

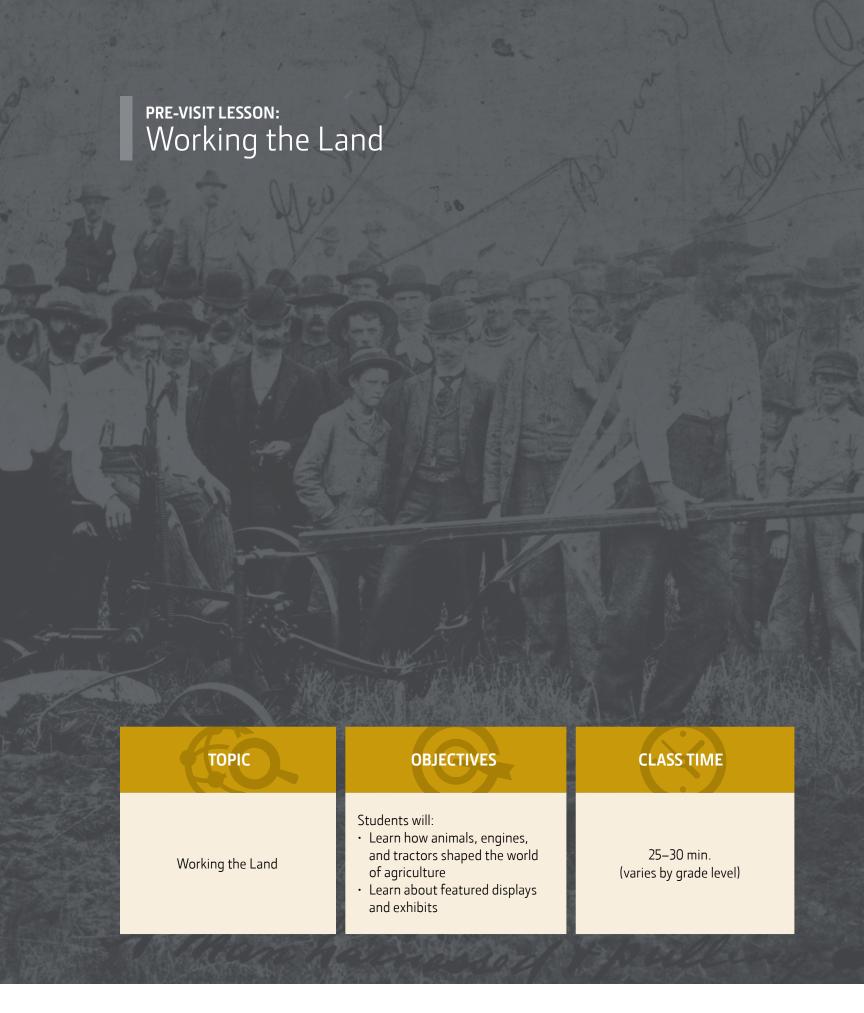
ABOUT THIS CURRICULUM

This curriculum was designed by educators and John Deere Attractions employees to help students get the most out of their John Deere Tractor & Engine Museum experiences. We developed these engaging pre- and post-visit lessons to teach students about the history and future of agriculture 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 <u>VisitJohnDeere.com/Education</u>.

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References

		LENGTH	GRADE
VIDEOS:	Explore the John Deere Tractor & Engine Museum https://youtu.be/7wtAVgeKaoA Take a quick tour of the museum.	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	2 min.	K-5
	On March 14, 1918, Deere & Company wrote a check for \$2.1 million and forever changed the future of the company. The acquisition of the Waterloo Gasoline Engine Company in Waterloo, lowa, marked John Deere's permanent entry into the engine and tractor business.		
SLIDESHOW:	Life on the Prairie	8 slides	K–5
	PowerPoint gallery featuring images of prairie life in the late 1800s and early 1900s.		
	The Evolution of the Tractor	8 slides	K-5
	PowerPoint gallery featuring images of engines and tractors from the past to the present.		
WORKSHEETS:	Animals at Work	1 page	K–1
	Draw a picture of an animal doing farmwork in the late 1800s.		
	How Many Horses?	1 page	2–3
	Identify how many horses were needed to power each piece of agricultural equipment.		
	Prairie Power	1 page	4–5
	Describe how tools were used on the prairie and how they were powered.		

