



This master curriculum includes lessons for 8th Grade. Eighth graders will have the opportunity to work toward a better future for the Norman Borlaug Heritage Foundation. Using maps and other resources, students will propose suggestions for improvements on the farm after learning about the big 2020 improvement.

Educators may find this curriculum useful to use prior to attending the Borlaug farms. The Norman Borlaug Heritage Foundation provides educational opportunities for schools to attend. Whether attending a tour or participating in Inspire Days, children will become aware of Norman Borlaug's work and his everlasting impact on the current day.

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*Want to learn more about Norman Borlaug or the Norman Borlaug Heritage Foundation? VISIT OR CALL!*

Contact Chamber of Commerce for more information  
101 2nd Ave. SW, Cresco, IA 52136  
Email: Jason@howard-county.com  
Call: 563-547-3434

Borlaug Farms Addresses  
Birthplace farm: 20399 Timber Ave Cresco, IA 52136  
Boyhood Farm: 19518 200th St. Cresco, IA 52136



# 8th Grade

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# Conservation Extreme

**Grade:** 8<sup>th</sup> grade

**Time:** 1 class session

## Purpose:

- Students will learn the 5 different conservation programs offered to farmers to protect their soil and water.
- Students will identify potential hazards for water quality and soil stability surrounding the Norman Borlaug Boyhood farm.
- Students will identify what conservation practice should be applied in a specific situation and why.
- Students will learn how Conservation Professionals would go about stabilizing an eroded stream bed.

## Materials:

- White Board
- Blue and Red marker
- Computer/Tablet, Internet

## Resources:

- USDA Conservation Programs: <https://www.fsa.usda.gov/programs-and-services/conservation-programs/index>
- Google Maps: <https://www.google.com/maps/@43.2266569,-92.1880164,216m/data=!3m1!1e3>
- Improve hunting/Erosion Control (video): <https://www.youtube.com/watch?v=NRqOEAIPPBs>
- Boyhood Map KEY (attached)
  
- Streambed Erosion: <https://www.ncforests-service.gov/publications/BYSRGuide2015.pdf>
- Reduce Water Quality Issues: <https://extension.umn.edu/manure-management/tips-reduce-water-quality-issues>
- Rocky Mountain Compost: <https://www.rockymountaincompost.com/prevent-water-erosion/>
- Cross Creek Environmental: <https://www.crosscreekenvironmental.com/how-do-you-prevent-water-erosion>
- Stream Crossings: [https://ncforests-service.gov/water\\_quality/wq\\_presentations/2017-NCFS-WQrefresher-3xings.pdf](https://ncforests-service.gov/water_quality/wq_presentations/2017-NCFS-WQrefresher-3xings.pdf)
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## Vocabulary:

Conservation – the act of conserving; prevention of injury, decay, waste, or preservation



**Erosion** – the process by which the surface of the earth is worn away by the action of water, glaciers, winds, waves, etc.

**Water Quality** - refers to the chemical, physical, biological, and radiological characteristics of water.

## Spark Curiosity By...

Ask the students to discuss with a partner what happens after a large rain storm event happens.

When partners are done discussing, then allow students to openly share what they and their partner discussed.

- Write their responses on the board.
- Water related effects should be written in *blue* and other effects in *red*

Ask students to brainstorm aloud as a class what all the *blue* affects have in common (water related)

Explain to the class that today they will learn how to maintain water and soil quality by administering conservation programs that are administered by their local Farm Services Agency.

