

TEACHING WITH PRIMARY SOURCES AND THE LOUISIANA DIGITAL LIBRARY

Louisiana Gumbo Lesson Resource

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TEACHING WITH POSTER ART: WORLD WAR I PROPAGANDA POSTERS

Subject	Social Studies
Grades	8-11
Time Frame	2-3 days, 50-minute periods. Lesson activities can be modified to shorten the time required for this lesson.

Lesson Abstract

Students investigate 1) primary source poster art as historical analysis and 2) how the elements of poster design interplay to accomplish the author's/artist's/poster's primary objective. Supplemental activity: students use MS Publisher to produce an effective poster illustrating a person, event or idea in history or current events.

This lesson integrates primary historical documents and artifacts housed in the LOUISiana Digital Library, <http://louisdl.louislibraries.org>, with classroom instruction.

Lesson Format

Critical thinking and analysis, technology-based lesson, primary source investigation, peer collaboration

Objectives

1. Students use analysis guidelines to evaluate primary source poster art
2. Students use technology resources and Internet poster collections to research poster art as historical analysis and interpretation
3. Students demonstrate their understanding of effective historical poster art by production of an effective, accurate event-based poster

Louisiana Benchmarks

Content Standards and Grade Level Expectations:

- H-1A-M2 demonstrating historical perspective through the WW I, social, and economic context in which an event or idea occurred;
- H-1A-M4 analyzing historical data using primary and secondary sources;
- H-1A-H2 explaining and analyzing events, ideas, and issues within a historical context;
- H-1A-H3 interpreting and evaluating the historical evidence presented in primary and secondary sources;
- H-1A-H4 utilizing knowledge of facts and concepts drawn from history and methods of historical inquiry to analyze historical and contemporary issues;
- H-1B-H11 analyzing the significant changes that evolved in the United States between World War I and the Great Depression;
- H-1B-H11 analyzing the significant changes that evolved in the United States between World War I and the Great Depression;

Educational Technology Standards:

- Make informed choices among technology systems, resources, and services.
- Demonstrate knowledge and skills of Internet use and other resources consistent with acceptable use policies including the legal consequences of plagiarism and the need for authenticity in student work through an understanding of copyright issues.
- Refine knowledge and enhance skills in keyboarding, word processing, desktop publishing, spreadsheets, databases, multimedia, and telecommunications in preparing and presenting classroom projects.
- Collaborate (e.g., desktop conferencing, e-mail, on-line discussions) with peers, experts, and others to compile, synthesize, produce and disseminate information, models, and other creative works.
- Use appropriate technology to locate, retrieve, organize, analyze, evaluate, and communicate information for problem solving and decision making.

Materials

- Copies of current newspapers and/or news-oriented magazines.
- Computers; ratio of 1 computer per 1 student group
- The LOUISiana Digital Library Internet site, <http://louisdl.louislibraries.org>.
- The WWI Posters Guide Questions
- Poster Rubric
- Teacher Evaluation of Poster Presentations Guideline Chart
- Peer Evaluation of Posters
- The WWI Posters Student Worksheet (attached to browsing guide)
- [WW I Poster Gallery](#) (/WWIposters.pps)

Pre-lesson Preparation

1. Make 1 copy per student or group of the WWI Posters Student Worksheet, the Evaluation of Poster Presentations Guideline Chart and the Poster Rubric.
2. Gather copies of newspapers and news magazines. Students will use these to research current issues in the news.
3. Divide the class into groups of 2 or 3 students.
4. As needed, schedule or plan for access to computers. Each group of students will need access to a computer and an Internet connection.

