

Lesson Plan #1 – New York State “Farm” History

Overview:

This lesson was designed for use in a 7th or 8th grade American History classroom. In the 1st part of the lesson students will read the biography of a NYS farm. In the 2nd part they will use google maps to identify geographic features of the farm and the area around it. After each part of the lesson students will answer questions from the constructed response worksheet.

This lesson uses the Diversity and Change CD-ROM and requires internet access for the second part of the lesson. The lesson can easily be modified for use with small or large class sizes and classrooms with 1 or multiple computers. The lesson can be completed in 2 class periods.

NYS Standards:

- Standard 1 (Intermediate) – Key Idea 3 – B
- Standard 3 (Intermediate) – Key Idea 1 – C
- Standard 3 (Intermediate) – Key Idea 1 – D

Objectives:

- Students will be able to outline how a New York State farm has changed over time.
- Students will be able to identify the obstacles and difficulties generations of families face to keep their farms operational.
- Students will understand the importance of geography and location to a farms success.

Materials needed:

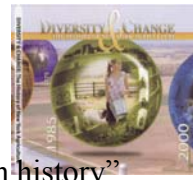
- 1 copy of “farm history” for each student
- 1 constructed response sheet for each student/group
- Computer(s) with internet access

Lesson Directions:

Suggested New York Farms for Part 2:

1. Childstock Farms - Malone
2. Gates Homestead Farms - Chittenango
3. Fessenden Dairy - King Ferry
4. Hazlitt Farm - Hector
5. Callan Farms - Caledonia
6. Torrey Farms - Elba
7. Browns Berry Patch - Waterport
8. Root Farm - Albion
9. Stuart's Farm - Granite Springs
10. Youngs' Farm - Glen Head
11. Corwith Farms - Water Mill

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- 1) Prior to the lesson: Select a farm from the CD-ROM and print the “farm history”:
 - ★ Open the Diversity and Change CD-ROM, click on the “stories” tab at the top of the page.
 - ★ This will open up a map of 19 farms in New York State. Pick 1 farm for the lesson, it is suggested to pick from the farms listed on this lesson. They will work easily with the 2nd part of the lesson when using Google.
 - ★ To print the “farm history”, click on the circle (on the map) of the farm you want to use and then click on the “view PDF document”. This will open a document that can be printed.

Alternate procedure: Teacher resources of the farm story in Word (and pdf) and many more photos and additional information can be found by opening Explorer and going to c:/program files/letterpress software/history/farm histories (or when installing in a computer you may have directed to another location).

2) Lesson Introduction:

- ★ Start the lesson with the following question: Why would it be difficult for a farm in NYS to survive for over 100 years?
- ★ Have each student write down 5 responses.
- ★ Lead a class discussion about the difficulties the students identified.

3) Part 1 – Main lesson:

- ★ Give each student a copy of the “farm history” you selected and the “constructed response worksheet”
- ★ Students will first read the “farm history” and then answer the questions from Part 1 of the constructed response sheet.
- ★ When the students have finished discuss each question as a class.

4) Part 2 – Main lesson:

- ★ The next step is for the students to find the farm on the internet in order to complete the 2nd part of the constructed response worksheet.
- ★ Students will first go to www.google.com
- ★ Provide students with the name of the farm and town and they will type it into Google.

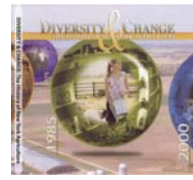
● **Very Important:** make sure that the students type in the farm information **exactly** as it appears at the top of this page (without the 2 dashes) so the first result that pops up will give them access to a Google map of the farm and surrounding area.

- ★ Once they type in the address they will click on “search” which will bring up a small map of the farm and they can then click on the map to bring up a full-size view.
- ★ The larger map will give students the ability to zoom in/out, look at a satellite view of the area and a map showing the terrain around the farm. They can now continue on and answer the questions in Part 2 of the constructed response worksheet.
 - Hazlitt farm will not bring up the small map at first, the first search result will provide a link that says “show map” and the address, click on that link and the map will be shown.
- ★ When the students have finished discuss each question as a class.

5) Conclusion:

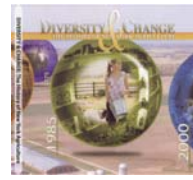
- ★ Have students write a paragraph explaining what they learned about the NYS farm and the importance of geography during the lifespan of a farm.

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Additional lesson possibilities:

- Select 2 farms from the CD-ROM and have students use a Venn diagram to compare and contrast the history of the farms.
- Keep the lesson exactly the same except make copies of the “farm history” from multiple farms, and then students will be doing different farms in different areas. Students can still complete the same constructed response sheet and then lead a class discussion for each question and see if there were any commonalities between the different farms.
- During the introduction have each student write down 1 – 2 responses on the blackboard before the discussion.
- During the introduction make a tally on the blackboard of the top 3 most common responses.



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Lesson #1 – Constructed Response Worksheet

Name:

Part 1: Answer the questions in Part 1 after reading the “farm history”.

- 1) What year was the farm founded or established?

- 2) What crop(s) or animals did the farm specialize in when it was first established?

- 3) Over time did the farm change or add any new animals or crop(s)?

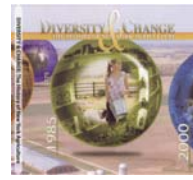
- 4) If you answered “yes” to #3 what animals/crops were added over time and what were the reasons for doing this?

- 5) What were some of the difficulties faced by the farm throughout its history?

- 6) How do you think the farm has benefited the local and regional community?

- 7) Other than crops and animals, are there any other ways that the farm has changed over time?

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8) Why do you think that the farm has been able to survive for such a long time?

Part 2: Use the internet to research the geography of the farm and then answer the questions in Part 2.

9) What geographic features made the farm a good location to settle originally?

10) Geography changes over time and can be affected by humans, what current geographic features still make the farm a good location?

11) Clicking on the “terrain” tab and then on the “satellite” tab, describe the area (1 mile) around the farm? Make sure that you are “zoomed in” enough so that the distance indicator in the bottom left corner shows 1 mile or less.

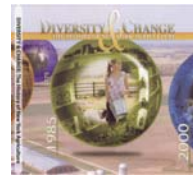
12) How many miles is the farm from the nearest local water source?

13) How many miles is the farm from a “major” water source such as the Great Lakes, Finger Lakes, Lake Champlain, Hudson River, or Atlantic Ocean?

14) What are some reasons it would be important for a farm to be near a water source (local and major)?

Local:

Major:



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Essay Questions:

1. Over time technology is always changing and improving. How have new farming technologies or other types of technologies (Erie Canal, highway system, farming equipment) improved farming in New York State?
2. Think about how the geography of the Northeast is different from the Southwest. Explain how farming would be different and how farmers would adapt to the geography in each region?

Note: (Before starting the lesson teachers may want to write "Northeast" on one side of the black board and "southwest" on the other side. Then have students explain how the geography of each area would be different and write their ideas on the board.)