

## Body Biography Project

### Instructions:

You will select an individual who had an impact on the Declaration of Independence, American Revolution **OR** the adoption of the United States Constitution. Please visit <http://www.ushistory.org/declaration/signers/> (Declaration of Independence) <http://theamericanrevolution.org/people.aspx> (American Revolution) or <http://teachingamericanhistory.org/ratification/biographies/> (US Constitution) to get ideas for individuals to research. No more than 2 students in a class will have the same individual. ***Selection of individual is due by Tuesday, 9/05 during roll call.*** Your research will include illustrations and captions explaining the individual's impact and/or contributions. Please follow the Rubric Menu to receive maximum points.

**Rubric Menu-----Total Project 135 points Due-----9/18/2017**

### **90 Points----Must Haves**

- Poster Board----5
- Color Photo of Individual----5
- Typed explanation of his/her significance -----5
- Typed statement of Bio-Theme----5
- At least 10 hand-drawn illustrations-----35
- At least 1 typed caption (explanation) per hand-drawn illustration-----35

### **68 Points----Must Haves**

- Poster Board----5
- B&W Photo of Individual----3
- Typed explanation of his/her significance-----5
- Typed statement of Bio-Theme-----5
- At least 8 hand-drawn illustrations-----24
- At least 1 typed caption (explanation) per hand-drawn illustration----24

### **44 Points----Must Haves**

- Poster Board----5
- B&W Photo of Individual----3
- Hand written explanation of his/her significance----3
- Hand written Bio-Theme----3
- At least 5 hand-drawn or computerized illustrations-----15
- At least 1 written caption (explanation) per hand-drawn/computerized illustration----15

Rubric for Visual Product: 15pts

Category/Points	5pts	4pts	3pts	2pts
<b>Graphics - Relevance</b>	The graphics used represent information appropriately.	Most graphics represent the information appropriately.	All graphics relate to the topic but do not represent appropriately.	Graphics do not relate to the topic.
<b>Graphics - Visual</b>	Color, shape, size, and arrangement of graphics contribute meaning to the overall message.	Color, shape, size, and arrangement are eye catching and contribute some meaning.	Color, shape, size, and arrangement are present but do not add to the information.	Color, shape, size, and arrangement are distracting or misleading.
<b>Design/layout</b>	The design/layout is neat, clear, and visually appealing.	Is attractive in terms of design, layout and neatness.	Is acceptably attractive though it may be a bit messy.	Is distractingly messy, unattractive, or very poorly designed.

Rubric for Oral Presentation: 30 pts

Category/Points	5pts.	4pts.	3pts.	2pts.
<b>Non-Verbal Skills</b>	<b>10pts.</b>			
<b>Eye Contact</b>	Holds attention of entire audience with the use of direct eye contact, seldom looking at notes.	Consistent use of direct eye contact with audience, but still returns to notes.	Displayed minimal eye contact with audience, while reading mostly from the notes.	No eye contact with audience, as entire report is read from notes.
<b>Body Language</b>	Movements seem fluid and help the audience visualize.	Made movements or gestures that enhance articulation.	Very little movement or descriptive gestures.	No movement or descriptive gestures.
<b>Verbal Skills</b>	<b>10pts.</b>			
<b>Enthusiasm</b>	Demonstrates a strong, positive feeling about topic during entire presentation.	Occasionally shows positive feelings about topic.	Shows some negativity toward topic presented.	Shows absolutely no interest in topic presented.
<b>Elocution</b>	Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.	Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student mumbles, incorrectly pronounces terms, and speaks too quietly for a majority of students to hear.
<b>Content</b>	<b>10pts.</b>			
<b>Subject Knowledge</b>	Student demonstrates full knowledge by answering all class questions with explanations and elaboration.	Student is at ease with expected answers to all questions, without elaboration.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student does not have grasp of information; student cannot answer questions about subject.
<b>Organization</b>	Student presents information in logical, interesting sequence which audience can follow.	Student presents information in logical sequence which audience can follow.	Audience has difficulty following presentation because student jumps around.	Audience cannot understand presentation because there is no sequence of information.

