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.