

Teaching With Poster Art:

World War I Posters



Lesson Plan

Louisiana State Archives

3851 Essen Lane
Baton Rouge, LA 70809
225-922-1000

www.sos.la.gov/archives

Secretary of State Tom Schedler

www.sos.la.gov
www.GeauxVote.com

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Lesson Plan

This lesson plan is based on the Louisiana State Archives' World War I poster collection. *The Archives' inventory of 168 World War I era posters constitutes one of the largest single collections of these items in the United States.*

World War I era posters were framed courtesy of Virginia Kilpatrick Shehee in memory of her father, Lonnie Benjamin Kilpatrick.

Mr. Kilpatrick enlisted in the United States Army on April 27, 1918, serving as private in the 360th Infantry Texas Brigade, 90th Division. He participated in the battles of St. Mihiel and Meuse-Argonne in France. Following the war, he resided in Shreveport where he founded and served as president of Kilpatrick Life Insurance Company and Rose-Neath Funeral Home.

A Note to Teachers

Teachers are cautioned to remember that several of the words, descriptions, and images included in the posters are considered ethnically offensive and/or politically incorrect by today's standards.

Prepare students to engage with the posters by explaining that artifacts, such as documents, photographs, political cartoons, and posters, help us recreate our past and understand our history. As evidence of the past, these artifacts express the thoughts, beliefs, opinions, and practices that were common or acceptable during the period in which the artifacts were produced.

As students examine such artifacts, encourage them to compare and contrast historical and contemporary society and to think about how and why opinions, practices, and expressions change over time.

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Teaching with Poster Art: World War I Posters

Subject Social Studies, English, Art
Grades Five through 12
Time Frame Two to four days, 50-minute periods; teachers can modify lesson activities to meet grade and time requirements

Lesson Abstract

Students analyze World War I posters, chosen from online collections, to explore argument, persuasion, and propaganda. Optionally, students apply knowledge of propaganda strategies to produce an original poster about a contemporary issue and explore language development through visual metaphors.

TO PREPARE STUDENTS TO VIEW A WORLD WAR I POSTER MUSEUM EXHIBITION

If your instruction includes a visit to a museum to view a WWI poster exhibition, make appropriate student copies of our World War I Museum Visit Packet.

Objectives

Students will

1. Discuss the differences and similarities between argument and persuasion
2. Use analysis guidelines to evaluate primary source poster art
3. Use technology resources and WWI Internet poster collections to research poster art as historical analysis and interpretation
4. Demonstrate understanding of effective historical poster art by production of an effective, accurate event-based poster (optional)
5. Investigate how advertisers use images as visual metaphors to influence public action and opinion

Louisiana 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

Materials

- World War I Posters historical overview and World War I Summary
- World War I projector images
- Analyzing a World War I Poster activity sheet
- Propaganda Video Gallery, <http://www.propagandacritic.com/gallery/index.html>
- For additional information about Propaganda and Propaganda techniques, see <http://www.propagandacritic.com>
- World War I Poster Collection Research Guide, including the following Internet sites
 - Louisiana State Archives, <http://www.sos.la.gov/tabid/92/Default.aspx>
 - LOUISiana Digital Library, <http://louisdl.louislibraries.org>
 - First World War.com, www.firstworldwar.com/posters/index.htm
- What is Propaganda? Slideshow (PowerPoint)
- **Optional activities and materials**
 - Propaganda Puzzle
 - Visual Metaphors
 - Poster Rubric
 - Propaganda Posters Peer Critique form
- **Field Trip Package** If your coverage of World War I includes a museum field trip to view a World War I poster exhibition, make copies of the WWI Museum Visit Packet.

Pre-lesson Preparation

1. Make copies of Analyzing a World War I Poster activity sheet and Argument or Persuasion? decision-making guide.
2. Explore the World War I Poster Art historical overview so you are prepared to share relevant historical details about the posters.
3. If desired, explore the online poster collections and choose a specific poster or posters for students to analyze; if you choose to limit the options, post the choices on the board for students.
4. View the Propaganda Slideshow and Propaganda Video Gallery; decide which videos you will share with students.
5. Decide if you will ask students to produce an original poster about a contemporary issue. To prepare for this assignment, gather suggested issues or topics for posters and make copies of the Poster Rubric and Propaganda Posters Peer Critique forms. Gather copies of newspapers and news magazines, which students will use to research current issues.
6. Divide the class into groups of 2 or 3 students.
7. As needed, schedule computer access for students; each group of students will need access to a computer with an Internet connection.
8. Optional cross-curricular activity: Visual Metaphors--make copies of Visual Metaphors activity sheet.

Lesson Procedures:

Session One

1. As an introduction to this activity, using an overhead projector or computer slide to display the I Want You poster, as students enter the class.

2. Ask students to share what they know about the poster, noting their responses on the board or on chart paper. If students have not volunteered historical information, use the World War I historical overview to provide some basic background information.
3. Ask students to write the following chart in their notebook:

Images and Text	Facts	Emotions

4. Working in small-groups, have students analyze the [I Want You poster](#) by completing the chart. Discuss student observations.
5. Explain that during World War I, the U.S. government used posters as one way to strengthen public support for their war effort. These posters used propaganda techniques as well as argument and persuasion to sway public opinion.
6. Discuss propaganda, using the [Propaganda Slideshow](#) to explain different propaganda techniques. Use videos from the [Propaganda Video Gallery](#) to provide real-world context.
7. Explain that the United States produced approximately 2,500 World War I poster designs and approximately 20 million posters—nearly one for every four citizens—in less than two years. Most posters fell into one or more of the following categories:
 - [Recruitment](#) posters encouraged enlistment in the United States Army, Air Force, Marines, Navy, Tank Corps, American Field Service, a variety of local and state regiments, and the National Guard
 - [Financial support](#) posters encouraged Americans to buy the first four Liberty Loans and the Victory Liberty Loan as well as other miscellaneous war bonds and war savings stamps
 - [Patriotic](#) posters, produced by the government and a variety of state civilian associations, encouraged farmers, workers, women, and children to engage in war work and support their country's war effort. Among those encouraging general patriotism are warning messages to watch for spies, avoid rumors and avoid "war talk"
 - [Conservation](#) posters encouraged citizens to conserve food, fuel, and other supplies for the war effort
 - [Relief](#) posters requested aid for foreign countries, children, families, soldiers
 - [Organizational](#) posters related to various relief and membership efforts by the Red Cross, the YWCA, the YMCA, and other organizations
 - [Foreign](#) posters urged Americans to support the Allies against the aggressors in Europe, Africa, and Asia
8. Distribute the [World War I Posters Research Guide](#) and explain that students will work with their group to find examples of these categories. At the end of the activity, each group will select one poster to analyze in more detail.

Session Two

9. Ask students for their impressions of the World War I posters they viewed during the previous class session. Ask students to explain what the posters had in common and what they think the artists were trying to achieve.
10. Distribute the Argument or Persuasion? decision-making guide. Discuss the similarities and differences between argument and persuasion. Explain that each group of students will examine their selected poster to determine if the artist used argument or persuasion to sway public opinion.
11. Distribute the Analyzing a World War I Poster activity sheet, and ask each group of students to use the sheet to examine their selected poster.
12. Whole class debriefing: discuss student worksheets.

Optional Language Development Activity: Visual Metaphors

13. Explain that metaphors are comparisons that show how two things that are not alike in most ways are similar in one important way. Metaphors are a way to describe something. Unlike similes that use the words “as” or “like” to make a comparison, metaphors state that something **is** something else. Advertisements containing visual metaphors deliver persuasive claims. Distribute the Visual Metaphors activity sheet. Ask students to examine the six images and write a sentence that explains each visual comparison. **Key:** (or similar responses)
 A Our toothbrush is a track hoe when it comes to working in hard-to-reach places.
 B On the road, his car was a cougar that no one could catch.
 C My boss is a prisoner to his Blackberry.
 D Our planet is a fragile egg, and we must preserve its delicate environmental balance.
 E Together we can calm our economy’s rough seas.
 F My father is a dinosaur when it comes to technology.
14. Ask students to use Internet collections of World War I posters and prepare a chart of the visual metaphors they find.
 - A. Internet Sources
 - o Louisiana State Archives, <http://www.sos.la.gov/tabid/92/Default.aspx>
 - o LOUISiana Digital Library, <http://louisdl.louislibraries.org>
 - o First World War.com, www.firstworldwar.com/posters/index.htm
 - B. Chart

Poster Name	Symbol or Image	Metaphor Comparison

Optional Activity: Designing Contemporary Posters

Note

This is a good **post-visit activity** if your plans include a visit to a museum exhibition.

