



# Topic: Making A Colorado Brochure

Grade : 4 to adult

An integrated lesson plan covering three sessions of approximately 50 minutes each.

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## Lesson-Planning Approach

Some learners perceive their “world” as a whole, where all things are interconnected and dependent upon each other. These “integrated” students face major challenges in coping with our dominant educational, social, and economic systems, which tend to present information in a linear fashion without the necessity of integration into meaningful context. Integrated students are at-risk of failing as they attempt to grasp information in ways that do not match their experience. Among large populations of at-risk students are many from Native American and similar cultures who do not regard their world as a sum of parts but as a blend of all that they experience.

This lesson plan does include some traditional, linear approaches to delivering information (checklists, rules, analysis, problem solving and organization). In addition to the traditional, linear delivery of information, this lesson plan also includes some of the following strategies, designed to appeal to at-risk students as they learn academic/life skills:

- ❖ Integration of technology
- ❖ Story telling/anecdotal information
- ❖ Non-competitive group and team work
- ❖ Performance-based assessment and rubrics
- ❖ Visual presentations and practice through technology and other means
- ❖ Project-based assignments that integrate family and community
- ❖ Activities appealing to multiple intelligences (Gardner)

## Lesson Overview

This lesson is designed to guide students through the process of creating a brochure of Colorado. The students will work in groups to research different aspects of the state in order to give a brief overview of the state. Once the research is finished and the material has been written, the students will enter their information into a brochure template created in Word.

## Lesson Objectives

**Name of Project: Making a Colorado Brochure**

**Project Objective: When students complete this project, they will be able to create a brochure that includes different aspects of Colorado as a state.**

**Integration of Other Functional/Academic Skills:** (Critical thinking is required throughout the lesson.) Students will be able to...

Reading	Students will read expository text including biographical, statistical, information, and persuasive information.
Writing	Students will write paragraphs describing people, places, and tourist attractions in Colorado. Students will use correct grammar, spelling, and style for their writing.
Technology	Students will use a template in Word to create a brochure.

## State/National Standards

Reading and Writing Standards

- Standard 1: Students read and understand a variety of materials.
- Standard 2: Students write for a variety of purposes such as telling stories.
- Standard 3: Students write using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.

## Websites [URLs that support lesson]

Required:

**Official State Home Page:**

<http://www.state.co.us/>

**State Symbols:**

[http://www.state.co.us/gov\\_dir/gss/archives/arcemblem.html](http://www.state.co.us/gov_dir/gss/archives/arcemblem.html)

**State Tourism**

[http://www.state.co.us/visit\\_dir/visitormenu.html](http://www.state.co.us/visit_dir/visitormenu.html)

Support:

Pikes Peak Cam

[http://www.softronics.com/peak\\_cam.html](http://www.softronics.com/peak_cam.html)

### **Pre-requisites (Skills required to process project)**

**Students will need to be able to do the following:**

- **Read at a 4<sup>th</sup> grade level**
- **Write expository text**
- **Use templates on Word**

### **Required Materials**

The following materials will aid in the students finding the needed information:

Colorado History Books

Encyclopedias

Internet sites

Colorado Periodicals (e.g. Colorado Weekly)

### **Handouts**

The following handouts will aid students in researching their given portion of the brochure: (also included at the end of lesson)

[An Important Person](#)

[Facts of Colorado](#)

[Tourist Attraction](#)

[Major City](#)

## Required Equipment/Technology

A computer for each group of students  
Microsoft Word

## THE LESSON

**Note: Students do not learn from what you do but from what you have them do.**

### Preparation

Activity	Instructor Notes	ET
Show students a variety of brochures and discuss what makes an attractive brochure.	Include brochures that are persuasive such as advertisements for tourist attractions as well as descriptive brochures. Students would benefit from a discussion on the use of pictures and other graphics in a brochure.  <a href="#">Click here for Example 1.</a> <a href="#">Click here for Example 2.</a>	<b>20 min.</b>

### Presentation

Activity	Instructor Notes	ET
Divide students into groups of 4	Within each group, each student will have one of the following topics: tourist attraction, important person, major city, or statistics of Colorado.	
Teaching how to write about a tourist attraction.	Use the handout titled Tourist Attraction to help students decide what information to include about a tourist attraction in Colorado.	20 min.
Teaching how to write about important people.	Help the students recognize people who have been influential in Colorado History. The handout "An Important Person" will help them to organize information.	20 min.
Teaching what is important about a major city.	Deciding what information about a city to include in a brochure can be difficult. Use the handout titled "A Major City of Colorado" to help the students narrow their focus.	20 min.
Teaching how to report statistical information of a state.	Rather than a paragraph, students may organize their statistical data of Colorado in a table. Help the students understand how data is often expressed numerically. Use the Handout "Colorado Facts".	20 min.

