



JOHN DEERE

See.
Connect.
Engage.
Investigate.
Learn.

John Deere Pavilion
In-Classroom Curriculum | GRADES K-5

ABOUT THIS CURRICULUM

This curriculum was designed by educators and John Deere Attractions employees to help students get the most out of their John Deere Pavilion experiences. We developed these engaging pre- and post-visit lessons to teach students about the history and future of agriculture, construction, and forestry — and the ways in which John Deere continues to impact lives around the world.

For more information on the curriculum, in-classroom resources, field trips, and other educational opportunities, explore [VisitJohnDeere.com/Education](https://www.visitJohnDeere.com/Education).

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A world map with a green tint, overlaid with numerous yellow location pins. The pins are concentrated in North America, Europe, and Asia, with a few scattered in South America and Africa.

PRE-VISIT LESSON: A Global Company

 TOPIC	 OBJECTIVES	 CLASS TIME
A Global Company	<p>Students will:</p> <ul style="list-style-type: none">• Learn about the equipment manufactured by John Deere• Learn about John Deere facilities around the world	30–35 min. (varies by grade level)

References

		LENGTH	GRADE
VIDEOS:	Explore the John Deere Pavilion https://youtu.be/vFmya0hio7o <i>Take a quick tour of the Pavilion.</i>	30 sec.	K–5
	The True Story of the Waterloo Boy Tractor https://johndeerejournal.com/2018/03/the-true-story-of-the-waterloo-boy-tractor <i>On March 14, 1918, Deere & Company wrote a check for \$2.5 million and forever changed the future of the company. The acquisition of the Waterloo Gasoline Engine Company in Waterloo, Iowa, marked John Deere's permanent entry into the engine and tractor business.</i>	2 min.	K–5
SLIDESHOW:	Meet the Machines <i>PowerPoint gallery featuring images of John Deere equipment, including agriculture, construction, forestry, lawn and garden, landscaping and grounds care, and engines and drivetrains.</i>	8 slides	K–5
WORKSHEETS:	Where Do They Work? <i>Match John Deere equipment to the environments in which they work.</i>	1 page	K–5
	John Deere: A Global Company <i>Explore a world map featuring John Deere locations around the world. Countries and continents are labeled.</i>	1 page	K–1
	John Deere: A Global Company <i>Explore a world map featuring John Deere locations around the world. Countries and continents are not labeled.</i>	1 page	2–5

A Global Company: Grades K–1

DURATION: 30 minutes

- 1** Show the *Meet the Machines* slideshow of John Deere equipment photos from a variety of product lines, including agriculture, construction, forestry, and more. Use the questions below to focus the discussion before, during, and after the presentation of information. Slideshow notes are available in presentation mode.

Questions to guide the discussion:

- What does this machine do?
 - Who might use this machine?
 - Where would you find this machine?
-

- 2** Hand out the *Where Do They Work?* worksheet.
Ask students to match the John Deere equipment to the environments in which they work. After completing the worksheet, have students share their answers.
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- 3** Hand out the *John Deere: A Global Company* worksheet.
Explain that John Deere was founded in the Midwest but is now a global company. Ask students to work with a partner to complete the worksheet activity.
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- 4** Show the *Explore the John Deere Pavilion* video and *The True Story of the Waterloo Boy Tractor* video.
Explain to students that they will soon explore the past, present, and future of agriculture. The Pavilion attracts guests from all corners of the globe and is recognized as the world's most comprehensive agricultural exhibit.

A Global Company: Grades 2–3

DURATION: 30 minutes

- 1** Show the *Meet the Machines* slideshow of John Deere equipment photos from a variety of product lines, including agriculture, construction, forestry, and more. Use the questions below to focus the discussion before, during, and after the presentation of information. Slideshow notes are available in presentation mode.

Questions to guide the discussion:

- What does this machine do?
 - Who might use this machine?
 - Where would you find this machine?
 - What other machines might be used alongside this machine?
-

- 2** Hand out the *Where Do They Work?* worksheet.
Ask students to match the John Deere equipment to the environments in which they work. After completing the worksheet, have students share their answers.
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- 3** Explain that John Deere was founded in the Midwest but is now a global company.
Ask students what it means to be a global company and discuss why it's important to reach a worldwide community.
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- 4** Hand out the *John Deere: A Global Company* worksheet.
Explain that John Deere was founded in the Midwest but is now a global company. Ask students to work with a partner to complete the worksheet activity.
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- 5** Show the *Explore the John Deere Pavilion* video and *The True Story of the Waterloo Boy Tractor* video.
Explain to students that they will soon explore the past, present, and future of agriculture. The Pavilion attracts guests from all corners of the globe and is recognized as the world's most comprehensive agricultural exhibit.

A Global Company: Grades 4–5

DURATION: 35 minutes

- 1** Show the *Meet the Machines* slideshow of John Deere equipment photos from a variety of product lines, including agriculture, construction, forestry, and more. Use the questions below to focus the discussion before, during, and after the presentation of information. Slideshow notes are available in presentation mode.

