



“It’s A Bird, It’s A Plane, It’s Travel Time!” Travel Brochure Project

Brief Project Overview:

In this project, students will demonstrate their Internet research and persuasive writing skills to create colorful, informative travel brochures to popular vacation destinations, all while gaining valuable communication skills working with their peers and exploring many areas of the world they have yet to see!

Appropriate Subjects and Grade Levels

For **high school** students in the following classes:

- English
- Social Science
- Business
- Marketing Technology

For 7th and 8th grade **junior high** school students in:

- Social Studies

Optional: Interdisciplinary Connections - Math, Foreign Language

Length of Project

Approximately 3-4 days (55-minute class periods)

NOTE: The length of this project is an estimated minimum time need for completion that may easily be expanded upon. The length of time will naturally increase as the project is expanded upon by the teacher as it is adapted to meet classroom and curriculum goals.

Teacher’s Materials Provided

- Lesson Plan
- Outcomes/Products Assessments and Standards Matrix – identifies lesson outcomes, standards addressed, and ways to measure learning; includes a brief description of corresponding student activities
- Travel Brochure Rubric #2 Group Grade - to clarify the **Travel Brochure** assignment and to set out grading criteria for the assignment
- Optional: Travel Brochure Presentation Rubric #3 Group Grade - to clarify the *Optional Travel Brochure Presentation* assignment and to set out grading criteria for the assignment

Student Materials Provided

- Analyzing Travel Brochures student worksheet with short answer questions related to identifying attributes of an effective travel brochure



- Travel Brochure Roles & Job Descriptions handout clarifying division of labor for the group's travel brochure research and writing
- Web Links handout with suggested web addresses useful for this project
- Student Collaboration Rubric #1 – each student will use four copies of this to evaluate their own and their teammates contributions to the project
- Travel Brochure Rubric #2 Group Grade - to clarify the **Travel Brochure** assignment
- Optional: Travel Brochure Presentation Rubric #3 Group Grade - to clarify the *Optional Travel Brochure Presentation* assignment

Classroom Facilities Needed

- Computer/ color printer access for each student
- Internet access
- Word and/or Publisher
- Atlas--optional

Student Supplies Needed

- Pen/pencils
- Floppy disks

Special Resources Needed

- Selection of sample travel brochures

Teacher Preparation Checklist

- Review Outcomes/Products and Assessments Matrix, Lesson Plan, student materials and perhaps the recommended background materials
- Make plans to distribute electronically:
 - Web Links Handout #3 - one per student or group; best distributed as a file rather than a paper handout
- Make copies of handouts for students
 - Analyzing Travel Brochures - one per student or group
 - Travel Brochure Roles & Job Descriptions - one per student
 - Student Collaboration Rubric #1 - four per student
 - Travel Brochure Rubric #2 Group Grade - one per student
 - Optional: Travel Brochure Presentation Rubric #3 Group Grade - one per student

Recommended Background Materials

- *National Geographic Maps: The Complete Collection* CD-ROM, Topics Entertainment



Optional: Follow-up Activities

- Use maps from the Internet, as well as other maps, to plan the routes to get to the vacation destinations researched in class. How do the different maps vary in the information they provide and their usefulness?
- Using the Web sites described in the featured article, use the Internet to research transportation fares to various vacation destinations. Then, create a comparative chart that indicates differences in fares on different dates. (NOTE: Most travel Web sites require users to “register” by giving at least a screen name, password, and an email address. Adults should supervise the registration process for this exercise.)
- Write to various Chamber of Commerce offices in a variety of cities and obtain tourist brochures. What do the brochures they send indicate about the tourism industry in that city? What attractions and activities do these brochures highlight?
- Interview travel agents about the positive and negative effects of the Web on their business.

Interdisciplinary Connections

Foreign Language:

Create a vacation guide about a location where the language of study is spoken. Examine tourism Web sites written in the language of study.

Compose a brochure in the language of study that “sells” a country of the same language of study.

Mathematics:

Imagine that you are planning a trip to visit five sites across the country or around the world. Use scales on maps to calculate the air distance and the road distance between locations.

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For more information please visit: FAB.SierraCollege.edu



Outcomes/Products, Assessments and Standards Matrix

“It’s A Bird, It’s A Plane, It’s Travel Time!” Travel Brochure Project

Learning Outcome/Products	Assessment	Level of Bloom’s Taxonomy	Standards Addressed
Identify attributes of an effective travel brochure.	<ul style="list-style-type: none"> • Complete the <u>Analyzing Travel Brochures</u> worksheet. • With the class or partner, share your findings. <p>Mastery will be determined by discussion of findings.</p>	<p>Knowledge</p> <p>Comprehension</p>	<p>Language Arts 9/10 Reading Comprehension 1.0, 2.1</p> <p>Language Arts 11/12 Reading Comprehension 2.1-2.6</p> <p>Business Core 1.1 Business Communications 1.1.1 Diversity 1.1.2 Effectiveness 1.5 Employability Skills 1.5.6 Teamwork 1.5.7 Time Management</p>
Create a colorful, informative travel brochure to a vacation destination using persuasive language to encourage potential tourists.	<p>Travel Brochure complete with all the information as outlined in the <u>Travel Brochure Roles and Job Descriptions</u>.</p> <p>Scoring: <u>Travel Brochure Rubric #2 Group Grade</u> (provided) to grade each group’s brochure based on the fulfillment of requirements, the quality of material included in the brochure, the content, organization, and mechanics of the persuasive writing, the creativity executed to complete the work, and the neatness exhibited in the final product.</p>	<p>Synthesis</p> <p>Comprehension</p> <p>Analysis</p> <p>Application</p>	<p>Language Arts 9/10 Reading Comp 2.2-2.6 Writing Strategies 1.1, 1.3, 1.4, 1.9 Writing Applications 2.6 Written/Oral 1.4, 1.5</p> <p>Language Arts 11/12 Writing Strategies 1.1, 1.3, 1.4, 1.9 Written/Oral 1.1, 1.2</p> <p>Economics 12.1.3 Incentives That Change Behavior</p> <p>Business Core 1.1 Business Communications 1.1.2 Effectiveness 1.1.4 Methods of Communication 1.1.5 Nonverbal Communications 1.1.6 Oral Communication 1.4 Economics & Financial Concept 1.4.5 Exchange Rates 1.6 Information Technology 1.6.1 Applications 1.6.3 Document Processing</p>



<p>Use online citation Web tools to properly cite Web sites using MLA format.</p>	<p>Travel Brochure</p> <p>Scoring: <u>Travel Brochure Rubric #2 Group Grade</u> (provided) to grade each group's brochure based on the fulfillment of requirements, the quality of material included in the brochure, the content, organization, and mechanics of the persuasive writing, the creativity executed to complete the work, and the neatness exhibited in the final product.</p>	<p>Knowledge Comprehension Application</p>	<p>Language Arts 9/10 Reading Comprehension 2.2, 2.6 Writing Strategies 1.3, 1.7 Language Arts 11/12 Writing Strategies 1.7 Business Core 1.0 Business Communications 1.1.3 Ethics 1.6 Information Technologies 1.6.1 Applications 1.6.5 Information Resources</p>
<p>Optional: Present an informative travel brochure presentation to a vacation destination using persuasive language, props and costumes to encourage potential tourists.</p>	<p>Optional: Presentation of Travel Brochure to class.</p> <p>Scoring: <u>Travel Brochure Presentation Rubric #3 Group Grade</u> which grades each group based on the delivery (enthusiasm, clear speaking skills, posture and eye contact and preparedness), creativity (props and costumes), the fulfillment of the project criteria, and persuasive presentation skills (the interest the group promotes in its viewers).</p>	<p>Synthesis Comprehension Analysis Application</p>	<p>Language Arts 9/10 Listening/Speaking Strategies 1.3, 1.7, 1.8, 1.9 Speaking Applications 2.2, 2.6 Language Arts 11/12 Listening/Speaking Strategies 1.4, 1.6, 1.8, 1.10 Business Core 1.0 Business Communications 1.1.2 Effectiveness 1.1.4 Methods of Communication 1.1.5 Nonverbal Communication 1.1.6 Oral Communication 1.6 Information Technologies 1.6.6 Presentation 1.6.10 Telecommunications</p>
<p>Work in collaborative teams to complete tasks efficiently and effectively.</p>	<p>Evaluate self and group members using the <u>Student Collaboration Rubric #1</u>.</p> <p>Scoring: <u>Student Collaboration Rubric #1</u> - Ratings are based on contribution to group, meeting deadlines, fulfilling role duties, working well with group members, sharing equally and making fair decisions.</p>	<p>Evaluation Analysis</p>	<p>Business Core 1.0 Business Communications 1.1.1 Diversity 1.5 Employability Skills 1.5.2 Conflict Resolution 1.5.5 Positive Attitude 1.5.6 Teamwork 1.5.7 Time Management 3.4 International Business 3.4.1 Communications</p>



Lesson Plan

“It’s A Bird, It’s A Plane, It’s Travel Time!”

