

# Lesson Plan: Create a Brochure

## Overview

In *Create a Brochure*, students will research a country and create a brochure about it using Google Drawings.

### Objectives

#### **By the end of this lesson, students should be able to:**

- Achieve the following objectives:
  - Research a country or other topic.
  - Choose the most interesting facts and use them to create a brochure.
- Answer the following essential questions:
  - How can I find and select the information I want to convey about a country or other topics?
  - How can I use formatting elements to communicate information visually?
- Internalize the following enduring understandings:
  - Using multiple credible sources allows me to identify the most relevant information about a topic.
  - I can use formatting and other visual elements to communicate information in a clear, appealing manner.

### Digital Skills

As they complete this lesson, students will learn and practice the following digital skills:

- Create and name a drawing.
- Research information online.
- Draw vertical lines.
- Add background color
- Insert text boxes.
- Add text.
- Select font style, size, and color.
- Add borders and fill color
- Copy a drawing.
- Adjust text and formatting.

### Terms and Concepts

As they complete this lesson, students will learn and use the following terms and concepts:


- brochure

## Middle and High School

- tri-fold
- citation

 Total Duration

- 45 minutes (can be extended to 90 minutes with extension videos)

 Materials

- Computer with internet access (per student)
- Headphones (per student)
- [Applied Digital Skills website](#)

## Lesson Outline: Main Videos Plus Extensions

Video	Duration	Description
1 Introduction to Create a Brochure	5 min	Students are introduced to the lesson, create a new drawing, and give it a title.
2 Lay Out Your Brochure	10 min	Students lay out their brochure.
3 Research and Add Facts to the Inside of Your Brochure	15 min	Students research their country and add facts to the inside of their brochure.
4 Create the Outside of Your Brochure	10 min	Students create the front cover, back cover, and inner flap of their brochure.
5 Create a Brochure Wrap-Up	5 min	Students wrap up the lesson and discover how the skills they learned can apply to other tasks.
* Extension: Insert Images into Your Brochure	10 min	Students search the internet for images and insert them into their brochure.
* Extension: Add Word Art to Your Brochure	10 min	Students enhance the look of the text used in their brochure by adding word art.
* Extension: Add "Fun Facts" about Your Country to Your Brochure	10 min	Students research "fun facts" about their country and insert them into the outer flap of their brochure.

 Prep

Before introducing this lesson to students:

- Create a teacher account at [g.co/applieddigitalskills](https://g.co/applieddigitalskills), and add a class.
- Distribute the class code to your students.

## Procedure

1. Introduce the lesson: Prompt students to think about the different purposes of a brochure (see [Appendix](#) for suggested prompts).
2. Check in with students during class: Meet one-on-one or in small groups as students watch videos (see [Appendix](#) for suggested prompts).
3. Wrap up the lesson: Give a short closing and facilitate brief discussion about what students learned and experienced (see [Appendix](#) for suggested prompts).

## Check Outcomes

Walk around class and monitor progress to ensure students:

- Create a new drawing and rename it.
- Change the page size and add vertical lines.
- Add text boxes and insert category titles.
- Select font style, size, and color.
- Add borders and fill color.
- Insert text boxes into each panel.
- Research facts about their country for three categories and add at least five facts for each category.
- Copy their original drawing and rename it.
- Update the text to create the front cover, back cover, and inner flap and adjust the formatting.

## Assessments

- Use the reflection ([answer key](#)) at the end of this lesson to assess what students have learned about creating a brochure about a country.

## Resources

- [Example project 1](#)
- [Example project 2](#)
- [Project Evaluation Rubric](#)
- [Appendix](#)

**Tip: This lesson is designed to be completed in a single class period.** It has multiple videos for students to watch, which vary in duration and guide students through building a main project around a central theme. Also included are three optional extension videos, which should each take students 5-10 minutes to

complete. They can be added to the main lesson to extend instructional time and allow students to add on to their projects and reinforce skills.

**Tip: Assign groups.** Some videos require students to work in pairs or groups. Save time by assigning students before the lesson begins.

**Tip: Reserve 5 minutes at the beginning and end of each lesson.** Start each class with a 5-minute introduction and end each class with a 5-minute closing.

**Tip: Use the rubric to evaluate student work.** Rubrics are linked in each lesson plan to evaluate student work. Share a copy of the rubric with students before they turn in their projects.

