

FARM PROGRAM

The 1976 Farm Program for Woodson Academy is intended to present an opportunity for students to study, in a natural setting, American and Missouri history; anecdotal and creative English; communication; geography; first aid; botanical, biological, and physical science; and creative handicrafts while in an out of doors living experiences such as cook-outs, hikes, fishing, artifact digs, camping, swimming and boating. Supplemental learning activities will include field trips to historical sites and other places of interest. Also other recreational activities will be planned for weather conditions adverse to farm activities.

ORGANIZATION

There will be two students for each staff member on each outing. Students will go on a weekly basis with alternate replacements for those who cannot attend. Provided there is enough supervisory staff, students other than those already scheduled for the weeks activities will be given an opportunity to participate in the field trips.

Duties and responsibilities will tentatively be as follows:

Dewey Caddell - coordination of activities, field trip planning, transportation, ordering material and equipment, supervise and participate in planning and teaching units in: botony, biology, building activities (in and around the log cabin), camping and cooking artifact digs, recreation, artifact digs, recreational activities, and first aid, hiking, and preparation of scrapbook.

Barbara Smith: ordering food, photography, and aid in all activities listed.

Dennis Riche: aid in all activities

Holly Haan: planning and teaching English lessons and handicrafts.

Also coordination of student initiated play (possibly depicting farm program activities) to be presented at the end of the summer. And aid in supervising on field trips.

Debora Signoracci: planning and teaching American and Missouri history lessons, coordinate with Ms. Haan in planning the play, and aid in supervision on field trips.

Any other duties or responsibilities will be delegated as the need arises.

Each day will begin by getting all equipment, food, and materials ready for the days activities and loaded onto the van or bus. We should leave each day by 9A.M. and return by 3:30 (except on some field trip days when we may need to leave earlier but arrive back no later than 4:30)

Generally the more vigorous physical activities will be conducted in the A.M. (because cooler temperatures in the morning will be less conducive to fatigue) and the academic activities will be scheduled in the afternoon.

SAMPLE SCHEDULE (1st weeks activities)

Mon. _ Farm day

A.M.

Set up camp, communications class, log cabin and camp clean up, cooking activities

P.M.

repair of log cabin, games, work on anecdotal log.

Tue.- Field trip day

Truman Library and Home

Wed.- Farm day

A.M.

Set up camp, hike and specimen collecting, cooking.

P.M.

Academic lessons in English, history, and start botanical scrap-book (plant and tree identification through leaves, flowers and seeds. (Also start of handicrafts)

Thur.- Field Trip day
Mound City Game Reserve

Fri.- Farm day and Handicrafts day (may be conducted on hospital grounds if no transportation)

A.M.

Collection and/or production of handicraft materials (Example: making godseyes, beadwork, and other Indian crafts to decorate log cabin)

P.M.

Planning period

Additional field trips, recreational activities, and work on academic and handicraft activities will be conducted in the event of adverse weather conditions.

SAMPLE LESSON PLAN

Botany

Objectives: Students will be able to name plants, flowers and trees by using identifying characteristics of shapes, and sizes, leaves and seeds of the various fauna in the area of the log cabin.

Materials: Booklets and pamphlets from the U.S. Forestry Service and the Missouri Conservation Commission.

Methods: Students will use the above reference materials to collect specimens (leaves, flowers, seeds, etc.) label them, record where the specimen was collected and the approximate size of the plant or tree it was obtained from, and a rough drawing depicting the general shape of the plant or tree. The leaves and flower drawings and pertinent info will be put into a log. The flowers may be made into pamphlets and labeled. The seeds may be put into display containers (possibly egg cartons) and labeled.

Evaluation- Final evaluation will be based on the students contributions to the Botanical log and displays, and individualized (according to student ability) exams, in which he will demonstrate his ability at identifying the more common plants and trees in the area of the log cabin through such characteristic clues as leaves, seeds, size, and shape.

Field Trips

In-Town

Albriet Gallery
Pony Express Museum
St. Joseph Museum
Patee House
Doll Museum
Patee Hall
Pigeon Hill
Bowling
Swimming
Movies
Miniature Golf
~~Ice Skating~~
Krug Park
Wyath Hill

Out-of-Town

Weston
Watdins Mill
Kansas City Philharmonic
Swope Park Zoo
K.C. Art Museum
Worlds of Fun
Truman Library and Home
Royals Baseball
Big Lake
Mound City Game Reserve
Lexington
Wilson Creek
Hamilton - J.C. Penney Museum
Jamesport Amish
Mormon Museum
Exhibits at K.C.I.
Sugar Lake

LESSON PLAN
Debora Signoracci
Social Studies

OBJECTIVE: The students will learn how early pioneers lived and worked. They will be able to describe the basic steps in building a log cabin. They will be able to explain and demonstrate the proper way of maintaining a cabin once its built. They will learn how to build a split rail fence.

METHOD: The beginning classes will be conducted out of doors at the farm. The students will have an opportunity to see and work on a real log cabin. This should help to build their enthusiasm and desire to learn. After their initial introduction to pioneer life at the farm their social studies class will be devoted to furthering their knowledge and understanding through the use of school texts, class lectures, films, class discussions, classroom drawings and field trips. Their class work will be reinforced by periodic visits to the farm throughout the summer.

EVALUATION: The final evaluation will be based on the students contributions to class discussions, his daily work grades and a final 25 question written examination at the end of the summer with a score of 60 percent or higher considered passing.

LESSON PLAN
Holly Haan
English

Objectives: After participating in the scheduled Farm Program activities, students will receive writing instruction as to entering their thoughts, observations, and activity reports in a journal (log) to be kept daily in order to have a tangible exhibit or display for the Farm Program in the English Department. Students will have the opportunity to compare past and present historical events for entry into their journal. Students will also be given dramatic instruction to enable the physical reconstruction of pioneer life through skits.

METHODS: Students will be encouraged to learn about many aspects of pioneer life, including modes of pioneer living and Indian life, through periodic scheduled visits to the Farm, field trips to historical points of interest, classroom discussion and reading of supporting textual material and writing creative stories and skits reconstructing these areas of pioneer living. The students will also have the opportunity to recreate many of the native pioneer and Indian handicrafts; for example, learning to make cornshuck dolls, Indian bead - and feather - work, and venturing into cooking recipes.

EVALUATION: Student evaluations will be based on student participation and contributions to the activities scheduled for the students and the writing of a daily journal. Students will also be evaluated on the creative stories and dramatic skits in which they will be asked to participate.

Adverse Weather Options to Farm Days

Option One

A.M.: Patee House

Doll Museum

Krug Park (for lunch)

P.M.: Gym games (in Woodson)

Option Two

A.M.: St. Joseph Museum

Wyath Hill (for lunch)

P.M.: Movies

Option Three

A.M.: Albright Art Gallery

Pony Express Museum

Krug Park (for lunch)

P.M.: Bowling