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.

PREVIEW
NOT FOR EDUCATIONAL USE

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.

PREVIEW
NOT FOR EDUCATIONAL USE

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).

PREVIEW
NOT FOR EDUCATIONAL USE

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.

PREVIEW
NOT FOR EDUCATIONAL USE

PREVIEW
NOT FOR EDUCATIONAL USE

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.

PREVIEW
NOT FOR EDUCATIONAL USE

Group Members:

Additional Comments:

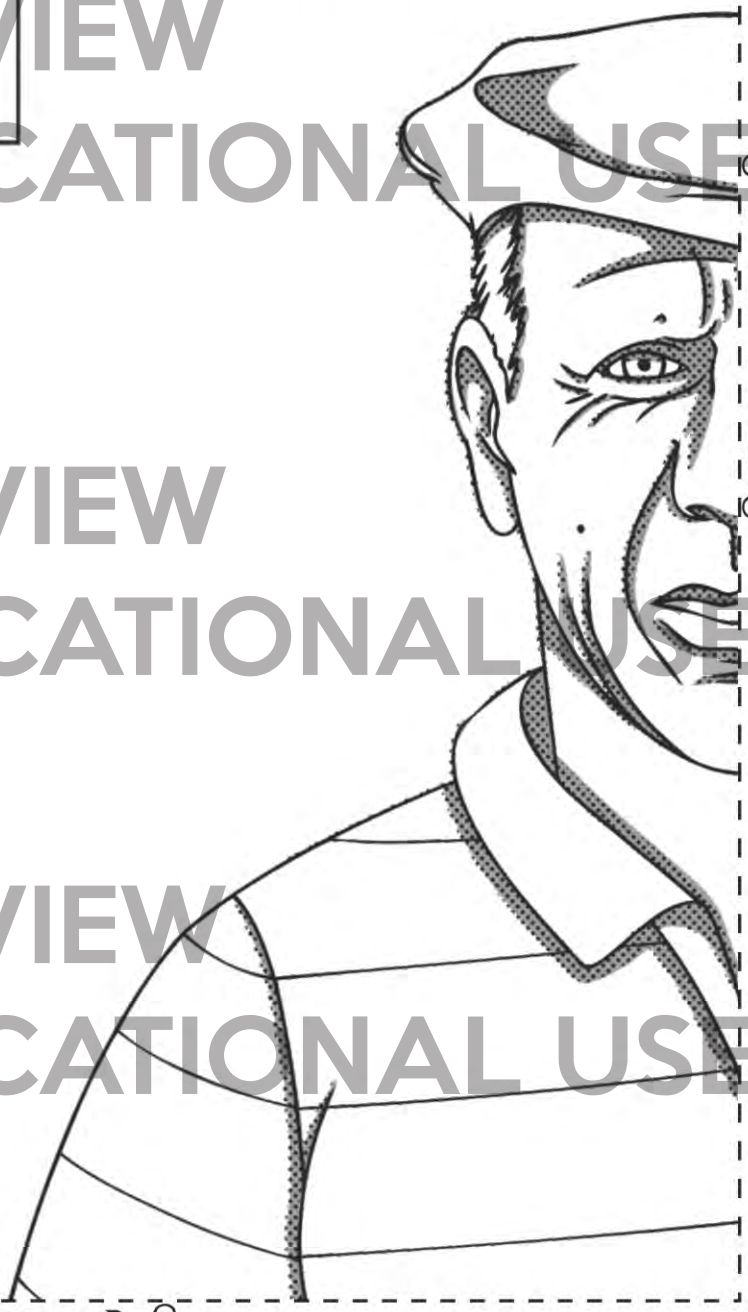
PREVIEW
NOT FOR EDUCATIONAL USE

Cut Line

PAB
PICA

FAMOUS FOR

SUCCESSES



Cut Line

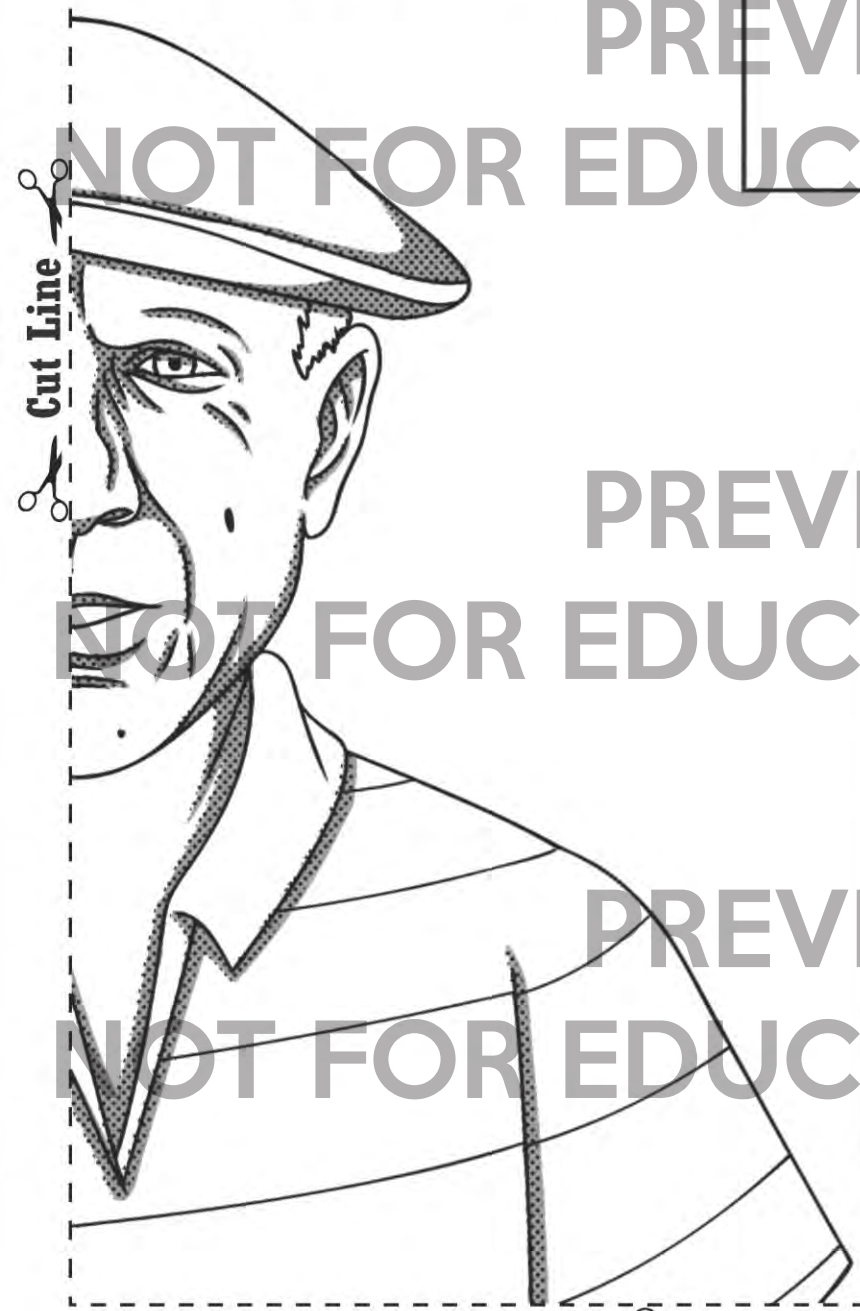
Cut Line

Cut Line

PREVIEW
NOT FOR EDUCATIONAL USE
PREVIEW
NOT FOR EDUCATIONAL USE
PREVIEW
NOT FOR EDUCATIONAL USE
PREVIEW
NOT FOR EDUCATIONAL USE

