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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SUSA ANTH

FAMOUS FOR

SUCCESSES

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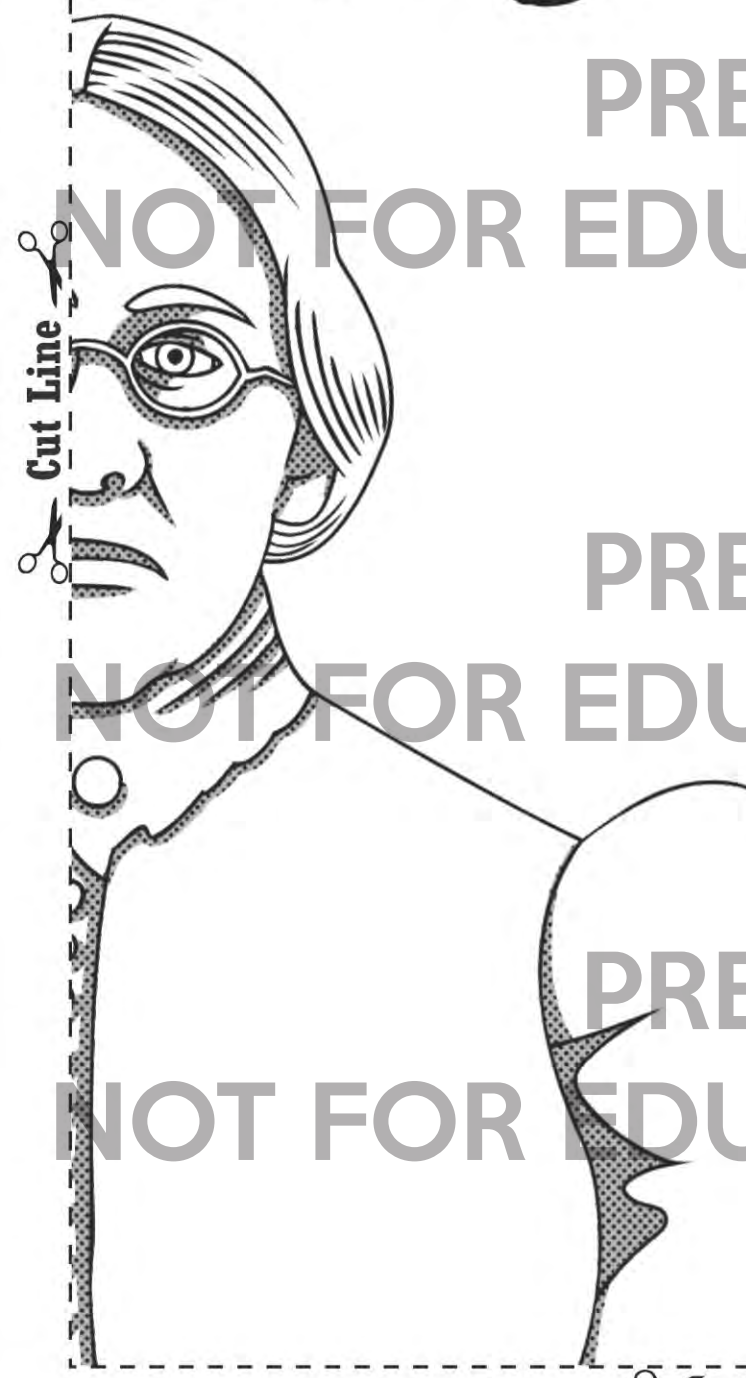
An B. Tony

