

Lesson Title: Analyzing a Poster
Lesson Designed By: Robin Dredge, West Nodaway R-I
11th Grade, American History
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Teaching Traditional American History Program

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<http://www.chillihistoryproject.com>

Lesson Overview: This lesson can be used throughout any unit on the Native Americans. I would use it for the initial introduction of our study of the Indian War. Not only does it fit the mind set of the Native Americans since the white man's arrival, but today's teenagers also relate due to the media saturated threats of terrorism that they now face on a daily basis.

Objectives: After completing this lesson the student will be able to:

- Comprehend and evaluate written, visual and oral presentations. (1.5)
- Exchange information, questions and ideas while recognizing the perspective of others.(2.3)
- Explain reasoning and identify information used to support decisions. (4.1)
- Recognize and analyze continuity and change in the history of the United States. (GLE 2a & SS.2)

Materials:

- Copy of poster/Group
- Analyzing a poster response sheet/Group
- Scoring Guide/Individual

Class Time: This lesson should take one 50-minute period.

Teacher Input:

- Explain that the students will be doing a group project.
- Divide the class into groups of three.
- Explain that each group member will be responsible for a certain aspect of the assignment:
 - Managers are responsible for distributing materials, guiding the group and keeping the group on task.
 - Recorders write the group's responses on the provided response sheet.
 - Spokesperson relays the groups' responses during the whole group discussion.
- Managers will distribute one copy of the poster/response sheet to their group.
- Managers will distribute a copy of the scoring guide to each member of their group.
- Explain that each group has 20 to 25 minutes to analyze the poster and record their responses.
- Also explain that there will be a whole group discussion when the time limit expires.
- Answer any questions they may have.

Activities: The student will analyze the provided poster as a team with each team member carrying out their assigned role.

Questions for Review: The teacher monitors and guides (if necessary) each group's process as the time limit reaches an end. No specific review questions.

Closure:

- Tell the groups that the time limit is up. The group's spokesperson needs to be ready to respond.
- Begin the whole group discussion by going over the responses from the response sheet.
- Each group's spokesperson gets to state the group's response.
- Each group gets a chance to respond to each group's recorded response.
- When all responses have been discussed, remind them that they will be studying the Indian Wars starting next class period.

- Managers need to collect all response sheets and scoring guides and give to the teacher.

Assessment: The students will be assessed by the provided scoring guide. They are not assessed on what was specifically written on the response sheet, but how they worked as a team member.

Extension: This lesson can also be done on an individual response basis.

References:

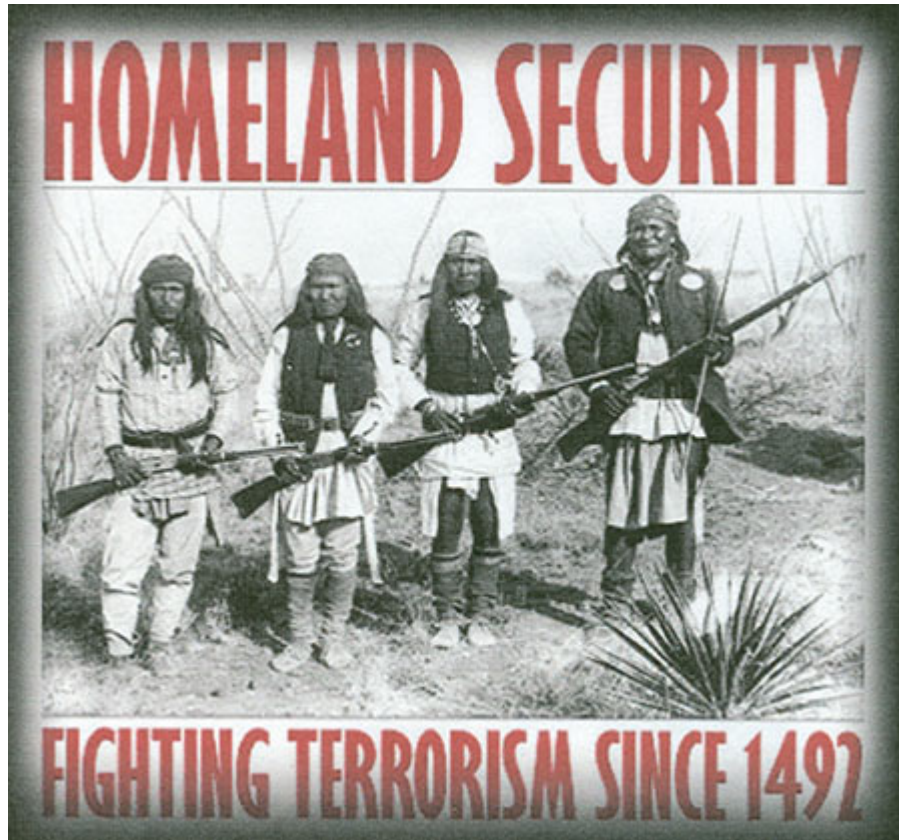
- www.fenixpromo.com/fight
- <http://rubistar.4teachers.org>
- www.dese.mo.us/divimprove/curriculum/GLEDocuments

Names: _____

Hour: _____

Date: _____

ANALYZING A POSTER



What is the subject of this poster?

What is your initial reaction upon seeing this for the first time? What emotions does it bring forth in you?

Explain the message.

What does this poster tell us about American history?

ANALYZING A POSTER SCORING GUIDE

CATEGORY	4	3	2	1
Contribution	Routinely provides useful ideas when participating in the group and in the classroom discussion.	Usually provides useful ideas when participating in the group. And in the classroom discussion.	Sometimes provides useful ideas when participating in the group. And in the classroom discussion.	Rarely provides useful ideas when participating in the group. And in the classroom discussion. May refuse to participate.
Quality of Work	Provides work of the highest quality.	Provides high quality of work.	Provides work that occasionally needs to be checked/redone by other group members or ensure quality.	Provides work that usually needs to be checked/redone by other group members or ensure quality.
Time Management	Routinely uses time well throughout the project to ensure things get done on time.	Usually uses time well throughout the project, but may have procrastinated on one thing.	Tends to procrastinate, but always gets things done by the deadline.	Rarely get things done by the deadline.
Attitude	Never is publicly critical of the project or the work of others. Always has a positive attitude about the task(s).	Rarely is publicly critical of the project or the work of others. Often has a positive attitude about the task(s).	Occasionally is publicly critical of the project or the work of others. Usually has a positive attitude about the task(s).	Often is publicly critical of the project or the work of others. Often has a negative attitude about the task(s).
TOTAL				