## Performance and Practice

Instructions for students	Teacher notes	ET
Students are to use the appropriate handout to find useful information on their assigned task.	Now it's time for the students to do their work. Using the handouts, they are to find the information.	30 min.
Upon completing the handout, students are to write a paragraph describing what they have researched. Students researching the statistics of Colorado may choose to form a table instead.	Emphasize correct grammar, spelling, punctuation, and style in their writing.	25 min.
Creating the Brochure	Students enter their writing into the brochure template provided.	45 min.

## Lesson Assessment Strategy (Formative – As the lesson progresses)

### Preparation, Presentation and Overall Implementation (Instructor)

Were the students able to find enough information on their portion, or should I have provided more resources? (To be assessed by observation).

Did the handouts provide enough structure for the students to find enough to write a complete paragraph? (To be assessed by collecting handouts and paragraphs).

### Performance and Practice (Student)

Did the students complete the handouts correctly and completely?

Was all of the information on the handouts included in their paragraphs?

(The above is to be assessed by collecting the handouts and paragraphs).

### Technology

Was the brochure template self-explanatory enough for the students to understand?

Did the clip art import and fit into the brochure template easily?

## Handout

Each of the following handouts has a link to a printable version.

### Important Person Handout:



[Click for  
printable  
version](#)

Name \_\_\_\_\_

## A Major City of Colorado

Which city have you chosen? \_\_\_\_\_

What is the population of the city? \_\_\_\_\_

What are 4 attractions within the city?

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

What are 2 unique things about the city?

1. \_\_\_\_\_

2. \_\_\_\_\_

Are there any special stories or facts that you found out about the city?  
Consider how the city was founded or how it got its name.

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Tourist Attraction Handout:

Name \_\_\_\_\_



[Click for  
printable  
version](#)

## Colorado Tourist Attraction

Name of your chosen tourist attraction:

\_\_\_\_\_

Describe your attraction (list 4 things).

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

Why should people visit this attraction?

\_\_\_\_\_  
\_\_\_\_\_

How many people visit this attraction each year?

\_\_\_\_\_



**Facts of Colorado Handout:**

Name \_\_\_\_\_



[Click for  
printable  
version](#)

**Facts of Colorado**

**Directions:** Complete the following chart with factual information about Colorado.

<b>Population</b>	
Largest Cities	1. 2. 3.
Land Area	
Acres of Forest	
<b>Number of peaks over 14,000 feet</b>	
Highest point in CO	Place: _____ Elevation _____
State Capitol	
State Bird	
State Flower	
State Tree	

Continued on next page.

**Directions: Find 4 more facts about Colorado.**


**An Important Person Handout:**



[Click for  
printable  
version](#)

Name \_\_\_\_\_

**An Important Person**

**What is the name of your person?** \_\_\_\_\_

List biographical information below:

Birth date: \_\_\_\_\_ Birth place: \_\_\_\_\_

Death date: \_\_\_\_\_ Death place: \_\_\_\_\_

What did this person do in Colorado to become famous?

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What qualities made this person a special person (i.e. courageous, generous, humanitarian, leadership, etc...)?

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## Activity Checklist for Groups

Activity	Check when finished.
Major City handout is completed	
Major City paragraph is written	
Important person handout is completed	
Important person paragraph is written	
Facts of Colorado handout is completed	
Facts of Colorado paragraph is written	
Tourist Attraction handout is completed	
Tourist Attraction paragraph is written	
All paragraphs are entered into the brochure template	
Clip Art has been imported into appropriate places	

## Technology Checklist

- ✓ Brochure template has been loaded for student use.
- ✓ Printers are ready and communicating with the computer.

## Lesson Rubric

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Handouts are not completed enough to form a paragraph.	Handouts are mostly completed, yet have many missing pieces of information.	Handouts are completed with only a few missing pieces of information.	All handouts are completed fully with the desired information.
Paragraphs are off topic and do not have a topic and conclusion sentence.	Paragraphs either leave out information or lack the topic and conclusion sentence.	Paragraphs are written with the handout information, but lack either a topic or conclusion sentence.	Paragraphs are written using the information in the handout with a topic and conclusion sentence.
Brochures have significant typing errors and no clip art.	Brochures have typing errors and some clip art is missing.	Brochures are typed correctly, but all clip art is not present.	Brochures are typed correctly and have clip art imported correctly.