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.

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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.

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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).

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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.

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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.

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Group Members:

Additional Comments:

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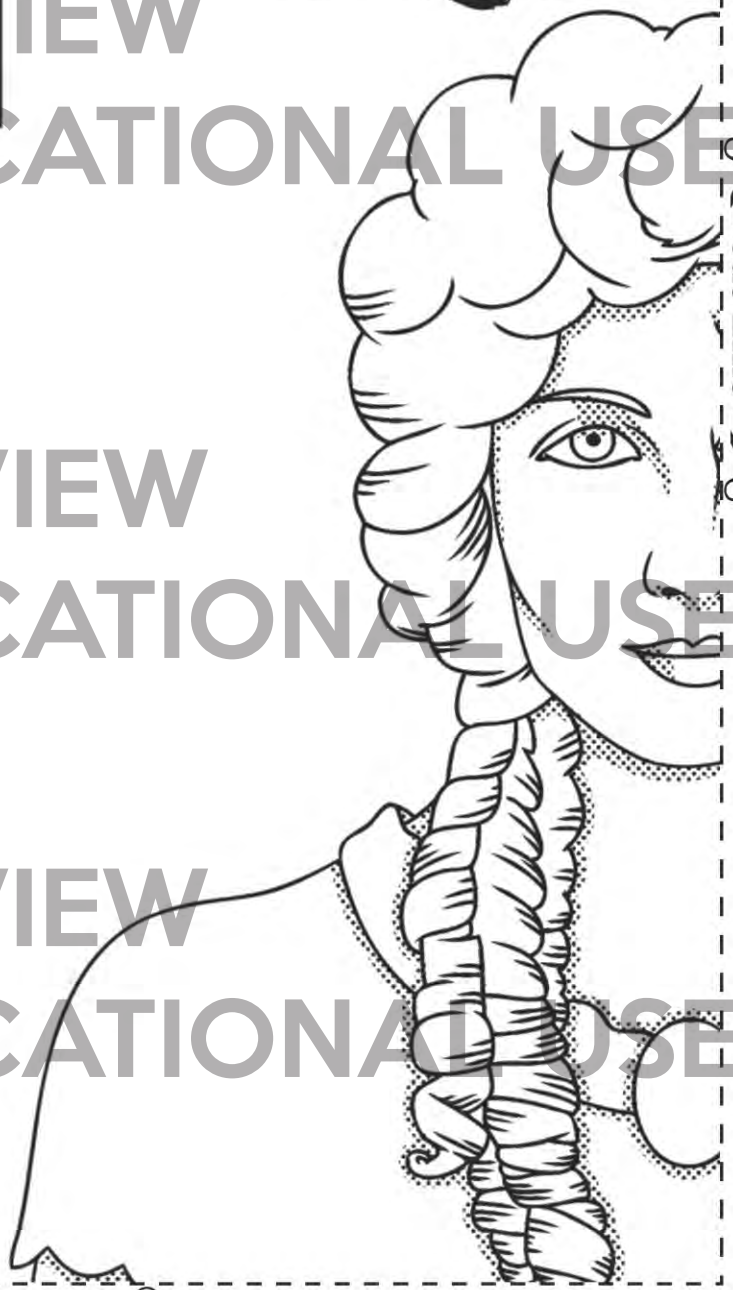
FAMOUS FOR

