

## SESSION 4.1: ACTIVITY: Create, Preserve and Restore (1)

### START YOUR WORK

Identify an architectural site, artwork, artifact, public space, or idea that your group would like to create or exists but needs preservation and/or restoration.

- Why is this \_\_\_\_\_ important to us? (our school or community, to individuals of different ages?)
- What are the site needs? Function? What would make the space attractive?
- Create? Preserve? Restore? What are the best options?
- List the steps needed to create/preserve/restore.
- Identify which order the steps should be completed for the best results.
- What skills are needed to accomplish your plan for creating or saving your object, site, or building?
- What can you do? Who else do you need? How can you get other people to help?
- Create a timeline (to create, preserve and/or restore) based on how much time each step will take? (ask an expert)
- Who will make the final decisions?
- What guidelines should be in place to help decide what should be done?
- What budget considerations should be in place?

The Capitol Commission was created to be an ongoing agency to preserve our Capitol inside and out. Could you create an actual commission (collaborative group) that would care for existing work, new creation, or old work identified?

If you would like to move your plan to action by making a presentation during the time allotted in your classroom, ask the following questions:

- Who do you need to present your plan to?
- Who will contact the person(s)?
- Who will make the presentation?

Design the presentation:

- Points you want to make
- Persuasive techniques for this audience
- What can you say or show that will convince them to join you in \_\_\_\_\_?

### Standard for Success:

Your success will be apparent based on how your group is received, your audiences' response, and the questions they ask. You will know you are successful if they are considering your request even though they may not be able to move to action.

Document your collaborative group's process, products, and presentation. Include your individual role as a citizen. Were you able to listen, state your point of view and support your ideas? Did you compromise with the group and move forward to work for the good of the project? If you were able to have a 'do-over', what would you change and why? Report your findings.

**SESSION 4.1: RUBRIC: Create, Preserve and Restore (p2)**

	<b>Beginning</b>	<b>Approaching</b>	<b>Meeting</b>	<b>Exceeding</b>
<b>Uses of Time</b>	Student rarely or never makes effective use of collaboration time.	Student often makes effective use of collaboration time.	Student makes effective use of collaboration time and sometimes facilitates others' participation.	Student makes effective use of collaboration time and facilitates others' participation.
<b>Contributes Ideas</b>	Student's comments are mostly off task.	Student's comments are mostly on task and sometimes move the conversation forward.	Student's comments are on task and often move the conversation forward.	Student's comments are on task, thoughtful, and consistently moves the conversation forward.
<b>Listens</b>	Student is not respectful and/or does not listen to others.	Student is respectful but does not demonstrate active listening.	Student is respectful and usually demonstrates active listening.	Student is respectful and consistently demonstrates active listening through body language and tone of voice.
<b>Participates</b>	Student participates only if asked, or refuses to participate.	Student participates, but sometimes needs to be asked.	Student usually participates without being asked.	Student consistently participates without being asked.
<b>Encourages Others</b>	Student discourages others from participating and/or dominates.	Student sometimes encourages others to participate and does not dominate.	Student usually encourages others to participate and does not dominate.	Student consistently encourages others to participate and does not dominate.