**Group Poster Project (See samples of student projects in video discussion)**

This final assignment offers you the opportunity to work with your colleagues and apply your knowledge about HBSE to the main character in a novel.

1) During class students will be given a list of novels from which to choose. Students will negotiate with each other to create small groups of 4 to 5 who will agree to read the same novel and work together on the same poster.

2) After your group has read the novel you will work together to create a poster about the main character. This poster will be presented at the Student Poster Session during the last week of classes.

3) Your poster should depict the character’s key social identities such as age, gender and so on and the character’s strengths.

4) Depict the time period in which this character lives (i.e. 1940s, present day, 1970s, 1960s etc.) and illustrate the role this time period plays in the character’s experiences.

5) Depict the environment in which this character lives and illustrate its role in the character’s experiences.

6) Create and display an eco-map for the character. Be sure to point out the role played by unearned privilege and/or oppression in the relationships depicted in the eco-map.

7) Choose 2 theories that your group feels best explain the relationships in the eco-map, and state your reasons for this conclusion. Be sure that the theories are presented on the poster.

8) Each person in your group should be prepared to discuss the poster and answer questions about it at the Student Poster Session during the last week of classes.

**Poster Project Preparation Paper**

This assignment asks you to prepare for the group poster assignment. This assignment is to be completed as an individual and not as a group, but it will assist you in your group work on the poster.

For your prep paper respond the following items:

1) In the introduction to your paper tell the reader the title of the novel you and your group are reading. State the segment of the life span for the main character in the novel. Based on what you have read in the novel thus far describe this character in terms of her/his key social identities (age, gender, physical/mental ability, race/ethnicity, sexual orientation, social class, spirituality).

2) Based on what you have read thus far describe the character’s strengths.

3) Name the two theories you would like to apply to this character’s life, briefly describe each of the two theories explain why you have chosen them.

6) Do a literature search of the professional journals and locate three research articles about the segment of the life span and/or the theories you have chosen. Read these articles and create an APA style annotated bibliography of the articles.
**Novels that students have read for this project include:**

I Know Why the Caged Bird Sings  (Maya Angelou)  
Nectar in a Sieve (Kamala Markandaya)  
My Left Foot (Christy Brown)  
Reservation Blues (Sherman Alexie)  
Tuesdays with Morrie (Mitch Albom)  
How the Garcia Girls Lost their Accents (Julia Alvarez)  
Brother and Sisters (Bebe Moore Campbell)  
What You Owe Me (Bebe Moore Campbell)  
Having Our Say (Sarah and Elizabeth Delaney, with Amy Hearth)  
The Education of Harriet Hatfield (May Sarton)  
Sula (Toni Morrison)  
A Child Called It (David Pelzer)