

Shawnee Town 1929 Museum
To Market Program
Lesson Plan - Grades 1 through 3

Program Synopsis

The “To Market” program is designed for first through third graders. It centers on the farmstead where a variety of hands-on activities will acquaint them with life on the 1920s farm. The program will last an hour and fifteen to thirty minutes.

There will be a brief 15 minute welcome and introduction while parents pay and the students make final trips to the rest rooms.

Then you will spend 15-20 minutes at each of these stations:

1. Farmhouse – compare and contrast the amenities of the student’s home with those of a 1920s furnished farmhouse, dance the Charleston with music on the Victrola.
2. Chores – laundry with a washboard and old-fashioned ringer, learn the importance of chickens as “pin money” for the farm wife and the responsibility of children in taking care of the chickens as they help feed Romeo and Lindy, our two roosters, and their hens.
3. Gardening – learn about the biology of a plant, plant seeds in the garden and harvest early Spring produce such as radishes or lettuce or harvest sweet potatoes in the Fall. They will also learn the part weather plays in gardening.
4. Market Shed – after bringing their vegetables to the Market Shed, they will wash, bundle, weigh, count them, price make the containers attractive as they compete with other vendors in preparation for taking them to the Farmer’s Market. They will also learn about fairness in giving their customers

The students will:

- Learn about a working farm in the 1920s.
- Compare and contrast their own lives with those of children living in the 1920s.
- Learn that children were a valued part of farm life. All family members from the oldest to the youngest contributed to the farm’s productivity and well-being. They will learn the value of community.
- Use math in weighing, counting and pricing vegetables for market.
- Use science in studying the life of a plant from seed to marketable produce.

Curriculum Correlations

Throughout all of the activities, students will become acquainted with the 5 Social Studies standards:

1. Choices have consequences.
2. Individuals have rights and responsibilities.
3. Societies are shaped by beliefs, ideas, and diversity.
4. Societies experience continuity and change over time.
5. Relationships between people, place, ideas, and environments are dynamic.

First Grade:

Social Studies: History – family; Skills –compare and contrast

Science: 1-LS1-1 plant parts and their purpose

Math: Solve problems involving addition and subtraction

Second Grade:

Social Studies: History – daily life, compare and contrast, inventions, draw conclusions

Skills – use historical information

Economics: recognize and evaluate how people make fair choices and learn how those choices have consequences

Science:

2-LS2-1 - plant growth and how weather affects growth

Math: Solve problems involving addition and subtraction

Third Grade:

Social Studies: History – compare and contrast a 1920s community, understand the motivations and accomplishments of the farmer as an entrepreneur, analyze how a group of people have made an impact on the community, analyze how groups of people have made historical and cultural contributions to their community, investigate settlement in the community

Economics – examine how a market economy works through buyers and sellers exchanging goods and services

Pre-activity suggestions

- **Hidden Word Search** – Using the attached game, have the students circle the words that are listed that define a non-mechanized farm in the 1920s with no electricity, plumbing, or running water. Explain that this is what they will experience during their visit.
- Practice these tongue twisters. Can your students think of others? These are the vegetables they'll see, plant or hear about in Shawnee Town's garden: green beans, peas, lettuce, radishes, garlic, watermelon, potatoes, asparagus, corn, kale, and more!
"Lovely lacey lettuce leaves leaped up from the land."
"Round red radishes tugged round and round by Romeo."
- Ask the students to make a list of what they ate for dinner the night before your visit to Shawnee Town. Do they purchase their food from a grocery store or a Farmer's Market in the summer? Do they have their own vegetable garden or fruit trees at home? Do they have an allotment (garden plot) given them by the City? Do they buy or are given vegetables/fruits from a neighbor or relative? Is any of the food they eat organic?

Post-activity suggestions

- Using the melody from "Old Macdonald Had a Farm," incorporate those items into the melody which the students saw on the far. The sounds the students make to identify each thing they saw may be very interesting! **See attachment for words to the song.**

- Set up an indoor container garden in your classroom using broken egg shells placed in egg cartons or use each cavity in the egg cartons themselves. Fill each container with potting soil (don't over-fill). Use bush bean seeds and have the students plant two seeds in each container. This is in case one dies. Bush bean plants are very compact. These will usually be the seeds that the students planted in Shawnee Town's garden. The plants are hardy and when the students take them home they won't take up much room in the family garden. Have them write their name on a popsicle stick and place it in the dirt of the plant. Alternately, they can write their name on the carton. Place the containers in a sunny spot in your classroom. Have each student keep a written journal or picture journal documenting the growth of their plants over the weeks. When the plants become too high or start to droop, have the students take them home to plant.
- Do a Green Bean Dance - very simple! When the seeds start to come up, have all the students make up their own Green Bean Dance to celebrate!
- Creative Writing: The Creature's Point of View - What kinds of creatures or insects eat vegetables (or some part of them)? Have each student select one and have them write about living in the garden as that creature or insect. What it's like - eating those wonderful leaves or fruit, visiting with all of their friends in the garden patch, having the farmer come and try to find them while they scurry to hide, and the ultimate - will they be sprayed with bug spray or picked up and placed in a jar of kerosene to end their live swimming and then drowning. What we've seen at the farm - squash bugs by the hundreds (yuck! - we pick them off), a fox trying to dig its way into the chicken coop, grasshoppers, ladybugs, killdeer bird making a nest on the hard earth right next to the watermelon patch, beetles, spiders, etc.
- **Use the attached worksheet.** Have the students draw in each box the appropriate stage of a green bean plant. Cut up the six cards, turn them over and mix them up. Have the students put them in order

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