

Synthesis Activity > 1 page Travel Brochure > Kazakhstan & Uzbekistan

[This synthesis lesson is intended to support research, annotation, product production, rubric creation, and oral presentation skills. Students will critically think, watch, read, annotate, and produce brochures and exhibit cultural knowledge gained from the activity. This unit could take a week or more depending on the classes' achievement level. It will provide the instructor a chance to conference multiple times with students, take multiple grades, and provide student leadership opportunities in the classroom. The unit could be done in groups, or individually. Set deadlines for segments of the assignment with the students / groups so that they do not feel overwhelmed.]

Subject English Language Arts / Social Studies

Grade 9-12

Materials

- Internet access
- Computer / printer access
- Poster board / Jump Drive
- Glue
- Scissors

Common Core State Standards & Objectives**CCSS.ELA-LITERACY.SL.9-10.2**

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

CCSS.ELA-LITERACY.RI.9-10.2

Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

CCSS.ELA-LITERACY.W.9-10.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.W.9-10.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CCSS.ELA-LITERACY.SL.9-10.1.B

Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

Description

> *Introduction* Introduce the countries of Kazakhstan and Uzbekistan using videos.

Examples of videos for Kazakhstan follow;

https://www.youtube.com/watch?v=qa_5Wr1QtD4 and

<https://www.youtube.com/watch?v=-PGkH3k1rck>

Uzbekistan

<https://www.youtube.com/watch?v=q5VCdvQHsqQ> and

<https://www.youtube.com/watch?v=WtdKgMHjfRE>

> *Brochure Rubric* Creating a rubric with students provides them a stake in its usage and encourages achievement. The following is an example.

<https://www.pinterest.com/pin/452189618811035421/>

Set parameters on the assignment. How many photos? Are students to focus on major cities? Natural features? Museums? History? Architecture? Cultural festivals? Do they include airports and train stations? After creating the rubric, assign different aspects of the country to different students. Each individual student or group can focus on one major aspect of the country. The brochure should be double sided, double folded, and contain both visuals (photos and maps) as well as descriptions. [Grade for participation]

> *Student Research* Using the internet, students should search, evaluate, then print and annotate sources for each country they will be researching. They will also need to print / save maps, photos, schematics etc. to produce the brochure. The instructor should monitor the students / groups to make sure the research is academic in nature and acceptable. [Grade for research, grade for research annotation]

> *Annotated Bibliography* Students/ groups should also produce an annotated work cited page for each brochure. Websites from which information, maps, photos, etc. are taken from must be cited, described, and evaluated. [Grade for Annotated Bibliography]

> *Brochure* Students, using either scissors and glue, or Microsoft Word, create their brochure. [Grade for brochure]

> *Presentation* First, create a rubric to grade the presentations with the students – the link provided is only one example. <http://april.onthemarch.co/class-presentation-rubric/> Students discuss their findings, noting similarities, differences, and interesting findings from their research [Grade for presentation]

> *Discussion* What did the students learn? Would they want to visit these exotic countries? What did they learn that was surprising ? [Grade for participation]

Modifications

LOW > Students may be provided with research, photos, maps, group annotate, or be allowed extra time as necessary.

HIGH > Set them loose (with time limit) to produce their hearts desire.