

Creating a Niagara Falls tourist brochure

Niagara Falls Case study

The aim of this activity is for pupils to produce a tourist brochure for Niagara Falls, including a variety of information sections laid out in a teacher produced worksheet. This activity includes the use of the internet to research relevant information and pictures, and the use of Microsoft Publisher to produce the final brochure document. This activity is suitable as part of a portfolio prepared for leveling (particularly for year 7).

Setting the scene

The activity in question forms part of the 'water on the land' module for year 7, during which pupils learn about river basins, rivers and their processes, saving water, flooding etc. Part of this module focuses particularly on waterfalls and how they are formed (some times using High Force in Yorkshire as an additional case study) as one of the processes which occur along a river.

The topic is introduced to the pupils following on from a lesson about meanders and floodplains. The waterfall is presented as a further example of the processes which can occur along a river, and a discussion should be held about why and how waterfalls form where they do. This is followed by the drawing and labelling of diagrams, a short video (where available) and a discussion about the aims and objectives for the next lesson. This includes showing examples of previous students' Niagara tourist brochures, and introducing the task work sheet. Pupils are to produce a tourist brochure for Niagara Falls, including information on how and why the falls were formed, some facts about them, pictures and information about the tourist facilities available in the area.

The first lesson for this activity is to allow time to research Niagara on the internet and gather facts and pictures, the second is to begin to create the brochure using Microsoft Publisher. Pupils should be encouraged to use the ICT rooms during lunch time and after school to complete their task, or to email it home if they have access to a computer. After two lessons in the ICT suite and one homework, most pupils can produce a good quality brochure for tourists at Niagara Falls.

National Curriculum links

Geography:

1. In undertaking geographical enquiry, pupils should be taught to:
 - a. ask geographical questions
 - c. collect, record and present evidence
 - f. communicate in ways appropriate to the task and audience
2. In developing geographical skills, pupils should be taught:
 - a. to use an extended geographical vocabulary
 - d. to select and use secondary sources of evidence, including photographs, satellite images and evidence from ICT-based sources
3. Pupils should be taught:
 - a. the location of places and environments studies, places and environments in the news and other significant places and environments
 - c. to describe and explain the physical and human features that give rise to the distinctive character of places
4. Pupils should be taught to:
 - a. describe and explain patterns of physical and human features and relate them to the character of places and environments
 - b. identify, describe and explain physical and human processes, and their impact on places and environments
6. Themes including:
 - c. geomorphological processes and their effects on landscapes and people, including i) the processes responsible for the development of selected landform and the role of rock type and weathering

ICT:

1. Pupils should be taught:

- a. to be systematic in considering the information they need and to discuss how it will be used
- b. to obtain information well matched to purpose by selecting appropriate sources, using and refining search methods and questioning the plausibility and value of information found

3. Pupils should be taught:

- a. how to interpret information and to recognise and present it in a variety of forms that are fit for purpose

4. Pupils should be taught to:

- a. reflect critically on their own and others' uses of ICT to help them develop and improve their ideas and the quality of their work.

How ICT enhances the work

Via the internet pupils are able to access information previously unavailable to them. This provides an opportunity to search for their own data (with careful monitoring) or use links provided by the teacher. They are responsible for selecting their own facts, pictures and information, and are encouraged to cut and past items which seem suitable for their work, and then re-write the material in their own words. ICT also provides an opportunity for creativity, in that pupils are able to design their brochure using Microsoft Publisher (or similar package) to look however they so wish. Students who find presenting work creatively challenging may find the opportunity to use Publisher or a similar presentation program motivational. The possibility of celebrating achievement through the display of work may be increased by using ICT for this activity.

Aims and objectives

Lesson 1:

Aims:

- o To present information about Niagara Falls concerning the following headings- Where is Niagara located, how was it formed, any interesting facts, what tourists can do there and any other information.
- o To use ICT in an effective way in order to increase geographical understanding.
- o To learn more about the process by which waterfalls are formed, reaffirming last lesson's work.

