

MAKE YOUR OWN BROCHURE

LESSON OVERVIEW: STUDENTS WILL USE IMAGINATION AND WRITING SKILLS TO MAKE A BROCHURE REPRESENTING ANY PLACE THEY WOULD LIKE TO VISIT.

LANGUAGE ARTS STANDARDS

Writing: Standard 1

The student uses the writing process effectively.

(LA.B.1.3.1; LA.B.1.3.2; LA.B.1.3; LA.B.1.3.4)

VISUAL ART STANDARDS

Creation and Communication: Standard 1

The student creates and communicates a range of subject matter, symbols, and ideas using knowledge of structures and functions of visual arts.

(VA.B.1.3.1; VA.B.1.3.2 VA.B.1.3.3; VA.B.1.3.4)

Materials:

Paper, Universal Orlando® brochure, or other brochure you have handy, general arts and craft supplies that you deem appropriate.

Procedure:

1. Have students fold paper in threes to form a long narrow “brochure”.
2. Students can use a real location, or have them use their imagination to make up their own destination, such as fairy tale land, or even their own theme park.
3. The cover should be a picture of their destination.
4. The inside should include the following: a brief description, things to do, places to stay, where to eat and directions to get there.

Challenge:

5. If you want to add a mathematics component, have students determine pricing and special deals.
6. Have students use the Internet for examples and more information.

Wrap up:

1. Have students give a brief presentation to the class about their brochure and their destination.
2. Have student be “travel agents” attempting to sell this trip to other classmates.
3. Display brochures and have them “visit” their location occasionally in their mind. Have them write a short story about a day the spent in the place they would like to visit.

After the Thrill:

Universal Orlando uses various brochures to showcase their theme parks. Bring brochures back from the park and compare to student’s brochures. Discuss any changes students would make in their brochure or the Universal Orlando brochure. Discuss what brochures are used for and how effective they are.