15. Explain that students will use what they learned about propaganda, argument, and persuasion to design a poster about a contemporary issue. The intent of the poster is to shape public opinion for or against the issue or opinion.
16. Distribute the Poster Rubric and discuss the elements of successful poster art. Allow students to use the time remaining to search newspapers and news magazines for current event issues or individuals. Groups should submit their choice of topics by the beginning of the next class session.

Session Three

17. 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.

Session Four: Poster Gallery

18. Students use the Poster Rubric and WWI Propaganda Posters Peer Critique chart to view and evaluate peer displays.

Museum Field Trip

19. If your coverage of World War I includes a museum visit to view World War I posters, make copies of the World War I Museum Visit Packet. Group students if they will work in pairs or groups.
20. Prior to arriving at the museum, read the packet letter to students and make certain they know the gallery regulations.
21. Use an overhead projector or distribute student copies of the packet activity sheets to explain the gallery activities:
 - A. Students will use the K-W-L (Know-Want-Learned) chart to view the **entire exhibition**, gathering information from **all the posters** to complete the LEARNED section of the chart.
 - B. After viewing the entire exhibition and completing the K-W-L chart, students/partners/groups will select **ONE** poster to examine in detail. Explain that students will examine
 1. how the poster objects work together to present a message
 2. how the public viewed and responded to the poster
 3. the artist's technique
 4. the effect and success of the poster
 - C. Explain that students will have an opportunity to redesign the poster to make it appeal to contemporary audiences.
 - D. Post-visit activity: Designing Contemporary Posters

Assessment

- [World War I Posters Research Guide](#)
- [Analyzing a WW I Poster](#) activity sheet
- [Poster Rubric](#)
- [Propaganda Posters Peer Critique](#)
- [Visual Metaphor](#) activity sheet and chart
- [World War I Museum Visit Packet](#)

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World War I Poster Art Historical Overview

Soon after the United States declared war on Germany in 1917, President Woodrow Wilson organized the Committee on Public Information, charging it to manage the government's official propaganda and advertising activities. It was known as the Creel Committee, after its director George Creel who understood the power of the press in shaping public opinion.

Creel chose Charles Dana Gibson, the nation's best-known and best-paid commercial illustrator, to head the Division of Pictorial Publicity. Gibson coordinated the efforts of a group of over 300 illustrators that soon became known as The Vigilantes for their support of the war effort. The

group included prominent commercial artists such as James Montgomery Flagg, Joseph Christian Leyendecker, Edward Penfield, Howard Chandler Christy, Herbert Paus, C.B. Falls, E.H. Blashfield, Joseph Pennell, Howard Chandler Christy, Joseph Leyendecker, Jessie Willcox Smith, and L.N. Britton.

Visual Metaphors

During World War I, posters were critical to the United State's war efforts. Their unrivalled ability to communicate quickly and memorably allowed the government and support organizations to mobilize the home front by persuading and informing the public on matters of public policy. Posters were used to raise money, recruit soldiers, boost production, bolster public support, provoke outrage at enemy atrocities, and encourage support for a variety of relief efforts.

The United States produced approximately 2,500 poster designs and approximately 20 million posters—nearly one for every four citizens—in less than two years. Their historical significance and continued popularity stems from their ability to capture early 20th century's spirit of patriotism and sense of duty in stunning visual metaphors.

World War I Poster Series

1. Recruitment posters encouraged enlistment in the United States Army, Air Force, Marines, Navy, Tank Corps, American Field Service, a variety of local and state regiments, and the National Guard



Undoubtedly, the most well known World War I poster is James Montgomery Flagg's "I Want You" poster that depicted the artist as Uncle Sam. The poster was published in 1916; by 1918, over four million copies existed.

Flagg served as a member of Charles Gibson's Committee of Pictorial Publicity, which was organized under the federal government's Committee on Public Information, headed by George Creel.

2. Financial support posters encouraged Americans to buy the first four Liberty Loans and the Victory Liberty Loan as well as other miscellaneous war bonds and war savings stamps
3. Patriotic posters, produced by the government and a variety of state civilian associations, encouraged farmers, workers, women, and children to engage in war work and support their country's war effort. Among those encouraging general patriotism are warning messages to watch for spies, avoid rumors and avoid "war talk"
4. Conservation posters encouraged citizens to conserve food, fuel, and other supplies for the war effort
5. Relief posters requested aid for foreign countries, children, families, and soldiers
6. Organizational posters related to various relief and membership efforts by the Red Cross, the YWCA, the YMCA, and other organizations
7. Foreign posters urged Americans to support the Allies against the aggressors in Europe, Africa, and Asia

Brief History of Poster Art

Posters function on several different levels as art, advertising, and education. Poster art also serves as cultural commentary by reflecting the political and social trends of the time during which they were produced.

