



Information
sheet

A

Instructions

- Read this story with one or two friends.
- Answer the questions on the question sheets. You will only have some answers.
- Talk to students with the other information sheets to find the other answers. Do NOT look at their information sheets.



Mae Jemison

Mae Jemison was the first African-American woman to go into space.

Mae Jemison was born on October 17, 1956. When she was young, she loved to dance. At school she became very interested in science and space travel. In 1973, when she was 16 years old, she graduated from high school. She went to university and graduated in 1977 with a Bachelor of Science degree in Chemical Engineering. After graduating from Stanford University, Jemison attended Cornell Medical School where she trained to become a doctor.

In 1983, Sally Ride became the first American woman to go into space. Because of this, Jemison decided to apply to the astronaut program at NASA.

After being selected, Jemison trained with NASA and worked on projects at the Kennedy Space Centre in Florida.

After leaving NASA, she began teaching environmental studies at Dartmouth College. She also started The Jemison Group, a company that encourages people to use science and technology to help everybody in the world.



Information
sheet

B

Instructions

- Read this story with one or two friends.
- Answer the questions on the question sheets. You will only have some answers.
- Talk to students with the other information sheets to find the other answers.

Mae Jemison was the first African-American woman to go into space.

Mae Jemison was born in Decatur, in the south of the USA. When she was three years old, Jemison and her family moved to Chicago.

In 1973, when she was 16 years old, she graduated from high school.

After she graduated, Jemison left Chicago to attend Stanford University in California.

Jemison joined the Peace Corps in 1983 and served as a doctor for two years in Africa.

She learnt to speak Russian, Japanese and Ki-Swahili fluently.



Mae Jemison

On September 12, 1992 Jemison and six other astronauts went into space on the space shuttle *Endeavour*. This voyage made Jemison the first African American woman in space. The team made 127 orbits around the Earth and returned to the Kennedy Space Centre in Florida on September 20, 1992.

She wrote her first book in 2001, *Find Where the Wind Goes*, which was a children's book about her own life.



Information
sheet

C

Instructions

- Read this story with one or two friends.
- Answer the questions on the question sheets. You will only have some answers.
- Talk to students with the other information sheets to find the other answers.

Mae Jemison was the first African-American woman to go into space. Mae Jemison was the youngest of three children. Her mother was a school teacher and her father was a caretaker. When she was young, Mae's favourite television programme was *Star Trek*. When she went to university, she decided to study chemical engineering.

In 1981 she became a doctor at the Los Angeles County Medical Centre. In 1985 Jemison applied to the American astronaut program at NASA. After the Space Shuttle *Challenger* exploded in 1986, NASA took a break from accepting new people. However, Jemison applied again in 1987 and was one of the 15 people chosen out of over 2,000 applications.



Mae Jemison

Jemison left NASA in 1993 after serving as an astronaut for six years in total. After hearing that she was a fan of the *Star Trek* television show, actor LeVar Burton asked Jemison to appear in an episode. Jemison agreed and in 1993, she became the first real astronaut to be on an episode of *Star Trek: The Next Generation*.

Jemison now visits schools and colleges to encourage girls to study science and maths.



1. When was Mae Jemison born?		2. Where was she born?	
3. What jobs did her mother do?	4. What jobs did her father do?	5. How many brothers and sisters did she have?	
6. Where did her family move to when she was three years old?		7. What did she love to do when she was young?	
8. What did she become interested in when she was at school?		9. What was her favourite television programme?	
10. What happened in 1973?		11. What university did she go to after leaving school?	
12. What did she study at university?		13. After leaving Stanford University where did she go?	
14. What did she train to be there?	15. What did she do in 1981?		
16. Where did she work between 1983 and 1985?	17. What languages did she learn?		



18. When did she first apply to become an astronaut?	19. Why did NASA take a break from accepting new astronauts?	
20. When did she apply again to be an astronaut?	21. What did she do after she was selected?	
22. What did she do on September 12 th 1992?		23. Why was this important?
24. How many days did she stay in space?	25. When did she leave NASA?	26. What did she teach at Dartmouth College?
27. What was the name of the company she started?		28. What does the company do?
29. In 1993, what television programme did she appear in?		30. What did she do in 2001?
31. What does she try to encourage girls to do?		