## Example Student Outcome (Inside Content, Layout, and Formatting)

The image shows a Google Slides presentation titled "France Brochure Inside" with a menu bar (File, Edit, View, Insert, Format, Arrange, Tools, Help) and a toolbar. The main content area displays a brochure with three vertical panels, each with a light blue background and a thin border. The panels are titled "Geography", "Culture", and "Government".

Annotations with red arrows point to various elements:

- "Drawing titled" points to the title "France Brochure Inside".
- "Text boxes inserted" points to the "Geography" header.
- "Headers added" points to the "Geography" header.
- "Font style, size, and color applied" points to the "Culture" header.
- "Borders and shading added" points to the "Government" header.
- "At least five facts per panel added" points to the list of facts in the "Geography" panel.
- "Background selected" points to the light blue background of the "Government" panel.
- "Vertical lines added" points to the vertical lines separating the panels.

**Geography Panel Content:**

- Capital:** Paris
- Continent:** Europe
- Borders:** Spain, Germany, Belgium, Switzerland, Italy, Luxembourg
- Mountain ranges:** Alps, Pyrenees, Massif Central
- Rivers:** Seine, Rhine, and Rhône
- Size:** 248,573 square miles

**Culture Panel Content:**

- Population:** 65,097,000
- Official language:** French
- Famous exports:** cheese, wine, fashion
- Food:** quiche, croissants, crêpes, baguettes
- Famous artists:** Claude Monet, Pierre-Auguste Renoir, Paul Cézanne
- Important holiday:** Bastille Day (July 14th)
- Famous landmarks:** the Eiffel Tower, the Louvre

**Government Panel Content:**



- Type of government:** Democracy
- Head of state:** President Emmanuel Macron
- Head of government:** Prime Minister Édouard Philippe
- Branches:** executive, legislative, judicial
- Parliament:** Senate and National Assembly
- Constitution:** current version adopted 1958

### Example Student Outcome (Outside Content and Formatting)

The image shows a Google Slides presentation titled "France Brochure Outside" with a menu bar (File, Edit, View, Insert, Format, Arrange, Tools, Help) and a toolbar. The slide content is organized into three vertical columns, each with a header and a text box. Red arrows point to various elements with descriptive labels:

- Header added:** Points to the "Basic French" header in the first column.
- Additional information included:** Points to the list of French phrases in the first column.
- Font size, style, and color selected:** Points to the "Basic French" text.
- Drawing copied and renamed:** Points to the "Sources" header in the second column.
- Sources inserted:** Points to the list of URLs in the second column.
- Text boxes inserted:** Points to the "Bienvenue!" text in the third column.
- Borders and shading applied:** Points to the "France" title in the third column.
- Title added:** Points to the "France" title.
- Subtitle added:** Points to the "General Facts and Information" subtitle.

### Example Student Outcome: Extension 1 (Images)

<i>Geography</i>	<i>Culture</i>	<i>Government</i>
<p><b>Capital:</b> Paris <b>Continent</b> Europe <b>Borders:</b> Spain, Germany, Belgium, Switzerland, Italy, Luxembourg <b>Mountain ranges:</b> Alps, Pyrenees, Massif Central <b>Rivers:</b> Seine, Rhine, and Rhône <b>Size:</b> 248,573 square miles</p>	<p><b>Population</b> 65,097,000 <b>Official language:</b> French <b>Famous exports:</b> cheese, wine, fashion <b>Food:</b> quiche, croissants, crêpes, baguettes <b>Famous artists:</b> Claude Monet, Pierre-Auguste Renoir, Paul Cézanne <b>Important holiday:</b> Bastille Day (July 14th) <b>Famous landmarks:</b> the Eiffel Tower, the Louvre</p>	<p><b>Type of government</b> Democracy <b>Head of state:</b> President Emmanuel Macron <b>Head of government</b> Prime Minister Édouard Philippe <b>Branches:</b> executive, legislative, judicial <b>Parliament</b> Senate and National Assembly <b>Constitution</b> current version adopted 1958</p>
		

Text and images aligned

Images inserted

## Example Student Outcome: Extension 2 (Word Art)

The image shows a student-created brochure with three columns. The left column is titled "Basic French" and lists common phrases. The middle column is titled "Sources" and lists three URLs. The right column is titled "Bienvenue!" and "France" in word art, with the subtitle "General Facts and Information". Annotations with arrows point to specific elements: "Word art size adjusted" points to the "Basic French" title; "Word art inserted" points to the "Bienvenue!" word art; and "Font style, fill color, and border thickness selected" points to the "Sources" box.