Posters were an established means of communication well before World War I. In 1796, Alois Senefelder introduced lithography, the process of using a limestone plate to print numerous copies of a document or image. Soon, lithographers were using a series of limestone plates to produce colored prints and posters. In the 1870s, Jules Cheret elevated poster production to an art form with his three-stone lithographic process that produced vibrant colors and remarkable textures. Cheret's designs combined words and images with striking characters and bright colors to make the lithographic poster a powerful innovation. A number of noted artists created poster art during this period, foremost among them was Henri de Toulouse-Lautrec. In 1891, Toulouse-Lautrec's first poster, Moulin Rouge, elevated the status of posters to fine art.

Although the poster played a large communication role during World War II, it shared the spotlight with other media, mainly radio and print. By the 1950s, the production of posters declined as television became an additional competitor. The role and appearance of the poster has changed continuously over the past century to meet the changing needs of society. Although its communication role is less central than it was 100 years ago, the poster still has the power to sway opinion and shape our culture.

World War I Brief Summary

World War I—variously called the First World War, the Great War, and "The War to End All Wars"—was a global military conflict that took place mostly in Europe between 1914 and 1918. The war mobilized over 70 million military personnel, left millions dead, and re-shaped the modern world.

The Allied Powers, led by France, Russia, the British Empire, and later, Italy, and the US, defeated the Central Powers: Austria-Hungary, the German Empire, Bulgaria, and the Ottoman Empire.

Brief Time Line

1914	Assassination of Archduke Ferdinand begins World War I
1914	Germany declares war against France and England; invasion of Belgium stopped at Marne River; Russia invades in east
1914-15	Ottoman Empire and Italy choose sides
1917	Entrance of United States: The American Expeditionary Force (AEF) begins arriving in France in June of 1917. By March of 1918, there are 250,000 U.S. soldiers in France; this number increases to 1 million by July and to 2 million by November. Two-thirds will see action in 29 Divisions
1917	Russian revolutions and Russian exit from the war
1918	Germany held in west; American troops join in final push
1918	Ottoman Empire surrenders and Austria-Hungary collapses
1918	Germany surrenders and armistice declared

U.S. Participation in World War One

The United States originally pursued a policy of isolationism, avoiding conflict while trying to broker a peace. After submarines sank seven U.S. merchant ships and the publication of the Zimmerman telegram, in which Germany violated our Monroe Doctrine by attempting to incite Mexico against the United States, President Wilson called for war on Germany. The U.S. Congress declared war on April 6, 1917.

Over 70 percent of the men in the U.S. Army before the end of the War were inducted under the Selective Service Act of 18 May 1917. Soldiers were obligated to serve for the duration of the War. The **Meuse-Argonne Offensive** was the largest U.S. engagement. It began 26 September 1918 and ended 11 November 1918. In the three weeks fighting, the battle deaths of Americans numbered 18,000, a daily average of about 1,000. U.S. statistics:

- U.S. Army Mobilized: 4,355,000
- U.S. Army War Dead: 120,144 (overseas & domestic): Killed in action: 36,931; Died of wounds: 13,673; Died of disease: 62,668; Other: 6,872
- Total wounded: 198,059
- Total casualties: 318,203
- Prisoners of war and missing: 4,500

Sources: *Encyclopedia American, U.S. Department of War*

For use with overhead projector, page one

I Want You



Undoubtedly, James Montgomery Flagg's I Want You poster is one of the best-known World War I propaganda poster. The poster, which depicted Flagg as Uncle Sam, was published in 1916. By 1918, over four million copies were in circulation.

Flagg was a member of Charles Gibson's Committee of Pictorial Publicity, which was part of George Creel's Committee on Public Information. Flagg designed 46 posters to support the war effort.

For use with overhead projector, page two



Expression and Emotion

Does the poster contain emotion or influence the way the audience feels?

ARGUMENT OR PERSUASION?

