

Title:	There's No Place Like Home
Suggested Grade Level:	Grades 9-11
Content Areas:	Computer Technology, Graphic Design, English, Art, Geography, History
Overall Description of Unit:	Students at Episcopal High School come from, not just all over the United States, but all over the world. When students arrive on campus they don't have a lot of time to get to know each other or find out about their peers' backgrounds, what they like, or where they come from. This Unit takes a bit of the mystery out of being a new student by having each student create a "travel" brochure advertising their hometown, why they like it, what there is to do there, what makes it special and why other's should visit. This is the fifth lesson in a seven-part unit.
Objectives Related to the Lesson:	<p>The overall objective of this lesson plan is to:</p> <ul style="list-style-type: none"> • Reinforce the rules of fonts, letters and typeface • Review the rules of good writing practices • Review the rules of design and layout • Continue practicing with WordArt and Graphics in relation to text boxes and freeform • Introduce design Processes by drafting brochure ideas on paper.
Role of 5 good writing practices: Writing across the Curriculum	Because students are being asked to create a brochure about their hometown, the assignment given is becoming student-centered, as opposed to teacher-centered. Students are imparting their knowledge on the teacher, instead of the other way around. Students are being challenged and are developing abilities to think clearly and express thoughts precisely and extend a line of thought beyond the range of first impressions, among other things.
Learning from Models	To help students write their brochures, they were given the opportunity to read several "Welcome

Choosing the Right Tool	<p>Center” brochures. The students noted how each article was written to pique the interest of the reader. They also noticed the placement of pictures and graphics and how everything in the brochure tied together to entice tourist’s to stop and visit the city, attraction or area the brochure advertised. Because this is a lesson on desktop publishing in Word, students were asked to prepare their brochure in Word 2010. Although some students had Microsoft Publisher at their disposal, not all students owned a copy so, in an effort to make sure all students were “on the same page”, they were each assigned the project in Word 2010.</p>
Knowing Design Principles	<p>Prior to beginning their brochures, students were introduced to the importance of design principles. They practiced placement and proportion, balance and imbalance, shadow and light, contrast and unity and subtlety and surprise. They learned that proper design attracts attention and gets their message noticed. They also learned how important it is to take the time to design first.</p>
Viewing Writing as a Process	<p>Students now understand that, in order to put any good product together, they must adhere to the writing process. They know that they need to begin by prewriting because this gives them the time to come up with solid ideas, allows them time to brainstorm and make notes, before they begin putting “pen to paper”. Once they’ve done this, they know they are then able to move on to the next step which is the composition phase. This gives them the opportunity to structure their ideas that are familiar to other readers. Once they have things written out, they then know they need to go back and revise or edit what they’ve written, as no one gets it exactly right the first, or second, or even third time. The revising stage gives them the opportunity to make it like they want it. Finally, once they’ve done all this, they get to publish their creation and share it with each other. For them, this is the best part because they want to know what their peers think of their work. Prior to the start of the unit, most of the students had no idea what it took to really put together a “professional” document. With the lessons they have had, to date, they are now ready to move on to the next step.</p>

Understanding the Process:

Design

In this lesson, students will begin by taking a plain 8.5x11 sheet of paper, folding it into thirds. Once they have done this, they will need to “prewrite” or begin the brainstorming process. This is when they will make the decisions concerning what they want their brochure to say about their hometown, what they like best about it, what would make someone else want to visit. Nothing will be written on the trifold document at this point.

Arrange

Once students have completed brainstorming, they will take their tri-fold paper and begin the “writing” phase. They will need to design a title page which will include a graphic representative of their hometown. On the remaining folds, they will draw “text boxes” so they can get a feel for where their information will go. They will also “draw” out any graphics that will be added and where.

Encode

During the Encode step, students will take what they have drawn out on their paper and enter it into Windows. They will begin by creating equal text boxes (a process they learned in a previous unit), they will then recreate their title page and the information they designed on their tri-fold paper.

Revise

Once they have everything in their Office version of their brochure, students will need to go back through their information and make revisions to things that don’t work, including misspellings, graphics that don’t fit, fonts that don’t work, etc. They may even think about printing out a copy and giving it to a friend to look at, as two sets of eyes are always better than one.

Publish

At the completion of their revisions, students will Publish their document by saving it as a PDF and then sending it via email to the teacher, so it can be printed on the color printer. Publishing should not take place until the student is sure they have the final product exactly as they want it.

