

Cut Line



NATIONALITY

FREDERICK

DOUGLASS

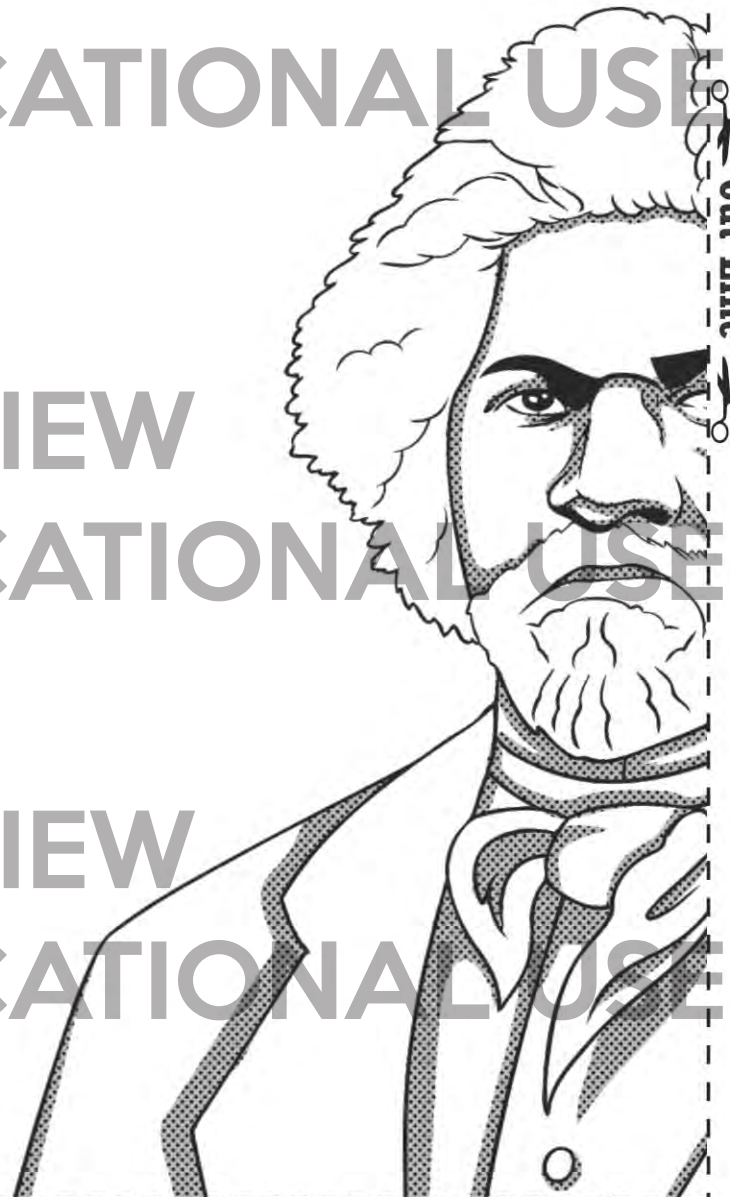
PREVIEW



PRAISED FOR

PREVIEW

PREVIEW



Cut Line

Cut Line

ERICK
CASS

QUOTE



PREVIEW

NOT FOR EDUCATIONAL USE

PREVIEW

NOT FOR EDUCATIONAL USE



EDUCATION
& CAREER

PREVIEW

