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NOT FOR EDUCATIONAL USE



PRAISED FOR

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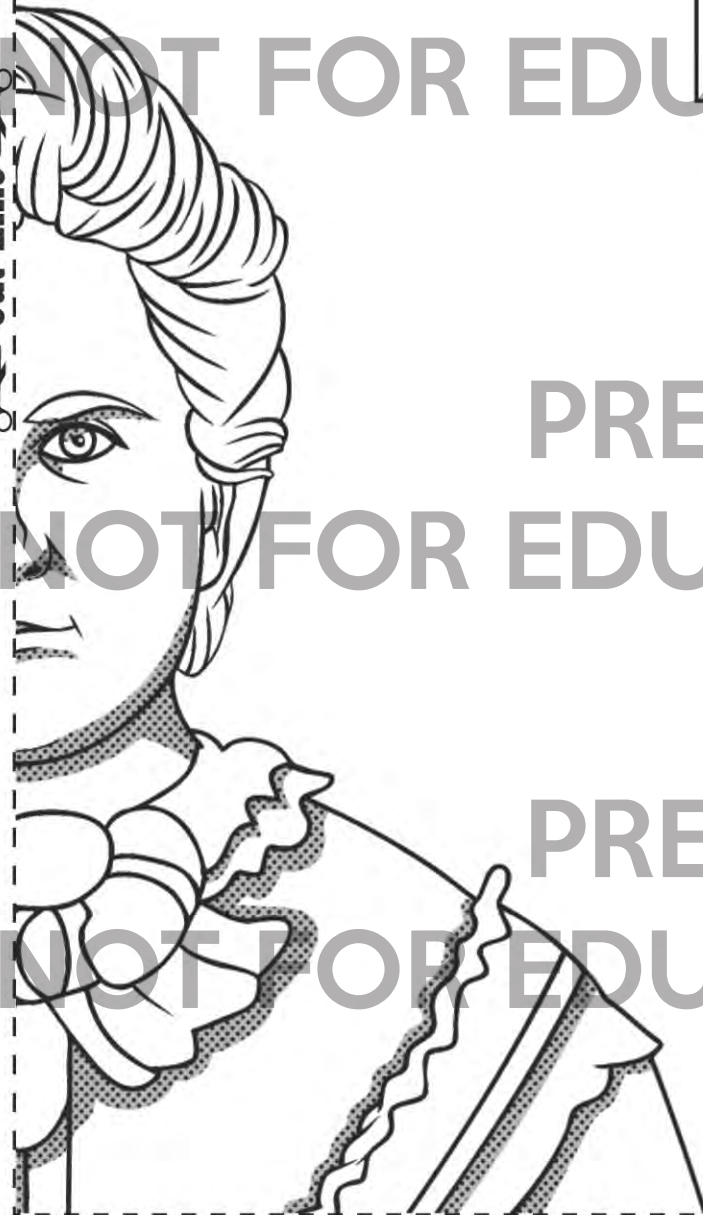
TE
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PREVIEW



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EDUCATION
& CAREER

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PREVIEW



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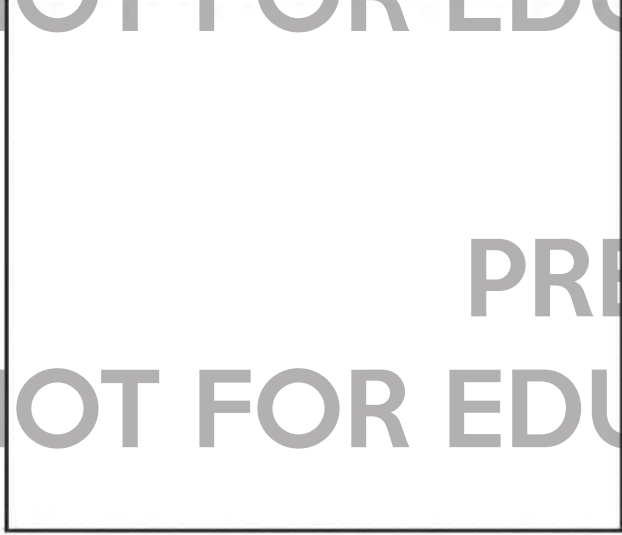




