Socially-based Curriculum Unit: Creating Awareness of Poverty Through an Information Brochure

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Unit Title: Creating Awareness of Poverty Through an Information Brochure

Time Frame: 5/6 lessons

Unit Developer(s): Dawn Russell

Developed for Course Name and Course Code:
Information and Communication Technology in Business, Grade 9 Open **(**BTT1O**)**

Strand(s) and Curriculum Learning Expectations Addressed:

Digital Literacy Strand

DLV.05   **- Apply effective techniques when conducting electronic research**
DL5.01   - Identify the types of electronic tools that can be used for research (e.g., CD-ROMS, databases, search engines);
DL5.02   - Use the features of a web browser (e.g., favourites/bookmarks, history, refresh/reload, print preview) to facilitate electronic research;
DL5.03   - Use the features (e.g., Boolean logic, advanced search, image search) of a variety of search engines to locate information;
DL5.04   - evaluate web sites for usefulness, accuracy, validity, bias, appropriateness, and currency;
DL5.05   - use an acceptable citation format (e.g., MLA, APA) to acknowledge electronic sources (e.g., web sties, online magazine articles, personal e-mail messages);

Design Software Strand

DSV.02   **- Use desktop publishing software to create publications. (If desktop publishing software is not available, students may use the desktop publishing features of word processing software programs to meet the requirements of this expectation.)**
DS2.01   - Use desktop publishing features (e.g., templates, importing text and graphics, font, layout, styles) to enhance publications;
DS2.02   - Use desktop publishing software to design and create a variety of publications (e.g., card, invitation, flyer, newsletter) for specific purposes and audiences.

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Desired Results

Unit Description:

Students create a three fold (six panel) brochure using desktop publishing software to inform others about issues in Poverty. Students use the design process throughout this project. In small groups, students brainstorm a focus for their brochure. Since Poverty is a general topic, student will narrow their ideas to a specific topic for their brochure, for example, Child Poverty, World Poverty Statistics, Poverty in Canada, Poverty in Toronto, etc. Students use their Internet search skills to locate information and students apply web site evaluation tools to identify the validity of information and bias on web sites. Students use word processing skills to create and edit information for the brochure. Students also use desktop publishing skills to import text, graphics, edit font, layout and styles to create a brochure.

Enduring Understandings / Learning:

Students will:
- create a three fold (six panel) brochure to inform others about issues in Poverty
- use Internet research and web site evaluation to identify appropriate information gathered from web sites
- apply desktop publishing skills to display information about poverty in an interesting and informative manner
- gain appreciation for the reality of Poverty in our world (locally, provincially, nationally and internationally)

Assessment Tasks

Performance Tasks and Other Evidence That Will Demonstrate the Knowledge and Skills Acquired:

- Students will create a three fold (six-panel) brochure displaying information on poverty.
- Students will demonstrate planning through thumbnail sketches of a three fold (six-panel) brochure. Students may use software such as Smart Ideas to organize their thoughts and the Planning Form (Appendix D).
- Students will complete at least one Web Site Evaluation Form (Appendix B) to verify the quality of information collected. Students will also use proper referencing on their brochure for information found on a web site(s).

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- Students will complete at least one Peer Editing Form (Appendix F) to identify assessment criteria and improve their understanding of poverty.

Assessment Criteria:
Assessment will consist of a rubric (teacher evaluated) and peer evaluation as students share their brochures in small groups. Refer to Appendix G for the Evaluation Rubric and Appendix F: Peer Editing Form
Other assessment items can include: Website Evaluation (Appendix B) and Planning (Appendix D or mind map)

Unit Planning Notes

Prior Learning Necessary:

Students will already have knowledge on the Design Process and Project Planning, including thumbnail sketches.
Students will have learned how to research using the Internet.
Students will have evaluated web sites for validity of information.
Students will have the ability to manage files, using proper saving techniques.

Preparation Notes:

The teacher will need to arrange the following prior to the beginning of this unit:
- Ensure computer access for each student with Internet access and desktop publishing software.
- Identify the computer software students can use for this project. If desktop publishing software (such as Microsoft Publisher) is not available, students can use a word processor. If using a word processor the page layout must be changed to "Landscape" rather than "Portrait"and format the document using three columns.
- Check each of the web site links used as references in this unit.
- Copy the Poverty Brochure Assignment (Appendix A) and Rubric (Appendix G) for each student.
- Copy the planning form (Appendix D) for each student.
- Copy the web site evaluation form (Appendix B) for each student.
- Copy the peer evaluation forms (Appendix F).

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<u>Learning Plan</u>

Lesson 1: Internet Search and Evaluating Web site information

Big Ideas: Students will be able to:
- use a search engine to locate general information on Poverty on the Internet
- evaluate web site information for usefulness, accuracy, validity, bias, appropriateness and currency of information

Getting Started (10-15 minutes)
Discussion: (no wrong answers – just encourage good listening and positive sharing -respect)
Poverty is defined as: deprivation or a lack of access to food, shelter and safe drinking water. Where do you think there is poverty in the world? In Canada? In Ontario? Most of us are blessed with safe homes and food and drink at any time. How can you use technology to spread the word about poverty?

Active Participation (20-25 minutes)
- Internet Search: Lead students through a mock Internet search for information on "Poverty".
  - Students choose a search engine (better if everyone is not using the same).
  - Type "poverty" in the search engine, then ask students to share how many results they have (e.g. 2 800 000 web sites). Talk about the first result (more often than not, it will be Wikipedia)
  - Lead students to go to that website (i.e. Wikipedia) and browse the main page for major topics (i.e. poverty definition, organizations fighting against poverty, statistics, causes of poverty, effects of poverty, etc)
  - Poverty is a very broad topic so we should narrow our search. Choose one of the major topics to further your search and lead students through searching and evaluating the web sites. For example, search "Poverty and Toronto" (or make it close to home!). Then try searching "Poverty and Toronto and children". Then try searching "Poverty and Toronto and children and statistics".Continue with this narrowing of your search until you feel the students grasp the concepts of searching the Internet and evaluating web sites.
- Review evaluation of web sites for usefulness (did you find information useful?), accuracy (how accurate was the information on the web site?), validity (who created this site? Would you trust their information?), bias (are they trying to sell you something or join their social cause?), appropriateness (is the theme of the site appropriate for your topic?), and currency (when was this site created? Is it up to date?).

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Self-directed learning (30-35 minutes)
Introduce students to the Poverty Brochure project (Appendix A). Allow students time to search the Internet on an area of poverty that interests them. Please tell them that it is not necessary to focus on poverty in Canada or Toronto, and not necessary to focus their search on statistics or on children (like the teacher-directed leading earlier).

Assessment Opportunity: Complete a Web site Evaluation (Appendix B) for 2 web sites.

Concluding the lesson (5 minutes prior to end of class)
Students will need to bookmark web sites of interest for this project.
Students can either write the web site addresses on a piece of paper, or copy and paste to a word processing document for easy access later.

Lesson 2: Brainstorming

Big Ideas: Students will be able to:
• brainstorm options for the main topic of their brochure
• use computer software to organize brainstorming ideas
• identify a main focus for their brochure

Getting Started (10-15 minutes)
• Introduction to (or review of) planning software such as Smart Ideas or Inspiration 8.
• Encourage students to share some of the main ideas from yesterday's class. What topics did you search together at the beginning of yesterday's lesson? (i.e. poverty, in Toronto, children, statistics) Encourage students to share the main topics they researched yesterday on their own.
• Using planning software (Smart Ideas or Inspiration 8 or any word processor using text boxes) demonstrate how to create a mind map or outline. Begin with one of the student's topics (i.e. child poverty statistics in Canada) and talk out loud through the process. See Appendix C for sample mind maps for "child poverty statistics in Canada".

Active Participation (20-30 minutes)
• Students form small groups of 3 or 4 to brainstorm topics on poverty. Students are encouraged to group with those who were searching similar topics during yesterday's class. One student is designated to type their group's ideas into the planning software on the computer.
• Students help each other to identify topics from their brainstorming session for the focus of their brochure. Encourage students to choose a different focus for their brochure than the students in their brainstorming group.

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Self-directed learning (30 minutes)
Allow students time to search the Internet on their main topic for their brochure. Encourage students to use word processing software to collect and organize their information.

Assessment Opportunity: Mind Map on a topic of poverty (see Appendix C for sample mind maps) in small groups.

Concluding the lesson (5 minutes prior to end of class)
Students will need to bookmark web sites of interest for this project.
Students can either write the web site addresses on a piece of paper, or copy and paste to a word processing document for easy access later.

Lesson 3: Planning and Thumbnail sketches

Big Ideas: Students will be able to:
• organize the layout of a brochure using thumbnail sketches
• identify main ideas of their topic on poverty
• demonstrate desktop publishing skills

Getting Started (15-20 minutes)
Review (or introduce) planning through the use of thumbnail sketches. Demonstrate how to organize a brochure using thumbnail sketches on an empty six-panel brochure. See Appendix E for a sample thumbnail sketch for "child poverty statistics in Canada".

