



## **Performance Task Item: Wonders of the World**

*Grade Level: 6<sup>th</sup> Grade*

**Focus Areas:** Informational Text; Research; Problem Solving

### **Essential Questions:**

- What can the monuments built by a society tell us about the religion, beliefs, technology and environment of the people who built it?
- What importance do natural wonders have in today's society?

### **Learning Targets:**

- Students will use text evidence to make inferences.
- Students will use the text to synthesize and infer general information on the topic.
- Students will use a map to find and discuss each natural wonder or monument.
- Students will analyze what signifies a wonder of the world as well as an UNESCO World Heritage Site.
- Students will research to find information and draw conclusions based on text evidence.
- Students will analyze text and integrated information presented in different formats to further develop a coherent understanding of topic.
- Students will participate in dialogue with peers to gain information and evaluate text evidence.

## **STANDARDS**

### **Content Standards:**

- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

## Supporting Standards:

- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

## Materials/Resources:

- “Pre-History: The Seven Wonders of the Ancient World” [www.readworks.com](http://www.readworks.com) Lexile 830
- “The New Wonders” [www.acheive3000.org](http://www.acheive3000.org) Lexile 980
- “Wonderful Enough?” [www.achieve3000.org](http://www.achieve3000.org) Lexile 1080
- [www.whc.unesco.org/en/criteria/](http://www.whc.unesco.org/en/criteria/) World Heritage Site List

## Vocabulary:

- Monument
- Ancient
- Modern
- Landmark

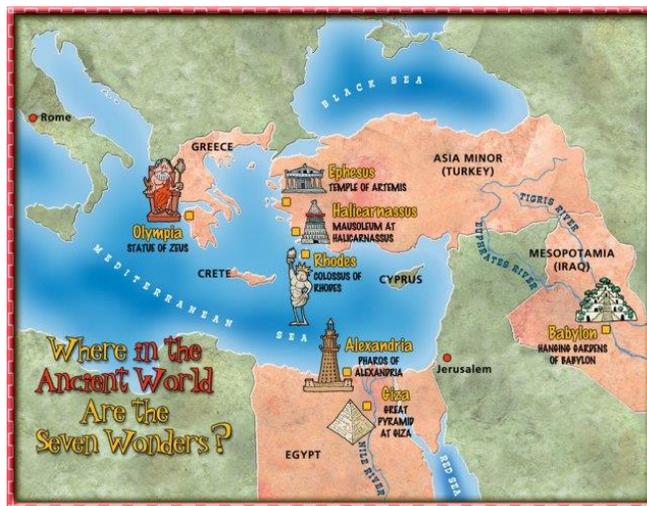
## Scaffolding:

- Prior Study- Students would benefit with some prior knowledge of ancient civilizations, natural landmarks and habitats.

## Part A:

Read “Pre-History: The Seven Wonders of the Ancient World” and answer questions 1 – 3.

1. According to the text, within what time period were all of the Seven Ancient Wonders built? What do some of the wonders have in common? (DOK 1)
2. Water was very important to ancient civilizations. Using the map below, why do you think the ancient wonders were placed where they were? What role did water play in their location? Using the text from “Pre-History: The Seven Wonders of the Ancient World”, what purpose did most of these monuments serve? (DOK 2)