Cut Line

BLO
ISSO



QUOTE

CAREER

Cut Line

Cut Line

Cut Line

PREVIEW
NOT FOR EDUCATIONAL USE

Cut Line

Cut Line

Cut Line

FAILURES

EXPERIENCE

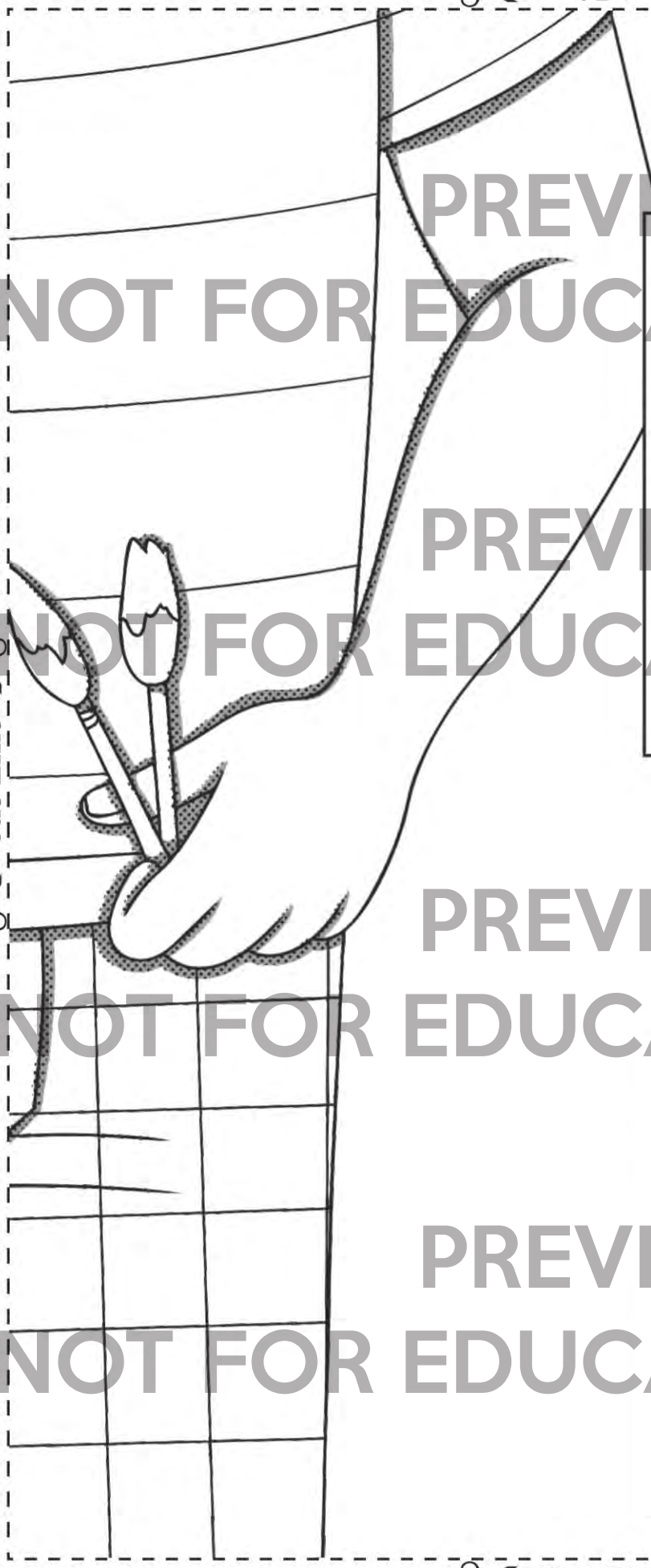
PREVIEW
NOT FOR EDUCATIONAL USE
PREVIEW
NOT FOR EDUCATIONAL USE
PREVIEW
NOT FOR EDUCATIONAL USE
PREVIEW
NOT FOR EDUCATIONAL USE