## Agricultural Background

The United States Department of Agriculture (USDA) presents a revised farm bill every 5 years. That bill allocates money towards the Farm Services Agency (FSA). The FSA, an agency within the USDA, then partners with the Natural Resources Conservation Agency (NRCS), another USDA agency, to administer various program practices across the county. There are many practices, however, conservation is our area of focus. These practices address issues including drinking water protection, reducing soil erosion, wildlife habitat preservation, preservation and restoration of forests and wetlands, and aiding farmers whose farms are damaged by natural disasters. There is a total of 8 conservation programs. Here are the **5** you need to know:

### **Conservation Reserve Program (CRP)**

This practice was signed into law in 1985 by Ronald Reagan. Farmers enroll in this practice in exchange of a yearly rental payment. This agreement lasts 10-15 years. Land that is sensitive to agriculture production and has lost plant diversity is ideal for this program. The long-term goal of the program is to re-establish land cover to improve overall water quality, prevent soil erosion, and reduce loss of wildlife habitat. Studies have shown that since 1985, farmers have saved significant numbers of endangered and threatened species of animals with the use of this practice.

### **Emergency Forest Restoration Program (EFRP)**



This program assists farmers in re-establishing their forest help after natural disasters. Disasters may include all except drought and insect infestations. Like most programs, farmers are assisted financially in the restoration. These forests are valuable because they create shelter for various types of wildlife, provide nutrients for soil, and protect water supplies. In order to enroll, an FSA county committee will need to evaluate the forest. The forest is deemed eligible for the program if left untouched the forest would harm the natural resources and significantly affect future land use. Only private, non-industrial land is considered for this program.

#### **Farmable Wetlands Program (FWP)**

This program is administered in hopes to restore previously farmed wetlands and wetland buffers with a goal to improve vegetation and water flow. Participants must agree to restore the wetlands, establish plant cover, and not use the land for commercial purposes. The plant cover may include plants that are partially submerged or specific types of trees. This program is offered through the Conservation Reserve Program but ran through other governmental agencies. The overall importance of restoring farmable wetlands is to improve groundwater quality, trap and break down pollutants, prevent soil erosion, reduce downstream flood damage, and provide habitat for water birds. It can also treat sewage.

#### **Grassland Reserve Program (GRP)**

This program works to prevent grazing and pasture land from being converted into cropland or used for urban development. Farmers also receive a rental payment in return for voluntarily limiting the land for future development. Although this program was discontinued with the 2014 farm bill, those currently enrolled will still receive payment.

#### **Source Water Protection Plan (SWPP)**

This is a joint project with the USDA, FSA, and NRWA, a non-profit water and wastewater utility membership organization. In efforts to prevent water pollution of surface and groundwater used as a source of drinking water, SWPP was established. The 3 entities work together to identify areas where pollution prevention is most needed. When identified, a group of state, local, federal, and private organization officials come together to create a rural source water protection plan to create a better source of clean water. These plans can then be adopted by farmers to be used on their farms. This is crucial as water is a basic necessity for life. Involving locals in the prevention makes a grassroots level of education by informing rural residents about steps to prevent water pollution. This way local residents are invested in the success of such a water plan.



## Lesson

1. Ask the students to discuss with a partner what happens after a large rain storm event happens.

When partners are done discussing, then allow students to openly share what they and their partner discussed.

- Write their responses on the board.
  - Water related affects should be written in *blue* and other effects in *red*
2. Ask students to brainstorm aloud as a class what all the *blue* affects have in common (water related)

Explain to the class that today they will learn how to maintain water and soil quality by administering conservation programs that are administered by their local Farm Services Agency.

3. Divide students into 5 groups. Assign each group one topic (CRP, EFRP, FWP, GRP, and SWPP).

4. Allow students to open their laptops (one-to-one or one per group) and visit the USDA Conservation Programs site: <https://www.fsa.usda.gov/programs-and-services/conservation-programs/index>

5. Give students 10 minutes to become experts on their program.

6. Groups will take turns presenting to the class about their conservation program. Students listening should take notes throughout.

Explain to students that these practices cannot be put into place over time. It takes series of surveys and planning conducted by the area Natural Resources Conservation Agency.

