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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Cut Line

RUTH B
GINSB

FAMOUS FOR

SUCCESSES

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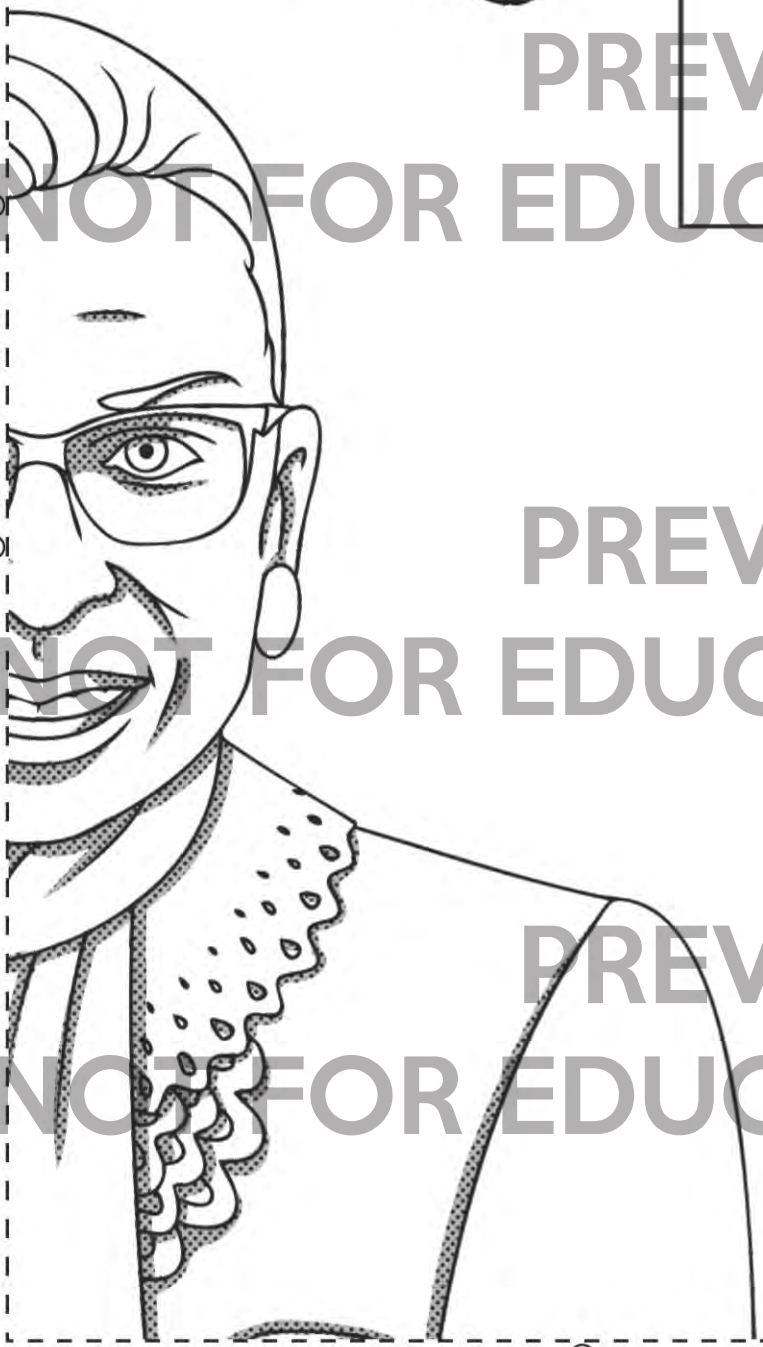