Travel Brochure Project

A. Introduction: (About 5 minutes)

Address Students:

Congratulations!!! You and three of your classmates have just been chosen to be the founding fathers of a new travel company. This travel company will be marketing a product, one which will be highly valued by all who enjoy traveling, but don't have the time, resources, or perhaps the energy to research the area to which they would like to travel. You are not only going to entice tourists, but you are also going to have a hand in helping the tourism industry. Not only will this career offer you the opportunity to work with your peers, it may also allow you to explore many areas of the world that you have never seen. Bon Voyage!!

B. Body:

Topic Outline (About 5 minutes)

Address Students:

You and your partners (four to each group) will be creating a travel brochure to a destination of your choice. Within this brochure, you need to include general information about the selected destination, areas of historical and recreational interest, and a choice of travel packages. In addition, you must include pictures and images to appeal to the eyes of your consumers. Remember, first impressions are always the most lasting impressions, so you'll want to create an out-of-this-world brochure that will leave your clients with a desire to book a flight tomorrow!

In this lesson students will:

- Identify attributes of an effective travel brochure.
- Create a colorful, informative travel brochure to a vacation destination that uses persuasive language to encourage potential tourists.
- Use online citation web tools to properly cite web sites using MLA (Modern Language Association) format.
- Create a colorful, informative travel brochure presentation to a vacation destination that uses persuasive language, props and costumes to encourage potential tourists.
- Work in collaborative teams to complete tasks efficiently and effectively.

Teacher Activities/Student Participation (About 3-4 days, 55-minute class periods)

Teacher Activities (About 40 minutes)

1. Hand each student (or partners/groups of four) at least two travel brochures and Analyzing Travel Brochures worksheet. Each student or group should study their brochures and answer the questions on the worksheet either individually or as a group.
2. Have students share their answers with the class and facilitate a class discussion of the elements of an effective travel brochure.



3. Introduce the Travel Brochure project.

Each group will turn in: A completed Travel Brochure.

Each student will turn in: A completed Student Collaboration Rubric #1 evaluating himself or herself AND one completed Student Collaboration Rubric #1 for each member of his or her group. Four total.

4. The first step for each travel group is to decide on a destination. Brainstorm possible destinations that the public would be interested in. Once there is a list of worthy destinations, hold a group vote to decide upon the destination to research for this project.
5. Next, the group needs to assign a role to each member of the group. Below is a list of roles that need to be fulfilled. A description of the job that accompanies each role can be found in the Travel Brochure Roles & Job Descriptions handout. A list of recommended websites to consult in order to complete each job effectively and efficiently can be found on the Web Links handout.
 - Ambassador of Destination
 - Historian/Tour Guide
 - Recreation Director
 - Travel Agent
6. Once the roles have been assigned, each group member should visit the recommended web sites (see Web Links handout) and begin to compile all of the information and images for which he or she is responsible.

IMPORTANT NOTE: Students cite each source using MLA format. Place these citations in very small font at the bottom of the back of the brochure. Due to limited space on a brochure, limit research to four web sites per brochure.

7. Once all information has been collected, each group must sort through the collection, selecting the most important and discarding the rest. Then the writing process begins. The information collected needs to be conveyed in a *persuasive* fashion. After all, you do want to inspire some interest in your customers rather than discourage their travels. *Persuasive language* includes lots of detailed descriptions, action verbs, and imaginative phrases.
8. After the rough drafts have been written, each group needs to begin putting together the Travel Brochure. Use Word or Publisher to create a tri-fold brochure. *See note about citations in #6 above and Travel Brochure Rubric #2 for requirements.*
9. On the due date, student will turn in brochure.
10. On the due date, students will turn in completed Student Collaboration Rubric #1 - one self-evaluation AND one for each member of his or her group.
11. Optional - On the due date, present the Travel Brochure to the class. Use the Travel Brochure Presentation Rubric #3 Group Grade - to clarify the Optional Travel Brochure Presentation assignment.

