Collaborative Biography Project

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

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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 person, 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.

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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).

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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.

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Powerful People Biography Project Rubric

	20	15	10	5
Research	The group conducts thorough research on the person. 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 person's life accurately and specifically. The group includes meaningful information.	The group conducts research on the person. 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 person's life accurately and specifically. The group includes mostly meaningful information.	The group conducts some research on the person. The group demonstrates an elementary understanding of the historical context and events related to the person's life. The project depicts events of the person's life that are moderately unclear or inaccurate. The group includes a fair amount of meaningful information.	The group conducts little research on the person. 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 person's life that are inaccurate or 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.

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Group Members:

Additional Comments:

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FAMOUS FOR

SUCCESSES

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QUOTE

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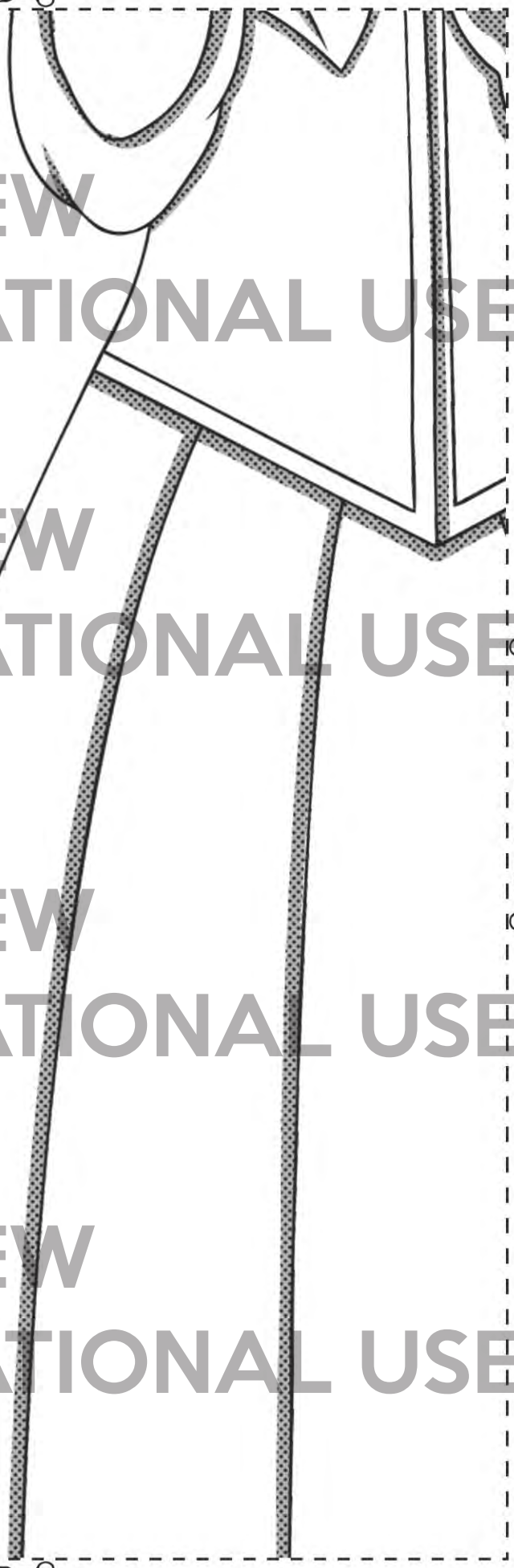
FAILURES

EXPERIENCE



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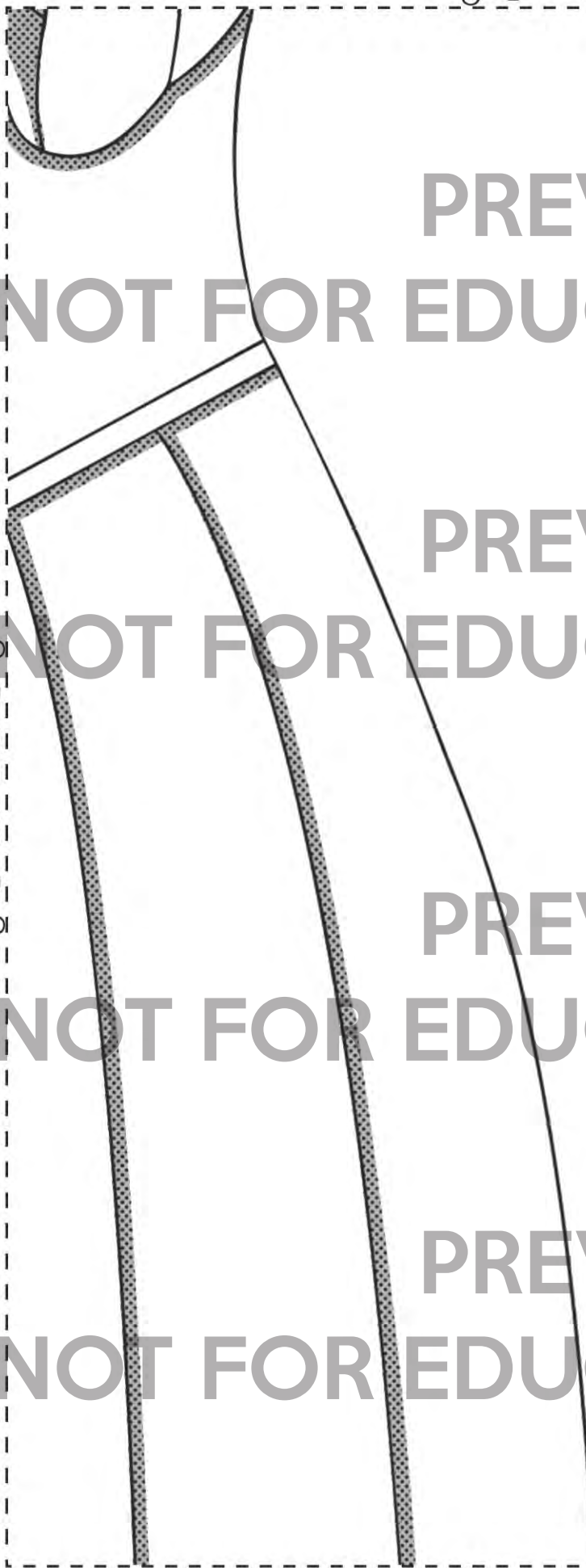
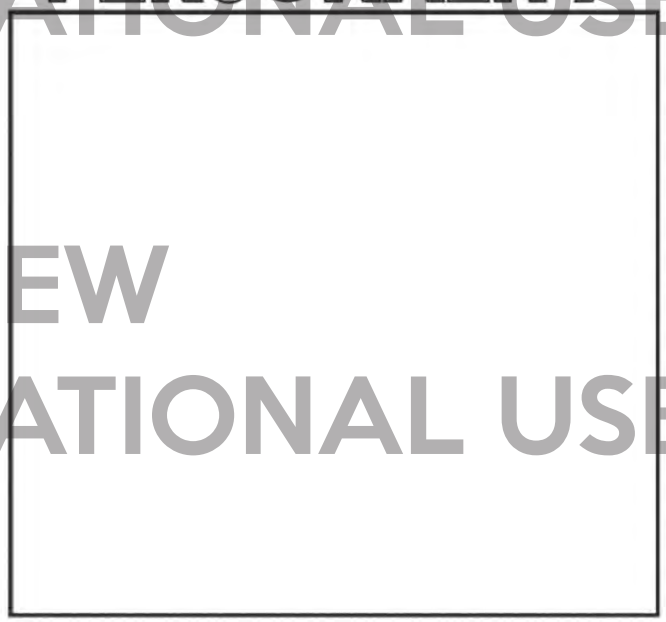


INSPIRATION

PERSONALITY



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HURDLES

BIRTH

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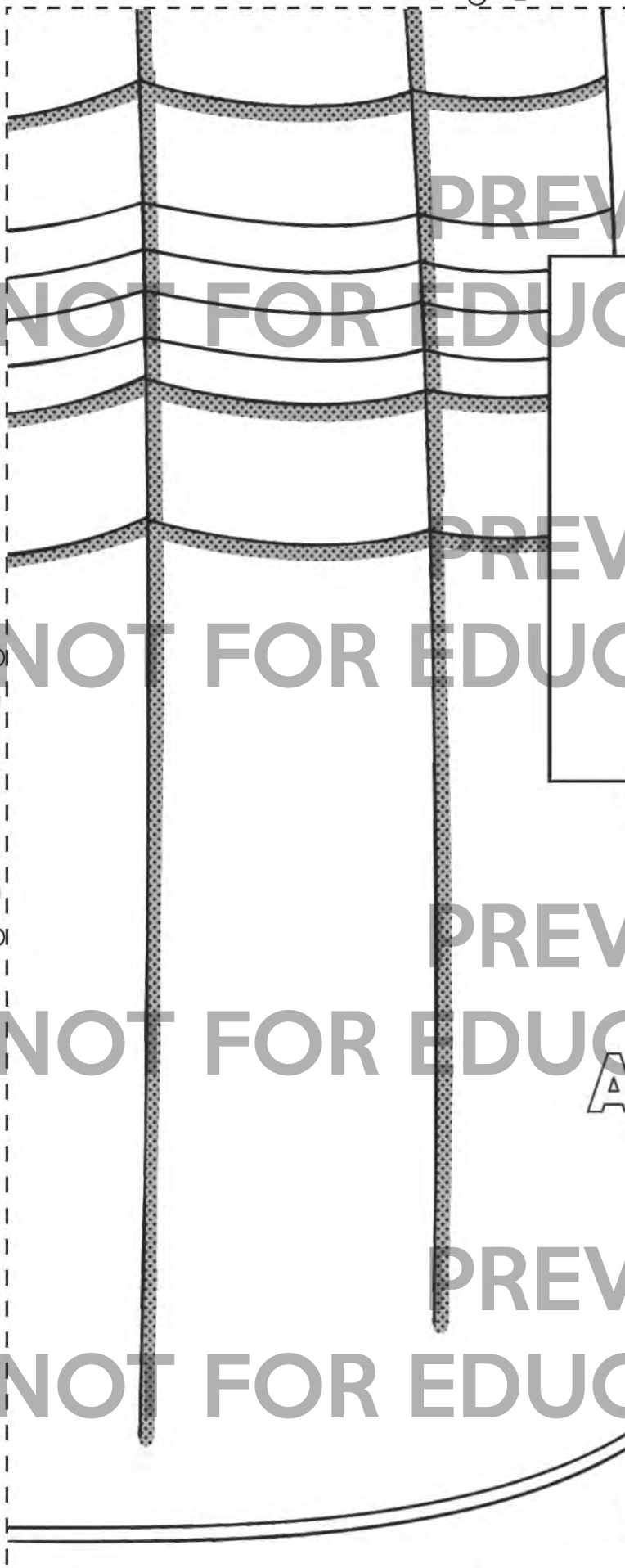

IDEALS

AGE / DEATH DATE

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Biography Project
Brainstorming Worksheet

First, research the person you are assigned 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.

FAMOUS FOR: What is the thing they are most known for?

SUCCESSES: Describe at least one major accomplishment or achievement.

FAILURES: Describe one failure or loss this person experienced.

EXPERIENCE: Explain at least two memorable life events from this person's life.

HURDLES: What struggles/obstacles did this person face or overcome?

BIRTH: List this person's birthdate and birthplace.

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QUOTE: Include one direct quote from this person that is meaningful and significant.