Review some basic desktop publishing tips for creating a brochure such as:
• Titles are in larger font than regular text
• Use eye catching text/images on the front cover (makes the reader want to open the brochure)
• Include both Images and text throughout the brochure
• Images must relate to text
• Use colour, lines and abstract shapes to draw attention to areas in the brochure
• NEVER copy and paste from web sites – Always chose your information carefully
• Always reference web sites and printed material

**This is by no means a complete list! There are many desktop publishing web sites that provide detailed information on creating desktop published projects.

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Self-directed learning (45-55 minutes)
Students will begin to organize their information to display on their brochure using the Planning Form (Appendix D). Students should refer to their brainstorming session from Lesson 2 for ideas.

A thumbnail sketch (or evidence of planning) must be shown to the teacher prior to beginning the brochure using computer software (such as Microsoft Publisher, Corel Draw or a word processor).

Students will direct their learning:
• continue to gather information on their topic
• brainstorm ideas with other students (if not completed from Lesson 2)
• plan their brochure layout through thumbnail sketches
• begin the first draft of their brochure using computer software

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Assessment Opportunity: Planning Form with thumbnail sketches (Appendix D).

Concluding the lesson (5 minutes prior to end of class)
Students will need to bookmark web sites of interest for this project.
Students can either write the web site addresses on a piece of paper, or copy and paste to a word processing document for easy access later.
Save your project.

Lesson 4/5: Poverty Brochure

Big Ideas: Students will be able to:
• apply desktop publishing skills
• create a brochure using computer software (such as Microsoft Publisher, Corel Draw or a word processor)

Getting Started (5-10 minutes)
Review the Poverty Brochure project (Appendix A). Students must complete their brainstorming session, planning using thumbnail sketches and create a brochure using computer software.

Review some basic desktop publishing tips for creating a brochure (from Lesson 3).

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Self-directed learning (55-65 minutes)
Students will direct their learning:
• plan their brochure layout through thumbnail sketches (if not completed from Lesson 3)
• begin the first draft of their brochure using computer software
• edit another student's brochure
• improve the draft of their brochure after another student has edited

Concluding the lesson (5 minutes prior to end of class)
Remind to save your project.

**At the end of Lesson 5 all students must submit a brochure to be printed for Lesson 6: Brochure Swap.

Lesson 6: Brochure Swap

Big Ideas: Students will be able to:
• evaluate another student's brochure using specific criteria
• submit their brochure for evaluation by the teacher

Getting Started (5-10 minutes)
Hand out copies of the Peer Evaluation Sheet (Appendix F) to each student. Explain each item and describe the best process for peer editing in your classroom. For example, students may gather in groups of 3 or 4 and present their brochures. Or students may display their brochures in a brochure rack and throughout the class students may choose a few to evaluate.

Self-directed learning (55-65 minutes)
Students will evaluate approximately two brochures using the Peer Evaluation Sheet (Appendix F). Students may also use this class time to complete last minute changes to their brochure before submitting for evaluation by the teacher.

There are many variations of the Brochure Swap. Students can present their brochure information to your class or to another class. You may want to invite other community representatives as an audience (government officials, business groups, local newspaper). Students can present their brochures during lunch hour in the cafeteria. Be flexible to adjust to the students in your class.

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Assessment Opportunity: Peer Evaluation (Appendix F) and teacher evaluation of final brochure using the Project Rubric (Appendix G).

Concluding the lesson (5 minutes prior to end of class)
Remind students to save and submit their final brochure for evaluation.
Remind students to submit their Peer Evaluation Sheets.

Attachments

A   Poverty Brochure Project Description
B   Web site Evaluation
C   Mind Map Samples
D   Planning Form
E   Sample Thumbnail plan for a six-panel brochure
F   Peer Editing Form
G   Poverty Brochure Rubric

Other Possible Course Applications

(Indicate other courses to which this unit could apply, with general suggestions as to where adaptation or modification may be necessary.)

BTA3O Information Technology Applications in Business
•   Software Applications: producing business documents
•   Electronic Research and Communication: using electronic media to find information, determine validity of electronic information.

BBI1O Introduction to Business
•   International Business: The main focus of the brochure on international trade and the affect of trade barriers on countries in poverty. Another focus of the brochure could be on Canadian companies who aid in the reduction of world poverty.