SUCCESSES

BE
RO



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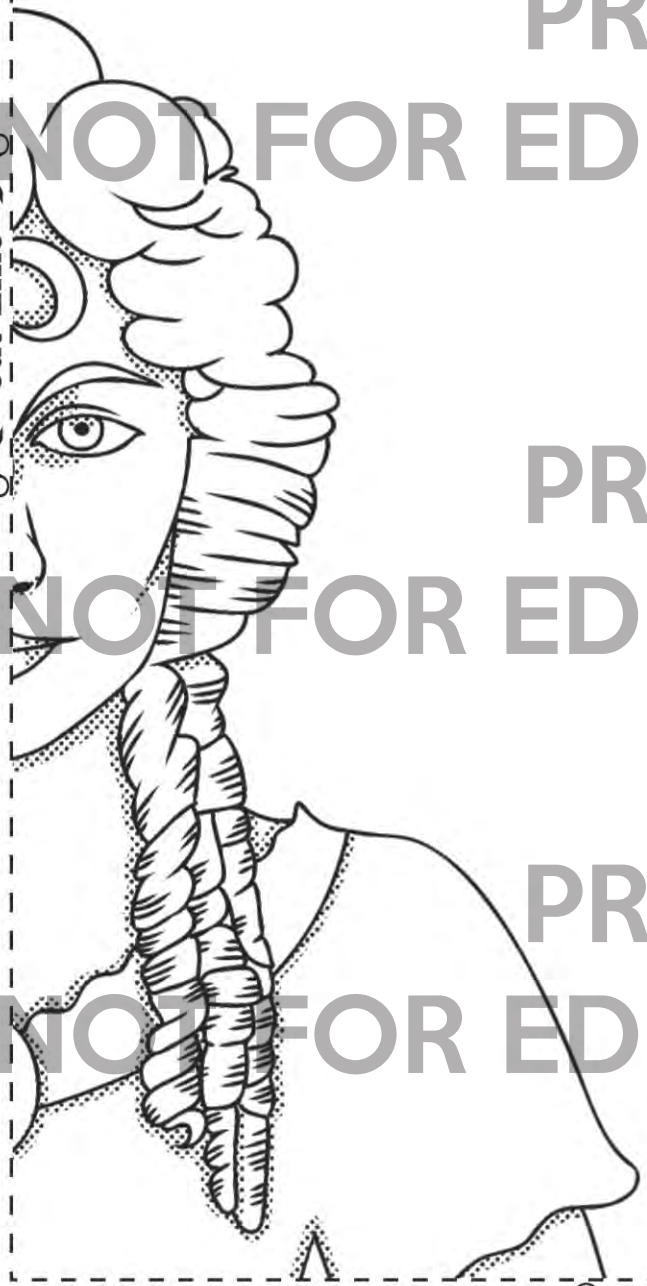

QUOTE

CAREER

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FAILURES

EXPERIENCE

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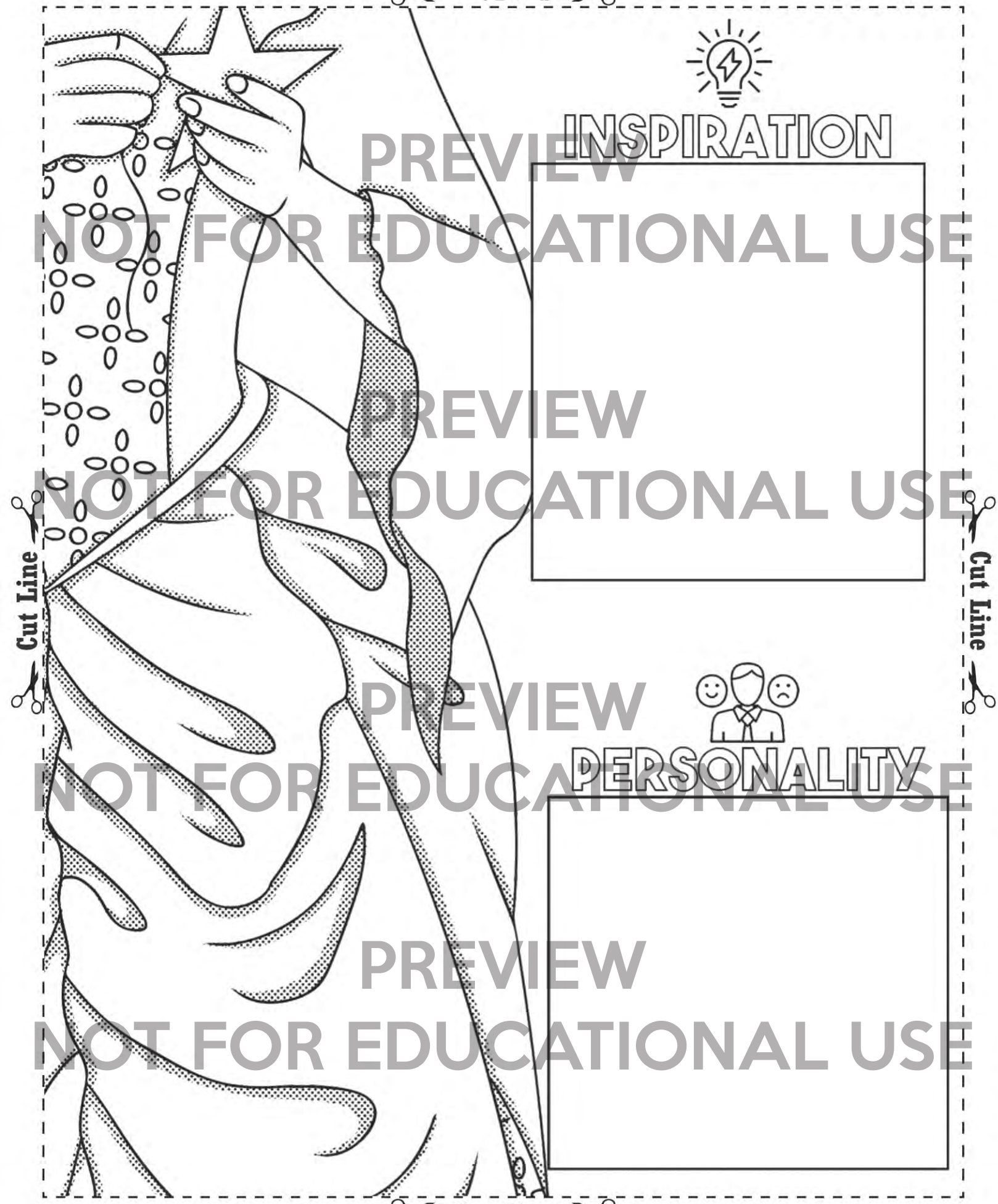

INSPIRATION

PERSONALITY

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HURDLES

BIRTH

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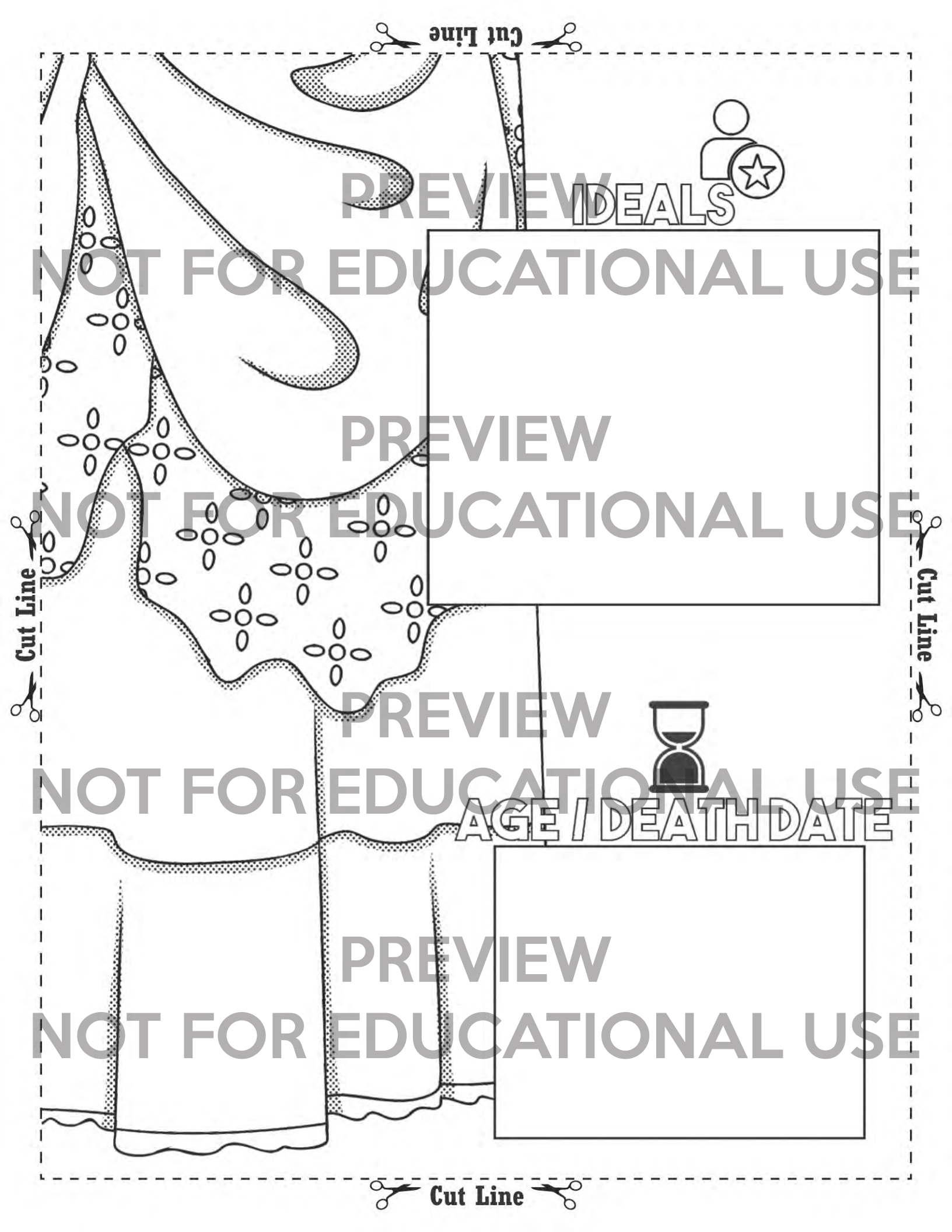
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IDEALS
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AGE / DEATHDATE
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Biography Project
Brainstorming Worksheet

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?

SUCCESSES: 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.