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CRITICIZED FOR



MAJOR OBSTACLE



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PASSION / TALENT

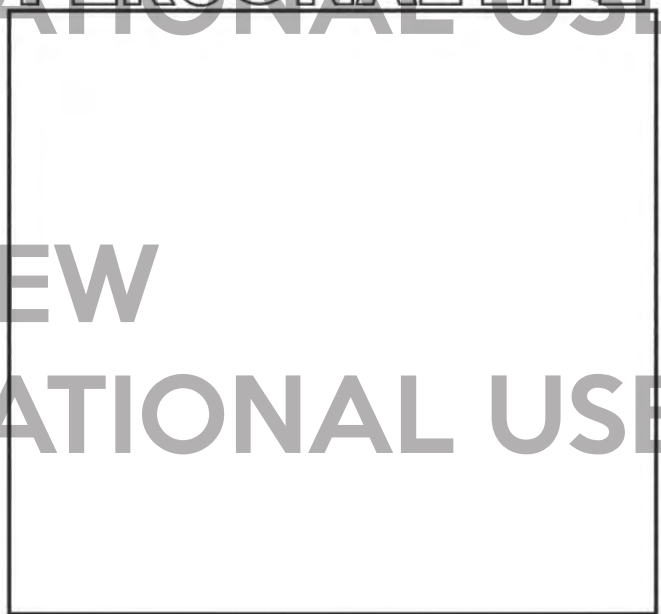


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PERSONAL LIFE



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2 MAJOR LIFE EVENTS

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BIRTH DATE

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PREVIEW
3 ADJECTIVES

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DEATH DATE

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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:

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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?

Kate Chopin
Answers will vary

Use the following guidelines to fill in the boxes on your poster. Each box should include 1-3 sentences.

NATIONALITY:

Kate Chopin was American, born Catherine O'Flaherty in St. Louis, Missouri. Her father was Irish and her mother was French.

PRaised FOR:

Kate Chopin wrote short stories, poetry, plays, and novels. She has written over 100 short stories. Her writing was greatly influenced by the aftermath of the civil war and the time she spent living in Louisiana. Kate is praised for her exploration of feminist themes and her boldness to discuss the struggles of women in patriarchal societies. Her work was often inspired by the strong women in her family and her resentment to act like a "lady" and perform domestic duties. Her most famous stories include: "Désirée's Baby", "The Story of an Hour", "Madame Celestin's Divorce", "A Pair of Silk Stockings", "A Respectable Woman", "The Storm", and "The Awakening."

CRITICIZED FOR:

Kate's novel "The Awakening" received significant backlash when it was first published in 1899. The protagonist experiences a sexual awakening and participates in an extramarital affair, which was considered highly scandalous at the time. The novel challenges traditional gender roles and the expectations placed on women.

MAJOR OBSTACLE:

Kate's father, Thomas, a highly successful businessman, died in a railroad accident when Kate was only five years old. The death of her father contributed to her sense of independence and self-reliance. His death shaped her worldview and would later inspire her to write about themes related to identity and loss.

TWO MAJOR LIFE EVENTS:

Kate's husband Oscar died of Malaria which left her in great debt. She was expected to move back with her mother after he died—because she was a woman—but Kate ran the family store and their small plantation instead, shocking people in the community.

Kate hosted St. Louis' first literary salon, a social gathering one evening a week where both women and men could gather for some intelligent conversation at Kate's house. On occasion, publishers and reviewers attended Chopin's salons which gave her more opportunities to share her work and network.

BIRTH DATE:

Kate was born on February 8, 1850.

QUOTE:

"The bird that would soar above the level plain of tradition and prejudice must have strong wings." This quote captures one of the repeating themes in Chopin's writing, which is breaking free from societal norms, expectations, and prejudice. She suggests that one must possess the strength and determination to go against the grain.

EDUCATION AND CAREER:

From 1855 to 1868, Kate attended the Sacred Heart Academy, but she did not attend college because there were no opportunities for women to further their education at the time, nor were they encouraged to try. Chopin's first short story was published in 1889. Her most famous work, *The Awakening*, appeared in 1899 and made her famous and somewhat notorious because of the controversy it caused. Her collection of work later gained recognition as groundbreaking work of literature. Her impact as a writer was rediscovered and appreciated in the latter half of the 20th century when societal norms had changed. In 1902, she published her last story, "Polly."

PASSION/TALENT:

Kate's great-grandmother taught her to speak French and play piano. She was raised by strong women and liked to break the mold of the typical woman. Kate rode horses astride rather than sidesaddle and smoked cigarettes which were considered "un-ladylike."

PERSONAL LIFE:

Kate married Oscar Chopin in June 1870, and they moved to New Orleans. Between 1871 and 1879, she had six children. He died in 1882 of malaria.

THREE ADJECTIVES TO DESCRIBE HIM/HER:

COURAGEOUS, INDEPENDENT, INNOVATIVE

DEATH DATE OR AGE IF STILL LIVING:

Kate died in St. Louis, Missouri, on August 22, 1904. She died at the age of 54 of a brain hemorrhage.



NATIONALITY

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PRaised FOR

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KATE

CHOPIN

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PERSONAL LIFE

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3 ADJECTIVES

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INDEPENDENT
INNOVATIVE



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