

BLACK HISTORY

Passages & Biography Project



Name: _____ Date: _____

Bessie Coleman

Answer the following questions. Underline the text evidence in the color indicated.

1. What can you learn from the caption in the picture?  The pilot's stamp?

- Bessie flew a plane in 1922.
- Bessie earned her pilot license.
- Bessie wore goggles while flying.
- The stamp has a value of 3¢.

2. Which is the best definition of the word "bravery"?

- Hardship
- Bravery

WORDS OF WISDOM

Write a quote from the person you are studying. Reflect on the quote. What does it mean to you? What message is the person trying to convey? How does this quote embody the person's character?

"If I can create a minimum of my plans and desires, there shall be no regrets."

Name: _____ Date: _____

Bessie Coleman

760L

 MONTGOMERY CITY BUS

THANK YOU ROSA PARKS!



Name: _____ Date: _____

Historical Figure Biography Project Extension Activity

Compare and contrast the historical figure you presented with a different historical figure presented by one of your classmates. Note the similarities and differences.

Historical Figure:	Similarities	2nd Historical Figure:

Name: _____ Date: _____

Historical Figure Biography Project Graphic Organizer

4th/5th

Historical Figure		Timeline	
Name:	Date of birth:	Date:	Event:
Place of birth:	Date of death: Optional		

How are they remembered?

What was their impact?

"The air is the only place to be free from prejudices."

Biography

A biography is a text written to inform the reader about a real person.

A biography should...

- share information in chronological order.
- be narrated by an author who is not the person being written about.
- include the author's analysis of the person's life.

ELEMENTS OF A BIOGRAPHY

CHILDHOOD CHALLENGES TRAITS





2nd - 5th Grade



WHAT'S INSIDE?

- 14 Biography passages, differentiated on three levels to span readers from 2nd-5th grade
- Comprehension questions for each passage set
- Color coding of answers to encourage students to use text evidence
- Biography anchor chart
- Historical Figure Biography Project
- Quote Analysis Activity

BLACK HISTORY

2nd-5th grade

Table of Contents

*This product includes 14 differentiated leveled passages in the 2nd-3rd and 4th-5th Grade Text Complexity Bands (the range for 2nd-3rd is 420-820 and 4th-5th grade is 740-1010). Each passage is available on three levels.

Part 1: Passages

1. Martin Luther King, Jr. (440L, 630L, 890L)
2. Malcolm X (400L, 660L, 840L)
3. Nelson Mandela (450L, 670L, 910L)
4. Rosa Parks (520L, 720L, 930L)
5. Jesse Owens (450L, 710L, 940L)
6. Bessie Coleman (500L, 760L, 1010L)
7. Phillis Wheatley (400L, 630L, 1000L)
8. Langston Hughes (420L, 660L, 990L)
9. Ruby Bridges (470L, 790L, 1010L)
10. Marsha P. Johnson (490L, 810L, 1000L)
11. Maya Angelou (500L, 750L, 970L)
12. Ethel Waters (460L, 780L, 1000L)
13. Barack Obama (510L, 730L, 970L)
14. Muhammad Ali: Fighter In and Out of the Ring (480L, 720L, 830L)

Part 2: Historical Figure Biography Project

1. Project Description
2. Anchor Chart: Biography
3. Rubrics
4. Graphic Organizer
5. Extension Activity

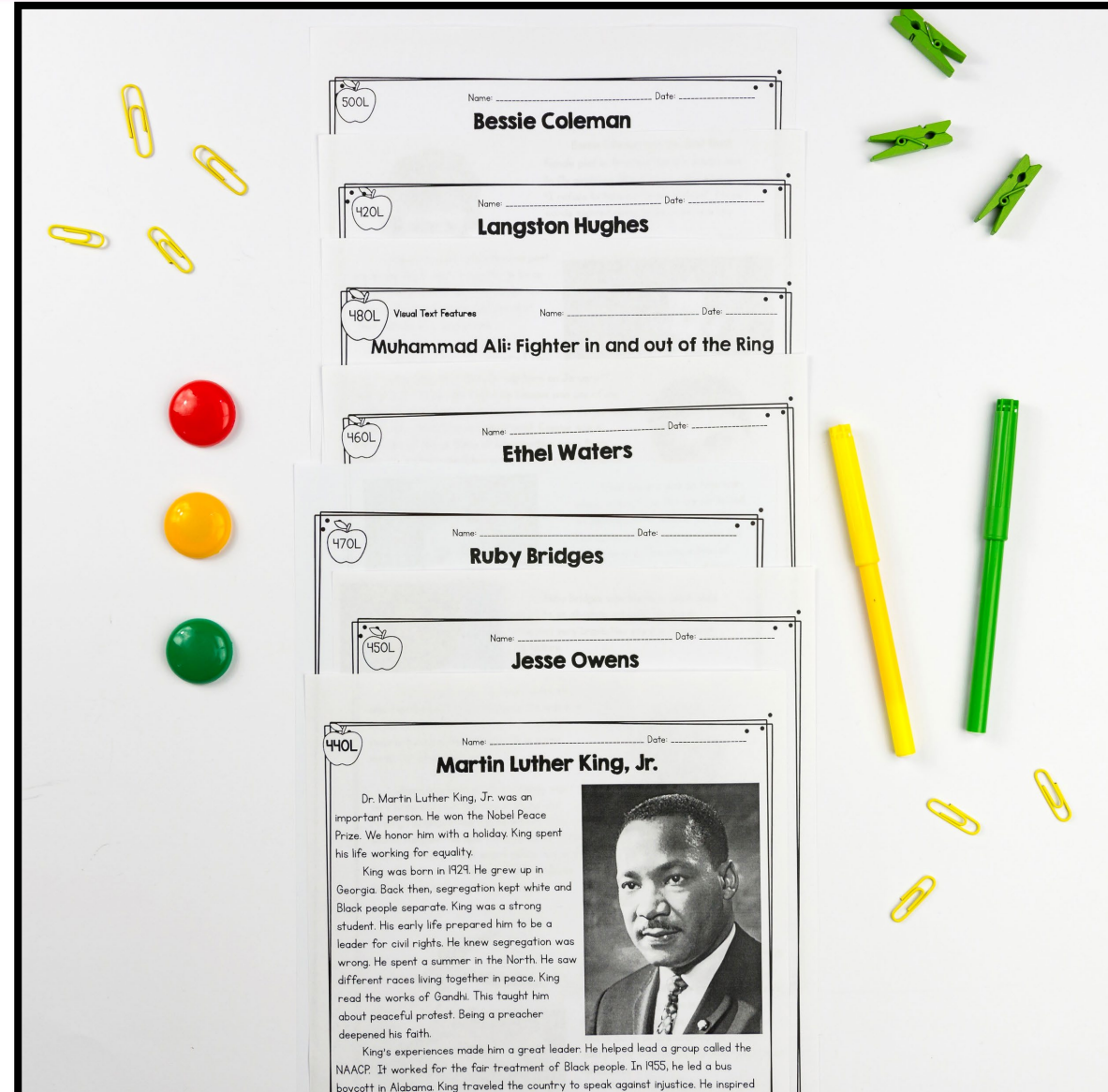
Part 3: Poster Quote Analysis

1. Words of Wisdom Worksheet
2. Portraits, Quotes, and Poster Elements

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Differentiated Levels

- Passages are Lexile leveled and differentiated on 3 levels.
- Passages span 2nd – 5th Complexity bands.
- Levels span 420L-1010L



QUESTIONS

- Scaffolded questions increase in complexity
- Multiple choice and short answer
- Variety of comprehension skills
- Rigorous and research-based approach to questioning
- Color Coded answers encourage students to use text evidence

Bessie Coleman

Name: _____ Date: _____

Answer the following questions. Underline the text evidence in the color indicated.

1. What can you learn from the caption in the photo of the postage stamp?



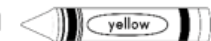
- Bessie flew a plane in 1922.
- Bessie earned her pilot license in France.
- Bessie wore goggles while flying planes.
- The stamp has a value of 32 cents.

