

Creating a Travel Brochure for Hong Kong Lesson Plan

Grade Level: 6-8

Curriculum Focus: Visual Arts

Lesson Duration: Three class periods

Student Objectives

- Review the geography of Hong Kong.
- Discuss Hong Kong's different forms of transportation and major landmarks.
- Choose and research images of three sites for a travel brochure.

Materials

- Discovery School video on *unitedstreaming: Asia's Global Influence*
Search for this video by using the video title (or a portion of it) as the keyword.

Selected clips that support this lesson plan:

- The Merchants of China
 - A Personal Tour: Hong Kong Through the Eyes of Jackie Chan
 - Hong Kong: A Gateway Between Mainland China and the Western World
 - Getting Around Town: Transportation in Hong Kong
 - Sampling the City: Eating in Hong Kong
 - Hong Kong's Nightlife
 - Jackie Chan's Tips for Visiting Hong Kong
 - The Noise, Excitement, and Fun of Hong Kong: "The Manhattan of the East"
 - Islands of China: Places of Quiet Retreat
 - The City of Hong Kong: A Fusion of History and Culture
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- Computers with Internet access and desktop publishing software
 - Print and online resources about Hong Kong

Procedures

1. After watching the program, ask students to find Hong Kong on a world map. Explain that Hong Kong is not an independent country, but a territory. In 1898, after a war between Britain and China, the two countries signed an agreement that gave Britain control of Hong Kong for 99 years. In 1997, it was returned to China. However, unlike socialist China, Hong Kong has a market economy, one of the world's most prosperous.
2. Ask students to describe the physical geography of Hong Kong. (Located between mountains and the sea, it consists of a mountainous mainland and islands. Its climate is tropical. The main surrounding bodies of water are Victoria Harbor and the South China Sea.)
3. Have students share their impressions of Hong Kong from the program. Ask them what they think it would be like to live there. (Answers will vary, but try to reinforce the idea that Hong Kong is prosperous and has a rich history; its urban areas are crowded and expensive; its residents have strong traditions; and its cities stand in great contrast to the less-densely populated, lush rural areas where most people farm.)
4. Ask students to name landmarks, sites, and places mentioned in the program:
 - Star Ferry
 - Victoria Peak
 - Stanley Market antique shops
 - Hollywood Road
 - Man Mo Temple
 - Lantau Island
 - Great Buddha on Lantau Island
 - Tai chi school
 - Cheung Chau Island
 - Lamma Island
 - Wet markets
5. Ask students to list different forms of transportation mentioned in the program.
 - Ferry (Star Harbor)
 - Taxi
 - Train
 - Peak Tram to Victoria Peak
 - Subway (MTR)
 - Double-decker bus
 - Rickshaw

- Sampans (small traditional boats)
 - Walking
6. Divide students into groups of three. Explain that teams will choose three sites they'd like to visit in Hong Kong (from the list above or from their research) on a virtual day trip. Each site should reflect a different aspect of Hong Kong, such as its history, geography, religion, economy, or daily life. Students must research their sites, then create a travel brochure for their day trip.
7. As students conduct their research, encourage them to copy available images. (Remind them to make notes on where they have found images so that they can cite their sources.) They should also answer the following questions for each site:
- How would you describe the site?
 - Where is it?
 - What aspect of life does it reflect?
 - What does it show us about Hong Kong?
 - What do you think it might be like to visit?
 - What are the site's most interesting or unusual details?
 - What form of transportation could you take to reach this site?
 - How does it compare to a similar site in the United States?
8. Have students use print and online resources in their research. The following Web sites may be helpful:
- Hong Kong Map
http://www.lonelyplanet.com/mapshells/north_east_asia/hong_kong/hong_kong.htm
 - Images of Life in Hong Kong
<http://WWW-GeolImages.Berkeley.EDU/GeolImages/Semans/semansone.html>
 - Virtual Gallery (Images of Hong Kong)
<http://www.cuhk.hk/pearl.htm>
 - Hong Kong Voyage
<http://www.hongkongvoyage.com/index.shtml>
 - Discover Hong Kong: Interactive Gallery (see Virtual Tour and E-cards)
<http://www.discoverhongkong.com/eng/interactive/tour/index.jhtml>
 - Hong Kong: Destination Guide (for general information)
http://www.lonelyplanet.com/destinations/north_east_asia/hong_kong/
 - Hong Kong: Getting Around (for transportation information)
http://webserv1.discoverhongkong.com/eng/mustknow/nformation/mk_info_gett.jhtml

9. Have the students use desktop publishing software to create their brochures. For each site, their brochures should include information from their research and at least one picture. Site descriptions should provide reasons for visiting, such as interesting or impressive details, why it's unique to Hong Kong, or what it reveals about life there. The brochures should include a map and information on different forms of transportation.

Assessment

Use the following three-point rubric to evaluate students' work during this lesson.

- **3 points:** Students participated actively in class discussions; showed a strong understanding of the geography of Hong Kong; named several sites and modes of transportation from the program; created a clear, complete travel brochure that included at least two images and several details about each site.
- **2 points:** Students participated in class discussions; showed a satisfactory understanding of the geography of Hong Kong; named some sites and modes of transportation from the program; created an adequate travel brochure that included at least one image and some details about each site.
- **1 point:** Students participated minimally in class discussions; showed a minimal understanding of the geography of Hong Kong; named few or no sites and modes of transportation from the program; created an incomplete travel brochure with few or no details and images for each site.

Vocabulary

Buddhism

Definition: A world religion or philosophy based on the teaching of the Buddha; asserts that enlightenment can be reached by suppressing worldly desires

Context: Buddhism is the major religion in Hong Kong.

feng shui

Definition: An ancient Chinese tradition based on the balance between people and their environments; the system of arranging one's surroundings to achieve harmony with the environment and bring peace, health, and wealth

Context: All new buildings in Hong Kong must be approved by feng shui masters.

landmark

Definition: A popular or familiar sight

Context: The Great Buddha on Lantau Island is one of Hong Kong's most famous landmarks.

tai chi

Definition: A Chinese form of physical exercise designed for self-defense and meditation; characterized by a series of very slow and deliberate movements

Context: Many people in Hong Kong practice tai chi.

Academic Standards

Mid-continent Research for Education and Learning (McREL)

McREL's Content Knowledge: A Compendium of Standards and Benchmarks for K-12 Education addresses 14 content areas. To view the standards and benchmarks, visit <http://www.mcrel.org/>.

This lesson plan addresses the following national standards:

- Geography – Places and Regions: Understands the physical and human characteristics of place, Understands that culture and experience influence people's perceptions of places and regions
- Language Arts – Viewing: Uses viewing skills and strategies to understand and interpret visual media; Writing: Uses the general skills and strategies of the writing process, Gathers and uses information for research purposes

The National Council for the Social Studies (NCSS)

NCSS has developed national guidelines for teaching social studies. To become a member of NCSS, or to view the standards online, go to <http://www.socialstudies.org>

This lesson plan addresses the following thematic standards:

- Culture
 - People, Places, and Environments
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Support Materials

Develop custom worksheets, educational puzzles, online quizzes, and more with the free teaching tools offered on the Discoveryschool.com Web site. Create and print support materials, or save them to a Custom Classroom account for future use. To learn more, visit

- <http://school.discovery.com/teachingtools/teachingtools.html>