



Let's Travel: Travel Brochures of Arizona Landmarks

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Grade Level 3
Duration 3 class periods

ELL Adaptation by Leanne Matlock

National Standards

GEOGRAPHY
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

Element 3: Physical Systems
 7. The physical processes that shape the patterns of Earth's surface

Element 5: Environment and Society
 14. How human actions modify the physical environment

Arizona Geography Strand

ELA
Reading
Craft and Structure
 3.RI.4 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
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).

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.

Arizona Social Science Standards

GEOGRAPHY
The use of geographic representations and tools helps individuals understand their world.
 3.G1.1 Use and construct maps and graphs to represent changes in Arizona over time.
Human-environment interactions are essential aspects of human life in all societies.
 3.G2.1 Explain how people modify and adapt to the Arizona environment.

| SIOP Elements | | |
|---|---|--|
| <p>Preparation Adapting content Linking to background Linking to past learning Strategies used</p> | <p>Scaffolding Modeling Guided practice Independent practice Comprehensible input</p> | <p>Grouping Option Whole class Small groups Partners Independent</p> |
| <p>Integrating Processes Reading Writing Speaking Listening</p> | <p>Application Hands on Meaningful Linked to objectives Promotes engagement</p> | <p>Assessment Individual Group Written Oral</p> |

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Arizona ELP Standards

Grade 3

Basic

Listening and Reading

Standard 1 By the end of each language proficiency level, an English learner can construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.

B-1: ask and answer questions by using evidence from a text.

B-2: determine the central topic or message.

B-3: identify key details that support the main idea or message.

Standard 2 By the end of each language proficiency level, an English learner can determine the meaning of words and phrases in oral presentations and literary and informational text.

B-1: determine the meaning of frequently occurring academic and content-specific words and phrases.

Speaking and Writing

Standard 3 By the end of each language proficiency level, an English learner can speak and write about grade appropriate complex literary and informational texts and topics. .

B-3 compose informational text that includes details to develop a topic while using appropriate conventions.

Listening, Speaking, Reading, and Writing

Standard 7 By the end of each language proficiency level, an English learner can conduct research and evaluate and communicate findings to answer questions or solve problems.

B-1: gather information from multiple provided resources to answer questions.

B-2: respond to a question or problem based on gathered information from multiple sources, including personal experience.

Overview

As students learn more about the world, hopefully, they will increase their desire to explore. A logical progression would be to see their state first and then travel farther from home.

Purpose

In this lesson, students will explore Arizona landmarks through the research and create of a travel brochure. Some of the landmarks are natural features and some are man-made. But all of them are interesting to visit.

Key Vocabulary

landmark – a feature of a landscape that is easily recognized

visitors' bureau - a business that offers free information on visiting a place

brochure - a small booklet

travel - to go from one place to another

Materials

- Travel brochures from various locations

- Suggested Questions
- Landmarks in Arizona (b/w version)
https://geoalliance.asu.edu/sites/default/files/maps/AZ_landmarks.pdf
- Landmarks in Arizona (color version)
https://geoalliance.asu.edu/sites/default/files/maps/AZ_landmarks_color.pdf
- Landmarks in Arizona (poster size)
https://geoalliance.asu.edu/sites/default/files/maps/AZ_landmarks_poster.pdf
- Internet and computer lab or handheld devices
- Landmark Brochure Checklist
- White construction paper and drawing supplies

Objectives

Students will be able to:

- Identify what is a landmark.
- Use technology to gain information.
- Create an informative brochure.

Procedures

Prior to the Lesson: Look at the list of Suggested Questions and select at least five that the students will research and include in their brochure. Gather travel brochures. Use the shrink feature on a copy machine to make the Landmarks in Arizona map

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small enough to fit in a one-third section of the travel brochure that the students will be creating.

1. Begin the lesson by asking students if they know the purpose for this kind of booklet. Hold up or project a travel brochure. After soliciting their answers, explain to students that these brochures are created to entice people to visit a certain location. **(Preparation: Linking to background)**
2. Distribute a variety of travel brochures and give time for students to share and discuss the brochures. **(Application: Hands on)**
3. Conduct a class discussion about what were common elements found in a travel brochure.
4. Project the Vocabulary Cards and explain the definitions. Then post the cards on the Word Wall. **(Scaffolding: Comprehensible input)**
5. Project the color version of the Landmarks in Arizona map or post the poster size version on a wall. Tell the students that they will be given one of these landmarks. Their task will be to create a travel brochure that will make people want to visit this location. **(Application: Meaningful, Promotes Engagement)**
6. Distribute or post the list of questions (at least 5 were selected) that students will be researching.
7. Have students "draw out of a container" the landmark they will research.
8. Model how to search on the internet for information on a specific landmark and discuss how some sites are better than others. Preferred sites would be national and state parks, visitors' bureaus, city governments, tribal governments, etc., rather than blogs, Pinterest, Facebook, and other social media. **(Scaffolding: Modeling)**
9. Allow students time to use the Internet or other resources to gain information. **(Application: Hands On; Grouping: Independent)**
10. After students have gathered their information, share the Landmark Brochure Checklist and explain how the brochure will be graded.
11. Demonstrate how to fold a sheet of construction paper into thirds. Distribute construction paper and drawing supplies to the students. **(Scaffolding: Modeling)**
12. Remind students to decorate the brochure so it is attractive. Remind students to use their best writing so it can be read easily by a visitor. Give each student the Landmarks in Arizona map shrunk so it will fit in one column of the brochure. Instruct students to circle their landmark on the map. **(Integrating Processes: Writing, Reading; Assessment: Written, Individual)**

Assessment

ELA and Geography

The brochure will be assessed using the Landmark Brochure Checklist. Mastery will be considered a score of at least 24 points out of the 30 points possible.

Extensions

The students could use a computer to produce the brochure.

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

For diverse learners, they could produce a brochure with pictures and few words.