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CANADA'S CAPITAL REGION
LA RÉGION DE LA CAPITALE DU CANADA

YOUR VISIT TO CANADA'S CAPITAL!

Capital Ad Agency

Leave it to us!

Contact our **FREE** itinerary planning service:
1-800-461-8020, reservations@pch.gc.ca

Our curriculum-rich pre-visit resource is exactly what you need to get your students excited about their upcoming visit to Ottawa, and to help them make the connection between what they have learned in the classroom and what they will see in person.

Your students will enjoy doing one or all of these activities, and you will find them easy to integrate into the classroom. They address multiple learning styles, include suggestions for extension activities, and can be easily adapted for higher or lower grade levels. We've included everything you need!

Level: Grades 7 and 8 (Quebec: Secondary 1 and 2)

Channel your inner advertising executive! Students will create an interactive and media-rich “poster” advertising Canada’s Capital Region and its amazing variety of attractions, events and activities. The poster, created using Glogster.com, will be designed to appeal to a particular audience.

Ontario Language (Grades 7 and 8)

Quebec Secondary English Language Arts (Cycle 1)

Which site on your itinerary are you really excited to see? Before their visit, students choose the site that interests them most. They dig a little deeper to uncover trivia and fun

facts about the site, and then share their new knowledge with their classmates. After their visit, they write about their experience in a blog entry. They can even use photos from their trip!

Ontario Social Studies (Grades 5, 6, 7 and 8)

Quebec Secondary English Language Arts (Cycle 1)

What would life have been like in the Capital a century ago or more? Students will use online software to create an interactive timeline that traces the evolution of one of three locations in the Capital, from its origins to the present day. Using historical photographs and by focusing on key people, important events and different elements of daily life, they will explore how the site has had an impact on the Capital and helped make it what it is today.

Ontario History (Grades 7 and 8)

Geography (Grades 7 and 8)

Quebec History and Citizenship Education (Cycle 1)

Secondary English Language Arts (Cycle 1)

To download these activities, or for more lesson plans and trip-planning resources related to Canada's Capital Region, visit **canadascapital.gc.ca/education**.



Students will use Glogster.com — an online tool that allows students to create interactive posters using text, images, video and audio — to create travel posters advertising Canada's Capital Region and its various attractions, events and activities to specific audiences.

By the end of the activity, students will:

- Assess how different travel and tourism websites attract and address their intended audience(s);
- Gather information, photos and video about attractions, events and activities in Canada's Capital Region;
- Select information, media and elements of design that are appealing to a particular audience;
- Organize these elements into an interactive travel poster, using persuasive writing techniques;
- Build and share excitement about their upcoming trip to Canada's Capital Region.

Ontario: Language (Grade 7)

Concept — Media Literacy

Specific expectations:

- Produce a variety of media texts of some technical complexity for specific purposes and audiences.
- Explain how various media texts address their intended purpose and audience.
- Explain how individual elements of various media forms combine to create, reinforce and enhance meaning.

Concept — Media Literacy

Specific expectations:

- Produce a variety of media texts of some technical complexity for specific purposes and audiences, using appropriate forms, conventions and techniques.
- Explain how a variety of media texts address their intended purpose and audience.
- Explain how individual elements of various media forms combine to create, reinforce and enhance meaning.
- Identify the conventions and techniques used in a variety of media forms, and explain how they help convey meaning and influence, or engage the audience.
- Identify what strategies they found most helpful in making sense of and creating media texts, and explain how these and other strategies can help them improve as media viewers/listeners/producers.

Competency 1: Collaboration and Inquiry

Competency 2: Production Process, Deconstruction of Media Texts, Text/Audience/Producer Relationship

- Class discussion and presenting the assignment 1 class period
- Student work 2 class periods
- Sharing work 1–2 class periods

- Computers with Internet access for students
- Glogster.com*: Either a free account or a Glogster.com EDU account (\$), which is specifically designed for the classroom
- “Helpful Online Resources” handout (included)
- “Self-Evaluation Checklist” (included)



Before conducting the activity in the classroom, you will need two or three hours of preparation time to set up the activity. This can be done in four easy steps.

- 4. Tailor the activity to meet your needs.**
How much research will the students do and where will they do it?

Will students find all information on their own, or will you provide them with the “Helpful Online Resources” handout as a starting point? Will they do all their research during class time, or are they expected to work outside of class, too?

How much time will students have to complete the assignment?
This will depend on how much research the students are expected to do and how much of the assignment you expect them to do outside of class time. If all the work is to be completed in class, rather than at home, two to three class periods should suffice.

The activity was created with groups of two to three in mind, but you can adjust the group size, based on available resources and how students will share their work (see *Sharing Work*, on page 6). Ideally, the groups would not exceed four students.