2. Which is the best definition of the word adversity as it's used in the text?



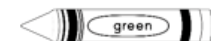
- Hardship
- Bravery
- Stress
- Luck

3. How did Bessie solve the problem of not being able to go to flight school in America?



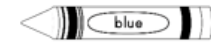
- She fought for her rights, and they let her attend.
- She went to college instead.
- She moved to France.
- She learned how to fly planes without a license.

4. Which adjective describes Bessie and her ability to never give up on her dreams?



- Determined
- Brave
- Thoughtful
- Intelligent

5. Bessie was nicknamed, "Brave Bess." Describe the time in her life when you feel Bessie was the bravest.



ANCHOR CHART

- Anchor chart to teach biography genre
- Use to introduce passages and biography poster

Historical Figure Biography Project

Biography
A Biography is a text, written to inform the reader about a real person.

A Biography should ...

- Share facts in chronological order
- Be narrated by an author who is not the person featured
- Include the author's analysis of the person

ELEMENTS OF A BIOGRAPHY

CHILDHOOD	CHALLENGES	TRAITS	LEGACY
 When and where were they born? Family Education	 What obstacles did they overcome? What events/people shaped them?	 Physical Character How would you describe them?	 What was their impact? How will they be remembered?

TEXT FEATURES YOU MIGHT ENCOUNTER:

Dialogue/Quotes	Dates and Locations	Timelines
" "	May 4 th , 1967 Kansas City	

Bessie Coleman
Name: _____ Date: _____
female pilot in America was the first Black to fly airplanes. She is famous for "I refuse to take no for an answer" words inspired me.

Langston Hughes
Name: _____ Date: _____
was a famous poet. It was like to be an early 1900s. His "I feel proud of

Ethel Waters
Name: _____ Date: _____
Ethel Waters was an American singer and actress. Her career lasted six decades. Ethel was born in 1896 in Pennsylvania. She grew up in a racial - Jim Crow era. The

Martin Luther King, Jr.
Name: _____ Date: _____
Dr. Martin Luther King, Jr. was an important person. He won the Nobel Peace Prize. We honor him with a holiday. King spent his life working for equality. King was born in 1929. He grew up in Georgia. Back then, segregation kept white and Black people separate. King was a strong student. His early life prepared him to be a leader for civil rights. He knew segregation was wrong. He spent a summer in the North. He saw

Ruby Bridges
Name: _____ Date: _____
Ruby Bridges was the first Black child to go to an all-white school in the South. She was very brave. Her story is important to history. Ruby Bridges was born in 1954. She lived in Tylertown, Mississippi. She lived with her parents and four siblings. Ruby liked learning new things. A photograph of Ruby in 2011.

Muhammad Ali: Fighter in and out of the Ring
Name: _____ Date: _____
Cassius Clay, Jr. was born on January 17, 1942, in Louisville, Kentucky. Cassius was one of six children after his father. Cassius' father was a boxer and abolitionist. Cassius was a boxer. Many of his ancestors were from the South. He was raised in the Baptist religion. Cassius experienced racial segregation. The unfair treatment of Black Americans upset Cassius. This deeply affected him. When Cassius was twelve years old, he caught a thief. Cassius threatened to fight him. A police officer told Cassius that he was too young. Cassius watched boxing on television. He was interested in the sport. Cassius trained with a trainer. Cassius became a professional boxer in 1960. He fought against a local boxer. Cassius won. He won many titles. He won a gold medal in the 1960 Summer Olympics. Cassius was 100 wins and 5 losses. He was a professional boxer in 1960. He beat many famous boxers. He was angry in the boxing ring. At age 22, Cassius won the title of Heavyweight Champion. He changed his name to Cassius X. Later, Cassius joined the Islam religion. He became Muhammad Ali. During the war in Vietnam, Ali refused to join the army. On April 28, 1967, Ali's boxing license was suspended. Ali was convicted of

Mag CORE

BIOGRAPHY POSTER

- Students select one Black History figure to study.
- Students use templates and graphic organizer to create a biography poster.
- Includes suggested graphics.
- Students present their poster to teach their classmates.
- Hits writing and speaking and listening standards!

