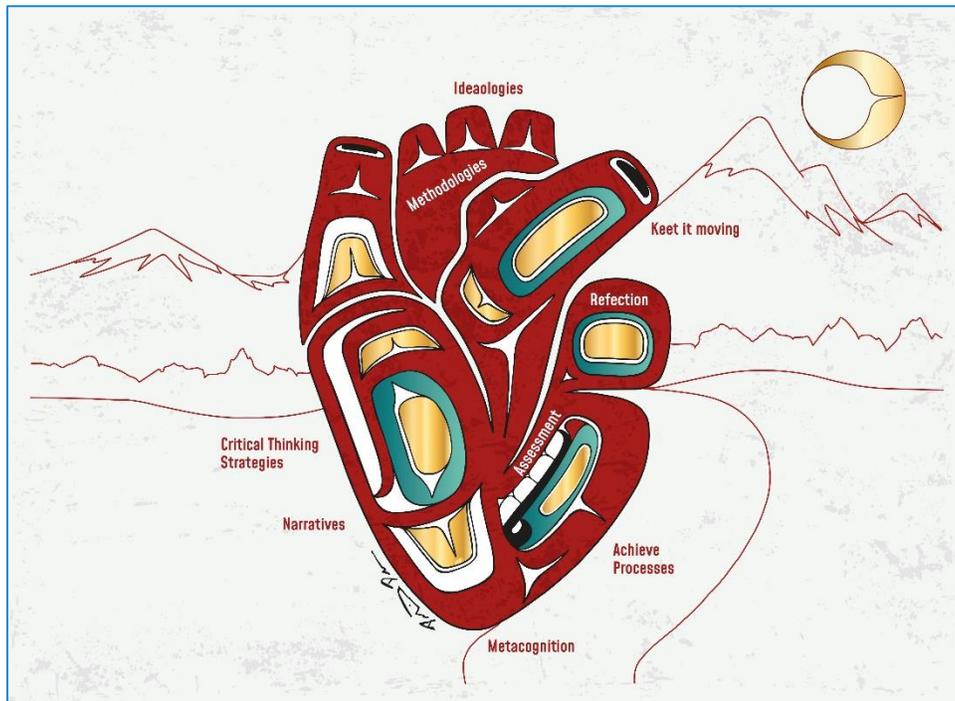


# Haa Shuká Tundatáani: A Template to Design for the Past, Present, and the Future.



## **An Indigenous Framework for Learning**

Haa Shuká Tundatáani represents a way of learning and understanding that connects us as people with the histories that have formed us, the knowledge we share today, and the world delivered by our future selves for future generations. This Indigenous framework seeks to heal.

This framework is designed around the heart at the center of existence, pumping what has existed before into what will exist in the future through the practice of listening, learning, and creation. This cycle of learning and belonging is in each of us and calls to be acknowledged and fostered by our surroundings and histories. Gunalchéesh, thank you to the Yanyeyidi whose story guides the visual representation and philosophy behind the heart of our learning framework and its existence rooted in landscapes.

UNIT PLAN	
Ideologies	
<p><b>Haa Shuká Tundatáani:</b>  <i>This unit explores the concept of a hero as it relates to Southeast Alaska. In consideration is the ongoing debate about how and who selects who we learn about, celebrate, and memorialize in art, and ask students to think locally and culturally about the idea of heroes.</i></p> <p>Writing selections from Tlingit author and Alaska Poet Laureate, <b>Ernestine Hayes</b>, and the artwork of Tlingit University professor and language champion, <b>X'unei Lance Twitchell</b> (Tlingit, Haida, Yup'ik, Sami) frame the conversations and activities.</p>	
<p><b>Unit Name &amp; Level of Integration Required:</b></p> <ul style="list-style-type: none"> <li>• <b><i>Kindei Tooshatnootl</i></b> (We Hold Them Up)</li> </ul> <p>L2 - This unit requires pre-planning such as gathering relevant materials, collaborating with GHF Indigenous educators, cultural bearers, and/or language speakers.</p> <p>If speakers cannot come in person or online, the materials in the unit can substitute.</p>	
<p><b>Unit Author &amp; Contact:</b>  <i>Naomi Love; Naomi.Love@juneauschools.org</i></p>	<p><b>Originating Source :</b>            Information comes from documents or potentially in-class presentations from Ernestine Hayes and Lance Twitchell.</p>
<p><b>Grade Range &amp; Subject:</b>  <i>The target audience is high school students studying Alaska History, US History, or language arts.</i></p>	<p><b>Time and Timing:</b>            The unit is set up to take seven 60-minute class periods.</p>
<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>- <i>Computers, Chromebook, or cell phones with Internet access</i></li> <li>- <i>Posterboard and markers</i></li> <li>- <i>Student notebooks or Cornell Notes pages</i></li> </ul>	