DECISION-MAKING GUIDE

Artists who designed the World War I propaganda posters used argument and/or persuasion to influence public opinion. The following charts explain the similarities and differences between argument and persuasion.

Directions

1. Select one World War I poster to analyze.
2. Use the Argument and Persuasion charts and the Analyzing a World War I Poster worksheet to determine the poster's message and if the artist used argument or persuasion to sway public opinion.

ARGUMENT	PERSUASION
<p>Goal</p> <p>Use reasoning and evidence to convince an audience to support an idea that is the "truth"</p>	<p>Goal</p> <p>Use personal, emotional, and moral appeal to convince an audience to support an idea that is based on fact and "truth"</p>
<p>Methods</p> <ul style="list-style-type: none"> • Considers other perspectives on the issue • Offers facts that support the reasons • Predicts and evaluates the consequences of accepting or rejecting the argument 	<p>Methods</p> <ul style="list-style-type: none"> • May consider other perspectives on the issue • Blends facts and emotion to make its case, relying often on opinion • May predict the results of accepting the position, especially if the information will help convince the reader to adopt the opinion

World War I Poster Collection Research Guide

The United States produced approximately 2,500 poster designs and approximately 20 million posters—nearly one for every four citizens—in less than two years. Most posters fell into one or more of the following categories:

1. Recruitment posters encouraged enlistment in the United States Army, Air Force, Marines, Navy, Tank Corps, American Field Service, a variety of local and state regiments, and the National Guard
2. Financial support posters encouraged Americans to buy the first four Liberty Loans and the Victory Liberty Loan as well as other miscellaneous war bonds and war savings stamps
3. Patriotic posters, produced by the government and a variety of state civilian associations, encouraged farmers, workers, women, and children to engage in war work and support their country's war effort. Among those encouraging general patriotism are warning messages to watch for spies, avoid rumors and avoid "war talk"
4. Conservation posters encouraged citizens to conserve food, fuel, and other supplies for the war effort
5. Relief posters requested aid for foreign countries, children, families, and soldiers
6. Organizational posters related to various relief and membership efforts by the Red Cross, the YWCA, the YMCA, and other organizations
7. Foreign posters urged Americans to support the Allies against the aggressors in Europe, Africa, and Asia

Directions

Examine a variety of World War I posters. See if you can find at least one example of each poster category. What part of each poster presents the strongest message (symbols, words, colors, expressions, etc)? Internet sources:

- Louisiana State Archives, <http://www.sos.la.gov/tabid/92/Default.aspx>
- LOUISiana Digital Library, <http://louisdl.louislibraries.org>
- First World War.com, www.firstworldwar.com/posters/index.htm

Category	Poster Name	Strongest Poster Feature
Recruitment		
Financial Support		
Patriotic		
Conservation		
Relief		
Organizational		
Foreign		

Select one of these posters to examine in more detail.

Analyzing a World War I Poster

Activity Sheet

Directions

1. Select a World War I poster to examine.
2. Use the following guide questions to determine whether the poster uses argument or persuasion to influence public opinion. For help, see the Argument or Persuasion? decision-making guide.

Poster Title _____ Artist _____

Date Produced _____

Who is the audience for the poster?

What is the purpose of the poster (conservation, raise money, enlistment, etc)?

ANALYZE THE POSTER

Images and Text

How does the artist use words, symbols, images, shapes, space, and color?

Facts

What facts and details do the poster images and text present?

Emotions

Does the poster contain emotion or influence the way the audience feels?

What is the posters message?

Does the poster use argument or persuasion to convince its audience? Explain.

Visual Metaphors

Metaphors are comparisons that show how two things that are not alike in most ways are similar in one important way. Metaphors are a way to describe something. Unlike similes that use the words “as” or “like” to make a comparison, **metaphors state that something *is* something else.**

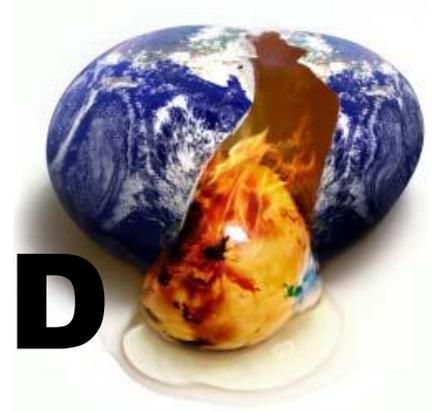


A



Advertisements containing visuals metaphors deliver persuasive claims.