Now use these answers to write about the life of Mae Jamison.

TEACHERS NOTES

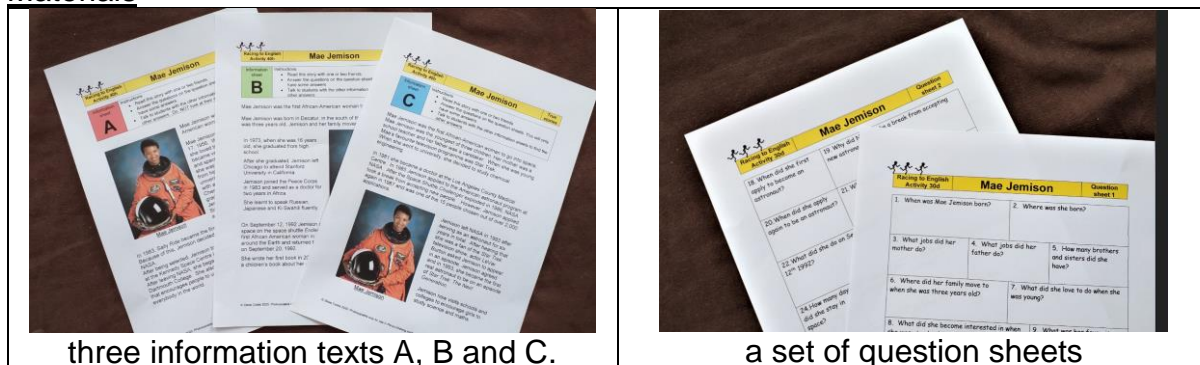
info gap activities

Introduction

The aims of these activities are:

- to encourage pupils/students to collaborate in gathering information
- to support them in exchanging information with others
- to support their reading, recording literal information from text and making notes
- to support pupils in writing their own biographical text using 'scaffolding'
- to provide opportunities for pupils to ask each other about vocabulary, negotiate meanings and explain their own understanding of vocabulary items.
- to expand the range of 'famous people' pupils might read and write about in biographical texts.

Materials



NOTE

The information texts are constructed so that if you have text A, you can only answer a **third** of the questions and the same for texts B and C.

Instructions

The activity can be used in several ways.

One common way is as follows:

- Divide the pupils into groups of three pupils (or three pairs). These can be groups who are of a similar level or mixed level groups with children able to support others and/or groups of pupils who share a first language.
- Give each individual/pair all the question sheets. The questions are in boxes so that there is only room to write notes rather than full sentences.
- Give each pupil in the group a different information sheet (A, B or C)
- Initially pupils work individually to answer all the questions that they can from their information sheet
- The pupils then complete their own question grid by working with each other and giving and getting information from each other.

An alternative way is as follows:

- Split the class into “home groups”
- Give each group **three** copies of **ONE** of the information sheets (A, B or C)
- Give each pupil the question sheets
- Pupils work together with other group members to answer all the questions that they can
- Then mix the groups up so they can share and discuss with pupils that have the other two info sheets.

When the pupils have finished the question sheets (which is a form of making notes) they can use them to write their own version of the text which will of course be different from any of the original three texts because it will effectively combine information from all of them. The question sheets support pupils’ writing not only because they provide a chronological structure, but also because the structure of each question provides a language structure for expanding the notes into complete sentences.

Writing can be differentiated by asking some pupils to write one sentence per question box. Other pupils can be challenged to combine information from two or more boxes into one sentence. In this way, while some pupils will write mainly in simple sentences others will be using mainly complex sentences.

In addition to this, pupils could do some additional research of the person’s life in order to add further information or detail to their existing notes.

These kinds of activities are particularly suitable for learners of English as an additional language (EAL) who are beyond the initial stages of acquiring English. The opportunities for listening and talking, encountering new vocabulary and clarifying meaning in the group work are very important. The support for learners in note-making and writing provided by the question grid is the kind of scaffolding which will enable them to structure their own writing at text, sentence, and word level.