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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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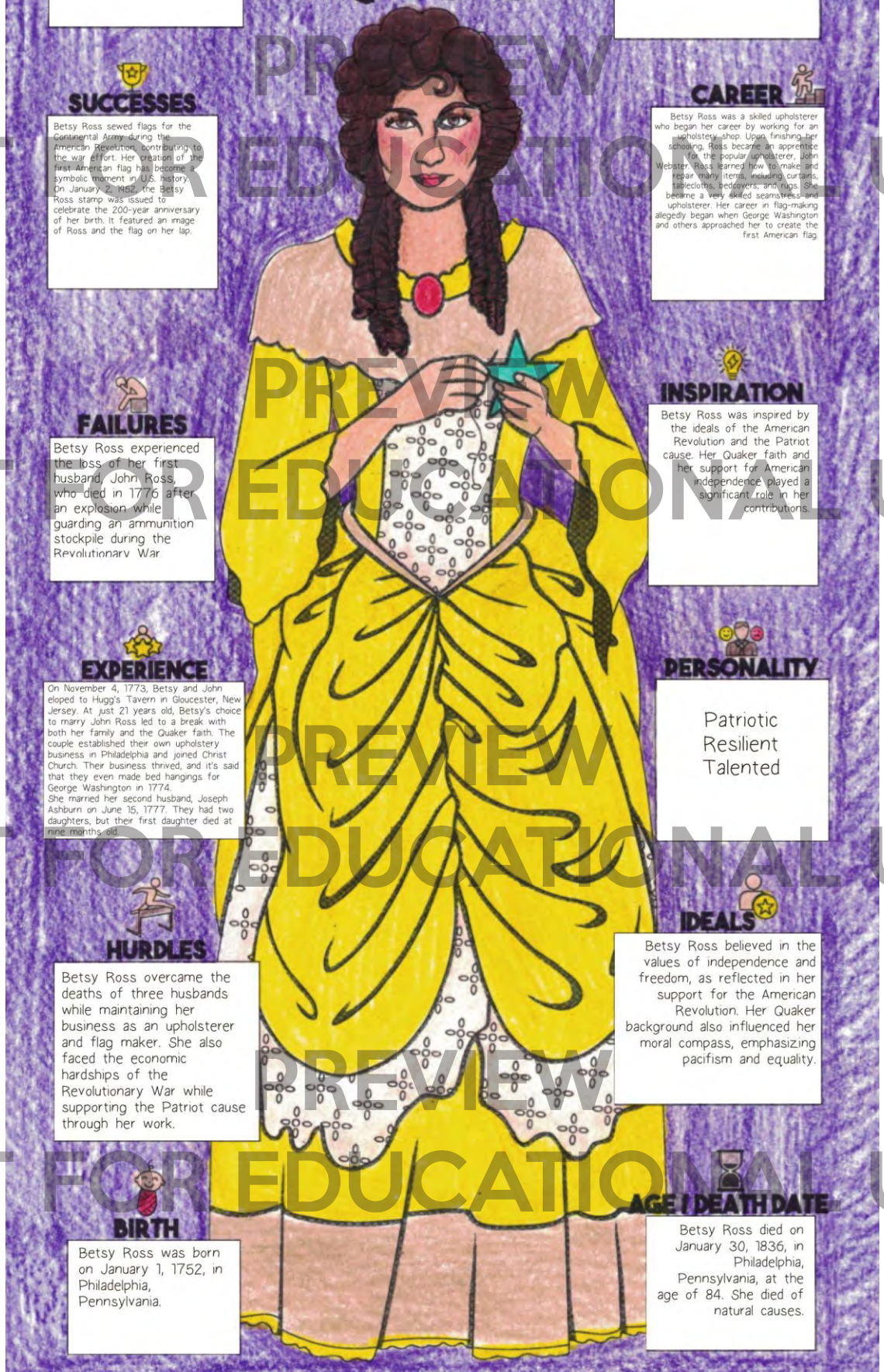
AGE/DEATH DATE: How old is this person? Where are they now? If they are no longer alive, where/when/how did they pass away?

BETSY ROSS



FAMOUS FOR

Betsy Ross is most famous for being credited with making the first American flag.

QUOTE

"Our hearts aching, our prayers praying, our flags waving, never forget."

SUCCESSES

Betsy Ross sewed flags for the Continental Army during the American Revolution, contributing to the war effort. Her creation of the first American flag has become a symbolic moment in U.S. history. On January 2, 1952, the Betsy Ross stamp was issued to celebrate the 200-year anniversary of her birth. It featured an image of Ross and the flag on her lap.

CAREER

Betsy Ross was a skilled upholsterer who began her career by working for an upholstery shop. Upon finishing her schooling, Ross became an apprentice for the popular upholsterer, John Webster. Ross learned how to make and repair many items, including curtains, tablecloths, bedcovers, and rugs. She became a very skilled seamstress and upholsterer. Her career in flag-making allegedly began when George Washington and others approached her to create the first American flag.

FAILURES

Betsy Ross experienced the loss of her first husband, John Ross, who died in 1776 after an explosion while guarding an ammunition stockpile during the Revolutionary War.

INSPIRATION

Betsy Ross was inspired by the ideals of the American Revolution and the Patriot cause. Her Quaker faith and her support for American independence played a significant role in her contributions.

