

Unit Title: **A Tapestry of Mexico and Peru through Multicultural Children’s Literature**

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Subject Areas: **Library Media; English Language Arts; Social Studies – History, Geography, People in Societies**

Topics: **Mayas Folklore; Mayas History; Mayas Social Life and Customs; Incas Folklore; Incas History; Incas Social Life and Customs; Trickster Folklore; Guinea Pig Folklore; Mexico; Peru**

Grade Levels: **3–5**

Time Frame: **Nine 50-minute class periods**

Established Goals:

The following benchmarks addressed in this unit are taken from the Ohio Department of Education Academic Content Standards for Library, English Language Arts and the National Council for the Social Studies Curriculum Standards:

- **Explore** and use various forms of literature for schoolwork and personal enjoyment.
- **Recognize** that information gathering is based on a need (e.g., gather information to learn more about a topic or gather information to answer questions).
- **Apply** a research process to decide what information is needed, find sources, use information and check sources.
- **Apply** effective reading comprehension strategies, including summarizing and making predictions, and comparisons using information in text, between text and across subject areas.
- **Make** meaning through asking and responding to a variety of questions related to text.
- **Enhance** their understanding of the human story by reading literary texts that represent a variety of authors, cultures and eras.
- **Apply** the reading process to the various genres of literature, including fables, folk tales, short stories, novels, poetry and drama.
- **Respond** to text in critical and creative ways.
- **Establish** and adjust purposes for reading, including to find out, to understand, to interpret, to enjoy and to solve problems.
- **Ask** and answer questions such as: What are the common characteristics of different cultures? How does the culture change to accommodate different ideas and beliefs?

- **Create** their spatial views and geographic perspectives of the world beyond their personal locations.

Understanding(s):	Essential Question(s):
<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> – ancient Maya and Inca civilizations were unique and distinctive. – modern life of the Maya and Inca peoples reflects rich histories, cultures, religions and customs. – community is a universal concept. 	<p>Who were the ancient Maya and Inca and what were their daily lives like? What kind of life do Mayas and Incas have today? What are the similarities and differences between life in Mexico and Peru and life in the United States?</p>
Students will know...	Students will be able to...
<ul style="list-style-type: none"> – the origins of the ancient Maya and Inca empires, their locations and the magnificence of their cities. – the occupations of the ancient Maya and Inca peoples. – the lifestyles of contemporary Maya and Inca peoples in Mexico and Peru. – folktales whose origins are Mexico and Peru. 	<ul style="list-style-type: none"> – complete graphic organizers about the ancient Maya and Inca empires. – complete Venn diagrams, comparing and contrasting life in Mexico and Peru with that in the United States. – read and respond to fiction and nonfiction about Mexico and Peru. – gather information about Mexico and Peru from a variety of sources and class activities.
Performance Task(s):	Other Evidence:
<ul style="list-style-type: none"> – Explain the theme of each book and video, through participation in class discussions. – Write a reflective paragraph to express one's perspectives of each story. – Assemble all paragraphs and responses into a class book or display. 	<ul style="list-style-type: none"> – Maps, photos, realia and student art projects – Graphic organizers – Writing prompts – Self-assessment

Learning Plan

Directions to Students and Teachers:

This interdisciplinary curriculum unit for grades 3 to 5 consists of nine 50-minute sessions that focus on the Maya and Inca peoples and culture, as depicted in notable and award-winning children's literature. Each class session may include small group, large group and individual activities. Videos and DVDs are intended to complement the texts and further the students' understanding of ancient and modern times among the Maya and Inca in Mexico and Peru. Art projects selected from *Secrets of Ancient Cultures: The*

Maya: Activities and Crafts from a Mysterious Land and *Secrets of Ancient Cultures: The Inca: Activities and Crafts from a Mysterious Land*, both by Arlette N. Braman, also serve as extensions to these sessions.

The nine sessions in this unit are divided into four each on the Mayas and Incas—past and present. The unit will conclude with a session that highlights Maya and Inca life and literature, emphasizing the similarities and differences between them, and that experienced in the United States. If possible, the unit may begin early in April, so that its culmination coincides with El día de los niños/El día de los libros (Children's Day/Book Day) on April 30. This annual celebration emphasizes the importance of advocating literacy for children of all linguistic and cultural backgrounds.

The extensive list of titles under "Materials and Resources" supplement those specifically included in the learning activities. With an emphasis on global awareness and multicultural diversity, students will not only analyze this new information but also synthesize it verbally and visually.