7. Watch the Improve hunting/ Erosion control video:

<https://www.youtube.com/watch?v=NRqOEAIPPBs> Students should be able to answer these questions after watching:

- What is the biggest problem on this farm and what caused it? (erosion, running water down slope of the hill carrying away topsoil)
- What is the name of the small rut created by running water? (rill)
- What production system is the farmer currently using? (corn-soybean rotation, no-till)
- What were the 3 main positive outcomes of planting the area to native grasses? (whitetail deer habitat, farmer will receive money in rent, protect the landscape of the land)
- What program will the farmer participate in? (Conservation Reserve Program)

Next, the students will observe another Iowa location that is prone to erosion for various reasons. Project the Norman Borlaug Heritage Farm map (pdf) on the white board for the class to see.

8. Point out each area labeled in white and describe the layout.

- Very few trees
- Mainly wetlands with prairie aspects on south side of the creek
- North side of the creek there is a farmstead with a grass lawn



9. Give students 1 minute to think to themselves about potential hazards that could cause issues to either the land, water quality, or structures on this farm after a large rain event occurs.
10. Have an open discussion about possible hazards. Label these hazards on the white board with a red marker. Potential answers may include:
  - Manure run-off from cattle pasture may be a water contaminant
  - Culvert too small to deliver water under road so excess water will travel across road surface causing washouts
  - Bridge may collapse or disengage when flooding happens
  - Bridge may hold water back, creating a pooling effect upstream
  - Water speed may cause stream bank to erode away closer to school house or yard
  - Stream bank will continue to erode causing a secondary water channel to form
  - Tile in wetlands is prohibited causing flood waters to pool for long periods of time
11. Allow students to use their computers and work individually. Students will be research various conservation practices that could be applied to minimize destruction on this farm after a rain event. Each practice should clearly address one or more of the hazards listed on the board. Here are potential Resources that could be used;
  - a. <https://www.ncforestservice.gov/publications/BYSRGuide2015.pdf>
  - b. <https://extension.umn.edu/manure-management/tips-reduce-water-quality-issues>
  - c. <https://www.rockymountaincompost.com/prevent-water-erosion/>
  - d. <https://www.crosscreekenvironmental.com/how-do-you-prevent-water-erosion>
  - e. [https://ncforestservice.gov/water\\_quality/wq\\_presentations/2017-NCFS-WQrefresher-3xings.pdf](https://ncforestservice.gov/water_quality/wq_presentations/2017-NCFS-WQrefresher-3xings.pdf)

When research is completed, students individually will present to the class what practice they would use.

12. Each student will stand in front of the class and explain 4 things:
  - What practice they would apply
  - The issue to be resolved
  - Where they would apply the practice
  - How their practice would be successful solution to the issue
13. Make a running tally on the white board that includes how many students use each practice.
14. When all students are done sharing, have a conversation about what issue is most crucial and what practice is most popular amongst the class.

Explain that this farm is located in Northeast Iowa. It's the home place of Norman Borlaug, an agriculturalist that won the Nobel Peace Prize in 1970. Now, it serves as a historical landmark. In recent years, they have struggled with streambank erosion due to the large amount of water that flows through the wetlands during rain events. They



partnered with their local Natural Resources Conservation Service to construct a plan to re-stabilize the stream bank and to replace the bridge with another plan.

15. Have students guess what practice they used to stabilize the bank. (rock with soil on top)
16. Have students guess what practice they used to replace the walkway passage over the stream. (culvert with earth and rock on top)
17. Show the project finished picture (attached)

Explain that you had to take several things into consideration when completing the bank stabilization. To begin, they needed to be sure that they were abiding by all wetland protocols. Wetlands are unique in that the soil is moist most times of the year, offers nutrients for specific plant species, and is drained naturally without man made tile. To stabilize the stream bank, they dug the side out at an angle, laid rock along the edges and stream bottom, and packed soil on top for a smooth surface. Later, they can go in and seed that area to grass so the land looks cohesive throughout.

### **Extension Activities**

Set up a tour with the Norman Borlaug Heritage Foundation. One of the board members, tour guides, is the local NRCS agent that was the director of the project. Visiting the farm with his guidance will provide the class further details into the project and various other conservation projects across the farms such as pollinators, water ways, and forestation. The tour is free and offers immense historical aspects unique to Iowa.

