



Lesson 8

Take Action- Creating Campaigns

Making a Plan for Your Brochure

Objectives

After this lesson, students will be able to:

- Create a planning page for their brochure

Overview/Purpose:

Students consider the features and structures of brochures while building a planning page for their own.

Guiding Questions:

- What are the general guidelines for creating a brochure?
- What elements must a brochure contain?
- What might a brochure contain?
- What are the benefits and challenges of this medium?
- What are the steps in planning an effective brochure?

Recommended Time:

45 minutes

Common Core State Standards:

[CCSS.ELA-LITERACY.CCRA.W.1](#)

[CCSS.ELA-LITERACY.CCRA.W.2](#)

[CCSS.ELA-LITERACY.CCRA.W.3](#)

[CCSS.ELA-LITERACY.CCRA.W.4](#)

[CCSS.ELA-LITERACY.CCRA.W.5](#)

[CCSS.ELA-LITERACY.CCRA.W.6](#)

[CCSS.ELA-LITERACY.CCRA.W.7](#)

[CCSS.ELA-LITERACY.CCRA.W.8](#)

[CCSS.ELA-LITERACY.CCRA.W.9](#)

Materials:

Copies of brochures that you have collected

8 1/2 x 11 white paper

Technology Required:

None



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Lesson Design:

- Review the lists generated from the prior day: “What are some features of brochures?” and “How can information be organized and presented in brochures?”
- Explain that one of the things that is unique about a brochure is how it is formatted. It is not a linear piece of text and there are no set rules about how a person should read a brochure.
- Demonstrate by holding up a brochure, pointing out that the reader can choose to open it all the way or halfway, or just flip it over. Point out that this is something else that students need to consider as they plan out their brochures and decide what information to put where.
- Using letter sized, (8 1/2 x 11), sized paper tri-folded like a brochure, model how to make a plan for a brochure that maps out what will go where.
- Students work on their own planning page.

Note: Ideally students will have access to a computer for the next four days to compose their brochures; however, brochures can be hand-created using available materials.