LESSON 11  HERE’S WHAT’S GREAT ABOUT MY Community!

Overview
Students design a brochure that highlights the aspects of their assigned neighborhood or part of the city that they value. Some aspects for students to consider are: visual character of the buildings, access to open space and public recreational opportunities (beach/swimming area, forested trails and opportunities for solitude), views, proximity to an ice cream shop or other hang-out area, or whatever else makes their area a good place to live. The teacher can decide on who the target audience should be for the brochure—as that will influence the features of the neighborhood that students should focus on.

Objectives

Students will be able to:
1. Identify at least five features of their neighborhood that would appeal to their audience (senior citizens, families, teenagers) to describe in the brochure.
2. Organize information and write the text for their neighborhood promotional brochure (made from a landscaped 8-1/2 x 11” paper, 2-sided). Check grammar, spelling, use of bulleted items, font size, headings, and other features to be graphically effective and informative.
3. Utilize software programs such as Microsoft Publisher or powerpoint to design a brochure that will visually attract and engage their audience. Use a minimum of three graphic images—photographs of their neighborhood, graph of survey responses, map of location in the community, drawings of neighborhood features, or other illustrations.
4. Be able to critique another student group’s brochures using the rubric on the following pages, and provide helpful suggestions.

Procedure

Part I.
Set up a table with sample tourism attraction brochures. Choose two brochures with the same theme for comparison purposes. Working in groups, students compare and discuss brochure sizes, layouts and text to determine what is pleasing and effective. (See form on next page for students to complete)

Part II.
Student groups are to develop an informational brochure (8.5 x 11 inch or 8.5 x 14 inch paper) designed to share their knowledge of land use planning and describe the attractive features of their neighborhood or community. The target audience are people who are looking for a new place to live. The students need to highlight the attractive qualities of their neighborhood in order to attract them to their neighborhood or town. The brochure must include a minimum of three illustrations.

1. Discuss what makes a community or neighborhood an attractive place to live. The survey responses of 2000 new homebuyers ranking community amenities was published in an April 2002 report by the National Association of Realtors (NAR) and National Association of Homebuilders (NAHB). The list of amenities printed below should give students some ideas for what they might include in their brochures.

Survey respondents were asked to note the importance of the following community amenities that would seriously influence their decision to move to a new community, realizing that these features, in
varying degrees, may increase the cost of the home or result in higher homeowner association fees or local taxes. Their responses are listed below. Respondents could identify as many amenities as they wished.

Results of 2000 new homebuyers ranking the following community amenities (April 2002 report by the National Association of Realtors and National Association of Homebuilders):

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Communityamenity</th>
</tr>
</thead>
<tbody>
<tr>
<td>44%</td>
<td>Highway access</td>
</tr>
<tr>
<td>36%</td>
<td>Walking/jogging/bike trails</td>
</tr>
<tr>
<td>28%</td>
<td>Sidewalk on both sides</td>
</tr>
<tr>
<td>26%</td>
<td>Park area</td>
</tr>
<tr>
<td>21%</td>
<td>Playgrounds</td>
</tr>
<tr>
<td>19%</td>
<td>Shops within walking distance</td>
</tr>
<tr>
<td>16%</td>
<td>Lake</td>
</tr>
<tr>
<td>15%</td>
<td>Near public transportation</td>
</tr>
<tr>
<td>14%</td>
<td>Day care center</td>
</tr>
<tr>
<td>10%</td>
<td>Business center</td>
</tr>
<tr>
<td>9%</td>
<td>Basketball courts/Soccer field</td>
</tr>
<tr>
<td>7%</td>
<td>Card-operated gate (no guard)</td>
</tr>
<tr>
<td>6%</td>
<td>Baseball/softball field</td>
</tr>
<tr>
<td>6%</td>
<td>Golf course</td>
</tr>
<tr>
<td>5%</td>
<td>Security guard at gate</td>
</tr>
<tr>
<td>4%</td>
<td>Tennis courts</td>
</tr>
<tr>
<td>3%</td>
<td>Equestrian facilities</td>
</tr>
</tbody>
</table>

The full report is available from: [http://www.realtor.org/publicaffairsweb.nsf/Pages/SmartGrowthSurvey02](http://www.realtor.org/publicaffairsweb.nsf/Pages/SmartGrowthSurvey02)

2. Student groups develop a draft of their brochure (draw out on paper), text and illustrations, to share with the teacher, or another student group, prior to beginning their computer layout.

