artsNOW
Integrated learning solutions

TAKE A TRIP
Grade Band: 4-5
Content Focus: Visual Arts, ELA & Social Studies



LEARNING DESCRIPTION

Students will merge the elements of opinion writing, text features, and design elements by creating their own travel guide! They will explain why someone should visit their chosen location, supporting their reasons with illustrations that bring the destination to life. To test the persuasiveness of their guides, students will present them to their peers, attempting to convince them to visit the location.

LEARNING TARGETS

Essential Questions	"I Can" Statements
How can design features and text features be used to convince someone to travel to a location? How can color be used to communicate a message?	I can create a travel guide for a location that uses design and text features to convince someone to travel to my chosen location. I can provide reasons that are supported with details as to why someone should travel to my chosen location.

	I can use color schemes to create unity and communicate a message.

GEORGIA STANDARDS

Curriculum Standards	Arts Standards
Grade 4: **ELA** ELAGSE4W1 Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). d. Provide a concluding statement or section related to the opinion presented. ELAGSE4W7 Conduct short research projects that build knowledge through investigation of different aspects of a topic. **Social Studies** SS4G1 Locate important physical and man-made features in the United States. a. Locate major physical features of the United States: the Atlantic Coastal Plain, the Great Plains, the Continental Divide, the Gulf of Mexico, the Mississippi River, and the Great Lakes. b. Locate major man-made features of the United States: New York City, NY; Boston, MA; Philadelphia, PA; Washington, D.C.; Gettysburg, PA; and the Erie Canal. **Grade 5:** **ELA** ELAGSE5W1 Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). d. Provide a	**Grade 4:** VA4.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning. VA4.CR.2 Create works of art based on selected themes. VA4.CR.3 Understand and apply media, techniques, and processes of two-dimensional art. VA4.CN.2 Integrate information from other disciplines to enhance the understanding and production of works of art. **Grade 5:** VA5.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning. VA5.CR.2 Create works of art based on selected themes. VA5.CR.3 Understand and apply media, techniques, and processes of two-dimensional art. VA5.CN.2 Integrate information from other disciplines to enhance the understanding and production of works of art.

concluding statement or section related to the opinion presented. ELAGSE5W7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. **Social Studies** SS5G1 Locate important places in the United States. a. Locate important man-made places; include the Chisholm Trail; Pittsburgh, PA; Kitty Hawk, NC; Pearl Harbor, HI; Montgomery, AL.; and Chicago, IL.	

SOUTH CAROLINA STANDARDS

Curriculum Standards	Arts Standards
Grade 4: ELA.4.AOR.5.2 Explain how basic text features contribute to meaning in an informational text; identify the text structures of problem and solution, chronological, and/or compare and contrast. ELA.4.R.1.1 Conduct short research for inquiry by: a. generating a question about a topic; and b. examining a provided source. ELA.4.C.1.1 Write arguments to make a claim about a topic. When writing: a. introduce a topic and state an opinion about the topic; b. provide reasons supported by facts from a credible source(s); and c. group ideas logically using transitional words and phrases; and d. provide a concluding statement or section. **Grade 5:** ELA.5.R.1.1 Conduct short research for inquiry by: a. generating a question(s) about a topic; and b. consulting a variety of print and multimedia sources. ELA.5.C.1.1 Write arguments to make a claim about a topic. When writing: a. introduce a topic and make a claim about the topic; b. include reasons that are supported by facts	**Anchor Standard 1:** I can use the elements and principles of art to create artwork. **Anchor Standard 2:** I can use different materials, techniques, and processes to make art. **Anchor Standard 5:** I can interpret and evaluate the meaning of an artwork. **Anchor Standard 7:** I can relate visual arts ideas to other arts disciplines, content areas, and careers.

from a credible source(s); c. develop an organizational structure in which ideas are grouped logically; d. use transitions to link and structure ideas; and e. provide a concluding statement or section.	

KEY VOCABULARY

Content Vocabulary	Arts Vocabulary
• Opinion writing - A form of writing in which the author expresses their personal beliefs, thoughts, or feelings about a particular topic or issue • Argumentative writing - A type of writing that presents a clear stance on a specific issue or topic and supports that stance with logical reasoning, evidence, and analysis • Persuade - To move by argument, entreaty, or expostulation to a belief, position, or course of action • Audience - A reading, viewing, or listening public • Text features - The components of a text that help organize and highlight important information, making it easier for readers to navigate and understand the content	• Space - How the elements are organized in an artwork • Emphasis - Where the artist wants to draw the viewer's eye • Color scheme - A limited grouping of colors used in an artwork • Unity - The sense of cohesion or harmony that is created when all elements of a piece of artwork work together to create a unified whole

MATERIALS

- A variety of travel guides (see "Additional Resources")
- Construction paper
- Markers and or/colored pencils
- Scratch paper
- Pencils

INSTRUCTIONAL DESIGN

Opening/Activating Strategy

- Pass out travel guides for students to look at. Provide each group of students several different guides to view.
- Next, ask students to look at the images and any text.
    - Ask students to pick the place they would most like to go.
    - Allow students time to share where they would go and explain why.

