LESSON 15  SHARING WITH THE COMMUNITY

Overview
This lesson provides an opportunity for students to summarize what they have learned throughout the unit and put it into a format that they can present or display to the community.

Objectives
Students will be able to:
1. Describe the components of a community.
2. Give examples of community design elements that contribute to a more aesthetically-pleasing and pedestrian-friendly community.
3. Develop a community plan that meets a variety of potentially competing needs.
4. Organize data onto a poster board.
5. Present their final project to the public.

Procedure
Poster Board Display Project
Students are again grouped according to their neighborhood view teams (Lesson 1). Students design a poster that reflects the visual landscape of their assigned neighborhood. Components of the poster board may include:

1. Photos (Lesson 3 - Neighborhood View Teams).
2. A map of the neighborhood (Lesson 3 - Neighborhood View Teams).
3. Quotes from speakers (Lesson 4 - Who Determines the Visual Appearance of Our Community?).
4. Survey results (Lesson 6 - Conducting a Community Survey & Lesson 7 - Compiling Survey Results).
5. Sketches, photos and written paragraphs (Lesson 10 - What Do You Want Your Community to Look Like?).
7. Title, Captions and Designers (student’s names).

Each group of students chooses one sketch and paragraph to be placed on the presentation board. Sketches and paragraphs from other group members will
accompany the presentation board in a 3-ring binder. This binder may be passed out to audience members at the public presentations.

Oral Presentation Preparation
Once the poster boards are complete, students will practice their public presentation skills. Allow two class periods for instruction on how to present information to the public. This is a team effort and all students need to be involved in the public presentation process.

Teaching Tips
Instruct the students on delivery of information, such as: maintaining eye contact, proper stance, present material in a serious manner, clear speech, and speak loudly. Students will demonstrate comprehension of the subject matter. The closing comments may include the group’s opinion and a summary of what the student’s learned throughout this unit.

Assessment
Separate rubrics are prepared for the oral presentation and the presentation boards. The oral presentations may be graded during class time, or during the public presentation.

Content Standards Addressed

Language Arts
♦ All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written and visual texts that enlighten and engage an audience.

♦ All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing.

♦ All students will apply knowledge, ideas, and issues drawn from texts to their lives and the lives of others.

Standard 11. Inquiry and Research.
Name: ________________________

ORAL PRESENTATION ASSESSMENT FOR: ________________________

COMPREHENSION

Understands the assignment; talked long enough (5-8 minutes per group)

0  1  2  3  4  5

ELOCUTION

Clear speech; loudness of voice.

0  1  2  3  4  5

DELIVERY

Eye contact; stance; serious about the subject matter.

0  1  2  3  4  5

CLOSING

States opinion; summarizes the project.

0  1  2  3  4  5

COMMENTS:

TOTAL SCORE:
Name: ____________________  GROUP #_______________

PRESENTATION BOARDS   NAMES:______________________

<table>
<thead>
<tr>
<th>RUBRIC</th>
<th>POINTS</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Neatness/quality of work</td>
<td>_____</td>
<td>20</td>
</tr>
<tr>
<td>Geographically correct</td>
<td>_____</td>
<td>10</td>
</tr>
<tr>
<td>Map</td>
<td>_____</td>
<td>10</td>
</tr>
<tr>
<td>Sketch</td>
<td>_____</td>
<td>10</td>
</tr>
<tr>
<td>Picture</td>
<td>_____</td>
<td>10</td>
</tr>
<tr>
<td>Captions</td>
<td>_____</td>
<td>10</td>
</tr>
<tr>
<td>Title</td>
<td>_____</td>
<td>10</td>
</tr>
<tr>
<td>Designers (student names)</td>
<td>_____</td>
<td>10</td>
</tr>
<tr>
<td>Paragraph (appearance)</td>
<td>_____</td>
<td>10</td>
</tr>
</tbody>
</table>

Total Points  _____ / 100

Paragraph Mechanics  _____ / 20 (Language Arts Grade)