Student Activities

Allow students to work together on their projects – assign completion as homework.

Optional: Have student groups present their brochures and information about their destination to the class.



C. Closure: (About 5 minutes)

Address Students:

Here's what you've done by completing this Travel Brochure: you have worked cooperatively with your team partners, gained new information and knowledge about the world around you and special destinations, used technological skills to research and create an informative product, and improved your persuasive writing skills. Bravo! Job well done!

If you like the idea of traveling in your career, look into international business or financial careers. You can learn more about career travel opportunities by visiting your career center or by enrolling in a high school or community college business class.

Additional Teacher Comments:

We have just completed a project that has provided a little exposure to the world of finance and business. Why did we do this? Because most adults work in the business environment and the most popular college major is business. This project was designed to expose you to business topics and concepts in preparation for your future. There are many advantages to further exploring finance and business now while in high school. Here are some of them:

- *To find out if you like the subject before committing to a career path.*
- *To gain skills to get a part-time or summer job.*
- *To prepare for a career after high school or to put yourself through college.*
- *To strengthen your college applications.*
- *To begin earning college credits while in high school.*

Here's how you may explore more about finance and business:

- *Develop an educational plan with your counselor.*
- *Make the most of block or trimester scheduling and take business electives.*
- *Participate in ROP classes and/or internships.*
- *Take required classes in summer school to allow for more electives during the school year.*
- *Join business-related clubs or activities on campus.*
- *Investigate opportunities in your community, such as Junior Achievement, Scouting, or volunteer work.*
- *Attend community college night or summer classes.*



Analyzing Travel Brochures

“It’s A Bird, It’s A Plane, It’s Travel Time!”

Travel Brochure Project

Student Worksheet

Teacher provides various travel brochures (1-2 per student group)

Instructions: Study your own brochure. Answer the questions below. Be prepared to show your findings with a partner and/or the class.

- A. *What is the first feature about the brochure that you notice? Is the destination clearly visible?*

- B. *What is the layout of the brochure? Is it easy to follow or confusing? Why?*

- C. *How does the brochure enhance the destination—make you want to travel?*

- D. *List five different kinds of information you find in your brochure.*

- E. *Is there any information you think is missing on the brochure that you would want/need to make travel plans? List that information.*

- F. *Give one way that you would improve this travel brochure to make it more informative or helpful to a traveler.*

- G. *Would this brochure be an effective tool for a travel agent to use with a client? Why or why not?*

- H. *What are 2 skills a travel agent should have in order to make a successful “sale?”*



Travel Brochure Roles & Job Descriptions

“It’s A Bird, It’s A Plane, It’s Travel Time!”

Travel Brochure Project

Student Handout

Ambassador of Destination:

The ambassador will be the person who provides a complete profile of the destination. The ambassador should provide the following:

- a detailed map of the destination and the nearest airport (if necessary)
- geographic, demographic, and environmental descriptions
- population and weather reports
- language(s) spoken
- currency used/accepted

Historian/Tour Guide:

The historian/tour guide is responsible for providing a brief history of the destination, in addition to finding areas of historical or trivial interest within the desired destination. The historian/tour guide should research and include the following:

- three tourist attractions (at least one should be of historical significance)
- a map and brief description of the significance of each attraction
- a price list and schedule of tours

Recreation Director:

Everyone likes to have fun on vacation, so the recreation director has an important job. He or she needs to find the hot spots or events at the desired destination and make them available to the tourists. Remember, not everyone is alike. Some people like water sports; some like indoor activities. Some people are early risers, while others party all night long and sleep late. The recreation director needs to research and identify the following:

- five activities varying from indoor to outdoor, land to water, dawn to dusk
- names and locations of areas of interest (recreation, dining, etc.)
- schedules and prices for activities
- any other specific instructions or restrictions to accompany activities

Travel Agent:

The travel agent, too, has a very important job. For without this help, people would not be able to get to their destination. The travel agent needs to shop around and find the best prices for the following:

- transportation to destination
- transportation within destination (car rental, subway, bus, etc.)
- lodging accommodations
- dining accommodations
- prices for transportation, lodging and dining accommodations at various levels (low/mid/high)

The travel agent must keep in mind that people of all incomes and interests travel. Some like to travel with class; some just like to get to their desired destination, even if it means driving long hours in a bus. Also, the travel agent must remember that not all people are crazy about the same types of transportation, hotel chains, and restaurants. The key to success with this job is offering a variety of packages that include a variety of choices.



