

Lesson # 4



Grade Level: 4th - 5th Grades

Content Area: Language Arts, Writing, Geography, Math, Computer Literacy, Educational Technology

Time: 1.5 Hours

Technology: Internet Search, Graphics, Desktop Publishing, Word Processing

Goal:

The goal of this lesson is for students to research vacation destinations based on their family's vacation interests, needs, and concerns and create a travel brochure for their family using a Microsoft Publisher or Microsoft Word.

Students will:

- Research internet databases by entering specific search criteria.
- Use technology to create a travel brochure publication.
- Perform peer review of each other's final products.
- Make decisions based on information.

Suggested websites:

<http://www.ustravel.org/news/press-kit/travel-facts-and-statistics>

<http://www.lonelyplanet.com/us>

<http://www.restaurantrow.com/>

<http://www.cruises.com>

<http://www.hotels.com>

<http://www.expedia.com>

<http://freefoto.ca/photos/vacation/>

Suggested videos:

[Microsoft Word : How to Make a Brochure in a Word Document](#)

[Creating brochures using Microsoft Publisher](#)

Role:	Students will act as travel agents and research various vacation destinations using internet search engines to collect data and create a travel brochure publication based on their family's interests and concerns.
Audience:	The brochures are for the student's family members who are looking for exciting discount summer vacations that meet their interests and are within their budget. Their classmates will also review the publication to provide peer feedback.
Situation:	The school year is almost over and summer vacations are approaching. Students will use technology to research and collect travel information from internet search engine's in order to develop a creative travel vacation brochure to present to their family members.
Product / Performance:	<p>Each student will design a travel brochure using Microsoft Publisher with three vacation options for their families to consider.</p> <ol style="list-style-type: none"> 1. The brochure should include photos, places to stay, places to eat, places to go, historical facts, demographics and anything else of interest to a prospective traveler. 2. Creative and persuasive writing should be used. 3. The brochure should include estimated costs for destinations. 4. The brochures must appeal to elementary school children, teenagers, and their parents. 5. The tours and activities should be suitable for adults, young children and teenagers and the destinations selected must meet the family's budget.
Standards and Criteria for Success:	See Brochure Rubric
Assessment:	Teachers and Students participate in the evaluation process by completing the rubrics.
Knowledge:	<p>Declarative Knowledge – students will list specific items concerning their family's vacation needs, interests, and concerns.</p> <p>Structural Knowledge - students will use creative and critical thinking skills to determine which vacations options are best for their family based on their research.</p> <p>Procedural Knowledge – students will use internet search engines for research and analysis and Microsoft Publisher to create a Travel brochure based on their findings. They will also begin to learn to make decisions based on information.</p>
Feedback:	Each student will complete the Presentation Student Evaluation

Travel Brochure Rubric

CATEGORY	(4) Excellent	(3) Good	(2) Fair	(1) Needs Improvement
Attractiveness & Organization (Organization)	The brochure has exceptionally attractive formatting and well-organized information.	The brochure has attractive formatting and well-organized information.	The brochure has well-organized information.	The brochure's formatting and organization of material are confusing to the reader.
Content - Accuracy (Ideas)	The brochure has all of the required information (see checklist) and some additional information	The brochure has all of the required information (see checklist).	The brochure has most of the required information (see checklist).	The brochure has little of the required information (see checklist).
Writing - Mechanics (Conventions)	All of the writing is done in complete sentences. Capitalization and punctuation are correct throughout the brochure.	Most of the writing is done in complete sentences. Most of the capitalization and punctuation are correct throughout the brochure.	Some of the writing is done in complete sentences. Some of the capitalization and punctuation are correct throughout the brochure.	Most of the writing is not done in complete sentences. Most of the capitalization and punctuation are not correct throughout the brochure.
Graphics/Pictures	The graphics go well with the text and there is a good mix of text and graphics.	The graphics go well with the text, but there are so many that they distract from the text.	The graphics go well with the text, but there are too few.	The graphics do not go with the accompanying text or appear to be randomly chosen.
Sources	There are many citations from a variety of sources accurately listed on the brochure.	There are some citations from a variety of sources accurately listed on the brochure.	There are a few citations accurately listed on the brochure.	Incomplete citations are listed on the brochure.

Presentation Student Evaluation

Name:

Presenter:

Topic:

1. Subject. Was the presentation informative? Did it have a clear focus? Was it well researched?

1 ... 2 ... 3 ... 4 ... 5 ... 6 ... 7

poor outstanding

2. Organization/Clarity. Was it easy to follow? Was there a clear introduction and conclusion?

1 ... 2 ... 3 ... 4 ... 5 ... 6 ... 7

poor outstanding

3. Preparation. Was the speaker rehearsed? Were they in control of the sequence, pacing and flow of the presentation? Did they make effective use of notes, without relying on them too heavily?

1 ... 2 ... 3 ... 4 ... 5 ... 6 ... 7

poor outstanding

4. Sensitivity to audience. Did the speaker maintain eye contact with all members of the class? Did they give you time to take notes as needed? Did they repeat the main ideas more than once? Did they make effective use of pauses, gestures, change in pace and pitch?

1 ... 2 ... 3 ... 4 ... 5 ... 6 ... 7

poor outstanding

5. Visual aids. Did the speaker make effective use of handouts, presentation software, overheads and/or the blackboard? Were overheads or board writing large enough to see easily?

1 ... 2 ... 3 ... 4 ... 5 ... 6 ... 7

poor outstanding

Lesson 4 Student Instructions:

The goal of this lesson is for students to research vacation destinations based on their family's vacation interests, needs, and concerns and create a travel brochure for their family using a Microsoft Publisher or Microsoft Word.

Students will:

- Research internet databases by entering specific search criteria.
- Use technology to create a travel brochure publication.
- Perform peer review of each other's final products.
- Make decisions based on information.

You will act as travel agents and research various vacation destinations using internet search engines to collect data and create a travel brochure based on their family's interests and concerns.

The brochures are for the student's family members who are looking for exciting discount summer vacations that meet their interests and are within their budget. Their classmates will also review the publication to provide peer feedback.

Suggested websites:

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You will meet with your family and discuss their vacation budget, needs, interests, and concerns.

Some critical thinking questions to be considered for group discussion are:

- How much does your family spend on summer vacations? What types of discounts are available?
- How has the general economy affected family vacation options?
- How have fuel prices affected family vacations costs and options?
- How has terrorism affected family vacation travel options?
- What is the crime rate in your destination? Are there any social problems?
- What travel documents are required?
- What type(s) of activities are of interest to children, teens, and parents?
- What types of places do families like to visit?

You will then record this information and begin to search internet databases in order to determine the best summer vacation for your family based on their needs, interests, and budget.

Each student will create a brochure publication using Microsoft Publisher or Microsoft Word with three vacation options for their families to consider.

1. The brochure should include photos, places to stay, places to eat, places to go, historical facts, demographics and anything else of interest to a prospective traveler.
2. Creative and persuasive writing should be used.
3. The brochure should include estimated costs for destinations.
4. The brochures must appeal to elementary school children, teenagers, and their parents.
5. The tours and activities should be suitable for adults, young children and teenagers and the destinations selected must meet the family's budget.
6. Special backgrounds and graphics to support and enhance the vacation theme are suggested.

Each student will complete the Presentation Student Evaluation to evaluate the effectiveness of their classmate's presentation of the final product.