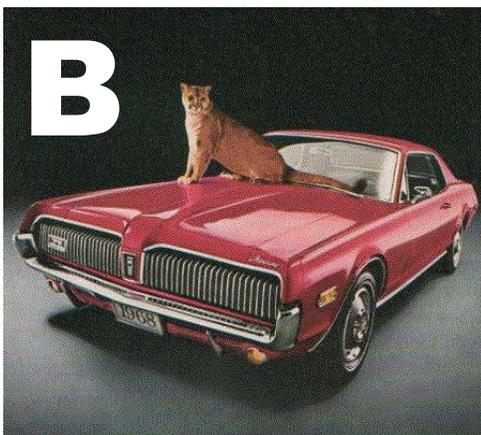
What visual claims do you think these images make?



D



E



B



Together, we'll come through



C



F

The Poster as History: Poster Rubric

Name _____

Date _____

Exceptional	Strong	Average		Needs Improvement	Weak
Basic Information <ul style="list-style-type: none"> • Who produced the poster? • When was the poster produced? • Assignment submitted on time 	5	4	3	2	1
Graphics <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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

Propaganda Posters Peer Critique

Name: _____

Date _____

Directions

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		

World War I Poster Exhibition

Museum:

Exhibition Title:

Your Name _____

Teacher _____

School _____

Grade / Subject _____

Date _____



Dear Student,

Museum exhibitions provide exciting opportunities to learn about your world. Our curators have prepared this activity packet to make your museum visit a pleasurable and meaningful experience. Please remember to

- Keep your activity materials with you, and do not leave paper or items in the galleries
- View exhibition objects thoughtfully, but do not touch objects unless invited to do so
- Ask questions and discuss your thoughts, but keep your voice low to avoid disturbing other visitors
- Write your thoughts on your activity sheets, but do not mark on museum property or exhibition items
- Explore at your own pace or as directed by your teacher or guide, but do not step into exhibits or climb on museum property
- Enjoy your visit, but enjoy your gum, food, and drinks outside the museum

Our curators welcome your thoughts and questions. Please feel free to ask for assistance or additional information.

Sincerely,

Your Museum Curators

World War I Poster Exhibition

Before You Enter the Museum Galleries. . .

Think about what you already know about World War I propaganda posters as well as what you hope to see and learn. Use the chart questions to help you explore the entire exhibition. Then, select one poster to examine in more detail.

What you KNOW	What you WANT to know	What you LEARNED from the Exhibition
<p>During World War I, the U.S. government used posters as one way to strengthen public support for the war effort.</p>	<p>1. What techniques did poster artists use to capture public attention?</p>	
	<p>2. What different things did the posters ask the public to do?</p>	
	<p>3. If you had lived in Louisiana during World War I, how do you think the posters would have made you feel?</p> <p>Explain.</p>	
	<p>4. Name two posters that you think were the most successful in shaping public opinion.</p> <p>Explain what makes them successful.</p>	<hr/>

Analyzing a World War I Poster

Activity Sheet

Directions

Select one World War I poster to examine in detail. Use the following guide questions to determine the message, audience, and success of the poster.

Poster Title _____

Artist _____ Date Produced _____

Who is the **AUDIENCE** for the poster (which specific group (s) of people is the poster trying to influence?

What is the **PURPOSE OR GOAL** of the poster (conversation, raise money, enlistment, etc)?

ANALYZE THE POSTER

IMAGES AND TEXT

List what you see in the poster objects, people, animals, shapes, colors, ect).

.....

What **FACTS** do the poster images and text present?

VISUAL PATH

As you look at the poster, describe the path your eyes take. What was the first thing you noticed?

What did you look at next?

Next?

Next?

POSTER TECHNIQUES

Artists create depth in their art by making some objects appear closer than other items. How does the artist create depth in the poster?

Does the use of depth shape or influence the message of the poster? _____ Explain.

.....

Does the poster contain or use emotion to attract or influence the viewer? _____ Explain.

.....

What is the focal point or main part of the poster?

Why does it attract your attention?

Was it the first thing you noticed when you looked at the poster?

IMPACT

Do you think the poster was successful in achieving its goal of shaping public opinion or action? _____ What made it successful or unsuccessful?