Work Session

- Ask students to work collaboratively to identify the text features in the guides.
    - Facilitate a discussion around which text features they identified and what purpose they serve in furthering conveying meaning.
    - Discuss how the text features contribute to persuading someone to visit the location.
- Look at the design features of the travel guides.
    - Ask students to describe how the designer of the guide used the space on the paper. Students should notice that visuals take up a large portion of the space. They may also notice bold or large headings.
    - Ask students how the designer used color. Students may notice vibrant colors in the pictures that communicate the beauty of the place. Students may also notice that some designers use color in the headings and in text boxes to draw the viewer's attention. This is called emphasis in art.
    - Ask students to make observations about the style of guide. Students will notice that the colors used throughout the guide are consistent. This is called a color scheme in art and it creates unity.
        - Show students a color wheel and discuss various types of color schemes, complementary, analogous, warm, neutral and cool.
            - Ask students how different color schemes make them feel–relaxed, excited, etc.
            - Have students look through the guides and see if they can identify any color schemes. Ask students how the colors reflect the atmosphere of the place.
- Ask students what they think the purpose of the guides is. Students should determine that their purpose is to persuade someone to visit the location.
- Now, ask students who they think the travel guides are written for (audience). Ask students how they know.
- Talk about some of the reasons or arguments presented in the text and pictures of the guides which may persuade someone to visit.
    - Some examples may include: Relaxing beaches or exciting activities for the whole family.
- Next, discuss the order in which the reasons to visit are presented, noting that the strongest reason is usually listed first.
- Tell students that they will be creating their own travel guides (this can be done individually, with a partner, or in a small group).
- The teacher will then instruct the students to select a location to use as the topic of their travel guide.
    - Have students select and research a location that connects to a geography standard in Social Studies. (For example, SS5G1 Locate important places in the United States. a. Locate important man-made places; include the Chisholm Trail; Pittsburgh, PA; Kitty Hawk, NC; Pearl Harbor, HI; Montgomery, AL.; and Chicago, IL.)

    - Alternatively, students could select a favorite place that they've visited or could focus on their state or town geography.
    - Students will conduct research on their location to include in their travel guide.
- Pass out scratch paper to students. Students should identify:
    - The purpose of the guide (to convince someone to visit the location)
    - Their audience (this may be different depending on the location that they choose)
    - Three reasons why someone should visit. Students should rank the reasons from most convincing to least convincing.
        - Under each reason, students should list supporting details.
- Have students share their answers with a partner and allow time for students to ask each other questions about their answers.

Creating Travel Guides

- Pass out paper to students.
- Demonstrate to students how to trifold paper to make a travel guide.
- Have students label each section of their guide.
    - The front flap will be the cover.
    - The first page will be the first and strongest reason to travel, and will include a heading, an illustration of the reason and a brief paragraph explaining why the audience should visit for this reason.
    - The students will continue this process by illustrating and writing in pages two and three.
    - They should use the back to write their name and cite their source(s). They can create a fake travel company name and contact information if they would like!
- Remind students of the text features that they identified in the travel guide.
    - Create a list of features that should be included on the cover (title and large illustration) and on each page (heading, text, and illustration).
    - Next, have students designate space for their title, headings, text and illustrations.
- Remind students that in the text portion of the travel guide, their writing should:
    - State three reasons why someone should visit the location.
    - Support each reason with relevant details from their research.
    - Use transitional words and phrases to link opinion, reasons, and supporting details.
    - Students should write in paragraph form using introduction and conclusion sentences.
- Remind students to use the following techniques in their design:
    - Create large illustrations with vibrant colors.
    - Use color to create emphasis in text boxes and/or in headings to draw the viewer's attention.
    - Choose a specific color scheme for the headings and text boxes to create unity. Project the color wheel for reference. Students should reflect on what they want to communicate to their audience and pick a color scheme that reflects that (exciting, calming, fun, etc.).
- Allow time for students to create their travel guides. Circulate the room to work with students.
- Once the guide is complete, students will use their travel guides to help them write an opinion/argumentative essay that includes an introduction, supporting details, and conclusion to convince someone to come and visit their location.

Closing/Reflection

- Place students in small groups. Tell students that they will get to pick one place from their group member's locations to travel.
- Have students share their travel guides with their group members.
- After each group member has shared, students will do a quick write on which place they would choose to visit and why.
- Allow time for a few students to share their responses with the whole class.

ASSESSMENTS

Formative

Teachers will assess students' understanding of the content throughout the lesson by observing students' participation in the activator; discussion of design and text features; discussion of the purpose of travel guides; and conferencing with students during the research, planning, creation, and writing process.

Summative

CHECKLIST

- Students can create a travel guide for a location that uses design and text features to convince someone to travel to the location.
- Students can provide reasons that are supported with details as to why someone should travel to the location.
- Students can use color schemes to create unity and communicate a message.
- Students can write a well-organized opinion/argumentative essay that includes an introduction, supporting details, and conclusion.

DIFFERENTIATION

Acceleration:

- Students will turn their travel guide into a commercial. In addition to a script, encourage students to videotape and share the commercials with the class.
- Students can turn their guides into digital guides using an application on their student devices, such as Microsoft Publisher.

Remediation:

- As a group, make a visual list of why someone should want to go to the specific destination. Use verbal prompting questions to elicit responses from students about the guide.
- Provide the students with pre-folded tri fold paper to create their own guide.
- Encourage the students to write 1-2 sentences per section of their guide.
- Reduce the requirements in the essay or allow students to submit their travel guides in lieu of the essay.

ESOL Modifications and Adaptations:

- Introduce vocabulary: persuade, argument, logical, effective, appeal, and audience. Have the ESOL teacher model using each word in a sentence to help students understand the meaning.

- ESOL Assessments: Each section/page has an illustration and, depending on students' language level, a paragraph, sentence, or words explaining their reason and why the audience should visit.

ADDITIONAL RESOURCES

- Rubric
- Digital Travel Guides
- Travel Guides Free

**This integrated lesson provides differentiated ideas and activities for educators that are aligned to a sampling of standards. Standards referenced at the time of publishing may differ based on each state's adoption of new standards.*

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