

**MANCHESTER COLLEGE**  
**Education Department**

**LESSON PLAN by:** Candy Preston, Erica Hudson, Katie Stoneburner, Tyler Kottkamp

**Lesson:** Using Computers to Explore Farms

**Length:** 30 minutes for 5 days

Adapted from: <http://projects.edtech.sandi.net/hawthorne/farm/teach.htm>  
<http://projects.edtech.sandi.net/hawthorne/farm/>

**Grade Intended:**

**Academic Standards:** Social Studies

*2.3.7 Use a variety of information resources to identify ways that the physical environment influences human activities in the community.*

**Performance Objective:**

2.3.7 Students will complete tasks three and four on the webquest with 90% accuracy.

**Advance Preparation by Teacher:**

Computers with internet capability  
Copies of the rubric for when they turn in

**Procedure:**

**Introduction:**

Demonstrate the webquest procedure. Talk about the rules for being on the internet.

**Step-by-Step Plan:**

1. Assign pairs for chore three
2. Go to the computer lab and allow students to work for 30 minutes
3. Complete chore three and start on chore four INDIVIDUALLY.
4. Answer student questions if they have any.

**Closure:**

Students present their maps to the class.

**Adaptations/Enrichment:**

Pair Spanish speaking students up with bilingual/English speaking students  
Teaching assistant would be the partner of an autistic student

**Self-Reflection:**

Did the students stay on task?  
Were they able to operate the computer?  
Could they navigate the webquest?

**Bloom's Taxonomy:**

Application: Using prior knowledge to design a map.

Synthesis: Designing a map

**Gardner's Multiple Intelligences**

Logical/Mathematical: computer work

Visual/Spatial: Drawing

Naturalist: Dealing with the environment

Interpersonal: Working on chore three with partners

Intrapersonal: Working on chore four alone.

This rubric is designed so that students can self grade based on specific criteria. A 4 is the highest score, allowing a 5 to be awarded to those students who demonstrate exceptional and outstanding effort. It also allows for group participants to grade each other.

Category	Above and Beyond	Exemplary	Accomplished	Developing	Beginning	Score
	5	4	3	2	1	
What did you learn about your type of farm?  Social Studies Connection	Brainstormed more than 8 ideas. Wrote more than 5 sentences without errors and with excellent sentence structure.	Brainstormed 8 or more ideas. Wrote 5 or more sentences without errors, and with excellent sentence structure.	Brainstormed 6 or more ideas. Wrote sentences with good sentences structure and few errors.	Brainstormed 4 or 5 ideas. Wrote 3 - 4 sentences with several errors.	Brainstormed 2 or three ideas. Wrote 1 - 2 sentences without sentences structure.	Score value assigned for this category  (1, 2, 3, 4 or 5)
Completed course description about farm school.  Language Connection	Completed all areas with inspired thought and throughout discussion, without grammatical errors.	Completed all areas without grammatical errors.	Completed 4-5 areas with few grammatical errors.	Completed 3-4 areas with several grammatical errors.	Completed 2 areas with many grammatical errors.	Score value assigned for this category  (1, 2, 3, 4 or 5)
Ecosystem Scavenger hunt.  Science Connection	Identified all 7 aspects and was able to explain why each was important <i>to another part of the ecosystem.</i>	Found all 7 aspects and could explain why each was important <i>to the ecosystem.</i>	Found 5 to 7 aspects and could explain why several were important to the ecosystem.	Found 3 to 5 aspects and could explain why a couple were important to the ecosystem.	Found 1 to 3 aspects and could not articulate why any were important to the ecosystem.	Score value assigned for this category  (1, 2, 3, 4 or 5)
Diagram of you type of farm.  Art Connection	Achieved exemplary level then included ideas to enhance the farming experience.	Detailed drawing of farm includes all aspects of farm ecosystem. Color and extras added.	Drawing of farm with 3 or more aspects of farm ecosystem. Color and an extra added.	Drawing of farm. May include aspect of ecosystem. May include color but limited effort.	Drawing of farm. Does not include aspect of ecosystem. Little color, little effort.	Score value assigned for this category  (1, 2, 3, 4 or 5)
Commercial  Theatrical Performance	Achieved exemplary level and included props, costumes etc.	Included an identifiable jingle, humor and many aspects they learned about their type of farm. Outstanding effort.	Included jingle, some humor and several aspects about their type of farm. Could engage audience more.	Included jingle, little humor and one or two aspects about the farm style. Lacks enthusiasm.	May include jingle and little humor. May include aspects about farm. Minimal effort.	Score value assigned for this category  (1, 2, 3, or 4)