

Name _____

Farm Resources

Hands-on History Post-Trip Activity

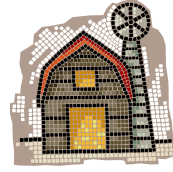
When you were at Armand Bayou Nature Center, you saw several ways pioneers made their own supplies. Match up the activity with the resources it needs (listed at the bottom). You may use words more than once. Can you think of any other materials these activities used? Add them to your lists.

Butter Making
Cheese Making
Rope Making
Wool Spinning

cheesecloth jar twine churn "horse" wool "spider" hook
milk spoon lemon pot bowl carding brushes cup molds



Teacher Notes:



- Before students start the activity, review the meaning of “resource”.
- Your group probably did not participate in all of the activities listed. You may have students complete only the ones they took part in, or you may have them research answers to the ones they did not do. If all activities were presented but students only took part in a few, consider having them work in groups so they can fill out all of the information.
- If you have young students, you may wish to do the matching activity as a class and review the vocabulary words as you go along.
- After students complete the matching activity, have them complete one of these extension tasks:
 - Choose one of the farm activities, and describe how it was done. You may draw pictures and/or write out directions. (If you took photos or journaled, incorporate these into the description.)
 - Name something that you know how to make. Write a list of supplies you need when you make the item. Now write or draw a list of steps that you follow when making your item. If possible, bring in your supplies and show the class how you create your item. If that isn't possible, take pictures and make a poster that you can present to the class.
 - For young children: Act out the farm chores. For instance, repeat the butter-making activity using real materials, and find “pretend” items and set up centers for acting out the other activities.
 - Farming and ranching are hard work, but many tools make this work easier. List and/or draw some of the simple machines (or tools) you saw on the farm (lever, pulley, inclined plane, screw, wheel and axle, wedge). Discuss where the tools were located and how they worked. Then find some examples of simple machines around the school.

Farm Resources Possible Answers

These are only suggested answers. Since demonstrations vary slightly, students' answers may also vary. Italicized words are not on the students' list of word choices but are valid answers.

Butter: churn, jar, milk (*or cream*), spoon, spatula, molds, cup, *salt, sugar, bowl, lid for jar, plate*

Cheese: milk, lemon, pot, bowl, cheesecloth, (*measuring*) cup, *wood or stove (for heat), herbs, salt, juicer, thermometer, colander/strainer, spoon, ladle, knife*



Rope: twine, “horse”, “spider”, hook

Wool: wool, carding brushes (*or carders*), *fleece, drop spindle, long-draw spindle, drop cloth*