Use the suggested target audiences, or have students create their own.

Step 1: Exploring Travel Media (45 minutes)

With your students, visit the websites listed below*. Without even leaving the home pages, ask your students what messages are being relayed here. Look at the images, the menu options, the page headings and subheadings. What is there to see or do in this area? What kind of people might enjoy travelling here? What type of experiences can they expect? How does the website appeal to different types of visitors? What audiences is the website trying to attract? What kind of image is the website trying to create for the area? Examine and discuss how the different elements of the web page work together to create meaning. What do the students think works well on these websites? What does not work well?

www.golakes.co.uk
www.sasktourism.com
www.tourismnewbrunswick.ca

Explain that, instead of creating a website home page that is designed to appeal to several different audiences, the students will be creating an interactive travel poster advertising Canada's Capital Region to one particular audience.



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- Students should start by considering their audience. What types of things would appeal to this audience? What types of places, emotions and activities does their audience associate with a fantastic travel experience? How will this affect their poster design? What catchy slogan could they use? What mood or attitude will they try to create?
- Students do their research, collecting information, photos, videos and, if possible, audio clips.
- Before submitting their assignment, students should review the “Self-Evaluation Checklist.”

Keep in mind that many attractions and events may appeal to more than one audience.

- ### Step 3: Demonstrate the Tool

- Show them Glogster.com. If you have created a sample poster, show it to them, or together create a new poster advertising the students' own town or region.
- Show students how to add text, photos, video and audio. Highlight other functions that you feel are important to give students a general idea of what they can do with the tool. Encourage them to be as creative as they can.

- If you are giving them the “Helpful Online Resources” handout as a starting point, distribute it now. Also distribute the “Self-Evaluation Checklist.”
- Clarify the assignment: How much class time will they have? How much will they be expected to do outside of class? What is the assignment deadline?

Once the students have completed the assignment, give them the opportunity to share their work with each other. Here are some options:

- ## Adaptations and Extension Activities

For a lower-tech approach, try the activity with one of the following tools:

- PowerPoint presentation
- 3-D poster (backboard and flat surface for 3-D element)
- Flat wall poster

Here are some activities that can take this project a step further.

- Bibliography: Ask your students to keep track of what sources they use and to create a bibliography to go with their travel poster.
- Television commercial: Show your students advertisements online for different tourist sites and attractions. Ask them to come up with a script to advertise the Capital to their target audience, and set a time limit (e.g. 60 seconds).
- Google map: Using Google Maps, have students create a map of Canada's Capital Region that shows the location of the different events and attractions they have chosen for their target audience.
- Journaling: Students will keep a journal while on their trip to the Capital, and present one journal entry to the class upon their return home.
- Post-trip discussion: Compare and contrast how the Capital's sites and attractions were presented online with how they were in-person.

Subject: _____

Grade level: _____

City and province: _____

- Capital Ad Agency
- A Capital Timeline
- Digging Deeper

The pre-visit activities provided students with an engaging educational experience.

- ☐ Strongly agree ☐ Agree ☐ Disagree
☐ Strongly disagree ☐ Don't know

The pre-visit activities provided students with an understanding of some of the things they will see and do when they visit Canada's Capital Region, as well as how those things are linked to the role of the Capital.

- ☐ Strongly agree ☐ Agree ☐ Disagree
☐ Strongly disagree ☐ Don't know

The pre-visit activities helped get the students excited about their upcoming trip.

- ☐ Strongly agree ☐ Agree ☐ Disagree
☐ Strongly disagree ☐ Don't know

Please rate how well the pre-visit activities communicated the following message.

Canada's Capital Region is a special place where all Canadians can come to understand who we are and what Canada means.

- ☐ Very well communicated
- ☐ Somewhat well communicated
- ☐ Neither well nor poorly communicated
- ☐ Somewhat poorly communicated
- ☐ Very poorly communicated

- ☐ Met all of my expectations
- ☐ Met some of my expectations
- ☐ Met none of my expectations

Please tell us why or why not. Do you have suggestions for improvement?

Would you recommend this pre-visit resource to others?

- ☐
- Yes
- ☐
- No
- ☐
- Don't know

If no, why not?

Name: _____

Email:

Telephone (9999999999): _____

We consult teachers when developing youth programs. Could we contact you for feedback regarding program development?

- ☐ Yes ☐ No ☐ Don't know

Would you like to receive our newsletter?

- ☐
- Yes
- ☐
- No

This form can be returned to Canadian Heritage in any of the following ways:

Mail Attention, Capital Experience
Canadian Heritage
15 Eddy Street, Gatineau QC K1A 0M5

Fax 819-934-0738

