

## Barn History Lessons Middle School Students

**Objectives:** Students will be able to list or label the parts of a barn, recognize some styles of barns, interview a farmer about his or her barn, take photographs of the barn, use online and print sources to research barns, and use technology to create a digital calendar page that features their research.

### Pre-Interview Research:

- 1) Barn Parts Have Names
  - A. Listen to Illinois State Museum's oral history clips on barns to find out how farmers used barns, how they were made, and what parts they had.
  - B. Visit the ISM AV-Barn Image Gallery to see Illinois barns, including those described in the interviews.
  - C. Consult barn books and sites online to verify what the farmers said.
  - D. Draw a diagram of a barn and label the parts from what you learned.
- 2) Barns Have a Style: Ethnic Differences, Use Differences, and Fads  
Consult online sources and books on barns to understand the basic differences in types of barns. (English, German, Dutch) (cow/dairy, horse, hay)
- 3) Choose a farmer to interview. Use the Illinois State Museum's AV-Barn pre-interview guidelines to research your interviewee.



### Oral Interview:

Interview a Farmer about his/her barn using the guidelines on the AV-Barn Website. You can do an audio or video interview, or take still photos and take notes.

### Post-Interview Activity: Digital Barn Calendar

- 1) Distill the information from the interview into a few paragraphs. Possible subjects:
  - a. Barn Caption telling owner, location, type of barn, age of barn
  - b. History of the barn describes the type, building, materials, uses
  - c. Photograph of barn
  - d. Drawing or diagram of barn
  - e. Use Publisher or other calendar-making software to construct calendar page layout.
  - f. Combine 12 pages to make a digital calendar to publish online or print them out to assemble with staples or spiral binder.



**ISBE Standards and Goals Addressed: Language Arts, Middle School**

**Listening: 4.A.3a** Demonstrate ways (e.g., ask probing questions, provide feedback to a speaker, summarize and paraphrase complex spoken messages) that listening attentively can improve comprehension.

**Descriptors at Level 7: 4A — Students who meet the standard can listen effectively in formal and informal situations.** (renumbered and edited)

1. Evaluate the situation and assume appropriate listening mode.
2. Focus attention on speaker as sender of the message.
3. Differentiate between formal and informal purposes for listening.
4. Differentiate between the speaker's factual and emotional content.
5. Infer speaker's bias and purpose.
6. Separate main ideas from supporting facts and details.
7. Anticipate information that might be forthcoming from presenter.
8. Formulate questions needed to gather and clarify information.

**Research:**

**5.B.3a** Choose and analyze information sources for individual, academic and functional purposes

**5.C.3c** Take notes, conduct interviews, organize and report information in oral, visual and electronic formats.

**Writing:**

**3.C.3b** Using available technology, produce compositions and multimedia works for specified audiences.

**Descriptors at Middle level for 5C —**

**Students who meet the standard can apply acquired information, concepts and ideas to communicate in a variety of formats.**

1. Select and justify adaptations in format to accommodate characteristics of audiences (e.g., age, background, interest level, group size) and purposes of the presentation (e.g., inform, persuade, entertain).
2. Evaluate and select text, graphic materials, or visual aids to present information (e.g., charts, written reports, banners, maps, models, artifacts, student-created games).
3. Communicate, in an appropriate format, information that was gathered by either inquiry or research (e.g., interviews, surveys, software presentations).