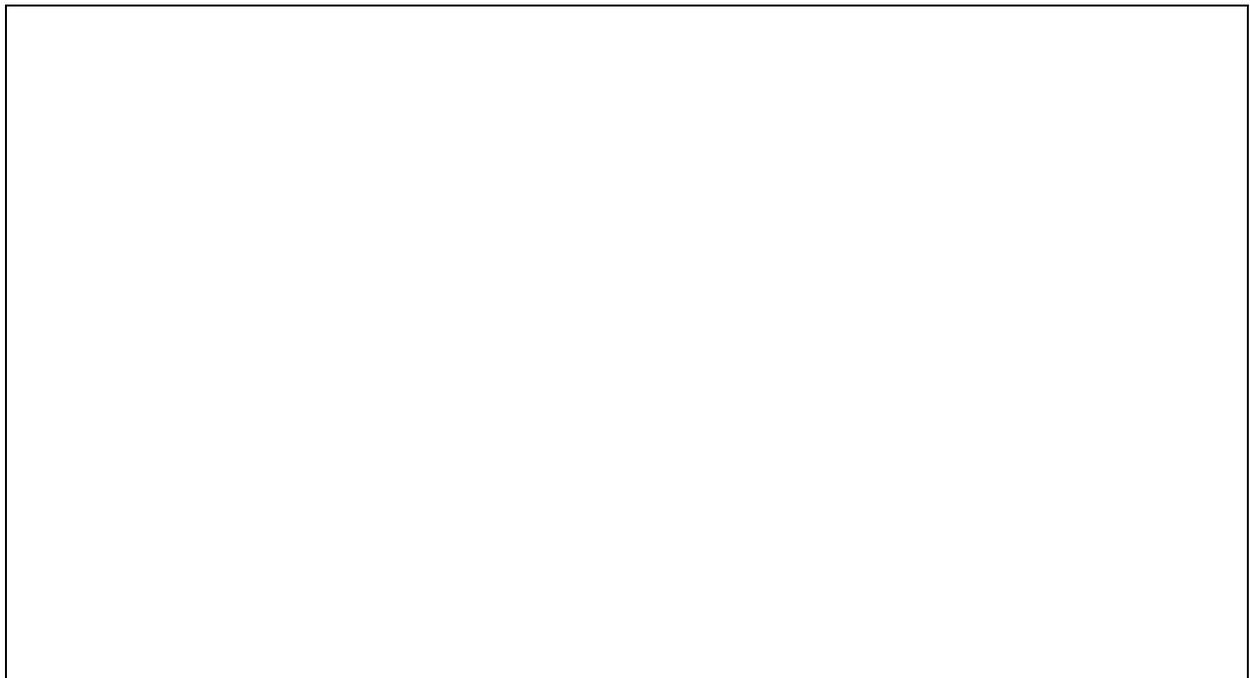
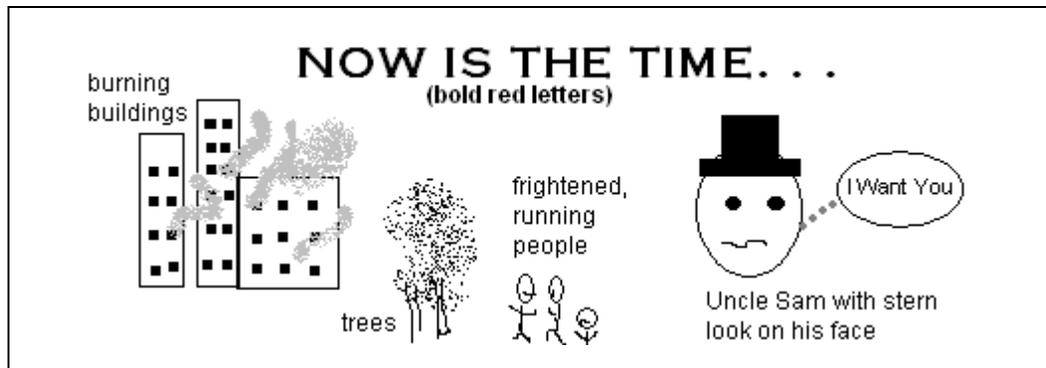
.....

Responses to works of art can be very personal. What is your response to this poster?

ARTISTIC EXPRESSION

In the frame below, sketch the poster so you can remember the text, objects, people, and emotions the artist used. If you prefer, use placeholders and words, as in Poster A, to explain the poster elements.

Poster A



What would you add or change to make this a successful poster TODAY?