The electronic resources provide additional book titles, book awards and recommended reading for this and future multicultural literature projects related to Latin America.

Graphic organizers in pdf format and their URLs can be found in the sessions and extension themselves. The sources for these free printable graphic organizers and more are: Houghton Mifflin English (<http://www.eduplace.com/graphicorganizer/>) and Education Oasis (http://www.educationoasis.com/curriculum/graphic_organizers.htm).

Learning Activities:

Session 1

1. Introduce the curriculum unit by discussing why people today are interested in the lives of people in the past.
2. Discuss ways of finding out about people who lived thousands of years ago.
3. Use a globe or map of Central America to locate Mexico and the Yucatan Peninsula.
4. Introduce the term "Maya" and explain that the Maya civilization developed more than 3,000 years ago.
5. Together, view the DVD *Ancient Civilizations for Children: Ancient Maya*.
6. Following the DVD, have students brainstorm some of the amazing achievements of the Maya civilization.
7. Focus on architecture, cities such as Chichén Itzá, Uxmal and Palenque, pyramids, food, hieroglyphics, religious ceremonies, art, science and mathematics.
8. Define and integrate vocabulary words including: *astronomy; cacao; culture; hieroglyphs; loom; maize; mosaic; priest; pyramids* and *temple*.
9. Record the students' comments on chart paper and display.

Extensions

- Individually, with a partner or in small groups, read *Kids During the Time of the Maya* by Caroline M. Levchuck, *Ancient Maya* by Anita Ganeri or *The Maya* by Stefanie Takacs.
- Create a **Ladder Graphic Organizer** (<http://www.eduplace.com/graphicorganizer/pdf/ladder.pdf>), listing details of Ancient Maya life – one fact per ladder rung. Possible responses might include the location of Maya cities,

structure of the temples, the role of Maya gods and goddesses, hieroglyphs, the Maya calendar, family life, farming, the trading system, clothing and fashion and the disappearance of the Maya.

Student Assessment/Reflections

In a paragraph of 5–7 sentences, explain three facts that impressed you about the ancient Maya civilization.

Session 2

1. Review Session 1, using the students' written comments.
2. Before reading aloud the story, stress how seriously the Mayans viewed their gods and how important rituals were in their daily lives.
3. Introduce *The Rain Player* by David Wisniewski, by explaining the ancient Maya game of *pok-a-tok*, a combination of soccer and basketball, played with a solid rubber ball on a walled court. (Project several images of the ball court, using Google images, and see the *Author's Notes* at the end of the book for details.)
4. Pose these guided reading questions: How did the "Rainplayer" get his name? What drink is the drink of the gods? What did Mayan pyramids represent?
5. Give each student a **Story Map Graphic Organizer** to record details of the story as it is being read. Select one of these three Story Maps: **Story Map 1** (http://www.eduplace.com/graphicorganizer/pdf/storymap1_eng.pdf) includes *setting, characters, problem, plot and story resolution*; **Story Map 2** (http://www.eduplace.com/graphicorganizer/pdf/storymap2_eng.pdf) includes *setting, major and minor characters, plot, events and outcome*; or **Story Map 3** (<http://www.eduplace.com/graphicorganizer/pdf/storymap3.pdf>) includes sections to describe the *beginning, middle and end* of the story.
6. Define and integrate vocabulary words including: *Ah Kin Mai* (the old priest); *Chac* (the god of rain); *drought*; *cenote*; *quetzal* and *jaguar*.
7. At the conclusion of the book, ask for students' reactions to the story.
8. Orally, answer the guided reading questions.

Extensions

- Research *pok-a-tok* on the Web, using *Social Studies for Kids* (<http://www.socialstudiesforkids.com/articles/worldhistory/mayanballgame.htm>).
- How big was the ball? What were the measurements of the court? What happened to the losers?

Student Assessment/Reflections

Draw a picture and describe your favorite part of the story.

Session 3

1. Review Session 2, with students' comments and pictures.
2. Introduce the Maya creation myth, *People of the Corn: A Mayan Story* by Mary-Joan Gerson.
3. Use the *Author's Note* at the beginning of the book. Stress the Maya belief that everything in the world is interconnected.

4. Pose this guided reading question: What was the importance of corn to ancient Maya life and civilization? Distribute a **Story Map Graphic Organizer** for students to complete as the story is being read. (See Session 2, #5 for choice of **Story Map Graphic Organizers**.)
5. Define and integrate vocabulary words including: *procession*, *puppets* and *sacred*.
6. At the conclusion of the book, ask for students' reactions to the story.
7. Note the illustrations and designs on the outer edge of each page.
8. Orally, answer the guided reading question.

