

Cut Line



NATIONALITY

Blank box for writing Nationality

EMILY  
BRO

PREVIEW



PRAISED FOR

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Cut Line

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ALLY  
NOTE

PREVIEW

QUOTE



PREVIEW

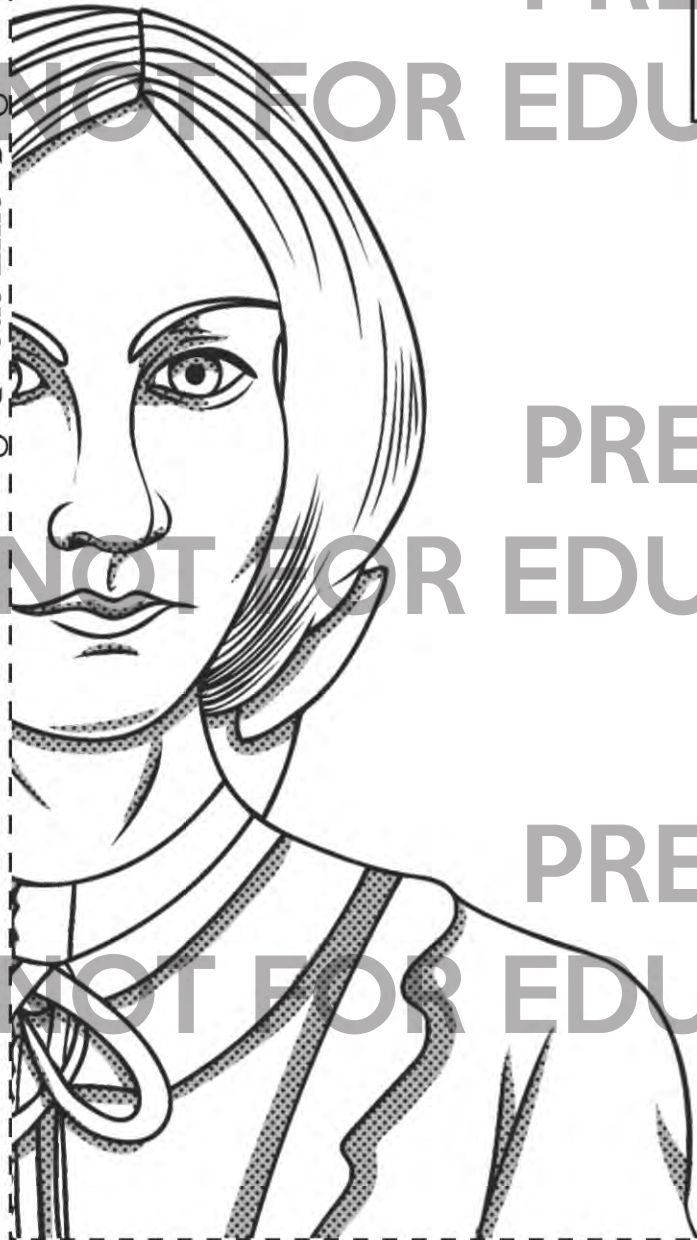


EDUCATION  
& CAREER

PREVIEW



PREVIEW



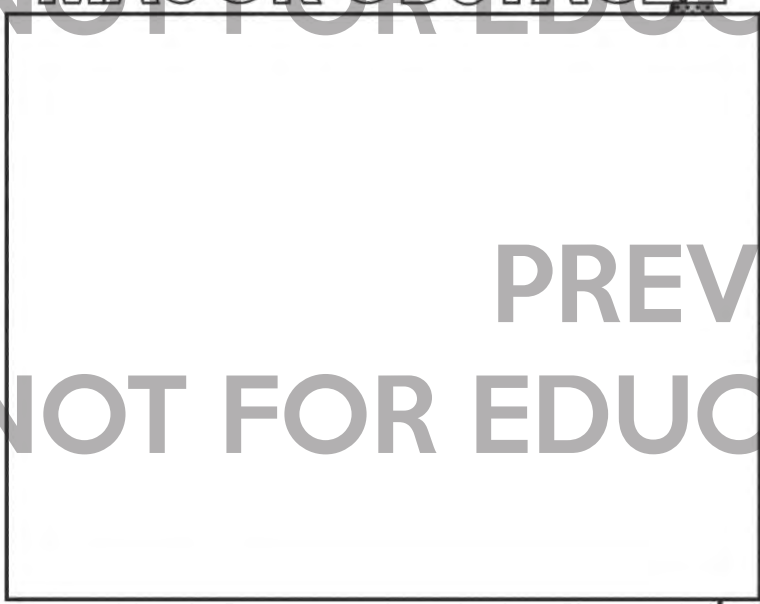
Cut Line



CRITICIZED FOR



MAJOR OBSTACLE



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PREVIEW  
NOT FOR EDUCATIONAL USE

PREVIEW  
NOT FOR EDUCATIONAL USE

PREVIEW  
NOT FOR EDUCATIONAL USE

PREVIEW  
NOT FOR EDUCATIONAL USE

Cut Line

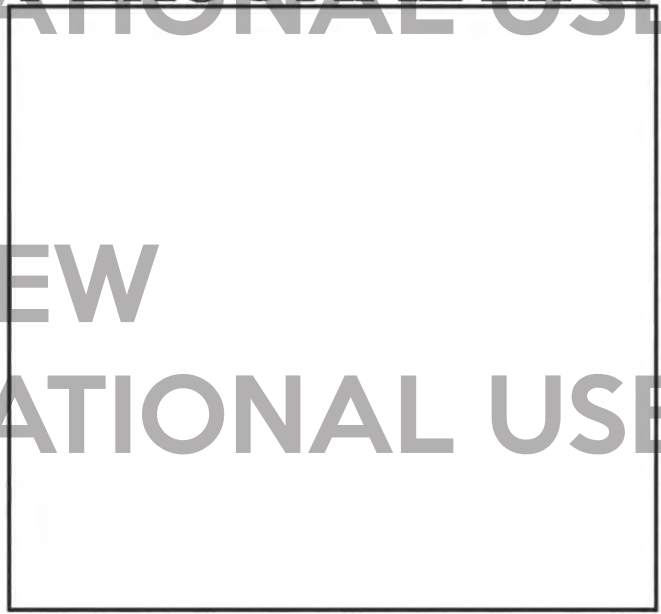
Cut Line



PASSION / TALENT



PERSONAL LIFE



Cut Line

Cut Line

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Cut Line



2 MAJOR LIFE EVENTS

Empty rectangular box for the first major life event.

Cut Line

Cut Line



BIRTH DATE

Empty rectangular box for the birth date.

Cut Line



Cut Line



PREVIEW  
3 ADJECTIVES

NOT FOR EDUCATIONAL USE

PREVIEW

NOT FOR EDUCATIONAL USE

PREVIEW

NOT FOR EDUCATIONAL USE



DEATH DATE

PREVIEW

NOT FOR EDUCATIONAL USE



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# PREVIEW

# NOT FOR EDUCATIONAL USE

**Literary Legends Author Study Project Rubric**

|                            | 20                                                                                                                                                                                                                                                                                                   | 15                                                                                                                                                                                                                                                                                                       | 10                                                                                                                                                                                                                                                                                                                           | 5                                                                                                                                                                                                                                                                                                                       |
|----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Research</b>            | The group conducts thorough research on the author. 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 author's life accurately and specifically. The group includes meaningful information. | The group conducts research on the author. 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 author's life accurately and specifically. The group includes mostly meaningful information. | The group conducts some research on the author. The group demonstrates an elementary understanding of the historical context and events related to the person's life. The project depicts events of the author's life that are moderately unclear or inaccurate. The group includes a fair amount of meaningful information. | The group conducts little research on the author. 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 author's life that are inaccurate and ambiguous. The group mainly includes nonessential information. |
| <b>Overall Appearance</b>  | 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.                                                                                                                                                    |
| <b>Participation</b>       | 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.                             |
| <b>Cooperation</b>         | 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.                                                           |
| <b>Attention to Detail</b> | 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.                                                                                                                                               |

**Group Members:**

**Additional Comments:**

PREVIEW

NOT FOR EDUCATIONAL USE

## Collaborative Author Study Project

Objective: Research a specific author in order to learn about his/her career, life, and notable achievements. Create an attractive poster that includes a colored illustration of the author and presents the most crucial information from your research.