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**Essential Questions:**

- *Who is a hero? What defines the term, and how does it change?*
- *What becomes of our heroes as cultures change and develop?*
- *What determines which heroes are studied in schools?*
- *Why are statues of the past being protested, graffitied or damaged, or removed by local governments?*

**Student Skill Sets & Understandings to Be Developed:**

- Students will determine the central ideas of primary sources written or orated by Southeast Alaskans.
- Students will compare the point of view of two and opinions implied in two or more texts.
- Students will read, analyze, and synthesize literary non-fiction.
- Students will analyze and interpret visual information.
- Students will conduct short place-based research projects.
- Students will initiate and participate effectively in a range of collaborative discussions.
- Students will relate nation-level debates and conversations to local, place-based and indigenous knowledge.

**Standards / Established Goals:**

*[Select the academic and cultural standards, both state and local, that will remain the focus.]*

**Cultural Standards**

- E. Culturally-knowledgeable students demonstrate an awareness and appreciation of the relationships and processes of interaction of all elements in the world around them.

Students who meet this cultural standard are able to:

1. recognize and build upon the inter-relationships that exist among the spiritual, natural and human realms in the world around them, as reflected in their own cultural traditions and beliefs as well as those of others;
2. understand the ecology and geography of the bioregion they inhabit;
3. demonstrate an understanding of the relationship between world view and the way knowledge is formed and used;

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4. determine how ideas and concepts from one knowledge system relate to those derived from other knowledge systems;
5. recognize how and why cultures change over time;
6. anticipate the changes that occur when different cultural systems come in contact with one another;
7. determine how cultural values and beliefs influence the interaction of people from different cultural backgrounds;
8. identify and appreciate who they are and their place in the world.

### **History**

C. A student should develop the skills and processes of historical inquiry.

A student who meets the content standard should:

- 1) use appropriate technology to access, retrieve, organize, and present historical information;
- 2) use historical data from a variety of primary resources, including letters, diaries, oral accounts, archeological sites and artifacts, art, maps, photos, historical sites, documents, and secondary research materials, including almanacs, books, indices, and newspapers;
- 3) apply thinking skills, including classifying, interpreting, analyzing, summarizing, synthesizing, and evaluating, to understand the historical record; and
- 4) use historical perspective

### **Language Arts**

#### **Research to Build and Present Knowledge**

1. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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2. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
3. Draw evidence from literary or informational texts to support analysis, reflection, and research.
  - a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or how a later author draws on a play by Shakespeare].”).
  - b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text [e.g., bias and propaganda techniques, emotional effect of specific word choices and sentence structures, well-supported logical arguments], assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.”).

### Methodologies

#### Methodologies

*[Choose two teaching methods from the following that will be guiding your instruction.]*

- *Inquiry-based*
- *Project-based*

#### **Cultural Engagement:**

This lesson is based on Tlingit ways of knowing and it is centered on presentations from two Tlingit scholars.

#### **Elder / Culture Bearer Role:**

Both presentations are from Tlingit scholars. Both discuss the role of ancestors as role models in the Tlingit learning structure. They support the students in their inquiries about what makes a hero, how