Extensions

- Experience a day in the life of the Maya with the book, *Hands of the Maya: Villagers at Work and Play* by Rachel Crandell.

Student Assessment/Reflections

In a paragraph of 5–7 sentences, describe three facts that impressed you about the “people of the corn.”

Session 4

1. Review Session 3, with students' paragraphs and comments about the “people of the corn.”
2. Introduce trickster tales, using *Borreguita and the Coyote* by Verna Aardema and *The Tale of the Rabbit and Coyote* by Tony Johnston.
3. Pose these guided reading questions: What are the characteristics of a trickster tale? How do these two books fit this genre?
4. Define and integrate vocabulary words including: *borreguita*, *coyote*, *señor*, *está bien?*, *conejo*.
5. Together, read aloud and discuss each book.
6. Orally, answer the guided reading questions.
7. Ask for students' reactions to each story. Which did you like more? How is the coyote depicted in each story?

Extensions

- Individually or with a partner, read the award-winning trickster tale and counting book, *Just a Minute* by Yuyi Morales.

Student Assessment/Reflections

Complete this Story Structure Chart, adapted from EdSitement's *Fables and Trickster Tales Around the World* (online version), for each story.

Borreguita and the Coyote

Setting	Character	Character Traits	Problem	Solution	Lesson

The Tale of the Rabbit and Coyote

Setting	Character	Character Traits	Problem	Solution	Lesson

Session 5

1. Introduce Pachacuti (“Earthshaker”), the first ruler of the Inca Empire and discuss how he created an empire after he took the throne in A.D. 1438.
2. Use a globe or map of South America to locate Peru, the Andes Mountains, Lake Titicaca and the Urubamba River.
3. Describe Cuzco—Pachacuti’s capital city—and its terrain and climate.
4. Introduce the term “Inca” and explain that the Inca civilization was at its peak about 700 years ago.
5. Together, view the DVD *Ancient Civilizations for Children: Ancient Inca*.
6. Following the DVD, have students brainstorm on how the Inca culture developed a way of life suitable to the mountainous environment.
7. Focus on road builders, farmers, stone masons and craftsmen and the legendary city of Machu Picchu and the ceremonial center and fortress, Sacsahuaman.
8. Define and integrate vocabulary words including: *adobe, terraces, quipus, Quechua, quinoa, chicha, llama, alpaca, guinea pig* and conquistador *Francisco Pizarro*.
9. Record the students’ comments on chart paper and display.

Extensions

- Individually, with a partner or in small groups, read *The Incas* by Anita Ganeri or *The Inca* by Stefanie Takacs.
- Create a **Ladder Graphic Organizer** (<http://www.eduplace.com/graphicorganizer/pdf/ladder.pdf>), listing details of Ancient Inca life—one fact per ladder rung. Possible responses might include the location of the Inca empire, Inca rulers, Inca builders, the role of Inca gods and goddesses, family life, farming, food, language, clothing and fashion and the disappearance of the Incas.

Student Assessment/Reflections

In a paragraph of 5–7 sentences, explain three facts that impressed you about the ancient Inca civilization.

Session 6

1. Review Session 5, using the students’ written comments.
2. Before reading aloud the story, discuss how the Incas developed a way of life that was suitable for

- the mountain environment.
3. Introduce *Lost City: The Discovery of Machu Picchu* by Ted Lewin. (Project several images of Machu Picchu, using Google images, and refer to *About the Excavation of Machu Picchu* at the end of the book for details.)
 4. Pose these guided reading questions: How was Machu Picchu built? How did nature protect it?
 5. Give each student a **Cluster Web with Eight Circles Graphic Organizer** (http://www.educationoasis.com/curriculum/GO_pdf/cluster_8web.pdf) to record details of the story as it is being read. Within the eight circles, trace the highlights of Hiram Bingham's discovery of Machu Picchu—one event per circle.
 6. Define and integrate vocabulary words, people and place names including: *Hiram Bingham; terraces; quipu; Urubamba River; Ollantaytambo; Sergeant Carrasco; Arteaga* and *Quechua*.
 7. At the conclusion of the book, ask for students' reactions to the story.
 8. Orally, answer the guided reading questions and share ideas from the completed graphic organizer.