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 author, 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.
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).
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.



# Author Study Project

## Brainstorming Worksheet

First, research your author 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.

NATIONALITY:

Where was the author born? What country is the author from? Where are the author's parents from?

PRAISED FOR:

Why is this author famous? What do people admire and celebrate about this author? List notable works.

CRITICIZED FOR:

What is the author judged for negatively? What is something the author has said or done that is not approved by others? Why do some people dislike this author?

MAJOR OBSTACLE:

What mental, physical, or emotional obstacles has the author had to overcome? What challenges or barriers, such as financial difficulties or health problems, did the author face?

TWO MAJOR LIFE EVENTS:

Briefly explain two major events that occurred in the author's life. A major life event is a significant occurrence that has a lasting impact on an individual's life. These events can be positive or negative.

BIRTH DATE:

When was the author born? Be as specific as possible.

QUOTE:

Choose a quote by the author. Include the context of the quote. When was it said? Is it a line from a novel? A poem? An interview? Explain the meaning of the quote.

PREVIEW

EDUCATION AND CAREER:

Where and when did the author attend school? What career choices led this person to become a successful author? When did this person become an author? When did the author achieve fame?

PASSION/TALENT:

What skills or talents does the author possess? What beliefs, ideals, or goals does the author have strong feelings about? What activities is the author enthusiastic about (what brings him/her joy)?

PERSONAL LIFE:

What are at least two facts about the author's personal life? For example: Is the author married? Does the author have children? Does the author have siblings? Who is the author's closest ally or friend?

THREE ADJECTIVES TO DESCRIBE HIM/HER:

List three personality traits that describe the author.

DEATH DATE OR AGE IF STILL LIVING:

When did the author pass away? If the author is still living, what is his/her age?

## Emily Brontë Answers Author Study Project

**First, research your author 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.**

### NATIONALITY:

Where was the author born? What country is the author from? Where are the author's parents from?

Emily Brontë was English. She was born in Thornton, West Yorkshire, England.

### PRAISED FOR:

Why is this author famous? What do people admire and celebrate about this author? List notable works.

Emily Brontë wrote poetry and one book in her short life. Her novel "Wuthering Heights" is considered a classic of English literature and is renowned for its dark and passionate portrayal of love, revenge, and the complex characters that inhabit the story. Some of her well-known poems include "Remembrance," "Love and Friendship," and "No Coward Soul Is Mine."

### CRITICIZED FOR:

What is the author judged for negatively? What is something the author has said or done that is not approved by others? Why do some people dislike this author?

Some readers have criticized the characters in "Wuthering Heights" because they are too morally ambiguous which make them unsympathetic and difficult to root for.

### MAJOR OBSTACLE:

What mental, physical, or emotional obstacles has the author had to overcome? What challenges or barriers, such as financial difficulties or health problems, did the author face?

Emily Brontë faced gender bias during her time. Like her sisters who were also authors (Charlotte and Anne), Emily chose to use a pen name while publishing her work. Emily published under the pseudonym "Ellis Bell." Women writers often faced challenges in getting their works published and receiving recognition.

### TWO MAJOR LIFE EVENTS:

Briefly explain two major events that occurred in the author's life. A major life event is a significant occurrence that has a lasting impact on an individual's life. These events can be positive or negative.

Brontë's mother tragically died of cancer when Emily was only three years old. She left behind six young children. Emily's aunt (her mother's sister) Elizabeth Branwell, came to live with the family to help.

Emily Brontë had five siblings. Her two older sisters, Maria and Elizabeth died young, at ages 10 and 11 from tuberculosis. The Brontë family faced immense grief and sorrow.

### BIRTH DATE:

When was the author born? Be as specific as possible.

Emily was born on July 30, 1818.

#### QUOTE:

Choose a quote by the author. Include the context of the quote. When was it said? Is it a line from a novel? A poem? An interview? Explain the meaning of the quote.

