

LESSON PLAN

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Date 12/02/2024
Grade Level 7th

Pennsylvania Academic Standards and Common Core Standards

- **CC.8.6.6-8.B:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- **CC.8.5.6-8.G:** Integrate visual information with other information in print and digital texts.

Objectives

Students will:

- Identify key features of a Canadian province or city.
- Research and organize information about the geography, history, culture, and attractions of a Canadian location.
- Create a digital or physical brochure that effectively communicates their research.

Vocabulary

Tier 1: - Tier one consists of the most basic words.

- Weather
- Mountains
- City
- Travel
- Brochure.

Tier 2: – Tier two consists of high frequency words that occur across a variety of domains.

- Climate
- Geography
- Historical significance
- Attractions
- Accommodations

Tier 3: Vocabulary includes subject-specific terms that deepen students' understanding of Canada's cultural and historical context.

- Indigenous heritage
- Provinces
- Confederation
- Multiculturalism
- Landmarks

Essential Question(s)

- What makes each Canadian province or city unique in terms of its geography, history, and culture?
- How do historical and cultural elements shape the identity of a location?

Materials and Resources

- Digital brochure template (PowerPoint)(Digital Brochure (Digit...)).
- Project guidelines and rubric (Word Document)(Canada Travel Brochure).
- Internet access for research.
- Access to graphic design tools or paper and craft supplies for brochure creation.

Instructional Procedure/Activities

What is the general outline of your lesson and what activities will you use to engage students?

Instructional Procedures (WHERE TO):

W: Students will understand that the purpose of this project is to explore Canada's diverse culture, history, geography, and regional distinctions. They will learn about the unique features of Canadian provinces and cities to deepen their understanding of the country as a whole.

H: Begin with an engaging short video showcasing the diversity of Canada's landscapes, people, and traditions. Ask students what they already know about Canada and what they're curious to learn.

E: Provide students with a structured framework for their brochures, emphasizing the importance of understanding Canada's regions through key topics:

- **Geography:** Mountains, rivers, forests, and other physical features.
- **History:** Significant events and contributions, including Indigenous heritage.
- **Culture:** Traditions, festivals, food, and art unique to each region.
- **Cities and Provinces:** Overview of major regions, focusing on their differences and similarities.

R: Allow students to review their research and draft content with peers, focusing on clarity and accuracy of information about Canadian regions. Encourage them to refine their brochure to reflect what they've learned.

E: Ask students to self-assess their work against the rubric, ensuring their brochure effectively communicates key aspects of the chosen city or province's culture, history, and geography.

T: Differentiate by allowing students to use digital or physical formats for their brochures, and provide research tools at varying reading levels. Offer scaffolding for students needing more support with finding and organizing information.

Differentiation

- **Visual-Spatial:** Use images and design to convey information.
- **Verbal/Linguistic:** Focus on descriptive and persuasive text for the brochure.
- **Kinesthetic:** Create a physical version of the brochure if preferred.
- **Interpersonal:** Collaborate in pairs or small groups to brainstorm ideas.
- **Intrapersonal:** Work independently for focused creativity.

Higher-Order Thinking

- **Level 1 (Recall):** Identify facts about the city/province's climate and attractions.
- **Level 2 (Skill/Concept):** Organize researched information into brochure sections.
- **Level 3 (Strategic Thinking):** Evaluate which features are most persuasive to tourists.
- **Level 4 (Extended Thinking):** Design and create a compelling travel brochure.

Assessment(s)	
Formative: Teacher observation of research and brochure drafts. Peer feedback sessions. Exit survey each day.	Summative: Final travel brochure evaluated using the rubric for content accuracy, creativity, and organization.
Closure/Follow-up/Homework	
• Closure: After three days, have students present their brochures to the class, explaining why their city or province is worth visiting. • Follow-Up: Post brochures on a classroom bulletin board or create a digital showcase for parents and peers. • Homework: students have the choice to continue to work on your travel brochure at home	