Cut Line

Cut Line

Cut Line

Cut Line



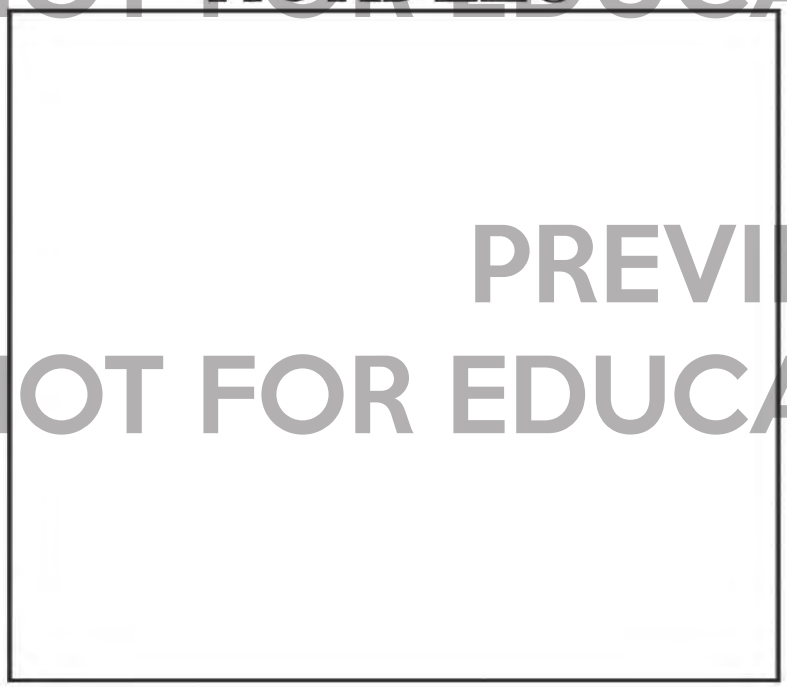
INSPIRATION

PERSONALITY

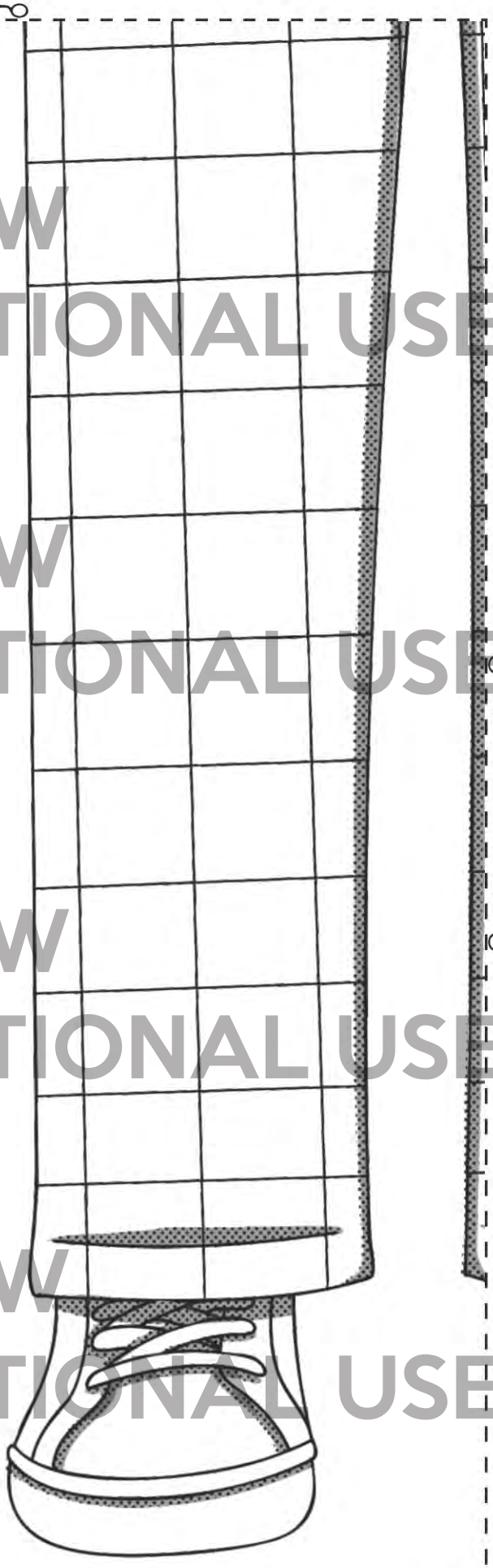
PREVIEW
NOT FOR EDUCATIONAL USE
PREVIEW
NOT FOR EDUCATIONAL USE
PREVIEW
NOT FOR EDUCATIONAL USE
PREVIEW
NOT FOR EDUCATIONAL USE

