



## Let's Travel: Travel Brochures of Arizona

Students learn about famous landmarks of Arizona while reinforcing their writing skills.

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<b>Grade Level</b>	4
<b>Duration</b>	3 class periods

### National Geography Standards

#### ELEMENT ONE: THE WORLD IN SPATIAL TERMS

1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.

#### ELEMENT TWO: PLACES AND REGIONS

4. The physical and human characteristics of places.

### Arizona Geography Strand

#### Grade 4 Strand 4 Geography Concept 1 The World in Spatial Terms

PO 7 Locate physical and human features in Arizona using maps, illustrations, or images.

- a. physical – Grand Canyon, Mogollon Rim, Colorado River
- b. human – Phoenix, Yuma, Flagstaff, Tucson, Prescott, Hoover Dam, Roosevelt Dam

### Other Arizona Standards

#### ELA Common Core Standards

##### Reading Informational Text

##### Integration of Knowledge and Ideas

**4.RI.9** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

##### Range of Reading and Level of Text Complexity

**4.RI.10** By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**AZ.4.RI.10** By the end of year, read and comprehend functional texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

##### Writing

##### Production and Distribution of Writing

**4.W.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**AZ.4.W.4** Produce clear and coherent functional writing (e.g., friendly and formal letters, recipes, experiments, notes/messages, labels, graphs/tables, procedures, invitations, envelopes) in which the development and organization are appropriate to task and purpose.

##### Research to Build and Present Knowledge

**4.W.7** Conduct short research projects that build knowledge through investigation of different aspects of a topic.

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**4.W.8** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

Conventions of Standard English

**4.L.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Use correct capitalization.
- b. Use commas and quotation marks to mark direct speech and quotations from a text.
- c. Use a comma before a coordinating conjunction in a compound sentence.
- d. Spell grade-appropriate words correctly, consulting references as needed.

### Overview

Travel brochures provide interesting and valuable information about geographic landmarks. With a little research and a lot of creativity, students can produce their own travel brochures of any Arizona landmark of interest.

### Purpose

This lesson will provide a glimpse of various famous landmarks in Arizona. Students will come to understand the reasons these sites are considered landmarks, as well as why they attract many visitors each year.

### Materials

- Travel brochures from various locations.
- Various Internet sites with information about Arizona, such as:  
[www.azhistorytraveler.org/cc.html](http://www.azhistorytraveler.org/cc.html)
- Student checklist for brochure
- Arizona resource books (social studies textbook, information books, etc.)
- Drawing paper, markers, colored pencils, or crayons

### Objectives

Students will be able to:

- Identify various landmarks in Arizona.

- Understand how landmarks impact the lives of the people in the state.
- Apply their knowledge of a particular landmark in a travel brochure that they produce.

### Procedures

1. Distribute travel brochures to the students and explain to students that these brochures are created to entice people to visit various places in Arizona. Allow students to view travel brochures as examples.
2. Students choose a landmark in Arizona. For instance, The Grand Canyon, Walnut Canyon, Canyon de Chelly, and others.
3. Students use the Internet, travel brochures, or books to gather information about the landmark they chose.
4. When students have all the information they need to write their brochures, they should write a rough draft of the information that will be included in their brochures. Explain that they are working for the Visitors Bureau in Arizona and they are writing the brochure to entice people to visit our state.
5. After the rough draft is complete, the students should do a practice brochure that will give them an idea of where they will put the information and what kinds of pictures they should include. Give them the student checklist, so they can monitor their performance.
6. After students have finished their "mock up," they should begin producing the actual brochure. To decorate the brochure students can use

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pictures from brochures, magazines, or their own artwork.

7. Using their best manuscript writing, have the students write the copy for their brochure. Make sure they include a map showing the location of the landmark.

8. The students will then share their brochures with the class.

### Assessment

The brochure will be assessed by assigning 5 points for each requirement on the Monument Brochure Checklist

- 5 facts
- conventions
- illustrations

- neatness
- information
- map).

Mastery will be considered 24 points out of 30 points possible.

### Extensions

The students could use the computer to produce the brochure. (This will take longer than three days).

The students could prepare a PowerPoint presentation of their landmarks to accompany their brochures (or instead of them).

For students with limited reading or writing abilities, produce a brochure with pictures and few words.