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	<p>heroes are selected, and how it changes over time.</p>
<p><b>Integrated Media Element(s):</b></p> <p>Hayes, E. (2017) <i>What Shall We Do with Our Heroes?</i> Excerpt from Presentation for Alaska Division of Libraries, Archives and Museums- Summer Lecture Series. Retrieved March 22, 2023 from <a href="https://alaskahistoricalociety.org/about-ahs/special-projects/150treaty/150th-resource-library/new-articles/what-shall-we-do-with-our-heroes/">https://alaskahistoricalociety.org/about-ahs/special-projects/150treaty/150th-resource-library/new-articles/what-shall-we-do-with-our-heroes/</a></p> <p>Machemer, T. (2020). Christopher Columbus Statues Beheaded, Pulled Down Across America. Protesters in three US cities targeted sculptures of the Italian explorer and colonizer. Smithsonian Magazine. Retrieved March 22, 2023 from <a href="https://www.smithsonianmag.com/smart-news/christopher-columbus-statues-beheaded-torn-down-180975079/">https://www.smithsonianmag.com/smart-news/christopher-columbus-statues-beheaded-torn-down-180975079/</a></p> <p>Twitchell, L. (2022). <i>Welcome to the Tongue Unbroken</i>. Sgoden! The Tongue Unbroken Language Revitalization and Decolonization Podcast. Retrieved March 22, 2023 from <a href="https://podcasts.apple.com/us/podcast/tongue-unbroken/id1635378057?i=1000574611078">https://podcasts.apple.com/us/podcast/tongue-unbroken/id1635378057?i=1000574611078</a></p>	
<p><b>Critical Thinking Strategies</b></p>	
<p><b>Home Connections:</b></p> <p>After presenting their posters, students will hang them up for display to the general student body.</p>	
<p><b>Unit Progression &amp; Lesson Descriptions</b></p> <p><b>Day One Activities</b></p> <ol style="list-style-type: none"> <li>1. Project a picture of a beheaded Columbus statue (you can find many on google--or pick a different statue if you prefer). Using the See/Think/Wonder protocol, lead a class discussion about the photo.</li> <li>2. Read a newspaper article about the beheaded statue as a class. Using discussion prompts, have students discuss in small groups and then bring the discussion back to a whole class discussion.</li> <li>3. Read and discuss the essay, "What shall we do with our heroes?" by Ernestine</li> </ol>	

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Hayes. Read aloud as a class; students annotate individually.

**Day Two Activities**

1. Two-minute sketch or free-write. *Summarize and reflect on yesterday's activities and readings.*
2. Students review the annotated essays from yesterday (Hayes, 2017). They participate in a Socratic Seminar to answer established questions. If Ernestine Hayes is available to speak, she participates in the seminar and answers questions afterward.
3. Large group discussion about strength and courage. Students are asked to describe when they saw someone exhibiting those qualities.
4. Large group discussion *of Yee gu.aa yax x'wan*: Be strong and have courage. Students discuss their thoughts in individual ticket out commentary.

**Day Three Activities**

1. Listen to the podcast (Twitchell, 2020). Students are asked to draw, doodle, or write notes on ideas.
2. Students discuss some of the ideas they listed in a whole group conversation.

**Day Four Activities**

1. Practice phrase: *Yee gu.aa yax x'wan*: Be strong and have courage.
2. Share the poster series Lance Twitchell created celebrating Tlingit orators. Small group discussion with established questions.
3. Create an educational poster about an event or a person which expresses heroism. Find three Internet resources to help you construct the poster.

**Days Five and Six**

1. Construct educational poster

**Day Seven Activities**

1. Present your poster to the class in 3-5 minutes.
2. Evaluate your peers.
3. Display your poster.
4. Complete self-evaluation.

**Developing Critical Thinkers:**

*[Choose two of the main strategies and provide details as to how those two strategies will be incorporated throughout the unit.]*

- *Inquiry-based learning* Students answer teacher and self-generated questions about pictures, presentations, and podcasts.
- *Collaboration* Students partner to complete some of the assignments.

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**Tlingit Phrases:**

*[What Tlingit phrase captures and embodies the new, desired knowledge or skill?]*

- *Kaa wudujeeyí ka kaa x'éix dus.aaxí ch'áagu haa shagóonx'ich kusteeyí: Discipline and Obedience to the Traditions of our Ancestors (Discipline and obedience to the traditions of our ancestors)*
- *Sh yáa ayakdané ka ldakát káa yáa at uwanéi: Respect for Self, Elders and Others (Self-respect and respect for everyone)*
- *Ldakát át a yáa ayaduwanéi: Respect for Nature and Property (All things are respected)*
- *Tlél kútx i yáa wdawóodlik: Patience (Have patience [don't be in a hurry])*
- *Toowú klagé haa t'aakx'í, ka haa naax sateeyí, ka haa kusteeyí: Pride in Family, Clan and Traditions is found in Love, Loyalty and Generosity (Pride in our family and our clan and our traditions)*
- *Wooch eenx haa isteeyí, wooch dusxáni, wooch éet wutudasheeyí (When we're together, we love each other, we help each other)*
- *Yee toowú klatseen: Be Strong in Mind, Body and Spirit (Be strong)*
- *Lishoogú át kanaylaneek: Humor (Tell funny stories)*
- *Dikéex' wooch gayilsháat: Hold Each Other Up (Hold each other up)*
- *K'idéin at sa.áx ka a yáa awuné wáa sá i daa yadukaayí: Listen Well and with Respect (Listen well and respect what people say to you)*
- *Tula.aan tin yóo x'adutaan: Speak with Care (People speak with care)*
- *A káx yan aydél wé tl'átgi: We are Stewards of the Air, Land and Sea (Take care of the land)*
- *Yáa at wuné haa Aan Káawu jeeyís: Reverence for Our Creator (Reverence for our creator)*
- *Wóoch een kayéix yáx nagatee: Live in Peace and Harmony (Let there be peace and harmony among each other)*
- *Yee gu.aa yáx x'wán: Be Strong and Have Courage (Have courage)*

**Pinnacle Vocabulary:**

**Yee gu.aa yáx x'wán:** Be strong and have courage.

**Check for Understanding**

**Culminating Community Building Activity Project:**

*[Outline the ways in which students might demonstrate their new understanding and/or skills at the end of the unit. How will you make this a community-based task?]*

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<p><b>Formative Evaluation:</b> <i>[In what ways will you help students identify their strengths and weaknesses and how will you recognize areas students may need additional support?]</i></p>	<p><b>Summative Evaluation:</b> <i>[Describe by what criteria will student demonstration of new knowledge or skills be measured.]</i></p>
<p><b>Reflections</b></p>	
<p><b>Student Self-Reflection:</b> <i>There are tickets out during days 1-4 and 7. There is a self-reflection component at the end of the unit.</i></p>	
<p><b>Educator Notes &amp; Reflections:</b> <i>If presenters are coming, review protocol for behavioral expectations during presentations.</i></p>	
<p><b>Acknowledgements:</b> Ernestine Hayes: Tlingit-Kaagwaantaan; Lance Twitchell – <u>X'unei – Tlingit</u> <a href="#">(find clan information)</a></p>	

**\*\*scroll down for lesson template (copy and paste to duplicate the template for additional lessons).**

**Unit Title:**

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**Grade Range:**

**Time:**

**Learning Plan (Lesson Template - copy and paste as needed for number of lessons)**

**Lesson Number & Title:** Day One

**Time & Timing:**

*One 60-minute time  
period*

**Differentiation Strategies:**

Differentiation will happen naturally in the whole group discussion. Annotation guides are provided to assist individuals with making commentary and interacting with text. Allowing students to draw or take notes during presentations, lectures, and media is a means of differentiating. On the poster assignment, the rubric is adjusted to reflect individual skills.

**Lesson Progression:**

*[Describe the steps required to activate student prior knowledge and include student participation from the beginning to the end of the lesson.]*

**Hook: Opening Activity:** Project a picture of a beheaded Columbus statue (you can find many on google--or pick a different statue if you prefer)

Use the protocol from ... See/Think/Wonder

Ask students to write down the answers:

What do you see in this photo?

What do you think about what you see?

What do you wonder?

Lead a class discussion about the photo or ask the class to share in small groups.

*Building Understanding:*

1. Read a news article about the beheaded statue as a class.

<https://www.smithsonianmag.com/smart-news/christopher-columbus-statues-beheaded-torn-down-180975079/>

Have students respond to the following questions:

(I like to discuss them first as a group, then give time for students to respond in writing.)

1. Why are people debating about removing, replacing or keeping statues of historical figures and events?
2. Can you think of any public works of art that celebrate historical heroes in our town?

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2. Read the essay “What shall we do with our Heroes?” by Ernestine Hayes. (<https://alaskahistoricalsociety.org/about-ahs/special-projects/150treaty/150th-resource-library/new-articles/what-shall-we-do-with-our-heroes/>)

Before reading, let students know that they will use the article again tomorrow to answer questions, so it is important to mark up the article as they read. There is also video of Ernestine giving a speech based on this essay.

(I read it aloud with the class and model underlining, text mark-up and annotation techniques as I read).

*Concluding Activity:* **Exit Ticket:** What are you thinking or feeling after today’s lesson?

**Materials Needed:** Students just need their notebooks.

We generally work in a circle, and when we do small group activities, I just have students move desks into groups of two, three, or four.

**Related Performance Task & Additional Resources:**

*[All information needed is built into the unit,]*

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**Learning Plan (Lesson Template - copy and paste as needed for number of lessons)**

**Lesson Number & Title:**

*[Day Two*

**Time & Timing:**

*This is a one-day 90-minute lesson.*

**Differentiation Strategies:** Differentiation will happen naturally in the whole group discussion. Annotation guides are provided to assist individuals with making commentary and interacting with text. Allowing students to draw or take notes during presentations, lectures, and media is a means of differentiating. On the poster assignment, the rubric is adjusted to reflect individual skills.

