



How Do I Look to You?: Exploring Propaganda in Posters of the 1920s and 1930s

Resource ID#: 25951 Primary Type: Lesson Plan

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In this lesson, students will evaluate public service posters to determine if and how propaganda was used to improve the health of children in the 1920s and 1930s. Students will analyze and evaluate visual data, create their own poster, and work collaboratively with their peers.

Subject(s): English Language Arts	Grade Level(s): 7
Intended Audience: Educators	Suggested Technology: Computer for Presenter, Computers for Students, Internet Connection, Overhead Projector, Adobe Acrobat Reader, Microsoft Office
Instructional Time: 2 Hour(s)	Freely Available: Yes
Resource supports reading in content area: Yes	Instructional Component Type(s): Lesson Plan , Worksheet , Assessment , Image / Photograph , Resource Collection , Formative Assessment
Keywords: propaganda, 1920s and 1930s, American history, cultural history, advertising, public service posters, malnourishment, food, unbalanced diet	
Instructional Design Framework(s): Direct Instruction , Cooperative Learning	
Resource Collection: CPALMS	

PEDAGOGY

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Nature of Instructions: [Direct Instruction](#), [Cooperative Learning](#)

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PUBLIC REMARKS

By Reviewer 1

Due to the file size of the pamphlet suggested in this resource, an alternate pamphlet or poster example may be beneficial.

SOURCE AND ACCESS INFORMATION

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Name of Author/Source: Loretta Wilson via Learn NC ([Visit Website](#))

Web Address of Author/Source: <http://www.learnnc.org>

Is this Resource freely Available? Yes

Access Privileges: Public

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Related Standards

Name	Description
LAFS.7.RI.1.1:	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.7.RI.2.6:	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
LAFS.7.RI.3.8:	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

LAFS.7.RI.4.10:	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
LAFS.7.W.1.1:	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented.
LAFS.7.W.1.2:	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the information or explanation presented.
LAFS.7.W.3.8:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LAFS.7.SL.1.1:	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. Acknowledge new information expressed by others and, when warranted, modify their own views.
LAFS.7.SL.1.2:	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
LAFS.7.SL.2.5:	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.