

Sell That Resource

Lesson Overview

By designing a brochure to sell the merits of a renewable or nonrenewable resource, students will familiarize themselves with the attributes and benefits of the resource. Summarizing the information will help them to evaluate the qualities of that resource and decide which qualities are the most important. The Resource Notetaking Sheet and the brochure format provided will ease the task and produce a better quality finished product.

Grade Levels

6-12

Duration

2 class periods

Geography Themes

Human and Environmental Interaction

- Relationships within places include how people interact with the environment

Geography Standards

The geographically informed person knows and understands...

(#7) the physical processes that shape the patterns on Earth's surface.

(#16) the changes that occur in the meaning, use, distribution, and importance of resources.

Materials Needed

For Teacher:

- Copies of the [Resource Notetaking Sheets](#) (Make sure you have enough extra sheets for notes in case there are errors and students feel they need to start again.)
- Copies of the [Brochure formats](#) (2 per student)
- Transparency of the [Resource List](#)
- Research materials on resources

Main Objectives of the Lesson

Students are expected to:

1. decide whether a resource is renewable or nonrenewable.
2. characterize the attributes and merits of a resource and evaluate the most important of these for a brochure.

Suggested Teaching Procedure

Preparing for the Lesson

1. If possible, arrange with your librarian to instruct students in the use of the different retrieval systems in the school/local library.
2. Ask the librarian to locate materials on resources for you to use in your room or in the library.

Opening the Lesson

1. Distribute copies of the Resource Notetaking sheets and discuss the definitions at the top of the sheet.
2. Show the Resource List on the overhead or on the chalkboard and allow the students to select a resource that interests them. (Record this list for later use.) Tell them that they will be designing a brochure to sell the merits of this resource, and library research will help them with the assignment.
3. Explain to the students that they will be using their Resource Notetaking Sheets to gather information on their chosen resource. Remind them not to use complete sentences when taking notes. Explain that the research will help students to learn about the attributes and benefits of the resource. Also, summarizing the information in proper note form will help them to evaluate the qualities of that resource and decide which qualities are the most important for the brochure.
4. Take students to the library and have the librarian provide instruction on how to access information about particular resources. When students are comfortable about doing their research, permit them to begin. Circulate while they are working and make sure students are taking notes on all sections of the Resource Notetaking Sheet.

Developing the Lesson

1. Distribute one copy of the brochure format to each student to use for their rough draft/sketch.
2. Using their research notes students should now choose the best persuasive/descriptive phrases to compose the text for their brochure. The phrases should be placed in the appropriate sections of the brochure. (Note that the sections on their Resource Notetaking Sheets correspond to the sections on the brochure.)
3. Have students illustrate the title page. They can add line art and graphics wherever appropriate to achieve a more finished product.
4. Once students have the rough draft of the brochure with illustrations and phrases sketched out, they should bring it to you for approval.

Concluding the Lesson

1. After the rough draft is approved, give the students the second brochure format and have them complete the final copy by transferring the approved text and illustrations.
2. Present the list of the resources students chose on either the chalkboard or an overhead transparency. Prior to looking at anyone's brochure, ask students to note on scratch paper any known characteristics and benefits of the resources listed. Then pass around the brochures and have them add new ideas to their lists.

Extending the Lesson

1. Let the students display their brochures in a prominent place in the school building.
2. Have students use their brochures to make presentations about their research findings to students in another classroom.