Lesson Synopsis

In this lesson, students learn about works of art that are important to their community and cultural heritage. Students then review what they have learned about their community throughout the year, focusing on things that make their community interesting. Students use the information to create a travel poster or brochure inviting visitors to their community.

TEKS

The Texas Essential Knowledge and Skills (TEKS) listed below are the standards adopted by the State Board of Education, which are required by Texas law. Any standard that has a strike-through (e.g. sample phrase) indicates that portion of the standard is taught in a previous or subsequent unit. The TEKS are available on the Texas Education Agency website at [http://www.tea.state.tx.us/index2.aspx?id=6148](http://www.tea.state.tx.us/index2.aspx?id=6148).

<table>
<thead>
<tr>
<th>TEKS Code</th>
<th>TEKS Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>History. The student understands the historical significance of landmarks and celebrations in the community, state, and nation. The student is expected to:</td>
</tr>
<tr>
<td>2.1A</td>
<td>Explain the significance of various community, state, and national celebrations such as Veterans Day, Memorial Day, Independence Day, and Thanksgiving.</td>
</tr>
<tr>
<td>2.1B</td>
<td>Identify and explain the significance of various community, state, and national landmarks such as monuments and government buildings.</td>
</tr>
<tr>
<td>2.4</td>
<td>History. The student understands how historical figures, patriots, and good citizens helped shape the community, state, and nation. The student is expected to:</td>
</tr>
<tr>
<td>2.4C</td>
<td>Explain how people and events have influenced local community history.</td>
</tr>
<tr>
<td>2.7</td>
<td>Geography. The student understands how physical characteristics of places and regions affect people’s activities and settlement patterns. The student is expected to:</td>
</tr>
<tr>
<td>2.7A</td>
<td>Describe how weather patterns and seasonal patterns affect activities and settlement patterns.</td>
</tr>
<tr>
<td>2.7B</td>
<td>Describe how natural resources and natural hazards affect activities and settlement patterns.</td>
</tr>
<tr>
<td>2.11</td>
<td>Government. The student understands the purpose of governments. The student is expected to:</td>
</tr>
<tr>
<td>2.11B</td>
<td>Identify governmental services in the community such as police and fire protection, libraries, schools, and parks and explain their value to the community.</td>
</tr>
<tr>
<td>2.13</td>
<td>Citizenship. The student understands characteristics of good citizenship as exemplified by historical figures and other individuals. The student is expected to:</td>
</tr>
<tr>
<td>2.13C</td>
<td>Identify other individuals who exemplify good citizenship.</td>
</tr>
<tr>
<td>2.15</td>
<td>Culture. The student understands the significance of works of art in the local community. The student is expected to:</td>
</tr>
<tr>
<td>2.15A</td>
<td>Identify selected stories, poems, statues, paintings, and other examples of the local cultural heritage.</td>
</tr>
<tr>
<td>2.15B</td>
<td>Explain the significance of selected stories, poems, statues, paintings, and other examples of the local cultural heritage.</td>
</tr>
<tr>
<td>2.16</td>
<td>Culture. The student understands ethnic and/or cultural celebrations. The student is expected to:</td>
</tr>
<tr>
<td>2.16A</td>
<td>Identify the significance of various ethnic and/or cultural celebrations.</td>
</tr>
</tbody>
</table>

Social Studies Skills TEKS

<table>
<thead>
<tr>
<th>TEKS Code</th>
<th>TEKS Description</th>
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</thead>
<tbody>
<tr>
<td>2.19</td>
<td>Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</td>
</tr>
<tr>
<td>2.19B</td>
<td>Create written and visual material such as stories, poems, maps, and graphic organizers to express ideas.</td>
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</tbody>
</table>

GETTING READY FOR INSTRUCTION

Performance Indicators
Create a travel poster or brochure inviting visitors to the local community. Include information about the physical and human characteristics of the community such as the weather, landmarks, natural resources, industries, government services, significant individuals, and local cultural or patriotic celebrations.

**Standards:**
- 2.1B
- 2.4C
- 2.7A
- 2.7B
- 2.11B
- 2.13C
- 2.15B
- 2.16A
- 2.19B

**ELPS:**
- ELPS.c.1E

### Key Understandings
- Communities reflect a variety of characteristics that make them interesting and unique.
  - What makes a community interesting and unique?
  - What makes our community interesting and unique?

### Vocabulary of Instruction
- culture
- heritage
- music
- community
- landmark
- art
- natural resource

### Materials
- 4-5 pictures and/or examples of other works of art that represent the community’s cultural heritage
- 4-5 pieces of chart paper
- all the charts created in Suggested Days 4-10
- chart paper or butcher paper
- collection of brochures from different communities around Texas or the United States
- computer access with grade-appropriate community websites
- markers
- markers, colored pencils, or crayons
- picture of a painting or other work of art that represents the cultural heritage of the local community
- poster board or cardstock (1 per student)
- short story or poem that represent the community’s cultural heritage
- scratch paper

### Attachments
All attachments associated with this lesson are referenced in the body of the lesson. Due to considerations for grading or student assessment, attachments that are connected with Performance Indicators or serve as answer keys are available in the district site and are not accessible on the public website.

**Teacher Resource:** PowerPoint: Texas Landmarks

### Resources
- Use district-adopted textbooks, district-approved websites, and additional supplementary resources as appropriate

### Advance Preparation
1. Become familiar with content and procedures for the lesson.
2. Refer to the Instructional Focus Document for specific content to include in the lesson.
3. Select appropriate sections of the textbook and other classroom materials that support the learning for this lesson.
4. Preview available resources and websites according to district guidelines.
5. Prepare materials and handouts as needed.
   - Prepare to review the Teacher Resource: PowerPoint: Texas Landmarks from Unit 02, Lesson 01. If local landmarks were not added during that presentation, take pictures of local landmarks and add them to the PowerPoint.
6. Gather a collection of works of art that represent the cultural heritage of the local community. Include 4-5 stories or poems that represent the cultural heritage of the community and 4-5 pictures of statues, paintings, or other works of art that represent the cultural heritage of the community. Consider visiting your community’s website, city hall, convention center, or chamber of commerce to assist in finding these items. Try to find resources that come from the actual community, but, if that proves difficult, consider the culture and ethnicity of the community and find other resources that highlight those in the community. For example, if your community is rural and has many ranches nearby, you could choose some cowboy poetry or a folktale about cowboys. If there are particular ethnic groups in the local community, you could find works of art that represent their cultural backgrounds. Set up five stations using these items for Explore/Explain (Day 1).
7. Gather a collection of brochures from various communities for students to use as a model. Determine some appropriate community websites that encourage people to visit their community. Find brochures and websites that contain at least some of the following types of information: community celebrations, works of art found in the community, references to weather or seasons, references to natural resources, famous people or good citizens, and government services.
8. Review previous units to incorporate what students have learned about their community throughout the year.
Communities often use brochures and websites to highlight the positive aspects of their community in order to attract visitors or encourage people to move to their community.

Throughout the year, students have been exploring different features of their community, both physical and human characteristics. Students will be creating a brochure or poster highlighting information they have learned about their community. It is important for the teacher to conduct additional research about the local community in order to provide extra information to students as necessary.

GETTING READY FOR INSTRUCTION

Teachers are encouraged to supplement and substitute resources, materials, and activities to meet the needs of learners. These lessons are one approach to teaching the TEKS/Specificity as well as addressing the Performance Indicators associated with each unit. District personnel may create original lessons using the Content Creator in the Tools Tab. All originally authored lessons can be saved in the ‘My CSCOPE’ Tab within the ‘My Content’ area.

