

2012

# Outstanding Fields of Corn

Andrea Liljegren

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## Recommended Citation

Liljegren, Andrea, "Outstanding Fields of Corn" (2012). *Open Educational Resources*. 182.  
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## Outstanding Fields of Corn

Andrea Liljegren – School not available

Grade Level (Req.): 4th-7th grade	Content Area (Req.): Human Geography, Economics, English	Unit (Opt.):
Connections to Other Disciplines (Opt.):		
<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>		
Time Frame (Req.): 1-2 class periods	Goal (Req.): To demonstrate their knowledge of geographic themes and local agriculture.	
	Objective (Req.): Students will construct a diorama illustrating a selected geographic theme. Students will write a short informational paragraph relating to the theme. Students will include both elements of the past and present in their display. Students will give evidence of basic knowledge agriculture.	
Materials Needed (Req.):	New Vocabulary (Opt.):	
<ul style="list-style-type: none"> <li>• Scissors; glue</li> <li>• Construction paper; markers</li> <li>• Square of heavy paper; large sheets of plain paper</li> <li>• Tape; Almanacs</li> <li>• Atlas</li> <li>• Textbook</li> <li>• Magazine pictures (for students not wanting to draw)</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	
Anticipatory Set/Introduction [Inquiry Question is required] (Req.): How do the five themes of geography fit into the action of growing corn?		
Instructional Sequence/Procedure (Req.): <ol style="list-style-type: none"> <li>1. Discuss and review the five themes of geography.</li> <li>2. Brainstorm ways that the growing of corn relates to each theme. Include information on the past and present. (Record information on the board, overhead or large sheets of paper.)</li> <li>3. Divide students into groups of five. One member for each theme.</li> <li>4. Construct a triangle (see instructions).</li> <li>5. Select a theme and construct a diorama, include a written paragraph on theme.</li> <li>6. Each group will develop a plan to share their project with their classmates.</li> <li>7. Extension: Students will construct a quiz to be given after their presentation. Projects could be displayed in library with selected books about corn.</li> <li>8. Adaptation: Change the crop or the topic.</li> <li>9.</li> <li>10.</li> <li>11.</li> <li>12.</li> <li>13.</li> <li>14.</li> </ol>		

- 15.
- 16.
- 17.
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- 19.
- 20.

Formative Evaluation (Req.): Class participation

Assessment (Req.): Teacher will prepare a rubric to score the individual student's work (suggested rubric attached). The students will be given a copy of the rubric to use for self-evaluation. The rubric should be given at the start of the project.

Iowa Core Curriculum Standards Used (Req.):

- Geography, grade 6-8: Understand how physical processes and human actions modify the environment and how the environment affects humans.
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Common Core Curriculum Standards Used (Opt.):

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NGS Standards Used (Req.):

- How human actions modify the physical environment
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Five Themes of Geography Used (Req.):

- Location
- Place
- Human-Environmental Interaction
- Movement
- Region

School District Standards and Benchmarks (Opt.):

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21<sup>st</sup> Century Universal Constructs (Opt.): Collaboration

Other Disciplinary Standards (Opt.):

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Other Essential Information (Opt.):

Other Resources (Opt.):

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### Suggested Rubric:

<b>Theme.</b> Excellent understanding 5 or more attributes	Good understanding 3 to 5 attributes	limited understanding less than 3
<b>Information.</b> Excellent 5 or more facts	Good 3 to 5 facts	Limited less than 3
<b>COPS*</b> 0 to 2 errors	3 to 4 errors	more than 5
<b>Neatness</b> Excellent	Good	Limited
3 points	2 points	1 point

### Triangle:

- Cut paper into a square
- Fold paper in half into a triangle, crease lightly
- Open paper, fold again in a triangle the opposite way, crease lightly Mark the center with a small dot
- Make one cut along a fold line to the dot.
- Fold right side of cut portion over the left and glue-this forms the bottom

\* **C** capitalization **O** over all appearance **P** punctuation **S** spelling  
(this is used for the writing aspect of the project)