T1D3 – Utah National Parks Poster Project (50 pts; Due T1D7 - _____)

As we discussed in class, there are many different **National Parks** and **Monuments** in Utah. Due **T1D7**, you'll be creating a **PSA poster** in the style of the **WPA Posters of the 1930s,** and then present it to the class (up to 3 people per project / theme group). ***The poster ought to be 11" x 17", or two regular pieces of paper put together.*** *Choice is 1ˢᵗ come 1ˢᵗ served (no duplicates).*
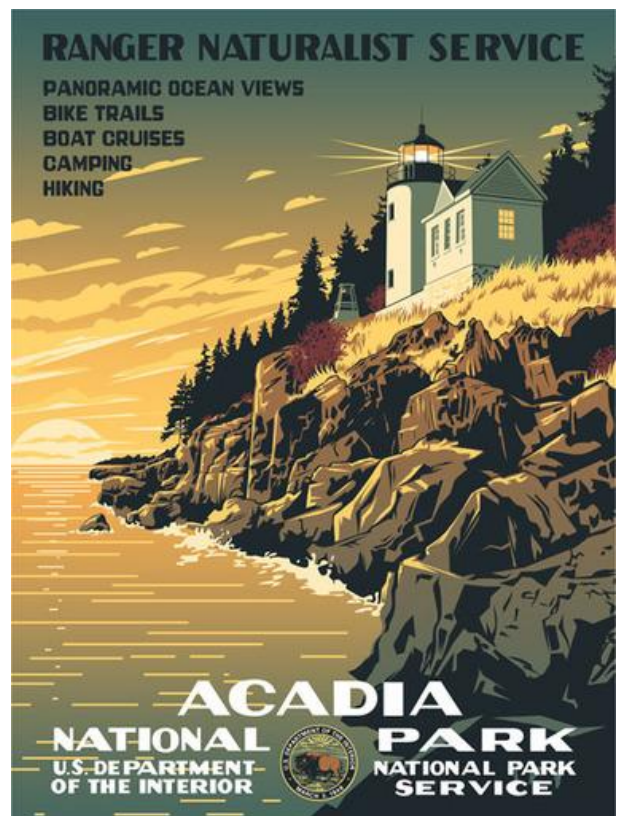
As you prepare to finish make your project, make sure that you answer/do the following:

- *Do I clearly **define** my **park / monument**?*
- *Does my poster match the art style of the 1930s-1940s?*
- *Did I include some **activities** that I could engage in while at this park? Why should I visit?*
- *Is my art spectacular, and will it **draw** people to come to my chosen park?*
- *Do I have an interesting "**Did You Know?**" Section with **interesting / noteworthy info**?*
- *Would I want to visit this place after looking at the poster?*

Make sure to check the backside for all other details on grading. You will be presenting your project, so be ready to **present** for roughly **3-4 minutes**, and be ready to **answer any questions**. Also, do not forget to **source your info** (put on the backside, or on a separate paper, etc.). Good luck!

Other Important Details:

- *Use some **illustrations / pictures** to keep the poster interesting.*
- *Make sure your poster **inspires** and clearly teaches about your chosen theme!*
- *Example WPA Posters: https://goo.gl/xkQJQ8*
- *Use **bullet points** to keeps info organized in easy to digest chunks.*
- *Feel free to use **Google Drawings** to create a nice professional looking poster for free: https://goo.gl/MfpM3c*
- *Make sure to have **accurate facts!** (at least 5 for full points)*
- *Review the rubric on the back, and make sure to follow it for full points.*

Project Rubric

Criteria	Accomplished 16-20%	Satisfactory 11-15%	Developing 6-10%	Beginning 0-5%	Score
Context & Accuracy	Contains fresh, original ideas. Solid content is backed up with examples, illustrations and a variety of support for ideas.	Good ideas and content backed up with generalized examples. Accurate wording is apparent. Support for ideas is all of the same type.	Stale ideas. Worn-out. Content is not well supported. The writer is beginning to define the topic, but development is still basic or general.	No real ideas. Content is murky or unsupported. No awareness of audience is apparent. As yet, it has no clear purpose or central theme.	
Structure	All information is well-organized, neat and easy to follow. Illustrations used are well done, powerfully reinforcing the message	Information is easy to follow with perhaps some minor flaws. Illustrations used are adequate, and reinforce the message	Information is starting to make sense, but still a bit difficult to follow, and a bit messy. Illustrations used are adequate, but lack originality, and weakly support the message	Information is poorly organized and difficult to read / understand. Illustrations used are poor, rehashed ideas from other sources; don't really support the message	
Message Strength	The message to the viewers is clear, strong, & persuasive; viewer easily understands the message. Answers all of the required questions	The message is clear. Uses several different persuasive techniques to good effect; answers most of the required questions	The message is somewhat clear, but not very powerful or strong. Answers several of the required questions	The message is unclear or weak, and the viewer struggles to understand the point. Doesn't answer the required questions	
Creativity	Student has taken the assignment and completed it in a way that is totally his/her own. The student's personality/voice comes through quite strongly, yet doesn't detract from the information presented.	Student has taken the assignment and has used source material as a starting place. The student's personality comes through in some parts of the presentation.	Student has copied some info straight from the source material. There is little evidence of creativity, but the student has done the assignment.	Student has not made much attempt to meet the requirements of the assignment.	
Presentation & Sources	Info, pictures used, etc., is correctly & fully cited. Presenter(s) fully engaged, excited and follow the time allotted.	Info, pictures used, etc., appear to be mostly cited. Presenter(s) at times seem(s) fully engaged, excited and mostly follow(s) the time allotted.	An attempt was made to cite the sources, though it is sloppy, incorrect, etc. Presenter(s) is polite, but not very enthusiastic and the time frame is only loosely followed.	Sources are not documented at all. Presenter(s) seem(s) not interested in the topic at all, distracted, etc. Time frame is not followed well.	

Comments:

Total Score:

Tips to Make this Assignment Awesome! (50 pts available):

- Use fresh, original ideas; also, ideas should be backed up by accurate examples, illustrations and a variety of support.
- Make sure your message to the reader is clear, strong, persuasive, and easily understood.
- Demonstrate a strong grasp of conventions by using proper punctuation, capitalization, grammar, usage and paragraphing in a way that enhances the message of the paper.
- Make sure your product is neat, well-organized and easy to follow. Use creative illustrations that support your message.
- Take the assignment and complete it in a way that is your own.