

Cut Line



FAMOUS FOR

DR

SCC

PREVIEW

NOT FOR EDUCATIONAL USE



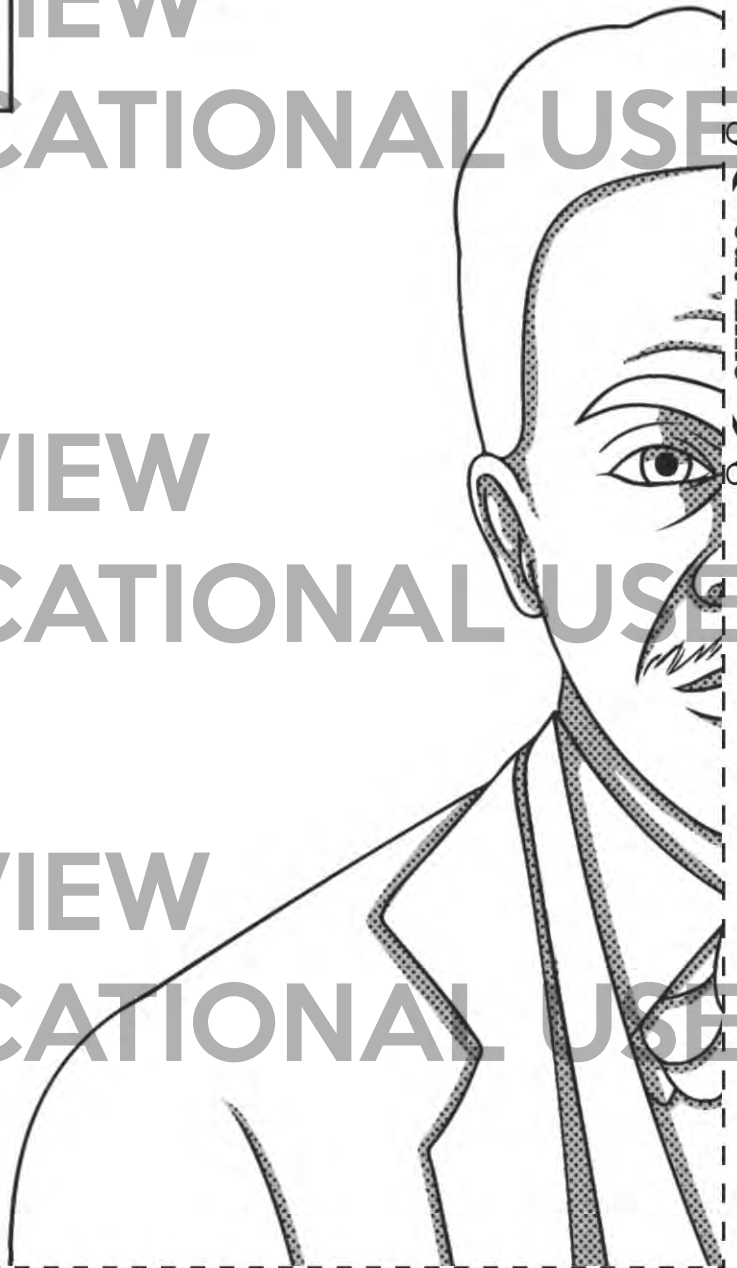
SUCCESSES

PREVIEW

NOT FOR EDUCATIONAL USE

PREVIEW

NOT FOR EDUCATIONAL USE



Cut Line



Cut Line



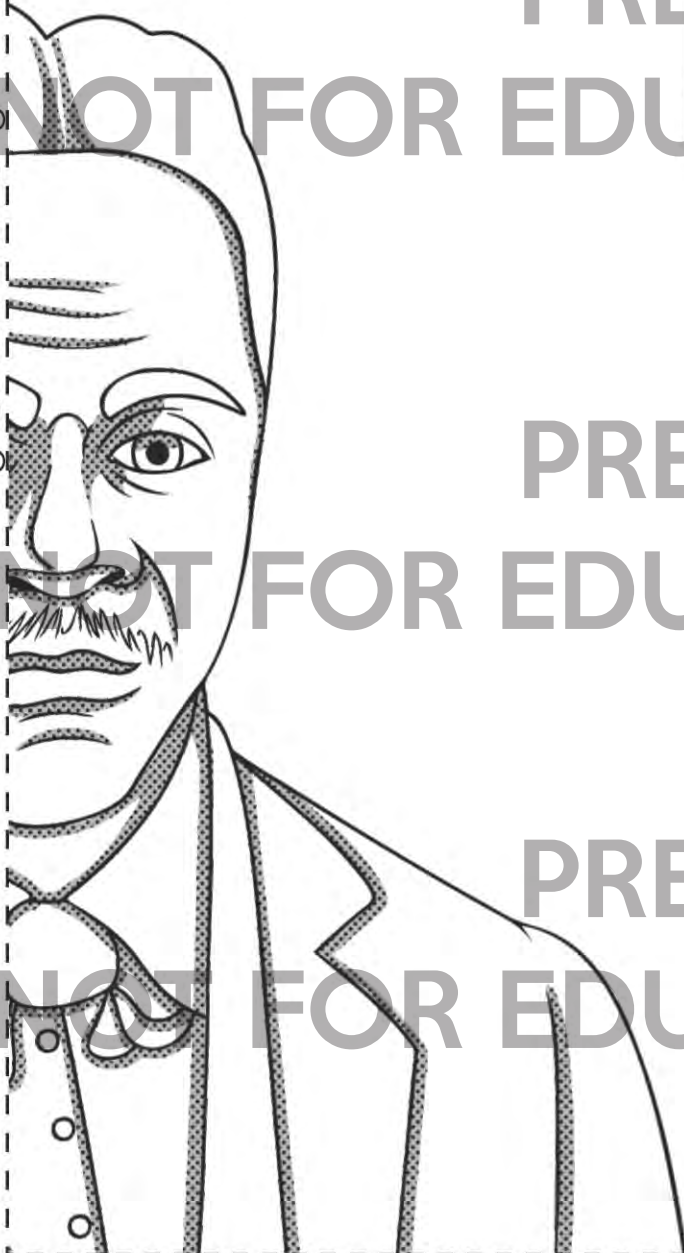
ED

PREVIEW

QUOTE



PREVIEW



NOT FOR EDUCATIONAL USE

CAREER



PREVIEW

NOT FOR EDUCATIONAL USE

PREVIEW