Lesson Procedures:

1. As an introduction to this activity, run the [WW I Poster Gallery](#) PowerPoint Presentation (/WWI.pps) as students enter the class.
2. In a whole class setting, discuss the meaning of *bias*, *mood*, *setting*. Include other words as needed.
3. Explain that students will work with a partner to complete an activity that will introduce them to World War I propaganda posters. Students will also apply what they learn to create an original propaganda poster about an event in current news.
4. Using one of the WW I Propaganda Posters from the [LOUISiana Digital Library](#) (search for “war posters”), display poster for the class to view. Ask students to examine the poster

- quietly and write their thoughts on a sheet of paper. Allow 4-5 minutes for students to study the poster.
5. Discuss student findings; write student ideas on the board.
 6. Distribute copies of the [WW I Posters Student Worksheet](#).
 7. Examine the poster together using questions from the [WWI Posters Student Worksheet](#). Compare these responses with the individual responses that were written on the board.
 8. Explain that using the guide questions while studying a propaganda poster helps students consider all aspects of the visual in determining the author's/artist's intent.
 9. Student research phase. Explain the activity directions to the class and allow student groups to begin the activity. Each group of students will need access to a computer with Internet access. Students will use the WW I Propaganda Posters Worksheet questions to discover how historians, the United States government and political commentators used WW I Propaganda Posters. Allow enough time for completion.
 10. Whole class debriefing: discuss student worksheets.
 11. To illustrate how collection of similar items can indicate trends within the nation or can shape public opinion, view the [WW I Poster Gallery](#) together as a class. (Slideshow posters are housed in the LOUISiana Digital Library.) Help students identify the types of messages the artists were trying to convey. Consider how fonts, colors and images convey specific meanings or messages. After viewing the poster display, ask students to use what they learned from the posters to describe the atmosphere and prevalent attitudes in the United States during World War I.
 12. Allow each set of partners to use the time remaining to search newspapers and news magazines for current event issues or individuals. Partners should make their choice by the beginning of the next class session.
 13. Day 2. Student groups/partners will use an event or person from the news to produce an original Propaganda Poster. Students will use MS Publisher, Paint, MS Word or similar available program to produce an effective representation of their chosen event. Students should follow the guidelines established by the Poster Rubric.
 14. Poster Gallery: Day 2 or 3. Students use the Poster Rubric and Peer Critique of WWI Propaganda Posters chart to view and evaluate peer displays.

Assessment

- Poster Rubric
- Evaluation of Group WW I Propaganda Posters guidelines
- The WW I Propaganda Posters Student Worksheet

Accommodations/Modifications Built Into the Lesson

- Cooperative grouping
- Small class segments
- Pre-teach vocabulary words
- Activity materials can be modified for individual needs
- Debriefing provides systematic feedback

Extension

Teachers may use this activity with posters from any historical period.

Teachers may also complete this activity using a poster that portrays events that have occurred within the past 5-10 years.

Contact

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The Propaganda Poster as History: Poster Rubric

Name _____

Date _____

	Exceptional	Strong	Average	Needs Improvement	Weak
Basic Information Who produced the poster? When was the poster produced? Submitted on time	5	4	3	2	1
Graphics Uses colors appropriately to convey a message. Colors do not distract from primary poster goal. Uses symbols appropriately and purposely. Symbols do not distract from primary poster goal. Uses text style and phrasing appropriately and purposely. Symbols do not distract from primary poster goal.	5	4	3	2	1
Content Primary goal or purpose is evident. Contains accurate information Historical period, event is evident Arrangement of the poster elements (color, text, symbols, shapes) successfully conveys the intended message. Spelling and grammar appropriate to the message (if unconventional formats are used, the artist provides footnote explanation)	5	4	3	2	1
Totals					
Poster Score	____/____ Total Pts		____/100 %		____ Letter Grade

Teacher Evaluation of Group Poster

Name: _____

Analyze each of the political cartoon displays and supply the following information:

Display Number	Strengths of Cartoon Display; Suggestions for Improvement	Accuracy of Information; Suggestions for Improvement
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

Peer Critique: Group Propaganda poster

Name: _____

Analyze each of the propaganda poster displays and supply the following information:

Display Number	Strengths of poster Display; Suggestions for Improvement	Accuracy of Information; Suggestions for Improvement
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		