

An American Barn Raising #2

Subject: Social Studies: Agriculture

Grade Level: 5-8

McRel Standards: US History Era 6: The development of the Industrial United States (1870-1900)

Benchmark: Understands how the rise of corporations, heavy industry, and mechanized farming transformed American society.

Model Core Literacy:	Writing:	Uses writing as a tool for learning Uses an effective writing process Uses knowledge of purpose, audience format, and medium in developing written communication.
Curriculum:	Listening:	Listens for information and understanding Analyzes visual media for effect and information

Anticipatory Set: Using a Four square graphic organizer , the students will fill in the first square to share what information they already know about a barn raising. Then students will share ideas in class and the teacher will chart the information on the board using the same four square summary graphic organizer that has been replicated on the board.

Objective: Through the use of the video [Timber Frame Barn Raising 1929](#) the student will be able to describe the archival footage and share through writing the importance of the event for the community. They will develop an understanding of terminology used in timber framing. Students will prepare a newspaper article for the local “Herald Times” as a reporter witnessing the event.

Purpose: The students will be able to understand the mammoth undertaking that raising a barn was in the late 1800’s and early 1900’s. The students will also be able to understand the role that the community played in the raising of the barn.

Teaching to the objective:

1. Students will use a four square summary sheet while watching the video, [Timber Frame Barn Raising 1929](#) . Prior to watching the video, the students should fill out the first square with information that they think they might know about a barn raising. Students will be able to share their thoughts prior to watching the video and the teacher will make notes on the graphic organizer that has been reproduced on the board.
2. The teacher should explain that this is archival footage from an actual barn

raising in 1929. Three cameras were used to film the barn raising. This was quite a feat during this time period. The teacher and students may make some comparisons about filming such an event today and this event in 1929. (Examples from 1929: Black and White, not talking, music used in background and slides with descriptions inserted etc.). At the conclusion of the video, three people give their recollections of this barn raising that they attended.

3. Students should record information in square number 2 dealing with the barn raising. They will have to use their eyes to interpret the information as there will be no narration during the first segment. In the third square they should write down any vocabulary that is new to them (bent, mow, plates, girt, purling posts, sky crew, mortise and tenon). In the fourth square they can list any questions that they might have over the video.
4. After the students have watch the video, have them share in pairs what they observed (square number 2), new vocabulary they were unsure of (square number 3, and questions that they still have (square number 4). This information can then be shared by the entire class.
5. Ask the students about the importance of the three people sharing their memories of the barn raising. Which one did they find the most helpful in understanding the event? Why did they choose that person? Why are first person accounts so important in understanding an event?

Assessment: Students will complete a graphic organizer using, who, what, when, where, and why. Students will then write a newspaper article about the barn raising that they viewed for “Herald Times” newspaper.