LESSON 14  

DESIGN A BROCHURE

Overview
Students design a brochure that highlights the attractive aspects of their assigned areas or neighborhood: visual character, recreational opportunities, or whatever else makes their area a good place to live.

Objective
Students will be able to:
1. Organize information from their assigned neighborhood into a promotional brochure.
2. Utilize software programs such as Microsoft Publisher to design and create visual text to engage an audience.

Procedure
The students will work in the same groups as they did in Lesson 3- Neighborhood ViewTeams. Pass out the Neighborhood/Site Brochure sheet (attached). After reading this sheet, discuss the project with the students, prior to proceeding to the sample brochure table.

Set up a table with sample brochures. Choose brochures with the same theme for comparison purposes. We used ski resort brochures for this exercise. Students compare brochure sizes, layouts and design prior to developing their own brochure. Encourage the students to use photos of their neighborhood in the brochures.

Teaching Tips
The finished brochures will be attached to the final presentation boards. A second copy of each of the brochures should be saved for future reference.
Neighborhood / Site Brochure Assignment

You are to develop an informational brochure designed to share your knowledge of land use planning. This brochure will highlight the neighborhood your group was assigned to. The target audience will be people who are interested in living in your town. The brochure will be constructed on 8.5 x 11 inch or 8.5 x 14 inch sheet of paper. The completed brochure will be a portion of your final project.

Once you have a design in mind, and have written the information to be placed in the brochure, make a simple version on a white sheet of paper. Your final copy may be handwritten or designed on a computer.

Be certain that your site number and group members names are placed on the back of your brochure.

Content Standards Addressed

Language Arts

Standard 6. Voice
♦ All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts that enlighten and engage an audience.

Standard 7. Skills and Processes
♦ All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing.

Standard 11. Inquiry and Research
♦ All students will define and investigate important issues and problems using a variety of resources, including technology, to explore and create texts.
## BROCHURE ~ GRADING SCALE

<table>
<thead>
<tr>
<th>POINTS</th>
<th>Brochure Design</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Brochure Design</strong></td>
<td>50 pts.</td>
<td>50 pts.</td>
</tr>
<tr>
<td>Neatness, quality of work</td>
<td>_____/10</td>
<td>_____/10</td>
</tr>
<tr>
<td>at least four panels</td>
<td>_____/30</td>
<td>_____/10</td>
</tr>
<tr>
<td>consisting of appropriate</td>
<td></td>
<td>_____/10</td>
</tr>
<tr>
<td>drawings, maps, graphics</td>
<td></td>
<td>_____/30</td>
</tr>
<tr>
<td>title area - creative/</td>
<td>_____/5</td>
<td>_____/5</td>
</tr>
<tr>
<td>interesting to target</td>
<td></td>
<td>_____/5</td>
</tr>
<tr>
<td>group</td>
<td></td>
<td></td>
</tr>
<tr>
<td>informational pages inside</td>
<td></td>
<td>_____/30</td>
</tr>
<tr>
<td>creative/interesting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>for target group</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Design</td>
<td>_____/50 pts.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Information</strong></td>
<td>50 pts.</td>
<td></td>
</tr>
<tr>
<td>geographically correct</td>
<td>_____/10</td>
<td></td>
</tr>
<tr>
<td>related to land use</td>
<td>_____/10</td>
<td></td>
</tr>
<tr>
<td>presented logically/easy</td>
<td>_____/30</td>
<td></td>
</tr>
<tr>
<td>to understand</td>
<td></td>
<td></td>
</tr>
<tr>
<td>for target group</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Information</td>
<td>_____/50 pts.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>BONUS</strong></td>
<td>_____/10</td>
<td></td>
</tr>
<tr>
<td>Work above and beyond</td>
<td></td>
<td></td>
</tr>
<tr>
<td>what is expected</td>
<td></td>
<td></td>
</tr>
<tr>
<td>**TOTAL DESIGN AND</td>
<td>_____/100 pts.</td>
<td></td>
</tr>
<tr>
<td>INFORMATION**</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Neighborhood / Site Brochure Rubric - Language Arts

Design
- Neatness, quality of work ___________/10
- Title area - creative/interesting to target group ___________/5
- Informational pages inside are creative/interesting ___________/5
- Presented logically/easy to understand for target group ___________/30

BONUS: Work above and beyond what is expected. ___________/5

TOTAL ___________/50 PTS.

Neighborhood / Site Brochure - Geography

Content
At least four panels consisting of: drawings, maps, graphics _______/30
Information _______/20
Geographically correct _______/10
Related to land use _______/10

BONUS: Work above and beyond what is expected _______/5

TOTAL _______/50 PTS.

Teaching Tip
Students may fill out the Site / Neighborhood Brochure Project Group Evaluation form. This form allows students to share the group dynamics with the teacher. Group members are listed on the form, but individual students remain anonymous.
SITE / NEIGHBORHOOD BROCHURE PROJECT
GROUP EVALUATION

GROUP MEMBERS

1. Describe how your group worked together.
   A. We worked well together, no problems.
   B. After a slow start, we worked together.
   C. We had a few problems, but each group member contributed to the project
   D. One or two group members did all the work for the project.

2. Time spent working together during school.
   A. Less than one hour.
   B. One to Five hours.
   C. Five to ten hours.
   D. Over ten hours.

3. Time spent working together after school.
   A. Less than one hour.
   B. One to five hours.
   C. Five to ten hours.
   D. Over ten hours.

4. For cooperation, I would rate our group:
   A. 0-2, minimal cooperation.
   B. 3-5, some cooperation.
   C. 6-8, everyone contributed.
   D. 9-10, the BEST! We worked as a team!

5. The rubric (grading scale) for the brochure was:
   A. Difficult to understand.
   B. Understandable, once it was explained to us.
   C. Easy to understand.

Comments and/or suggestions (back):