

Travel Poster



Grades 5-8: Pre-trip Activity I

PERFORMANCE GOALS:

As they prepare for their farm field trip, students will learn about the food products we take for granted today that were introduced to European settlers by the Native Americans.

OBJECTIVES:

- Students will understand the uses of corn and pumpkins over time.
- Students will learn the history of corn and pumpkins.

NATIONAL STANDARD:

NS.K-4.3 Life Science

As a result of activities in grades K-4, all students should develop an understanding of the characteristics of organisms, life cycles of organisms, and organisms and environments.

PREPARATION:

1. Provide images of pumpkins, corn, historic ships, etc from magazines or via the Internet. You might want to check out the following sites:
<http://urbanext.illinois.edu/pumpkins/>
<http://www.campsilos.org/mod3/students/mazes.shtml/>
<http://www.thenina.com/>
You can also try Googling these search terms "pumpkin," "corn," "historic ships" using the image search function.
2. Find images of travel posters for your students' information. Try Googling "Travel Posters" or an Internet site such as:
<http://www.posterclassics.com/vintage-travel-poster2.html>
3. Gather the art materials listed below.

MATERIALS REQUIRED



ACTIVITY:

1. Remind your students of your studies of early European exploration and colonization (or introduce the topic). Discuss some of the things that the early explorers brought to the Americas and those things that Native Americans introduced to the explorers and early settlers. Place particular emphasis on natural products such as corn and pumpkins, and how they were used as food and in other ways by Native Americans.
2. Explain to your students that they will be creating travel posters to advertise the newly discovered Americas to potential settlers. They will need to show/describe/explain new foods/products to people who have never seen a pumpkin or an ear of corn.
3. You may want to show your students some vintage travel posters for reference purposes.
4. Divide your class into small groups to work on the travel posters and distribute poster paper and art supplies.
5. When the posters are finished, have each group present their poster to the class. These may also be hung on a bulletin board or taped to a wall in the classroom.
6. Discuss how these natural products are used (for food, decoration, etc) by Americans today and what the students will see and do on their upcoming farm field trip.
7. A grading rubric is included on the following page for your use.

MATERIALS:

- Poster paper, chart paper, or other large sheets of white paper
- Arts & crafts materials: watercolor paints and brushes, color markers, crayons, charcoal pencils, construction paper, etc. Other supplies such as ribbon, lace, pipe cleaners, glitter, stickers, etc.
- Glue sticks, scissors
- Examples of travel posters for student reference
- Pictures of pumpkins, corn, historic ships, etc. from magazines and/or the Internet

Grading Rubric

	History	Language/Grammar	Artistic Presentation
A 25-24 pts	Shows an excellent understanding of the cultural interactions between early European explorers and Native American civilizations. Includes 4 or more key people, events, and/or foods.	Excellent spelling of all words including names and places. Consistently uses correct punctuation (and sentence structure, where appropriate)	Poster is easy to read and understand. Excellent use of color, print, and layout. The title creatively focuses your attention on the story told by the poster.
B 20-16 pts	Shows a good understanding of the cultural interactions between early European explorers and Native American civilizations. Includes 3 or more key people, events, and/or foods.	Good spelling of words including names and places. Usually uses correct punctuation (and sentence structure, where appropriate).	Some parts of the poster are easy to read and understand. Good use of color, print, and layout. The title focuses your attention on the story told by the poster.
C 15-11 pts	Shows an understanding of the cultural interactions between early European explorers and Native American civilizations. Includes 2 or more key people, events, and/or foods.	Adequate spelling of words, misspells some names and places. Sometimes uses correct punctuation (and sentence structure, where appropriate).	The poster is not easy to read and understand. Adequate use of color, print, and layout. The poster looks messy. There is a title.
D 10-6 pts	Shows an inadequate understanding of the cultural interactions between early European explorers and Native American civilizations. Includes only key person, event, or food.	Misspells many words including names and places. Incorrect punctuation (and sentence structure, where appropriate).	The poster is not easy to read and the pictures are unrecognizable. Little color is used. The poster looks messy. The title appears unrelated to the topic of the poster.
F 5-1 pts	Student has not understood the cultural interactions between early European explorers and Native American civilizations. Key people, events, and/or food are not included.	Misspells all words. Doesn't use any necessary punctuation.	The poster is illegible and the pictures are unrecognizable. No color is used. The poster is damaged. There is no title.

