Travel Project Brochure

6th Grade

Essential Question: Can I ever get out of this town?

Your previous two assignments you have been able to gather a variety of different types of information about your trip. We have researched flights, hotels, and attractions. You have created a budget of all of your trips expenses. We will now create a brochure that will display information about your destination city. This brochure will be used to help inform others who might be interested traveling to your destination city. You will want to make sure to include all of the different information from your previous research in your brochure.

Goal: Create an information brochure of your destination city. Your brochure will provide information to others about four main aspects.

* How they are able to travel to the destination city.
* Where they could stay once they reach their destination city.
* What are some of the attraction offered within their destination city.
* What are the expenses for the various aspects of the trip.

Applications: You will be using your previous two documents from this unit to create your brochure. If you are missing any information then you will need to use the Internet to find the missing information. You will also be using the pictures that you have been saving over the course of this Travel Project Unit.

You will be using **PAGES** to create a two-sided six-column tri-fold brochure.

## **Setting up your Brochure**

1. **You will need to put your information in your own words. You are not allowed to just copy and paste what someone else has written about your topic.**
2. We will be using the application called Pages for this assignment. The icon looks like a bottle of ink with a pen on the dock.
3. Download the 6th grade brochure template document that I gave you to begin your assignment.
4. You will replace and add information to this document to create your own two page six column brochure about your destination city.
5. Save to your computer technology folder and save often.

**Adding Text Boxes**

1. Click on the text box button to insert text boxes (two for each column) to give you a place to type your column titles and information.
2. Arrange the text boxes so that you have two per column. Each column should have a text box at the top of the column as a place to type the title for that column.
3. Each column should have a column title.
4. You will choose from the information and pictures you have gathered what you feel would be most interesting to other people to read about your destination city. Use headings to help separate different parts of your topic.
5. Create your brochure. Be creative. Include images, text, and tables.

Would you read your brochure when you’re done? If not, then you need to make some changes on it. You want it to be something your friends and you would enjoy looking at and reading.

1. You can put pictures and text in different places, get rid of or add tables, etc.
2. Make sure to have a title, information about the title, and images within all six of your brochure columns.
3. Save often.

## **Tips for making your Brochure**

* Be sure your brochure is easy to read when you look at it.
* Do not clutter your sections.
* **Be sure to save often.**
* Pictures: You must have the “real” file (.jpg, .gif, .tif - TIFF) for any picture you want to add to your brochure. If from the Internet simply click and hold your mouse on the picture and drag it to the desktop. Then click and drag the picture to your folder in documents.
* To add the picture into your brochure simply click and drag it from your folder onto your brochure.

**Panels:**

Remember on the **FIRST PAGE** of the brochure the 3 columns correspond to this when the brochure is printed and folded.

* The **left panel** is the inside fold of your brochure. Meaning when you first open the brochure it will be the first panel you will see. This panel you will display your trips flight and hotel information.
* The **center panel** is the back panel. Meaning when the brochure is folded this will be the very back panel when you flip it over or when you fold it back up and flip it over. The back panel is a good place to put the budget and expenses of your trip.
* The **right panel** is the very front of your brochure when it is folded. This is the very first thing people will see when looking at your brochure. You will want it to look good and be catchy to the eye. You will want a title and usually a picture or two with possibly some writing. You will also want to include your name.

Remember on the **SECOND PAGE** of the brochure the 3 columns correspond to this when the brochure is printed and folded. Each column will display one of your attractions.

* The **left panel** is the first inside panel they will see. When the brochure is first opened they will see the inside fold and to their left this first inside panel that is on the back of the very front panel of your brochure. You will display one of your attractions on this panel.
* The **center panel** is the next inside panel you will see when the inside fold is opened up. This will be on the back of the back panel of your brochure. You will display one of your attractions on this panel.
* The **right panel** is the last inside panel you will see when the inside fold is opened up. This will be on the back of the inside fold panel. You will display one of your attractions on this panel.
  + - **Samples of what panel is what when the brochure is printed and folded are on the table in the front of the classroom.**

**Pages techniques and tools to incorporate**

## Pages is a desktop publishing program. There are many fancy easy things you can do to jazz up your brochure. Over the course of this project you will be taught a variety of different Pages tools and techniques to help jazz up your brochure. You will be expected to incorporate these tools within your own brochures.

