# Lesson Description

I'm small, colorful, about the size of an envelope, and full of helpful information. What am I? I'm a Silver Dollar City brochure! You can find me inside the park, in hotels, at restaurants, and all over Southwest Missouri. But now it's your turn to create an eye-catching, informative, and error-free brochure! In this 3-step lesson, students will learn a little about brochures ahead of time and then use that information to collect whatever materials they'll need to create a Silver Dollar City brochure of their own. Use the attached scoring guide to point students in the right direction. This activity is perfect for groups and can even turn into a great competition! Have fun with it and get creative!

# Concepts

Creativity
Audience awareness
Writing in various forms and types

# Objectives

Students will:
- Explore how various texts work more or less effectively
- Use various programs to write in various forms
- Effectively communicate information to a variety of audiences
- Use computers to create an informative brochure

# Content Standards

## Grade Level Expectations:

W1A: Apply a writing process to write effectively in various forms and types of writing
W2A: Compose text showing awareness of audience
W2E: In written text, apply conventions of capitalization, conventions of punctuations, and standard usage
W3A: Compose a variety of texts

## National Standards in Communication Arts

- **Standard 1**: Uses general skills and strategies of the writing process.

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- o   Benchmark 3, Grades 9-12: Editing and Publishing: Uses a variety of strategies to edit and publish written work (e.g., uses a checklist to guide proofreading; edits for grammar, punctuation, capitalization, and spelling at a developmentally appropriate level; refines selected pieces to publish for general and specific audiences; uses available technology, such as publishing software or graphics programs, to publish written work).
- o   Benchmark 7, Grades 9-12: Writes expository compositions (e.g., synthesizes and organizes information from first- and second-hand sources, including books, magazines, computer data banks, and the community; uses a variety of techniques to develop the main idea [names, describes, or differentiates parts; compares or contrasts; examines the history of a subject; cites an anecdote to provide an example; illustrates through a scenario; provides interesting facts about the subject]; distinguishes relative importance of facts, data, and ideas; uses appropriate technical terms and notations).

- **Standard 7**: Uses reading skills and strategies to understand and interpret a variety of informational texts.
  - o   Benchmark 1, Grades 9-12: Uses reading skills and strategies to understand a variety of informational texts (e.g., textbooks, biographical sketches, letters, diaries, directions, procedures, magazines, essays, primary source historical documents, editorials, news stories, periodicals, catalogs, job-related materials, schedules, speeches, memoranda, public documents, maps).

- **Standard 4**: Gathers and uses information for research purposes.
  - o   Benchmark 6, Grades 9-12: Uses systematic strategies (e.g., anecdotal scripting, annotated bibliographies, graphics, conceptual maps, learning logs, notes, outlines) to organize and record information.

## Time Required

Varies by session

## Materials

- Suggested: Copy of Pathfinder & current SDC brochure (and SDC website)
- Student activity sheet (scoring guide) from the Kids-U-Cation website
- Notebook
- Writing utensil
- Computer (for design and printing)

## Procedures

Session One:
1. Discuss with students what they already know about brochures.
2. Have students review various brochures in small groups. They should discuss the characteristics of brochures.
3. After the groups have reviewed and discussed the brochures, bring the class together to summarize their findings.
4. Pass out the brochure scoring guide so that they are aware of the type of information they are looking for.

Session Two:
1. Go on a Silver Dollar City field trip.
2. Remind students to take notes and pick up any information that will help create effective brochures.

Session Three:
1. Use computer programs (Microsoft Publisher, PageMaker, Adobe InDesign/Illustrator/Photoshop, etc.) to design a brochure with the elements from the scoring guide.
2. Students can work in groups or individually depending on the number of computers available.
3. Depending on time, have each student (or group) present their brochure to the class and explain their design (color choices, layout, etc.).

## Closure

Review the key points of this lesson by discussing the following:

- How many of you have ever looked through a Silver Dollar City brochure before?
- Tell me something interesting you learned from the brochure.
- What resource did you use that provided the most information?
- Explain the layout of your brochure and why you put certain information in particular places.
- If you were walking by your own brochure, would you pick it up? (Once completed)

## Assessment/Independent Practice

Each group (or individual) will create a brochure based on the scoring guide and the information they collected while at Silver Dollar City. It is left to teacher discretion as to whether or not computers are used (but highly recommended for layouts and printing). Teachers can also decide whether to do a general Silver Dollar City brochure or create one specifically for the current festival. Group competitions are also a great way to motivate students and the teacher can decide on the prize (extra credit, drop worst test grade, don't have to take the final, get out of 1 homework assignment, etc.). No matter what, have fun!

Name/Date: _____

# Brochures on the Brain

Using the scoring guide below, collect any and all information you might need to create an eye-catching and informative brochure for Silver Dollar City. Remember to take notes and jot down design ideas as they come to you. Then as a group (or individual) create a brochure using the computer program or materials your teacher recommends.

| LAYOUT DESIGN (25 POINTS POSSIBLE) | |
|---|---|
| | Is your brochure easy to read? |
| | Is all brochure space used appropriately and effectively? |
| | Do graphics or illustrations enhance your information? |
| | Is the font legible (color against background, style, size)? |
| | Do sections separate to help the reader? |
| | **TOTAL FOR LAYOUT DESIGN** |

| Required Information (50 POINTS POSSIBLE) | |
|---|---|
| | Festival dates |
| | Rides |
| | Shows and other attractions |
| | Cost per person, schedules, etc. |
| | Additional information that makes people excited to come to SDC |
| | **TOTAL FOR REQUIRED INFORMATION** |

| WRITTEN CONTENT (25 POINTS POSSIBLE) | |
|---|---|
| | Does your brochure effectively state important information? |
| | Are words spelled correctly? |
| | Is all text grammatically correct (punctuation, usage, capitalization)? |
| | Is your writing creative and interesting? |
| | Are your sources cited (give URL under biography and summaries)? |
| | **TOTAL FOR CONTENT** |

**OVERALL SCORE**
(100 points possible)

*SCORING GUIDE*
*for each element:*

*5 = Awesome*
*4 = Good*
*3 = OK*
*2 = Needs Work*
*1 = Poor*
*0 = Not Attempted*