E. Bath
Dr. Ben Carson

Military
James A. Lafayette
Colin Powell
Buffalo Soldiers
Tuskegee Airmen

Entertainers
Ella Fitzgerald
Duke Ellington
Oprah Winfrey
Stevie Wonder
Marian Anderson
Whoopi Goldberg
Harry Belafonte
Nat King Cole
Louis Armstrong
Sidney Poitier

Explorers & Astronauts
Matthew Henson
York (with Lewis & Clark)
Mae Jemison
Leland D. Melvin

Educators
Mary McLeod Bethune
Booker T. Washington
Virginia Randolph
George Washington Carver

Inventors
Benjamin Banneker
Elijah McCoy
Lewis Latimer
Jan Ernst Matzeliger
Granville T. Woods
George Washington Carver
Madame C. J. Walker
Garrett Morgan
Otis Boykin
Lonnie G. Johnson
James Edward West
Dr. Patricia E. Bath
David Crosthwait
Dr. Shirley Jackson

Abolitionist
Nat Turner
Harriet Tubman
Sojourner Truth
Crispus Attucks
Frederick Douglass

Doctors
Barack Obama
Michelle Obama
L. Douglas Wilder
Frederick Douglass
Condoleezza Rice
General Colin Powell
Shirley Chisholm

Politicians
Barack Obama
Michelle Obama
L. Douglas Wilder
Frederick Douglass
Condoleezza Rice
General Colin Powell
Shirley Chisholm

Maggie Lena Walker (Banker)
Bessie Coleman (Pilot)
Write: Your biography facts/notes you have researched onto the following lines. You will be turning those facts into 3 paragraphs with 5 to 7 complete sentences in each paragraph.

Introductory Paragraph: Biography Bottle

WHO (Name of Person)

WHEN (does/did the person live? DATES)

WHERE (the person lived/lives, tell the different places where they lived!)

WHAT (the person does or did to make a contributions to the world)

Paragraph 2

Why is the person historically important? (5-7 sentences)

First...list three facts about the person.

For example...What did they invent?

What problems did they overcome?

What made them famous?
What achievements do they have?

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Paragraph 3

What do you think is important about this person’s actions / life. How did their lives change or improve the USA and/or the world.

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Biography Bottle Project
Check-Off Slips
Please cut off the bottom sections one at a time and turn in with the information/assignment that is needed for the specific date.

Completed Biography Bottle Project
Due Date: Tuesday, February 3rd
_________________________________________________________Student’s Name
_________________________________________________________Parent’s Signature

Reading/Research
(Reading/research for this project will be done at home and at school)
Due Date: Wednesday, January 21st
_________________________________________________________Student’s Name
_________________________________________________________Parent’s Signature

Famous African American selection to be approved by Teacher
Due Date: Thursday, January 15th
_________________________________________________________Student’s Name
_________________________________________________________Parent’s Signature
_________________________________________________________Choice #1
_________________________________________________________Choice #2
_________________________________________________________Choice #3
_________________________________________________________Teacher’s Initials