NOT FOR EDUCATIONAL USE

PREVIEW

NOT FOR EDUCATIONAL USE

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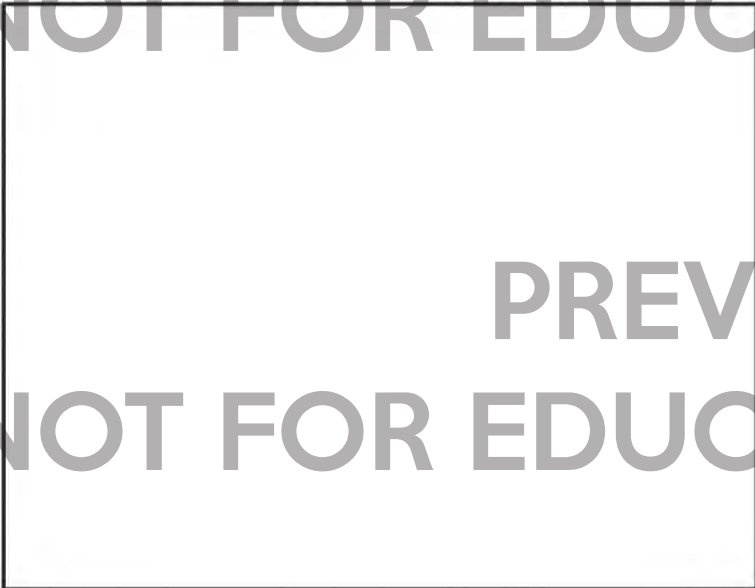
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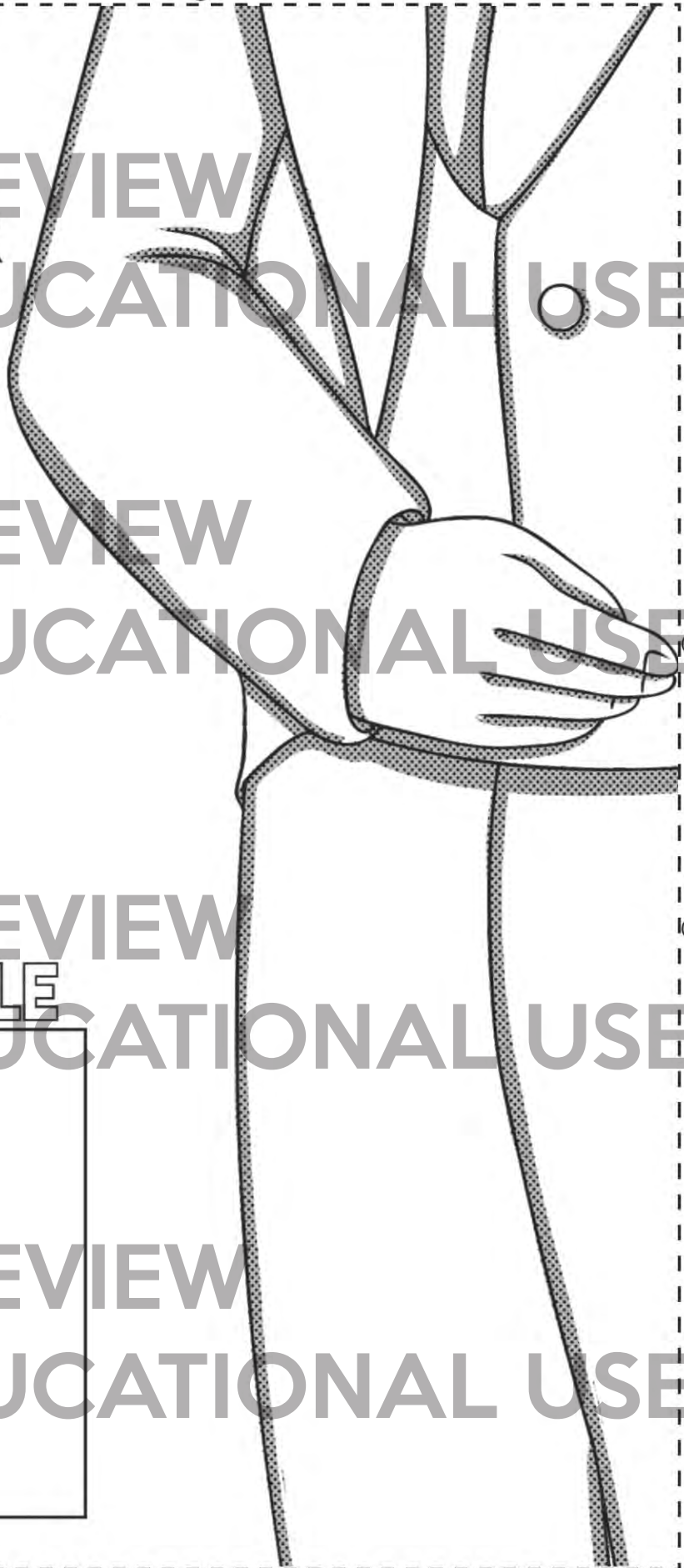
CRITICIZED FOR