A-Maze Me



Grades 5-8: Pre-trip Activity II

PERFORMANCE GOALS:

Students follow verbal instructions to recreate a maze design and get acquainted with what they will see on their upcoming field trip.

OBJECTIVES:

- Students will be introduced to the history of mazes.
- Students will create and describe patterns and paths.

NATIONAL STANDARDS:

- NSS-G.K12.1 The World in Spatial Terms

As a result of activities in grades K-12, all students should understand how to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.

- NM-G.3-5.4

In grades 3-5 all students should create and describe mental images of objects, patterns, and paths; and recognize geometric ideas and relationships and apply them to other disciplines and to problems that arise in the classroom or in everyday life.

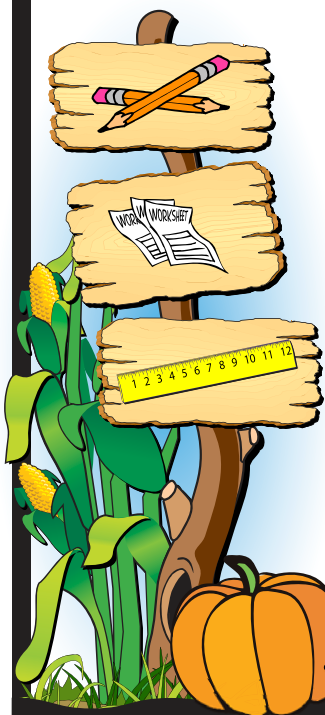
PREPARATION:

1. Print out both pages of the "A-Maze Me" Teacher Resource Sheet.
2. Obtain the materials listed below.
3. Familiarize yourself with the maze facts, diagram, and directions on the "A-Maze Me" Teacher Resource Sheet (following pages).

ACTIVITY:

1. Show your students the maze on the first page of the Teacher Resource Sheet (see "Preparation," above) and ask them if they've ever solved a maze puzzle before. Ask them what the goal is when solving a maze. What makes a maze puzzle easy? What makes it difficult?
2. Explain that today they're going to learn one way to make a maze. Distribute the graph paper, rulers/straightedges, and pencils to your class.
3. When your students have finished following your directions, walk around the classroom and look at their mazes. They should resemble the maze on the first page of your "A-Maze Me" Teacher Resource Sheet.
4. Let your students solve the maze by tracing a path from the maze entrance to the maze exit.
5. Ask your students if any of them have ever been to a maze that they can walk through. Not a maze on paper, but a 3-dimensional maze. Discuss the history of mazes with your class (see the first page of your "A-Maze Me" Teacher Resource Sheet) and tell them about the corn maze they will be visiting on their field trip. Provide a brief explanation of how a corn maze is created from designs similar to the one your class worked on today.
6. If time permits, have your students draw their own mazes and then verbally give the directions to a classmate to see if he/she can recreate it on graph paper based on the oral directions.

MATERIALS REQUIRED



MATERIALS:

- Writing instruments
- Worksheets
- Ruler or straightedge

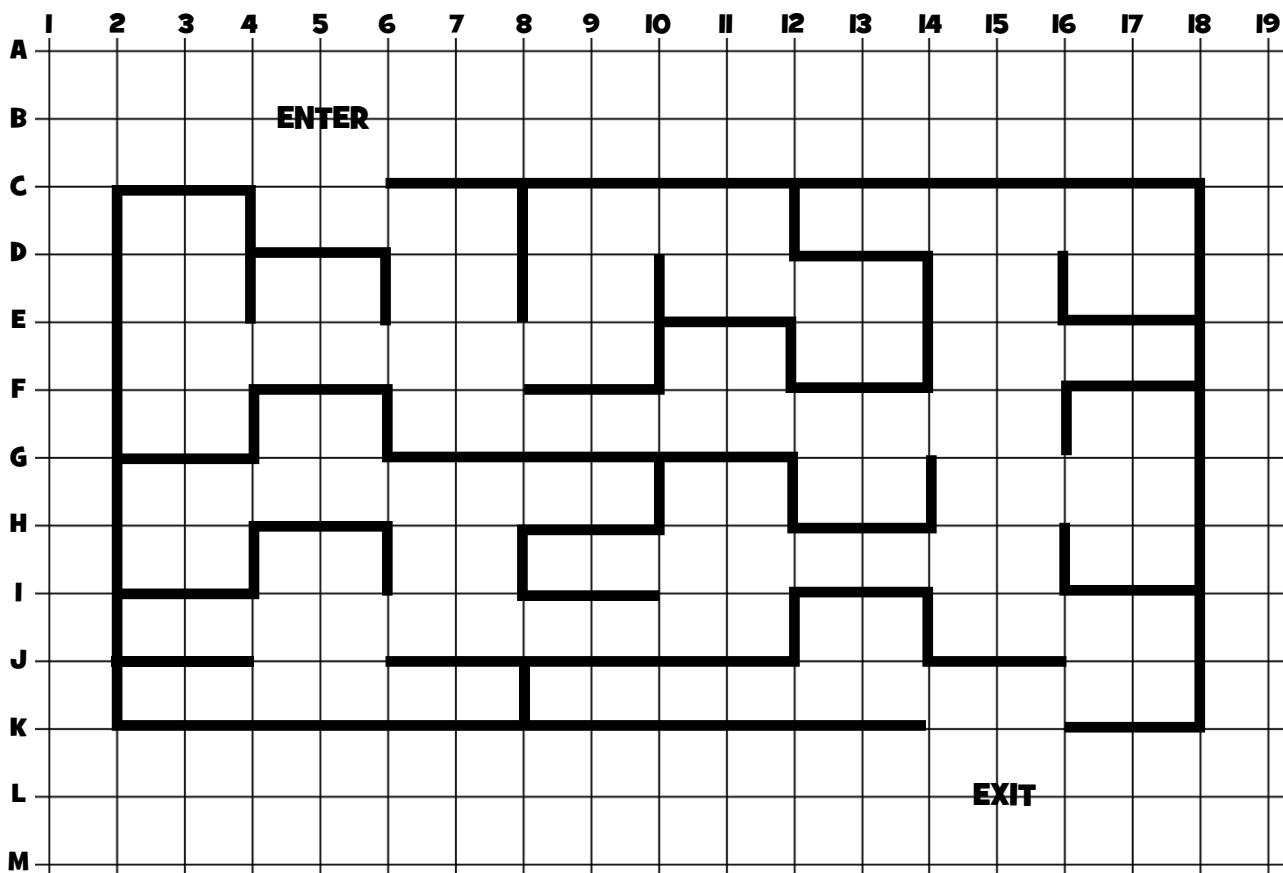
Maze Facts

People have been creating mazes for over 4000 years. In fact, archaeologists have discovered maze patterns and labyrinths in ancient Greek and Roman ruins. In more recent centuries, elaborate garden mazes (also known as "hedge mazes") were created for the entertainment of the aristocracy. Soon they became so popular, they were considered essential features of the most stylish royal palaces.

By the 19th century, garden mazes were no longer the exclusive playthings of the nobility. Parks and other public spaces around Europe and North America had begun featuring garden mazes that were open to average citizens. But it wasn't until the last decade of the 20th century that the first modern corn maze (or "maize maze") was created, debuting in rural Pennsylvania. Nowadays, hundreds of corn mazes are created every year, entertaining and boggling many adults and children by the thousands.

Maze Diagram

While some mazes are created using GPS, most are designed in a grid system like the one below. Lines on the computer design represent rows of corn in the field and the design is transferred into the field by placing flagging at intersecting points and following the same concepts in this activity.



Maze Directions

Direct your students to draw the maze pattern by following the 47 coordinate pairs on their worksheet.