Extensions

- Take a virtual tour of Machu Picchu at <http://www.peru-machu-picchu.com/index.php>.

Student Assessment/Reflections

Draw a picture and describe your favorite part of the story.

Session 7

1. Review Session 6, with students' comments and pictures.
2. Introduce the Inca tale, *Munay and the Magic Lake* retold by Sandy Sepehri.
3. Begin the story with three golden rules of the Inca Empire of the Sun: do not steal, do not be idle, and do not lie.
4. Pose this guided reading question: How did Munay get the sacred water from Lake Titicaca? Distribute a **Story Map Graphic Organizer** for students to complete as the story is being read. (See Session 2, #5 for choice of **Story Map Graphic Organizers**.)
5. Define and integrate vocabulary words including: *Munay, Sapa Inca, Viracocha, quinoa, vicuña* and *cassava*.
6. At the conclusion of the book, ask for students' reactions to the story.
7. Orally, answer the guided reading question.

Extensions

- Learn about medicine and magic in the Inca tradition and make a medicine bag. (See pages 48 and 49 in *Step into the...Inca World* by Philip Steele.)

Student Assessment/Reflections

Write a different ending to the story, keeping in mind the three golden rules of the Inca Empire of the Sun.

Session 8

1. Review Session 7, with students' story endings to *Munay and the Magic Lake*.
2. Introduce *Love and Roast Chicken: A Trickster Tale from the Andes Mountains* by Barbara Knutson. (See description of Session 4.)
3. Pose these guided reading questions: What are the characteristics of a trickster tale? How does this book fit the genre?
4. Define and integrate vocabulary words including: *cuy*, *Lima*, *amigo*, *fuego* and *eucalyptus*.
5. Together, read aloud and discuss each book.
6. Orally, answer the guided reading questions.
7. Ask for students' reactions to the story. How did Cuy outfox the fox, Tio Antonio?

Extensions

- Individually or with a partner, read the ALA notable children's book, *Moon Rope – Un lazo a la luna* by Lois Ehlert.

Student Assessment/Reflections

Complete this Story Structure Chart, adapted from EdSitement's *Fables and Trickster Tales Around the World* (online version), for this story.

Love and Roast Chicken: A Trickster Tale from the Andes Mountains

Setting	Character	Character Traits	Problem	Solution	Lesson

Session 9

1. Review the concepts presented in Sessions 1 and 5—Ancient Maya and Ancient Inca.
2. Together, read and discuss *Mexico* by Gina DeAngelis and *Peru* by Barbara Knox.
3. Focus on city and country life, family life and laws, rules and customs.
4. Complete graphic organizers comparing/contrasting Ancient Maya and Ancient Inca and Mayas and Incas today. (Refer to previously completed Ladder Graphic Organizers.)

Ancient Maya	Ancient Inca

	Today's Mayas	Today's Incas
City life		
Country life		
Laws, rules and customs		
Education		

5. Summarize the books read and discussed.
6. Assemble all individual graphic organizers, drawings and writing into a class book or individual display.
7. Conclude **A Tapestry of Mexico and Peru through Multicultural Children’s Literature** curriculum unit.

Extensions

- Have students compare/contrast life in the United States to life in Mexico and Peru, using a **Venn Diagram** (http://www.educationoasis.com/curriculum/GO_pdf/compcn_venn.pdf).

Student Assessment/Reflections

Teacher and student will complete participation and project rubrics and confer. The rubrics that follow have been generated on Rubistar (<http://rubistar.4teachers.org/index.php>).

Materials and Resources:

Print

- Aardema, V. (1998). *Borreguita and the coyote: a tale from Ayutla, Mexico*. New York, NY: Alfred A. Knopf.
- Andrews-Goebel, N. (2002). *The pot that Juan built*. New York, NY: Lee & Low Books, Inc.
- Braman, A. N. (2004). *Secrets of ancient cultures: the Inca: activities and crafts from a mysterious land*. Hoboken, NJ: Wiley.
- Braman, A. N. (2003). *Secrets of ancient cultures: the Maya: activities and crafts from a mysterious land*. Hoboken, NJ: Wiley.
- Cohn, D. (2002). *Dream carver*. San Francisco, CA: Chronicle Books.
- Conklin, W. (2005). *Mayas, Aztecs, Incas*. New York, NY: Scholastic.
- Crandell, R. (2002). *Hand of the Maya: villagers at work and play*. New York, NY: Henry Holt and Company.
- DeAngelis, G. (2003). *Mexico*. Mankato, MN: Blue Earth Books.
- dePaola, T. (1994). *The legend of the poinsettia*. New York, NY: G.P. Putnam's Sons.
- dePaola, T. (2002). *Adelita: a Mexican Cinderella story*. New York, NY: G.P. Putnam's Sons.
- Ehlert, L. (1992). *Moon rope: a Peruvian folktale = un lazo a la luna*. New York, NY: Harcourt, Inc.
- Ehlert, L. (1997). *Cuckoo = Cucu*. New York, NY: Harcourt, Inc.
- Ganeri, A. (2006). *Ancient Maya*. Minneapolis, MN: Compass Point Books.
- Ganeri, A. (2007). *The Incas*. Minneapolis, MN: Compass Point Books.
- Gerson, M.J. (1995). *People of corn: a Mayan story*. New York, NY: Little, Brown and Company.
- Hynson, C. (2008). *You wouldn't want to be an Inca mummy!: a one-way journey you'd rather not make*. New York, NY: Franklin Watts.
- Johnston, T. (1994). *The tale of rabbit and coyote*. New York, NY: G.P. Putnam's Sons.
- Kalman, B. (2008). *Spotlight on Mexico*. New York, NY: Crabtree Publishing Company.

- Knox, B. (2004). *Peru*. Mankato, MN: Blue Earth Books.
- Knutson, B. (2004). *Love and roast chicken: a trickster tale from the Andes Mountains*. Minneapolis, MN: Carolrhoda Books.
- Lepthien, E. U. (1996). *Llamas*. New York, NY: Children's Press.
- Levchuck, C.M. (1999). *Kids during the time of the Maya*. New York, NY: Rosen Publishing Group, Inc.
- Lewin, T. (2003). *Lost city: the discovery of Machu Picchu*. New York, NY: Philomel.
- Macdonald, F. (1998). *Step into the...Aztec and Maya worlds*. New York, NY: Lorenz Books.
- Matthews, R. (2007). *You wouldn't want to be a Mayan soothsayer! : fortunes you'd rather not tell*. New York, NY: Franklin Watts.
- Mora, P. (2000). *The night the moon fell*. Toronto, ON: Groundwood Books.
- Morales, Y. (2003). *Just a minute: a trickster tale and counting book*. San Francisco, CA: Chronicle Books.
- Rockwell, A. (2000). *The boy who wouldn't obey: a Mayan legend*. New York, NY: Greenwillow Books.
- Sepehri, S. (2007). *How the peacock got its feathers: based on a Mayan tale*. Vero Beach, FL: Rourke Publishing.
- Sepehri, S. (2007). *Munay and the magic lake: based on an Inca tale*. Vero Beach, FL: Rourke Publishing.
- Sepehri, S. (2007). *Pedro and the coyote: based on Mexican folktales*. Vero Beach, FL: Rourke Publishing.
- Squire, A. (2005). *Jaguars*. New York, NY: Children's Press.
- Steele, P. (2000). *Step into the...Inca world*. New York, NY: Lorenz Books.
- Takacs, S. (2003). *The Inca*. New York, NY: Children's Press.
- Takacs, S. (2003). *The Maya*. New York, NY: Children's Press.
- Wisniewski, D. (1991). *Rain player*. New York, NY: Clarion Books.

Audiovisual

- Ahern, M. (Writer) & Fink, C. (Producer/Director). (2004). *The Culture of Mexico* [Videodisc]. (Available from Schlessinger Media, a division of Library Video Company, P.O. Box 580, Wynnewood, PA 19096)
- Ahern, M. (Writer) & Fink, C. (Producer/Director). (2004). *The Geography of Mexico* [Videodisc]. (Available from Schlessinger Media, a division of Library Video Company, P.O. Box 580, Wynnewood, PA 19096)
- Ahern, M. (Writer) & Fink, C. (Producer/Director). (2004). *The History of Mexico* [Videocassette]. (Available from Schlessinger Media, a division of Library Video Company, P.O. Box 580, Wynnewood, PA 19096)
- Carroll, A. (Producer/Director/Writer). (1998). *Ancient Civilizations for Children: Ancient Inca* [Videodisc]. (Available from Schlessinger Media, a division of Library Video Company, P.O. Box 580, Wynnewood, PA 19096)
- Carroll, A. (Producer/Director/Writer). (1998). *Ancient Civilizations for Children: Ancient Maya* [Videodisc]. Available from Schlessinger Media, a division of Library Video Company, P.O. Box 580, Wynnewood, PA 19096)
- Marathon, Pixcom Productions and Storm (Producer). (2007). *Countries Around the World: Peru* [Videodisc]. (Available from Schlessinger Media, a division of Library Video Company, P.O. Box 580, Wynnewood, PA 19096)

