

History of Iowa Farming

Created by: Anthony Boggs

Seymour Community High School, Seymour Community School District

Grade Level (Req.): 9th-12th grade	Content Area (Req.): Geography, Agriculture, Iowa and US History	Unit (Opt.):
Connections to Other Disciplines (Opt.): <ul style="list-style-type: none"> • • • 		
Time Frame (Req.): Three 45-minute class periods	Goal (Req.): To help students understand how settlement and technological advances have altered the landscape of Iowa and prompted the evolution of agricultural techniques over the course of the last 200 years.	
	Objective (Req.): Students will be able to describe modern farming techniques with those of antiquity and understand the chain of events connecting them.	
Materials Needed (Req.): <ul style="list-style-type: none"> • Computers with Internet access and PowerPoint for research and visual aid creation • Promethean ActivBoard for presentation • • • • • 	New Vocabulary (Opt.): <ul style="list-style-type: none"> • • • • • 	
Anticipatory Set/Introduction [Inquiry Question is required] (Req.): How has farming in Iowa changed over the last 200 years?		
Instructional Sequence/Procedure (Req.): <ol style="list-style-type: none"> 1. Day One – Introduce project to students in the guise of “doing work for an unprepared instructor.” Outline expectations and separate students into small groups, each with an assigned focus. Suggestions include: land division and surveying, subsistence agriculture vs. agribusiness, tools and techniques, government involvement, and the impact of hybrid and genetically-modified seeds. (15 minutes) 2. Allow students to begin planning in their groups and researching their topics in earnest. Wander from group to group to check progress and offer suggestions as necessary. (30 minutes) 3. Day Two – Allow students to begin working on their visual aid PowerPoint presentations. Wander from workstation to workstation to monitor progress and lend assistance where necessary. Prompt group leaders to conference with each other to create a single, seamless presentation for the entire group. (45 minutes) 4. Day Three – Students will present their findings in a compare-and-contrast style. Each comparison should be accompanied by visual aids to that effect as well as an explanation as to how and perhaps why the evolution in question occurred. (35 minutes) 5. Quickly debrief students on what they have learned about how Iowa agriculture has developed 		

over time. (10 minutes)

- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.
- 16.
- 17.
- 18.
- 19.
- 20.

Formative Evaluation (Req.): Check for understanding while students work on project.

Assessment (Req.): Use associated rubric to assess student performance based on effort and work shown in class, peer assessment, and finished product.

Iowa Core Curriculum Standards Used (Req.):

- Geography, grade 9-12: Understand the use of geographic tools to locate and analyze information about people, places, and environments.
- Geography, grade 9-12: Understand how human factors and the distribution of resources affect the development of society and the movement of populations.
- Geography, grade 9-12: Understand how physical and human processes shape the Earth's surface and major ecosystems.
- Geography, grade 9-12: Understand how human actions modify the environment and how the environment affects humans.
- History, grade 9-12: Understand historical patterns, periods of time, and the relationships among these elements.
- History, grade 9-12: Understand the role of individuals and groups within a society as promoters of change or the status quo.
- History, grade 9-12: Understand the effects of geographic factors on historical events.
- History, grade 9-12: Understand the role of innovation on the development and interaction of societies.
- History, grade 9-12: Understand cause and effect relationships and other historical thinking skills in order to interpret events and issues.
- Technology Literacy (21st Century Skills), grade 9-12: Demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
- Technology Literacy (21st Century Skills), grade 9-12: Use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
- Technology Literacy (21st Century Skills), grade 9-12: Apply digital tools to gather, evaluate, and use information.
- Technology Literacy (21st Century Skills), grade 9-12: Demonstrate critical thinking skills using appropriate tools and resources to plan and conduct research, manage projects, solve problems, and make informed decisions.
- Technology Literacy (21st Century Skills), grade 9-12: Demonstrate a sound understanding of technology concepts, systems, and operations.

Common Core Curriculum Standards Used (Opt.):

-

-
-
-
-

NGS Standards Used (Req.):

- How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information
- How to analyze the spatial organization of people, places, and environments on Earth’s surface
- The physical processes that shape the patterns of Earth’s surface
- The characteristics, distribution, and migration of human populations on Earth’s surface
- How human actions modify the physical environment
- How physical systems affect human systems
-
-
-
-

Five Themes of Geography Used (Req.):

- Human-Environmental Interaction
-
-
-
-

School District Standards and Benchmarks (Opt.):

-
-
-

21st Century Universal Constructs (Opt.):

Other Disciplinary Standards (Opt.):

-
-
-
-
-

Other Essential Information (Opt.):

Other Resources (Opt.):

-
-
-
-