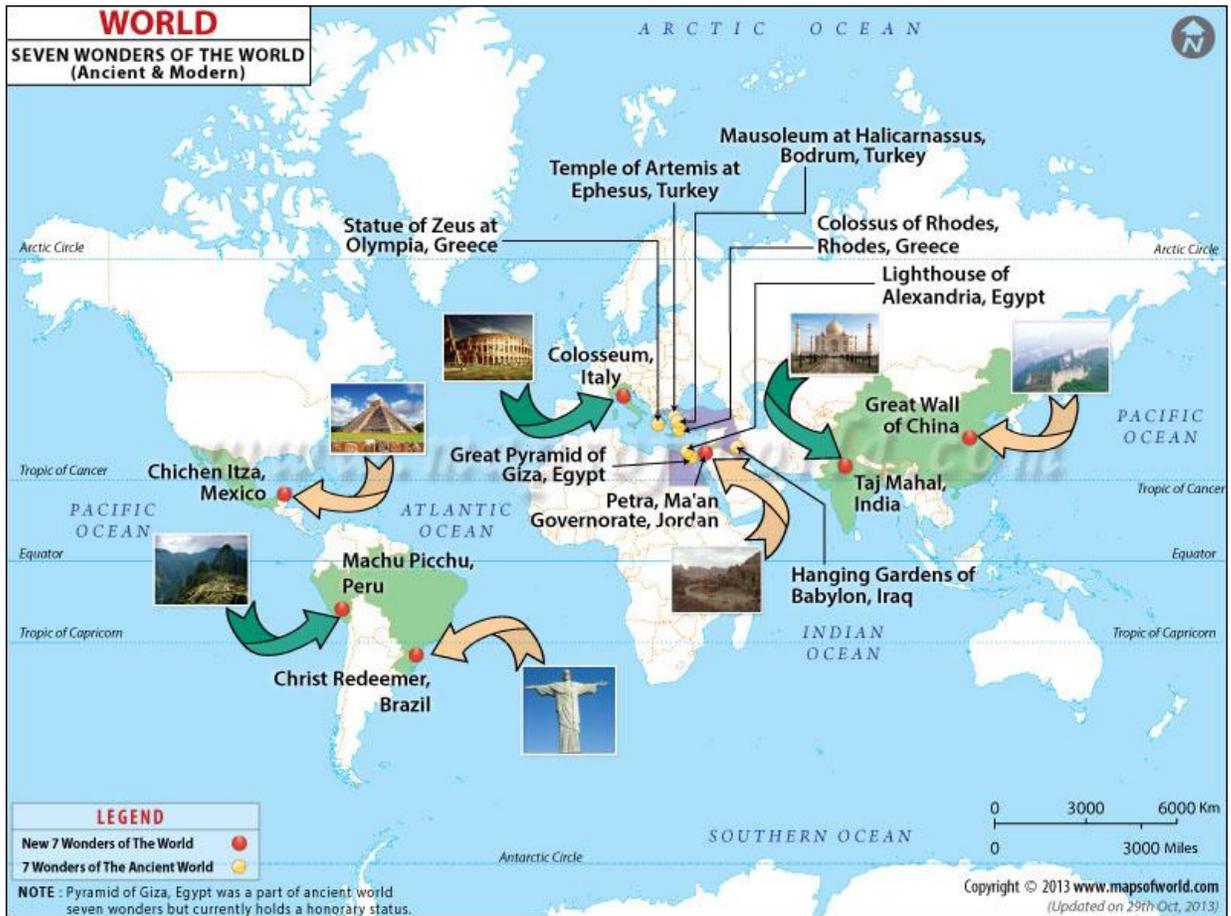
3. Who decided on this list as the seven wonders? Why do you think these sites were chosen? As a group, list some criteria you think might have been used to choose these locations and how did they stand the test of time? (DOK 2)

**Read “The New Wonders” and answer question 4.**

4. How were the new wonders decided upon? How is the decision different from the list of the ancient wonders? (DOK 2)

**Part B:**

Use the map below to help answer question 5 and 6.



5. Why do you think the Seven Wonders of the Ancient World were in close proximity to each other relatively compared to the world? How was that changed in Seven Wonders of the Modern World? (DOK 2)
  
6. Do you believe that the Seven Wonders of the Modern World are accurate? The article does not list specific criteria. Why do you think UNESCO might not honor the list? (DOK 2)

7. With a partner or group, research one of the Seven Wonders of the Ancient World and one of the Seven Wonders of the Modern World. Make notes and fill out the Venn diagram. You will use this information later so be sure that you keep your notes from your research. Some information to be sure to include is: (DOK 2/3)
  - a. The time period
  - b. Reason for its creation or use
  - c. Location - including major cities
  - d. Special features
  - e. Natural geography
  - f. Weather
  - g. People of the area
  - h. Environment
  - i. Tourism (if applicable)
  - j. Interesting facts
  - k. Condition of the wonder (is it still standing? Has it been affected by erosion?)
  
8. Using your research notes from question 7, design a travel poster for both the assigned ancient wonder and modern wonder of the world. You will design a travel poster to attract tourists to visit the locations. You will use the information and categories from question 7. You may want to include a world map with the location of the assigned wonders.

