

# Lesson Plan 5 - Exploring West Virginia/Travel Guides

## Objective(s) for the Lesson

SS.O.WV.04.08      Research West Virginia's population, products, resources, transportation, state parks, forests, and scenic/recreational resources and draw conclusions from the information.

## Time Frame

90 minutes/2 days: Day 1: 5-Intro, 25-Research/Printing, Day 2: 50-Constructing/Designing, 10-Sharing

## Title(s) and Page Number(s) in the *West Virginia Encyclopedia* which provide content background for the teacher

State Forests and State Parks      p. 677

## Title(s) and Page Number(s) in the *West Virginia Encyclopedia* which provide instructional opportunities for the students

(optional) Students may themselves use the encyclopedia for additional research for the project.

## Materials Needed

Access to internet/computer lab w/printer  
Paper/pencil  
Glue  
Colored pencils  
Markers  
Crayons  
Scissors  
White paper  
Variety of different travel guides for examples

## Procedures/Strategies

*Day 1 Introduction: (From the *West Virginia Encyclopedia*)*

Teacher will:

1. Discuss the significance and importance of West Virginia state parks/forests.
2. Discuss relevance of tourism and the effect on our economy.
3. Show several different examples of travel guides to students for inspiration.
4. Leave out for display throughout the duration of the project.

Research/Printing: Students will be taken to the computer lab to visit the West Virginia state park website: [www.wvstateparks.com/](http://www.wvstateparks.com/)

The students will be randomly assigned various state parks/forests to research. They will be responsible for printing all information pertaining to their park/forest. The items that will be relevant and mandatory are: exact and relative location (be sure to include phone numbers, as well as major cities that are close), recreational activities, lodging, pictures of park, and flora and fauna. (Students may need assistance locating lodging information.)

Day 2 Students will have approximately 50 minutes to design and construct a travel guide including all

information found through research from day 1. On the back of their guides, they will have to defend why you should visit their particular park/forest. Final 10 minutes: the students will share their guides in pairs, then be asked to share their favorite part of their partner's project.

## Assessment

Rubric

### Making A Brochure : West Virginia State Parks/Forests Travel Guides

Teacher Name: \_\_\_\_\_

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
<b>Content - Accuracy</b>	All facts in the guide are accurate.	99-90% of the facts in the guide are accurate.	89-80% of the facts in the guide are accurate.	Fewer than 80% of the facts in the guide are accurate.
<b>Graphics/Pictures</b>	Graphics go well with the text and there is a good mix of text and graphics.	Graphics go well with the text, but there are so many that they distract from the text.	Graphics go well with the text, but there are too few and the guide seems "text-heavy."	Graphics do not go with the accompanying text or appear to be randomly chosen.
<b>Attractiveness &amp; Organization</b>	The guide has exceptionally attractive formatting and well-organized information.	The guide has attractive formatting and well-organized information.	The guide has well-organized information.	The guide's formatting and organization of material are confusing to the reader.
<b>Writing - Mechanics</b>	Capitalization and punctuation are correct throughout the guide.	Capitalization and punctuation are correct throughout the guide after feedback from an adult.	There are 1-2 capitalization and/or punctuation errors in the guide even after feedback from an adult.	There are several capitalization or punctuation errors in the guide even after feedback from an adult.

## Supporting Resources

<http://www.wvstateparks.com/>

<http://rubistar.4teachers.org/index.php>