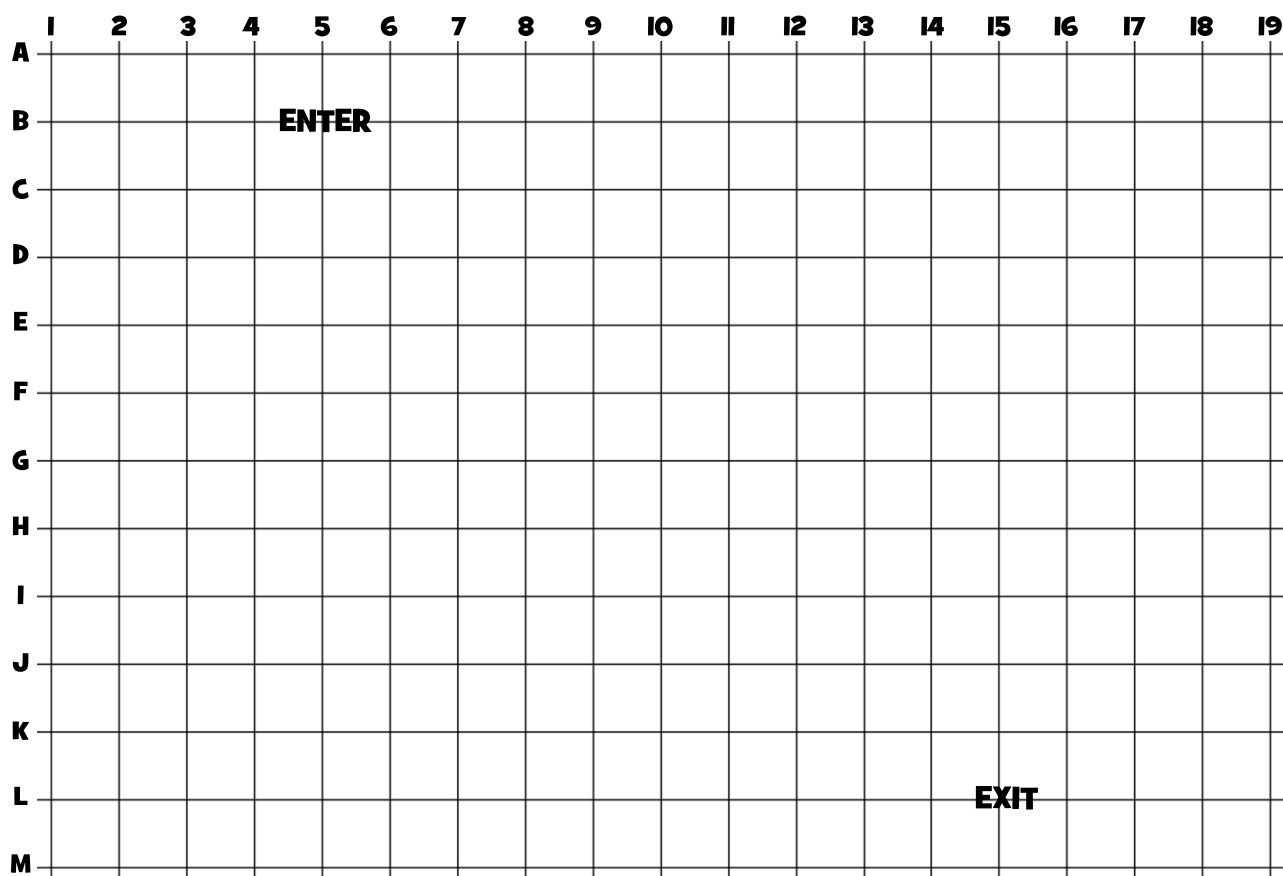
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Maze Directions

Create the maze pattern by drawing the 47 coordinate pairs. Imagine you are in a cornfield removing corn from these paths you are drawing...now you know how corn mazes are made!

- | | | | |
|---------------------|---------------------|---------------------|---------------------|
| 1. From C2 to C4 | 13. From D10 to F10 | 25. From J16 to J14 | 37. From G4 to F4 |
| 2. From C4 to E4 | 14. From F10 to F8 | 26. From J14 to I14 | 38. From F4 to F6 |
| 3. From D4 to D6 | 15. From C18 to K18 | 27. From I14 to I12 | 39. From F6 to G6 |
| 4. From D6 to E6 | 16. From D16 to E16 | 28. From I12 to J12 | 40. From G6 to G12 |
| 5. From C6 to C18 | 17. From E16 to E18 | 29. From J12 to J6 | 41. From G12 to H12 |
| 6. From C8 to E8 | 18. From F18 to F16 | 30. From J2 to J4 | 42. From H12 to H14 |
| 7. From C12 to D12 | 19. From F16 to G16 | 31. From J8 to K8 | 43. From H14 to G14 |
| 8. From D12 to D14 | 20. From H16 to I16 | 32. From I2 to I4 | 44. From G10 to H10 |
| 9. From D14 to F14 | 21. From I16 to I18 | 33. From I4 to H4 | 45. From H10 to H8 |
| 10. From F14 to F12 | 22. From K18 to K16 | 34. From H4 to H6 | 46. From H8 to I8 |
| 11. From F12 to E12 | 23. From K14 to K2 | 35. From H6 to I6 | 47. From I8 to I10 |
| 12. From E12 to E10 | 24. From K2 to C2 | 36. From G2 to G4 | |



Let's Spread the Word!