QUOTE



CAREER

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FAILURES

EXPERIENCE

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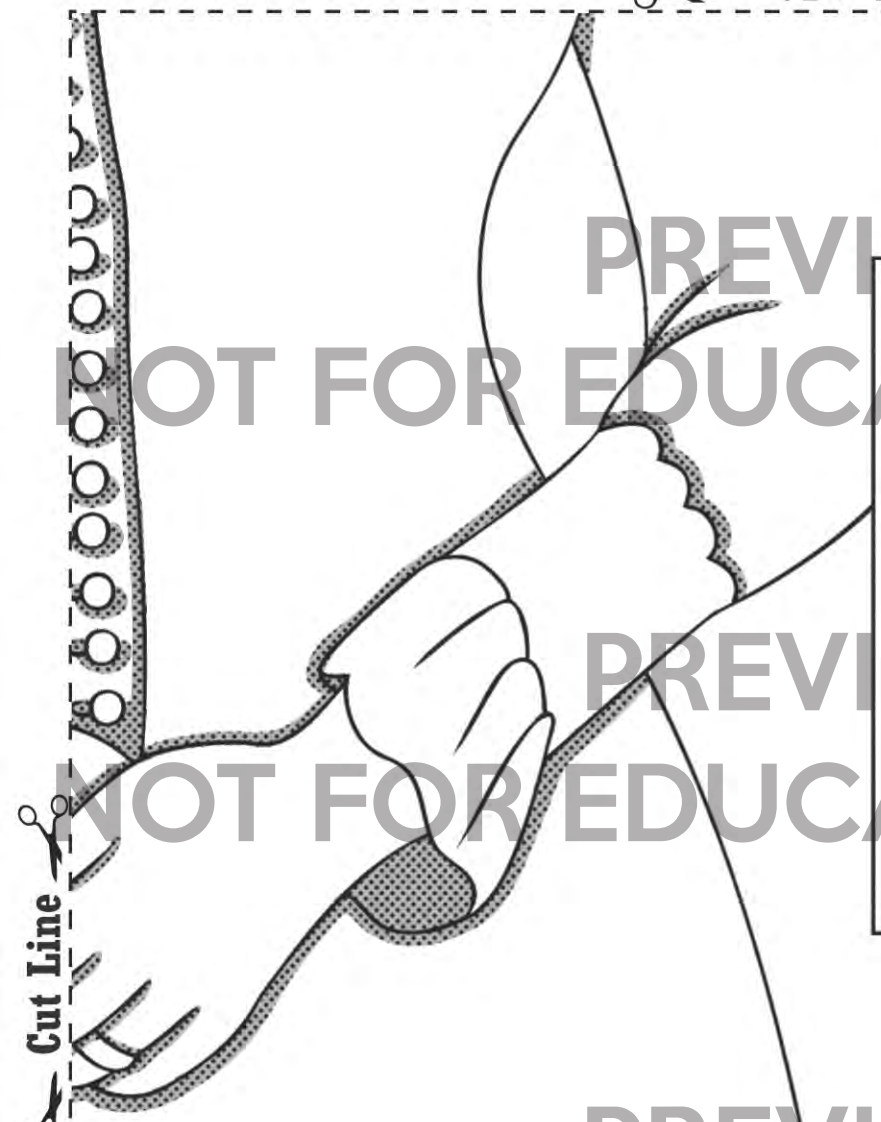

INSPIRATION

PERSONALITY

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HURDLES

BIRTH

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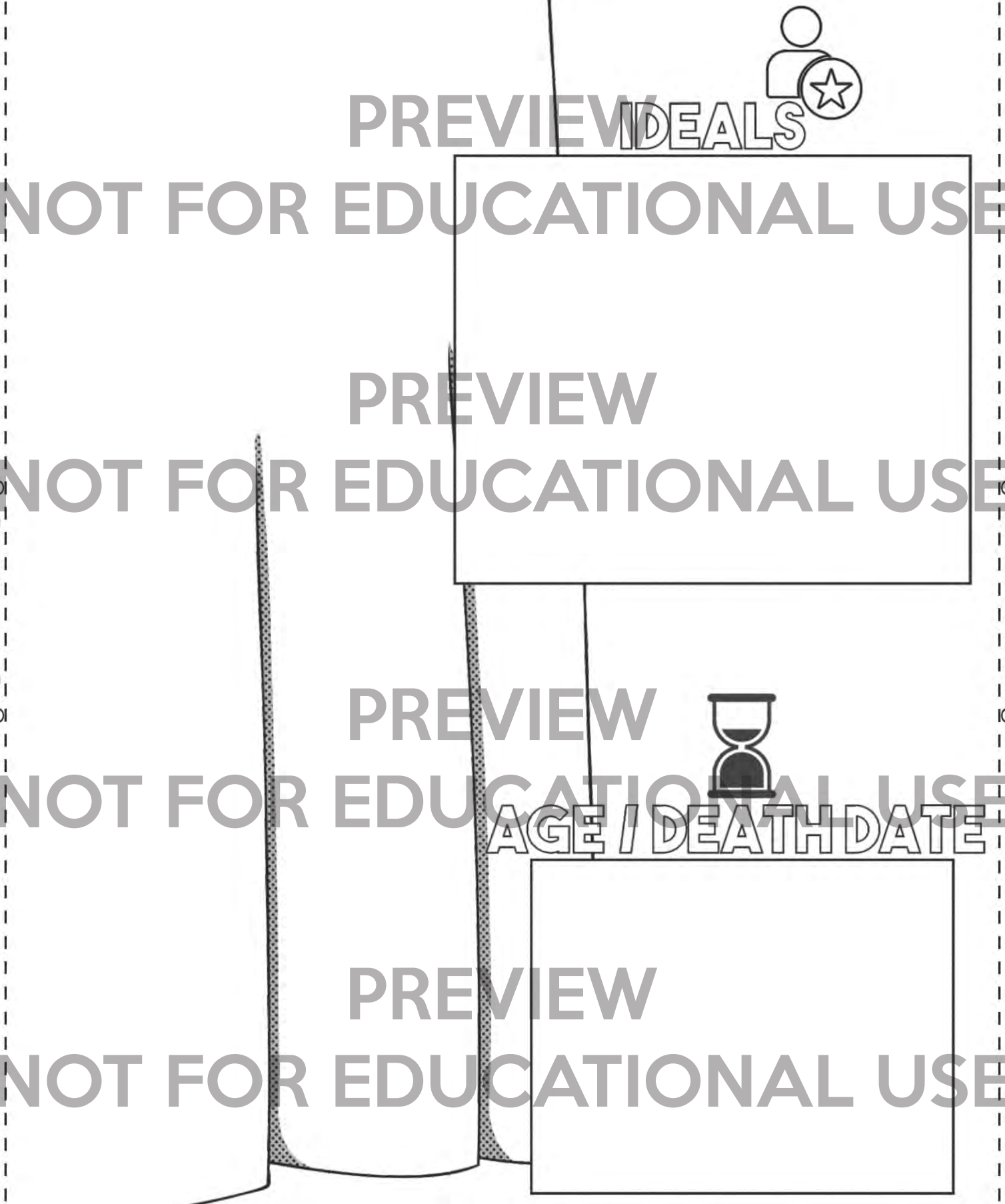

