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 then 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).