**Read “Wonderful Enough?” and answer questions 9 - 10.**

9. Was the article, “Wonderful Enough?” written before or after “The New Wonders”?  
(DOK 1)

10. What is a UNESCO World Heritage Site? What do you believe the difference is in being listed as a “Wonder of the World” and a “World Heritage Site”? (DOK 2)

**Part C:**

**Read and analyze the following information from the UNESCO World Heritage Site.**

A **World Heritage Site** is a place that is listed by the [United Nations Educational, Scientific and Cultural Organization](#) (UNESCO) as of special cultural or physical significance.

CRITERIA FOR UNESCO WORLD HERITAGE SITES

**Selection criteria**

- (i)  
to represent a masterpiece of human creative genius;
- (ii)  
to exhibit an important interchange of human values, over a span of time or within a cultural area of the world, on developments in architecture or technology, monumental arts, town-planning or landscape design;
- (iii)  
to bear a unique or at least exceptional testimony to a cultural tradition or to a civilization which is living or which has disappeared;
- (iv)  
to be an outstanding example of a type of building, architectural or technological ensemble or landscape which illustrates (a) significant stage(s) in human history;
- (v)  
to be an outstanding example of a traditional human settlement, land-use, or sea-use which is representative of a culture (or cultures), or human interaction with the environment especially when it has become vulnerable under the impact of irreversible change;
- (vi)  
to be directly or tangibly associated with events or living traditions, with ideas, or with beliefs, with artistic and literary works of outstanding universal significance. (The Committee considers that this criterion should preferably be used in conjunction with other criteria);
- (vii)  
to contain superlative natural phenomena or areas of exceptional natural beauty and aesthetic importance;

(viii)

to be outstanding examples representing major stages of earth's history, including the record of life, significant on-going geological processes in the development of landforms, or significant geomorphic or physiographic features;

(ix)

to be outstanding examples representing significant on-going ecological and biological processes in the evolution and development of terrestrial, fresh water, coastal and marine ecosystems and communities of plants and animals;

(x)

to contain the most important and significant natural habitats for in-situ conservation of biological diversity, including those containing threatened species of outstanding universal value from the point of view of science or conservation.

11. As a group, read each of the criteria for a UNESCO (United Nations Educational, Scientific, and Cultural Organization) World Heritage Site and put them in your own words. One or more of the ten criteria must be met to be a World Heritage Site. Research in your group sites, from either your area or state, which might meet some of the criteria for the World Heritage Site. Make a list of the things you think would meet the criteria. You must come to a consensus as a group to ensure that these sites chosen meet the criteria. (DOK 3)

12. After looking at the World Heritage Site criteria, choose a location in your area or state that your group determined would meet the criteria and research information for that site. Prepare a pamphlet you could share to gain interest for your site. There is a rubric listed for requirements. You will need to research and answer the following:

- a. What type of landmark (monument, natural formation, etc.)?
- b. Reason for its creation or use
- c. Location including major cities close by
- d. Special features of the location
- e. Natural geography
- f. Weather and environment
- g. Tourism (if applicable)
- h. Interesting facts
- i. Condition of the wonder (is it still standing? Has it been affected by erosion?)  
This is important because one of the functions of UNESCO World Site is the help with preservation.
- j. Any special significance
- k. What UNESCO criteria has been met?

Be sure to answer why you think that it should be included as a World Heritage Site and any special significance. (DOK 4)

13. Write an argumentative essay on why your site should be included as a World Heritage Site and what this designation might mean to the community, state and world. Use your research and state reasons. (DOK 4)

## ARTICLES/STUDENT MATERIALS/RUBRICS

### **“Pre-History: The Seven Wonders of the Ancient World”**

Have you heard of the seven wonders of the ancient world? These are seven impressive objects built between the years 3000 B.C.E. and 500 C.E.

The ancient Greeks were the first to make a list of these wonders. They were known for making lists of things they thought were impressive. From the Greeks, this list has been passed down through the centuries. Starting with the oldest, here are the seven wonders of the ancient world and some facts about each one.

#### 1. The Great Pyramid of Giza

Where is it? Giza, Egypt

When was it built? Around 2600 B.C.E.

Facts: The Great Pyramid stands at 450 feet high. The base covers 13 acres. This is the only one of the ancient wonders that is still standing. You could visit it today!

#### 2. The Hanging Gardens of Babylon

Where were they? Babylon, the city that is now Baghdad in Iraq.

When were they built? About 600 B.C.E.

