**Family Chemical Poster Project Checklist**

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| **Project Item** | **Description** (correlates with “Meets Expectations” from evaluation rubric, as appropriate) | **Done!** |
| **Part 1**3 Interviews | Interviews of three people from older generations completed. Notes are organized, neat, and legible. At least 3 questions are relevant to pursuing family history.Remember that your goal with the interview is to **get a story** about your family or a member of your family. We will find a product or innovation (which will have a chemical within it) in every family story – chemistry is everywhere! You are not looking for your interviewee to tell you the chemical directly. |  |
| **Part 1**Select story and chemical | The story from within one of the interviews is selected. A material related to the story is identified. A particular chemical contained in the material is identified. Sign up your chemical on Google Docs using the provided spreadsheet for your class.**Reflection point:**  *Do I have a good story?* *A relevant and interesting chemical connection?* |  |
| **Part 1**Write family story | Introduces the person whose story is the inspiration of the poster. Explains how the chosen chemical relates to the family story and the reason for choosing the chemical. |  |
| **Part 2**Research information about chemical | The information given about the chemical must develop and link to the family story in a clear and meaningful manner. The information adequately covers 3 to 5 major content areas about the chemical (i.e. chemical nature, manufacturing, uses, environmental impact, demographic of users, etc.) all of which is organized in a clear and logical manner for the reader to assimilate. **Reflection point:** *Do these 3-5 content areas help connect my chemical to my family story?* |  |
| **Part 2**Draw chemical structure | Chemical structure is carefully hand or computer drawn with no structural errors. Structure is easy to interpret and shows good spatial clarity. |  |
| **Part 2**Write Bibliography | The bibliography is correctly organized and formatted, with 3-4 specific literature/Internet resources cited in addition to the general resources and interviewee. **Reflection point:** *Do I have enough information to represent all content areas effectively? Are my sources usable, adequate and diversified? Will I fulfill the guidelines for the bibliography in the given rubric for the project?* |  |
| **Part 2**Pictures and graphics | Obtain or create pictures and/or graphics that are relevant to the family story and to each content area. Write a caption for each picture and/or graphic. Include picture and graphics sources below the caption, as appropriate. **Reflection point:**  *Does each key idea or content area include a relevant illustration with a caption that shows how the illustration connects to the key idea?* |  |
| **Part 3**Rough draft of poster design | Choose a title for your poster. Make a rough draft of the layout of your poster. Make headings for the information presented (for each content area). |  |
| **Part 3**Build Model | Model contains all the right atoms connected together to show the correct geometry of the chemical. Atoms are coded (color, size, shape, etc.) so that each element is identifiable – make a key. Model shows originality in the use of construction materials, and gives an overall correct picture of the shape of the complete structure. |  |
| **Part 3**Assemble poster  | Poster is attractive in terms of design, layout, and neatness. Illustrations are included for each content area. Headings are used for the information presented. Visual effect is reasonably unified. Overall project shows care and effort in design and execution. |  |
| Presentation Day | Display your poster and model. Give a brief oral presentation -show a reasonable understanding of the subject matter of the poster. Answer questions. |  |
| Cleanup and Take home project. | At the conclusion of the project, each poster and model must be removed from the school. Note: some posters and models may be requested by your teacher to use for display in the library, and/or as examples for the following year.  |  |