

Wisconsin Agribulture

Fall Creek School District

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Subject: Wisconsin Agriculture (Project-Based Learning)	Technology/Equipment/Supplies Needed: - 25 computers with access to the Internet, Microsoft Word processing - Microsoft PowerPoint
Topic: Wisconsin Agriculture & Agri-business	
Grade Level: 4	Collaboration (w/media specialist, other staff): - Media Specialist - Technology Administrator - FFA Advisors & Students - Community Members
Lesson Length 45 minutes No of Sessions: 10 lessons and 1 day for presentations	

Task/Objectives:

In this project-based learning activity, 4th grade students will utilize “Digital Wisconsin” video clips, books, internet resources, FFA students, and community members to research, create, and present a specific area of Wisconsin agriculture or agri-business.

Process (strategies & activities):

*Note: Beforehand, we spend a week discussing Wisconsin Agriculture by using Wisconsin Agriculture booklets.

Guide Question:

Wisconsin is called America’s Dairyland....why? How does Wisconsin rank in dairy production and other agriculture products? What careers are related to or are dependent on Wisconsin Agriculture?

1. Using Power Point presentation, the entire class will view a “Digital Wisconsin” video clip (6f—“Dairying in Wisconsin”).
2. In groups, students will complete a brainstorming sheet (Uses of Wisconsin Land for Agricultural Purposes & Wisconsin Agri-businesses).
3. Generate project areas, discuss, and create project groups by areas of interest in Wisconsin Agri-business.
4. Complete viewing of Power Point presentation with suggestions.
5. Demonstrate how to use links from Power Point Inspiration slide. The Inspiration slide directly links several agricultures to specific “Digital Wisconsin” video clips.

6. Begin research on the Internet using “Digital Wisconsin” video clips

<http://video3.cesa10.k12.wi.us:8080/> (Select Era 6: Mining, Lumber, & Agriculture)

7. Additionally, use the following websites to assist with research:

- A. May have to refresh research and word processing skills.
 - B. Remind students to use age-appropriate search engines.
8. Contact local experts on the topic
 - A. FFA Advisor & Students
 - B. Fall Creek Agri-business
 - C. Eau Claire County Farm Extension Office
 9. Meet with high school FFA students
 - A. High school students assist in information gathering from the “Digital Wisconsin clips, internet sites and printed materials.
 - B. Aid in gathering of materials for display
 10. Presentation Board
 - A. Demonstrate the use of the information template to assist them with their presentation layout
 - 1.) Requirements of the Presentation
 1. Five interesting facts
 2. Informative pictures or diagrams
 3. Interactive game or activity for viewers
 4. Hands-on artifacts
 - B. Use Print Shop or a word processing program to create...
 - 1.) Presentation Board Titles
 - 2.) Information, questions or student activities
 11. Upon completion of the presentation boards, students will refine their presentation skills through practicing with other groups.
 12. Students will now be ready to present their projects on “4th Grade Agriculture Day.”

Resources:

Digital Resources for Teaching Wisconsin Studies

- <http://video3.cesa10.k12.wi.us:8080/>

Cultural Horizons of Wisconsin CD

This Business Called Agriculture

FFA students

Local Experts

Wisconsin Agriculture Booklet

Wisconsin Agriculture Sites

Fun Facts about Wisconsin

www.wisagclassroom.org/Wisconsin%20Facts.pdf

The Voice of Agriculture Connection

<http://www.fb.org/links/>

Wisconsin Agriculture in the Classroom

<http://www.wisagclassroom.org/World%20of%20ag.htm>

USDA For Kids

<http://www.usda.gov/news/usdakids/index.html>

SCI For Kids

<http://www.ars.usda.gov/is/kids/>

NASS for Kids Agriculture and Math Fun

<http://www.usda.gov/nass/nasskids/nasskids.htm>

Assessment Rubric:

Students perform a self-assessment using a checklist to be sure to include all information and requirements for their presentation.

Teacher assessment will be with a scoring rubric.

Verbal feedback from parents, staff, and students.

Alignment to Content Standard(s):

English Language Arts

E. Media and Technology

E.4.1 Use computers to acquire, organize, analyze, and communicate information

- Use basic word-processing, graphics, and drawing programs

LANGUAGE ARTS

A.4.4 Read to acquire information.

- Summarize key details of informational texts, connecting new information to prior knowledge
- Identify a topic of interest then seek information by investigating available text resources

B.4.1 Create or produce writing to communicate with different audiences for a variety of purposes.

- Write nonfiction and technical pieces (summaries, messages, informational essays, basic directions, instructions, simple reports) that convey essential details and facts and provide accurate representations of events and sequences
- Use a variety of writing technologies, including pen and paper as well as computers

Social Studies

A. Geography: People, Places, and Environments

- A.4.5 Use atlases, databases, grid systems, charts, graphs, and maps to gather information about the local community, Wisconsin, the United States, and the world.

A.4.1 Understand how products made from plants and animals are made available for use by people · explain how food is transported

- describe ways that people get food and grow their own, farmers market, grocery stores, catalogues, etc.
- know which foods from their diet are produced in Wisconsin and which must be imported from other states and nations
- identify careers related to production and distribution of food to a local community

A.4.3 Explain how climate affects plants and animals raised

- identify ways climate affects plants and animals that are produced and live in various regions in Wisconsin
- identify the different agricultural products that are produced in various geographic regions of Wisconsin

SCIENCE

C.4.5 Use data they have collected to develop explanations* and answer questions generated by investigations*

C.4.6 Communicate the results of their investigations* in ways their audiences will understand by using charts, graphs, drawings, written descriptions, and various other means, to display their answers

Teacher Notes:

Management- Time management and group cooperation skills will have to be modeled. Teacher facilitates the groups.

PowerPoint- Teacher explains how to use PowerPoint.

PowerPoint Rubric

Name:

Animal:

Date:

<i>Criteria</i>	<i>Needs Developing</i> <i>1</i>	<i>Developing</i> <i>2</i>	<i>Competent</i> <i>3</i>	<i>Highly Competent</i> <i>4</i>	<i>Points</i>
Organization (Overall order, flow, and transitions)	Details and examples show confused organization; hard to follow	Details and examples show incorrect organization	Information in logical order	Information is presented in effective order; transitions, graphics, sounds help presentation flow smoothly	
Conventions (Complete sentences, capitalization and punctuation, correct grammar)	Repeated weaknesses in mechanics and grammar interfere with writer's purpose	Mechanical and grammatical errors somewhat interfere with writer's purpose	Some mechanical and grammatical errors	Contains few mechanical and grammatical errors	
Sources	Insufficient resources are used	One appropriate source used	Two or more appropriate sources are used	Three or more well chosen sources are used	
Slide Show - Layout and Presentation	Not organized well. Not appealing to the eye. Too many unnecessary extras (e.g. transitions). Message not the most important characteristic	Too many 'added extras' which detract from the message. Some organization shown	Organization apparent and appealing	A high degree of originality, organization and eye appeal	
Name:				Total Points	

Comments: