

# Visiting a Farm

## Activity 1

View the 'Visiting a Farm' VR tour at <https://lsv.com.au/vr/>

LEVELS 3 & 4



### Key Learning

During this activity, students will make comparisons between farm life and city life. They will then write a persuasive text, persuading the reader to choose one lifestyle over the other.



### Resources

- Book: *Town Mouse, Country Mouse* by Richard Jones (There are also a number of versions of this story available to watch on YouTube)
- Appendix A: *Life on the farm vs. Life in the city*
- Appendix B: *Assessment rubric for a persuasive text*



### Engage

- As a class read *Town Mouse, Country Mouse*. Ask students to reflect on the story, as well as the expedition with the children of the Wallace family to visit their cousins, Bella and Will, at their family farm. List the benefits and challenges of life on the farm.
- Encourage them to think about the hazards and safety precautions as well as the opportunities for play that might not be available when living in the city.



### Explore

- In pairs, give students a copy of Appendix A: *Life on the farm vs. Life in the city*. Encourage them to work together to fill in as many benefits and challenges as they can for living on a farm and living in the city.



### Curriculum

#### Reading and Viewing

*Text structure and organisation*

*Level 3*

- Understand how different types of texts vary in use of language choices, depending on their purpose, audience and context, including tense and types of sentences ([VCELA246](#))

*Level 4*

- Identify features used in imaginative, informative and persuasive texts to meet the purpose of the text, and understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience ([VCELA277](#))

#### Writing

*Creating texts*

*Level 3*

- Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print and multimodal elements appropriate to the audience and purpose ([VCELY266](#))
- Reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation ([VCELY267](#))

*Level 4*

- Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features ([VCELY299](#))
- Reread and edit for meaning by adding, deleting or moving words or word groups to improve content and structure ([VCELY300](#))



## Explain

- As a class, look at Appendix B: *Assessment rubric for a persuasive text*. Focus on what a good example of a persuasive text looks like and identify the key features of this text type.



## Elaborate

- Students now need to write a persuasive text, persuading their audience that either farm living or city living is better.



## Evaluate

- Ask students to swap their writing with a peer and use Appendix B: *Assessment rubric for a persuasive text* to assess each other's persuasive texts. Encourage them to give each other feedback and then allow time for editing of their written pieces.
- The same rubric can then be used for self-assessment or by the teacher to mark the final product.

## References

ABC Education, 2019. *Living on a Farm*. [online video] Available at: <http://education.abc.net.au/home#!/media/2575475/living-on-a-farm> [Accessed 08 June 2019]

## Appendix A Life on the farm vs. Life in the city

Use the table below to compare the benefits and challenges of life in the city with life on the farm.

City	Farm
<b>Benefits:</b>	<b>Benefits:</b>
<b>Challenges:</b>	<b>Challenges:</b>

**Appendix B**  
**Assessment rubric for a persuasive text**

	<b>Needs work</b>	<b>Getting there</b>	<b>Nailed it!</b>
<b>Structure</b>	You have not used paragraphs. You have many errors in punctuation, grammar and spelling. This makes your writing difficult to understand.	You have started to use paragraphs to organise your arguments. You have made some errors in punctuation, grammar and spelling.	You have used paragraphs consistently to organise your arguments. Your punctuation, grammar and spelling is mostly correct.
<b>Content</b>	Your point of view is not clear. Your arguments are not easy to understand. You have not used evidence to support your arguments.	You have a clear point of view. Your arguments are mostly presented in a logical way. You have sometimes used evidence to support your arguments.	You have a clear and very strong point of view. Your arguments are presented in a logical way. You have used evidence to support each argument.
<b>Style</b>	You have not used strong enough language or arguments to convince the reader.	You have used some persuasive language and your arguments are mostly convincing.	You have used strong, persuasive language very well to persuade the reader. Very convincing!