## For example: stretch out lettering, put objects behind a picture or text, rotate text or a picture, show only a part of your picture and not the whole thing, etc. Please ask Mr. Feeney to show you how to do any of these techniques to help jazz up your brochure throughout the project.

## If you have any questions, please ask Mr. Feeney for help!

**Save often.**

## **When Done**

* Let Mr. Feeney see your work when finished.
* Print out your final copy of your brochure. Print to room 102. Put the two pages facing each other, please **do not** fold them, and turn your brochure into the tray.

## Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Lets Go Traveling**

**6th grade Brochure Checklist**

|  |  |  |
| --- | --- | --- |
| **Requirements** | **Completed** | **Date Checked** |
| Page 1 left column  Flight and hotel  (title, info, image) |  |  |
| Page 1 middle column  Budget expenses  (title, info, image) |  |  |
| Page 1 Right column  Cover  (title, picture, name) |  |  |
| Page 2 left column  Attraction 1  (title, info, image) |  |  |
| Page 2 middle column  Attraction 2  (title, info, image) |  |  |
| Page 2 right column  Attraction 3  (title, info, image) |  |  |
| Readability and descriptive information |  |  |
| Brochure Inspector options throughout  (graphic, frames, fill color, lists) |  |  |

**Name**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Period**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Date**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**6th Grade Travel Project Brochure MYP Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Inquiring and Analyzing** | **Developing Ideas** | **Creating the Solution** | **Evaluating** |
| **0** | The student does not reach a standard described by any of the descriptors below. | The student does not reach a standard described by any of the descriptors below. | The student does not reach a standard described by any of the descriptors below. | The student does not reach a standard described by any of the descriptors below. |
| **1-2** | Student states main reasons why cultures are relevant. Student states some of the main findings of cultures done through their individual research. | Student states one basic finding on cultures. Students create one design idea used to present to the class on their planning chart. Planning chart is presented incomplete. | While creating their brochure student demonstrates minimal technical skills. Their panels are created poorly and are incomplete. Overall brochure is hard to follow and obtain relevant info. | The student describes one way on how to find a connection with cultures around the world. |
| **3-4** | Students outline their findings on cultures in a way that states why they need to develop a brochure to help inform others of cultures around the world. | Student states few findings on cultures on their planning chart. Students create more then one-design idea and outlines reasons for choosing the design with reference to the design specifications. | While creating brochures students demonstrates satisfactory technical skills. Individual panels include findings and adequately present these to the audience. States changes that have been made to better their brochure from their original planning chart. | Student defines cultures in a way that is relevant to their peers. Students list how they could improve their travel brochure. They will outline how the solution to the problem could have a real life impact on their peers. |
| **5-6** | Students explain in detail their findings on cultures. Students are able to state and prioritize their findings on why other cultures are relevant to them as an individual. Students develop a design brief outlining key points of their research. | Students develop a few findings and solutions for cultures on their planning chart. Students create a range of design ideas. It is done in a way where they can easily follow and present these findings to the class. Students develop accurate planning charts that include drawings diagrams, pictures, charts, etc. | Students demonstrate competent technical skills. They create panels that list their findings on cultures and take into consideration of the audience and use a variety of visuals. Panels flow appropriately throughout the brochure and shows changes from original planning chart. | Students not only defines cultures and makes it relevant to their peers but also gives specific examples that their peers can relate to. They present one way their brochure can improve. With guidance, they describe the impact their brochure has on their peer. |
| **7-8** | Students not only explain their findings on cultures, but also justifies why other cultures are relevant issue in todays world. They state, prioritize, and describe their findings in a design brief that can easily be followed. | Students develop an outline of findings on other cultures and why it is such an underlying issue in our society. These aspects of their research can easily be followed on their planning chart, which will be used as a guide for their final brochure. Students develop accurate planning charts that include drawings, diagrams, pictures, charts, etc. that outline requirements. | Students demonstrate excellent technical skills. Panels not only list findings but also outline them while creating visuals that correlate with findings. Final brochure functions as intended and is presented appropriately. Explains changes made from planning chart and applied to final brochure. | Students not only defines other cultures and makes it relevant to their peers but also gives specific examples that their peers can relate to. They present different ways their brochure can improve. They describe the impact their brochure has on their peers. |
| **Comments:** |  |  |  |  |
| **Total** | /8 | /8 | /8 | /8 |