“Sample of the Visual Outcome”

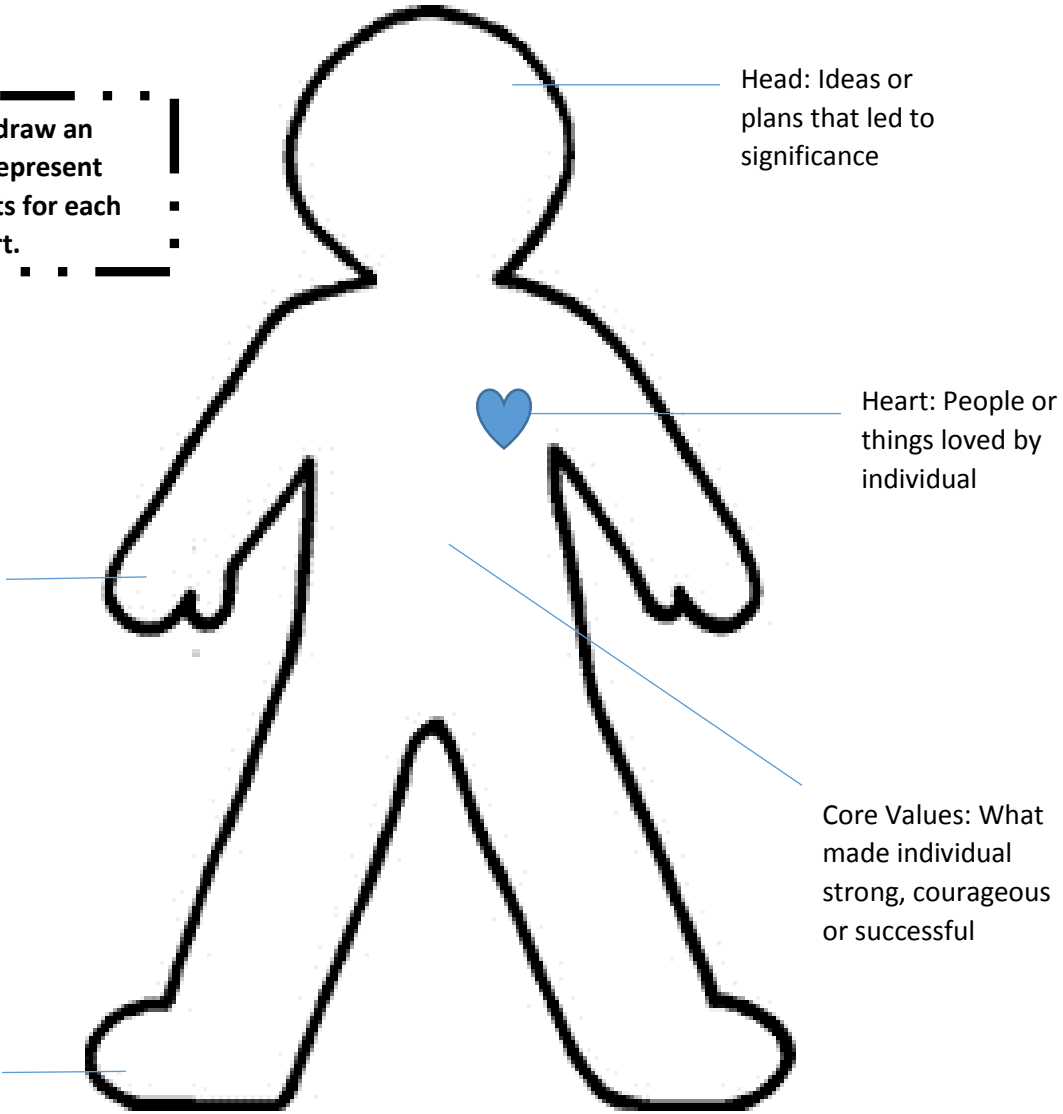


**Name of Individual**  
Birth-Death  
Brief explanation of his or her significance in relationship to the American Revolution or the adoption of the United States Constitution.

## Ideological impact on the American Revolution (example)

Use your standards (3-5) and choose theme that most represents your individual's contribution.

**You will hand draw an illustration to represent significant aspects for each body part.**



## Revolutionary War Leaders (Just Ideas)

<http://www.campaign1776.org/revolutionary-war/key-figures-patriots.html>

### American Military Leaders

- [George Washington](#)
- Nathan Hale
- Ethan Allen
- Richard Montgomery
- Benedict Arnold
- Francis Marion
- Nathanael Greene
- Horatio Gates

### Patriot Leaders

- Thomas Paine
- Thomas Jefferson
- Sam Adams
- John Adams
- Benjamin Franklin
- Patrick Henry
- James Otis
- John Hancock
- Richard Henry Lee

### Colonists

- Paul Revere
- William Dawes
- Crispus Attucks
- Haym Salomon

### British Military Leaders

- Charles Cornwallis
- William Howe
- John Burgoyne
- Thomas Gage

### British Leaders

- King George III

### Foreign Military Leaders

- (France) Marquis de Lafayette
- (France) Comte de Rochambeau
- (Prussia) von Steuben
- (Poland) Thaddeus Kosciuszko
- (Spain) Bernardo de Galvez

## Key Figures to Creating a New Nation (Just Ideas)

<http://teachingamericanhistory.org/ratification/biographies/>