Facts: The Hanging Gardens are the only ancient wonder that may not have been real. The hanging gardens were built by King Nebuchadnezzar II of Babylon. They were built to honor one of his many wives. The gardens hung above the city. Some were 75 feet high. Unfortunately, the gardens no longer exist.

#### 3. The Temple of Artemis at Ephesus

Where was it? Ephesus, now a part of Turkey

When was it built? 550 B.C.E.

Facts: This temple, dedicated to the Greek goddess Artemis, was one of the biggest temples of the ancient world. It was made out of marble. It had 106 columns. It was 40 feet wide and 377 feet long. The temple was destroyed in 262 C.E.

4. The Statue of Zeus

Where was it? Olympia, Greece

When was it built? About 457 B.C.E.

Facts: Zeus was the Greek ruler of the gods. This statue of him was one of the most famous statues in the ancient world. Made out of ivory and gold, it was an impressive 40 feet high. A fire destroyed the statue in 426 B.C.E.

5. The Mausoleum of Halicarnassus

Where was it? Turkey

When was it built? About 353 B.C.

Facts: The word mausoleum comes from this huge white marble tomb. The tomb held the remains of Mausolus, a ruler of the Persian Empire. It stood 140 feet high. Its base had 36 columns. Today, some ruins from the mausoleum are in the British Museum.

6. The Pharos Lighthouse of Alexandria

Where was it? Alexandria, Egypt

When was it built? About 280 B.C.E.

Facts: This lighthouse stood over 400 feet tall in Alexandria's harbor. The light that guided ships was actually a huge fire burning at the very top. An earthquake destroyed the lighthouse over 500 years ago. Then, in 1994, divers found what they believe are the remains of the lighthouse in Alexandria's harbor.

7. The Colossus of Rhodes

Where was it? Rhodes, an island in Greece.

When was it built? Around the early 200s B.C.E.

Facts: The colossus was a statue of the Greek sun god Helios. It straddled the entrance to the harbor at Rhodes. The statue was made of bronze and took 12 years to build. It stood 120 feet tall, about as big as the Statue of Liberty. An earthquake destroyed the colossus in 224 B.C.E.

## “THE NEW WONDERS”

**LISBON, Portugal** (Achieve3000, July 8, 2007). The list naming the Seven Wonders of the Ancient World has remained unchanged since the 5th century. However, in a global poll drawing more than 100 million votes, the list has been renewed. Seven new landmarks have been chosen by voters around the world as the "new seven wonders of the world."

The new seven wonders include the Great Wall of China, Rome's Colosseum, India's Taj Mahal, and the ancient city of Petra in Jordan. Also included are three architectural marvels of Latin America. Peru's Machu Picchu, Brazil's statue Christ the Redeemer, and Mexico's Chichen Itza pyramid all made the list.

The Pyramids of Giza is the sole surviving wonder of the original seven. It was included in the list as an "honorary" eighth wonder. When nominations for the new list of wonders began in 1999, Egyptian officials objected. They felt that the pyramids should not have to compete for a position it already held. The poll's organizers agreed.

Nearly 200 landmarks were nominated. In 2006, the list was narrowed to 21. These included the Eiffel Tower, Easter Island in the Pacific Ocean, Greece's Acropolis, Russia's Kremlin, and Australia's Sydney Opera House. The Statue of Liberty, the ruins of the ancient city of Angkor in Cambodia, Turkey's Hagia Sophia, and Japan's Kiyomizu Temple also made the list.

The campaign to name the new seven wonders was launched by Bernard Weber. Weber is a Swiss businessman and adventurer. Weber established a foundation that aims to protect and preserve monuments. Using earnings from the new seven wonders project, as well as private donations, the foundation restores monuments around the world.

The project was not without its critics. Many have questioned the voting system. Even the nonprofit group that conducted the global poll admitted a flaw in the system. There was no way to prevent people from voting more than once.

One especially prominent critic was the United Nations. The U.N.'s cultural institution UNESCO did not support Weber's project. In fact, it emphasized that there was "no link whatsoever" between itself and Weber's campaign.

Weber himself conceded that the campaign was more a popular effort than an official one. "Everyone can decide what the new seven wonders should be," he said. This system is not unlike the original. The original list of wonders was settled on after many revisions, over hundreds of years. The final list was based on writings by ancient Greek observers.

