

Oink, Moo, Peep *What is a Farm?*

by: Cassandra J. Wilson, July 1999

- **OVERVIEW**

This lesson introduces city students to a farm by having the students map and analyze the land use on that farm.

- **GRADE LEVEL**

3-4

- **TIME FRAME**

About 1 week

- **NATIONAL GEOGRAPHY STANDARDS**

#4 The Physical and Human Characteristics of Places.

- **OREGON STATE STANDARDS**

Identify and explain physical characteristics of places and region and the process that shapes them.

- **OBJECTIVES**

1. Students will be able to answer the geographic question, “How is the land used in a farm”?
2. Students will observe and record land use on a local farm.
3. From the recorded data, students will analyze and organize the information and transfer the information on to a map.
4. With the information of the map and fieldwork, students will write their interpretation of how the land is used in a farm.

- **MATERIALS**

1. White, E.B. (1952). Charlotte’s Web. New York: Harper & Row
2. Map template to record data, there is an example, but you might have to adapt it to your farm area.
3. Clip boards
4. Writing instruments

- **INTRODUCTION**

1. Prior to this assignment, the students have read the book Charlotte's Web. As a class we have discussed and recorded our observations of Fern's farm and how the land was used. The geography question for the class would be "How does a local farmer, near our city, use his/her land"?

- **PROCEDURES**

1. Explain to the students and parent volunteers how to use their fieldstudy worksheet. Directions on fieldsheet.
2. Have students work in pairs, but each student must complete the fieldstudy worksheet independently.
3. Have a parent volunteer per 6 students.
4. Start students from different areas of the farm, so there will not be any gridlock's during the fieldtrip. For instance, start a group at the main barn. On their worksheets mark that spot with a red star. Start a group at the farmhouse and so forth. Make sure all students are following in the same direction.
5. Have students record their data on the fieldsheet.
6. When you return to the classroom, compare the lists to the list from Charlotte's Web.
7. Have students redraw their map and have the following list on the board on what is expected to be on their map.
 - a. Title
 - b. Legend (i.e. symbols for crops, animals, etc.)
 - c. Date
 - d. Author
 - e. Land Use Locations
8. After students complete their map, they will write an essay and compare and contrast the differences between Fern's farm and our local farm.

- **ASSESSMENTS**

1. Teacher will design rubric scoring guide with students. They must have a title, legend, date, author, and land use locations.
2. Writing will be scored using state standards.

- **EXTENTIONS**

1. Have students make a map of their neighborhood and compare and contrast its land use with the farm's land use.
2. Have students write an imaginative story to go along with their neighborhood's map.

- **ADAPTATIONS**

1. Make a story strip. Give students register tape and have them illustrate their experience on the farm using their fieldsheet data.
2. Make a story strip about their neighborhood.

FARM FIELDSHEET

NAME _____ **DATE** _____

DIRECTIONS: Study the map and become familiar with the farm area. Label the blanks located next each building. Take notes and draw what you see near or in the buildings. Lines have been provided to take notes.

NOTES:

MAP: