



# artsNOW

Integrated learning solutions

## TAKE A TRIP Grade Band: 2-3 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?	<p>I can create a travel guide that uses design and text features to convince someone to travel to my chosen location.</p> <p>I can provide reasons that are supported with details as to why someone should travel to my chosen location.</p>



**We bring learning to life.**

## GEORGIA STANDARDS

Curriculum Standards	Arts Standards
<p><b>Grade 2:</b> <b>ELA</b> ELAGSE2RI5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>ELAGSE2W1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p> <p><b>Social Studies</b> SS2G1 Locate and compare major topographical features of Georgia and describe how these features define Georgia's surface. a. Locate and compare the geographic regions of Georgia: Blue Ridge, Piedmont, Coastal Plain, Ridge and Valley, and Appalachian Plateau. b. Locate on a physical map the major rivers: Savannah, Flint, and Chattahoochee.</p> <p><b>Grade 3:</b> <b>ELA</b> ELAGSE3W1 Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce the topic or book they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. d. Provide a concluding statement or section.</p> <p>ELAGSE3RI5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic quickly and efficiently</p>	<p><b>Grade 2:</b> VA2.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning. VA2.CR.2 Create works of art based on selected themes. VA2.CR.3 Understand and apply media, techniques, and processes of two-dimensional art. VA2.CN.2 Integrate information from other disciplines to enhance the understanding and production of works of art.</p> <p><b>Grade 3:</b> VA3.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning. VA3.CR.2 Create works of art based on selected themes. VA3.CR.3 Understand and apply media, techniques, and processes of two-dimensional art. VA3.CN.2 Integrate information from other disciplines to enhance the understanding and production of works of art.</p>



**We bring learning to life.**

**Social Studies**

SS3G1 Locate major topographical features on a physical map of the United States. a. Locate major rivers of the United States of America: Mississippi, Ohio, Rio Grande, Colorado, Hudson, and St. Lawrence. b. Locate major mountain ranges of the United States of America: Appalachian, Rocky.

**SOUTH CAROLINA STANDARDS**

Curriculum Standards	Arts Standards
<p><b>Grade 2:</b> <b>ELA</b> ELA.2.AOR.5.2 Explain how text features contribute to meaning in an informational text; identify the text structure of sequence.</p> <p>ELA.2.C.1.1 Write opinion pieces about a topic. When writing: a. introduce an opinion and include reasons with details to support the opinion; b. use grade-appropriate transitions; and c. provide a concluding statement.</p> <p><b>Social Studies</b> Standard 2: Utilize the college and career skills of a geographer to apply map skills and draw conclusions about the United States. 2.G.1 Identify the geographic location of the U.S. in relation to the rest of the world. 2.G.2 Describe and compare various landforms over time within the U.S. through the use of primary and secondary sources.</p> <p><b>Grade 3:</b> ELA.3.AOR.5.2 Explain how basic text features contribute to meaning in an informational text; identify the text structures of description/list and/or cause and effect.</p> <p>ELA.3.C.1.1 Write opinion pieces about a topic. When writing: a. introduce a topic; include an opinion statement; b. include reasons supported by details from a provided source; c. use grade-appropriate transitions to link ideas; d. organize information; and e. provide a concluding statement.</p>	<p><b>Anchor Standard 1:</b> I can use the elements and principles of art to create artwork.</p> <p><b>Anchor Standard 2:</b> I can use different materials, techniques, and processes to make art.</p> <p><b>Anchor Standard 7:</b> I can relate visual arts ideas to other arts disciplines, content areas, and careers.</p>



**We bring learning to life.**

## KEY VOCABULARY

Content Vocabulary	Arts Vocabulary
<ul style="list-style-type: none"><li>● <u>Opinion writing</u> - A form of writing in which the author expresses their personal beliefs, thoughts, or feelings about a particular topic or issue</li><li>● <u>Argumentative writing</u> - 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</li><li>● <u>Persuade</u> - To move by argument, entreaty, or exhortation to a belief, position, or course of action</li><li>● <u>Audience</u> - A reading, viewing, or listening public</li><li>● <u>Text features</u> - The components of a text that help organize and highlight important information, making it easier for readers to navigate and understand the content</li></ul>	<ul style="list-style-type: none"><li>● <u>Space</u> - How the elements are organized in an artwork</li><li>● <u>Emphasis</u> - Where the artist wants to draw the viewer's eye</li><li>● <u>Color scheme</u> - A limited grouping of colors used in an artwork</li><li>● <u>Unity</u> - The sense of cohesion or harmony that is created when all elements of a piece of artwork work together to create a unified whole</li></ul>

## 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 that they can read (students are not expected to be able to read the travel guides).
  - Ask students to pick the place they would most like to go.
  - Allow students time to share where they would go and explain why.



**We bring learning to life.**

## 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 create a class list.
  - 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.
    - Ask students how different colors make them feel—relaxed, excited, etc.
    - Have students look through the guides and see if they can see 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, SS3G1 Locate major topographical features on a physical map of the United States. a. Locate major rivers of the United States of America: Mississippi, Ohio, Rio Grande, Colorado, Hudson, and St. Lawrence. b. Locate major mountain ranges of the United States of America: Appalachian, Rocky.)
  - Alternatively, students could select a favorite place that they've visited or could focus on their state or town geography.
- 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.



**We bring learning to life.**

- 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. 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.
  - Use linking words and phrases (e.g., because, therefore, since, for example) and transitions to connect opinion and reasons.
  - Students should write in complete sentences/paragraph form.
- 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 limited number of colors that reflect the atmosphere of the location for the headings and text boxes to create unity.
- Allow time for students to create their travel guides. Circulate the room to work with students.

### 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



**We bring learning to life.**

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 research, planning, and creation 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.

## 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.

### 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.*

*Ideas contributed by: Deborah Kupperbusch. Modifications, Extensions, and Adaptations Contributed by: Candy Bennett, Patty Bickell, Vilma Thomas, and Lori Young Reviewed by Debbie Frost. Updated by: Katy Betts.*



**We bring learning to life.**



**We bring learning to life.**