Web Links

“It’s A Bird, It’s A Plane, It’s Travel Time!” Travel Brochure Project

Student Handout

- Lonely Planet www.lonelyplanet.com provides general information, maps, histories, travel packages, entertainment and site seeing guides for the destination of your choice.
- Yahoo-Travel www.travel.yahoo.com provides general information, maps, histories, travel packages, entertainment, and site seeing guides for the destination of your choice.
- Mapquest www.mapquest.com provides on-line detailed maps.
- Travelocity www.travelocity.com is a powerful one-stop travel site providing air, car, hotel and vacation reservations, plus a vast database of destination and travel information.
- National Geographic MapMachine www.plasma.nationalgeographic.com/mapmachine creates customized snapshots of the world!
- World Fact Book www.cia.gov provides information about geography, people, government, economy, communication, transportation, and the military.
- Travel Library www.travel-library.com provides a comprehensive collection of travel and tourism information for destinations worldwide.
- Fodor's www.fodors.com is a guide to destinations around the world.
- Looksmart www.looksmart.com provides general information, maps, histories, travel packages, entertainment, and site seeing guides for the destination of your choice.
- Excite-Travel www.exite.com/travel provides general information, maps, histories, travel packages, entertainment, and site seeing guides for the destination of your choice.
- Best Read Guide www.bestreadguide.com provides general information, maps, histories, travel packages, entertainment, and site-seeing guides for the destination of your choice.
- Travelon www.yahoo.travelon.com provides vacation packages for any destination.
- Expedia www.expedia.com provides information on flights, hotels, car rental, vacation packages, cruises, and maps.
- World Travel Guide www.wtg-online.com is an encyclopedia of travel information for countries around the world that includes recommendations on essentials, maps, lodging, tips, etc.
- The Universal Currency Converter www.xe.net/ucc/ provides information on the currency of your country and the rate of exchange with US dollars.
- The RightCite <http://www.bluewillowpages.com/rightcite/> is an online citation generator by Dr. Michael Kuo and Dr. Randall Beebe and is used to build MLA citations.
- NoodleTools' QuickCite www.noodletools.com/quickcite/ is used to build MLA citations.
- Easy Bib easybib.com/ by ImagineEasy is used to build MLA citations.
- WebCite members.tripod.com/~rtiess/webcite2.htm by Robert J. Tiess is used to build MLA citations.
- SLATE Citation Machine www.landmark-project.com/citation_machine/cm.php?ctype_get=16 by David Warlick of The Landmark Project is used to build MLA citations.
- EB Communications' MLA Style Wizard <http://www.stylewizard.com/mla/index.html> is used to build MLA citations.



Student Collaboration Rubric #1

“It’s A Bird, It’s A Plane, It’s Travel Time!”

Travel Brochure Project

Travel Destination: _____

Student Name: _____

CATEGORY	4	3	2	1	Total Points
CONTRIBUTES					
Research and Gather Information	Collects a great deal of information, all relates to the topic.	Collects some basic information, most relates to the topic.	Collects very little information, some relates to the topic.	Does not collect information that relates to the topic.	
Share Information	Relays a great deal of information, all relates to the topic.	Relays some basic information, most relates to the topic.	Relays very little information, some relates to the topic.	Does not relay any information to group members.	
Meet Deadlines	Meets all deadlines on time.	Meets most deadlines on time.	Meets some deadlines.	Does not meet any deadlines.	
TAKES RESPONSIBILITY					
Fulfill Group Role Duties	Performs all duties of the assigned group role.	Performs nearly all duties.	Performs very few duties.	Does not perform any duties of the assigned group role.	
Participate in Oral Presentation	Offers a substantial amount of important information, all is relevant.	Offers some information, most is relevant.	Either gives too little information or information that is irrelevant to topic.	Does not speak during the oral presentation.	
Share Equally	Always does the assigned work without having to be reminded.	Usually does the assigned work, rarely needs reminding.	Rarely does the assigned work, often needs reminding.	Always relies on others to do the work.	
VALUES OTHER VIEWPOINTS					
Listen to Other Group Members	Listens and speaks a fair amount.	Listens but sometimes talks too much.	Usually does most of the talking, rarely allows others to speak.	Is always talking, never allows anyone else to speak.	
Cooperate with Group Members	Never argues with group members.	Rarely argues.	Often argues.	Usually argues with group members.	
Make Fair Decisions	Always helps group to reach a fair decision.	Usually considers all views.	Often sides with friends instead of considering all views.	Usually wants to have things his/her way.	
Total Points					
Comments:					

Rated By: _____



Travel Brochure Rubric #2 Group Grade

“It’s A Bird, It’s A Plane, It’s Travel Time!”

