

Lesson Plan Title: Iditarod Brochures Project

**Developed by:** Martha Dobson

**Discipline / Subject:** English/Language Arts (E/LA)

**Topic:** Internet research and MLA format

**Grade Level:** 6

**Resources / References / Materials Teacher Needs:**

Internet access per student, Iditarod Insider™ access, photos with permission to print from various mushers/photographers, 12x18 construction paper (one sheet for working copy, one for final product), glue, scissors, colored pencils/crayons. Create information sheets about plagiarism, Internet research, MLA format, and a parent letter regarding the project and safe Internet use.

**Lesson Summary:** After discussing plagiarism and crediting others as a way to recognize their work, the class discusses the characteristics of brochures. These include the use of color, easy to read text, attractive appearance, and getting the reader's attention through these characteristics. Students research the Internet in groups of 4 an Iditarod related topic or person. This project's topics were Martin Buser, Susan Butcher, Deedee Jonrowe, The Junior Iditarod, The Race Today, and Race Awards. Using their information and photographs, they create a brochure. Each picture is cited as well as other sources which are cited on the brochure's back in MLA format. The final products are laminated by the teacher and posted in the room or hallway.

**Standard's Addressed: (Local, State, or National) NC Standard Course of Study**

1. E/LA **2.02** Use multiple sources of print and non-print information in designing and developing informational materials (such as brochures, newsletters, and infomercials)
2. Computer/Technology Skills Grade 6 **1.01** Recognize and discuss how Copyright Laws protect ownership of intellectual property and discuss consequences of misuse.
3. Computer/Technology Skills Grade 6 **3.13** Use evaluation tools to select Internet resources and information for content and usefulness in content area assignments.

**Alaska Standards**

**Language Arts Content Standard B:** A student should be able to identify and select from multiple strategies in order to complete projects independently and cooperatively.

When working on a collaborative project,

- a. take responsibility for individual contributions to the project;
- b. share ideas and workloads;

- c. incorporate individual talents and perspectives;
- d. work effectively with others as an active participant and as a responsive audience; and
- e. evaluate the processes and work of self and others.

**Language Arts Content Standard D:** A student should be able to think logically and reflectively in order to present and explain positions based on relevant and reliable information.

- 2) evaluate the validity, objectivity, reliability, and quality of information read,
- 3) give credit and cite references as appropriate

**Alaska Technology Standards A-E**

**National Standards Technology NT.K-12.1; NT.K12-.2; NT.K-12.3 and NT.K-12.5**

**Learning objectives:**

- 1. The student will use Internet for research.
- 2. The student will cite sources using MLA format.
- 3. The students will create an attractive informational brochure.

**Method of Assessment for Learning:**

Develop a rubric which contains the criteria for the project. The rubric should include the characteristics of brochures discussed in the lesson summary, correct MLA format, and the degree of completeness of the topic and brochure.

**Procedural Activities**

- 1. Assign students their brochure topics and groups. In the computer lab, students sit with their group at adjacent computers to research their topics.
- 2. Students print information and photographs (with prior permission) relevant to their topics.
- 3. Working in groups, students design and create their brochures. Clip art may be added.
- 4. Students cite sources following MLA format on the back of the brochures. Photograph sources are cited with each photograph.

**Materials Students Need:** Iditarod brochure information sheet, plagiarism and MLA format information sheets, 12x18 construction paper (one working sheet and one for final product), scissors, crayons/colored pencils, glue

**Technology Utilized to Enhance Learning:** Computer lab with Internet access, Iditarod Insider™ access, photo editing. Some classroom access to a computer and printer was necessary. Word processing skills in creating brochure text.

**Other Information** Don't use markers as they will bleed through the paper. I emailed Kathy Chapoton and DeedeeJonrowe to obtain permission to use photos. Deedee sent about four photos we were allowed to use while Kathy gave permission to use photos from

Martin's website. Diane Johnson provided a letter from Jeff Schultz regarding use of his photos. All photos were cited with the picture in the brochure.

**Modifications for special learners/ Enrichment Opportunities**

Group work supports special learners. Students can use the more advanced techniques of photo editing to size pictures for the brochure or can use clip art to enhance the brochure.

Notes: I allowed 2 class periods on a block schedule for computer lab work. They had parts of 5 class periods to work on the brochures, but were expected to do some work at home such as typing text. This was a project for the grading quarter and the grade counted twice in their average for the quarter.