### **Sources/Credits**

- USDA Conservation Programs: <https://www.fsa.usda.gov/programs-and-services/conservation-programs/index>
- Improve hunting/Erosion Control (video): <https://www.youtube.com/watch?v=NRqOEAIPPBs>
- Streambed Erosion: <https://www.ncforestservation.gov/publications/BYSRGuide2015.pdf>
- Reduce Water Quality Issues: <https://extension.umn.edu/manure-management/tips-reduce-water-quality-issues>
- Rocky Mountain Compost: <https://www.rockymountaincompost.com/prevent-water-erosion/>
- Cross Creek Environmental: <https://www.crosscreekenvironmental.com/how-do-you-prevent-water-erosion>
- Stream Crossings: [https://ncforestservation.gov/water\\_quality/wq\\_presentations/2017-NCES-WQrefresher-3xings.pdf](https://ncforestservation.gov/water_quality/wq_presentations/2017-NCES-WQrefresher-3xings.pdf)

### **National Agriculture Literacy Outcomes**

Science





T1.6-8 b. Describe benefits and challenges of using conservation practices for natural resource (e.g., soil, water, and forests), in agricultural systems which impact water, air, and soil quality.

T1.6-8 c. Discover how natural resources are used and conserved in agriculture (e.g., soil conservation, water conservation)

## Common Core Connections

### Reading

R1.6.2 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 judgements.

### Speaking and Listening

SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly

SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

### Science

MS-ESS2-3 Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.



(Boyhood Farm Map Key)



(Culvert)

Students have gained understanding about conservation and how the Norman Borlaug Heritage Foundation has applied conservation practices on the farm. However, there are more areas for improvement. Next, students will have an opportunity to make additional farm improvements based on what they feel could be done.



# NBHF Farm Makeover

**Grade:** 8th

**Time:** Nine 45 minute sessions

## Purpose/Outcomes

- Students will be able to recall information about Norman Borlaug and his contribution to agriculture.
- Students will identify an area of improvement for the Norman Borlaug Heritage Foundation and suggest a solution based on their background knowledge of the farm and foundation.
- Students will be able to identify a specific goal that both Dr. Borlaug and the foundation have in common.
- Through project-based learning, students will work in groups to design a agritourism attraction piece or event that will provide agriculture literacy opportunities for community members and farm visitors.

## Materials:

- Whiteboard and markers
- Internet
- Laptop
- Presentation creation software
- Projector
- Presentation Rubric (attached)
- Student Outline (attached)
- Farm Map/Prompt

## Resources:

- Agriculture in the Classroom – Agritourism: Extreme Farm Makeover
- <https://www.pblworks.org/what-is-pbl/gold-standard-project-design>
- <https://www.pblworks.org/what-is-pbl>

## Vocabulary:

- **Agricultural literacy:** an agriculturally literate person understands and can communicate the source and value of agriculture as it affects our quality of life
- **Agriculture:** the science, art, or practice of cultivating the soil, producing crops, and raising livestock and in varying degrees the preparation and marketing of the resulting products
- **Agritourist:** any agriculturally-based operations or activity that brings visitors to a farm or ranch



- **Farm Biosecurity:** a set of measures designed to protect a property from the entry and spread of pests and diseases
- **Farming:** the production of food or fiber derived from plants and animals. Farmers must understand the economics, business, and mathematics, and science involved in getting their crops and animals to market. The science involved in agriculture includes the knowledge of ecosystems, soil, water, weather, chemistry, and plant and animal biology.

## Spark Curiosity By...

Read aloud a letter written to the class explaining that the Norman Borlaug Heritage Foundation needs their help in establishing new attractions on their farm to increase foot traffic, create agricultural literacy amongst their visitors, and pull in new farm donors. Lead into day one's initiation procedures to continue explaining the goal of this project.

## Agricultural Background

*Agritourism: Extreme Farm Makeover* is a Project-Based Learning (PBL) plan. PBL is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge. A quality PBL experience requires seven essential elements.

