Jen Meliambro Professor Moroney

EDU521 July 30, 2010

Grade 3 Japan Brochure Lesson SS, ELA & NETS

INSTRUCTIONAL OBJECTIVES

Following a class discussion on Japan information that would be appropriate to include in a travel brochure, students will demonstrate their knowledge of Japan by creating travel brochures on the country that informs readers of the following: Japan’s history, geography, and culture; major Japanese holidays; school life for Japanese children; and miscellaneous Japan facts. A minimum score of 2 is required on the embedded rubric.

STANDARDS AND INDICATORS

Social Studies Standard #2: World History

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

Indicator:

* This will be evident when students incorporate historical facts about Japan in their travel brochures.

Social Studies Standard #3: Geography

Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live- local, national, and global- including the distribution of people, places, and environments over the Earth’s surface.

Indicator:

* This will be evident when students incorporate Japanese geographical data in their travel brochures.

English Language Arts Standard #1: Language for Information and Understanding

Students will listen, speak, read, and write for information and understanding. As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to acquire, interpret, apply and transmit information.

Indicators:

* This will be evident when students collect data and facts to include in their Japan travel brochures.
* This will be evident when students utilize knowledge generated from oral, written, and electronically produced texts to compile information in the creation of their brochures.
* This will be evident when students use written language that follows the accepted conventions of the English language to transmit information about Japan in the form of a travel brochure.

NETS Standard #1: Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:

1. Apply existing knowledge to generate new ideas, products, or processes.
* This will be evident when students apply their knowledge of Japan to produce informative travel brochures about the country.

MOTIVATION

The teacher will utilize space in a certain area of the classroom, labeled “Miss Meliambro’s Travel Agency,” to create a display area for the brochures that looks like an exciting information display found at a local travel agency. The teacher will show the class, furthermore, sample travel brochures that the previous year’s class created to inspire students to work diligently toward their finished product.

MATERIALS

* A computer lab with multiple computers
* Color printer
* Microsoft Publisher software
* Microsoft Word software
* Internet access
* Social Studies notebook
* Writing folders
* Pencils
* IntelliKeys USB
* Teacher generated “Hotlist” from *Filamentality by AT&T*
* *Welcome to Japan* book
* *A Primary Source Guide to Japan*

STRATEGIES

* Direct Instruction
* Group discussion
* Modeling

ADAPTATIONS

* For the student who has a visual disability and who has difficulty using a standard keyboard, the student will use IntelliKeys USB for assistance in creating his travel brochure.
* For the student who has a learning disability, a teaching assistant will help with the compiling of data that will be included in the travel brochure.

DIFFERENTIATION OF INSTRUCTION

The teacher understands that all students learn differently and therefore will make necessary accommodations. Any students who wishes to design and create an informative Japan Tri-fold Board, therefore, may do so, as long as they include information on Japan’s history, geography, culture, major holidays, what life is like for Japanese children, and miscellaneous facts. This can be handed in for display or presented verbally for the class.

DEVELOPMENTAL PROCEDURES

1. The students will begin by gathering research on Japan, drawing on: facts recorded in their Social Studies notebooks from class lessons; books available as resources on Japan; a teacher generated, Internet-based “Hotlist”; and recommended Internet websites. *(Who can name some of the places where we can gather information for our Japan brochures? What books have we explored that you can use as a reference? Who remembers how to find the Hotlist?)*
2. Students will type facts and information in a Microsoft Word document, organizing their information into the following categories: history; geography; culture; major Japanese holidays; school life for Japanese children; and miscellaneous Japan facts. *(Who remembers how to create a new document in Microsoft Word? How can we use Word to clearly divide our information into categories? How can we save our information once we’re done working for the day?)*
3. Students will observe a brief lesson from the computer teacher on how to properly use Microsoft Publisher for the purposes of this project. *(Where on the computer can we find Microsoft Publisher? What are some of the benefits of using Microsoft Publisher over Microsoft Word?)*
4. Students will utilize Microsoft Publisher, creating one page for each assigned brochure topic. Students will transfer their categorized information from Microsoft Word to Microsoft Publisher, adding any desired effects and images. *(How can we insert images onto our brochure pages? Who can mention some different ways we can add or change effects?)*
5. Students will have their first draft brochures reviewed by the teacher or teaching assistant. *(Do you see any words that should be capitalized? Are there any other important facts you can include in your brochure?)*
6. Students will make necessary corrections to their brochures and will “publish” them by printing a final copy from the color printer. *(Did you double-check to make sure you made all your corrections? Are there any final touches you want to add to your brochure?)*

ASSESSMENT

Each student will create a travel brochure about Japan, informing readers of the following: Japan’s history, geography, and culture; major Japanese holidays; school life for Japanese children; and miscellaneous Japan facts. Using the rubric on the following page, the brochures will be considered successful if each student receives at least a score of a 2.

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| **Making A Brochure: Japan Brochure Project**Teacher Name: **Ms. Meliambro** Student Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| CATEGORY | **4** | **3** | **2** | **1** |
| **Writing - Organization** | Each section in the brochure has a clear beginning, middle, and end. | Almost all sections of the brochure have a clear beginning, middle and end. | Most sections of the brochure have a clear beginning, middle and end. | Less than half of the sections of the brochure have a clear beginning, middle and end. |
| **Spelling & Proofreading** | No spelling errors remain after one person other than the typist reads and corrects the brochure. | No more than 1 spelling error remains after one person other than the typist reads and corrects the brochure. | No more than 3 spelling errors remain after one person other than the typist reads and corrects the brochure. | Several spelling errors in the brochure. |
| **Content - Accuracy** | All facts in the brochure are accurate. | 99-90% of the facts in the brochure are accurate. | 89-80% of the facts in the brochure are accurate. | Fewer than 80% of the facts in the brochure are accurate. |
| **Attractiveness & Organization** | The brochure has exceptionally attractive formatting and well-organized information. | The brochure has attractive formatting and well-organized information. | The brochure has well-organized information. | The brochure's formatting and organization of material are confusing to the reader. |
| **Graphics/Pictures** | Graphics go well with the text and there is a good mix of text and graphics. | Graphics go well with the text, but there are so many that they distract from the text. | Graphics go well with the text, but there are too few and the brochure seems "text-heavy". | Graphics do not go with the accompanying text or appear to be randomly chosen. |

INDEPENDENT PRACTICE

After the teacher assesses the brochures, students will get their brochures back to be included in their study materials. Each night leading up to the Japan Unit test, students will review the information contained in the brochure as part of their studying. This review practice and studying will be assessed with a unit test.

FOLLOW UP: ACADEMIC INTERVENTION AND ENRICHMENT

Academic Intervention: For the student who fails to successfully complete a brochure, the instructor will meet with the student after class and assist him in successfully completing an adapted version of the brochure.

Academic Enrichment: For the student who easily completes the objective, the student will have the opportunity to begin gathering information for their upcoming PowerPoint presentation.

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