



Cut Line



FAMOUS FOR

RUN

BRIDE

PREVIEW

PREVIEW

PREVIEW



SUCCESSSES

PREVIEW

PREVIEW

PREVIEW

PREVIEW

PREVIEW

PREVIEW



Cut Line



BY
DAGES

PREVIEW

QUOTE



Blank rectangular box for quote.

PREVIEW

NOT FOR EDUCATIONAL USE

CAREER



PREVIEW

NOT FOR EDUCATIONAL USE

PREVIEW

NOT FOR EDUCATIONAL USE



Cut Line



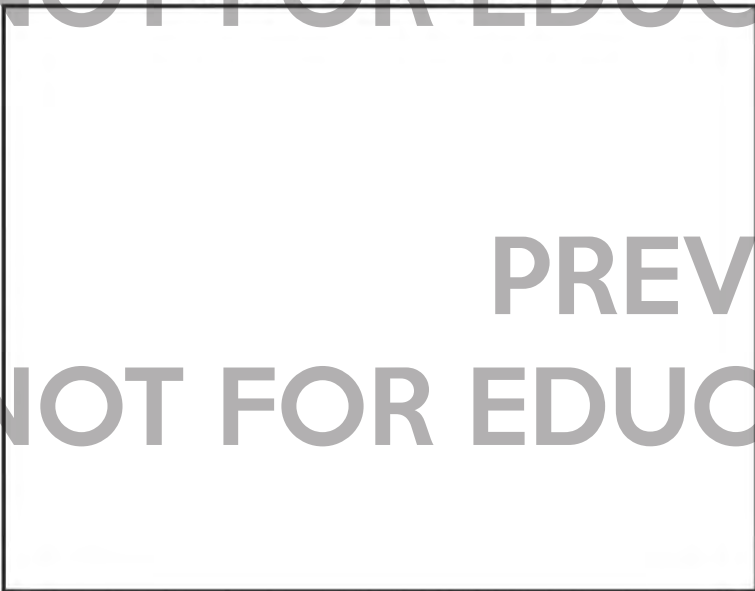
FAILURES



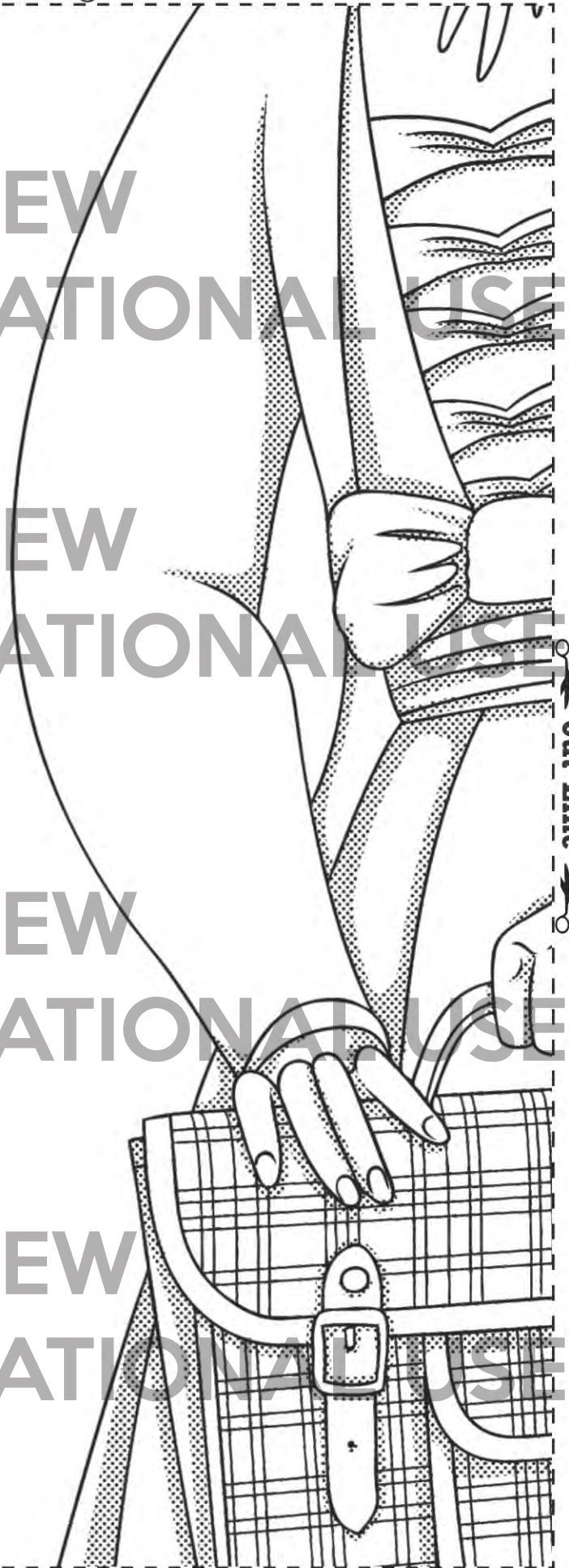
Cut Line



EXPERIENCE



Cut Line



Cut Line



Cut Line



INSPIRATION

PREVIEW

NOT FOR EDUCATIONAL USE

PREVIEW

NOT FOR EDUCATIONAL USE

Cut Line

Cut Line

PREVIEW



PERSONALITY

NOT FOR EDUCATIONAL USE

PREVIEW

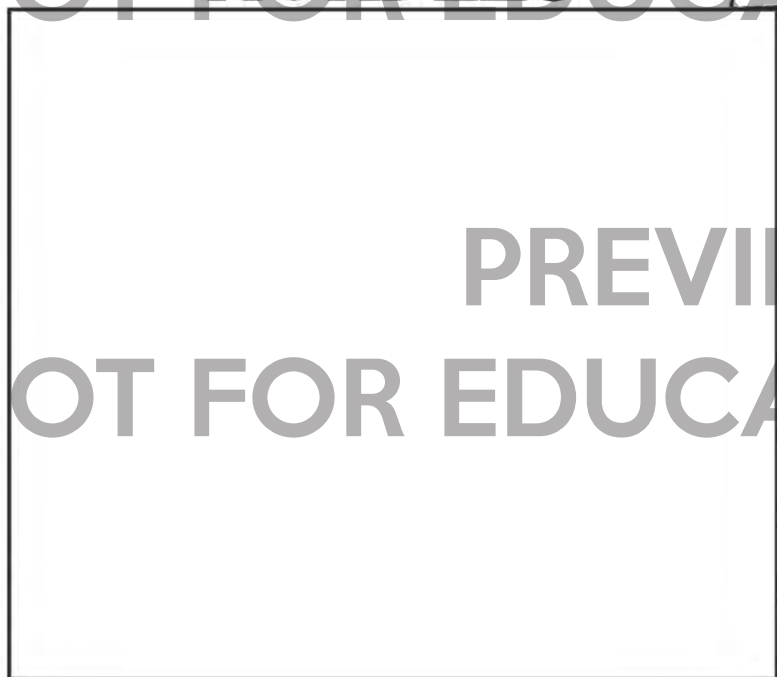
NOT FOR EDUCATIONAL USE

Cut Line

Cut Line



HURDLES



Cut Line

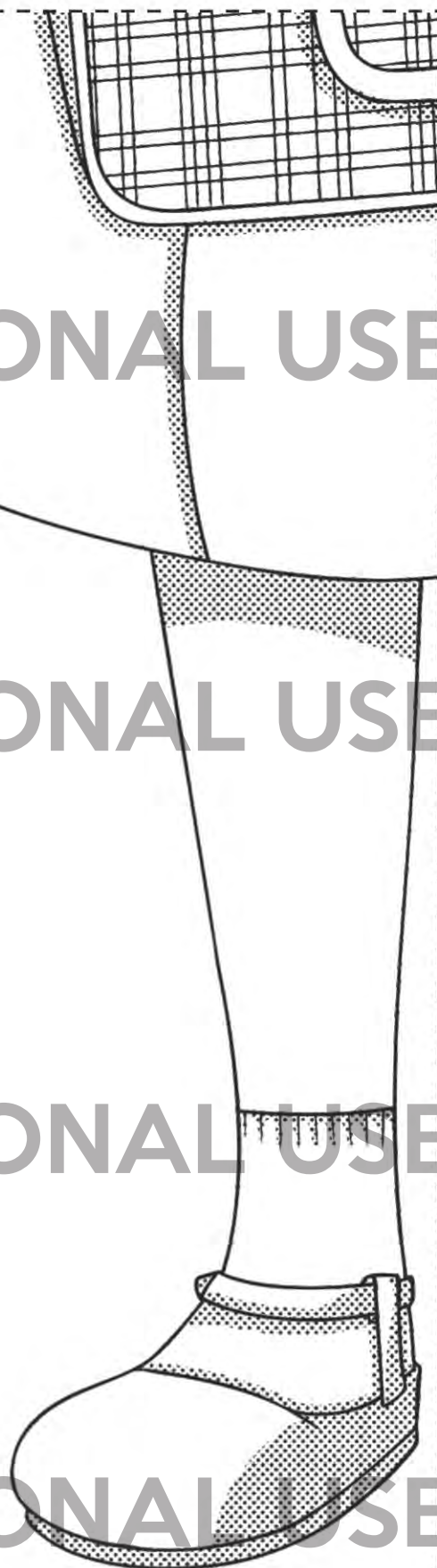
Cut Line



BIRTH



Cut Line



Cut Line



PREVIEW IDEALS

NOT FOR EDUCATIONAL USE

PREVIEW

NOT FOR EDUCATIONAL USE

Cut Line

Cut Line

PREVIEW



NOT FOR EDUCATIONAL USE

AGE / DEATH DATE

PREVIEW

NOT FOR EDUCATIONAL USE

Cut Line

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.

Group Members:

Additional Comments:

PREVIEW

NOT FOR EDUCATIONAL USE

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.

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.
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.



**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?

SUCCESES: 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.

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?

Ruby Nell Bridges

Famous For: What is the thing they are most known for?

Ruby Nell Bridges is best known for becoming the first Black child to attend an all-white primary school in Louisiana.

Successes: Describe at least one major accomplishment or achievement.

In 2001, Ruby Bridges was awarded the Presidential Citizens Medal by President Bill Clinton for her contribution to education and civil rights. Bridges helped pave the way for desegregation throughout the United States.

Failures: Describe one failure or loss this person experienced.

Ruby's presence at the school led white parents to withdraw their children, resulting in a reduced number of students in her class. This limited her social interaction with peers, as she was often alone in the classroom.

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

In 1999, Ruby Bridges was reunited with Charles Burks, a federal marshal who had escorted her to school during the integration process in 1960. The two were brought together on "The Oprah Winfrey Show."

In 1999, Ruby Bridges established the Ruby Bridges Foundation to promote tolerance, respect, and the values of equal opportunity in education.

Hurdles: What struggles/obstacles did this person overcome?

Bridges had to overcome racial hostility, death threats, isolation, and loneliness. To make matters worse, her father lost his job in act of retribution intended to serve as punishment for her efforts toward desegregation. As a result, the family would face economic hardship in addition to all other problems.

Birth: List this person's birth date and birthplace.

Ruby was born on September 8, 1954 in Tylertown, Mississippi.

Quote: Include one direct quote from this person that is memorable or significant.

“Racism is a grown-up disease, and we should stop using our kids to spread it.”

Career: What is/was this person’s occupation? How did his/her career begin?

After Ruby graduated from a desegregated high school, she became a travel agent. She is also known for being an author, philanthropist, and civil rights activist.

Inspiration: Who or what inspired this person?

Ruby's parents, Lucille and Abon Bridges, played a crucial role in supporting and inspiring her. They made the decision to allow Ruby to attend an all-white school, understanding the significance of the moment and the potential impact on the larger struggle for civil rights. Their courage and commitment to equality were fundamental in shaping Ruby's own determination.

Personality: List at least three traits this person possesses.

Resilience, Courage, Compassion.

Ideals: What does this person believe in? What are their morals/values/principles or goals?

Ruby Bridges is a strong advocate for equality, particularly in the context of education. She values common dignity and has fought tirelessly throughout her life in pursuit of it.

Age/Death Date: How old is this person? Where are they now? If they are no longer alive, where/when/how did they die?

Ruby Nell Bridges is 69 years old as of 2023.

FAMOUS FOR

Ruby Nell Bridges is best known for becoming the first Black child to attend an all-white primary school in Louisiana.

RUBY BRIDGES

QUOTE

"Racism is a grown-up disease, and we should stop using our kids to spread it."

SUCCESSES

In 2001, Ruby Bridges was awarded the Presidential Citizens Medal by President Bill Clinton for her contribution to education and civil rights. Bridges helped pave the way for desegregation throughout the United States.

FAILURES

Ruby's presence at the school led white parents to withdraw their children, resulting in a reduced number of students in her class. This limited her social interaction with peers, as she was often alone in the classroom.

EXPERIENCE

In 1999, Ruby Bridges was reunited with Charles Burks, a federal marshal who had escorted her to school during the integration process in 1960. The two were brought together on "The Oprah Winfrey Show."

HURDLES

Bridges had to overcome racial hostility, death threats, isolation, and loneliness. To make matters worse, her father lost his job in act of retribution intended to serve as punishment for her efforts toward desegregation. As a result, the family would face economic hardship in addition to all other problems.

BIRTH

Ruby was born on September 8, 1954 in Tybertown, Mississippi.

CAREER

After Ruby graduated from a desegregated high school, she became a travel agent. She is also known for being an author, philanthropist, and civil rights activist.

INSPIRATION

Ruby's parents, Lucile and Abon Bridges, played a crucial role in supporting and inspiring her. They made the decision to allow Ruby to attend an all-white school, understanding the significance of the moment and the potential impact on the larger struggle for civil rights. Their courage and commitment to equality were fundamental in shaping Ruby's own determination.

PERSONALITY

Resilience
Courage
Compassion

IDEALS

Ruby Bridges is a strong advocate for equality, particularly in the context of education. She values common dignity and has fought tirelessly throughout her life in pursuit of it.

AGE / DEATH DATE

Ruby Nell Bridges is 69 years old as of 2023.

