



# Mars Rover Celebration

## Curriculum Module

### Week 6: Writing and Presenting

#### Lesson 15: Present Skits and Rovers



Educational Product	
Educators & Students	Grades 6-8

[www.marsrover.org](http://www.marsrover.org)

# Week 6: Writing and Presenting

**LESSON 15:** PRESENT SKITS AND ROVERS

**GRADE LEVEL:** 6-8

**LENGTH:** 2 DAYS

**VOCABULARY:** No Vocabulary for this lesson

## **MATERIALS:**

- Video: [“NASA Johnson Style”](#)
- Student skits
- Student rovers
- Science Notebooks

## **ESSENTIAL QUESTION:**

How did listening to the other teams’ presentations help you to improve your own Mars rover skit? Be specific.

## **LESSON OBJECTIVE(S):**

Students will be able to:

- Demonstrate their knowledge of Mars and rovers by presenting their team skit
- Present their rover, its requirements and features to the class
- Answer questions asked by the class based on research conducted during the unit
- Incorporate feedback from others and ideas from other presentations into student work

## **ENGAGEMENT**

1. At the beginning of this lesson, and using the attached documents, present the Essential Question for students to consider during the lesson.
2. Show the video [“NASA Johnson Style”](#) (Runtime 3:48). After the video, ask students to consider what successes and challenges the students had in creating this video for NASA Johnson.
3. Ask students to brainstorm with their team the successes and challenges they had during this project.
4. As students share their responses, discuss the importance of working as a team through all stages of a project (the Engineering Design Process).
5. Remind students that they are near the end of the process and today will present their findings (At a later time, students are encouraged to refine their designs if the class is attending your regional capstone event).

## **EXPLORATION**

1. Student teams will present their skits and models to the class.
2. Encourage students to be active listeners and to take notes on their classmates’ presentations.
3. When presentations are complete, students should be encouraged to state both what they liked about the presentation and any suggestions for improvement. Teachers may need to model this for students if they are not accustomed to providing supportive and constructive feedback.

## EXPLANATION

1. At the end of each class period, the teacher is encouraged to bring students back together to briefly congratulate students on the completion of their skits and models.
2. Encourage teams to incorporate (but not plagiarize) ideas that they see in other presentations and any feedback they receive from both the teacher and other students. Provide teams additional time to re-work their skits at the end of the lesson.

## ELABORATION

1. After presenting their skits and models to the class, students may make changes to their skits and rovers in preparation for participating in your local capstone event. Students should focus on clearly defining the criteria and constraints of their design problem with sufficient precision to ensure a successful solution as well as taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.

## EVALUATION

1. The teacher is encouraged to use the Mars Rover Celebration rubric to assess student skits and rovers.
2. After giving their presentations, students should complete the Mars Rover Celebration post-assessment either in class or as a homework assignment.
3. Teachers are encouraged to create their own grade-level and ability-level assessments so as to best meet the needs of their students.

## SUPPLEMENTAL RESOURCES

NASA Johnson Style News Release

<http://www.nasa.gov/centers/johnson/news/releases/2013/J13-001.html>

Behind the Scenes of NASA Johnson Style

<http://www.youtube.com/watch?v=Ybsq1KA274s>

Meet the Students of NASA Johnson Style (Recorded Google Hangout)

<http://www.youtube.com/watch?v=mWrOpUYyODM>

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