Historical Figure Biography Poster Rubric

Student Name: Julie
Historical Figure: Bessie Coleman

Category	3	2	1	0	Score
Timeline	Student includes a detailed timeline with the appropriate amount of events. Student explains each event in detail.	Student lists their figure's timeline with the appropriate amount of events. Student provides some details.	Student lists their timeline with an insufficient amount of events.	Student did not include a timeline of events.	2
Explanation of the historical figure's legacy	Student provides an in-depth explanation of their figure's legacy and how they will be remembered. Student provides evidence to support this explanation.	Student explains their figure's legacy and how they will be remembered.	Student lists their figure's memory without providing details.	No explanation or discussion of how the figure is remembered.	1
Explanation of the historical figure's impact	Student provides an explanation of their figure's impact and how it is connected to their legacy. Student provides detailed evidence to support their explanation.	Student explains their figure's impact and how it is connected to their legacy.	Student lists their figure's impact without explanation or details.	No explanation of the figure's impact.	2
Additional facts about the historical figure	Student provides an interesting and detailed fact about their figure.	Student lists their fact about their figure.	Student does not provide an additional interesting fact.	No additional facts or details.	3
Presentation skills	Student was confident and clear in their presentation, and speaks clearly.	Student was somewhat prepared for their presentation.	Student seemed nervous and not fully prepared for their presentation.	Student did not use eye contact and was not prepared to present.	2

Score: 10 / 15

ASSESS

- Includes rubrics for poster and presentation
- Aligned to writing and speaking and listening standards
- Rubrics allow for student self assessment

Historical Figure Biography Presentation Rubric

Student Name: Julie Historical Figure: Bessie Coleman

Category	3	2	1	0	Score
Timeline of events 5 events for 2 nd /3 rd 7 events for 4 th /5 th	Student includes a detailed timeline with the appropriate amount of events. Student explains each event in detail.	Student lists their figure's timeline with the appropriate amount of events. Student provides some details.	Student lists their timeline with an insufficient amount of events.	Student did not include a timeline of events.	<u>2</u>
Explanation of the historical figure's legacy	Student provides an in depth explanation of their figure's legacy and how they will be remembered. Student provides evidence to support this explanation.	Student explains their figure's legacy and how they will be remembered.	Student lists their figure's memory without providing details.	No explanation or discussion of how the figure is remembered.	<u>1</u>
Explanation of the historical figure's impact	Student provides an in depth explanation of their figure's impact and how it is connected to their legacy. Student provides detailed evidence to support their explanation.	Student explains their figure's impact and it's connection to their legacy using some details.	Student lists their figure's impact without explanation or details.	No explanation of the figure's impact.	<u>2</u>
Additional fun facts about the historical figure	Student provides an interesting and detailed fun fact about their figure.	Student lists their fun fact without detail.	Student does not provide an additional interesting fact.	No additional facts or details.	<u>3</u>
Presentation skills	Student uses consistent eye contact, is well prepared with their presentation, and speaks clearly.	Student somewhat uses eye contact. Student is somewhat prepared for their presentation.	Student does not successfully use eye contact and speaks noisily. Student is mostly unprepared for their presentation.	Student did not use eye contact at all, was not prepared to present.	<u>2</u>
Score: <u>10</u> / 15					

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Historical Figure Biography Poster Rubric

Student Name: _____
Historical Figure: _____

Timeline 5 events for 2 nd /3 rd 7 events for 4 th /5 th	_____ / 2
_____	_____ / 2
_____	_____ / 2
_____	_____ / 8

Historical Figure Biography Poster Rubric

Student Name: Julie
Historical Figure: Bessie Coleman

Timeline 5 events for 2 nd /3 rd 7 events for 4 th /5 th	<u>1</u> / 2
Photo or drawing of the Historical Figure	<u>2</u> / 2
Additional details	<u>1</u> / 2
Quality and Neatness	<u>2</u> / 2
Score: <u>6</u> / 8	