MAJOR OBSTACLE



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PASSION / TALENT

PREVIEW

NOT FOR EDUCATIONAL USE

PREVIEW

NOT FOR EDUCATIONAL USE



PREVIEW

PERSONAL LIFE

NOT FOR EDUCATIONAL USE

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NOT FOR EDUCATIONAL USE

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2 MAJOR LIFE EVENTS

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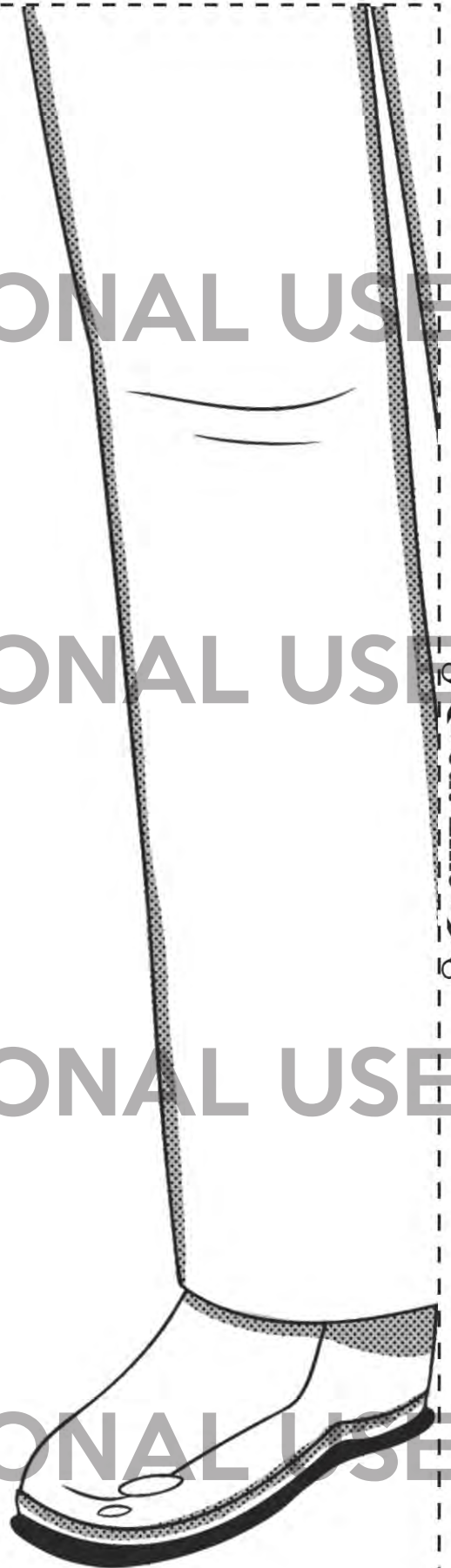
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BIRTH DATE

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PREVIEW

3 ADJECTIVES

NOT FOR EDUCATIONAL USE

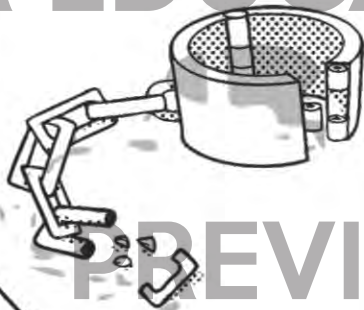
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DEATH DATE



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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:

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?

Author Study Project

Example Answers: Frederick Douglass

NATIONALITY:

Frederick Douglass is an American, born into slavery. As an enslaved person, Douglass had limited access to information about his family history and origins. His mother was a slave and his father was a white man, rumored to be his master.

PRAISED FOR:

Douglass is considered a hero for his work in the anti-slavery movement and his lifelong struggle for equality and civil rights for African Americans. He is recognized for his powerful speeches and writings. His most famous piece of writing is his first autobiography, "Narrative of the Life of Frederick Douglass, an American Slave," published in 1845.

CRITICIZED FOR:

Prior to his autobiography, many people are skeptical that Douglass was a former slave, due to his intelligence and oratory skills. Even after the narrative was published, people questioned whether a former slave could have written so effectively and poetically.

MAJOR OBSTACLE:

Arguably the biggest obstacle in his life was escaping slavery. In 1838, he disguised himself as a sailor and boarded a northbound train to Philadelphia, then NYC, then Massachusetts. There he became actively involved in the abolitionist movement despite being a fugitive. Douglass try to escape from slavery 2 times before he succeeded.