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Biography Project
Brainstorming Worksheet

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?

SUSAN B. ANTHONY

FAMOUS FOR

Susan B. Anthony is perhaps the most widely known suffragist of her generation and has become an icon of the woman's suffrage movement.

QUOTE

"Woman must not depend upon the protection of man, but must be taught to protect herself."

SUCCESSES

Susan B. Anthony played a critical role in the establishment of the National American Woman Suffrage Association (NAWSA) in 1890. This organization was crucial in advocating for women's rights, particularly the right to vote. Anthony's relentless advocacy and organizational efforts were instrumental in the eventual passage of the 19th Amendment to the U.S. Constitution in 1920, which granted women the right to vote.

CAREER

Susan B. Anthony was primarily an activist and leader in the women's suffrage movement. While she held various roles throughout her life, including teaching, her most impactful work began in the mid-1850s when she became actively involved in the temperance and anti-slavery movements. This activism laid the groundwork for her lifelong dedication to women's suffrage, which intensified in the 1860s and continued until her death in 1906.

FAILURES

Perhaps the most profound disappointment for Anthony was that she did not live to see the successful culmination of her life's work—the ratification of the Nineteenth Amendment, which granted women the right to vote. This amendment was ratified in 1920, fourteen years after her death in 1906.

INSPIRATION

Anthony was inspired by the Quaker belief of equality under God which guided her moral compass. She was a Quaker herself.

EXPERIENCE

In 1868, Susan B. Anthony, along with Elizabeth Cady Stanton, founded a weekly publication called "The Revolution". This newspaper focused on women's rights, particularly suffrage, and also addressed other important social issues, such as labor rights and racial equality. "The Revolution" was significant in spreading feminist ideas and building momentum for the suffrage movement. She was arrested in 1872 for voting illegally in the presidential election, as women did not have the right to vote at that time. Her trial in 1873 garnered national attention and highlighted the injustices faced by women. Although she was found guilty and fined, she refused to pay, using the trial as a platform to raise public awareness and support for women's suffrage.

PERSONALITY

Resilient
Empathetic
Determined

HURDLES

Susan B. Anthony faced numerous obstacles in her campaign for women's rights, including legal restrictions on women's freedoms, societal norms that opposed women in politics, and financial challenges in funding the movement. She also dealt with internal disagreements within the suffrage movement, endured physical and emotional strain from relentless advocacy, and encountered governmental resistance through arrests and legal suppression. Despite these challenges, her perseverance greatly advanced women's rights.

IDEALS

Susan B. Anthony was dedicated to social justice and equality. She championed equal rights for all, regardless of gender, believing that the right to vote was essential for achieving this equality. Anthony also valued education as crucial for women's empowerment and advocated for nonviolent resistance and organized protest to effect change. Additionally, she supported the temperance movement and was a staunch abolitionist, seeing both causes as integral to the fight for human dignity.

BIRTH

Susan B. Anthony was born on February 15, 1820 in Adams, Massachusetts.

AGE / DEATH DATE

Anthony died on March 13, 1906, at the age of 86 from heart failure and pneumonia in Rochester, New York.

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