Cut Line

HURDLES



BIRTH



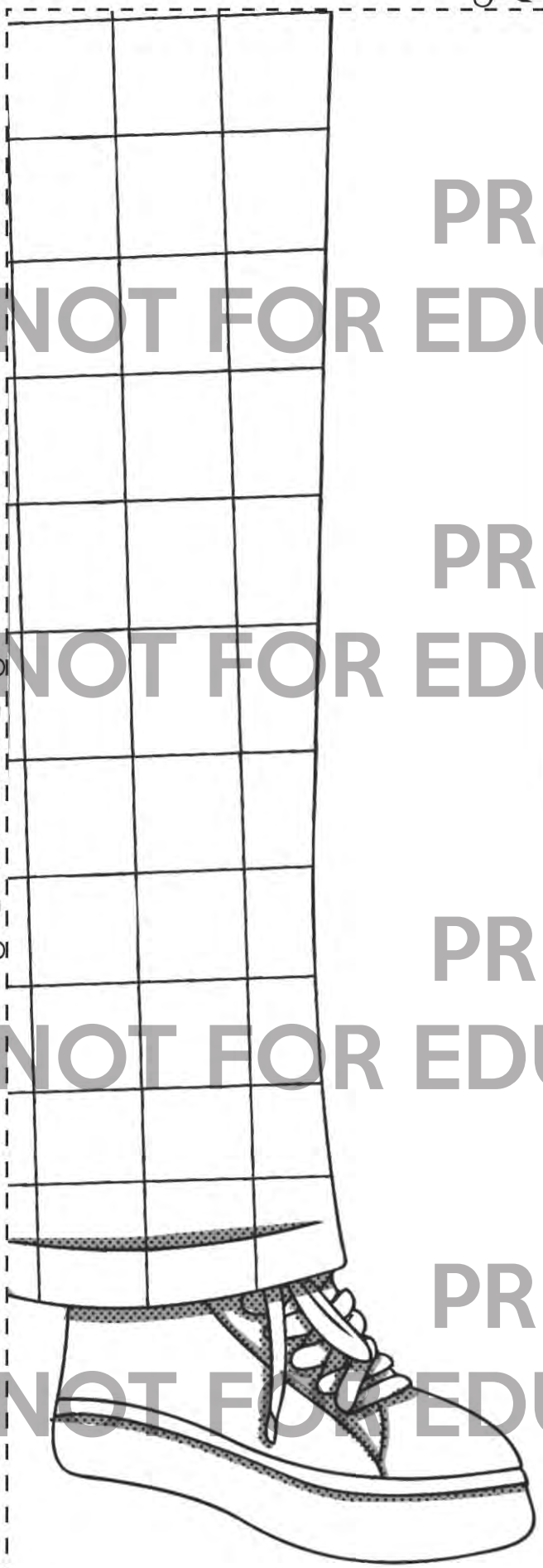
Cut Line

Cut Line

Cut Line

PREVIEW
NOT FOR EDUCATIONAL USE
PREVIEW
NOT FOR EDUCATIONAL USE
PREVIEW
NOT FOR EDUCATIONAL USE
PREVIEW
NOT FOR EDUCATIONAL USE

Cut Line



IDEALS

AGE / DEATH DATE

PREVIEW
NOT FOR EDUCATIONAL USE
PREVIEW
NOT FOR EDUCATIONAL USE
PREVIEW
NOT FOR EDUCATIONAL USE
PREVIEW
NOT FOR EDUCATIONAL USE

Cut Line

Cut Line

Cut Line

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.

PREVIEW
NOT FOR EDUCATIONAL USE
PREVIEW
NOT FOR EDUCATIONAL USE
PREVIEW
NOT FOR EDUCATIONAL USE
PREVIEW
NOT FOR EDUCATIONAL USE

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

PREVIEW
NOT FOR EDUCATIONAL USE

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

PREVIEW
NOT FOR EDUCATIONAL USE

INSPIRATION: Who or what inspired this person?

PERSONALITY: List at least three traits this person possesses.