INSTRUCTIONAL PROCEDURES

<table>
<thead>
<tr>
<th>Instructional Procedures</th>
<th>Notes for Teacher</th>
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</thead>
<tbody>
<tr>
<td>ENGAGE – Art and Community</td>
<td>NOTE: 1 Day = 50 minutes</td>
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<tr>
<td>1. Display a selected picture of painting or other work of art that represents the cultural heritage of the local community.</td>
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<tr>
<td>2. Ask the students if they have seen the painting or work of art before.</td>
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<tr>
<td>3. Instruct students to turn to a partner and describe the painting or work of art using precise details. If necessary, model using precise details to describe one aspect of the painting or work of art.</td>
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</tr>
<tr>
<td>Ask and discuss:</td>
<td>Materials:</td>
</tr>
<tr>
<td>• How does this piece of art work represent the culture heritage of our community?</td>
<td></td>
</tr>
<tr>
<td>• Why is it important to the community?</td>
<td>• picture of a painting or other work of art that represents the cultural heritage of the local community</td>
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<tr>
<td></td>
<td>Purpose:</td>
</tr>
<tr>
<td></td>
<td>• The purpose of this section of the lesson is for students to understand how art reflects the cultural heritage of the community.</td>
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<tr>
<td></td>
<td>TEKS: 2.15A, 2.15B</td>
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<td></td>
<td>Instructional Notes:</td>
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<tr>
<td></td>
<td>• Consider collaborating with the art teacher for this and the next part of the lesson. He or she may have a process they use for evaluating art and may have ideas for examples of works of art that fit this part of the lesson.</td>
</tr>
<tr>
<td>EXPLORE/EXPLAIN – Exploring Cultural Works of Art</td>
<td>Suggested Day 1 (continued) – 30 minutes</td>
</tr>
<tr>
<td>1. Introduce the various stations with different works of art.</td>
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<tr>
<td>2. Divide students into small groups and assign them to a station. Instruct students to describe the work of art using precise details with their group. Then, tell them to respond to the following prompts on chart paper:</td>
<td></td>
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<tr>
<td>Ask:</td>
<td>Materials:</td>
</tr>
<tr>
<td>• How does this piece of art work represent the culture heritage of our community? Why is it important to the community?</td>
<td>• 4-5 pictures or examples of other works of art that represent the community’s cultural heritage</td>
</tr>
<tr>
<td>3. Students rotate to the different stations discussing the details of the work of art. Students then read what the other groups have written on the chart paper and add their own ideas.</td>
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<tr>
<td>4. Students return to their original station and read what all the groups have written about the work of art.</td>
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<tr>
<td>ENGAGE – Stories (or Poems) and Community</td>
<td>Suggested Day 2 – 20 minutes</td>
</tr>
</tbody>
</table>
| 1. Display and read the selected story or poem that represents the cultural heritage of the local community. Throughout the story engage students in a discussion about the story or poem to ensure comprehensio.

2. Ask and discuss: |
| • How does this story (or poem) represent the culture heritage of our community? Why is it important to the community? | Materials: |
| | • short story or poem that represent the community’s cultural heritage |
| | Purpose: |
| | • The purpose of this section of the lesson is for
EXPLORE/EXPLAIN – Exploring Cultural Stories and Poems

Suggested Day 2 (continued) – 30 minutes

1. Introduce the various stations with different stories or poems.

2. Divide students into small groups and assign them a station. Instruct students to read the story or poem with their group and discuss what is happening in the story or poem. Then, tell them to discuss the following questions:
   - How does this story or poem represent the culture heritage of our community? Why is it important to the community?

3. Regroup the students so that there is one person from each of the stations in each new group.

4. Students tell the other group members what their story or poem was about and describes how it represents the cultural heritage of the community.

EXPLORE/EXPLAIN – A Look at Community Brochures and Websites

Suggested Day 3 – 50 minutes

1. Explain that students will be creating a poster or brochure inviting people to visit the local community.

   Ask:
   - What kind of information do you think should be included on the poster or brochure inviting people to visit the local community? (Responses will vary.)

2. Students need to learn what communities traditionally include in their brochures. Explain that many cities also provide visitors information about their community through a website. Contact the local Chamber of Commerce or Convention & Visitors Bureau for more information and resources.

3. Display a community brochure or website to the class.

   Ask:
   - What do you notice about the brochure or website? (Responses will vary.)

4. Read a portion of the brochure or website aloud that tells about the weather, landmarks, natural resources, industries, government services, significant individuals, or local cultural and patriotic celebrations.

   Ask:
   - What information did you learn from that portion of the brochure (or website)? (Responses will depend on the portion that is read aloud)

5. Display the Anchor Chart called Community Information. Explain that they need to think about the types (or categories) of information included not necessarily the specific details about a community. Record the type of information read aloud (e.g., weather, landmarks, famous people, celebrations, etc.) on the Anchor Chart: Community Information.

6. Introduce the collection of brochures and websites. Remind students that they are supposed to be looking for types of information, not really specific details. Display the following question for them to use while exploring the brochures and websites:

   Ask:
   - What kind of information is included in a community’s brochure or website?

7. Assign each student a partner to explore a variety of brochures and community websites. Instruct students to look for and record the “types” of information they are students to understand how stories and poems reflect the cultural heritage of the community.

TEKS: 2.15A, 2.15B

Materials:
- 4-5 grade-appropriate short stories or poems that represent the community’s cultural heritage

Purpose:
- The purpose of this section of the lesson is for students to understand how stories and poems reflect the cultural heritage of the community.

TEKS: 2.15A, 2.15B

Instructional Notes:
- Try to select a range of stories or poems that reflect the make-up of the cultural heritage of the class and community. If it is difficult to find 4-5 grade-appropriate stories or poems that represent the cultural heritage of the local community, select one and have students read the story or poem as partners.