The original Seven Wonders of the World included the Hanging Gardens of Babylon, the statue of Zeus at Olympia, the Temple of Artemis at Ephesus, the Mausoleum of Halicarnassus, the Colossus of Rhodes, and the Pharos Lighthouse of Alexandria. Most of these structures fell during wars or natural disasters. Remnants of them have been preserved in museums around the world.

*The Associated Press contributed to this story.*

## “Wonderful Enough?”

**GENEVA, Switzerland** (Achieve3000, February 6, 2009). America's Grand Canyon, Nepal's Mount Everest, and Scotland's Loch Ness are all beautiful places. But are they among the seven most beautiful in the world? In a few months, they will go up against more than 200 other spectacular places in the global competition for the New7Wonders of Nature. Whether they win will be up to voters.

The competition actually began in 2007. That year, the nonprofit Swiss foundation New7Wonders collected 441 nominations over the Internet. The foundation chose the top vote-getting location from each country. That process left officials with a list of 222 sites. Then the foundation included some sites shared by two or more nations, such as Lake Superior, which straddles the U.S. and Canada. That brought the list of nominated sites to 261.

The nominees include some of the most famous mountain peaks, lakes, and other attractions. Among them is the Great Barrier Reef, the largest coral reef system in the world, which sits off the northeast coast of Australia. There is also Niagara Falls, giant waterfalls that are located on the border between Canada and the U.S. at New York State. The quarterfinalist list also contains some lesser-known sites. One of these is Zuma Rock, a giant slab of rock in the middle of the African country of Nigeria.

Officials expect over one billion people to participate in Internet voting to choose 77 semifinalists for the top natural wonders. Votes can be cast until July 7, 2009.

"We are calling on people all over the world to actively show their appreciation for our... natural world by joining together to celebrate the most extraordinary sites on our planet," said Tia Viering, spokesperson for the New7Wonders campaign.

A panel of nature experts, chaired by Federico Mayor, former chief of UNESCO, the U.N. Educational, Scientific, and Cultural Organization, will reduce the list to 21 finalists in July. The seven winners will then be chosen in another round of public voting that will last until 2011. The final round of voting will be conducted using the Internet, telephone, and text messaging.

This isn't the first time people have put together a list of world wonders. UNESCO has a constantly updated list of World Heritage Sites. These are natural and man-made places that the organization feels make a valuable contribution to the world. The list now totals 878

places. In 2007, a list of the seven man-made wonders was revealed. These included the Great Wall of China and the ancient Coliseum of Rome, Italy.

As with the previous lists, the purpose of the New7Wonders of Nature list will be to promote cultural diversity. How? The list will support various valuable sites around the world, stirring up interest in preserving and restoring them.