1. **Challenging**
2. **Problem or Question:** The project is framed by a meaningful problem to be solved or a question to answer, at the appropriate level of challenge.
3. **Sustained Inquiry:** Students engage in a rigorous, extended process of posing questions, finding resources, and applying information.
4. **Authenticity:** The project involves real-world context, tasks and tools, quality standards, or impact, or the project speaks to personal concerns, interests, and issues in the students' lives.
5. **Voice and Choice:** Students make some decisions about the project, including how they work and what they create.
6. **Reflection:** Students and teachers reflect on the learning, the effectiveness of their inquiry and project activities, the quality of student work, and obstacles that arise and strategies for overcoming them.
7. **Critique and Revision:** Students give, receive, and apply feedback to improve their process and products.
8. **Public Product:** Students make their project work public by explaining, displaying, and/or presenting it to audiences beyond the classroom.<sup>2</sup>

### Agritourist

Many **agricultural** producers are able to transform their **farming** operations into tourist destinations and open their doors to the public. **Agritourism** is an increasingly popular way for farmers and ranchers to not only increase profits, but also provide experiences that increase **agricultural literacy**. Examples of agritourism include farmers markets, farm tours, children's educational day camps, overnight bed and



breakfasts, wagon rides, horse-back riding, petting farms, vineyards, rural event centers, and pick-your-own produce opportunities.

Agricultural producers should consider the agritourism experience they'd like to start, how it will bring in initial and repeat customers, location and geography, and nearby competition. Potential risks and hazards should also be considered, including **farm biosecurity**, liability, and any regulations.

**Situation:** Read aloud a letter sent to the students on behalf of the Norman Borlaug Heritage Foundation. The foundation is in dire needs of new, creative, and tangible attractions to be placed on their farm to increase foot traffic, create agricultural literacy amongst their visitors, and pull in new farm donors. NBHF asks the class to think together and propose various project ideas for future farm additions that meet those 3 areas of interest.

## Milestone 1: Entry Event

Day 1:

1. Assign students to groups of 3 people and allow them time to discuss the project and their options.
2. Allow students to access the internet and research the Norman Borlaug Heritage Foundation and Dr. Borlaug and his work. Students should use their poster board materials or whiteboard to create a mind map of his work and possible areas of improvement for the farm.
3. In their group, have them answer the entry event questions on the student outline.
4. Using their mind map and entry event questions, students should conduct a list of additional questions their group may have. They will have the opportunity to ask these questions tomorrow when a representative from the foundation comes to speak.

Day 2:

1. Give the students five minutes to discuss with one another the questions they plan to ask the NBHF representative.
2. Open the floor for questions to be answered by the quest speaker. Be sure that all questions pertain to the foundation, their past events, Dr. Borlaug, and his work.
3. Following the guest speaker, students will discuss their options and ideas. After 5 minutes, stop the conversations and ask which area each group plans to address; increase foot traffic (bring more people to the farm), create agriculture literacy amongst their visitors, and attract new donors for the farm/foundation.
4. Pass out rubric sheets, one for each student. Openly discuss each area of the rubric individually to establish what you are looking for in their project.

Day 3:

1. Allow students to sit with their teams.



2. Brainstorm as a class what people or roles are important for a business or project group.
  - Director/manager/supervisor
  - Secretary
  - Sales Advisor
  - Financial Advisor
  - Advertising
  - Graphic Designer
- Instruct teams to look at their group mates and assign each member a role. These project roles should be recorded in their student outline.
- Explain to the students that each group member is responsible for completing their assigned sections within the student outline. – project plan, financial plan, visual, and farm map.
- Give students time to assign team roles and begin their assignments.

### **Milestone 3: Research and Product Development**

Days 4-6:

1. Allow students to work as teams to develop and design a project that will enhance the Birthplace or Boyhood Farms for the Norman Borlaug Heritage Foundation. Encourage students to research successful agritourism businesses to develop ideas and plans. Which businesses also promote agricultural literacy?
2. Remind Students that they will be presenting their plans to each other and the foundation at the end.
3. Each team should complete a variety of product prototypes for their presentations. Teams should consider the project roles of each area below.
  - Business Plan
  - Financial Plan
  - Farm Map
  - Visual Aid

### **Milestone 4: Final Presentation**

Day 7-8:

1. While some team members are finishing the final product, others should begin preparing a team presentation. Some ideas for a team presentation include presenting the project to the class or farmer in a face-to-face setting, or by creating and sharing a video presentation. Students may also present in a “museum” style by setting up presentation exhibits around the classroom and presenting to the targeted audience. According to teacher preference, the presentation may use a technology tool (PowerPoint, Prezi, Website, or Video) or physical display (stand-up poster, brochure, etc.)
2. Reiterate that the presentation rubric will be the basis of what the students will be graded off of. Students can use this as a tool for creating and presenting their project.

Day 9:



1. Each group should be given an opportunity to present their project plans to the rest of the class. If possible, invite the farmer that presented the situation/problem to come listen to presentation and provide feedback.
2. Each team member is required to be part of the presentation.
3. Each team should submit their team packet for summative grading.
4. All students should complete a peer collaborative evaluation good form customized to your class.
5. Provide a wrap-up that ties together the presentation with the lesson outcomes and provide a summary of the career opportunities.
6. **Sources/Credits**
7. <http://www.outline-world-map.com/transparent-blank-world-maps>

## **Agricultural Literacy Outcomes**

### **Culture, Society, Economy & Geography**

- Distinguish between careers in production (farmers and ranchers) with those that directly involve consumers (business and nutrition) (T5.6-8.b)

### **Food, Health, and Lifestyle**

- Identify the careers in food production, processing, and nutrition that are essential for a healthy food supply (T3.6-8.j)

### **Science, Technology, Engineering & Math**

- Identify science careers related to both producers and consumers of agricultural products (T4.6-8.g)

## **Education Content Standards**

### **Within CAREER**

#### Agribusiness Systems Career Pathway

- ABS.01.02
- ABS.05.03

#### Career Ready Practices

- CRP.10.1

## **Agriculture Literacy Outcomes**

- T1.K-2.c: Identify examples of feed/food products eaten by animals and people

## **Iowa Core Standards**

### Social Studies

- SS.1.8: Identify students' own cultural practices and those of other within the community and around the world.
- SS.1.11: Compare the goods and services that people in the local community produce with those that are produced in other communities.



English Language Arts

- RI.1.7: Use the illustrations and details in a text to describe its key ideas

**STUDENT OUTLINE AND RUBRIC – NEXT PAGE**





## Student Outline

### Introduction

1. Where did Norman Borlaug grow up?
2. Who is Norman Borlaug and what was his contribution to the world?
3. What is the Nobel Peace Prize?
4. When was the foundation created?
5. What is the purpose of the foundation?
6. What is the foundation's 2020 goals?

### Project Plan

This portion of the final product and presentation will clearly explain the entire NBHF farm makeover project plan and provide an overview of potential success and challenges. Work together in your group to complete the project plan.

Provide an introduction (in paragraph form) to your team's NBHF project below. Please include the following information:

- a. The name of your new project
- b. Describe the purpose of your project and how it will be of benefit to the foundation
- c. Can your creation withstand all seasons of the year? Why or what not?
- d. What materials do you need for creating your project?
- e. How will the geography/location of this farm positively affect your business?
- f. How will the geography/location of this farm negatively affect your business?
- g. Is there similar project attractions in the Cresco, IA area?
- h. What potential risks and liabilities are there with this business?
- i. How will you present your business plan to the rest of the class and foundation? (Poster, Prezi, PowerPoint, etc.)

### Financial Plan

This portion of the final product and presentation will include all financial information for the new project.