Grades 5-8: Post-trip Activity I

PERFORMANCE GOALS:

Students recall what they learned on their field trip about the growth and care of farm crops and animals. They synthesize this information and develop a creative way to communicate it to a new audience.

OBJECTIVES:

- Students will understand the basic needs and uses of animals on the farm.
- Students will understand the life cycle, growth needs, and uses of corn and pumpkins.
- Students will communicate what they've learned with different audiences.

NATIONAL STANDARD:

- NL-ENG.K-12.5 Communication Strategies

Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

- NS.5-8.3 Life Science

As a result of their activities in grades 5-8, all students should develop understanding of structure and function in living systems.

PREPARATION:

Obtain the appropriate materials from the list below.

MATERIALS REQUIRED



ACTIVITY:

1. Upon returning from your farm field trip, review with your class what they learned about corn, pumpkins, crops and/or farm animals.
 - a. Discussion questions might include: what does (or do) corn (pumpkins and/or crops and farm animals) need to grow? What is the life cycle of corn (and/or pumpkins, apples, etc.)? How do the different parts of the corn (and/or pumpkins) play a part in the plants' life cycle? What happens during the life cycle of a pig (or other appropriate farm animal that the class has learned about)? What food products do we get from the farm?
 - b. You may want to write your students' responses on the chalkboard or dry-erase board or chart paper for future reference.
2. After your discussion, explain that your class will be creating original advertisements (in small groups) to help the general public understand the needs and benefits of a farm product. You may want to share with your class some examples of advertisements or remind them of ones with which they might be familiar (see Teacher Resource Sheet, following page, for TV commercial format samples).
3. Divide your students into small groups and have each group choose something they saw on the farm (crops or a specific kind of farm animal) as the product they will advertise.
4. Provide your students with the time and resources to create an advertisement that explains the benefits of their product. The ad can take the form of a print ad, a billboard ad, a radio ad, a "new media" (Internet) ad, or TV commercial (video).
5. Invite the student groups to present their finished ads for the rest of the class.

MATERIALS:

- Paper
- Writing implements
- Samples of advertisements in an appropriate medium
- For radio or TV ads – the appropriate technical equipment
- For print or billboard ads – markers, crayons, color pencils

All advertisements begin with the written word, whether the medium is print, outdoor advertising (billboard), radio, TV, or "new media" (Internet). If the medium is print (such as a magazine or newspaper ad), the written content is called "ad copy" (or just "copy.") If the ad is intended for an electronic medium (radio, TV), the written content is referred to as a "script." TV commercial scripts are often accompanied by a set of sketches collectively known as a "storyboard"—basically a series of drawn frames or "panels" resembling a comic strip which depict the key moments in the commercial.

As the instructor, you can assign as few or as many of these mediums and stages as you wish. For example: you could direct your students to first write the script for a 30-second TV commercial. The project might end there. Or, once the script has been approved, you could instruct your students to develop storyboards based on their written scripts (for the less-artistically inclined, simple stick figure drawings will suffice). If you and your students are really ambitious, you can have them form production teams to record their commercials using consumer video equipment (or even cell phone video cameras). If video editing capabilities prove to be limited or non-existent, you should instruct your students to take this into consideration in designing their commercials.

SAMPLE TV COMMERCIAL SCRIPT

APPLES: THE MAGICAL SNACK (30 sec.)

VIDEO

FADE-IN: Close-up view of a bowl of apples sitting on a tabletop.

A hand reaches into the frame and grabs an apple out of the bowl.

Another hand reaches into the frame and grabs another apple out of the bowl.

Several hands reach into the frame and grab the rest of the apples out of the bowl.

Now only the empty bowl remains on the table.

Another hand places a title card in front of the bowl. It reads:

APPLES: THE MAGICAL SNACK

AUDIO

ANNOUNCER: Did you know that apples are "the magical snack"?

They're low in calories.

They're loaded with healthy fiber.