Materials:
- chart paper or butcher paper
- collection of brochures from different communities around Texas or the United States
- computer access with grade-appropriate community websites

Purpose:
- The purpose of this section of the lesson is for students to explore information included in a community brochure and/or website.

TEKS: 2.18E (ongoing)

Instructional Notes:
- The Anchor Chart: Community Information will be used throughout the remainder of the Lesson. Keep it displayed in a prominent location.
finding in the different brochures and websites.

8. At the end of each day (students have two days of exploration), ask students the following question and record their responses on the Anchor Chart: Community Information:
    Ask:
    
    - What kind of information is included in a community’s brochure or website? (Answers should include “types” of information such as weather, landmarks, famous people, etc.) If students are providing specific details of certain communities help them to categorize that information into a “type” of information. For example if a student says, “They say that it is sunny 300 days a year,” acknowledge their answer, but help them realize that the brochure provided information about the weather patterns.

EXPLORE/EXPLAIN – Community Celebrations and Works of Art Review

1. Display the Anchor Chart: Community Information from Day 3 and 4. Review the types of information that were found in the brochures and websites.

2. Display and read a brochure or website that provides information about a community’s celebrations and festivals including cultural, holiday, and patriotic celebrations and festivals.
    Ask:
    
    - What celebrations and festivals happen in our community? (Answers will vary.) Record the name of the celebration or festival at the top of a piece of chart paper. If there is more than one celebration or festival, write each one on a separate piece of chart paper.

3. Display and read a brochure or website that provides information about a community’s works of art (including stories, poems, statues, paintings, or other works of art).
    Ask:
    
    - What works of art can be found in our community? (Answers will vary.) Record each the name of or a short description of each work of art at the top of a piece of chart paper.

4. Place the different pieces of chart paper with names of celebrations and festivals and works of art around the room. Divide students into small groups and assign them to a piece of chart paper.

5. Instruct students to add 1-2 pieces of information about the celebration or festival or work of art on the chart. Tell them add information as they rotate through all the stations.

6. Students rotate from chart to chart, discussing and adding 1-2 pieces of information about the celebration or festival or work of art to each chart.

7. Students end at the chart where they started and read the information that was added to their chart. Instruct students to add anything else they feel is important to their celebration or festival or work of art.

EXPLORE/EXPLAIN – Community Landmarks Review

1. Display the Anchor Chart: Community Information from Day 3 and 4. Review the types of information that were found in the brochures and websites.

2. Display and read a brochure or website that provides information about a community’s landmarks such as monuments and government buildings.

3. Ask: What landmarks are important to our community? (Answers will vary.) Record the name of each landmark on a separate piece of chart paper.

4. Display and review the Teacher Resource: PowerPoint: Texas Landmarks from Unit 02, Lesson 01 focusing on the added local landmarks.

5. Place the different pieces of chart paper with names of the landmarks around the room. Divide students into small groups and assign them to one of the pieces of chart paper.

6. Instruct students to add 1-2 pieces of information about the landmark on the chart. Tell them that they will rotate through all the stations adding more information.

7. Students rotate from chart to chart, discussing and adding 1-2 pieces of information found in the different brochures and websites.

8. At the end of each day (students have two days of exploration), ask students the following question and record their responses on the Anchor Chart: Community Information:
    Ask:
    
    - What kinds of landmarks are important to our community? (Answers will vary.) Record each the name of or a short description of each of the landmarks at the top of a piece of chart paper.

Suggested Day 5 – 50 minutes

Materials:

- collection of brochures from different communities around Texas or the United States

Purpose:

- The purpose of this section of the lesson is for students to review what has been learned about community celebrations and works of art.

TEKS: 2.1A; 2.15A, 2.15B; 2.16A, 2.16B

Instructional Notes:

- Cultural works of art were taught previously in this Lesson.
- Holiday and patriotic celebrations were taught in Unit 02 (Lesson 01), Unit 03 (Lesson 01), and Unit 06 (Lesson 01 and 02). Ethnic and cultural celebrations were taught in Lesson 01 of this unit.
- The charts created in this lesson will be used to help students plan and create a travel poster or brochure. Save these charts to display in Suggested Days 11-14.

Suggested Day 6 – 50 minutes

Materials:

- collection of brochures from different communities around Texas or the United States

Attachments:

- Teacher Resource: PowerPoint: Texas Landmarks from Unit 02, Lesson 01

Purpose:

- The purpose of this section of the lesson is for students to review community landmarks.

