

Lesson Plan #2 – History of New York State Agriculture



Overview:

This lesson was designed for use in the 7th grade classroom but would also work great as review at the beginning or end of the year in the 8th grade classroom. The questions on the Constructed Response Worksheet were created to resemble a DBQ, using the Diversity and Change CD-ROM as the document. There are many different options for using the CD and Constructed Response Worksheet in the classroom depending on each individual teacher's curriculum, class size, and availability of computers. The worksheet questions do not have to be used all at once; they can be used as each unit is covered in class or for review at the end of the year. Listed below are suggestions for using the Diversity and Change CD-ROM and Constructed Response Worksheet.

New York Standards:

- Standard 1 (Intermediate) – Key Idea 1 – A
- Standard 1 (Intermediate) – Key Idea 2 – B
- Standard 1 (Intermediate) – Key Idea 3 – B

Objectives:

- Students will be able to identify the ways that agriculture and farming changed in New York State.
- Students will be able to recall key groups and their importance in the history of agriculture in New York State.
- Students will make connections regarding the importance of agriculture and key events in the history of New York State.

Materials Needed:

- 1 constructed response sheet for each student/group
- Diversity and Change CD-ROM: If the lesson will be used with numerous computers you may need to meet with your school's computer specialist to have the CD-ROM program "installed" on each computer that will be used.
- Computers: with the ability to play sound and potentially headphones if lesson is used with multiple computers at the same time.

Directions for the CD - ROM:

Open the Diversity and Change CD-ROM, click on the "history" tab at the top of the page. At the bottom of the page, in the middle there are 4 tabs: Back, 1 of 13, Next, and Index. These are the tabs that you will use to navigate between the different screens. If you want to use questions during a unit on the Revolutionary War, "click" on the Index tab and select Screen 5: The Revolutionary War and then use the questions on the worksheet that are labeled in the same way.

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Lesson Suggestions:

1) Regular/Full Classroom

- a. Class with many computers or access to Computer Lab/Cart

Depending on the amount of computers students can do this individually or in small groups. Give each student/group a copy of the questions from the Constructed Response Worksheet and walk the students through how to access the “index” tab in order to listen to the correct screens that you have decided on. After they have finished bring the class together to discuss and write on the blackboard the different responses that were recorded for each of the questions.

- b. Computer – TV connection

In a classroom where the computer is connected to the TV the CD-ROM can be shown to all of the students in the classroom at once. Give each student a copy of the Constructed Response Worksheet with the questions that you are going to be using. Have the students listen to the “screen” first before answering any questions. When the CD-ROM has finished give students a set period of time to answer the questions and then play the screen over again. At the end of the monologue portion there is a text version displayed on the CD-ROM. After they have finished bring the class together to discuss and write on the blackboard the different responses that were recorded for each of the questions.

- c. Class with no Computer – TV connection

If there are a limited amount of computers in the classroom and no computer connected to a TV the CD-ROM can still be used with the whole class as long as the computer has speakers. Give each student the questions for the “screen(s)” that you are going to be using and play the CD-ROM through the computers speakers. Play the CD-ROM at least two times giving students a chance to answer the questions after each time. After they have finished bring the class together to discuss and write on the blackboard the different responses that were recorded for each of the questions.

2) AIS classroom

This lesson works really well in an AIS classroom environment, students get the opportunity to listen to what is being said and answer the questions and if they are having difficulty, at the end of each screen the monologue is displayed on the computer for them to read. This gives them the chance to identify the information verbally and written. Depending on the class size and amount of computers, students can work in small groups or individually. After they have finished bring the class together to discuss and write on the blackboard the different responses that were recorded for each of the questions.

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EXTRA TIME/CREDIT:

For classrooms with students or groups of students working on an individual computer, if they finish early at the end of each screen along the right hand side there is additional information and questions that students can answer on their own; possibly for extra credit.

- ★ End of year review/test

- ★ Use each chapter when covering the topic as a quiz

- ★ Full Class:
If TV connected to computer
 - ★ Listen and answer questions
 - ★ Zoom in on writing

OR play through computer speakers

- ★ Full class with access to computer lab

In 8th grade classroom

- Can be used at the beginning of the year to review the information learned in 7th grade
- Can also be used at the end of the year to help prepare the students for the NYS test

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Worksheet Questions:

Screen 1: Introduction

- ★ Native Americans lived in what types of villages?
- ★ What did native farms provide Native Americans?
- ★ Farming settlements eventually grew into what?

Screen 2: Native American Agriculture

- ★ How did early settlers in New York learn to survive?
- ★ Native Americans grew which 3 crops together?
- ★ Why did Native Americans store food in the winter?

Screen 3: The New Netherlands

- ★ The first Europeans to settle in New Netherlands/New York were originally from what country?
- ★ What 3 ways did settlers use to “acquire” land from Native Americans?
- ★ Along with fertile soil for planting crops, what other natural resource was plentiful in New Netherlands?
- ★ Almost all of the colonists by 1660 were considered what?

Screen 4: Becoming New York

- ★ List 3 European crops that were grown in New York?
- ★ List 3 types of livestock that Europeans raised?
- ★ What was the advantage of a family with many children?
- ★ What was the effect of improved farming practices and improved transportation methods?

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Screen 5: The Revolutionary War

- ★ How did the unrest before the American Revolution increase the need for local agricultural products?
- ★ Which 2 groups of people lost farmland in New York after the Revolutionary War?
- ★ In traditional Iroquois culture who was responsible for the farming?

Screen 6: Building a New Nation

- ★ In what 2 ways did the Erie Canal benefit farmers?
- ★ Why did farmers in eastern New York begin to raise more cattle for milk production?
- ★ Identify 2 inventions and explain how each one impacted farm production and agriculture

Screen 7: The Civil War and Aftermath

- ★ How were farmers in New York affected by the Civil War?
- ★ What were 2 advantages that farmers in the mid-western states had over farmers in New York?
- ★ The effect of increased competition led farmers in New York to choose what 2 paths?
- ★ Farmers in New York were facing increased competition from around the nation and led farmers to eventually choose between what 2 options?

Possible culminating essay questions:

- Explain how agriculture has changed in New York during any specific period of time. What were some of the biggest improvements affecting agriculture?
- Why has agriculture been so important to the success of New York State?
- How did farming and agriculture differ between Native Americans and the European settlers and colonists?