



Lesson: What's Cooking in the Kitchen?

(To follow Amplify CKLA K, Knowledge 10: Colonial Towns and Townspeople,
Lesson 1: The Country Family)

At a Glance

In this lesson, students compare features of a colonial New Hampshire kitchen to a modern kitchen and then try a typical colonial chore.

Primary Focus Objectives

- Students will listen to a non-fiction text about life in colonial New Hampshire.
- Students will analyze and compare two images of kitchens through discussion and writing.
- Students will work together to complete the chore of churning butter.

Formative Assessment

- Group discussion and collaborative work
- Kitchen Connect worksheet

Standards

CCSS.ELA-LITERACY.SL.K.1

Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

CCSS.ELA-LITERACY.L.K.5c

Identify real-life connections between words and their use (e.g., note places at school that are colorful).

CCSS.ELA-LITERACY.W.K.8

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Materials

- Focus Text: "[Moose on the Loose,](#)" Unit 4: Building a Colony, Learn It! "[More NH Settlements,](#)" p. 6
- Focus Text Facts: Comparing Kitchens
- Kitchen Connect worksheet
- Large plastic jar with lid, heavy cream, pinch of salt

Time Needed

One 30-40 minute class session

Learning Activity

1. **Read aloud Focus Text.** Project and read aloud the recommended Focus Text, "More NH Settlements." Use the content to help students review previously learned material about colonial life. (5 minutes)
2. **Examine Focus Text Facts.** Project "Comparing Kitchens" and support students as they complete Mason's Challenge. (10 minutes)
3. **Complete the worksheet/churn butter.** Distribute "Kitchen Connect" worksheet and support students as they identify and respond to the activities in the colonial kitchen. Rotate students to "churn" butter in jar. (25 minutes)



Educator Rationale and Answer Guide

Connection to Amplify

In this lesson, students build on information introduced in Amplify CKLA K, Knowledge 10: Colonial Towns and Townspeople, Lesson 1: The Country Family. Students listen to a non-fiction text about the general daily life of people in colonial New Hampshire and then analyze images to identify how the colonial kitchen was the hub that connected all the aspects of farm life. Students build historical thinking skills by comparing historic and modern images and through an activity that uses modern materials to complete the colonial chore of churning butter.

Read aloud Focus Text

This page from “Moose on the Loose,” Unit 4: Building a Colony, covers ideas introduced in the Amplify lesson, “The Country Family,” and helps students understand that those daily activities occurred specifically in their home state of New Hampshire when it was still a colony. Paraphrase the text as necessary. The accompanying image of a typical colonial farm also provides a way to review key ideas from the Amplify lesson.

Examine Focus Text Facts

Explain to students that the kitchen was a busy room in a colonial house, much as kitchens are for families today. The kitchen was often a room large enough that several members of the family could be in there together, taking care of different tasks that used products grown or raised on the family farm. Project “Comparing Kitchens” and encourage students to share what they notice and wonder about the images. Then, ask students to look for specific similarities and differences between the historic kitchen and the modern kitchen. Students should observe a variety of new materials and new machines that make colonial kitchen tasks easier today. Students may share that while we don’t spin yarn in the kitchen today, other tasks like homework or even work on a laptop or other device happens in kitchens. They are still spaces where many tasks happen, though the tasks have changed over time.

Complete the worksheet

After students match the descriptions of tasks to their location in the image, support them as they write or dictate a sentence about the task they would like to try and why. Or, ask students to write or dictate a sentence about how a colonial task is completed in a modern kitchen.

Churn the butter

Remind students that children in colonial New Hampshire had many chores, like making butter in a churn. (This is a vocabulary word in Amplify CKLA K, Unit 10, Lesson 1, and the concept should be familiar to students.) Explain to students that they will work together to turn cream into butter by using heavy cream from a grocery store and a plastic jar with a lid (e.g., a mayonnaise or nut butter jar). Instead of a churn separating the milk solids, they’ll act like the churn by shaking the jar as hard as they can. Fill the jar halfway with heavy cream. Add a pinch of salt and close the lid securely. Consider having small groups of students rotate to take turns shaking the jar while others complete the worksheet. Pause to show the whole group the stages of transformation as the cream becomes first whipped cream and then butter. It will form a ball with some liquid separated from it. Spread the finished butter on bread or crackers for students to try. Reflect together on the physical effort that went into making that small amount of butter!



Comparing Kitchens



Source: Library of Congress



Source: Adobe Stock



Mason's Challenge

Compare these images. What is different about how the families are using the kitchens? What is similar? What machines help us in the kitchen today? How did the same work get done long ago?



Kitchen Connect

Draw a line from the description of the activity to its location in the drawing. Write a sentence about one of the kitchen activities on the lines below.

churning butter

spinning yarn

cooking food

rolling dough

peeling apples

storing vegetables





Kitchen Connect – Answer Key

churning butter

spinning yarn

cooking food

rolling dough

peeling apples

storing vegetables

