



Q3 • Common Ground & Historical Identity • Middle School

Exploring Our Cultural Uniqueness and History Travel Brochure & Tourism Fair

Before the Activity

- Review the Activity Overview for this activity.
- Introduce historic sites and their significance.
- Explain types of site designations (UNESCO, National Parks, State Historic Sites, Tribal cultural sites).
- Review protections for historical and cultural sites (laws, stewardship, respectful visitation).
- Optional: Arrange a visit or guest presentation from a ranger or site steward.
- Provide access to approved discovery and research resources.

Launching the Project

- Students select a NM historic or cultural site (solo or partner).
- Encourage selection of lesser-known or unique sites.
- Confirm no duplicate site choices unless intentional.
- Provide time to begin initial fact-finding and note-taking.

Brochure Research Requirements

- Identify site name and location.
- Explain historical and cultural significance.
- Describe what visitors can see or do at the site.
- Highlight unique or compelling features.
- Identify lesser-known histories or missing stories.
- Use student-created or permitted open-use images.
- Write using clear, concise brochure-style language.



Research Support

- Provide brochures or materials from local tourism offices or chambers of commerce.
- Encourage exploring online resources from site organizations.
- Allow students to contact the site for information (email or phone).
- Recommend a visit or virtual exploration if available.
- Provide examples of travel brochures and project models.

Drafting and Feedback

- Students complete initial brochure draft (text + layout).
- Teacher reviews draft for accuracy, clarity, and readability.
- Students share drafts with at least two outside reviewers (family, peers, community).
- Students revise brochure based on feedback.
- Confirm all required brochure components are included.

Preparing for the Tourism Fair

- Print brochures (school printer or donated printing from local business).
- Assign tables or booth spaces for each student or pair.
- Students create booth decorations (images, signs, table cover, model artifacts).
- Students prepare short verbal explanations for booth visitors.
- Establish rotation schedule (one student runs booth, one explores; then switch).

Tourism Fair Day

- Set up booths with brochures and visual displays.
- Review expectations for respectful, engaging presentation.
- Facilitate booth rotations for all students.
- Provide opportunities for other classes or grades to attend.



ACTIVITY

CHECKLIST



After the Fair

- Students write a reflection on learning from their own and others' booths.
- Review what information or presentation styles were most effective.
- Determine participation in All-School Cultural Fair (class booth, individual booths, or walking brochure distribution).
- Plan any updates before the All-School event.

Optional Extensions

- Discuss future challenges for NM historic sites (environmental, social, financial).
- Predict which modern locations may become future historic sites.
- Create a digital version of the brochure for sharing schoolwide.