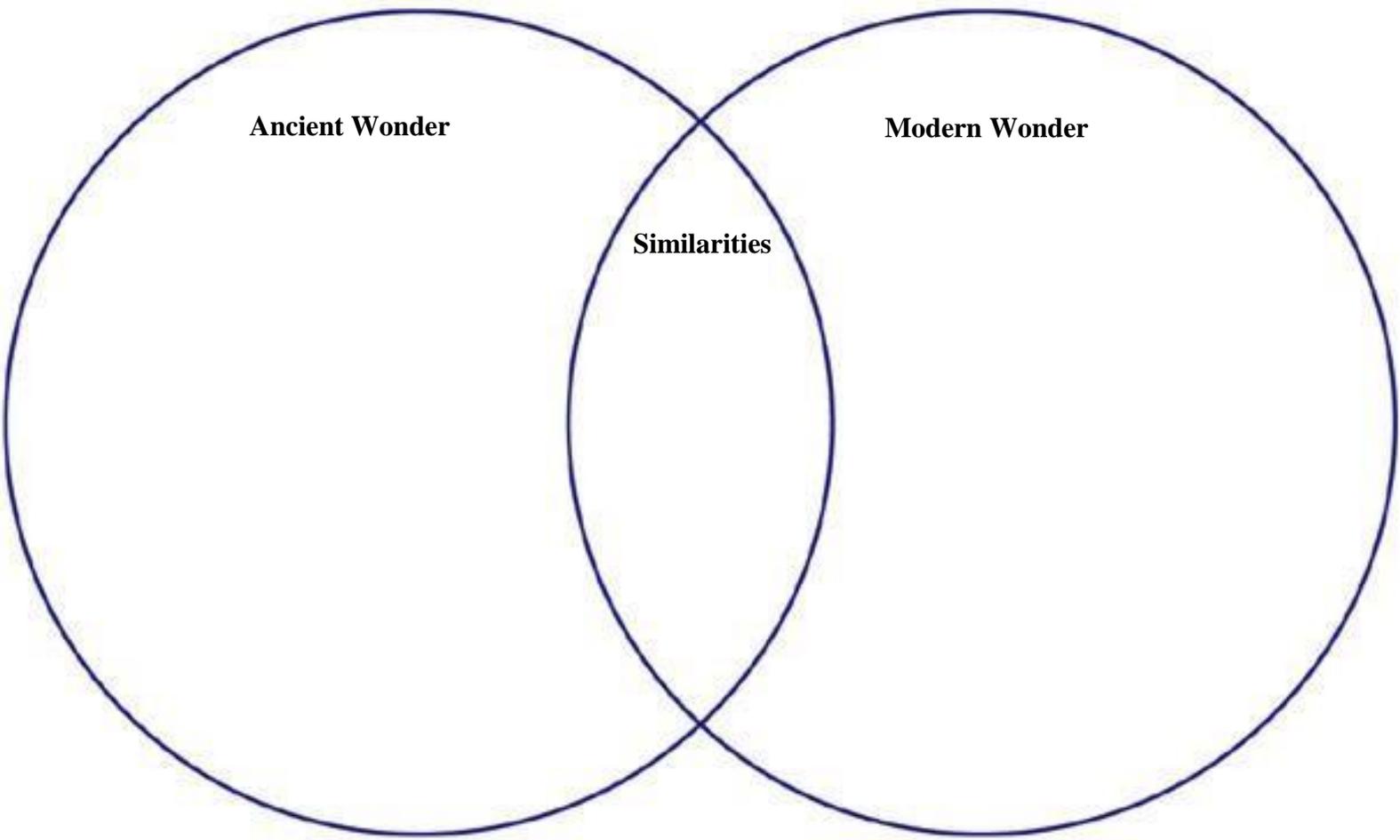
Around 100 million people voted in the selection of the seven man-made wonders. Officials hope the public will have the same interest in the new competition.

"The enthusiasm for the [man-made wonders] campaign ... crossed all social and economic lines," said Viering. "Everyone from schoolchildren to [business owners] eagerly participated."

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## WONDERS OF THE WORLD

After completing the research on the Seven Wonders of the Ancient World as well as the Seven Wonders of the Modern World, fill out the Venn Diagram. Be sure to include details listed in performance task.



**Ancient Wonder:** \_\_\_\_\_

**Modern Wonder:** \_\_\_\_\_

### Travel Brochure Rubric

Category	Level 4	Level 3	Level 2	Level 1
<b>Headlines Layout &amp; Captions</b>	Headlines are relevant and immediately engage the reader. Travel brochure is organized into neat, typed columns.	Headlines are relevant and attempt to engage the reader. Travel brochure is organized into neat, typed columns.	Headlines are relevant and Travel brochure is organized into neat, typed columns.	Headlines are irrelevant. Travel brochure is not typed or organized appropriately.
<b>Creativity</b>	Attractive graphics support the text by providing visual reinforcement of ideas and information. All graphics have captions that accurately describe the visual.	Graphics support the text by providing visual reinforcement of ideas and information. All graphics have captions that somewhat describe the visual. Some graphics support the text	Some graphics support the text. Most graphics have captions that describe the visual.	Graphics do not support the text. Many captions are missing
<b>Conventions</b>	Travel brochure is clearly organized with few or no errors in grammar, spelling, and punctuation.	Travel brochure is well organized with minor errors in grammar, spelling, and punctuation.	Travel brochure shows some organization. Some rules of grammar, spelling, and punctuation are followed.	Travel brochure contains many errors in grammar, spelling, and punctuation. Confuses the reader.

<b>Research</b>	At least 8 sources are used and all are accurately documented in the desired format.	At least 6 sources are used and most are accurately documented in the desired format.	At least 4 sources are used and some are accurately documented in the desired format.	Few sources are used and are not accurately documented.
<b>Content</b>	Many interesting, unique and accurate facts and details are given.	Some interesting, unique and accurate facts and details are given.	Few interesting, unique and accurate facts and details are given.	Facts are few and not interesting or unique. There is some question on accuracy.
<b>Travel brochure elements</b>	All of the required elements are in place and visual effects are creative, interesting and pleasing.	Some of the required elements are in place and visual effects are organized and interesting.	Few of the required elements are in place and visual effects are random.	None of the required elements are in place and the visual effects are distracting.

### Sixth Grade Poster Rubric

CATEGORY	5	4	3	2	1	Points Earned
Creativity/ Originality	The poster shows a very original presentation of the materials which captures the viewer's attention and shows that the student went over and beyond the requirements, which were all met and exceeded. A great deal of time was spent on creativity.	The poster shows a lot of originality; good variety and blending of materials. The poster is very interesting to the viewer. The student spent a lot of time on the work and most of the requirements were met. A lot of time was spent on creativity.	The poster has some originality and variety of materials. Some but not all the requirements were fulfilled. It shows some creativity and that moderate amount of time was taken to create the poster. Viewers have some interest.	The poster has little originality or variety of materials. Few of the requirements are met. It shows little creativity and that minimum amount of time was taken to create the poster. Viewers have little interest.	The poster has no originality. Insufficient use of materials. None of the requirements were met. It shows no creativity and that almost no time was taken to create the poster. Viewers have no interest.	
Quality of Poster Presentation	The poster is effective in relating all of the topics and requirements. Physical appearance of project show attention to detail in terms of lettering, organization, typing proofreading, neatness, picture & art labels etc.	The poster is interesting and adequately addresses the requirements and topics. Good physical appearance. Minor flaws in details.	The poster is somewhat interesting and vaguely addresses the requirements and topics. Appearance is not very appealing. Moderate errors in details.	The poster is not interesting and barely addresses the requirements and topic. Some vital elements are missing. Physical appearance is not appealing. Major errors in details.	The poster is not interesting and badly done and does not meet the requirements or topic. Vital elements are incomplete or not appropriate. Unappealing with extreme errors in details.	

### Argumentative Writing Rubric

**Purpose and Forms:** “Arguments are used for many purposes—to change the reader’s point of view, to bring about some action on the reader’s part, or to ask the reader to accept the writer’s explanation or evaluation of a concept, issue, or problem. An argument is a reasoned, logical way of demonstrating that the writer’s position, belief, or conclusion is valid.”

<b>Argument</b>	<b>Advanced 4 90-100</b>	<b>Proficient 3 70-89</b>	<b>Basic 2 60-69</b>	<b>Below Basic 1 50-59</b>
<p><b>Ideas/Purpose:</b> The argument is focused and clearly states the claim(s).</p>	<ul style="list-style-type: none"> <li>• Claim(s) is clearly stated and distinguished from alternate or opposing claims</li> <li>• Claim(s) is purposefully focused and consistent</li> <li>• Complex claims are well-developed</li> <li>• Alternate or opposing claims are thoroughly addressed</li> </ul>	<ul style="list-style-type: none"> <li>• Claim(s) is clearly stated and distinguished from alternate or opposing claims</li> <li>• Claim(s) is focused and consistent</li> <li>• Alternate or opposing claims are addressed</li> </ul>	<ul style="list-style-type: none"> <li>• Claim(s) is sometimes clear, focused or consistent</li> <li>• Alternate or opposing claims are sometimes addressed</li> </ul>	<ul style="list-style-type: none"> <li>• Claim(s) is unclear, unfocused, inconsistent or missing</li> <li>• Alternate or opposing claims are not addressed or missing</li> </ul>
<p><b>Organization:</b> The writing has a clear and effective organizational structure creating unity and completeness.</p>	<p>Claims, reasons, and evidence are organized into clear categories:</p> <ul style="list-style-type: none"> <li>• Skillful and varied use of transitions</li> <li>• Logical progression of ideas from beginning to end</li> </ul>	<p>Claims, reasons, and evidence are organized into clear categories:</p> <ul style="list-style-type: none"> <li>• Appropriate use of transitions with some variety</li> <li>• Adequate progression of ideas from</li> </ul>	<p>Claims, reasons, and evidence are inconsistently organized into categories:</p> <ul style="list-style-type: none"> <li>• Some use of transitions</li> <li>• Inadequate progression of ideas from beginning to end</li> </ul>	<p>Claims, reasons, and evidence are inconsistently organized into categories:</p> <ul style="list-style-type: none"> <li>• Little or no use of transitions</li> <li>• Confusing progression of ideas</li> </ul>

