



Design School Lesson Plan

# Time Travel Adventure: Persuasive Poster

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## TITLE OF LESSON

Time Travel Adventure: Persuasive Poster

## ACHIEVABLES

- Students will research a period in history.
- Students will identify key characteristics of a time period.
- Students will create a persuasive poster that convinces their audience to travel in time to a particular period in history.

## SUGGESTED LEARNING OBJECTIVES

- Use research skills to gather information on a period in history.
- Evaluate which characteristics of a particular time period are most interesting or unique to people today.
- Design a persuasive piece of writing that combines English Language Arts skills with social studies concepts.

## PREPARATION

- Students will each need access to a computer or mobile device with an Internet connection.
- Present the [Quick Guide to Canva](#) to onboard your class quickly.
- Identify the time period in history you would like students to focus on. This could be your current unit of study or a review of previous coursework.
- Read teacher notes.

## SUGGESTED LEARNING FLOW

### Part I: Exploring persuasive writing

*Setup (5 minutes)*

- Review the purpose of persuasive writing with your students. You may choose to share this resources from this [site](#).

*Make Connections (25 minutes)*

- Ask students to review material from their coursework. In small groups or partners, have students brainstorm and make a list of reasons why a particular period in history would be interesting to visit via time travel. By the end of this activity they should have identified 5-7 reasons why this period in history would be exciting to see in person.

### **Part II: Creating an argument and gathering visual representations**

- Students will use Canva to create a poster that convinces their audience to time travel to a particular period in history. They will be compiling visual representations including icons, shapes, and images in their poster.
- Students should make a plan that includes what text they will put on their poster and which images will support their writing. They should decide what colors, graphics and primary source documents (ex. maps, journal entries, paintings, photographs) would enhance their poster.
- After creating their plan students can share with a small group or a partner to gather feedback and suggestions.

### **Part III: Designing a poster**

- Students will use their plan to create a poster that includes the compelling reasons to travel to a particular time period in history. They will add text to their poster, upload the images they have chosen, and organize the content on the page.
- After creating their poster students can submit their final work in electronic format to their teacher. They should complete a one page reflection that describes why they choose to include each reason for time travel on their poster as well as their choices for different visual representations.

### **HOMEWORK/EXTENSION ACTIVITIES**

- Ask students to critique the final work of a peer.
- Have students add their poster to a digital portfolio.