

Cut Line



NATIONALITY

Blank box for Nationality

PREVIEW

ELIZABETH

BROWN

PREVIEW



PRAISED FOR

Blank box for Praised For

PREVIEW

PREVIEW



Cut Line

4 BARRETT

PREVIEW

QUOTE



WINNING

PREVIEW

NOT FOR EDUCATIONAL USE



EDUCATION
& CAREER

PREVIEW

NOT FOR EDUCATIONAL USE

PREVIEW

NOT FOR EDUCATIONAL USE

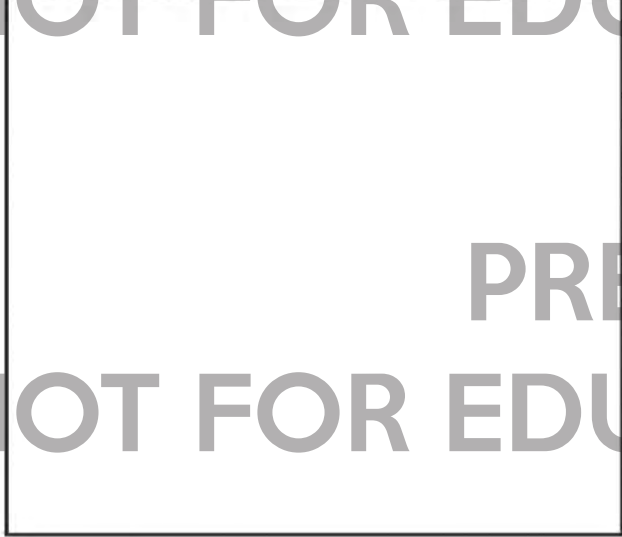
Cut Line

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CRITICIZED FOR



MAJOR OBSTACLE



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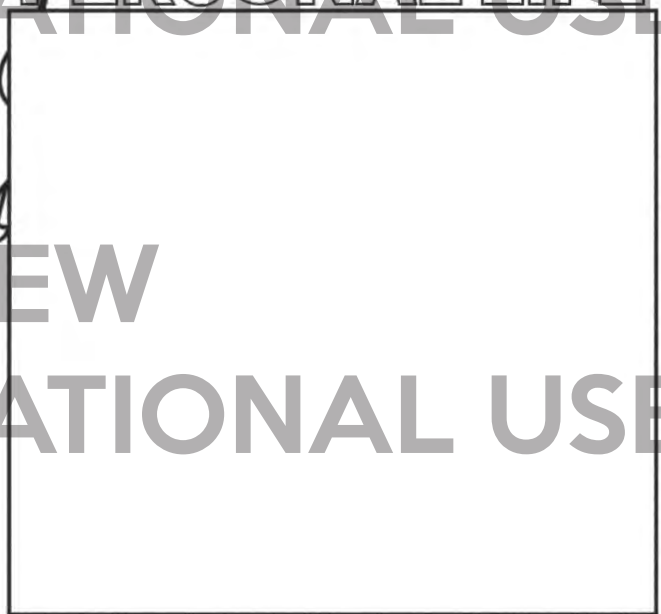
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PASSION / TALENT



PERSONAL LIFE



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PREVIEW

2 MAJOR LIFE EVENTS

PREVIEW

NOT FOR EDUCATIONAL USE

Cut Line

Cut Line



BIRTH DATE

PREVIEW

NOT FOR EDUCATIONAL USE

PREVIEW

NOT FOR EDUCATIONAL USE

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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Literary Legends Author Study Project Rubric

	20	15	10	5
Research	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.
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.

Group Members:

Additional Comments:

PREVIEW

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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?

Author Study Project

Elizabeth Barrett Browning (Answers will vary)

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?

Elizabeth Barrett Browning was English. She was born in Coxhoe Hall, County Durham, England.

PRAISED FOR:

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

Elizabeth Barrett Browning was a distinguished poet of the Victorian era. She is praised for her sonnets that embody elegance and literary brilliance. Her most famous collections and poems include: "Sonnets From the Portuguese," "Aurora Leigh," "Aeschylus's Prometheus Bound," "The Seraphim and Other Poems," "Sonnet 43 (How Do I Love Thee)," "The Cry of the Children," "Sonnet 14," "The Runaway Slave at Pilgrim's Point," "A Curse For A Nation," and "The Sleep."

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?

The Barrett family owned sugar plantations and relied on the forced labor of enslaved individuals in Jamaica. Though Elizabeth and her father both supported the anti-slavery movement, their family is criticized for making a fortune off the sweat of slaves. Additionally, Edward Barrett chose to raise his family in England, and not oversee his plantation while his business accumulated wealth in Jamaica.

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?

Elizabeth suffered from serious health issues. She developed a lung disease at age 14 which required her to take morphine regularly for the remainder of her life. While riding a pony, she also suffered a spinal injury.

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.

In 1828, Barrett's mother died. This was hard enough on Elizabeth emotionally, but soon after, her father's business proved to be futile. The slow abolition of slavery forced him to give up their estate.

Elizabeth was the eldest of twelve children and was close with her siblings. She was heartbroken in 1840 when her brother, Edward, drowned near the Sea of Torquay. Following his death, she spent the next five years as a recluse, locked in her bedroom.

BIRTH DATE:

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

Elizabeth was born on March 6, 1806.

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.

"How do I love thee? Let me count the ways." This is one of the most famous quotes from Elizabeth Barrett Browning's poetry. It is now an enduring expression of profound love.

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?

Elizabeth was educated at home, studying the works of John Milton and William Shakespeare. In the early 19th century, women did not have access to higher education. She wrote her first book of poetry at age 12. In 1820, she published her first book "The Battle of Marathon." In 1826, she (anonymously) published the collection "An Essay on Mind and Other Poems," which became a turning point in her writing career. Browning published "The Seraphim and Other Poems," in 1838. She started gaining serious attention for her work in the 1830s. Elizabeth Barrett Browning's legacy endures through her poetic contributions and her influence on later generations of poets.

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)?

Elizabeth was enthusiastic about Christianity. She was active in the Bible and Missionary Societies of her church. Elizabeth was ambitious and self-taught. She taught herself Hebrew so that she could read the Old Testament. She also spent time studying Greek culture.

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?

Robert Browning was an admirer of Elizabeth's poetry and sent her a letter praising her work. The two fell in love through the exchange of nearly 600 letters. They met face to face in 1845, and eloped in 1846. The couple had one child, Robert Wiedeman Barrett Browning. The family settled down in Florence, Italy. Elizabeth's father disapproved of her husband. He likely saw the marriage as a step down socially and financially for his daughter, and so he never spoke to her again.

THREE ADJECTIVES TO DESCRIBE HIM/HER:

List three personality traits that describe the author.

Motivated, Resilient, 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?

Elizabeth Barrett Browning died on June 29, 1861 at the age of 55. Her cause of death was due to her declining health issues, particularly her chronic lung disease, and perhaps tuberculosis.



NATIONALITY

Elizabeth Barrett Browning was English. She was born in Coxhoe Hall, County Durham, England.



PRAISED FOR

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CRITICIZED FOR

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MAJOR OBSTACLE

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2 MAJOR LIFE EVENTS

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BIRTH DATE

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ELIZABETH BARRETT BROWNING



QUOTE

"How do I love thee? Let me count the ways." This is one of the most famous quotes from Elizabeth Barrett Browning's poetry. It is now an enduring expression of profound love.



EDUCATION & CAREER

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PASSION / TALENT

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PERSONAL LIFE

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3 ADJECTIVES

Motivated
Resilient
Romantic



DEATH DATE

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