<h1>Basic French</h1> <p><b>Bonjour:</b> Hello <b>Au revoir:</b> Goodbye <b>S'il vous plait:</b> Please <b>Merci:</b> Thank you <b>Yes:</b> Oui <b>No:</b> Non <b>Bienvenue:</b> Welcome</p>	<h2>Sources</h2> <ul style="list-style-type: none"><li>• <a href="https://www.britannica.com/place/France/Government-and-society">https://www.britannica.com/place/France/Government-and-society</a></li><li>• <a href="https://kids.nationalgeographic.com/explore/countries/france/#france-eiffel-tower.jpg">https://kids.nationalgeographic.com/explore/countries/france/#france-eiffel-tower.jpg</a></li><li>• <a href="https://ielanguages.com/frenchphrases.html">https://ielanguages.com/frenchphrases.html</a></li></ul>	<h1>Bienvenue!</h1> <h1>France</h1> <h3>General Facts and Information</h3>
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Word art size adjusted

Word art inserted

Font style, fill color, and border thickness selected

Example Student Outcome: Extension 3 (Fun Facts)

**Basic French**

Bonjour: Hello  
Au revoir: Goodbye  
S'il vous plait: Please  
Merci: Thank you  
Yes: Oui  
No: Non  
Bienvenue: Welcome

**The Baguette: France's National Bread**

- National law states that baguettes must contain only flour, yeast, salt, and water.
- March 21st is National French Bread Day.
- France wants to have the baguette recognized as a UNESCO cultural wonder.

**Sources**

- <https://www.britannica.com/place/France/Government-and-society>
- <https://kids.nationalgeographic.com/explore/countries/france/#france-eiffel-tower.jpg>
- <https://ielanguages.com/frenchphrases.html>
- <https://www.frenchdesire.com.au/facts/bread/>

**Bienvenue!**

**France**

**General Facts and Information**

Font sizes adjusted and text boxes moved

Text formatting copied and pasted

Text box with new heading added

List bulleted

At least three "fun facts" added



# Appendix

## Create a Brochure Lesson Plan

Introduce the lesson and prompt students to think about a country or other topic they might like to create a brochure about.

Say *To get started and join our class, go to [g.co/applieddigitalskills](https://g.co/applieddigitalskills) and select "Sign In." Click on your Google account (or create one), choose "I am a student," and enter our class code. (Teacher note: Locate your class code on your dashboard.) After you join our class, proceed to Video 1 and begin watching.*

Ask

- *What are brochures used for?*
- *What makes a brochure interesting and engaging?*
- *What types of information might you include in a brochure?*

Describe the activities and outcomes for the lesson.

Say *In this lesson, you will research a country and create a brochure about it using Google Drawings.*

Say *Go to [g.co/applieddigitalskills](https://g.co/applieddigitalskills) and select "Sign In" to log into your profile. If you see "Wait," click it and move onto the next unit. If you already see "Introduction to Create a Brochure" then you are ready to begin watching the first video. Watch the first video, and complete the steps described.*

Teacher Note	If students need help accessing the lesson, have them navigate the curriculum menu by clicking on "Curriculum" at the top of the page, then scrolling down and selecting the correct lesson.
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Intro/Closing Questions

- *What country would you like to learn more about? Why?*
- *How can visual elements help make text easier to read and more appealing?*

Engage

- *What was the most interesting thing you learned about your country?*

Wrap up the lesson.

- Wrap-Up Summarize the lesson and celebrate that, as a result of the skills learned, they created an exciting project.
- Say *In this lesson, you researched a country and created a brochure about it in Google Drawings. You used formatting elements to make your brochure more engaging and interesting.*
- Ask
- *How did adding formatting elements help you communicate information?*
  - *What else might you use a brochure like this for?*
  - *How will you apply the new skills you learned here to your life or work?*

## Reflection Answer Key

1. D
2. A
3. A
4. C
5. C
6. B
7. C
8. A
9. D
10. (Open-ended)
11. (Open-ended)
12. (Open-ended)

## Evaluating Open-ended Responses

### Question 10

- Look for responses that include the following concepts: A brochure can be used to introduce a topic, advertise a product, or summarize an event.

### Questions 11 and 12

Responses to these two questions can be used to:

- Identify concepts and/or skills that students may need additional instruction on or practice with to fully understand.
- Identify where the digital skills and concepts could be embedded in future classroom activities and assignments.
- Identify if students are making connections between the digital skills and concepts covered in this lesson and how they can use those digital skills and concepts in different settings or on different assignments.