

## Create a Brochure

Theme: Recreational; National Parks

Participants: Middle school students

NDE Standards: (Writing) L.A. 5 (6,7,8)2.1; 5 (6,7,8)2.2; 5 (6.7.8) 4.1

SDDE Standards: 6.W.1.3; 6.W.1.4; 7.W.1.2; 7.W.1.3; 8.W.1.3

Overview of Unit: Students will take a field trip to an area of the Niobrara River valley. During the trip they will use observation techniques and complete a Sensory Observation Sheet and use those ideas to prepare a brochure for a vacation would be taken in the Niobrara River valley.

Materials needed:

- Sensory Observation Sheet. Reproducible copy included.
- Access to a computer/program to create a brochure.
- Assignment guide for a brochure. Reproducible copy included.
- Evaluation guide for brochures. Reproducible copy included.
- Digital camera(s) or video camera(s).

Goals:

- Students will use observation powers to record the sense of their environment.
- Students will use creativity and synthesis to transfer the sensory data to a product that explains the environment of the river valley that reflects a vacation atmosphere.
- Students will demonstrate an understanding of the water community through an electronically produced product.

Background:

- Read the brief history of the Niobrara Valley.
- Discuss the assessment rubric so students understand the assignment and criteria.

For more information:

The National Parks Service website: <http://www.nps.gov/niob>. This site also has a map of the scenic river which is downloadable and printable.

Lessons:

1. Schedule a field trip to an area of the Niobrara Valley such as the Fort Niobrara Wildlife Refuge or Smith Falls State Park. (A float trip could also be planned depending on the weather. Ideally, either the float trip or the field trip could combine cross-curricular projects.)
2. It is suggested that you arrange for a presentation about the Niobrara National Scenic River by calling the Niobrara National Scenic River headquarters at 402-376-1901. Please ask for an interpretive ranger.
3. Before the trip, students will read the brief history of the valley and review the purpose of the lesson regarding the brochure. They will also be familiar with the “senses form.”
4. When arriving at the destination, students will explore and observe the habitat community of the area. They should each fill out the Sensory Observation Sheet and take digital pictures that would demonstrate vacation activities or scenery that would enhance the brochures.
5. After the group has recorded individual observations, meet in large group to discuss what others observed. Allow students to add to their own observation sheets if you wish.
6. Upon returning, to school students need time to plan their brochure using electronic media such as Word or PageMaker or other programs that would allow students to create a brochure using text and digital photos.
7. Students will need access to computers and class time to prepare their brochures.
8. When the brochures are completed, the students may orally present the brochures to the class explaining the process to create the brochure or why the activities are appropriate to the Niobrara River vacation guide. A bulletin board display of the brochures would also be appropriate.
9. An alternative assignment would be to produce an electronic brochure such as a PowerPoint presentation, podcast, or website.
10. An assessment rubric has been included.

# Sensory Observation Sheet

Smells    What do you smell?	Sounds    What do you hear?
          	          
Sights    What do you see?	Touch    What do you feel?
          	          

## Brochure Design

### **Content:**

- What river-related recreational activities (boating, hiking, camping, etc.) are offered for the vacation?
- Where is this vacation area located?
- What scenic opportunities would be available to the visitor?
- When would be the best time of year to visit the area?
- What precautions would be necessary for a visitor to take (drinking water, sunscreen, foul- weather gear, etc.)?

### **Considerations:**

#### Size:

- It is intended to be a “quick read.”
- It should fold in an interesting, yet uncomplicated way.

#### Cover:

- The cover should indicate the subject of document.
- Usually the front cover contains a title and an illustration, photo, or logo.

#### Text:

- Text should be easy to read.
- Highlight main points by using a larger or bolder type.
- Details should be in smaller type and may be bulleted.

#### Photos:

- Use photographs or illustrations to complement the text.

#### FAB (Features and Benefits):

- Tell readers the features of your particular wet vacation and the how these features benefit them.

#### Layout:

- Make the design appealing.
- Use color and spacing—don't clutter.

## Brochure Evaluation

Student Name \_\_\_\_\_

Use the following rating scale to evaluate the presentation's content, delivery and visuals:  
5 (superior); 4 (good); 3 (average); 2 (below average); 1 (progressing)

### **Content:**

- \_\_\_\_\_ Related appropriate recreational activities
- \_\_\_\_\_ Related scenic opportunities
- \_\_\_\_\_ Related precautions or warnings

### **Design:**

- \_\_\_\_\_ Overall design is easy to use and manage (i.e. fold and size)
- \_\_\_\_\_ The design is not cluttered
- \_\_\_\_\_ The cover is pleasing to the eye
- \_\_\_\_\_ The cover gives the topic
- \_\_\_\_\_ The cover entices the reader to explore more

### **Text and photos:**

- \_\_\_\_\_ Text is easy to read
- \_\_\_\_\_ Photos are clear and appealing

Total \_\_\_\_\_

Comments: