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Content Area(s): Social Studies - Farming

Grade(s): 4th

Learning Goal(s)/ Standard(s)	<p>A.4.4 Describe and give examples of ways in which people interact with the physical environment, including use of land, location of communities, methods of construction, and design of shelters.</p> <p>B.4.4 Compare and contrast changes in contemporary life with life in the past by looking at social, economic, political, and cultural roles played by individuals and groups.</p> <p>B.4.8 Compare past and present technologies related to energy, transportation, and communications and describe the effects of technological change, either beneficial or harmful, on people and the environment.</p> <p>D.4.2 Identify situations requiring an allocation of limited economic resources and appraise the opportunity cost (for example, spending one's allowance on a movie will mean less money saved for a new video game).</p> <p>D.4.7 Describe how personal economic decisions, such as deciding what to buy, what to recycle, or how much to contribute to people in need, can affect the lives of people in Wisconsin, the United States, and the world.</p>
Instructional Objectives	Students will learn through readings, discussion, journal reflections and a simulation will learn about farming in the 19 th and early 20 th centuries. They will also learn about how farming has changed through the years. Students will use all the things they learned to create their own "Farming in Wisconsin Alphabet Book".
Assessment (Criteria/Look Fors)	<p>Students are active participants in discussions.</p> <p>Students have clear, detailed journal reflections.</p> <p>Students are actively engaged during the farming simulation.</p> <p>Rubrics will be used on journal reflections, and alphabet book.</p>
Academic Language Focus	<p>Agriculture</p> <p>Pioneer</p> <p>Cash Crop</p> <p>Diversified Farming</p>
Questions	

<p>Materials</p>	<p><u>Wisconsin: Our State, Our Story</u> by Bobbie Malone, Kori Oberle, and Susan O'Leary</p> <p><u>Learning from the Land, Wisconsin Land Use</u> by Bobbie Malone and Anika Fajardo</p> <p><u>B is for Badger: A Wisconsin Alphabet</u> by Kathy-Jo Wargin</p> <p><u>Wisconsin History on Stage: Scripts for 4th-8th grade</u> by Matt Blessing</p> <p><u>This Business Called Agriculture</u> by Wisconsin Agribusiness Foundation</p> <p>Farming Simulation- all these materials can be found at this website http://explorewisconsinhistory1820-1914.weebly.com/unit-plans.html</p> <ul style="list-style-type: none"> -powerpoint -loan sheet -money -farm list -crop and livestock cards <p>Journals/Notebooks</p> <p>Post-its</p> <p>Blank hard or soft cover books (or for budgeting reasons books can be created out of construction paper bound together with staples in the center, have this already set up for students)</p> <p>Pencils</p> <p>Markers</p> <p>Crayons</p> <p>Construction paper</p> <p>Staples</p> <p>Scissors</p> <p>Tape</p> <p>Computer (for students)</p>
<p>Instruction Procedures</p>	<p>Time: 8-10 days</p>
<p>Day 1 (Learning Segment</p>	<p>To introduce the learning segment let students know they will be learning about farming in the 19th and early 20th centuries in Wisconsin. Bring out</p>

<p>Introduction):</p>	<p>the book <u>B is for Badger: A Wisconsin Alphabet</u> you can either read the full book to the students or just focus on the letters C, D and Y which talk about things related to farming. After reading the book let students know they will be creating their own alphabet book after their field trip to Old World Wisconsin. Have students pull out their social studies notebooks or handout journals to them. Let students know they will be using this notebook/journal to record all their reflections as well as brainstorm for their book. They will be collected the day before the field trip and will be assessed. Have students staple a copy of reflection rubric in notebook/journal. Next have the students write in all the letters of the alphabet one letter per line and to skip two lines in between each letter. They can use this section to write down words they come across in their learning to use as a list for creating their book. Next handout a copy of the Webquest assessment and exit ticket. Have students staple or tape these in their notebooks/journals. Let the students know that tomorrow they will be doing a Webquest if this is the first time they are doing one let them know what a Webquest is. Go over with the students which sections they will be doing. (There are two different farming sections Life on the Farm and Farm Hands, you can choose to just have them do the one that goes along with the field trip you will be doing or have them do both so they have more information to use in their alphabet books.)</p>
<p>Day 2:</p>	<p>Webquest Day- have students work on the Webquests, once everyone is done and has done the assessment and exit ticket come back together as a class and have students share what they found interesting as well as some responses to the exit ticket. Remind students to put notes in their alphabet brainstorm section of their notebook/journals.</p>
<p>Days 3:</p>	<p>Read <u>Wisconsin: Our State, Our Story</u> pages 144-147, and 150-152 either as a class or independently. Have students' post-it note at least 1 new fact or interesting fact from each section of reading. (These post-it notes will then be placed in their notebooks/journals.) Share some of the post-it note comments as a class. Then tell the students that the pioneers were not the first to farm in Wisconsin. Have students read page 15-16 in <u>Learning from the Land, Wisconsin Land Use</u>. Have students use a post-it note to summarize the reading. As a class talk about the differences and similarities between the pioneers farming and the Native Indians. Remind students to put notes in their alphabet brainstorm section of their notebook/journals.</p>
<p>Days 4:</p>	<p>Start class off with a review on what they learned about dairy farming. As a class read through the introduction to Mr. Babcock's Invention in <u>Wisconsin's History on Stage</u>. There are only four parts in the play so students should be broken into groups of 4 or 6. (Groups of 6 can work because there are two scenes so two people can share a person they will just do so in the different scenes.) have the groups just read out loud the script.</p>

	<p>Then have students talk about a prop that would help make their character more real. Give the students construction paper, markers, crayons, pencils, tape and scissors to create simple props. Also have students talk about whether they should change their voice when they are acting. Partner up two groups together. Have each group perform for the other. The audience group should give the performing group feedback. Students should then reflect in their notebooks/journals about what they learned for the day. Remind students to put notes in their alphabet brainstorm section of their notebook/journals.</p>
Days 5:	<p>Farming Simulation Day- Start by breaking the class into groups of 4/5. These groups are called their families. They are pretending that they new pioneers coming to start a farm in Wisconsin. You the teacher are the bank and will give each family a \$2000 loan. Have each family sign a loan form once you collect the form hand out the \$2000. You will also be the market as well. You may choose to have two students work the market however that will take them away from the experience of being a farm family and will hinder their reflections after the simulation. At the market you should have money, and crop/livestock cards set up. Hand out the grids and farm list to each group. The directions to the game are on the powerpoint. Also just a reminder that students have to purchase new crops each round therefore it is suggested to laminate the grids so that students can use dry erase markers. Otherwise they will need 5 grids per family. Once the game is finished have students do reflection questions in their notebooks/journals. Remind students to put notes in their alphabet brainstorm section of their notebook/journals. Also if time allows discuss how they felt about the simulation and what they learned.</p>
Day 6:	<p>Since students have now learned what it was like to farm back in the 19th century. Today's focus will be on changes in technology and things that we have learned about agriculture. Have students go over pages 3,7,15,30-31and 52-53. Have students work in pairs. As they are working come together after each section and talk about the differences and how knowing this in the past would have changed things. Pages 52-53 should be very helpful for the alphabet book. Remind students to put notes in their alphabet brainstorm section of their notebook/journals. Before ending class let students know that tomorrow they will be going to Old World Wisconsin. Talk about any reminders that may be needed such as bringing a bagged lunch. Also have them turn in their journals at the end of the class. Grade books before the field trip so students can have their alphabet brainstorm list on them for during/after the field trip.</p> <p>Field trip to Old World Wisconsin. Remind students to put notes in their</p>

Day 7:	alphabet brainstorm section of their notebook/journals.
Day 8-10:	Depending on time allow the students 2-3 days to work on their alphabet books. On the first day hand out a copy of the rubric and go over as a class. Let the students know that the first day should be used for computer time to research their words as well as write up their text for their book. The second day should be used to finish up anything that wasn't on the first day as well as adding the text to their book as well as pictures. Day three would be used to continue putting together the actual book.
Closure Day 10/11 (depending on amount of days given to work on book)	Set out all the student made books this is their learning library. You could also invite the other classrooms in to see the books as well. Students should try and read through at least 4 other books other than their own to see what their classmates learned. Come back together as a class to talk about all the really great things you learned during your farming learning segment. Create a list on the board.

Journal Reflection Rubric

Student Name: _____

CATEGORY	4	3	2	1
Capitalization & Punctuation (Conventions)	Writer makes no errors in capitalization or punctuation, so the paper is exceptionally easy to read.	Writer makes 1 or 2 errors in capitalization or punctuation, but the paper is still easy to read.	Writer makes a few errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.	Writer makes several errors in capitalization and/or punctuation that catch the reader's attention and greatly interrupt the flow.
Grammar & Spelling (Conventions)	Writer makes no errors in grammar or spelling that distract the reader from the content.	Writer makes 1-2 errors in grammar or spelling that distract the reader from the content.	Writer makes 3-4 errors in grammar or spelling that distract the reader from the content.	Writer makes more than 4 errors in grammar or spelling that distract the reader from the content.
Penmanship (Conventions)	Paper is neatly written or typed with no distracting corrections.	Paper is neatly written or typed with 1 or 2 distracting corrections (e.g., dark cross-outs; bumpy white-out, words written over).	The writing is generally readable, but the reader has to exert quite a bit of effort to figure out some of the words.	Many words are unreadable OR there are several distracting corrections.
Sentence Structure (Sentence Fluency)	All sentences are well-constructed with varied structure.	Most sentences are well-constructed with varied structure.	Most sentences are well-constructed but have a similar structure.	Sentences lack structure and appear incomplete or rambling.

Alphabet Book Rubric

Student Name: _____

CATEGORY	4	3	2	1
Illustrations	Original illustrations are detailed, attractive, creative and relate to the text on the page.	Original illustrations are somewhat detailed, attractive, and relate to the text on the page.	Original illustrations relate to the text on the page.	Illustrations are not present OR they are not original.
Requirements	All of the written requirements (# of pages, # of graphics, type of graphics, etc.) were met.	Almost all (about 90%) the written requirements were met.	Most (about 75%) of the written requirements were met, but several were not.	Many requirements were not met.
Creativity	The story contains many creative details and/or descriptions that contribute to the reader's enjoyment. The author has really used his imagination.	The story contains a few creative details and/or descriptions that contribute to the reader's enjoyment. The author has used his imagination.	The story contains a few creative details and/or descriptions, but they distract from the story. The author has tried to use his imagination.	There is little evidence of creativity in the story. The author does not seem to have used much imagination.
Spelling and Punctuation	There are no spelling or punctuation errors in the final draft. Character and place names that the author invented are spelled consistently throughout.	There is one spelling or punctuation error in the final draft.	There are 2-3 spelling and punctuation errors in the final draft.	The final draft has more than 3 spelling and punctuation errors.

Organization	The story is very well organized. One idea or scene follows another in a logical sequence with clear transitions.	The story is pretty well organized. One idea or scene may seem out of place. Clear transitions are used.	The story is a little hard to follow. The transitions are sometimes not clear.	Ideas and scenes seem to be randomly arranged.
Focus on Assigned Topic	The entire story is related to the assigned topic and allows the reader to understand much more about the topic.	Most of the story is related to the assigned topic. The story wanders off at one point, but the reader can still learn something about the topic.	Some of the story is related to the assigned topic, but a reader does not learn much about the topic.	No attempt has been made to relate the story to the assigned topic.
Neatness	The final draft of the story is readable, clean, neat and attractive. It is free of erasures and crossed-out words. It looks like the author took great pride in it.	The final draft of the story is readable, neat and attractive. It may have one or two erasures, but they are not distracting. It looks like the author took some pride in it.	The final draft of the story is readable and some of the pages are attractive. It looks like parts of it might have been done in a hurry.	The final draft is not neat or attractive. It looks like the student just wanted to get it done and didn't care what it looked like.
Writing Process	Student devotes a lot of time and effort to the writing process (prewriting, drafting, reviewing, and editing). Works hard to make the story wonderful.	Student devotes sufficient time and effort to the writing process (prewriting, drafting, reviewing, and editing). Works and gets the job done.	Student devotes some time and effort to the writing process but was not very thorough. Does enough to get by.	Student devotes little time and effort to the writing process. Doesn't seem to care.