TWO MAJOR LIFE EVENTS:

- 1) Douglass taught himself to read secretly while he was still a slave. After learning the alphabet from his mistress, he continued to educate himself by reading pamphlets, books, newspapers, and anything with text. He did so in secret because he would be punished and abused if he were caught.
- 2) Douglass served as the U.S. Minister Resident and Consul General to Haiti from 1889 to 1891. He saw Haiti as a symbol of hope and a model for African American progress.

BIRTH DATE:

Frederick Douglass was born into slavery in Talbot County, Maryland, in 1818. It was common for enslaved people to not know their exact birthdate and birthplace, as this information was not recorded by slaveholders. He later celebrated his birthday on February 14th.

QUOTE:

"Once you learn to read, you will be forever free." Douglass said this in a speech he gave in 1845. He wanted to encourage other African American to learn to read as a means of liberation.

EDUCATION AND CAREER:

In 1845, Douglass published his first autobiography, "Narrative of the Life of Frederick Douglass, an American Slave," which became a bestseller and helped to popularize the abolitionist cause. Douglass's many career titles include: abolitionist, author, editor, orator, and statesman. Education was not allowed for enslaved people so he taught himself to read and write.

PASSION/TALENT:

Douglass was passionate about civil rights and the women's suffrage movement. He was a master of public speaking, delivering powerful and persuasive speeches that inspired audiences to join the fight against slavery/ Though it was illegal, Douglass taught other enslaved people literacy skills, such as reading the bible. He believes education was the key to their freedom.

PERSONAL LIFE:

Douglass married Anna Murray in 1838. They had five children. He remarried Helen Pitts after his first wife passed away.

THREE ADJECTIVES TO DESCRIBE HIM/HER:

Passionate, Influential, Brave

DEATH DATE OR AGE IF STILL LIVING:

Frederick Douglass died on February 20, 1895, at the age of 77.



NATIONALITY

Frederick Douglass is American. He was born into slavery. His mother was also a slave and his father was a white man. As an enslaved person he had limited information about his family history and origins.

FREDERICK DOUGLASS

QUOTE

"Once you learn to read, you will be forever free."

Douglass said this in a speech in 1845. He encouraged other African Americans to read as a means of liberation.

EDUCATION & CAREER

In 1845, Douglass published his first autobiography, *My Bondage and My Freedom*, and helped to popularize the book. He could not read or write until he was 28. He learned to read and write on his own. He became a writer, editor, and speaker. Education was not allowed for enslaved people, so he taught himself to read and write.

DEALS OF

Douglass is considered a hero for the anti-slavery movement. He was a powerful speaker and writer. He is recognized for his powerful speeches and writings about equality.

CRITICIZED FOR

Prior to his autobiography, Douglass was criticized for his views on slavery. He was seen as a radical. He was also criticized for his views on women's rights. He was seen as a radical. He was also criticized for his views on women's rights.

PASSION / TALENT

Douglass was passionate about civil rights and women's rights. He was a powerful speaker and writer. He was also a talented orator. He was also a talented orator. He was also a talented orator.

MAJOR OBSTACLE

The biggest obstacle in his life was escaping slavery. In 1838, he disguised himself as a sailor and escaped to Philadelphia. He was then taken to NYC and later to London. He was then taken to NYC and later to London. He was then taken to NYC and later to London.

PERSONAL LIFE

Douglass married a free Black woman, Anna Murray, in 1838. She helped him escape slavery and ran north with him. They had five children. After Anna passed away, Douglass remarried Helen Pugh.

2 MAJOR LIFE EVENTS

1. Douglass escaped slavery from his master and went to Philadelphia. He was then taken to NYC and later to London. He was then taken to NYC and later to London. He was then taken to NYC and later to London.

3 ADJECTIVES

PASSIONATE
INFLUENTIAL
BRAVE

DEATH DATE

Douglass was born on February 12, 1818. He was not a slave. He was a free man. He was a free man. He was a free man. He was a free man. He was a free man.

DEATH DATE

Frederick Douglass died on February 20, 1895 at the age of 77. He suffered from a heart attack.