Working the Land: Grades K-1

DURATION: 25 minutes

Show the *Life on the Prairie slideshow.* 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 kind of work was done by hand power?
- · What kind of work was done with the help of animal power?
- · What kind of work was done with the help of natural resources?
- · Who do you think was doing this work?
- Hand out the Animals at Work worksheet. Discuss the pros and cons of using animals to work on the farm, then ask students to draw a picture of an animal doing farmwork in the late 1800s.
- Show the Explore the John Deere Tractor & Engine Museum video and The True Story of the Waterloo Boy Tractor video. Explain to students that they will soon explore the evolution of energy in farming from manual power to early machines, engines, and eventually, tractors.

Working the Land: Grades 2–3

DURATION: 30 minutes

Show the *Life on the Prairie slideshow.* 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 kind of work was done by hand power?
- · What kind of work was done with the help of animal power?
- · What kind of work was done with the help of natural resources?
- Did you notice any machines powered by engines? If not, why do you think that is?
- In your opinion, which change in how work was done made the greatest difference in daily life?
- Hand out the *How Many Horses?* worksheet. Have students color in the number of horses typically needed to power plows, carts, wagons, and more.
- **Show** *The Evolution of the Tractor* **slideshow.** Use the notes in presentation mode to discuss the ways in which tractors and engines have changed over the years.
- Show the Explore the John Deere Tractor & Engine Museum video and The True Story of the Waterloo Boy Tractor video. Explain to students that they will soon explore the evolution of energy in farming from manual power to early machines, engines, and eventually, tractors.

Working the Land: Grades 4–5

DURATION: 30 minutes

Show the *Life on the Prairie slideshow.* 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 kind of work was done by hand power?
- · What kind of work was done with the help of animal power?
- · What kind of work was done with the help of natural resources?
- Did you notice any machines powered by engines? If not, why do you think that is?
- In your opinion, which change in how work was done made the greatest difference in daily life?
- Was there evidence of change in how families lived and worked? What might be a reason for this?
- Hand out the *Prairie Power* worksheet. Ask students to review tools used on the prairie and identify whether they were powered by hand, animal, or natural resource.
- **Show** *The Evolution of the Tractor slideshow.* Use the notes in presentation mode to discuss the ways in which tractors and engines have changed over the years.
- Show the Explore the John Deere Tractor & Engine Museum video and The True Story of the Waterloo Boy Tractor video. Explain to students that they will soon explore the evolution of energy in farming from manual power to early machines, engines, and eventually, tractors.



References

		LENGTH	GRADE
SLIDESHOW:	What Did You Learn? PowerPoint gallery featuring images of signature museum displays and exhibits.	8 slides	K-5
WORKSHEET:	The Tractor of the Future Draw a picture of what a tractor might look like in the future.	l page	K-5
	Spot the Difference Circle at least five differences between an old tractor and a new tractor	l page	K-5

Changing the Field: Grades K-1

DURATION: 30 minutes

- Show the What Did You Learn? slideshow of John Deere Tractor & Engine Museum displays and exhibits. Have students share what they learned about each one. Slideshow notes are available in presentation mode.
- Hand out the Spot the Difference worksheet.
 Have students work together to identify at least five differences between an old tractor and a new tractor.
 As a class, share those differences and discuss how each change made farmers' lives easier.
- Hand out *The Tractor of the Future* worksheet.

 Ask students to draw a picture of what a tractor might look like in the future. Students can then present their drawings to the class and explain how these innovations would make life easier for farmers.

Changing the Field: Grades 2–3

DURATION: 30 minutes

- Show the What Did You Learn? slideshow of John Deere Tractor & Engine Museum displays and exhibits. Have students share what they learned about each one. Slideshow notes are available in presentation mode.
- Hand out the Spot the Difference worksheet.
 Have students identify at least five differences between an old tractor and a new tractor. As a class, share those differences and discuss how each change made farmers' lives easier.
- Hand out *The Tractor of the Future* worksheet.

 Ask students to draw a picture of what a tractor might look like in the future. Students can then present their drawings to the class and explain how these innovations would make life easier for farmers.

POST-VISIT LESSON: Changing the Field

Changing the Field: Grades 4–5

DURATION: 30 minutes

- Show the What Did You Learn? slideshow of John Deere Tractor & Engine Museum displays and exhibits. Have students share what they learned about each one. Slideshow notes are available in presentation mode.
- Hand out the Spot the Difference worksheet.

 Have students identify and circle the features on each tractor and write down what each feature does.

 As a class, share those differences and discuss how each change made farmers' lives easier.
- Hand out *The Tractor of the Future* worksheet.

 Ask students to draw a picture of what a tractor might look like in the future. Students can then present their drawings to the class and explain how these innovations would make life easier for farmers.

TO DO:	NOTES:

