

Cut Line



NATIONALITY

EMILY

DICKINSON



PRAISED FOR



Cut Line

Cut Line

ALY
INSON

QUOTE



PREVIEW

NOT FOR EDUCATIONAL USE

PREVIEW

NOT FOR EDUCATIONAL USE



EDUCATION
& CAREER

PREVIEW

NOT FOR EDUCATIONAL USE

PREVIEW

NOT FOR EDUCATIONAL USE

Cut Line



Cut Line

Cut Line

Cut Line



CRITICIZED FOR

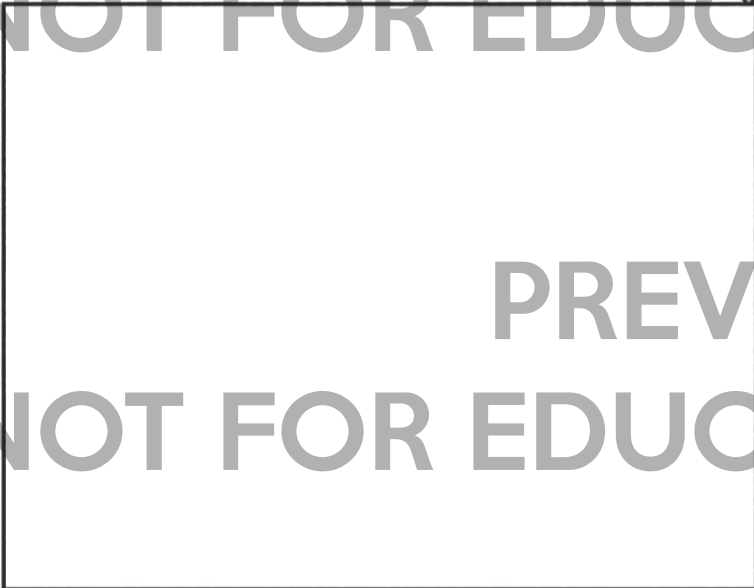


PREVIEW

NOT FOR EDUCATIONAL USE



MAJOR OBSTACLE



PREVIEW

NOT FOR EDUCATIONAL USE

Cut Line

Cut Line

PASSION / TALENT

PREVIEW

NOT FOR EDUCATIONAL USE

PREVIEW

NOT FOR EDUCATIONAL USE

Cut Line

Cut Line

PREVIEW



PERSONAL LIFE

NOT FOR EDUCATIONAL USE

PREVIEW

NOT FOR EDUCATIONAL USE

Cut Line

Cut Line



2 MAJOR LIFE EVENTS

Large rectangular box for writing the first major life event.



BIRTH DATE

Rectangular box for writing the birth date.

Cut Line

Cut Line

PREVIEW

3 ADJECTIVES

PREVIEW

PREVIEW

PREVIEW



DEATH DATE

Cut Line

PREVIEW

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 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?

Emily Dickinson was American. She was born in Amherst, Massachusetts.

PRAISED FOR:

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

Emily Dickinson is regarded as one of the most important poets of the 19th century. Her complex and intricate work is still widely studied today. Her poems are known for their first lines or numbers assigned to them as she never titled any of them. Most of her poems relate to religion, nature, music, identity, death, and love. Dickinson had a talent of comparing abstract ideas to material things. Her most popular poems include: "I'm Nobody! Who are you?", "I heard a Fly buzz – when I died", "Hope is the thing with feathers" and "There's a certain Slant of light."

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?

Emily Dickinson was criticized by some who think her work was too untraditional as she did not follow normal conventions when it comes to punctuation, capitalizations, and syntax. Her poems can be abstract which some believe makes them too difficult to understand.

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 Dickinson faced a slew of health issues during her life. In 1851, Dickinson displayed consumptive symptoms for which she was treated for two years. Later in life her thirties, she suffered eye pain and sensitivity to light which made it difficult for her to go outside. There is speculation that she suffered from a personality disorder and social anxiety as well because she preferred to be alone and rarely left the house. Emily would eventually die of what doctors thought was kidney disease, but researchers today speculate it was actually severe hypertension.

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.

1. Dickinson was the only member of her family who did not experience conversion or join Amherst's First Congregational Church. Dickinson grew up in a wealthy, prominent family with strong ties to the Puritan tradition. Their faith was based on the belief that humans are born depraved and can be saved only if they undergo a life-altering conversion in which they accept the sacrifice of Jesus Christ.
2. In 1850, her poem "Magnum bonum, harem scarem" was published in the Amherst College Indicator as a valentine letter (anonymously). Though most of Dickinson's poetry was not published until her death, this was the earliest record of publication.

BIRTH DATE:

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

Emily Dickinson was born on December 10, 1830.

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.

"Forever is composed of nows."

This is a quote from one of Dickinson's poems, numbered 690. She emphasizes how we need to practice being present and start living for the now. The poem suggests that time is a human construct, and by measuring it, we actually are missing out on the real meaning of life.

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 attended college at Mount Holyoke Female Seminary for one year. She left due to homesickness, religious doubts and health issues. She was not publicly recognized during her lifetime. She did not want fame and shared her work with close friends, family, or sometimes was published anonymously. The first volume of her work was published posthumously in 1890. After Emily's death, her sister Lavinia discovered a cache of nearly 1,800 poems in Dickinson's bedroom. It was then, that she began to gain a wider audience and recognition as a major American poet.

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)?

She enjoyed reading, solitude, writing, needlework, nature, and gardening. Dickinson's poetry was heavily influenced by the Metaphysical poets of seventeenth-century England, as well as her reading of the Book of Revelation and her upbringing in a Puritan New England town. She admired the poetry of Robert and Elizabeth Barrett Browning, as well as John Keats, William Blake, and Ralph Waldo Emerson.

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?

Dickinson married and never had children, but she was a doting aunt to her brother's three children. She liked to be alone and stay home, which is why it is speculated that she never wanted to be famous. Given Dickinson's reclusive nature, the idea of gaining any attention was probably unappealing. Emily was closest with Susan Huntington Gilbert, who would later marry Emily's brother, Austin.

THREE ADJECTIVES TO DESCRIBE HIM/HER:

List three personality traits that describe the author.

Independent, Curious, Introverted

DEATH DATE OR AGE IF STILL LIVING:

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

She passed away May 15, 1886 at age 55 from health problems. At the time, the cause of death entered on her death certificate was Bright's Disease.