**Lesson Progression:**

*[Describe the steps required to activate student prior knowledge and include student participation from the beginning to the end of the lesson.]*

*Hook:*

**Two Minute Free Write-** In 2 min, sketch or write something you remember from yesterday's work...

(As the teacher you can choose to allow sharing, to have everyone share or to highlight or summarize some of what you saw while students were working.)

*Building Understanding*

1. Have students get out their marked-up Hayes essays from yesterday.

Discussion questions about the essay:

(You can use these questions in different ways--Socratic Seminar with the text, individual written responses, small group table discussions...)

For an extension, have students create their own questions to answer.

- What does Hayes ask her readers to imagine?
- What are some ways that culture is attacked in Hayes' essay?
- What does the word "colonization" mean?
- Look closely at this passage from the essay.

And 150 years after the sudden cultural trauma we can hardly imagine, a statue would be erected that celebrated the hero that brought about the obscene transaction that resulted in

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that trauma, a monument that effectively erased the occupation, the existence, the value of the American people who had lived in this place for almost 250 years.

What would it feel like to you to see the statue described here every day in your community as you went about your life?

- What are some of the strengths of Native cultures that Hayes draws upon and references in this essay? How would our society change if we focused strengths of indigenous cultures instead of weaknesses, as is often the case?
  - Hayes suggests we make statues that memorialize equality instead of colonization. Can you think of any heroes that meet this suggestion?
  - Do you agree or disagree with Hayes' opinions in this essay, and why?
  - Who do you think we should know about and celebrate?
2. Heroes are often associated with strength and courage. Discuss the concepts of strength and courage. Ask students to reflect on a time they saw these attributes in themselves or someone else.
3. The Tlingit also values strength and courage and said it this way: Yee gu.aa yax x'wan: *Be strong and have courage*. Practice saying this phrase with students. Tell students you will have a reward for anyone who can say the phrase at the beginning of tomorrow!

*Concluding Activity:*

**Exit Ticket:** Thinking about our community and our history, what gives you strength and courage? Sketch or write your answer on a post-it note and stick it on the door on your way out.

**Materials Needed:**

*Post-it notes, student notebooks*

**Related Performance Task & Additional Resources:**

*None needed.*

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**Learning Plan (Lesson Template - copy and paste as needed for number of lessons)**

**Lesson Number & Title:**  
**Day Three**

**Time & Timing:**  
*One 90-Minute class period*

**Differentiation Strategies:** Differentiation will happen naturally in the whole group discussion. Annotation guides are provided to assist individuals with making commentary and interacting with text. Allowing students to draw or take notes during presentations, lectures, and media is a means of differentiating. On the poster assignment, the rubric is adjusted to reflect individual skills.

**Lesson Progression:**

*[Describe the steps required to activate student prior knowledge and include student participation from the beginning to the end of the lesson.]*

*Hook:*

*Who can remember the phrase from yesterday?*

(Give small hints until someone gets it. Reward however you like! I choose chocolate covered fruit, but I've also given out special pencils or an extra bathroom pass.)

Practice the phrase again with class. Brainstorm times and people they might use this phrase with outside of class.

*Building Understanding:*

Listen to all or part of X'unei's podcast. It is 55 min for the whole thing, but even the first 15 min will introduce students to his work.

<https://podcasts.apple.com/us/podcast/tongue-unbroken/id1635378057?i=1000574611078>

He also uses the phrase the students have been practicing. While they listen, encourage them to draw, doodle and write down ideas.

Depending on how much you listen to, and how long your periods are, this should take most of the period. Some heavy stuff is discussed, so make sure you close with a check in on how students are feeling.

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*Concluding Activity:* **Exit Ticket:** How are you feeling after today's lesson?

Students can make a 4 pane cartoon or an illustration with written commentary.

**Materials Needed:**

*Students will need their notebooks and a graphic organizer insert with four panels. They can use colored pencils or markers to complete the exit tickets.*

**Related Performance Task & Additional Resources:**

*[Provide any additional information, resources, articles, or references required.]*

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**Time:**

**Learning Plan (Lesson Template - copy and paste as needed for number of lessons)**

**Lesson Number & Title:**  
**Day Four**

**Time & Timing:**  
*One 90-minute class period*

**Differentiation Strategies:** Differentiation will happen naturally in the whole group discussion. Annotation guides are provided to assist individuals with making commentary and interacting with text. Allowing students to draw or take notes during presentations, lectures, and media is a means of differentiating. On the poster assignment, the rubric is adjusted to reflect individual skills.

