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.

III 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



- tri-fold
- citation

○ Total Duration

Materials

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



Before introducing this lesson to students:



- Create a teacher account at <u>g.co/applieddigitalskills</u>, 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 <u>Appendix</u> for suggested prompts).
- 2. Check in with students during class: Meet one-on-one or in small groups as students watch videos (see <u>Appendix</u> for suggested prompts).
- 3. Wrap up the lesson: Give a short closing and facilitate brief discussion about what students learned and experienced (see <u>Appendix</u> 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 (<u>answer key</u>) 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



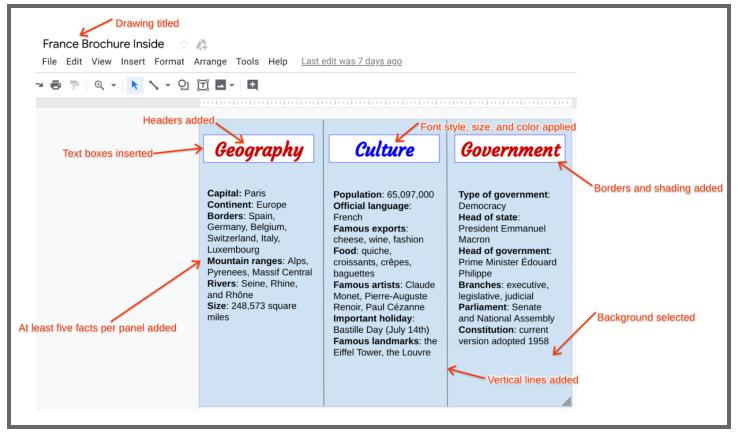
complete. They can be added to the main lesson to extend instructional time and allow students to add on to their projects and reinforce skills.

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.

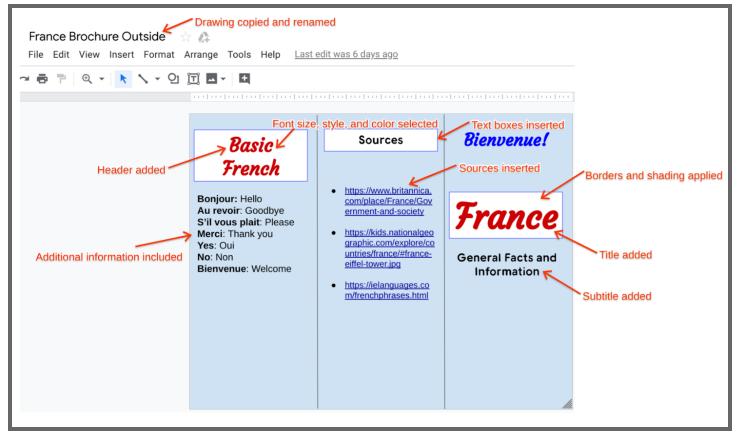
Tip: Use the rubric to evaluate student work. Rubrics are linked in each lesson plan to evaluate student work. Share a copy of the rubric with students before they turn in their projects.

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





Example Student Outcome (Outside Content and Formatting)



Example Student Outcome: Extension 1 (Images)

Geography

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

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

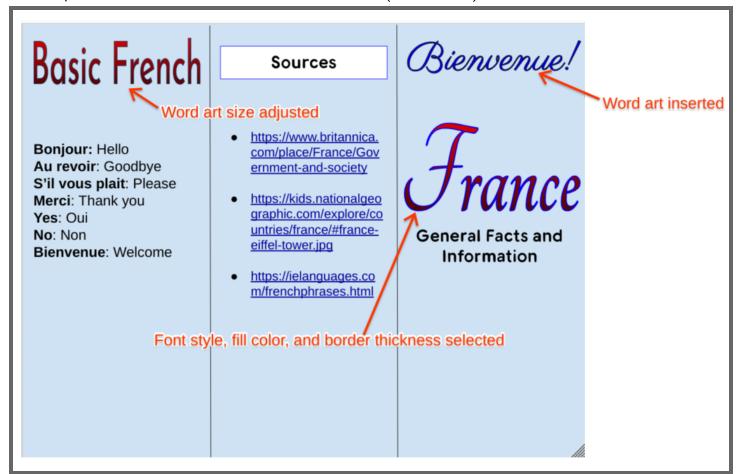
Text and images aligned

Government

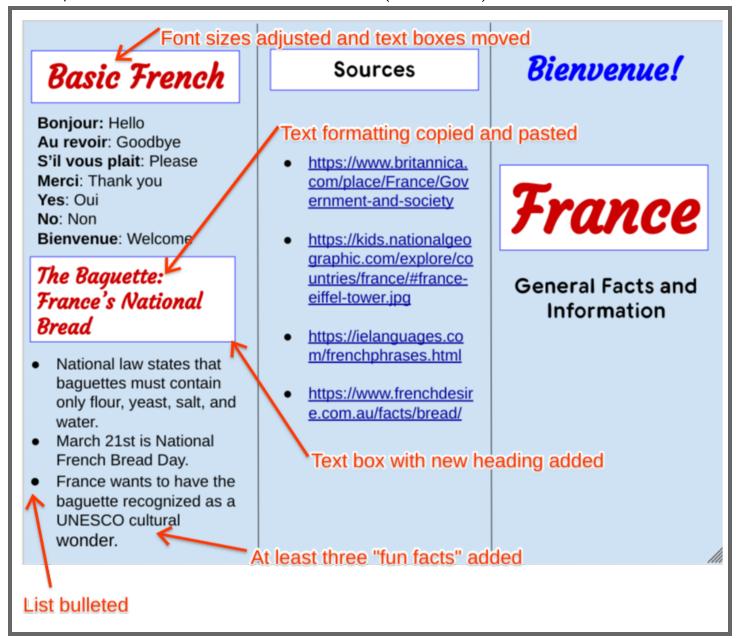
Type of government
Democracy
Head of state:
President Emmanuel
Macron
Head of government
Prime Minister Édouard
Philippe
Branches executive,
legislative, judicial
Parliament Senate
and National Assembly
Constitution current
version adopted 1958 Images inserted



Example Student Outcome: Extension 2 (Word Art)



Example Student Outcome: Extension 3 (Fun Facts)





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 <u>g.co/applieddigtialskills</u> 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 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.

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.

Ouestions 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.

