

This classroom activity introduces students to the context of the performance task. This ensures that students are not disadvantaged in completing the skills the task intends to assess. Contextual elements include understanding the situation of the task, potentially unfamiliar concepts associated with the situation or setting, and key terms or vocabulary students will need to understand in order to engage with the performance task. This classroom activity is also intended to interest the students in the task they are to complete. This activity should be easy to implement and contains clear instructions.

Please read through the entire classroom activity before beginning the activity with students. This will ensure that all classroom preparation is completed before the activity begins.

Resources Needed:

- Chart paper, whiteboard, or chalkboard
- Markers or chalk
- Paper and pencil for each pair/group
 - Students who need accommodations may use their preferred tool for writing

Learning Goals:

- Students will understand the context of the key concepts related to the topic:
 - There are differences between what happens on a farm and in a city
 - On a farm, farmers raise and care for crops and animals
 - Cities are full of people who are busy with many things to do
- Students will understand the key term:
 - **Farm:** a piece of land used for growing crops or raising animals

A definition is provided here for the convenience of facilitators. Students are expected to understand this key term as it arises in the context of the task, not to be able to recite the definition.

[**Purpose:** The facilitator's goal is to help students understand that there are differences between what happens on a farm and in a city. This activity will allow students to be active participants as they further explore the concept of farm life compared to city life.]

Note: The following section can be modified to accommodate various teacher-student interaction types such as a teacher-led discussion with the entire class, a teacher-student discussion for remote locations with a single student, or small groups.

Facilitator says: "Today we will get ready for a performance task about farm life and city life. We will start by talking about farms. First of all, what is a farm? Would someone like to share what a farm is?"

[Call on student volunteer. If no student volunteers, present them the following explanation.]

Facilitator says: "A farm is a piece of land used for growing crops and/or raising animals."

Facilitator says: "What kinds of things might you see on a farm?"

[Call on 5-10 student volunteers. Record student responses on the chart paper, whiteboard, or chalkboard.]

Possible student responses (*unscripted*):

- corn
- wheat
- cows
- goats
- horses
- pigs
- chickens
- barns
- animal pens
- tractors

[Add any of the above responses that are not said by the students. Read the words aloud as you add them.]

Facilitator says: "As you can see, there are many things you might find on a farm. Does anyone want an explanation of any of the items on the list?"

[Explain any of the items listed that students are unfamiliar with.]

Facilitator says: "Now discuss with your neighbor about what farm chores you and your family might have to do if you owned a farm."

[Give the students two minutes to discuss.]

Facilitator says: "Would anyone like to share what you discussed with your neighbor?"

[Call on 5-10 student volunteers. Record student responses on the chart paper, whiteboard, or chalkboard.]

Possible student responses (*unscripted*):

- feed animals
- milk cows
- plow fields
- plant crops
- collect eggs
- drive a tractor
- build animal pens
- fix farm equipment
- clean out barns and animal pens

Facilitator says: "Some people live on farms, but others live in large cities. What kinds of things might you see in a large city?"

[Call on 5-10 student volunteers. Record student responses on the chart paper, whiteboard, or chalkboard.]

Possible student responses (*unscripted*):

- tall buildings
- subway trains
- lots of people
- tourists
- taxi cabs
- buses
- parks
- stores
- museums
- restaurants

[Add any of the above responses that are not said by the students. Read the words aloud as you add them.]

Facilitator says: "As you can see, there are many different things you might find in a city compared to on a farm. Does anyone want an explanation of any of the items on the list?"

[Explain any of the items listed that students are unfamiliar with.]

Facilitator says: "In your performance task, you will be learning more about farm life and city life. The work you did today should help prepare you for the research and writing you will be doing in the performance task."

[Collect all notes from students and remind them that they cannot be used during the performance task.]