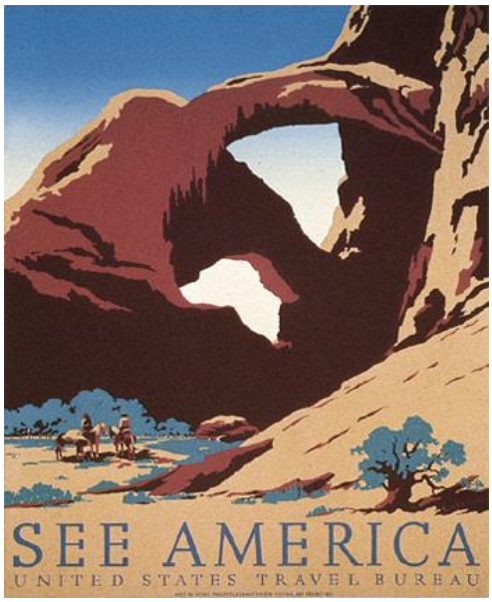
Lesson: Posters in the Park



Introduction to the Lesson/Activity	Students will be introduced to Works Projects Administration posters created for National Park units, understanding the history in the development of the poster art in the parks.	Students will use information gathered to design their own poster for Chickasaw National Recreation Area (or another National Park unit). Lesson for grades 6– 8.

Objectives

Students will:

1. learn the history of Platt National Park and Chickasaw National Recreation Area
2. identify key symbols of the park
3. work together as a group
4. articulate the important ideas of the park in a group setting

Materials

WPA laminated posters (if being conducted by Park Ranger)
Printed WPA posters from online sources (if being conducted in the classroom)
WPA reading handout
Group Poster Evaluation
Chickasaw National Recreation Area brochure
large paper
markers
pencils
Make your own Poster Directions

Activity

Warm Up:

Pass around three objects that represent the park (a water container, a toy boat, a buffalo piece). Ask the students to look at all three of them and share how they think they're related. Take all answers. After they have connected that all three tell a different story here at Chickasaw, ask them if there is another object they think should have been included (maybe a tent, a bathing suit, deer hide, cactus, bike.)

1. Give each student a WPA handout. Ask if the students have ever heard of the WPA, by show of hands. Ask for volunteers to read the handout out loud, one paragraph at a time.
2. When the handout is finished, ask some basic questions:
    a. What does the WPA stand for?
    b. What time period in American History does the WPA take place? Do we still have the WPA today?
    c. Share three types of projects the WPA was involved in.
    d. Would you have liked to participate in the WPA as an artist if you were living back then? Why or why not?
3. Tell the students they are going to look at a set of posters that artists did in the 1930s to get people into the National Parks. Tell them they must work in teams to decode the poster and complete the worksheet provided. They will have 10 minutes. Pass out a poster, worksheet, and pencil to each group.
4. Have each group stand up and share their poster and what they found out from their research. When they are finished, tape the laminated poster to the wall so everyone can see them.
5. When all the groups have reported, ask them to share what elements they think all the posters have (bright colors, featured symbol, the arrowhead, the name National Park Service, the name of the park, simplistic drawing, shading).
6. Tell the students they have been commissioned to create a poster for Chickasaw National Recreation Area. They will have 20 minutes to make their own poster as a group and will then share with the class. They will first sketch out their idea by completing the worksheet and then they will make their poster. Remind them about the objects that they named at the beginning that represent Chickasaw NRA.
7. Pass out all supplies and the direction sheet to the tables and let them work.
8. When the time is finished have students present their posters to the class.

Assessment: After all students have shared, have them vote by secret ballot which poster best meets the specified criteria and should be used to advertise for Platt/Chickasaw. Announce the winner to the group and point out its distinctive qualities.

Key Vocabulary

Works Progress/Projects Administration (WPA)
New Deal
Depression
Dust Bowl
Franklin Delano Roosevelt

Essential Questions

1. What are important symbols within Chickasaw National Recreation Area?
2. What was the WPA and what did it do?
3. What are reasons why people want to come to Chickasaw NRA today and how are people [visually] persuaded to come here?

Oklahoma Pass Standards

Grade 6

Social Studies: World Studies: Standard 1

Visual Art Expression: Standard 3

Grade 7

Language Arts: Visual Literacy Standard 1

The Arts: Visual Art Standard 3

Grade 8

Language Arts: Visual Literacy Standard 3

Social Studies: Standard 1