

Farm tools in the 1920s

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Lesson Title: Exploration of Farm Tools

Subject & Grade Level: 5th grade Social Studies lesson

Standards (Iowa Core SS & CCSS):

SS.5.13. Describe how goods and services are produced and distributed domestically and globally.

SS.5.21. Describe the connections between historical developments that occurred within the same time period.

SS.5.23. Using information from within a primary source, infer the intended audience, purpose, and how the creator's intended audience shaped the source.

SS.6.18. Explain how changes in transportation, communication, and technology influence the movement of people, goods, and ideas in various countries.

CCSS.ELA-LITERACY.SL.5.1.D

Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

CCSS.ELA-LITERACY.SL.5.1.C

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

Essential Questions:

In what ways have farm tools changed from the early 1900s to now?

- What were farm tools like in the early 1900s?

Lesson Objectives:

1. Students will compare farming tools from the mid 1900s to their knowledge of modern day farming tools.
2. Students will make inferences about what farming was like during Norman Borlaug's time based on the tools they interact with.
3. Students will summarize how farm life has changed since the 1920's.

Assessment and Criteria:

- Luther teachers will assess learning through verbal questioning about what students have learned about farm tools and farming in general in the 1900s, as well as summarizing how life and technology has changed
 - Listen for deeper level thinking and problem solving
 - Look for engagement
- Informal KWL about farm life/tools with whiteboards
 - Student groups will write one thing they want to know about farm tools at the beginning of the lesson
 - Student groups will write one thing they learned about farm tools after exploring them
 - Luther teachers will check whiteboards for ideas, there will be an opportunity to share out to the class

Differentiation:*ADHD:*

- Groups will be changing stations rather quickly, so students with attention challenges will be moving around frequently gaining experience with multiple farming tools
- Groups will also be small enough that students can have hands on experience with the tools and minimal time standing around

ELL:

- Labels will be created to put with the tools as a visual aid for ELL students, and to deepen everyone's understanding of the tools
- Safety instructions and questions are written out on poster board providing language support

Autism:

- Open ended questions allow students a broader way to think about concepts, while also encouraging critical thinking for all students
- Project based instruction is beneficial and meaningful for all students because of the way in which it allows for independence in terms of pace and depth, it is individualized to the students needs and interests
- Stations of different tools allow for multiple learning opportunities
- Students with autism may have sensory issues, this lesson is more of a "challenge by choice" scenario where it is up to the individual student to touch the tools or just to observe

Vocabulary:

- Types of tools and what they do
 - **Hand Drill:** used to create holes in wood and other materials in order to build machinery and other practical farm life needs
 - **Auger:** a tool with a helical bit for boring holes in wood.
 - **Hoe:** breaks up the dirt to plant seeds and make rows
 - **Plow:** a more mechanized version of the hoe, Borlaug would have had something like this
 - **Hand Plane:** a tool for shaping wood using muscle power to force the cutting blade over the wood surface
- **Comparing:** examining resemblances or differences
- **Summarizing:** a brief statement that presents the main points in a concise form
- **Implement** (some will already know this): tool that is used for a job

Materials:

- Whiteboards
- Whiteboard Markers
- Old farm tools
 - The tools are subject to change depending on the tools that are able to be provided
- Modern day hand tools - screwdriver hand tool kit for comparison
- Charts for tools, rules and questions (on big enough paper so they can be seen)

from every station)

- Tape to hang charts
- Different types of wood so students can explore how the tools work depending on the type of wood, provide more experience with the actual use of the tools

Videos to be used if unable to have tools or need additional knowledge about the tools:

Hand Planer: <https://www.youtube.com/watch?v=3LBbxC9KQBY> (13:10-14:00)

Hand drill: <https://www.youtube.com/watch?v=liHvvMW4AIM> (0:22-1:00)

Location:

- Near a barn (preferably) so we can hang anchor charts on the walls
- If not near a barn, posters will be held by Luther teachers and then placed on the ground so that students can still come up and reference them if needed
- If possible, tool stations will be laid out in a circular order so transitions are quick and simple

Connections:

1. Students will be instructed to take a seat in an area where they can clearly see the Luther teachers. The Luther teachers will introduce themselves, and give a brief overview of our topic for the lesson - learning more about farm tools and machinery of the time
2. The Luther teachers will instruct students to take a moment to think to themselves about what they know about farm tools from the early 1900s (this is the K of the KWL). After some time has passed, the teachers will let students share with the rest of the class what they are thinking.
3. Students will write on their whiteboard one thing they want to know about old farm tools after doing a think-pair-share (fulfilling the W part of the KWL). We will then walk around to see what each group wrote. One or two of the groups will share out.
4. The teachers will introduce the historical figure of Norman Borlaug to the class and tell a little about what living on the farm was like, including what farming was like in the early 1900s and the lack of modern tools, and will speak to what Borlaug was able to accomplish in terms of farming.
5. The Luther teachers will then tell the students that they are going to get a chance to experiment with some old farm tools that are similar to the ones Borlaug may have used in his lifetime.

Lesson:

1. The class will be split up into groups, and their class teachers and other adults will be assigned a group to travel with.
2. The teachers will introduce a signal before having the students go to their stations. This signal will be used to help transition groups from station to station. An example of this would be a clap or a sound.

3. "As you travel around to the different stations, we want you to be thinking about these questions:"
 - a. Why might this tool be good for farming?
 - b. What could make this tool easier to use?
 - c. What do you think this tool was used for?
 - d. Which tools from the 1920's would compare to in the farming tools that we have today?
4. Safety rules about the tools:
 - a. No touching sharp edges
 - b. Keep tools to oneself
 - c. Be gentle
 - d. No throwing
 - e. Use them only for what they are intended
5. The students will walk to each tool in their groups and observe, interact and discuss using the questions above. We will give them three (or so) minutes to do so.
6. Groups will rotate to each station, so every student will have an opportunity to get hands on experience with every tool to deepen understanding

Closure:

1. We will call the groups back over to their whiteboards and have them write down one or two ideas about how farm life and technology has changed since the 1920's and what it would have been like to be Norman Borlaug in the 1920's and how he would have used these tools (This is the L of KWL). This is when the teachers will also discuss with the students why and how these tools have changed.
2. If there is time, the teachers will call on one or two groups to share their summarization before transitioning groups. If not, the teachers will thank the students for their participation, and send them to the next session.