

Example CMD Activity Plan:

6-12 Economics: WWI Posters

See the lesson: [WWI Through Posters](#)
Watch a 5 min. [demonstration video](#) of a related activity

1) Teaching Context

Grade level: 8th

Subject area: U.S. History

Unit: Integrating Economics into WWI history

2) Content Objectives:

- Students will learn about economic aspects of World War One: raising funds for war, labor and industry, resources and energy, food production, and the cost of war.
- Students will discuss the impact of war on national economies.

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:

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

4) Key Questions: after a bit of background introduction to the posters.

- Each poster will have a different question but all of them relate to the objectives above. See the *Teachers Guide* for the specific questions for each poster.

5) Decoding Plan:

- Since we have done a lot of media decoding I want to put this back to the students to lead the analysis by giving each student one poster (on card stock) with a question (from the *Teacher's Guide*) printed below the poster. I will give them a few minutes to prepare their responses.
- For my 3rd period class I will have them work in pairs but each student presents one poster.
- 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 right posters to present.
- I will lead a few decodings of the posters in the Look Sharp set to prepare the class before having them choose their posters to analyze.
- As the teams present I will continually ask them for evidence in each poster for their conclusions.
- Where necessary I will probe about the information in the poster that relates to the question (e.g. *What does the poster mean by "Food is Ammunition"?* *What role did coal play in the war?* *Why was the government concerned about strikes in the factories?* *What might women's hair have been used for?* See the *Teacher's Guide (Possible Answers and Evidence)* for suggestions of where to probe.
- I will share additional information (see the *Teacher's Guide*) about key economic concepts as it comes up in the analysis– but keep the decoding moving forward and student centered (don't talk too much).