Travel Brochure Project

Travel Destination: _____

Group Names: _____

CATEGORY	4	3	2	1	Total Points
Attractiveness & Organization	The brochure has exceptionally attractive formatting and well-organized information.	The brochure has attractive formatting and well-organized information.	The brochure has well-organized information.	The brochure's formatting and organization of material are confusing to the reader.	
Graphics/ Pictures	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 brochure seems "text-heavy."	Graphics do not go with the accompanying text or appear to be randomly chosen.	
Content – Accuracy & Completeness	All facts/ requirements in the brochure are accurate and included.	Most of the facts/ requirements in the brochure are accurate and included.	Some of the facts/ requirements in the brochure are accurate and included.	Few of the facts/ requirements in the brochure are accurate and included.	
Spelling & Grammar	No spelling or grammar errors remain after one person other than the typist reads and corrects the brochure.	No more than one spelling or grammar error remains after one person other than the typist reads and corrects the brochure.	No more than three spelling or grammar errors remain after one person other than the typist reads and corrects the brochure.	Several spelling and/or grammar errors in the brochure.	
Sources	Four websites are used and listed in very small font at the bottom of the back of the brochure and are documented correctly using MLA format.	Two to three websites are used and listed in very small font at the bottom of the back of the brochure and are documented correctly using MLA format.	One to two websites are used and listed in very small font at the bottom of the back of the brochure and are documented correctly using MLA format.	Sources are not documented or are not documented correctly using MLA format.	
Total Points					
Comments:					

Rated By: _____



Travel Brochure Presentation Rubric #3 Group Grade

“It’s A Bird, It’s A Plane, It’s Travel Time!”

Travel Brochure Project

Travel Destination: _____

Group Names: _____

CATEGORY	4	3	2	1	Total Points
Enthusiasm	Facial expressions and body language generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked.	Very little use of facial expressions or body language. Did not generate much interest in topic being presented.	
Speaks clearly	Student is articulate, audible, pronounces all words correctly, and uses proper grammar.	Student is articulate and audible, but may make minor errors in grammar or in pronunciation.	Student may not always be articulate and/or audible and has errors in grammar and pronunciation.	Student does not speak clearly and uses poor grammar.	
Posture and Eye Contact	Student establishes eye contact, stands up straight and demonstrates confidence.	Student establishes eye contact frequently, has good posture and demonstrates some confidence.	Student has limited eye contact, poise and confidence.	Student has limited eye contact; posture shows a lack of confidence and poise.	
Preparedness	Group is completely prepared and has obviously rehearsed. Shows a full understanding of the presentation.	Group seems prepared but might have needed a couple more rehearsals. Shows a good understanding of the presentation.	Group is somewhat prepared, but it is clear that rehearsal was lacking. Shows a good understanding of parts of the presentation.	Group does not seem at all prepared to present. Does not seem to understand the presentation very well.	
Creativity	Group uses props to enhance the presentation and is in costume reflecting the destination of the brochure.	Group uses props to enhance the presentation and is in costume somewhat reflecting the destination of the brochure.	Group either uses a prop to enhance the presentation or is somewhat dressed reflecting the destination of the brochure.	Group uses no props to enhance the presentation and is not dressed reflecting the destination.	
Content - Accuracy & Requirements	All information provided by the student is accurate and all the requirements of the assignment have been met.	Almost all the information provided by the student is accurate and all requirements of the assignment have been met.	Almost all of the information provided by the student is accurate and almost all of the requirements have been met.	There are several inaccuracies in the content provided by the students OR many of the requirements were not met.	
Persuasiveness	The presenters successfully use reasons/appeals to try to show why the audience should care or want to know more about the topic.	The presenters successfully use one or two reasons/appeals to try to show why the audience should care or want to know more about the topic.	The presenters attempt to make the audience care about the topic, but are not really successful.	The presenters made no attempt to make the audience care about the topic.	
Total Points					
Comments:					

Rated By: _____