Objectives:

- o To use internet searches or pre-prepared website addresses to find information and pictures concerning Niagara Falls.
- o To select the appropriate information needed for the brochure and cut and paste it into a word document to be re-written in their own words.
- o To research further into waterfall formation, find diagrams etc. in order to be able to explain the process involved in detail in the brochure.
- o To begin to decide how the brochure will be laid out and what information and pictures will be used.

Lesson 2:

Aims:

- o To create a tourist information brochure for Niagara Falls, including facts and pictures.
- o To strengthen knowledge about waterfall formation

Objectives:

- o To use Microsoft Publisher to create a tourist information brochure, sequencing the information according to the headings on the task sheet.
- o To include a diagram and explanation of waterfall formation, in order to reaffirm a previous lesson's work.

Expectations

By the end of this activity, all pupils will:

- o have created a tourist brochure for Niagara Falls
- o have researched Niagara Falls on the internet or via books, collecting information, facts and pictures
- o have developed an understanding of how and why Niagara Falls was created
- o have an idea about why the area has become a tourist location and what facilities are there to support this.

By the end of the activity, most pupils will:

- o understand fully the process which have led to the formation of Niagara Falls
- o have selected the appropriate information in order to complete the task brief
- o have created an attractive brochure with some sequencing.

- o realised the tourism potential for the area, why it has become so popular, what facilities are there and how this may change according to demand

By the end of the activity, some pupils will:

- o be able to identify links between human and physical processes in the area
- o have produced a well structured, creative and information filled brochure, using all the resources available
- o have researched the topic themselves, and included relevant information not asked for on the task brief
- o be able to link ideas using words such as therefore, however, this is due to, because of... etc.

Key issues for implementation

Obviously ICT rooms need to be booked plenty of time in advance. Pupils will be aware of their task before the lesson, so should be able to start with minimum fuss. You may wish to encourage some students to search for relevant information at home before the lesson, although this is not vital. Make sure you have searched the websites fully before allowing pupils to visit them, in case a pupil asks where to find a certain image or piece of information. Also be aware of any links which may distract pupils from the task.

Be aware that some pupils may just cut and paste information from the internet into their brochure, and an idea of the websites contents may alert you to this. You may also want to stress to the students about the importance of where they retrieve their information. There are many sites about Niagara, all holding slightly different facts and figures. Encourage your class to look at the source before they decide which facts and figures are true.

As mentioned before, additional staff vastly increase the success of this lesson, particularly if the ICT skills of the group are in need of a little support. Obviously, if the ICT skills of your class are low you should not give them activities above their skill level, so this activity would be better placed without using ICT. Pupils should also be aware of the aims and objectives of the task- that they are not just producing a brochure about attractions and facilities. They need to include information about the waterfall formation- it will test how much they have learnt in the previous lesson. Clear ideas must be given about the minimum and maximum length of the brochures, along with what should be included to reach a higher level.

Assessment opportunities

Assessment can take place in terms of the teacher asking for the feedback of any good information at the end of lesson 1, and the presenting of brochures to the class once they were all complete. Some brochures can then be kept for future classes to be shown examples of the activity in order to motivate them to produce better brochures. Obviously the final piece produced can be marked, and it can also be included as evidence for the overall attainment of a pupil.

Hardware

A networked classroom could be used for this lesson. If pupils work separately they are able to begin their brochure during the first lesson if they have found sufficient material. If fewer computers are available, have some students visit the library and get some books on the topic. As mentioned previously, you should also have hard copies of some of the information available on the internet, or check KS3 textbooks for relevant pages.

Software

The pupils need access to the internet, and Microsoft Office suite. Websites can be provided on the task brief, or written on the board in the ICT room. Alternatively, if an interactive whiteboard is present, you could put a variety of websites up to show the pupils and offer inspiration throughout the lesson. This also provides an opportunity to demonstrate searching, cutting/pasting and Microsoft Publisher more effectively, in order to ensure pupils spend more time concentrating on the geography rather than the ICT skills. Perhaps even an example of a brochure you have made!

