LESSON 12 SHARING WITH THE COMMUNITY

Overview
This lesson provides an opportunity for students to summarize what they have learned about their community, and specifically their neighborhood study site, and put it into a format that they can present or display to the community.

Objectives
Students will be able to:
1. Compare and contrast their neighborhood study site with other neighborhoods in the community.
2. Give examples of community design elements.
3. List three recommendations to enhance the neighborhood.
4. Organize data onto a poster board, powerpoint, or other format.
5. Present a final project to the community (via website, open house, meeting of city or county decision-makers, etc.).

Procedure
1. Working in their ‘neighborhood view teams’ from Lesson 3, students design a poster or powerpoint presentation that describes their assigned neighborhood. Components may include:
   a. Photos of the neighborhood depicting the streetscape, individual buildings, features of the neighborhood that they like and dislike, the neighborhood’s landscape setting, etc. (Lesson 3 – Neighborhood View Teams).
   b. A map of the neighborhood showing its location within the overall community (Lesson 3 – Neighborhood View Teams).
   c. Their sketch and written paragraph describing what they would do to enhance their neighborhood (Lesson 4 – What Do You Want Your Community to Look Like?).
   d. Results of their community survey (Lesson 7 – Conducting a Community Survey & Lesson 7 – Compiling Survey Results).
   e. Brochure that presents the attractive aspects of the neighborhood (Lesson 11 – Here’s What’s Great About My Community: Design a Brochure).
   f. Title, captions (for parts a-e above) and team members’ names.

2. Once the posters (or powerpoint presentations) are complete, students will develop an outline for an oral presentation and practice their public speaking skills. The presentation should include the appropriate information for the neighborhood described in objectives #1-3 above. Students’ presentations should demonstrate overall comprehension of the main ideas of the unit.

PRESENTATION OUTLINE:

   a. Show the location of your neighborhood on a map of your city.

   b. Show the original photo of your neighborhood. Describe your neighborhood and any unique characteristics. Compare and contrast your neighborhood with other neighborhoods in the community. Address at least three of the following community design elements: architectural style, landscaping, signage, lighting, parking, compatibility of building designs, natural features in the neighborhood.

   c. Present the community survey findings.
d. Show the sketch and describe the changes that the team made, and why these changes were made. Suggest at least three recommendations to enhance the neighborhood.

e. In the closing comments, summarize what the team learned and thank the audience for coming and listening to the presentation.

**Allow two class periods for instruction on how to present information to the public, and to practice presentations in front of the class. This is a team effort and all students need to be involved in the public presentation process, i.e. each team member must present one part of the team’s presentation.

3. Instruct the students on the appropriate delivery of information, such as:
   - maintain eye contact with the audience,
   - proper stance,
   - present material in a serious manner,
   - clear speech - speak loudly and not too fast,
   - point to parts of the poster as it is being discussed.

Assessment
Use the rubrics on the next page to assess the oral presentation and the poster. The oral presentations may be graded during class time, or during the public presentation.

Michigan Content Standards Addressed

Language Arts

Standard 6. Voice
♦ 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.

Standard 7. Skills and Processes
♦ All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing.

Standard 11. Inquiry and Research
♦ All students will define and investigate important issues and problems using a variety of resources, including technology, to explore and create texts.

Social Studies

Strand V. Inquiry Use methods of social science investigation to answer questions about society.

Standard V.1 Information Processing
♦ All students will acquire, organize, interpret, and present information; and use a variety of electronic technologies to assist in accessing and managing information.

Standard V.2 Conducting Investigations
♦ All students will conduct investigations by formulating a clear statement of a question, gathering and organizing information from a variety of sources, analyzing and interpreting information, formulating and testing hypotheses, reporting results both orally and in writing, and making use of appropriate technology.
ORAL PRESENTATION ASSESSMENT for: ___________________________

COMPREHENSION: Understands assignment; each group speaks for 5-8 minutes
0  2  4  6  8  10

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: Summarizes the project.
0  1  2  3  4  5

COMMENTS:

TOTAL SCORE (25 points possible):

POSTER DISPLAY ASSESSMENT  GROUP #_______

NAMES:______________________  ___________________________
                    __________________________

POI NTS  COMMENTS
Neatness/quality of work...........  ____  20  __________________________
Community survey....................  ____  10  __________________________
Map......................................  ____  10  __________________________
Sketch..................................  ____  10  __________________________
Photo .................................  ____  10  __________________________
Captions...............................  ____  10  __________________________
Title....................................  ____  10  __________________________
Team members’ names.....  ____  10  __________________________
Paragraph description............  ____  10  __________________________
Total Points  ____ / 100
## Rubric for a Visual Display

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<tbody>
<tr>
<td><strong>Substance</strong></td>
<td>Accurate information is portrayed from a number of sources. All of the guidelines were followed.</td>
<td>Accurate information is portrayed from more than one source. The necessary components of the project are clearly labeled.</td>
<td>Accurate information is portrayed from a reputable source.</td>
<td>Information portrayed may be inaccurate. Necessary components are missing.</td>
</tr>
<tr>
<td><strong>Originality</strong></td>
<td>Several innovative ideas are depicted in the display.</td>
<td>One or two original ideas are depicted in the display.</td>
<td>The display contains an original idea, or display details are interesting.</td>
<td>Original ideas are absent. Student may have copied material from another source.</td>
</tr>
<tr>
<td><strong>Color and Form</strong></td>
<td>The display is visually appealing. Use of color is substantive and decorative. An organized form is followed throughout the display.</td>
<td>The display is attractive. Colors are used to convey information. A standard format is followed.</td>
<td>Display components are organized properly. Content is conveyed with the use of color.</td>
<td>Content is displayed in an unorganized manner. Use of color is minimal or absent.</td>
</tr>
<tr>
<td><strong>Drawing, Sketching and Labeling</strong></td>
<td>Rulers are used in forming lines. Letters are written or printed neatly. All essential labels are present.</td>
<td>Drawings, sketches and labels are neat and tidy.</td>
<td>Overall the display is neat and readable. Some labels are present.</td>
<td>Content appears to have been drawn hastily. Overall appearance is messy. Labels are inaccurate.</td>
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