**Lesson Progression:**

*[Describe the steps required to activate student prior knowledge and include student participation from the beginning to the end of the lesson.]*

**Hook:** Return to the phrase the class is working on. You can give out a prize if anyone can say it. Have a short class discussion about what makes strength and how it can change.

**Building Understanding:**

Have students talk in small groups and discuss:

Why did Twitchell make these posters?

- What can you tell about the people they celebrate?
- If you listen to Twitchell talk about these people from the posters, they are his heroes. How do they fit into your ideas about heroes?

Students should write a five- sentence response to the conversation in their journals.

**Concluding Activity: Exit Ticket:** As we finish this unit together, I want you to consider what events and people we want to remember, celebrate, mourn or teach about. You get to choose one event or person to make an educational poster about. Write it on a post-it note and stick it on my Day Four poster.

**Materials Needed:**

*Post-It Notes; Copies of the Posters Lance Twitchell made which can be found on his website: <https://tlingitlanguage.com/resources/>*

**Related Performance Task & Additional Resources:**

*None needed*

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**Subject / Course:**

**Grade Range:**

**Time:**

**Learning Plan (Lesson Template - copy and paste as needed for number of lessons)**

**Lesson Number & Title:**  
**Days 5-7**

**Time & Timing:**  
Three 90-Minute Class Periods

**Differentiation Strategies:** Differentiation will happen naturally in the whole group discussion. Annotation guides are provided to assist individuals with making commentary and interacting with text. Allowing students to draw or take notes during presentations, lectures, and media is a means of differentiating. On the poster assignment, the rubric is adjusted to reflect individual skills.

**90-Lesson Progression:**

*[Describe the steps required to activate student prior knowledge and include student participation from the beginning to the end of the lesson.]*

*Hook:* In your notebooks, draw a picture of a hero and label it.

*Building Understanding:*

Students use three Internet sources and any additional information they can find to construct their posters.

Students use two full class periods as work days. After the posters are finished, celebrate and admire them and to reflect and self-evaluate.

Hang the posters in an area in school where they are visible to everyone who walks in.

Students also send photos of the work to the subjects of the posters or to organizations they had belonged to).

*Concluding Activity:*

Self- Reflection:

- What did you learn from completing this unit?
- How has your definition of a hero changed?
- What happens when a hero falls?
- How will use this information?
- What grade would you give yourself on the poster and why?

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**Materials Needed:**

*Posterboard, Markers, Colored Pencils, Packing Tape, Student Notebooks*

**Related Performance Task & Additional Resources:**

*[Provide any additional information, resources, articles, or references required.]*

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# Poster Rubric

Student Name \_\_\_\_\_ Class Period: \_\_\_\_\_

CATEGORY	4	3	2	1
<b>Required Elements</b>	The poster includes all required elements as well as additional information.	All required elements are included on the poster.	All but 1 of the required elements are included on the poster.	Several required elements were missing.
<b>Labels</b>	All items of importance on the poster are clearly labeled with labels that can be read from at least 3 feet away.	Almost all items of importance on the poster are clearly labeled with labels that can be read from at least 3 feet away.	Many items of importance on the poster are clearly labeled with labels that can be read from at least 3 feet away.	Labels are too small to view OR no important items were labeled.
<b>Graphics - Relevance</b>	All graphics are related to the topic and make it easier to understand. All borrowed graphics have a source citation.	All graphics are related to the topic and most make it easier to understand. Some borrowed graphics have a source citation.	All graphics relate to the topic. One or two borrowed graphics have a source citation.	Graphics do not relate to the topic OR several borrowed graphics do not have a source citation.
<b>Attractiveness</b>	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout, and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed. It is not attractive.
<b>Grammar</b>	There are no grammatical/mechanical mistakes on the poster.	There are 1-2 grammatical/mechanical mistakes on the poster.	There are 3-4 grammatical/mechanical mistakes on the poster.	There are more than 4 grammatical/mechanical mistakes on the poster
<b>Presentation</b>	Student describes reasons for heroism. Information presented is relevant and clear. Presenter can answer all questions from the audience.	There is some missing information, but student demonstrates knowledge. Most questions can be answered.	There is limited information provided about the topic and student cannot answer some questions.	It is obvious that the student does not know the information on the poster. Student cannot answer questions.