Supporting resources

The following are available for you to view:

- Lesson plans
- Task sheet high ability
- Task sheet low ability
- Brochure template
- ICT help sheet

Web sites to use

These websites could be used during lesson 1 (research):

<http://www.niagarafallslive.com>

http://en.wikipedia.org/wiki/Niagara_Falls (This site is very good)

<http://www.niagaraparks.com>

<http://www.niagarafrontier.com/accident.html>

<http://www.infoniagara.com/>

<http://falls.net>

http://www.niagarafallslive.com/Facts_about_Niagara_Falls.htm

<http://en.wikipedia.org/wiki/Waterfall>

Niagara Falls Tourist Brochure Lesson plans

Lesson 1: ICT internet research

Aims:

- To find information about Niagara Falls concerning the following headings- Where is Niagara located, how was it formed, any interesting facts, what tourists can do there and any other information.
- To use ICT in an effective way in order to obtain a sufficient amount of material to produce a brochure next lesson.
- To learn more about how waterfalls are formed, reaffirming least lesson's work.

Objectives:

- To use internet searches or pre-prepared website addresses to find information and pictures concerning Niagara Falls.
- To select the appropriate information needed for the brochure and cut and paste it into a word document.
- To research more into waterfall formation, find diagrams etc. in order to be able to explain the process in detail in the brochure.
- To begin to decide how the brochure will be laid out and what information and pictures will be used.

Context:

Using tourism at Niagara Falls case study to create a tourist information brochure. This links rivers and tourism topics, and is also cross-curricular with ICT.

Key elements:

Niagara Falls, River processes, waterfall formation, tourism, research, enquiry, ICT

Resources:

Task sheet (either high or low ability)
ICT help sheet
Brochure template
Hard copies of Niagara information
Levelling criteria sheet
Several books or textbooks that cover the topic

Activities:

Ensure all pupils have a task sheet and give a reminder of what is expected from the task.
Set out rules of the ICT room i.e. all turn and face front when spoken to, no random surfing, no printing without asking, time limits on activity.
Put up demonstration website on the interactive white board (if available).

Pupils search for information about Niagara using search engines or web addresses provided. They cut and paste information into a word document in order to select what they wish to use.

All pupils need several pictures to include.

Circulate room to answer questions, ensure all are ok with ICT (if not provide help sheet) and to stop deviation from task.

Pupils who gather information quickly may want to begin their brochure this lesson, either using Microsoft Publisher, on paper or on the template provided.

End the lesson with a feedback session, where pupils can share interesting facts and information with the class. If time, allow a student to annotate the names onto a diagram of the falls on the interactive white board, or show some of the websites pupils may have found.

General points:

Do not allow pupils to email work home yet (unless this is your only lesson in the ICT room) as you may find pupils with completed projects a lesson too early, which means finding them something else to do!!!). Also watch out for serial copy and pasters in the final brochure- it needs to be in their own words to assess the level.

Differentiation:

Via task sheet (high or low ability)

Via ICT help sheet

Via brochure template

Via support from teacher / additional adults

Via outcome

Assessment opportunities:

Individual assessment throughout lesson

Feedback session plenary

Levelling of final piece of work (using levelling criteria sheet)

Homework:

None set unless this is your only ICT lesson. In which case, homework should be to start their brochure (but not finish it).

Lesson 2: Making the tourist brochure

Aims:

- To create a tourist information brochure for Niagara Falls, including facts and pictures.
- To strengthen knowledge about waterfall formation
- To use ICT effectively to complete a task.

Objectives:

- To use Microsoft Publisher to create a tourist information brochure, sequencing the information according to the headings on the task sheet.
- To include a diagram and explanation of waterfall formation, in order to reaffirm a previous lesson's work.
- To lay out the brochure to look colourful and attractive.
- To use ICT to make the brochure to the best of their abilities, and take pride in their work.

Context:

Using tourism at Niagara Falls case study to create a tourist information brochure. This links rivers and tourism topics, and is also cross-curricular with ICT.

Key elements:

Niagara Falls, River processes, waterfall formation, tourism, research, enquiry, ICT

Resources:

Task sheet (either high or low ability)

ICT help sheet

Brochure template

Hard copies of Niagara information

Levelling criteria sheet

Several books or textbooks that cover the topic

Activities:

Remind pupils of the task, and ensure all pupils have enough information. If they do not, provide them with a hard copy of some small pieces of information.

Show some examples of previous brochures that have been produced, highlighting the good and bad points in each.

Pupils are to produce a tourist information brochure in Microsoft Publisher, on paper or on the template provided. Remind them how much time they have left (they may have 1 more ICT lesson, and they will have at least 1 homework).

Ensure all pupils start the brochure this lesson, reach at least heading three on the task sheet. Remind them they can stick pictures into the final brochure instead of importing them, and that they can also draw the diagram in if they wish.

Ensure all pupils stay on task and answer queries/ ask questions.

Remind pupils of when the brochure is due in, and when the printer and ICT rooms are available for them.

General points:

Availability of ICT rooms will impact how many lessons are taken on this. If you have a further lesson, follow this plan again. If pupils are sitting 2 to a computer, this may be difficult. Either let them produce 1 between 2, or ask if people who have a computer at home mind planning their brochure in rough away from the computers and typing it in neat at home. Remember to allow pupils to email their work home at the end of the lesson if needed.

Differentiation:

Via task sheet (high or low ability)

Via ICT help sheet

Via brochure template

Via support from teacher / additional adults

Via outcome

Assessment opportunities:

Individual assessment throughout lesson

Levelling of final piece of work (using levelling criteria sheet)

Homework:

To work on the brochure if you have one more ICT lesson. If not, homework should be to finish the brochure and have it printed and finished to hand in when you choose.

Niagara Falls

Tourist Brochure



The Niagara Falls Tourist Board has asked you to **make an information brochure to tell tourists about Niagara Falls**. Being a geography expert, you should have no problem doing this!! They want you to make a colourful brochure with clear explanations and lots of interesting pictures and facts.

You should include the following headings in your brochure:

- **Where is Niagara Falls located?**

Tip: What country/countries is it in? What airport do you go to to get there?

- **A labelled diagram of the falls**

Tip: What are the names of all the waterfalls at Niagara? Any surrounding towns?

- **How Niagara Falls was formed**

Tip: Include a diagram here to help you explain

- **Interesting facts**

Tip: How tall are the falls? How much water goes over them?

- **What is there for tourists at Niagara?**

Tip: Are there any special things to do at Niagara?

- **Other information**

Tip: Has there been any accidents there? Why is it so popular?

Using the an **internet search engine** (www.yahoo.co.uk or www.google.co.uk) look for some information to go into your brochure under the headings above. Don't forget to find some nice pictures to go in too! **Cut and paste** what you find into a **word document**, and when you have found enough information, begin to make your brochure using **Microsoft Publisher**.

Make your brochure attractive so tourists will want to buy it to find out all about Niagara Falls! Make sure your brochure covers at least 2 sides of A4, but no more than 4 sides! **You have 2 lessons and 1 homework to get this finished for the tourist board! GOOD LUCK!!**

This work will be levelled so start to think about why things happen, the effects it can have on an area, the links between things and how physical processes affect human processes.

Niagara Falls

Tourist Brochure



The Niagara Falls Tourist Board has asked you to **make an information brochure to tell tourists about Niagara Falls**. They want you to make a colourful brochure with clear explanations and lots of interesting pictures and facts.

You should include the following headings in your brochure:

- **Where is Niagara Falls located?**

Tip: What country/countries is it in? What airport do you go to to get there? What is the nearest city called?

- **A labelled diagram of the falls**

Tip: What are the names of all the waterfalls at Niagara? What river are they located on? Any towns nearby?

- **How Niagara Falls was formed**

Tip: Include a diagram here to help you explain. What rock do waterfalls form on? What happens to make them move backwards?

- **Interesting facts**

Tip: How tall are the falls? How much water goes over them? Are they the tallest in the world?

- **What is there for tourists at Niagara?**

Tip: What special things are there to do at Niagara?

- **Other information**

Tip: Has there been any accidents there? Why is it so popular with tourists?

Use these websites to find your information and pictures:

http://en.wikipedia.org/wiki/Niagara_Falls

http://www.niagarafallslive.com/Facts_about_Niagara_Falls.htm

<http://en.wikipedia.org/wiki/Waterfall>

<http://www.niagarafrontier.com/accident.html>

<http://www.niagaraparks.com>

Cut and paste the information you find into **Microsoft Word**. **If you need help, just ask!**

Once you have enough information, go to **Microsoft Publisher** and begin to make a brochure, or ask for a **brochure template**. For help with making your brochure on Publisher, use the **brochure wizard!**

Niagara Falls

Tourist Brochure

Where are Niagara Falls?