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EXTENSION

- Quote analysis activity
- Can be added to poster presentation as an extension
- Includes eye-catching graphics

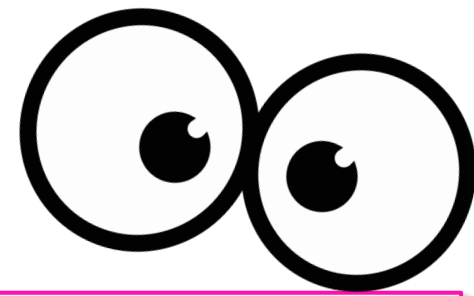


WHY IT WORKS

- Teach your students about Black History through the stories of inspirational figures.
- Differentiated to meet all students' needs
- Hits reading, writing, and speaking and listening standards
- Engaging and self-directed. Can be used as a classroom or at-home project!
- Use reading passages throughout the year to reinforce reading comprehension skills.



TAKE A PEEK



450L

Name: _____ Date: _____

Jesse Owens

Jesse Owens was a famous runner. He won 4 gold medals in the Olympics. He was one of the best runners in history. Some of his records have not been broken. He is a role model for determination.

Jesse was born in 1913. His family was very large and poor. He liked studying and running. His classmates nicknamed him "the secret weapon." His sports performance often surprised others. Jesse was a valued teammate. In college, he won awards for running. Jesse kept training so he could gain speed.



Photo of Jesse Owens in 1936.

He joined the U.S. Olympic Team in 1936. Jesse was one of the first Black people in the Olympics. Black Americans were treated unfairly for a long time in the South. Black Americans did not have the same rights as others. Some people doubted his athletic ability. They thought his skin color would limit his success.

Jesse faced racism during his life. He was treated differently because of his skin color. At the Olympics, other runners and reporters were mean to him. Jesse was not able to run in some Olympic events. He was forced to stay in separate hotels.



Owens during his victory in the long jump at the 1936 Summer Olympics.

710L

Name: _____ Date: _____

Jesse Owens

Jesse Owens was famous for running track and field. In the 1936 Olympic games, he won 4 gold medals. He was a very talented athlete and role model. He still holds some of the highest Olympic records today. He is a role model for determination and grit.

Owens was born in Alabama in 1913. He had 10 brothers and sisters, and his family was very poor. As a boy, he enjoyed running and worked hard in school. Jesse was a much faster runner than many of his classmates. His classmates nicknamed him "the secret weapon." His sports performance often surprised others. Jesse was a valued teammate.

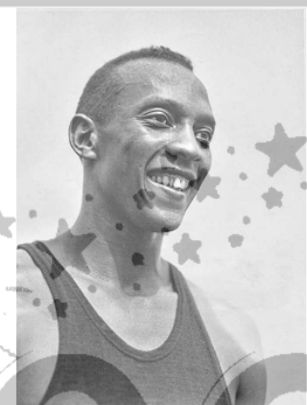


Photo of Jesse Owens in 1936.

He studied at Ohio State University and won awards for running. In 1936, Jesse joined the U.S. Olympic Team. He won gold medals in the 100- and 200-meter dashes. He also earned a medal for the 400-meter relay and long jump events. Jesse was African American and served as a role model for the world and the people who cheered him on in the Olympics.



Owens during his victory in the long jump at the 1936 Summer Olympics.

940L

Name: _____ Date: _____

Jesse Owens

Jesse Owens was one of the most famous track and field athletes in history. He won 4 gold medals at the 1936 Olympic games, which was a record that still stands today. He was an incredible athlete and an amazing role model.

Jesse Owens was born in Alabama in 1913. He was one of 10 children, and his family was very poor. From a young age, he showed great promise as an athlete. He was so fast that his classmates nicknamed him "the secret weapon." Jesse worked hard in school and became an excellent runner. He won a track scholarship to Ohio State University, where he became a national champion.