TEKS: 2.1B

Instructional Notes:

- Landmarks were previously taught in Unit 02
about the landmark to each chart.

8. Students end at the chart where they started and read the information that was added to their chart. Instruct students to add anything else they feel is important to their landmark.

EXPLORE/EXPLAIN – Community Weather and Seasonal Patterns Review

1. Display the Anchor Chart: Community Information from Days 3 and 4. Review the types of information that were found in the brochures and websites.

2. Display and read a brochure or website that provides information about a community’s weather and seasons.

3. Ask: What kind of weather can be expected in our community? (Answers will vary.) Record the name of each season on a separate piece of chart paper.

4. Place the different pieces of chart paper with names of the seasons around the room. Divide students into small groups and assign them to one of the pieces of chart paper.

5. Instruct students to add 1-2 pieces of information about the season on the chart. Tell them they can add information about the weather, what kind of clothes they might wear, or the activities they might do during each season. Tell them that they will rotate through all the stations adding more information.

6. Students rotate from chart to chart, discussing and adding 1-2 pieces of information about the season to each chart.

7. Students end at the chart where they started and read the information that was added to their chart. Instruct students to add anything else they feel is important to their season.

EXPLORE/EXPLAIN – Community Natural Resources and Hazards Review

1. Display the Anchor Chart: Community Information from Days 3 and 4. Review the types of information that were found in the brochures and websites.

2. Display and read a brochure or website that provides information about a community’s natural resources and hazards.

3. Ask: What natural resources and hazards are important to our community? (Answers will vary.) Record the name of each natural resource on a separate piece of chart paper.

4. Place the different pieces of chart paper with names of the natural resources around the room. Divide students into small groups and assign them to one of the pieces of chart paper.

5. Instruct students to add 1-2 pieces of information about the natural resources on the chart including where it is found and how it is used. Tell them that they will rotate through all the stations.

6. Students rotate from chart to chart, discussing and adding 1-2 pieces of information about the season to each chart.

7. Students end at the chart where they started and read the information that was added to their chart. Instruct students to add anything else they feel is important to their season.

EXPLORE/EXPLAIN – Community Services Review

1. Display the Anchor Chart: Community Information from Days 3 and 4. Review the types of information that were found in the brochures and websites.

2. Display and read a brochure or website that provides information about a community’s government service such as police and fire protection, libraries, schools, and parks.

3. Ask: What government services are important to our community? (Answers will vary.) Record the name of each government service on a separate piece of chart paper.

4. Place the different pieces of chart paper with government services around the room. Divide students into small groups and assign them to one of the pieces of chart paper.

5. Instruct students to add 1-2 pieces of information about the government service on the chart. Tell them that they will rotate through all the stations.

6. Students rotate from chart to chart, discussing and adding 1-2 pieces of information about the government service to each chart.

Materials:

- collection of brochures from different communities around Texas or the United States

Purpose:

- The purpose of this section of the lesson is for students to review the community’s natural resources and hazards.

TEKS: 2.7A

Instructional Notes:

- Natural resources were previously taught in Unit 05 (Lesson 03).
- The charts created in this lesson will be used to help students plan and create a travel poster or brochure. Save these charts to display in Suggested Days 11-14.

EXPLORE/EXPLAIN – Community Services Review

(Lesson 01) and Unit 03 (Lesson 01).

- The charts created in this lesson will be used to help students plan and create a travel poster or brochure. Save these charts to display in Suggested Days 11-14.

Materials:

- collection of brochures from different communities around Texas or the United States

Purpose:

- The purpose of this section of the lesson is for students to review what services are provided in the community.

TEKS: 2.11B

Instructional Notes:

- Government services were previously taught in Unit 08 (Lessons 01 and 02).
- The charts created in this lesson will be used to help students plan and create a travel poster or brochure. Save these charts to display in Suggested Days 11-14.

Materials:

- collection of brochures from different communities around Texas or the United States

Purpose:

- The purpose of this section of the lesson is for students to review what services are provided in the community.

TEKS: 2.11B

Instructional Notes:

- Government services were previously taught in Unit 08 (Lessons 01 and 02).
- The charts created in this lesson will be used to help students plan and create a travel poster or brochure. Save these charts to display in Suggested Days 11-14.
7. Students end at the chart where they started and read the information that was added to their chart. Instruct students to add anything else they feel is important to their government service.