A diagram of the falls

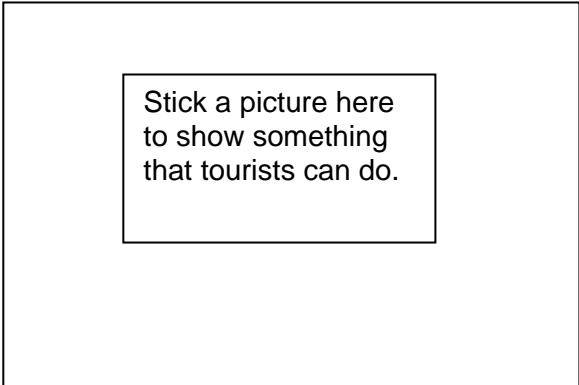
Stick a picture of Niagara Falls here and label it with the names of the waterfalls, the river, and the countries on either side of the river

How were Niagara Falls formed?

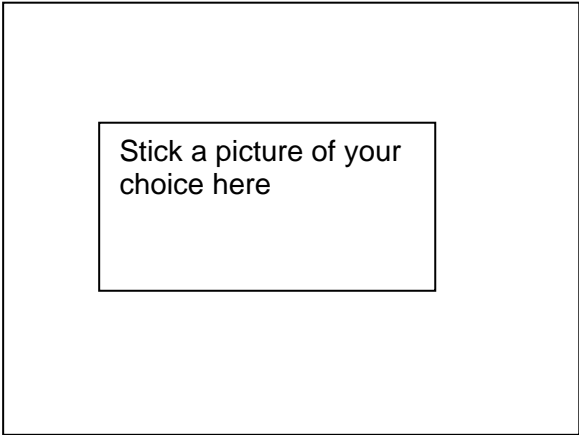
Draw a diagram showing waterfall formation here and label it (hard rock, soft rock, plunge pool, eroded material etc)

Interesting facts about Niagara Falls

What is there for tourists in Niagara?



Other information



ICT help sheet

To search for information about Niagara:

Use a search engine such as www.google.co.uk or www.yahoo.co.uk and type in 'Niagara Falls'. This should lead you to a variety of websites, and if you right click the one you want to see and choose the 'open link in new window', you can refer back to the search results again to see another website.

To cut and paste information into a word document:

Make sure that you have already opened Microsoft Word. Highlight the text (hold down the left mouse button and drag it over the text) you want to copy, or click on it if it is a picture, and right click on your mouse. Select 'copy'. Now go into word, select a position on your page and right click again. Now select 'paste'.

To make a brochure in Microsoft Publisher:

Open up Microsoft Publisher. A wizard menu should appear. If you want to make a small brochure select the 'brochure' option. If you want to make a bigger brochure (more than 2 sides A4) select the 'newsletter' option. You can then choose whether to use an existing template or make your own using a blank one. The choice here is yours. I then suggest you exit the wizard.

To make a text box to type information in, go to the 'A' icon on the left. Then click on the screen where you want the top left hand corner of your text box to be. Holding down the button, pull diagonally down right to make a text box. Click inside the text box to write your text. This box can be made smaller or bigger, can have a border etc. and you can move it around the page. Just hold the cursor over the edge of the box and you should see the options.

You can import pictures into Publisher, but unless you are a computer wizard I suggest you just leave a gap and stick your pictures on when your brochure is printed.

To add pages to your brochure, select 'insert' on the toolbar and then 'page'. It will ask how many pages you want to add (remember no more than 4 pages!)

For fancy headings and word art, click on the 'WA' icon on the left toolbar and follow the instructions.

To email your work to your home email address:

Open your school email account and prepare to write a new email. Type in your home address and go to 'insert'. Select 'file' and find your brochure saved into your file. Select it and it should be added to your email as an attachment. You can then send your email to yourself!

Don't forget to save your work regularly!