

**Unit One, Assignment One – The Great War, 1914-1918
Informative Poster**

The mid-unit assignment for Unit One requires that you create an informative research poster examining an aspect of **Canada’s role in the Great War**. Your poster should carefully balance text with imagery (photographs and illustrations, maps, tables and graphs and other schematics). Please visit NYU’s *How to Create a Research Poster: Poster Basics* available: <http://guides.nyu.edu/posters> for guidelines and helpful tips (note that there are actually four pages to the *Poster Basics* web page).

Your poster must examine some aspect of Canada’s role in the Great War – the Canadian connection must be clear. You may choose one of the topics below or you may propose to your teacher for approval a topic that does not appear on the list.

Battle Front		Home Front
Trench Warfare	Transportation of War Materials (from Canada to Europe)	Wartime Economy
War in the Air	Merchant Marine	Manufacturing
War at Sea	Canadian Equipment and Supplies	Women at Home
Technological Innovations in War		Political Leadership (Liberals, Conservatives and the Union Government)
War Heroes (e.g. Billy Bishop & Arthur Curie)		Conscription (and the subsequent crisis)
Specific Battles (<u>not</u> Vimy Ridge)		Xenophobia and/or Internment (Germans, Austrians, Italians ...)
Tommies		Propaganda or Censorship
Women at the Front		
French Canadian Soldiers		
Minority Canadians: First Nations & African Canadian Soldiers		
Spies and Intelligence		

- You may work with a partner.
- Your poster is due on October 29th or 30th, depending on your section.
- See the rubric on the reverse.

The Great War, 1914-1918 Informative Poster

Criteria	Level 4 (80-100%)	Level 3 (70-79%)	Level 2 (60-69%)	Level 1 (50-59%)
Knowledge & Understanding <i>The degree to which the student's work illustrates knowledge & understanding of Canada's role in the Great War.</i>	The student's work demonstrates <i>thorough</i> knowledge & understanding of Canada's role in the Great War.	The student's work demonstrates <i>considerable</i> knowledge & understanding of Canada's role in the Great War.	The student's work demonstrates <i>some</i> knowledge & understanding of Canada's role in the Great War.	The student's work demonstrates <i>limited</i> knowledge & understanding of Canada's role in the Great War.
	9.8 9.5 9.3 9 8.8 8.5 8.3	7.8 7.5 7.3	6.8 6.5 6.3	5.8 5.5 5.3
Thinking <i>The degree to which the student's work incorporates images - photographs and illustrations, maps, tables and graphs and other schematics to convey the student's ideas & information.</i>	The student's work incorporates images - including photographs and illustrations, maps, tables and graphs and other schematics to convey the student's ideas & information with a <i>high degree of</i> effectiveness.	The student's work incorporates images - including photographs and illustrations, maps, tables and graphs and other schematics to convey the student's ideas & information with <i>considerable</i> effectiveness.	The student's work incorporates images - including photographs and illustrations, maps, tables and graphs and other schematics to convey the student's ideas & information with <i>some</i> effectiveness.	The student's work incorporates images - including photographs and illustrations, maps, tables and graphs and other schematics to convey the student's ideas & information with <i>limited</i> effectiveness.
	9.8 9.5 9.3 9 8.8 8.5 8.3	7.8 7.5 7.3	6.8 6.5 6.3	5.8 5.5 5.3
Communication <i>The degree to which the student correctly employs the conventions of English language, historical terminology, and accurately cites all sources.</i>	The student correctly employs the conventions of English language, historical terminology, and accurately cites all sources with a <i>high degree of</i> effectiveness.	The student correctly employs the conventions of English language, historical terminology, and accurately cites all sources with <i>considerable</i> effectiveness.	The student correctly employs the conventions of English language, historical terminology, and accurately cites all sources with <i>some</i> effectiveness.	The student correctly employs the conventions of English language, historical terminology, and accurately cites all sources with <i>limited</i> effectiveness.
	9.8 9.5 9.3 9 8.8 8.5 8.3	7.8 7.5 7.3	6.8 6.5 6.3	5.8 5.5 5.3
Application <i>The degree to which the student's work illustrates effective design for an information poster (spacing, text, balance ...).</i>	The student's work illustrates effective design for an information poster (spacing, text, balance ...) with a <i>high degree of</i> effectiveness.	The student's work illustrates effective design for an information poster (spacing, text, balance ...) with <i>considerable</i> effectiveness.	The student's work illustrates effective design for an information poster (spacing, text, balance ...) with <i>some</i> effectiveness.	The student's work illustrates effective design for an information poster (spacing, text, balance ...) with <i>limited</i> effectiveness.
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