QUOTE

CAREER

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FAILURES

EXPERIENCE

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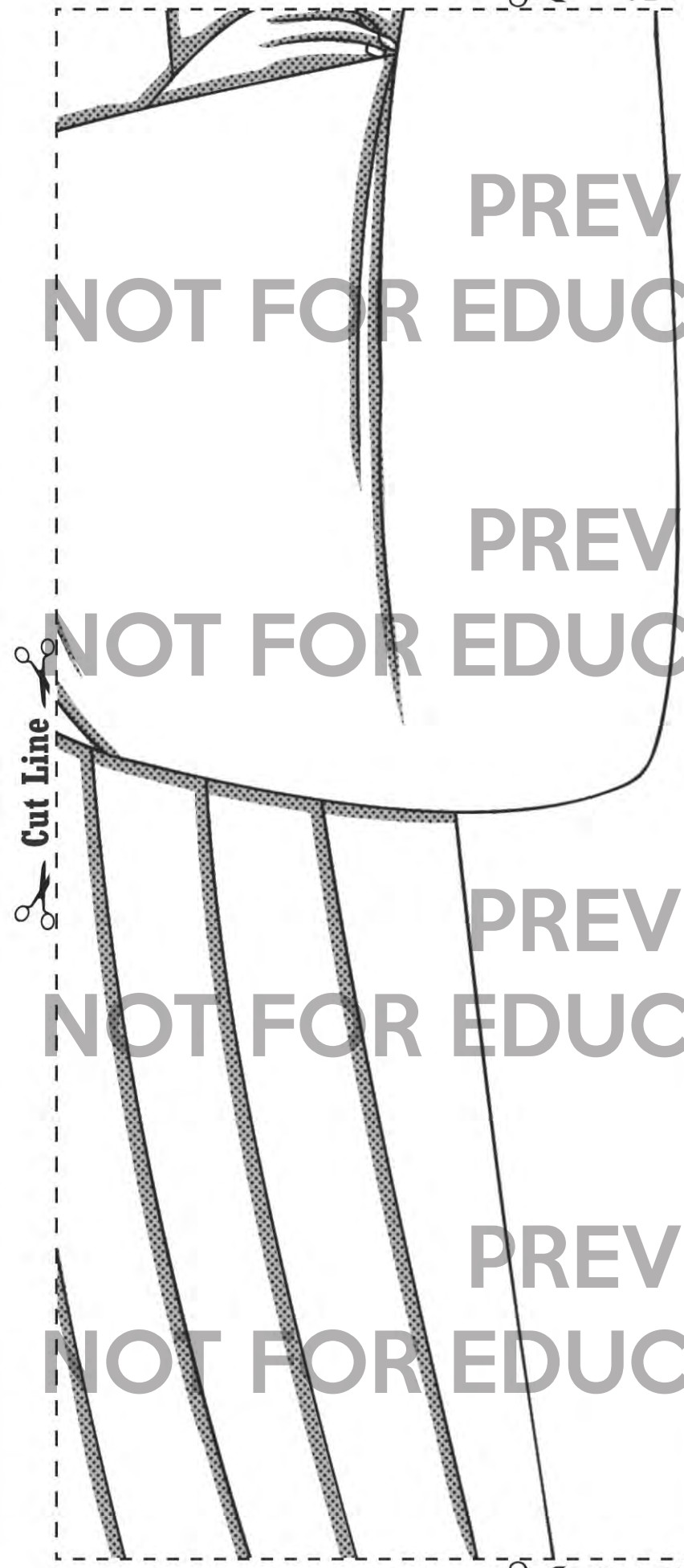

