



Anytown: City Travel Brochure

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Grade Level	3-5
Duration	2-3 class periods

National Standards

GEOGRAPHY

Element 1: The World in Spatial Terms

2. How to use mental maps to organize information about people, places, and environments in a spatial context.

Element 2: Places and Regions

4. The physical and human characteristics of places.

6. How culture and experience influence people's perceptions of places and regions.

AZ Standards

ELA

Reading

Integration of Knowledge and Ideas

3.RI.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

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

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

Writing

Production and Distribution of Writing

3.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

4.W.4 and 5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

Arizona Social Science Standards

Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.

3.G3.1 Describe the movement of people in and out of Arizona over time. Key concepts include but are not limited to factors contributing to settlement, economic development, growth of major cities, major economic activities, and land use patterns

4.G3.1 Explain how the location and use of resources affects human settlement and movement.

5.G3.1 Use key historical events with geographic tools to analyze the causes and effects of environmental and technological events on human settlements and migration.

Overview

As students begin to learn about the world, they often want to know more about cities—those near and far from them.

Purpose

In this lesson, students will research a city to develop a mental map of what economic activities and recreational features create the unique qualities of this location. Students will then create a brochure to advertise the area to others.

Materials

- Computer and Internet access
- Art supplies
- Notetaking Sheet and Scoring Guide
- Vocabulary Cards

Objectives

The student will be able to:

- Identify recreational features of a city.

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- Identify economic activities of a city.
- Select words that are persuasive.

Procedures

Pre-requisite knowledge: How to locate information in a search engine.

Prior to this lesson: Select an Arizona city website that has both economic and recreational features for the city.

1. Project a tourist/travel website for one of Arizona's cities. Look for recreational features such as national parks, special events (fairs, car shows, etc.), and outdoor sports (skiing, hiking, hunting, etc.). Then look for the economic activities (tourism, farming, mining, commerce, factories, etc.) of this city. Model how to search for this information.
2. Then ask students to pair-share and have them tell their partner of a city they would really like to visit and explore. (Amusement parks are not considered cities, but students could do Orlando, FL or Anaheim, CA.)
3. Make a list of the cities named on the whiteboard.
4. Project the Vocabulary Cards and explain the terms that will be used for this project. Post copies of the cards on the Word Wall if needed or give copies to students who might need help remembering the new vocabulary.
5. Distribute the Notetaking Sheet and Scoring Guide. Go back to the website used to highlight

an Arizona city. Model for the students how to find the information and write it on the Notetaking Sheet while also documenting the website source.

6. Explain the scoring guide requirements and points possible.
7. When students can show a completed Notetaking Sheet, give them a piece of cardstock or construction paper for their brochure and art supplies. Demonstrate how to fold the paper and create a brochure. Encourage the use of color and images to make the brochure interesting.

Assessment

ELA and Geography

The brochure can be graded using the Scoring Guide. Mastery will be considered a score of 40 points or higher.

Extensions

Have students do their own community and compare their community to their selected city/town.

Sources