



BROCHURE LESSON PLAN

ALASKA MARINE HIGHWAY

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Objective: Create a flyer/brochure that will inform, educate and persuade people to take an adventure on the Alaska Marine Highway.

Introduction

One way that people learn about places, people or things that they do not know is by reading about them. But what if they don't have time to read a whole book or they just want a quick overview of the subject? Businesses often use brochures to address this and quickly inform, educate or persuade. Brochures are used to grab the reader's attention and get him or her interested enough to want to know more.

A brochure for a new convenience store might have a map, list of all the locations around town and a brief description of the types of products it sells. The brochure for an animal shelter may give facts about abandoned animals, pet overpopulation and the importance of spaying and neutering programs. A travel brochure may show beautiful pictures of exotic places, making you want to visit that city or country. These types of brochures tell enough about places or organizations to get your interest and make you want to know more.

Task

Create a brochure about the Alaska Marine Highway System (AMHS) that informs, educates and persuades. You do not need a lot of words to make it good – pictures, colors and basic information will be enough. Choose two to three key points about the AMHS to describe. If there are other important elements, consider listing them in a simple bullet list or chart somewhere in your brochure.

Resources

- Brochure Checklist A (page reference)
- Place Checklist B (page reference)

Optional Resources

- Collection of brochures from family, friends and local businesses (Travel brochures and brochures from local clubs are good examples)
- Page Layout software (with brochure templates if possible)
- Plain or colored paper and staples
- Classroom or library reference materials
- Laser or inkjet printer able to handle chosen paper stock
- Brochure-design books and portfolios
- Access to Internet Resources
- Scanner, clip art books, graphics software

Note to K-12 teachers

This lesson may be adapted for different grade levels. At the elementary level, teachers may want to do a flyer instead of a tri-fold brochure. They may want to use colored pencils instead of printed pictures. At the intermediate grade level, teachers may want to use desktop-design software and allow more complicated layouts, like tri-fold brochures. The extent to which teachers want to evaluate the effectiveness of the content is also subjective.



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Steps

1. First, write down what you currently know “off the top of your head” about the Alaska Marine Highway. Write down any key vocabulary you remember from the worksheet activities (these words must have stuck out for you, so they will for others, too). Write down what you know about the mission of the AMHS and what it means to Alaska.
2. Look at sample brochures that you or your class have collected. Identify those that have a style or format you might like to imitate or borrow. See how much detail each type of brochure includes and note that travel brochures work well for this purpose.
3. Research your topic. Use the materials provided in the classroom or from other sources to gather more details about your topic. From these materials and what you already know about the topic, start picking out five to six significant or interesting facts that you think you will want to highlight in your brochure.
4. Use “Checklist A” for questions and ideas on what to include in your brochure.
5. Use “Checklist B” to list the major components to include in your brochure. Write headlines and sub headlines. Write the descriptive text. Make lists.
6. Sketch out some rough ideas of how you want your brochure to look.
7. Create and construct your design.
8. Print your final design and fold as necessary.

Evaluation (Elementary)

Using “Checklist A” as a grading rubric, award each bullet up to 10 points, for a grand total of 60 points. Teachers can also grade the brochures or adapt the suggestion for intermediate grades.

Evaluation (Intermediate)

Using “Checklist A” and “Checklist B” as grading rubrics, the teacher and classmates can determine how well the topic has been presented. Use the same criteria to judge the work of your classmates that you will be judged upon. Not everyone will agree on the effectiveness of a single brochure, but a job well done will leave most readers with information they want and need in an easy to follow format that makes them want to know more.

Conclusion

In evaluating the brochures, you may want to have some classmates critique the actual brochure while others take a simple quiz based on the content of the brochure. After one reading, how well the brochure writers/designers presented the general overview and key points.

The AMHS is something that all Alaskans should be proud to know about and, hopefully, have experienced or want to experience someday. A brochure is a tool for informing, educating and persuading people to do something.



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AMHS Elements | Checklist A

The following is a list of questions to consider prior to constructing a brochure or flyer. The answers will help guide you to selecting which items in the next list to include.

1. Will the brochure include to provide enough information so that the reader understands what the Alaska Marine Highway System is?
2. Does the content include the historical aspects of the Alaska Marine Highway System?
3. Is the content constructed of short and easy-to-read blocks of texts with supporting lists and charts?
4. Are there interesting pictures? (Pictures with people are usually more effective, but pictures of ferries or beautiful scenery can work with or without people)
5. Will the brochure have other elements like multiple font styles and sizes, bulleted lists, charts or clipart?
6. What about the brochure will catch a reader's eye?

Brochure Elements | Checklist B

The following is a list of major items typically found on a brochure; many of the items in this list are optional and you will need to decide which ones are appropriate for your brochure.

- Name of location, business or organization
- Physical and Web Address
- Phone number and Email
- Headline that creates curiosity, states a major benefit, or otherwise entices the reader to open and read your brochure
- Sub headlines that states the name of the product, project or described process
- Key Features
- Instructions, steps, parts (for a procedure, to assemble a product, etc.)
- Biography (of business owner, key members of organization, officers, etc.)
- Mission statement
- History
- Logo
- Graphic image(s), including purely decorative elements
- Photographs of product, place, people
- Diagram, flow chart
- Map
- Call to action (What you want the reader to do: call, visit, fill out a form, etc.)