	<ul style="list-style-type: none"> <li>• Purposeful introduction and conclusion</li> <li>• Strong connections among ideas</li> </ul>	<p>beginning to end</p> <ul style="list-style-type: none"> <li>• Evident introduction and conclusion</li> <li>• Adequate connections among ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Ineffective introduction and conclusion</li> <li>• Weak connections among ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Missing introduction and/or conclusion</li> <li>• No connections among ideas</li> </ul>
<p><b>Elaboration of Evidence:</b> The claim is developed and supported with logical reasoning and relevant evidence using accurate, credible sources.</p>	<ul style="list-style-type: none"> <li>• Provides comprehensive support/evidence for the claim(s), demonstrating a thorough understanding of the topic or text</li> <li>• Presents well-chosen evidence (sources, facts, and details)</li> <li>• Skillfully integrates evidence with correct citations</li> <li>• Analyzes and draws strong conclusions from evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Provides adequate support/evidence for the claim(s), demonstrating an understanding of the topic or text</li> <li>• Uses relevant, logical evidence (sources, facts, and details)</li> <li>• Integrates evidence from sources with generally correct citations</li> <li>• Analyzes and draws logical conclusions from evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Provides inadequate support/evidence for the claim(s), demonstrating a partial understanding of the topic or text</li> <li>• Uses some irrelevant, repetitive, or inadequate evidence (sources, facts, and details)</li> <li>• Limited integration of evidence from sources with some attempt at citations</li> <li>• Inconsistently analyzes evidence</li> <li>• Conclusions drawn are sometimes not logical</li> </ul>	<ul style="list-style-type: none"> <li>• Provides little or no support/evidence for the claim(s), demonstrating a lack of understanding of the topic or text</li> <li>• Frequently uses irrelevant, repetitive, or inadequate evidence (sources, facts, and details)</li> <li>• Does not integrate evidence from sources or lacks citations</li> <li>• Fails to analyze evidence</li> <li>• Conclusions drawn are not logical or are missing</li> </ul>
<p><b>Language and Vocabulary:</b></p>	<ul style="list-style-type: none"> <li>• Uses precise, academic language</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a mix of precise with</li> </ul>	<ul style="list-style-type: none"> <li>• Uses simplistic language</li> </ul>	<ul style="list-style-type: none"> <li>• Uses limited or vague language</li> </ul>

<p>The writing uses precise and topic-specific language and maintains a formal/appropriate style.</p>	<ul style="list-style-type: none"> <li>• Use of topic-specific vocabulary is clearly appropriate for the audience and purpose</li> <li>• Establishes and consistently maintains a formal/appropriate style</li> </ul>	<p>more general language</p> <ul style="list-style-type: none"> <li>• Use of topic-specific vocabulary is generally appropriate for the audience and purpose</li> <li>• Establishes and generally maintains a formal /appropriate style</li> </ul>	<ul style="list-style-type: none"> <li>• Inconsistent use of topic-specific vocabulary</li> <li>• Lacks a consistent formal/ appropriate style</li> </ul>	<ul style="list-style-type: none"> <li>• Lacks topic-specific vocabulary</li> <li>• Lack of formal/ appropriate style shows little sense of audience and purposes</li> </ul>
<p><b>Conventions:</b> The writing demonstrates a command of conventions and assigned format.</p>	<ul style="list-style-type: none"> <li>• Minimal errors/patterns of error in usage, sentence structure, punctuation, capitalization, spelling, and format</li> <li>• Skillful use of sentence structure enhances meaning</li> </ul>	<p>Minimal errors/patterns of error in usage, sentence structure, punctuation, capitalization, spelling, and format</p>	<p>Frequent errors/patterns of error in usage, sentence structure, punctuation, capitalization, spelling, and format</p>	<p>Severe errors/patterns of error in usage, sentence structure, punctuation, capitalization, spelling, and format interfered with understanding</p>

**0=no evidence/missing**

### **Analyzing a Travel Brochure**

- 1.** What is the first thing you notice about the travel brochure? Explain the design of the cover.
- 2.** What is the layout of the brochure? Is it easy to follow or confusing? Why?
- 3.** Does the brochure make you want to travel to that destination?
- 4.** Make a list of specific information that you find in the brochure.
- 5.** Do you think the brochure is missing any information that would be important to a traveler? List the information.
- 6.** How would you improve this travel brochure to make it more informative or helpful to a traveler?



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