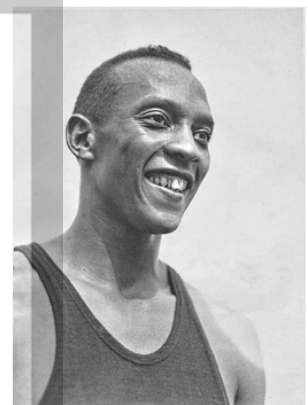


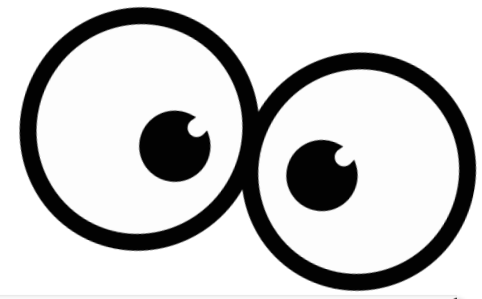
Photo of Jesse Owens in 1936.

Jesse worked hard and eventually earned a spot on the U.S. Olympic Team in 1936. At the Olympics, he made history when he won gold medals in the 100-meter dash, 200-meter dash, 400-meter relay, and long jump events. His incredible performance stunned the world and offered hope to millions of African Americans who were struggling for civil rights at the time.



Owens during his victory in the long jump at the 1936 Summer Olympics.

AND ANOTHER PEEK



Nelson Mandela

Answer the following questions. Underline the text evidence in the color indicated. If there is not a crayon next to the question, you will need to infer the answer. You should still look for text evidence to help you infer.

1. Which of these best states the main idea of the text?

- a. Nelson Mandela helped Black people gain civil rights in South Africa.
- b. Racism is a global problem that everyone must work to end.
- c. South Africa had a harder time ending segregation than the United States did.
- d. The Nobel Peace Prize was awarded to Nelson Mandela in 1993.

2. Which organization opposed the African National Congress?

- a. Black people in South Africa who had been removed from their homes
- b. Nelson Mandela's group of apartheid fighters
- c. The South African government for most of the 1900s
- d. The U.S. government, which was ending segregation

3. How did giving Black people the right to vote affect the first election in South Africa?

- a. The government passed apartheid laws.
- b. The president worked with Mandela to earn the Nobel Peace Prize.
- c. People voted to end apartheid.
- d. The first Black president was elected.

4. How are the words **segregation** and **apartheid** related to one another?

- a. Apartheid is a solution to segregation.
- b. Segregation causes apartheid.
- c. They have opposite meanings.
- d. They have the same meaning.

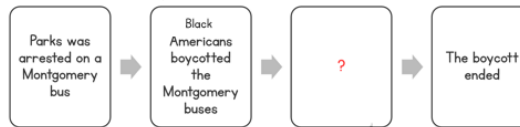
5. What is the overall organizational structure of the text? How can you tell?

Rosa Parks

Name: _____ Date: _____

Answer the following questions. Underline the text evidence in the color indicated. If there is not a crayon next to the question, you will need to infer the answer. You should still look for text evidence to help you infer.

1. Which event best completes the chain of events?



- a. Parks refused to give up her seat.
- b. A court found segregation illegal.
- c. The bus system went out of business.
- d. The NAACP was formed to fight discrimination.

2. Why was Rosa Parks arrested?

- a. She threatened to start a boycott of the bus system.
- b. She escaped from slavery when it was still legal.
- c. She sat in the front of the bus instead of the back.
- d. She wouldn't give up her bus seat to a white person.

3. Based on the text, which is the best definition of **discrimination**?

- a. unfair treatment
- b. walking to work or school
- c. standing up for what is right
- d. being arrested

4. What is the relationship between paragraphs 6 and 7?

- a. compare and contrast
- b. cause and effect
- c. problem and solution
- d. past and present

5. Summarize Rosa Parks' role in ending segregation.

Langston Hughes

Name: _____ Date: _____

Answer the following questions. Underline the text evidence in the color indicated. If there is not a crayon next to the question, you will need to infer the answer. You should still look for text evidence to help you infer.

