



Scientist Role Models

INTRODUCTION

Scientists do a wide variety of research to answer different types of questions. They also come from many different places and backgrounds. This activity gives you a chance to find a scientist you can relate to in some way. Maybe you'll relate to the work they are doing, some part of their identity, or the environment where they work. The choice is yours!

Why are you doing this activity?

Biology is a very broad subject, so it can be hard to cover everyone's interests in class. This activity lets you pick a scientist, and the part of biology they study, to explore on your own.

What will you, as a student, get out of it?

By doing this activity, you may discover a part of biology that interests you in some way. You may also be inspired by your scientist and become more aware of the natural world.

What are you supposed to do?

Follow the steps in the procedure below to choose a scientist and learn about their work. At the end, you will need to write two paragraphs about your scientist.

How will you know if you did the activity successfully?

To complete this activity successfully, review and revise your paragraphs using the rubric at the end of this handout. When used well, the rubric can give you a sense of how well you completed the activity. It also gives you an opportunity to revise and improve your work, which are important scientific habits.

MATERIALS

- "Scientist Profiles" document
- Internet access for watching videos and doing research

PROCEDURE

1. Go through the "Scientist Profiles" document and choose a scientist to explore. Pick someone whose work interests you and/or whom you can relate to in some way.
2. Watch the BioInteractive video for your scientist. You may also research the scientist online for more information.
3. As you learn about your scientist, take notes in the table below.

Scientist's name	
Part of biology they are working on (for example, evolution or infectious diseases)	
Why are they doing this research? What questions are they trying to answer?	

<p>What organisms, systems, or structures do they study?</p>	
<p>What are some of the results of their research?</p>	

4. Answer the following questions. Write a detailed paragraph for each answer.

a. What research is this scientist doing?

b. How is this scientist's research relevant to you, your career interests, and/or society in general?

5. Review your paragraphs using the rubric at the end of this handout. Revise your paragraphs as needed to fulfill the criteria for high performance.

Rubric for Paragraphs

	High performance	Medium performance	Low performance
Purpose and organization	There is a clear purpose to the paragraphs. The organization makes them easy to read.	The paragraphs' purpose is not clear and/or the organization is weak.	Neither a clear purpose nor clear organization is present.
Use of evidence and details to develop the main idea	Different lines of supporting evidence, including facts and details, are included and explained.	Some evidence is included. It mostly supports the main argument.	Little or no supporting evidence is included, or the evidence does not relate to the main idea.
Sentence structure and transitions	Varied sentence structure and length demonstrate conscious planning. Transitions between sentences and ideas flow well.	The writer shows control over simple sentence structure, but transitions do not flow well.	The sentences tend to be choppy, incomplete, or rambling. Transitions between ideas are lacking.
Language	Wording is clear and precise. The writer is aware and respectful of the audience and the purpose for writing.	Some wording is clear; other parts are muddled. The writer seems sincere but not fully engaged or involved.	Language is unclear and/or confusing. The writer seems indifferent, uninvolved, or distanced from the topic and/or audience.
Mechanics and grammar	The paragraphs have no errors in punctuation, capitalization, or spelling.	The paragraphs have a few punctuation, capitalization, or spelling errors.	The paragraphs have many punctuation, capitalization, or spelling errors.