Layout and Design Principles Addressed:

Students were introduced to the following principles in a prior lesson and understand, when designing a brochure, how important it is to address each principle individually, and as a whole, in order to create a professional looking brochure.

Contrast	Students have learned the use of different font, sizes, styles and colors create contrast and hierarchy especially when creating headlines and titles.
Repetition	Students have learned that repetition should be used to create a unified look and that it is okay to repeat colors, typefaces, and bullets, provided they make sense.
Alignment	Students have learned that strong sharp edges create a strong impression. Alignment should, for the most part, be the same. Centering certain things and left or right justifying others may make the brochure look sloppy and amateurish. Alignment should be consistent.
Proximity	Students have learned that similar items should be grouped together; how close or how far away items are from each other communicates the relationship of the items.
Sequence of Activities:	<p>Prior to the start of class:</p> <ol style="list-style-type: none"> 1) Teacher will design and print out color posters defining the Process: Design, Encode, Assemble, Publish, Revise). There will be one poster for each Communication Step, which will include a brief definition. Posters will be hung around the classroom. 2) Teacher will make and print out a color handout with the Process steps and definitions, for each student. 3) Teacher will make and print out a handout with brochure requirements and instructions 4) Teacher will bring a ream of white paper, along with extra colored pencils to class. <p>At the beginning of the class:</p> <ol style="list-style-type: none"> 1) Teacher will introduce each poster while explaining the principals and the importance of Process in the design of the students' brochure. 2) Teacher will give each student a copy of the Process handout. <p>In a previous lesson, students were introduced to the concept of typeface, font, color and letters in Word 2010.</p> <p>In a previous lesson, students were introduced to the five roles of good writing practices. To help</p>

students understand what their brochure should look like, they were each given several copies of brochures picked up from Visitor Welcome Centers. Students also received a handout explaining the five roles and their benefits.

In a previous lesson, students were introduced to the Concepts of Contrast, Repetition, Alignment and Proximity. Students were given a handout outlining each step of Concepts, as well as shown posters, outline and defining each step.

In a previous lesson, students learned to create text boxes in Word 2010 and learned to incorporate graphics, text and WordArt. Students were given step-by-step directions in handout form.

During this lesson, teacher will provide these instructions for creating a brochure. Each student will be creating a brochure about their hometown. The brochure must be tri-fold, and will be completed using Word 2010 and saved as a PDF.

The brochure must include:

- 1) A title page with graphic
- 2) A column describing their hometown
- 3) A column explaining at least one tourist type attraction (including pictures, and costs, if any)
- 4) A column explaining what student likes to do in their hometown that would be fun for others
- 5) A column that explains why their hometown is the best place to live
- 6) A minimum of 4 graphics, including the graphic on the title page and the tourist attraction graphic. Graphics can be original artwork, non-copyrighted photos from the Internet or personal photos
- 7) Titles for each column introducing each article in a font or style different than the article
- 8) The brochure can be no more than 4 pages long (2 pages front and back).
- 9) Brochures are not limited to the instructions above; however, additional information cannot be substituted for any of the items in numbers 1 through 7

After going over instructions, the teacher will provide students a handout with a copy of directions and then take any questions. In addition, teacher will provide each student with one blank 8.5x11 sheet of paper to use as their brochure mock-up (additional sheets will be on hand in the event a student messes up and needs to start over). Teacher will instruct students to turn paper length-wise (landscape) and fold the paper in 3rds equally. Teacher will demonstrate.

Prior to writing on the tri-fold paper, students should brainstorm, on scratch paper. If student does not have extra paper, teacher will provide.

Students should have colored pencils, however if they do not, they may ask to borrow colored pencils from teacher. Students should create a title and do a pencil drawing on the front of the brochure.

Students should create titles for each column and write a synopsis for each article. Full articles will be written as homework.

Students should decide column structure. Students should render pencil graphics where they feel they should be in relation to their columns and articles.

Once students have completed their mock-ups, they should turn them in to the teacher for comments. Students should be able to finish their tri-fold mock-up in one class period.

At the end of the class period, the teacher should collect any borrowed pencils, as well as the tri-fold mock-up.

Teacher will instruct students to begin working on column articles for their brochure (they may use their computer for the articles), as well as begin looking for, or creating, graphics for their brochure. All articles should be written as homework and should only require minimal editing during the next class. Teacher will return paper tri-fold brochure during next class, with comments, so students can use them as model for next class.