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general. As a result, I now see myself as a place-conscious citizen. Due to my past, my passions, and my future goals, I find it imperative that I explore the topic of place in education through agriculture. However, I recognize that not everyone has a similarly intimate connection to agriculture, or even to place, as I do. I also realize that an individual's place is defined by his or her own life experiences. Since I do not intend to limit the development of place to one simple field, I propose to use agriculture as a lens for studying place. Students will be able to use the same skills and thought processes involved in critically investigating place through agriculture to examine thei

aspects of place to gaining insight into their personal relatio

crossbred with experiential learning opportunities, including field trips, work experiences and interviews. The hybrid of abilities will focus on the specialized details of agriculture but then expand to more holistic concepts of systems, places, and individuals' roles in those places.

Curriculum Goals

Students will have an increased consciousness of place.

Students will understand sustainable agriculture practices.

Students will develop compassion for one's place and skills to read place critically.

Students will assume greater responsibility for their place.

Organizing Questions:

What is place?

Does place matter?

How do you interact with your place on a daily basis?

What is your role in the relationship with your place?

Do people have responsibilities to place?

Curriculum Units

Unit 1: Introduction to place and students

Lesson 1: Familiarizing students and their places

Question: Who are we and what is our place?

Learning Objectives

The study of people is inherent to the study of place. Place is a cultural concept and therefore cannot exist without people to create that context. Before delving into this extensive investigation of place, it is imperative that students are familiar with their teacher and peers. By knowing each others' family, geographic, cultural, ethnic, religious and occupational origins, as well as interests and future goals, the class can have a deeper understanding of how place is defined for each individual. Students should feel comfortable interacting with both peers and teachers and have an ample knowledge as to where each person is "from." Some students will have similar backgrounds and develop

connections due to past experiences, while others will compare their differences and bond through them.

Methods

1. Self-presentation of teacher origins, interests and goals.
2. Self-presentations of students' origins, interests and goals.
3. "Show and tell" style sharing with pictures from homes, families, activities.
4. Individual and group question and answer sessions.

Lesson 2: Defining terms about place

Question: What is place?

Learning Objectives:

The vocabulary used in this course's organizing questions may seem straightforward at first glance, but after a second look the terms used are very broad and can encompass many concepts. To begin to answer these questions students must discuss the meaning(s) of the word "place". What is a place and how does it differ from space? Other words will need to be defined as well including "environment," "nature" and "culture" among others. There is no single definition for these terms and there is no correct answer: the process of answering is as important as the product. The definitions of these terms should be revisited later in the course when necessary, but this initial discussion will give students a frame of reference to begin formulating responses.

Methods:

1. Group discussion about questions
2. Webster's definition of selected terms
3. Uses of these terms in literature about place
4. Brainstorming personal definitions of terms

Lesson 3: Methods for responding to organizing questions

Question: How do we respond to these questions?

Learning Objectives:

Student responses to the organizing questions of the course will be answered through a case study of agriculture. Although not all students will incorporate agriculture in their place, they will use agriculture as a lens to discover what place means for them. By critically studying place through agriculture, they will learn theories and customs of places, recognize patterns that relate place to their lives, and acquire certain skills that can facilitate general knowledge of place. Students will then be able to take these learned theories, patterns and skT* [(f)-1(ac)-6w3.-2(t0ve a)4(l)-op7(e)4(d t)-2(hr)3(e)-10(g)10(o t)-2(h

Developing a relationship with place is a perpetual process that never has a culminating point. Students already have a relationship with place and can respond to these questions now. Yet over the course of the study of place through agriculture, students will change, elaborate or restructure their thoughts about place. For students to have an idea of how their thoughts have evolved over time, they will give preliminary responses to these questions at the beginning of the course through discussion and writing. At the end of the course students will revisit their initial thoughts about place and discuss the evolution of their thought process in their cumulative presentation about their own place.

Methods:

1. Small and large group

evaluate their role in the food and clothing system by identifying the type of agriculture they currently support with the food they eat and the clothing they wear.

Methods:

1. Examples (and samples) of a variety of ~~edible~~ edible and ~~non-edible~~ crops grown.
2. Field trips to industrial agriculture farms (hog confinements) and sustainable agriculture farms (crop diversity)
3. Gardening and animals husbandry activities.
4. Debate on community vs. commodity in terms of ~~animal~~ raising.
5. Discussion of pros and cons of locally produced food and other alternatives to the current food system.
- 6.

In this lesson students will learn about how farmers utilize energy sources through plants and animals in cooperation with machinery, buildings and technology to support themselves and maintain the land. The class will learn different markets for selling crops and investigate other businesses that deal with agriculture. Students will compare and contrast markets and government subsidies (productionism) with niche markets and direct marketing (sustainability). They will focus on some of the causes for a recent decline in farms and the depreciation of the farmer. They will also study successful, independent farmers that have a mutually beneficial relationship with their land. Students will analyze where their dollars go and discover how they can make different decisions that support

1. Detailed look at Practical Farmers of Iowa as a social organization for farmers.
2. Interview with family farmers, particularly women farmers.
3. Readings from *Animals in Translation* by Temple Grandin
4. Visit “Voices of American Farm Women” art exhibit.

Lesson 3: Political Science

special emphasis will focus on how farms in other countries reflect the physical, social and spiritual elements of their own place. Students will investigate what crops people grow, what tasks people do, how agriculture is treated socially, culturally and governmentally, and even how agriculture affects the type food that is eaten and cooking done by people. Each student will research different countries of the world and present to the class about their findings.

Methods:

1. Look at international agriculture through organizations (World Wide Organic Opportunities on Farms), film and literature.
2. Presentations about the culture and agriculture of other countries.
3. Comparison of United States values, philosophies and standards of agriculture to those of other places in the world.

Lesson 5: Education

Question: How do we teach about place for the future?

Learning Objectives:

At this point in the curriculum students have had ample exposure to the relationship between agriculture and place. This lesson serves as a chance for students to reflect about their exposure to place and agriculture. They will review the learning that has been done in this course and evaluate the effectiveness of this approach to studying place

4. Rereading their initial responses to the five organizing questions.

Unit 4: Humanities – Personal Connections to Place

In this final unit of the liberal arts place curriculum students will reflect on their own personal connections to place. Students will begin to think of place as more independent of agriculture, if that is what constitutes their own place, and focus on the skills and thought processes that have helped them understand place through agriculture and then apply them to their own place. Much of the work done here will go into their cumulative self presentation about place.

Lesson 1: Philosophy

Question: How should place be approached?

Learning Objectives:

In this lesson students will focus on how place is involved in their own religion and spirituality. Several religions and their ties to agriculture will be noted and discussed. Students will then discuss spiritual alternatives to those standard religions. Terms such as

then discuss what messages each piece of artwork communicates and reflects. Finally students will choose a medium, or a variety of mediums, and produce their own artwork that communicates something about their relationship to place.

Methods:

1. Presentations and viewings of different artwork.
2. Production of their own artwork.

Cumulative presentation

This is the chance for students to present about their own relationship to place. Each student will compile the work they have done in the final unit of the curriculum into a description about their own philosophy, spirituality and artwork relating them to place that answers each of the five organizing questions of the curriculum. Students will be asked to include four aspects of the study in their presentation. The first part of their report should articulate what skills and/or thinking processes related to topics of holism and place

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