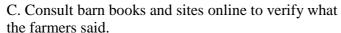
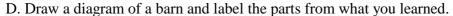
Barn History Lessons Middle School Students

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.





- 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 preinterview 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).