Tanner Hintz

Mrs. Cain

EDU 320

March 28, 2017

Lesson Plan

Grade: 11th/ 50-minute period

Subject: Social studies/ World War I

Materials needed: Computer, Projector, PowerPoint software, poster-board, construction paper, colored pencils or makers, and computers for students.

**Standards:**

* 9-12.1.2- Interpret and evaluate documents (e.g., primary and secondary sources, fact, fiction, or opinion) to enhance the understanding of social studies.
* 9-12.1.4- Use media (e.g., oral, written, websites, computer simulations, multimedia resources) to access, record, analyze, and communicate information relating to social studies.
* 9-12.2.3- Trace the causes, course, and legacy of the United States’ involvement in World War I at home and abroad (e.g., neutrality, military technologies, isolationism, Zimmerman Note, Lusitania, home front, Wilson’s Fourteen Points)

**Objectives:**

* The learner will be able to analyze and identify the significance of propaganda posters from World War I. (What they will know)
* The learner will create a propaganda poster using research skills.
* The learner will demonstrate the significance of their propaganda poster. (Will be able to do)

**Learning activity:** This lesson/project would be given on a Monday and due on Friday. Direct instruction (10-15 minutes)

1. Opening element: Bell work/writing prompt

* What was the purpose or role of having propaganda before and during World War I?

2. The teacher will create discussion by asking for student’s responses to the bell work.

3. The teacher will ask other essential questions regarding to propaganda during WWI.

* What is propaganda?
* Why use posters?
* How is propaganda similar or different today?

4. The discussion will lead into the teacher informing students that they will be creating their own propaganda poster.

5. The teacher will go over the instructions and inform students what he/she needs to incorporate onto their poster. (Title, theme, grammar, vocabulary terms or symbols, attractiveness, use of class time and presentation) In addition, the teacher will hand-out a rubric.

* Vocabulary terms could include: Nationalism, propaganda, bias, Axis, Allies

6. The teacher will show the students a few examples of propaganda from previous years.

7. The teacher will inform students that they can use computers to help them formulate their propaganda poster.

8. The students will have the remainder of the class time to begin constructing their poster. (35-40 minutes). (In-direct instruction) Furthermore, the teacher will allow more class time to work on their poster throughout the week, however, their project is due Friday.

9. The teacher will play music quietly while students are working. (Musical intelligence)

10. The teacher will inform students that there is 5-minutes of class remaining. Therefore, students will need to start putting their computers and posters away. In addition, I will have a designated spot for students to put their posters. Furthermore, this lesson will lead into how the war effected the common person.

**Reminders:**

* The students will present their propaganda posters to their peers on Friday.
* The students will write a half-page paper about their poster. (What is the significance, what does your poster portray, and would this be a successful image/poster to use?)

**Assessment:**

* Formative- The teacher will assess the students by grading their propaganda poster and paper.
* Summative- The teacher will incorporate terms/questions/ or an essay about the importance of propaganda during WWI onto the test.

**Reflection:**