

Core Concept Poster Project

Grade level: All
Time: Two 50-minute sessions

Objectives:

- Become familiar with the Core Concepts of Public Achievement.
- Creatively represent what concepts mean to them.
- Develop and apply evaluation criteria.

Curricular Connections: Civics, Visual Arts

Materials: Construction paper, newspapers and magazines, scissors, posterboard, markers, glue, paint and brushes, other materials as needed.

[Core Concept Poster Rubric](#)

(<http://www.publicachievement.org/TeacherGuide/Activities/PosterRubric.pdf>)

Procedure:

- 1) Introduce/review and discuss the core concepts of PA.
- 2) Write the name of each core concept on a separate sheet of paper and hand them out.
- 3) Spend 5-10 minutes having each student quickly write down a key word that they relate to the concept, or their own brief definition of the concept, and write their name by it and pass it to the next student until everyone has responded to each concept.
- 4) Divide class into small groups giving each a blank rubric. Discuss what would make a good poster and develop at least five criteria for the rubric, e.g. clarity of concept, bold and creative, originality, etc..
- 5) Assign each group a concept to illustrate and provide them with the key terms and definitions that the class created earlier for their concept.
- 6) Students design posters creatively illustrating the concept and incorporating at least three terms and one definition. (It is a good idea to have groups present a rough draft before giving them the posterboard).
- 7) Discuss and decide where to post them, then have an exhibit where groups can evaluate each other's work. If you are able, posting them throughout the school or just outside your classroom is a great way to introduce the rest of the school to PA (you could even make the poster approval process the class's first project).

If you do not have enough students to work on every concept you can create blank posters for students to add to later or have some groups create two posters.

Reflection:

- Discuss concepts and the importance of making them visible.
- Students evaluate each other's work according to the agreed upon criteria.

Assessment:

1. Group posters.
2. Ability to evaluate one another's work using poster rubrics.

Source: Adapted from "A Year In PA: Five Days a Week" by Jason Becker