"He's more myself than I am. Whatever our souls are made of, his and mine are the same." This quote is from the novel "Wuthering Heights." It is spoken by the character Catherine regarding her feelings for the novel's male protagonist. It is representative of their tumultuous love story.

#### EDUCATION AND CAREER:

Where and when did the author attend school? What career choices led this person to become a successful author? When did this person become an author? When did the author achieve fame?

Emily Brontë did not attend college. During the 19th century, it was not common for women to pursue higher education. Her father taught her and her sisters at home. Emily briefly became a teacher at the Law Hill School in September 1837. Brontë published her most famous and renowned work, Wuthering Heights, in December 1847. It was only after Brontë's death that her work was recognized as a masterpiece.

#### PASSION/TALENT:

What skills or talents does the author possess? What beliefs, ideals, or goals does the author have strong feelings about? What activities is the author enthusiastic about (what brings him/her joy)?

Emily Brontë had an interest in music and could play the piano. Emily was said to be a brilliant pianist. Emily also took pleasure in her domestic duties and contributing to the household, including activities like cooking, sewing, and other household tasks.

#### PERSONAL LIFE:

What are at least two facts about the author's personal life? For example: Is the author married? Does the author have children? Does the author have siblings? Who is the author's closest ally or friend?

Emily was never married nor did she have children. She was reportedly very shy and reserved. She liked to live a private life and was known for her introverted personality. She maintained close friendships with her family.

#### THREE ADJECTIVES TO DESCRIBE HIM/HER:

List three personality traits that describe the author.

Reserved  
Imaginative  
Romantic

#### DEATH DATE OR AGE IF STILL LIVING:

When did the author pass away? If the author is still living, what is his/her age?

Emily died of tuberculosis at age 30 on December 19, 1848.



## NATIONALITY

Emily Brontë was English. She was born in Thornton, West Yorkshire, England.

# EMILY BRONTË

## QUOTE

"He's more myself than I am. Whatever our souls are made of, his and mine are the same." This quote is from the novel "Wuthering Heights." It is spoken by the character Catherine regarding her feelings for the novel's male protagonist. It is representative of their tumultuous love story.



## PAISED FOR

Emily wrote poetry and one book in her short life. Her novel "Wuthering Heights" is considered a classic of English literature and is renowned for its dark and passionate portrayal of love, revenge, and the complex characters that inhabit the story. Some of her well-known poems include "Remembrance," "Love and Friendship," and "No Coward Soul Is Mine."



## EDUCATION & CAREER

Emily Brontë did not attend college. During the 19th century, it was not common for women to pursue higher education. Her father taught her and her sisters at home. Emily briefly became a teacher at the Law Hill School in September 1837. Brontë published her most famous and renowned work, *Wuthering Heights*, in December 1847. It was only after her death that her work was recognized as a masterpiece.



## CRITICIZED FOR

Some readers have criticized the characters in "Wuthering Heights" because they are too morally ambiguous which make them unsympathetic and difficult to root for.



## MAJOR OBSTACLE

Emily faced gender bias during her time. Like her sisters who were also authors (Charlotte and Anne), Emily chose to use a pen name while publishing her work. Emily published under the pseudonym "Ellis Bell." Women writers often faced challenges in getting their works published and receiving recognition.

## PASSION / TALENT

Emily had an interest in music and could play the piano. Emily was said to be a brilliant pianist. Emily also took pleasure in her domestic duties and contributing to the household, including activities like cooking, sewing, and other household tasks.



## PERSONAL LIFE

Emily was never married nor did she have children. She was reportedly very shy and reserved. She liked to live a private life and was known for her introverted personality. She maintained close friendships with her family.



## 2 MAJOR LIFE EVENTS

Emily's mother tragically died of cancer when Emily was only three years old. She left behind six young children. Emily's aunt (her mother's sister) Elizabeth Branwell, came to live with the family to help. Emily had five siblings. Her two older sisters, Maria and Elizabeth died young, at ages 10 and 11 from tuberculosis. The Brontë family faced immense grief and sorrow.

## 3 ADJECTIVES

Reserved  
Imaginative  
Romantic



## BIRTH DATE

Emily was born on July 30, 1818.



## DEATH DATE

Emily died of tuberculosis at age 30 on December 19, 1848.