1. Why was the year 1926 such an important year in Langston's life?

- a. He won an award for his writing about racism.
- b. He wrote "The Weary Blues" and people recognized him as a poet.
- c. He wrote "I Too" and people recognized him as a poet.
- d. He graduated from Columbia University.

2. Which statement can be inferred from paragraph 5?

- a. Hughes believed people should be proud of their culture.
- b. Hughes believed you have to have money to be successful.
- c. Hughes believed you have to have a college degree to be successful.
- d. Hughes believed you have to be famous to participate in equal rights.

3. Which family member had the greatest influence on Langston's life?

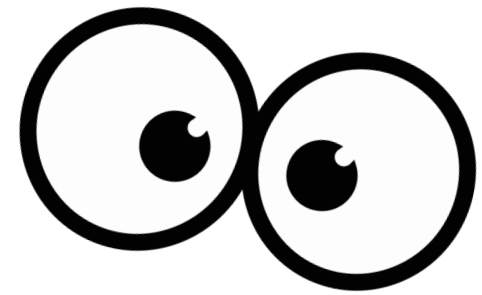
- a. His dad
- b. His mom
- c. His wife
- d. His grandmother

4. What caused Langston to leave Columbia University after one year?

- a. His parents got a divorce.
- b. He traveled to Africa.
- c. He moved with his dad to Ohio.
- d. He didn't have enough money for college.

5. Using text evidence, tell TWO ways Langston used his writing to show his belief that everyone should have equal rights.

CHECK THIS OUT TOO!



• 2nd/3rd Name: _____ Date: _____

Historical Figure Biography Project Graphic Organizer

Historical Figure

Name:	Date of birth:
Place of birth:	Date of death: <i>Optional</i>

Timeline

Date:	Event:
	•
	•
	•
	•
	•

How are they remembered?	What was their impact?	Fun Facts
•	•	•
•	•	•
•	•	•

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Name: _____ Date: _____

Historical Figure Biography Project Extension Activity

Directions: Compare and contrast the historical figure you presented with a different historical figure presented by one of your classmates. Note the similarities and differences.

1st Historical Figure:	Similarities	2nd Historical Figure:
•	•	•
•	•	•
•	•	•
•	•	•
•	•	•

What are the most significant similarities between your historical figure and the 2nd historical figure you chose? Why are those similarities important?

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Biography

A biography is a text written to inform the reader about a real person.

 A biography should . . .

- share facts in chronological order.
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- include the author's analysis of the person.

ELEMENTS OF A BIOGRAPHY

CHILDHOOD	CHALLENGES	TRAITS	LEGACY
			
When and where were they born? Family Education	What obstacles did they overcome? What events/people shaped them?	Physical Character How would you describe them?	What was their impact? How will they be remembered?

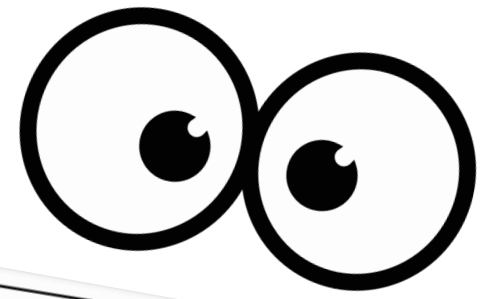
TEXT FEATURES YOU MIGHT ENCOUNTER:

Dialogue/Quotes " "	Dates and Locations May 4 th , 1967 Kansas City	Timeline []
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AND THIS!



Poster Elements

WORDS OF WISDOM

Select a quote from the person you are studying. Reflect on the quote. What does it mean? What message is the person trying to convey? How does this quote embody the person's character?

Experience: that most brutal of teachers. But you learn, my God do you learn."

"If I can minimum of and desires, th be no regre

"The air is the only place to be free from prejudices."

"A woman is like a teabag - you can't tell how strong she is until you put her in hot water."

BESSIE

PILOT LICENSE

BESSIE COLEMAN

MagiCORE