Electronic

- Association for Library Service to Children (ALSC)
<http://www.ala.org/ala/mgrps/divs/alsc/initiatives/diadelosninios/index.cfm>
- Américas Book Award for Children's and Young Adult Literature
<http://www4.uwm.edu/clacs/aa/index.cfm>
- The Pura Belpré Award
<http://www.ala.org/ala/mgrps/divs/alsc/awardsgrants/bookmedia/belpremedal/belpreabout/index.cfm>
- REFORMA – National Association to Promote Library and Information Services to Latinos and the Spanish Speaking – Children and Young Adult Services
<http://www.reforma.org/CYASC.htm>
- The Tomás Rivera Mexican American Children's Book Award
<http://www.education.txstate.edu/departments/Tomas-Rivera-Book-Award-Project-Link.html>

A Tapestry of Mexico and Peru through Multicultural Children's Literature

Participation Rubric for _____

CATEGORY	4	3	2	1
Stays on task	Student reads the entire period. This may be independent reading or done with adult or peer assistance, as assigned.	Student reads almost all (80% or more) of the period.	Student reads some (50% or more) of the time.	Student wastes a lot of reading time.
Focus on story/article	Student is lost in the story. There's no looking around or flipping through the pages.	Student seems to be enjoying and moving through the story, but takes some short breaks.	Student seems to be reading the story, but doesn't seem to be very interested. Takes a few short breaks.	Pretends to read the story. Mostly looks around or fiddles with things.
Tries to understand	Stops reading when it doesn't make sense and reads parts again. Looks up words s/he doesn't know.	Stops reading when it doesn't make sense and tries to use strategies to get through the tricky spots or to figure out new words.	Stops reading when it doesn't make sense and asks for assistance.	Gives up entirely OR continues without trying to understand the story.
Understands story elements	Student knows the title of the story as well as the names and descriptions of the important characters. Can tell approximately when and where the story happened.	Student knows the names and descriptions of the important characters and where the story takes place.	Student knows the names OR descriptions of the important characters in the story.	Student has trouble naming and describing the characters in the story.
Thinks about the story/article	Student accurately describes what has happened in the story and tries to predict "what will happen next."	Student accurately describes what has happened in the story.	Student accurately describes most of what happened in the story.	Student has difficulty re-telling the story.
Shares ideas	Student consistently expresses thoughts and responds to oral and written prompts.	Student usually expresses thoughts and responds to oral and written prompts.	Student sometimes expresses thoughts and responds to oral and written prompts.	Student seldom if ever expresses thoughts and responds to oral and written prompts.

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Project Rubric for _____

CATEGORY	4	3	2	1
Use of Class Time	Used time well during each class period. Focused on getting the project done. Never distracted others.	Used time well during each class period. Usually focused on getting the project done and never distracted others.	Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others.	Did not use class time to focus on the project OR often distracted others.
Required Elements	The display includes all required entries as well as additional information.	All required entries are included in the display.	All but 1 of the required entries are included in the display.	Several required entries are missing.
Knowledge Gained	Student can accurately answer all questions related to facts in the display.	Student can accurately answer most questions related to facts in the display.	Student can accurately answer about 75% of questions related to facts in the display.	Student appears to have insufficient knowledge about the facts or processes used in the poster.
Content – Accuracy	At least 7 accurate facts are displayed.	5-6 accurate facts are displayed.	3-4 accurate facts are displayed.	Less than 3 accurate facts are displayed.
Attractiveness	The display is outstanding in terms of design, layout, and neatness.	The display is well done in terms of design, layout and neatness.	The display is satisfactory though it may be a bit messy.	The display is messy or very poorly designed. It is not attractive.
Title	Title can be read easily and is quite creative.	Title can be read easily and describes content well.	Title is small but describes the content well.	The title is too small and/or does not describe the content well.
Mechanics	Capitalization and punctuation are correct throughout.	There are one or two errors in capitalization or punctuation.	There are three to five errors in capitalization or punctuation.	There are more than five errors in capitalization or punctuation.
Grammar	Grammar is correct throughout.	There are one or two grammatical errors.	There are three to five grammatical errors.	There are more than five grammatical errors.