1. What team member(s) and roles will be assigned this project? Why?
2. How will this project benefit the foundation financially?
3. What start-up costs will the farmer needs to consider when starting this project?
4. How many employees will be hired to complete this project?
5. Is there an admissions fee to view or use this project/product?
6. How does your admissions fee compare to other agritourism businesses in the area?
7. How will you present your financial plan to the rest of the class and farmer? (Poster, spreadsheet, etc.)



## **Farm Map**

This portion of the final product and presentation will include an aerial view of the entire farm. It can be completed using an online program or graph paper.

1. Which team members and roles will be assigned this project? Why?
2. Where on the farm will your project take place?
3. Where will guests park vehicles?
4. How will you manage the flow of people to and away from your project?

Attach a copy of your completed farm map. Make sure your map addresses each of the concerns listed above.

## **Visual Aid – Promotion and Advertising**

This portion of the final project and presentation will be used to advertise the newly formed project piece on the farm and attract visitors

1. What team member and roles will be assigned this project? Why?
2. Consider using one of the following programs to promote your project
  - a. A video recording, commercial
  - b. Infographic (Piktochart, Canva)
  - c. 360 Videos – Virtual reality
  - d. Prezi
3. How will your team advertise this new project?
4. What will attract initial and repeating visitors?
5. Please attach a copy of your completed visual aid product.



Team name & project being reviewed:

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Presentation Score: \_\_\_\_\_

### Presentation Completeness Checklist

	Accomplished Yes/No	Comments
The use of a presentation tool: Technology tool (PowerPoint, Prezi, website, or video), Physical stand-up exhibit/poster, brochure, etc.		
A statement of area of choice/problem (images may be included)		
An example of their proposed project/product and why it is a solution to the problem		
A concept map, flow chart, or another type of graphic organizer that outlines how they developed or created their project/product.		
New vocabulary terms or ideas they learned during the project		
Ideas on how they would market their project/product (internet, brochures, etc.)		

### Rubric for Presentation

Team Criteria	4 = Exemplary	3 = Adequate	2 = Developing	1 = In Adequate	Comments
Completeness	The presentation addressed all six areas for completeness	The presentation addressed all 4-5 areas for completeness	The presentation addressed all 2-3 area for completeness	The presentation addressed all 0-1 areas for completeness	



<p>Organization</p>	<p>Demonstrates full knowledge by answering all class questions with explanations and elaboration. Provides clear purpose and subject; pertinent examples, facts, and/or statistics; supports conclusions/idea with evidence</p>	<p>Is at ease with expected answers to all questions, without elaboration. Has somewhat clear purpose and subject; some examples, facts, and/or statistics that support the subject; includes some data or evidence that supports conclusions.</p>	<p>Is uncomfortable with information and is able to answer only rudimentary questions. Attempts to define purpose and subject; provides weak examples, facts, and/or statistics, which do not adequately support the subject; includes very thin</p>	<p>Does not have grasp of information and cannot answer questions about Subject. Does not clearly define subject and purpose; provides weak or no support of subject; gives insufficient support for ideas or conclusions.</p>	
<p>Delivery</p>	<p>All team members hold the attention of entire audience with the use of direct eye contact, seldom looking at notes. Demonstrates strong enthusiasm about topic during entire presentation. All speak with fluctuation in volume and inflection to maintain audience interest and</p>	<p>Most of the team members consistently use of direct eye contact with the audience, but still returns to notes. Shows some enthusiastic feelings about topic. Most speak with satisfactory variation of volume and inflection.</p>	<p>Few members of the team display eye contact with the audience, while reading mostly from the notes. Shows little or mixed feelings about the topic being presented. Team members speak in uneven volume with little or no inflection.</p>	<p>No one on the team holds no eye contact with the audience, the entire report is read from notes. Shows no interest in topic presented. Members speaks in low volume and/or monotonous tone, which causes audience to disengage.</p>	



	emphasize key points.				
Use of Time	The team finished in the allotted time.	Team was close to time limit.	Team was way under or way over time.	Team was not prepared.	