

Example CMD Activity Plan:

HS Art: WWI Propaganda

See the lesson: [WWI Through Posters](#)

Watch a 5 min. [demonstration video](#) of a related activity

1) Teaching Context

Grade level: Secondary
Subject area: Visual Arts
Unit: Creating Posters

2) Content Objectives:

Students will identify the visual techniques used by the artist.

Literacy/Critical Thinking Objectives: (i.e. CCSS for literacy, media literacy)

Students will recognize the power of words and images to influence a target audience.

3) Document(s) description and link:

Selected posters in Project Look Sharp's lesson [WWI through Posters](#)

4) Key Questions:

- What messages is the artist trying to communicate and how do they do that?
- Who is the target audience and what makes you say that?
- What is the intent of the poster? What is your evidence?

5) Decoding Plan:

- I will need to give a bit of context for the posters: *from different governments during WWI*. Let them know that this activity will help prepare to create their own posters - concepts due on Friday.
- I want to include paired (or triad) group work, giving each team about 5 minutes to prepare their analysis of one poster before the teams leads the class through the decodings using the slides. I will print out each poster (in color) on card stock with a separate question sheet for the team prep work.
- **Questions on the Handout Sheet:**
 - What are the main messages the artist is trying to communicate in this poster?
 - What visual techniques are they using to do this (e.g. use of color, symbolism, storytelling)?
 - Who is the target audience for this poster, what is the purpose, and what is your evidence?
- I will lead a few decodings of the posters in the Look Sharp set to prepare the class before having them get into pairs and choose the posters to analyze.
- Get the ELL and SPED teachers a few slides ahead to work with their students for extra prep the day before. Make sure these students get the posters they have been working with.
- As the teams present I will continually ask them for evidence in each poster and bring them back to the techniques as they relate to the intent (and audience).
- I expect this will move quickly. If a group misses a critical aspect or technique I will probe for specifics, e.g. *What might the ___ represent? How does color influence...?* See the *Teacher's Guide*, especially the *Possible Answers* and *Evidence* for suggestions of where to probe.
- Remind them that they can consider using these techniques of persuasion as they create their own posters later this week.