3. Student groups exchange their draft brochures with at least one other group for critique and comments. Comments are written down (and turned into the teacher, if desired).

4. Brochures are edited and design is finalized. Be certain that your group members’ names are placed on the back of the brochure under “credits.”

5. Teachers may use the Brochure Rubric to score the rubric. Students may complete the Group Evaluation Form, as needed.

6. Optional: Attach a copy of the finished brochure to their presentation boards (see the next lesson: Sharing With the Community). A second copy of the brochure is turned into the teacher.

**Michigan Content Standards Addressed**

Social Studies:
Strand II. Geographic Perspective
   - Standard V.2 Inquiry
      - Construct an answer to the question posed and support it with evidence.

Strand IV. Economic Perspective
   - Standard 1. Describe and demonstrate effects of economic forces on consumer decisions regarding purchase and disposal of goods and services and how this effects society.

Language Arts:
   - Standard 3. Meaning and Communication
      - All students will focus on meaning and communicating as they listen, speak, view, read, and write in personal, social occupational, and civic contexts.
Name(s) _______________________________________________________________  

BROCHURE CRITIQUE

Select two brochures to answer the following questions for.

Title of brochure #1 ______________________________________________________
Title of brochure #2 ______________________________________________________

Part I. Design & Appearance of Brochure
1. Is the brochure in color or black and white?
2. Does it have photographs or sketches?
3. Does it tell its “story” mostly through text or illustrations?
4. What audience is the brochure written for? (Kids, families, just adults, etc.?)
5. How does choice of punctuation and capitalization affect the message being communicated?

Part II. Content of Brochure
6. What is the brochure trying to get you to do?
7. What natural resource is being promoted by this brochure?
8. Is the brochure effective at reaching its audience? Why or why not?
9. List some of the adjectives (loaded words) used in the brochure:
   Are these accurate? Believable? If you live here, is it really like they describe?
10. Does your group like or dislike the brochure? Explain.
### BROCHURE RUBRIC

#### DESIGN
- Neatness, quality of work: ________/10
- Blocks of text are appropriately labeled with headings: ________/5
- Informational text is well organized, easy to understand for target group, and free of grammatical errors: ________/20
- Contains a minimum of 3 illustrations: ________/10

**BONUS:** Work above and beyond what is expected: ________/5

**TOTAL:** ________/50 PTS.

#### CONTENT
- 4-6 panels of text with a minimum of 3 drawings, maps, or photos: ________/20
- Text describes five community amenities appropriate for target audience: ________/20
- Map of neighborhood location within community is geographically correct: ________/5

**BONUS:** Work above and beyond what is expected: ________/5

**TOTAL:** ________/50 PTS.

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### GROUP PROJECT EVALUATION

**GROUP MEMBERS:**

1. Describe how your group worked together.
   - A. We worked well together, no problems.
   - B. We had a few problems, but each group member contributed to the project.
   - C. One or two group members did all the work for the project.

2. How much time did your group spend working together during school?
   - A. 1-5 hours.
   - B. 5-10 hours.
   - C. More than 10 hours.

   Did everyone participate: Yes  No

3. How much time did your group spend working together after school?
   - A. 1-5 hours.
   - B. 5-10 hours.
   - C. More than 10 hours.

   Did everyone participate: Yes  No

4. For cooperation, I would rate our group (0=poor; 10=excellent):
   - A. 0-3, minimal cooperation.
   - B. 4-7, some cooperation.
   - C. 8-10, everyone contributed.

   Comments and/or suggestions (use back, if necessary):