

## Forest Service History Poster Project




1. Title / Content Area:	CTE (Career & Technical Education) Graphic Design
2. Developed by:	Cindy Schultz
3. Grade Level:	9-12
4. Essential Question:	How can we visually communicate how the Forest Service started or visually communicate a particular time, era or topic about the U.S. Forest Service?
5. Contextual Paragraph	<p>The National Museum of Forest Service History, located in Missoula, Montana, is a nonprofit organization dedicated to collecting and preserving the history of the U.S. Forest Service. Preparation for the construction of the National Conservation Legacy and Education Center is underway in Missoula, Montana. Once it is built, the Center will be a state-of-the-art showcase the public can visit to learn about the Forest Service, its people and its legacy.</p> <p>There is a vast history to the U.S. Forest Service. Students will investigate the U.S. Forest Service history and find a time period, era or topic that interests them.</p> <p>Students will create a poster depicting an era of time during U.S. Forest Service history or a particular topic of the U.S. Forest Service using the pop art design of park service posters.</p>



## Annotated Resource Set (ARS)

Phase I

### 6. Resource Set

Fire Wrecks a Forest	The National Parks Preserve Wild Life	Zion National Park, Ranger Naturalist Service	Wild Life	See America Unites States Travel Bureau	See America Welcome to Montana
(Context)	(Context)	(Context)	(Context)	(Context)	(Context)
					

<a href="https://www.loc.gov/resource/cph.3b48759/">https://www.loc.gov/resource/cph.3b48759/</a>	<a href="https://www.loc.gov/item/98518597/">https://www.loc.gov/item/98518597/</a>	<a href="http://www.loc.gov/pictures/item/2007676134/">http://www.loc.gov/pictures/item/2007676134/</a>	<a href="https://www.loc.gov/item/92522682/">https://www.loc.gov/item/92522682/</a>	<a href="https://www.loc.gov/item/96503125/">https://www.loc.gov/item/96503125/</a>	<a href="https://www.loc.gov/item/96503139/">https://www.loc.gov/item/96503139/</a>
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See America Welcome to Montana	See America United States Travel Bureau	See America Welcome to Montana	Ranger Nationalist Service Yellowstone National Park	Don't Kill our Wild Life	Grand Canyon National Park, a Free Government Service
(Context)	(Context)	(Context)	(Context)	(Context)	(Context)
					
<a href="https://www.loc.gov/item/92500639/">https://www.loc.gov/item/92500639/</a>	<a href="https://www.loc.gov/resource/cph.3b48731/">https://www.loc.gov/resource/cph.3b48731/</a>	<a href="https://www.loc.gov/item/98518516/">https://www.loc.gov/item/98518516/</a>	<a href="https://www.loc.gov/item/2007676133/">https://www.loc.gov/item/2007676133/</a>	<a href="https://www.loc.gov/item/92509203/">https://www.loc.gov/item/92509203/</a>	<a href="https://www.loc.gov/item/2007676131/">https://www.loc.gov/item/2007676131/</a>

Notes/Comments: This resource set is used as an example of what the expected outcome for this project.

Phase II

**Foundations Annotations**

**7. Curriculum Connections**

Students will research the history of the U.S. Forest Service and select an area they are interested in to create a poster demonstrating this time in history using the pop art style of the park service posters. The curriculum is focused primarily on the Visual Arts curriculum but also connects with Social Studies, Media Arts, Science, and Language Arts.

**8. Curriculum Standards**

VA: Cr1.2.11a Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.

VA: Cr2.3.11a Redesign an object, system, place, or design in response to contemporary issues.

VA: Cr3.1.11a Engage in constructive critique with peers, then reflect on, reengage, revise, and refine works of art and design in response to personal artistic vision.

VA: Pr4.1.11a Analyze, select, and critique personal artwork for a collection or portfolio presentation.

VA: Pr5.1.11a Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.

VA: Pr6.1.11a Make, explain, and justify connections between artists or artwork and social, cultural, and political history.

VA: Re7.1.11a Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.

VA: Re7.2.11a Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.

VA: Cn10.1.11a Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking.

ISTE Standards 1.b. Creativity & Innovation: Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Create original works as a means of personal or group expression

ISTE Standards 4.c. Critical Thinking, Problem Solving & Decision Making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources Collect and analyze data to identify solutions and/or make informed decisions



### 9. Content & Thinking Objectives



Students will use primary resources to explore the history of the U.S. Forest Service.



### 10. Inquiry Activities & Strategies



Students will research and identify a time period, era or topic relating to the U.S. Forest Service that interests them.

Students will create a poster depicting an era of time during U.S. Forest Service history or a particular topic of the U.S. Forest Service using the pop art design of park service posters.



### 11. Assessment Strategies



Students will be assessed based on identified criteria in a rubric.



## Other Resources



### 12. Web Resources



<http://www.loc.gov/teachers/usingprimarysources/>

<https://www.fs.fed.us/learn/our-history>

<http://www.foresthistory.org/Publications/USFSHistoryBooks.html>

<https://www.loc.gov/search?new=true&q=u.s.%20forest%20service>

<http://www.loc.gov/teachers/classroommaterials/connections/wpa-posters/file.html>



### 13. Secondary Sources



<https://www.fs.fed.us/>

<https://www.forestservicemuseum.org/>



### 14. Print and Other Media Resources



[59 Illustrated National Parks - Hardcover: 100th Anniversary of the National Park Service-Hardcover](#) *(optional)*

[59 Illustrated National Parks - Softcover: 100th Anniversary of the National Park Service-Softcover](#) *(optional)*

[59-piece Deluxe National Parks Postcard Set](#) *(optional)*

## ARS Component Guide

### Phase I Components

- 1. Title / Content Area:** Provide the title of the ARS. If the title doesn't explicitly denote the sets theme, please also provide a content area (e.g. Environment, Government, Immigration, War/Military, Women's History, etc.).
- 2. Developed by:** Provide your name and any other contributors to the ARS.
- 3. Grade Level:** Provide the grade level(s) for which the set is to be taught.
- 4. Essential Question:** Provide an essential question that encompasses the set theme and that could be used as a launching point for use in the classroom.
- 5. Contextual Paragraph for Resource Set:** Provide a short paragraph explaining the resource set and describing the context in which the set is to be used
- 6. Resource Set:** Provide titles, context, thumbnails and addresses for specific resources. It isn't necessary to provide a thumbnail for all resources (e.g. audio and video files).  
**Important:** Be sure to use a permanent URL and check your hyperlinks for all resources.

## Phase II Components

7. **Curriculum Standards:** Provide local, state or national standards that could be addressed through the use of the ARS and subsequent activities
8. **Curriculum Connections:** Provide other curriculum areas to which this set of resources could be applied
9. **Content & Thinking Objectives:** Provide objectives to be met through the use of the ARS and subsequent activities
10. **Inquiry Activities & Strategies:** Provide specific strategies and learning activities which the ARS will be used to support
11. **Assessment Strategies:** Provide assessment methods which will be used to demonstrate student learning after the use of the ARS and subsequent activities

## Other Resources

12. **Secondary Sources:** Provide any secondary sources that could be used to supplement the ARS
13. **Web Resources:** Provide links to any additional web resources that could be used to supplement the ARS
14. **Print and Other Media Resources:** Provide other resources that could be used to supplement the ARS