

## Lesson 9.2

### LOCAL HISTORY PROJECT: CREATE A TOURISM BROCHURE

**Objectives:** In order to create a tourism brochure for their local community, students will describe local geographical, historical, and industrial features, practice persuasive writing skills, gain pride in their local community, and develop their research skills.

**Materials:**

- Chalkboard
- Paper, pens, and pencils
- Cameras and film or digital cameras

**Timing:** One to two months, both in class and outside of class.

**Preparation:**

Before you assign the project to the class, do some preliminary research of your own. Find out whether a tourism brochure exists for your local community (check the Chamber of Commerce). If so, is there a way that your class can improve on it? Can you create a brochure with a special twist, like a historical, geographical, or literary walking tour of your town or neighborhood? If a brochure is not already available, your town will most likely be grateful for your efforts at creating a brochure. If you are interested in publishing your brochure for the public, you should find out what it will cost to print a brochure. Ask local businesses if they would like to sponsor the project in return for ads in the brochure. Decide ahead of time how many pages the brochure should be, and approximately how many sites should be included. Alternatively, ask the Chamber of Commerce if you might be able to add a page or two to their web site, and publish your class brochure on the web.

**Procedure:**

1. Discuss the project with your class. Do a brainstorm with the group: What would tourists who came to visit your town like to see and do? What information should they know about the town? What is distinctive about your town? Write student ideas up on a chalkboard.
2. Break the class up into research teams of 2-3 people. Assign sites and/or events to these teams, such as a local building of historical interest, an annual fair, or a distinctive waterfall. It should then be the team's responsibility to research their site or event as thoroughly as they can. Help students by providing lists of local experts to talk to or sources to refer to. Have students take photographs, if possible, of their site or event.
3. Give students two to three weeks to complete their research. Check in with research teams during classroom time frequently, in order to make sure they are on the right track.

4. Have research teams write up a blurb describing their assigned site or event, including photographs or illustrations, and relevant information (phone numbers, hours, cost of tours, etc.). Compile all the teams' blurbs and bind them in a classroom poster, brochure, or small book. Present the project to the school, or to the local Chamber of Commerce. Make sure each student is accountable for some measurable part of the teamwork, i.e. the photography, the writing, the research, or some part of each of those.

\*Note: Try collaborating with the computer teacher for this project. He or she can help students create compelling graphics and work on their presentation skills, while you focus on the content and the writing.

5. If you have found the funding to print the brochure for public distribution, make sure it is well-edited and proofread several times before sending it out to be printed. You may want to break students into an editing team, a layout team, a proofreading team, and a graphic designing team, or some such combination, in order to make sure the brochure is an excellent product.

**Evaluation:** Using a Self-Evaluation form, have students evaluate their own participation in the project. Evaluate them yourself, taking their own assessments into consideration. Give each student a group grade and an individual grade. Give students a rubric when you assign the project, in order to make sure they are aware of your expectations. Students may include their contribution to the classroom brochure in their Unit Four Portfolio.

**Follow-up Activities:**

- Is tourism a positive or negative industry for the state of Maine? Hold a debate on this question.
- Have students write opinion pieces on tourism. How does it affect them? What would Maine be like without it?

**Alignment with the Learning Results:**

Grade Level: **9<sup>th</sup>-dipl.**

Content Area: English Language Arts: **RESEARCH**

Standard: **Research**

Performance Indicator **C1:** Students develop research questions and modify them as necessary to elicit, present, and critique evidence from a variety of primary and secondary sources following the conventions of documentation.

Grade Level: **9<sup>th</sup>-dipl.**

Content Area: Social Studies: **GEOGRAPHY**

Standard: **Geographic Knowledge, Concepts, Themes, and Patterns**

Students understand the geography of the United States and various regions of the world and the effect of geographic influences on decisions about the present and future.

Descriptor **D1c:** Analyze local, national, and global geographic data on physical, environmental, and cultural processes that shape and change places and regions.

Grade Level: **9<sup>th</sup>-dipl.**

Content Area: English Language Arts: **WRITING**

Standard: **Interconnected Elements**

Performance Indicator **B1**: Students use a writing process to develop an appropriate genre, exhibiting an explicit organizational structure, perspective, and style to communicate with target audiences for specific purposes.

Grade Level: **6<sup>th</sup>-8<sup>th</sup>**

Content Area: Visual and Performing Arts: **CREATION, PERFORMANCE, AND EXPRESSION – VISUAL ARTS**

Standard: **Media Skills, Composition Skills, and Making Meaning**

Performance Indicators **B1, 2, 3**: Students choose suitable media, tools, techniques, and processes to create original artworks; students use Elements of Art and Principles of Design to create original art works that demonstrate different styles; and students create art works that communicate an individual point of view.

Grade Level: **6<sup>th</sup>-8<sup>th</sup>**

Content Area: English Language Arts: **RESEARCH**

Standard: **Research**

Performance Indicator **C1**: Students propose and revise research questions, collect information from a wide variety of primary and/or secondary sources, and follow the conventions of documentation to communicate findings.