Questions to guide the discussion:

- What does this machine do?
 - Who might use this machine?
 - Where would you find this machine?
 - What other machines might be used alongside this machine?
 - How does this machine help people around the world?
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- 2** Hand out the *Where Do They Work?* worksheet.
Ask students to match the John Deere equipment to the environments in which they work. After completing the worksheet, have students share their answers.
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- 3** Explain that John Deere was founded in the Midwest but is now a global company.
Ask students what it means to be a global company and discuss why it's important to reach a worldwide community.
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- 4** Hand out the *John Deere: A Global Company* worksheet.
Explain that John Deere was founded in the Midwest but is now a global company. Ask students to work with a partner to complete the worksheet activity.
-

- 5** Show the *Explore the John Deere Pavilion* video and *The True Story of the Waterloo Boy Tractor* video.
Explain to students that they will soon explore the past, present, and future of agriculture. The Pavilion attracts guests from all corners of the globe and is recognized as the world's most comprehensive agricultural exhibit.

POST-VISIT LESSON:

Nothing Runs Like a Deere

TOPIC	OBJECTIVES	CLASS TIME
Nothing Runs Like a Deere	Students will: <ul style="list-style-type: none"> • Share what they learned at the John Deere Pavilion • Learn about the John Deere trademark and tagline • Interpret the meaning of John Deere's famous quote 	35 min.

References

		LENGTH	GRADE
VIDEO:	John Deere Pavilion Equipment Move Time-Lapse https://www.youtube.com/watch?v=jYL5-EsASbQ <i>See how employees move equipment in and out of the John Deere Pavilion.</i>	2 min.	K-5
SLIDESHOW:	What Did You Learn? <i>PowerPoint gallery featuring images of signature Pavilion displays and exhibits.</i>	8 slides	K-5
WORKSHEET:	Nothing Runs Like a Deere <i>Explore the evolution of John Deere's trademark and draw your own personal trademark.</i>	1 page	K-5

Nothing Runs Like a Deere: Grades K–1

DURATION: 35 minutes

- 1 Show the *What Did You Learn?* slideshow of John Deere Pavilion displays and exhibits.**
Have students share what they learned about each one. Slideshow notes are available in presentation mode.

- 2 Show the *John Deere Pavilion Equipment Move Time-Lapse* video.**
Now that students have visited the Pavilion, ask them if they would like to learn how Attractions employees move machines in and out of the building.

- 3 Explain that the John Deere trademark, like the John Deere Pavilion, helps the company communicate its products and values to the world.** Define a trademark as “something that identifies a particular company’s product that cannot be used by another company without permission.” Provide examples of trademarks that may be familiar to students.

- 4 Hand out the *Nothing Runs Like a Deere* worksheet.**
Ask students to compare the original trademark and the current one.

- 5 Pose this question:**
 - Why do you think the deer was picked to be on the trademark?

- 6 Invite students to draw the next John Deere trademark.**
Students can draw on the back of the worksheet or use a separate piece of notebook paper.

Nothing Runs Like a Deere: Grades 2–3

DURATION: 35 minutes

- 1 Show the *What Did You Learn?* slideshow of John Deere Pavilion displays and exhibits.**
Have students share what they learned about each one. Slideshow notes are available in presentation mode.

- 2 Show the *John Deere Pavilion Equipment Move Time-Lapse* video.**
Now that students have visited the Pavilion, ask them if they would like to learn how Attractions employees move machines in and out of the building.

- 3 Explain that the John Deere trademark, like the John Deere Pavilion, helps the company communicate its products and values to the world.** Define a trademark as “something that identifies a particular company’s product that cannot be used by another company without permission.” Provide examples of trademarks that may be familiar to students.

- 4 Hand out the *Nothing Runs Like a Deere* worksheet.**
Ask students to explore the development of each John Deere trademark.

- 5 Pose these questions:**
 - Why do you think the deer was picked to be on the trademark?
 - How does this fit with Deere’s slogan “Nothing runs like a Deere”?

- 6 Invite students to draw a personal trademark.**
Tell them it must be distinctive. When other people see the personal trademark, they should know it represents the student. Students can draw on the back of the worksheet or use a separate piece of notebook paper.

Nothing Runs Like a Deere: Grades 4–5

DURATION: 35 minutes

- 1 Show the *What Did You Learn?* slideshow of John Deere Pavilion displays and exhibits.**
Have students share what they learned about each one. Slideshow notes are available in presentation mode.

- 2 Show the *John Deere Pavilion Equipment Move Time-Lapse* video.**
Now that students have visited the Pavilion, ask them if they would like to learn how Attractions employees move machines in and out of the building.

- 3 Explain that the John Deere trademark,** like the John Deere Pavilion, helps the company communicate its products and values to the world. Define a trademark as “something that identifies a particular company’s product that cannot be used by another company without permission.” Provide examples of trademarks that may be familiar to students.

- 4 Hand out the *Nothing Runs Like a Deere* worksheet.**
Ask students to explore the development of each John Deere trademark.

- 5 Pose these questions:**
 - Why do you think the deer was picked to be on the trademark?
 - How does this fit with Deere’s slogan “Nothing runs like a Deere”?

- 6 Invite students to draw a personal trademark.**
Tell them it must be distinctive. When other people see the personal trademark, they should know it represents the student. Students can draw on the back of the worksheet or use a separate piece of notebook paper.



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