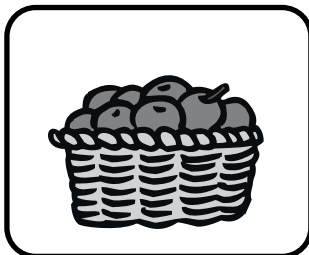
And they taste delicious!

Abacadabra! They've all vanished!

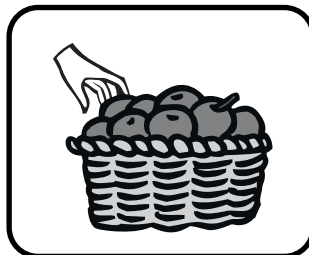
See—we told you apples are magical!

(For radio commercials, a similar script format applies, but without the video column, of course.)

SAMPLE TV COMMERCIAL STORYBOARD



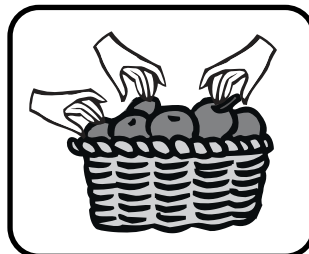
ANNCR: Did you know that apples are "the magical snack"?



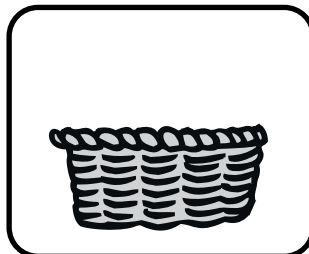
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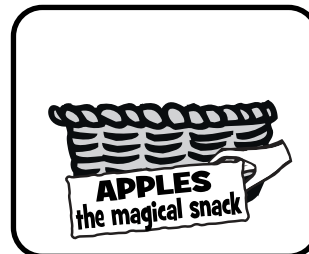
They're loaded with healthy fiber.



And they taste delicious!



Abacadabra!
They've all vanished!



See—we told you apples are magical!

Plowpardy!

Grades 5-8: Post-trip Activity II



PERFORMANCE GOALS:

After visiting the farm, students will demonstrate what they have learned about corn, pumpkins, farm animals, and farming by taking part in a classroom "game show".

OBJECTIVES:

- Students will understand the life cycle of corn and pumpkins.
- Students will compare and contrast differences between the methods used in farming in the past versus today.
- Students will identify ways that Native Americans contributed to our culture.

NATIONAL STANDARD:

NS.5-8.3 Life Science

As a result of activities in grades 5-8, all students should develop an understanding of structure and function in living systems.

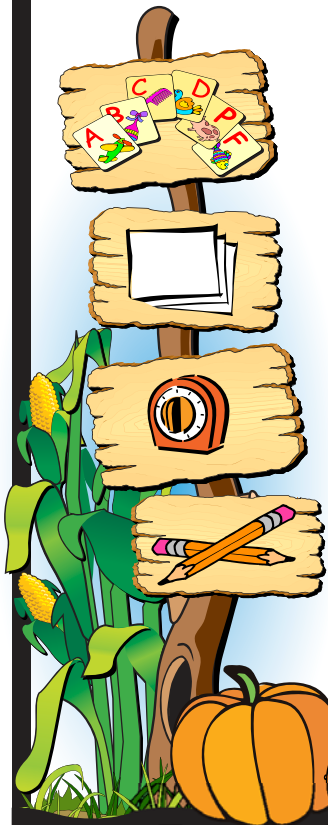
NSS-USH.5-12.1 ERA 1: Three Worlds Meet (Beginnings to 1620)

Understand how early European exploration and colonization resulted in cultural and ecological interactions among previously unconnected people.

PREPARATION:

1. Draw the **PLOWPARDY!** board on your chalkboard or dry-erase board.
2. Copy the **PLOWPARDY!** clue/response cards onto card stock and cut apart.
3. Gather together the other materials listed below.