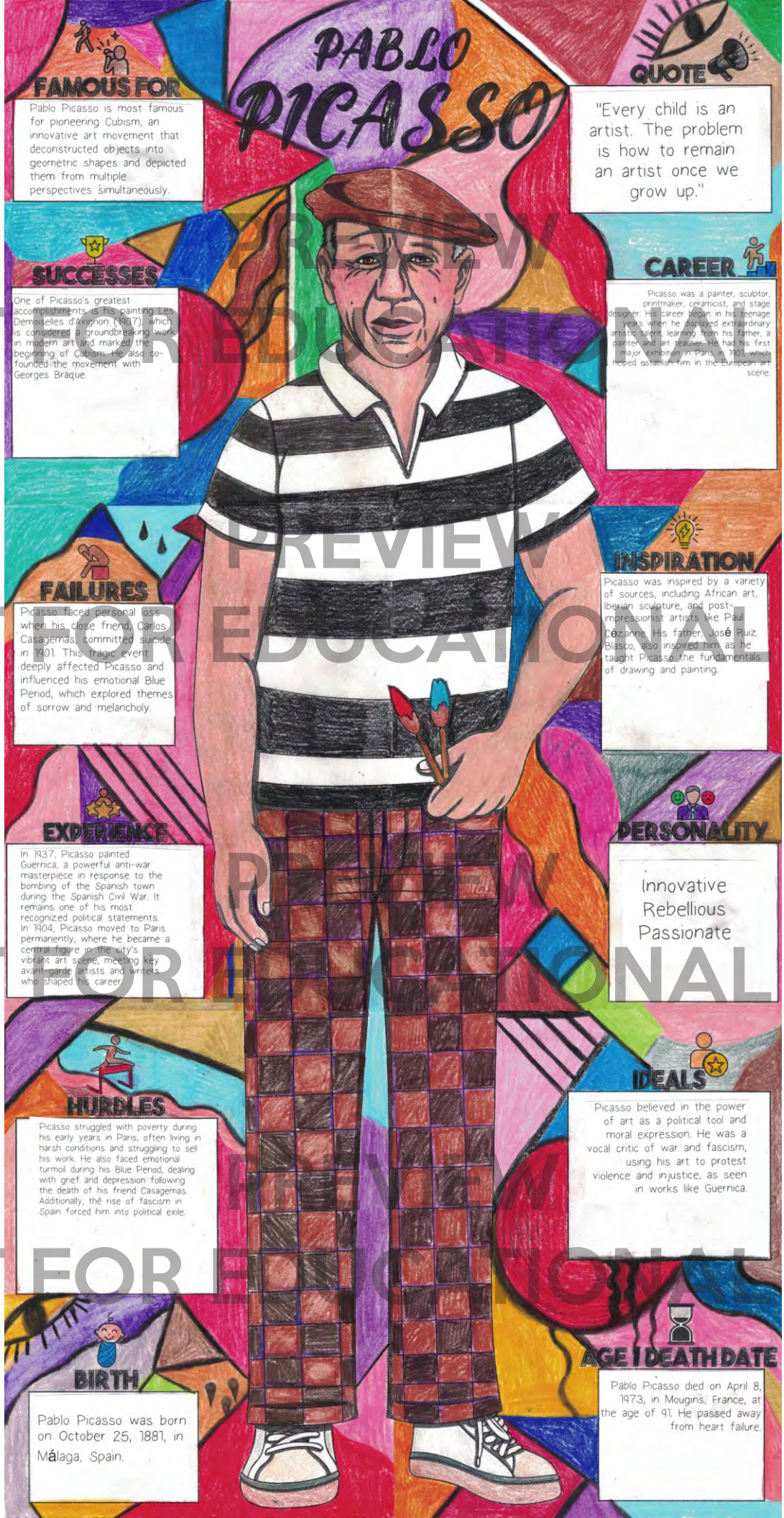
PREVIEW
NOT FOR EDUCATIONAL USE

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

PREVIEW
NOT FOR EDUCATIONAL USE

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?

PABLO PICASSO



FAMOUS FOR

Pablo Picasso is most famous for pioneering Cubism, an innovative art movement that deconstructed objects into geometric shapes and depicted them from multiple perspectives simultaneously.

QUOTE

"Every child is an artist. The problem is how to remain an artist once we grow up."

SUCCESSES

One of Picasso's greatest accomplishments is his painting Les Demoiselles d'Avignon (1907), which is considered a groundbreaking work in modern art and marked the beginning of Cubism. He also co-founded the movement with Georges Braque.

CAREER

Picasso was a painter, sculptor, printmaker, ceramicist, and stage designer. His career began in his teenage years when he displayed extraordinary artistic talent, learning from his father, a painter and art teacher. He had his first major exhibition in Paris in 1901, which helped establish him in the European art scene.

FAILURES

Picasso faced personal loss when his close friend, Carlos Casagemas, committed suicide in 1901. This tragic event deeply affected Picasso and influenced his emotional Blue Period, which explored themes of sorrow and melancholy.

INSPIRATION

Picasso was inspired by a variety of sources, including African art, Iberian sculpture, and post-impressionist artists like Paul Cézanne. His father, José Ruiz Blasco, also inspired him as he taught Picasso the fundamentals of drawing and painting.

EXPERIENCE

In 1937, Picasso painted Guernica, a powerful anti-war masterpiece in response to the bombing of the Spanish town during the Spanish Civil War. It remains one of his most recognized political statements. In 1904, Picasso moved to Paris permanently, where he became a central figure in the city's vibrant art scene, meeting key avant-garde artists and writers who shaped his career.

PERSONALITY

Innovative
Rebellious
Passionate

HURDLES

Picasso struggled with poverty during his early years in Paris, often living in harsh conditions and struggling to sell his work. He also faced emotional turmoil during his Blue Period, dealing with grief and depression following the death of his friend Casagemas. Additionally, the rise of fascism in Spain forced him into political exile.

IDEALS

Picasso believed in the power of art as a political tool and moral expression. He was a vocal critic of war and fascism, using his art to protest violence and injustice, as seen in works like Guernica.

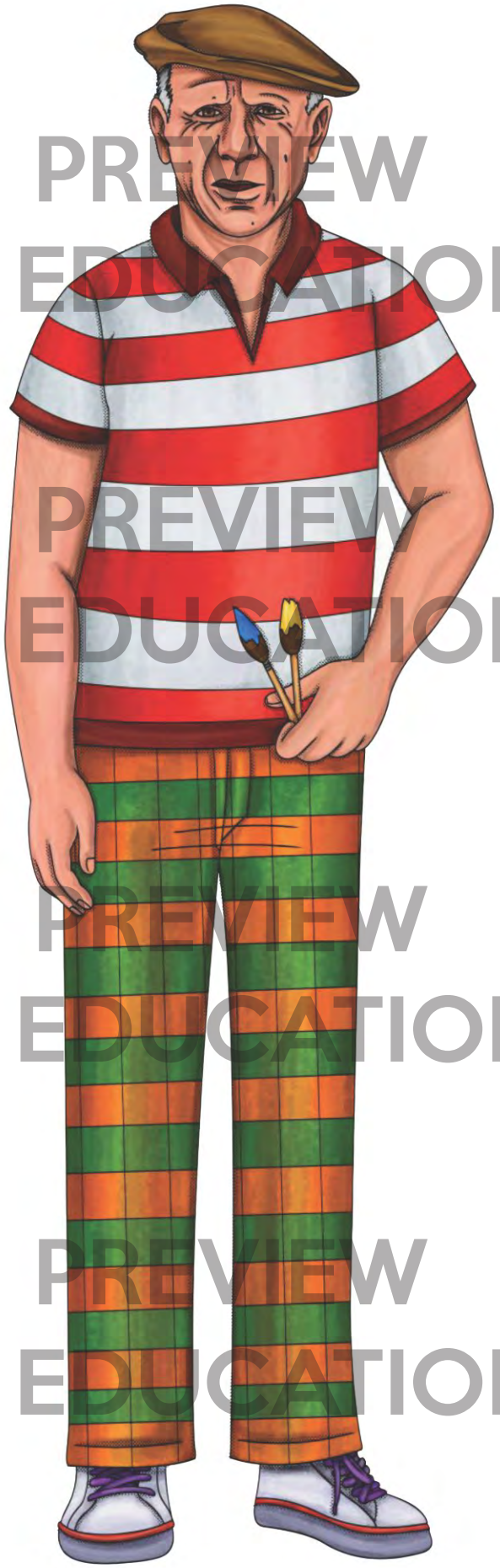
BIRTH

Pablo Picasso was born on October 25, 1881, in Málaga, Spain.

AGE / DEATH DATE

Pablo Picasso died on April 8, 1973, in Mougins, France, at the age of 91. He passed away from heart failure.

PREVIEW
NOT FOR EDUCATIONAL USE



PREVIEW
NOT FOR EDUCATIONAL USE
PREVIEW
NOT FOR EDUCATIONAL USE
PREVIEW
NOT FOR EDUCATIONAL USE
PREVIEW
NOT FOR EDUCATIONAL USE