INSPIRATION

PERSONALITY

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HURDLES

BIRTH

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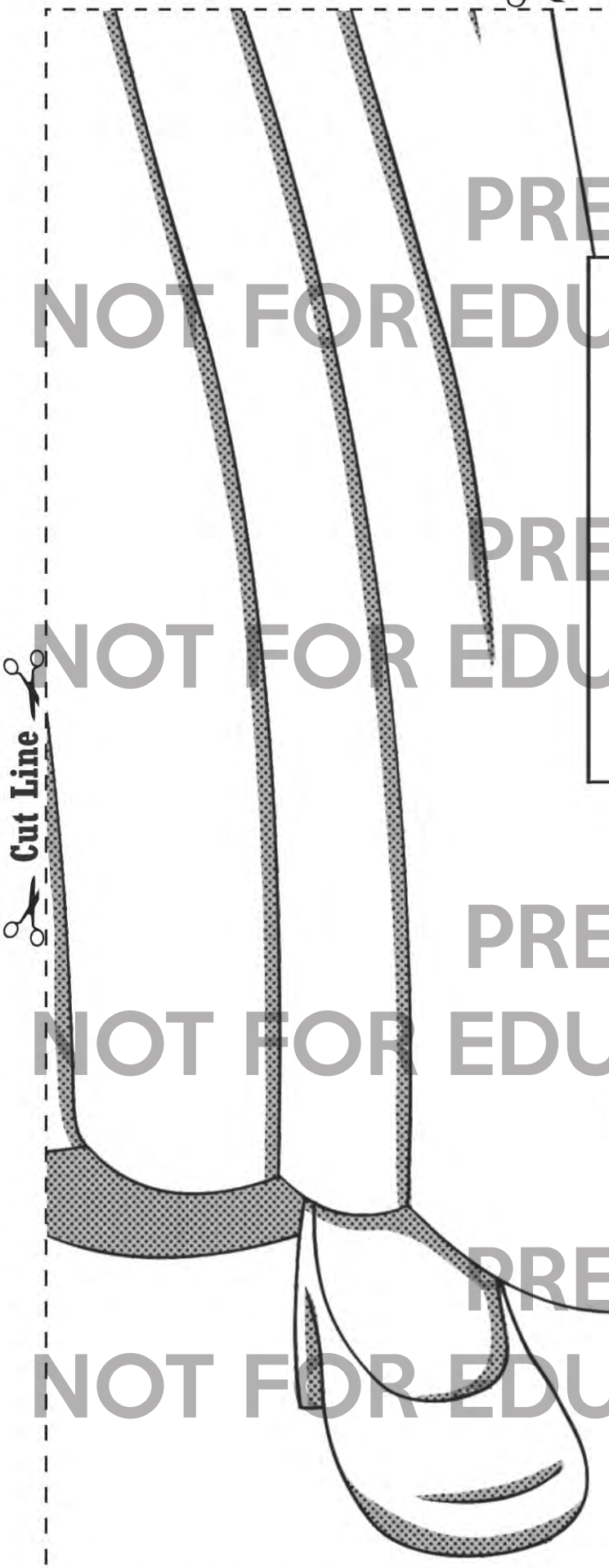

IDEALS

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?

RUTH BADER GINSBURG

FAMOUS FOR

Ginsburg is well known for becoming the second woman, and first Jewish woman, to serve on the Supreme Court. During her tenure as a justice, Ginsburg become recognized for fiercely advocating for gender equality and women's rights.

QUOTE

"I am a very strong believer in listening and learning from others."

SUCCESSES

Ruth Bader Ginsberg graduated first in her class from Columbia Law School.

CAREER

RBG had a distinguished career primarily as a lawyer and a judge, culminating in her appointment as a Supreme Court Justice. Her career began in academia and advocacy. After facing significant gender discrimination in the job market despite an outstanding academic record, she turned to teaching. During her time at Rutgers, she also began her involvement with the ACLU, which marked the start of her legal advocacy focusing on gender equality cases.

FAILURES

Ginsburg frequently found herself in dissent on major cases, such as Citizens United v. FEC, where her opposition to decisions that deregulated campaign finance did not prevail.

INSPIRATION

She was also influenced by two professors whom she met at Cornell, the author Vladimir Nabokov, who shaped her thinking about writing, and the constitutional lawyer Robert Cushman, who inspired her to pursue a legal career. She was also inspired by Poet Emma Lazarus whose words are etched on the Statue of Liberty.

EXPERIENCE

In 1973, as an attorney, Ginsburg argued her first case before the Supreme Court, Frontiero v. Richardson. This case challenged gender discrimination in military spousal benefits, setting the stage for her lifelong fight against gender inequality.

In 1993, Ginsburg was appointed by President Bill Clinton and became the second female justice to serve on the U.S. Supreme Court.

PERSONALITY

Resilient
Determined
Thoughtful

HURDLES

Over the course of her life, Ginsburg battled and survived multiple cancers, including colon, pancreatic, and lung cancer. Her resilience and dedication to continue working, often returning to the court soon after surgery, inspired many.

IDEALS

Ruth Bader Ginsburg was deeply committed to gender equality, the rule of law, and justice, particularly for underrepresented and disadvantaged groups. She respected judicial independence and emphasized the importance of civic duty and active participation in democracy. These values profoundly influenced her decisions and actions throughout her career, especially during her tenure on the U.S. Supreme Court.

BIRTH

Ruth Bader Ginsburg was born on March 15, 1933 in Brooklyn, New York.

AGE / DEATH DATE

Ginsburg died from complications of pancreatic cancer at her home in Washington, D.C. on September 18, 2020, at age 87.

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