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CAREER: What is/was this person's occupation? How did his/her career begin and flourish?

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INSPIRATION: Who or what inspired this person?

PERSONALITY: List at least three traits this person possesses.

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IDEALS: What does this person believe in? What are his/her morals, values, principles, or goals?

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AGE/DEATH DATE: How old is this person? Where are they now? If they are no longer alive, where/when/how did they pass away?

FLORENCE NIGHTINGALE

FAMOUS FOR

Florence Nightingale is best known for her work during the Crimean War, where she dramatically improved sanitary conditions at the British base hospital, significantly reducing the death rate. Her efforts laid the foundation for modern nursing practices. She is best remembered as the founder of modern nursing.

QUOTE

"I am of certain convinced that the greatest heroes are those who do their duty in the daily grind of domestic affairs whilst the world whirls as a maddening dreidel."

SUCCESSES

In 1860, she founded the Nightingale Training School at St. Thomas' Hospital in London. This institution was the first of its kind and set the standard for nursing education, emphasizing the importance of both theoretical and practical training. She is widely considered the single most influential nurse in history.

CAREER

Against her family's wishes, she enrolled at the Lutheran Hospital of Pastor Fliedner in Kaiserwerth, Germany, in 1844, to train as a nurse. In 1853, Nightingale became the superintendent of a women's hospital in London. However, her defining moment came during the Crimean War (1853–1856). She led a team of nurses to the British camp at Scutari in 1854. She implemented significant sanitation reforms, greatly reducing the death rate among soldiers. Her tireless work earned her the nickname "The Lady with the Lamp," as she was often seen making rounds late into the night to care for patients. Following her return to England in 1856, Nightingale continued to influence nursing and healthcare reforms.

FAILURES

Nightingale's dedication to her work often came at the expense of personal relationships. She had a strained relationship with her family, particularly with her mother and sister, who disapproved of her career choices. She also failed to marry as was expected within her family, choosing instead to devote her life to her work.

INSPIRATION

The training and work she did at this hospital in Germany exposed her to modern nursing practices and inspired her commitment to the field. Figures like Mary Ward, a pioneer in women's education and social reform, and other reformers of the time inspired Nightingale's own drive for social and health reform. She was further driven by her personal experiences. During the Crimean War, she witnessed the dire conditions and high mortality rates in military hospitals, motivated her to push for sanitary improvements and better healthcare standards.

EXPERIENCE

At 17, Florence Nightingale turned down a marriage proposal from Richard Monckton Milnes, a well-suited gentleman. Although she found him intellectually and romantically stimulating, she believed that her active, moral nature needed fulfilment that marriage could not provide. Determined to follow her true calling despite her parents' disapproval, Nightingale enrolled in 1844 as a nursing student at the Lutheran Hospital of Pastor Fliedner in Kaiserwerth, Germany.

In 1859, Nightingale published "Notes on Nursing: What It Is and What It Is Not," a seminal work that provided essential guidelines for effective nursing care and became a cornerstone of nursing education. The book became a foundational text for nursing practices and public health, offering guidance on how to provide proper care for patients.

PERSONALITY

Influential
Compassionate
Driven

HURDLES

Florence Nightingale overcame several obstacles, including her family's opposition to her nursing career, chronic health issues, and resistance from the military and medical establishments to her reforms. She had a tumultuous relationship with her mother. She also had to navigate a male-dominated society and the emotional toll of her work, often at the expense of personal relationships.

IDEALS

Her goal was to improve healthcare and alleviate suffering. Nightingale upheld the dignity of each patient, advocating for humane treatment and recognizing the inherent worth of every individual. She sought to reduce the spread of disease and mortality rates by implementing better hygiene and sanitary practices in hospitals.

BIRTH

Florence Nightingale was born on May 12, 1820, in Florence, Italy.

AGE / DEATH DATE

Florence Nightingale died on August 13, 1910, at her home in London, England. She passed away at the age of 90.

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