EXPERIENCE

On November 4, 1773, Betsy and John eloped to Hugg's Tavern in Gloucester, New Jersey. At just 21 years old, Betsy's choice to marry John Ross led to a break with both her family and the Quaker faith. The couple established their own upholstery business in Philadelphia and joined Christ Church. Their business thrived, and it's said that they even made bed hangings for George Washington in 1774.
She married her second husband, Joseph Ashburn on June 15, 1777. They had two daughters, but their first daughter died at nine months old.

PERSONALITY

Patriotic
Resilient
Talented

HURDLES

Betsy Ross overcame the deaths of three husbands while maintaining her business as an upholsterer and flag maker. She also faced the economic hardships of the Revolutionary War while supporting the Patriot cause through her work.

IDEALS

Betsy Ross believed in the values of independence and freedom, as reflected in her support for the American Revolution. Her Quaker background also influenced her moral compass, emphasizing pacifism and equality.

BIRTH

Betsy Ross was born on January 1, 1752, in Philadelphia, Pennsylvania.

AGE / DEATH DATE

Betsy Ross died on January 30, 1836, in Philadelphia, Pennsylvania, at the age of 84. She died of natural causes.

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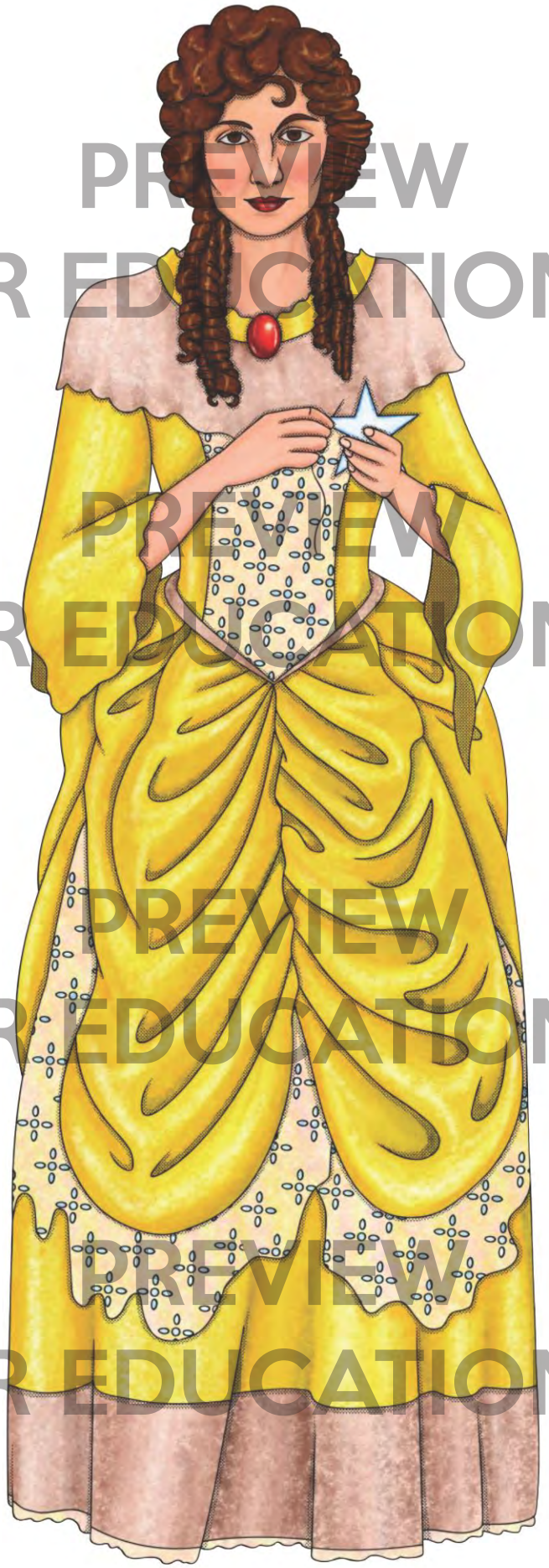

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