MATERIALS REQUIRED



ACTIVITY:

1. Upon returning from your farm field trip, discuss with your class some of the things they saw and did. Explain that you are going to give them a fun way to show you what they learned on their trip by participating in a classroom "game show".
2. Split your class into three teams and give them "fun" team names (i.e., The Baa Baa Black Sheep, The Blue Pumpkins, The Corny Mazers, etc.) or let them suggest their own team names. Also assign each team a sound to make to "buzz" in when they know the correct response. The sound could be a simple buzz or beep or it could coordinate with their team name (an animal sound, for instance).
3. Provide the following rules to your class:
 - a. Teams may not call out their response at any time; rather they must "buzz" in and be called on by the "show host" before giving their response.
 - b. All responses must be given in the form of a question ("What is _____?")
 - c. If a team gives the wrong answer, another team can "buzz" in.
 - d. The amount of time allowed for a response is at the discretion of the teacher, with the exception of **Final PLOWPARDY!**, with the response time limited to 60 seconds).
4. You may serve as the "show host" and score keeper. Alternately, you may assign one or the other or both of those jobs to students.
5. One person from each team should be chosen as the official "buzzer" in when the team thinks it has the correct response.
6. One round of **PLOWPARDY!** is played.
 - a. Randomly choose one team to begin by choosing the first category and a point number ("I'll take Pumpkins for 200 please.")
 - b. The "show host" reads the clue from the appropriate card.
 - c. If a team "buzzes" in and then provides the correct response, the score keeper marks their score on the chalkboard or dry-erase board, and the team chooses another category and point amount.

- d. If none of the teams provide the correct responses to a clue, the "show host" should read the correct response. The next category and point choice goes to the team with the most recent correct response.
7. The round of **PLOWPARDY!** is completed when the teams have responded to all the clues. The scores are then tallied.
8. Give each team a blank index card and a writing implement. Have each team write a wager on the index card for the Final **PLOWPARDY!** round.
9. The "show host" provides the Final **PLOWPARDY!** clue and gives the teams 60 seconds to write their response on their index card under their wager. Time is called at the 60 second mark, and the "show host" calls on each team in turn to reveal their wager and their response. (The team with the lowest score going into the Final **PLOWPARDY!** round is called on first, then the one with the next lowest score, and finally the team with the highest score).
10. If none of the teams comes up with the correct response, the "show host" should read the correct response off the card.
11. Final scores are tallied. Prizes may be awarded at the teacher's discretion.

MATERIALS:

- **PLOWPARDY!** Game board (this can be drawn on your chalkboard or dry-erase board)
- **PLOWPARDY!** Clues and responses cards cut out for "show host"
- Three index cards for Final **PLOWPARDY!**
- Writing implements
- Timer

Game sheet

(Copy the game board below onto a chalkboard or dry-erase board.)

It's Kinda' Corny	A-Maze Me	All About Squash	On the Farm
100	100	100	100
200	200	200	200
300	300	300	300

It's Kinda' Corny **100**

Clue: This flower at the top of the corn plant is part of the pollination process.

Response: What is the tassel?

It's Kinda' Corny **200**

Clue: This is the Native American word for "corn".

Response: What is maize?

It's Kinda' Corny **300**

Clue: This is the only continent on which corn is not grown. Maybe it has something to do with the perpetual cold.

Response: What is Antartica?

A-Maze Me **100**

Clue: The first known mazes may have been created by these ancient peoples.

Response: Who are the Greeks? (also accept Romans)

A-Maze Me **200**

Clue: In the 19th century, garden mazes could be found in these public places enjoyed by everyone.

Response: What are parks?

A-Maze Me **300**

Clue: To have a dense enough corn field on which to create a maze, most corn maze farmers plant their field this way. It doubles the output per acre.

Response: What is cross-planting?

All About Squash 100

Clue: Pumpkins are this type of food.

Response: What is a fruit?

All About Squash 200

Clue: This part of the pumpkin plant, which is part of the pollination process, can also be eaten.

Response: What is the pumpkin flower?

All About Squash 300

Clue: This flower at the top of the corn plant is part of the pollination process.

Response: What is the tassel?

On the Farm 100

Clue: Essentially, anything that you can buy at the store to eat is grown here.

Response: What is a farm?

On the Farm 200

Clue: When your stomach growls because you're hungry, you're probably glad you only have one. Cows, on the other hand, have this many stomachs.

Response: What is the four?

On the Farm 300

Clue: Today, farmers use tractors and heavy equipment to prepare the fields for crops. But before there were tractors, farmers used these.

Response: What are animals? (also accept types of animals such as horses, oxen)

Final Plowpardy! 200

Clue: This word comes from Greek and means "large melon".

Response: What is pumpkin?