TEKS Objectives:
§113.22. Social Studies, Grade 6.
21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:
(A) differentiate between, locate, and use primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; and artifacts to acquire information about selected world cultures;
(B) organize and interpret information from outlines, reports, databases, and visuals including graphs, charts, timelines, and maps;

Materials:
- Access to internet
- Computers
- White brochure paper
- Map colors, pencil, markers
- ELMO Projector
- Example brochures

Engagement: The teacher will show a short video followed by a commercial. Both display Africa well. The short video(s) are from National Geographic travel and present a lot of valuable information on the different regions in Africa. The short videos can be found at this web address under Regions and then Africa: http://video.nationalgeographic.com/video/player/places/index.html

The short commercial is of Bob Geldof, from the Travel Channel, advertising his show about the episode taped in Africa. The commercial offers a great model of how to emphasize the good point of what you are selling. Later in the lesson, the teacher will be able to use Bob’s commercial as an example of the way you reel customers/tourists in to the country.

Facilitation Questions:
- What was this video about? (Knowledge and Comprehend)
- What captured your attention in the video? (Evaluate)
- What was so interesting about the choice of words he used in the video? (Analyze and Evaluate)
- Were there people in the video? What were they doing? (Knowledge)
- Who has traveled out of town? (Knowledge)
- What did you do? (Knowledge)
- Who watches National Geographic Channel or the Travel Channel? (Knowledge)
Trip to Africa-6th Grade

Explore: The teacher will follow the last questions into a discussion about what a brochure is. The teacher will have example from local theme parks, hotels, etc to display examples.

Facilitation Questions:
- What is on the front cover of every brochure I have brought? (Knowledge)
- Look at the inside of the brochure, what is this? (information, pictures) (Analysis)
- What is the purpose of a brochure? Or even a commercial? (Evaluate)

Explain: Brochures are a type of advertisement used by companies to display the characteristics of their products they think is most interested by tourists. For example look at the brochure about Sea world. The front displays a picture of what they are known for, the Shamoo Show. Inside the brochure offers information about the attractions like rides, shows, and entertainment. Then the brochure leads into group information and finally ends with park information and ticket prices. The point of advertisement is to capture your audience and reel them in to buy your product. You only want to sell the good points!

Next, the teacher will present a book that illustrates Africa very well. Without opening the book, the teacher will discuss the library and the internet offer a lot of resources for information and vivid pictures on Africa.

Facilitation Questions:
- Has anyone ever been to Africa? (Knowledge)
- Who would like to go there? (Comprehend)
- What can you tell me about the continent Africa? (Knowledge and Comprehend)
- Can you describe life in Africa? (Application)
- What do you think people are like that live in Africa? (Application)

Elaborate: The teacher will open the book, The Cultural Atlas of Africa, and will begin to look inside. The book has sections for countries, artifacts, food, religion, etc. The teacher will make comments on pictures and read information she has already marked. Next, the teacher will refer to the National Geographic website that is bookmarked on the computer. The teacher will display the website using the Elmo to show the student a great resource they can use. The teacher will use this as a stepping stone so the students can generate ideas. Next, the teacher will lead into the assignment. Africa is a huge continent with many different cultures and countries within. The teacher will show the students the map of Africa from the website below.

Facilitation Questions:
- What country/city/place would like to visit in Africa? (Evaluate)
- What type of people would be there? (Application)
- What would you do there? (Evaluate)

Evaluate: The teacher will explain to the student that they will create a brochure for a place in Africa of their choice. They can choose a whole country, a city or even the Great Egyptian Pyramids if they want. They need to focus on the positive aspects because they will be selling the place they choose to their classmates. The brochure needs to include at least 4 pictures, must contain 15 facts and use the correct spelling of the location. The better your brochure is the better your grade will be! They may free hand a brochure from a piece of paper (can be colored, but text must be clearly visible) or create a brochure using Microsoft Publisher. Only 4 students can choose the Great Egyptian Pyramids. This project grade will be counted as a test grade.
**Extra credit:** Students may have the option to create a Photostory for extra credit. If so they can earn up to a 120 rather than a 100. The story will be similar to a commercial that they can do in place of a brochure for this project test grade. The Photostory will need to include the 10-15 facts with enough (12-20) pictures to compensate for the amount of facts. The Photostory will have to include narration instead of all text, but student can include some text on pictures if he/she chooses.

**Extension:** The teacher can create an extension (second part) to the brochure project where the students will need to create an artifact that could or would be found in the place that they chose to create the brochure for. Example of artifacts can be masks, woven baskets, paintings, etc. The student needs to construct the artifact not buy or print it out.

**Resources:**
- [http://www.pbs.org/wnet/africa/](http://www.pbs.org/wnet/africa/)