

Cut Line



FAMOUS FOR

THUR
MARS

PREVIEW

SUCCESSES

PREVIEW

PREVIEW



Cut Line

GOOD
HALL

PREVIEW

QUOTE



PREVIEW

CAREER



PREVIEW

PREVIEW

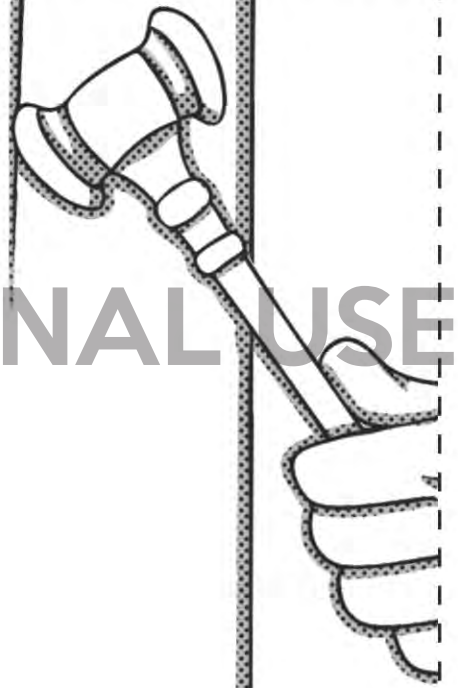
Cut Line

Cut Line

Cut Line



FAILURES



PREVIEW

NOT FOR EDUCATIONAL USE

PREVIEW

NOT FOR EDUCATIONAL USE



EXPERIENCE

PREVIEW

NOT FOR EDUCATIONAL USE

PREVIEW

NOT FOR EDUCATIONAL USE

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



BIRTH



Cut Line



Cut Line



Cut Line

Cut Line



PREVIEW IDEALS

NOT FOR EDUCATIONAL USE

PREVIEW

NOT FOR EDUCATIONAL USE

PREVIEW



NOT FOR EDUCATIONAL USE

AGE / DEATH DATE

PREVIEW

NOT FOR EDUCATIONAL USE

Cut Line

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.

PREVIEW

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

PREVIEW

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INSPIRATION: Who or what inspired this person?

PERSONALITY: List at least three traits this person possesses.

PREVIEW

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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?

Thurgood Marshall

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

Marshall is perhaps best known for arguing the historic 1954 Brown v. Board of Education case, in which the Supreme Court declared "separate but equal" unconstitutional in public schools.

Successes: Describe at least one major accomplishment or achievement.

On August 30, 1967, the Senate confirmed Thurgood Marshall as the first Black person to serve as a Supreme Court Justice.

Failures: Describe one failure or loss this person experienced.

Marshall suffered a great loss when Vivian, his wife of 25 years, died of cancer in 1955.

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

The NAACP (National Association for the Advancement of Colored People) awarded Thurgood Marshall the Spingarn Medal in 1946. This prestigious medal is presented annually for an outstanding achievement by an African American. In his case, Marshall was awarded for distinguished service as a lawyer before the U.S. Supreme Court.

In 1965, President Lyndon B. Johnson appointed Marshall as the Solicitor General of the United States.

Hurdles: What struggles/obstacles did this person overcome?

Growing up in the early 20th century, Marshall experienced the systemic racism and discrimination that were pervasive in American society. As an African American, he faced barriers to education, employment, and equal treatment under the law.

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

Thurgood Marshall was born July 2, 1908 in Baltimore, Maryland.

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

"Sometimes history takes things into its own hands."

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

Thurgood Marshall was a lawyer, civil rights activist, and associate justice of the U.S. Supreme Court. Marshall began his legal career after completing his education at Howard University School of Law.

Inspiration: Who or what inspired this person?

Marshall was heavily inspired by his mentor Charles Houston, who taught him to defeat racial discrimination through the use of existing laws.

Personality: List at least three traits this person possesses.

Integrity, Tenacity, Leadership.

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

Thurgood Marshall was a staunch advocate for the idea that every individual, regardless of their race or background, should be entitled to equal justice under the law. This ideal was central to his efforts in challenging racial segregation and discrimination.

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

Marshall passed away on January 24, 1993 in Washington, D.C. at the age of 84.



FAMOUS FOR

Marshall is perhaps best known for arguing the historic 1954 *Brown v. Board of Education* case, in which the Supreme Court declared "separate but equal" unconstitutional in public schools.

THURGOOD MARSHALL



QUOTE

"Sometimes history takes things into its own hands."



SUCCESSSES

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CAREER

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FAILURES

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PERSONALITY

Integrity
Tenacity
Leadership



HURDLES

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IDEALS

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