<table>
<thead>
<tr>
<th>EXPLORE/EXPLAIN – People in Our Community Review</th>
<th>Suggested Day 10 – 50 minutes</th>
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<tbody>
<tr>
<td>1. Display the Anchor Chart: Community Information from Days 3 and 4. Review the types of information that were found in the brochures and websites.</td>
<td>Materials:</td>
</tr>
<tr>
<td>2. Display and read a brochure or website that provides information about important people in the community.</td>
<td>• collection of brochures from different communities around Texas or the United States</td>
</tr>
<tr>
<td>3. Ask: <strong>What people are important to our community?</strong> <em>(Answers will vary.)</em> Record the name of each person on a separate piece of chart paper.</td>
<td>Purpose:</td>
</tr>
<tr>
<td>4. Place the different pieces of chart paper with names of important people around the room. Divide students into small groups and assign them to one of the pieces of chart paper.</td>
<td>• The purpose of this section of the lesson is for students to review important people from the community.</td>
</tr>
<tr>
<td>5. Instruct students to add 1-2 pieces of information about the important person on the chart including where it is founds and how it used. Tell them that they will rotate through all the stations.</td>
<td>TEKS: 2.4C; 2.13C</td>
</tr>
<tr>
<td>6. Students rotate from chart to chart, discussing and adding 1-2 pieces of information about the important person to each chart.</td>
<td>Instructional Notes:</td>
</tr>
<tr>
<td>7. Students end at the chart where they started and read the information that was added to their chart. Instruct students to add anything else they feel is important to their important person.</td>
<td>• Historical people and important local citizens were previously taught throughout the year in Units 01, 04, 07, 08, 09, and 10.</td>
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### ELABORATE – Planning and Researching

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<thead>
<tr>
<th>Suggested Day 11 – 50 minutes</th>
<th>Suggested Day 12 – 50 minutes</th>
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<tbody>
<tr>
<td>1. Display all the charts created in Days 4-10.</td>
<td>Materials:</td>
</tr>
<tr>
<td>2. Display the Anchor Chart: Community Information from Days 3 and 4. Review the types of information that were found in the brochures and websites.</td>
<td>• all the charts created in Suggested Days 4-10</td>
</tr>
<tr>
<td>3. Explain to students that they will be creating a travel poster or brochure inviting people to visit the local community.</td>
<td>• collection of brochures from different communities around Texas or the United States</td>
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<tr>
<td>4. Tell students that they will use the information on all the charts they have completed in Days 4-10 to decide what information they will include in their poster or brochure. Explain that students shouldn't include everything that has been discussed about the community, but explain that should select a few things that are very important to the community that people visiting would want to know about the community.</td>
<td>scratch paper for rough drafts of travel poster or brochure</td>
</tr>
<tr>
<td>5. Students review the various charts and determine what topics they will include in their poster or brochure.</td>
<td>Purpose:</td>
</tr>
<tr>
<td>6. If necessary, students research for additional information on the topics they selected.</td>
<td>• The purpose of this section of the lesson is for students to create a plan for their travel brochure or poster.</td>
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<tr>
<td>7. Instruct student to explore the brochures from Days 3 and 4, but tell them that this time they need to be looking at the features of the brochures. Tell them to think about what make them “look” good (e.g., includes titles, pictures, photographs, captions, etc.).</td>
<td>TEKS: 2.19B</td>
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<tr>
<td>8. Students plan what features they will include in their poster or brochure.</td>
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<td>9. Students determine and sketch what their poster or brochure will look like.</td>
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### EVALUATE – Performance Indicator – Visit Our Community

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<tr>
<th>Suggested Day 13 – 50 minutes</th>
<th>Suggested Day 14 – 50 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students use their plans from Days 11 and 12 to create their travel poster or brochure.</td>
<td>Materials:</td>
</tr>
</tbody>
</table>

### Grade 02 Social Studies Unit 11 PI 02

Create a travel poster or brochure inviting visitors to the local community. Include information about the physical and human characteristics of the community such as the weather, landmarks, natural resources, industries, government services, significant individuals, and local cultural or patriotic celebrations.

**Standard(s):** 2.1B, 2.4C, 2.7A, 2.7B, 2.11B, 2.13C, 2.15B, 2.16A, 2.19B

**ELPS:** ELPS.c.1E

**TEKS:** 2.1B; 2.4C; 2.7A, 2.7B, 2.11B; 2.13C; 2.15B; 2.16A; 2.19B

**Materials:**

- poster board or cardstock (1 per student)
- markers, colored pencils, or crayons