NOT FOR EDUCATIONAL USE



Cut Line



Cut Line



FAILURES

PREVIEW

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PREVIEW

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EXPERIENCE

PREVIEW

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Cut Line

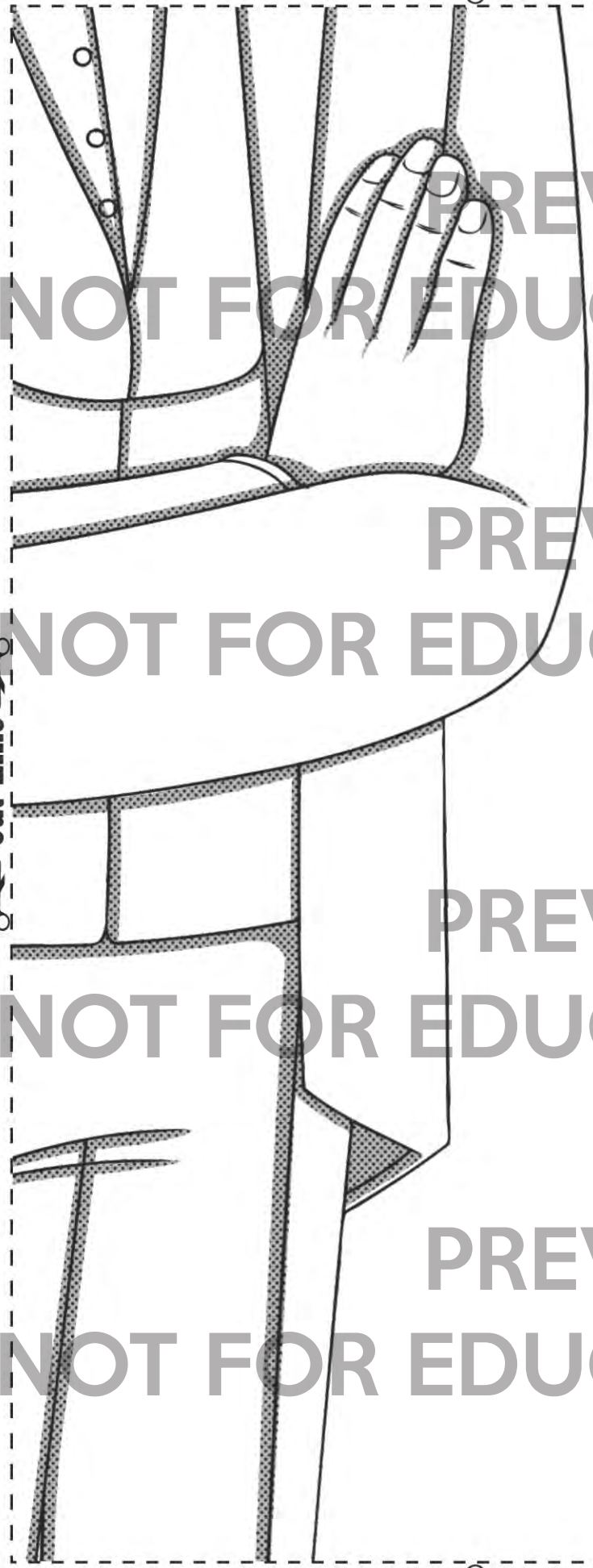
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INSPIRATION



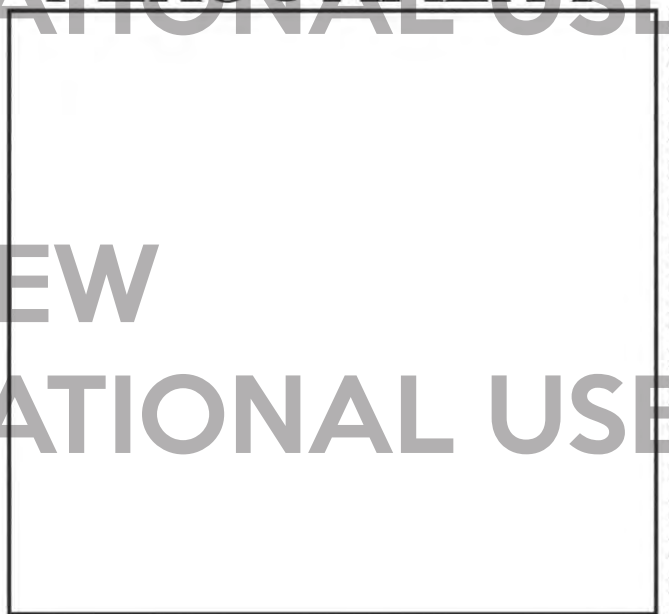
Cut Line

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PREVIEW



PERSONALITY



Cut Line

PREVIEW
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NOT FOR EDUCATIONAL USE

Cut Line



HURDLES

PREVIEW

PREVIEW

PREVIEW



BIRTH

PREVIEW



Cut Line

Cut Line



PREVIEW IDEALS

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PREVIEW

NOT FOR EDUCATIONAL USE

PREVIEW



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AGE / DEATH DATE

PREVIEW

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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.

Group Members:

Additional Comments:

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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.

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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?

DRED SCOTT

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

Dred Scott was a slave who lived in a “free” state with his owner, and he argued that this should have made him a free man.

Successes: Describe at least one major accomplishment or achievement.

In attempt to become free from slavery, Scott began the legal proceedings that would eventually bring his now infamous case to the Supreme Court.

Failures: Describe one failure or loss this person experienced.

The Supreme Court rejected Scott’s plea for emancipation—which he based on his temporary residence in a free state and territory, in which slavery was prohibited—and struck down the Missouri Compromise (1820), thereby making slavery legal in all U.S. territories.

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

At some point between 1836 and 1838, Scott married Harriet Robinson, a slave owned by Major Lawrence Taliaferro.

Dred Scott and his wife appeared in the St. Louis Circuit Court and were formally freed on May 26, 1857 despite the Supreme Court’s ruling. (Scott’s slave owner’s 2nd husband was an abolitionist who made this possible in spite of the Supreme Court’s judgment.)

Hurdles: What struggles/obstacles did this person overcome?

Dred Scott was born into slavery; he was considered the property of his owner from the day of his birth. Because slaves were generally regarded as personal property, he lacked the legal standing to bring his case for freedom to most any court the eyes of the law.

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

Dred Scott was born in Southampton County, Virginia in 1795.

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

"A man is a man, until that man finds a plan, a plan that makes that man, a new man."

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

Dred Scott spent much of his life enslaved; the details about his occupations before being freed are not well known. After being freed, Scott took a job as a porter at Barnum's Hotel at Second and Walnut streets in St. Louis where he became a celebrity of sorts.

Inspiration: Who or what inspired this person?

While there is no specific individual known to have directly inspired Dred Scott in the pursuit of his freedom, the broader inspiration for many enslaved individuals seeking freedom during that era came from the ideas of liberty, equality, and justice that were prevalent in the antebellum United States.

Personality: List at least three traits this person possesses.

Resilience, Courage, Determination.

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

Scott had a desire for freedom, a belief in equality, and a commitment to legal justice.

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

In September 17, 1858, Scott died of tuberculosis in St. Louis, Missouri.

DRED SCOTT

FAMOUS FOR

Dred Scott was a slave who lived in a "free" state with his owner, and he argued that this should have made him a free man.

SUCCESSSES

In attempt to become free from slavery, Scott began the legal proceedings that would eventually bring his now infamous case to the Supreme Court.

FAILURES

The Supreme Court rejected Scott's plea for emancipation—which he based on his temporary residence in a free state and territory, in which slavery was prohibited—and struck down the Missouri Compromise (1820), thereby making slavery legal in all U.S. territories.

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PERSONALITY

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Courage
Determination.

IDEALS

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AGE / DEATH DATE

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