



Lesson: NH Farms Long ago and Today

(To follow Amplify CKLA K, Knowledge 5, Lesson 1)

At a Glance

Students build on their understanding of farms by learning about one of the oldest farms in the country, the former Tuttle Farm in Dover, NH. Now called Tendercrop Farm, it was run by the same family from 1632 until 2013. Students listen to a story about the farm, compare images of the farm from long ago and today, and then play a simple game to reinforce farm vocabulary.

Primary Focus Objectives

- Students will use details to describe a farm.
- Students will explain why a farm is important.
- Students will compare and discuss images of farms past and present.

Formative Assessment

- Group discussion
- Card game and/or comic

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.RI.K.2

With prompting and support, identify the main topic and retell key details of a text.

Materials

- Infographic: [Traditional Farms in New Hampshire](#)
- Focus Text: *Tuttle's Red Barn* by Richard Michelson (Putnam, 2007)
- Focus Text Facts: An Old Farm Today
- Vocabulary Card: Crop
- "Go Farm!" card sets prepared for small group play.
- Optional – [Draw Your Own Comic: A Day on the Farm](#)

Time Needed

Two 30-40 minute class sessions

Learning Activity

1. **Discuss the infographic.** Project "Traditional Farms in New Hampshire." Encourage students to share what they notice about this farm and whether they think it illustrates a farm from long ago or today. (10 minutes)
2. **Focus Text.** Read aloud selections from *Tuttle's Red Barn*, pausing to discuss details in the illustrations that connect with what students have already learned about farms. (15 minutes)
3. **Focus Text Facts.** Project "An Old Farm Today." Ask students to compare suggested illustrations in the book to the images. Discuss changes they observe. Discuss things that are the same. (15 minutes)
4. **Vocabulary Card: Crop.** Display the Vocabulary Card and ask students if they have heard of the word before. What crops can they think of that might grow on a farm? Make a list together. (5 minutes)
5. **Play "Go Farm!"** Distribute prepared game cards to small groups. This game is played in small groups, like "Go Fish." (15 minutes)



6. **Optional: Draw a Comic.** Distribute “A Day on the Farm” and instruct students to draw a comic showing what they would do if they lived on a farm. *(20 minutes)*



Educator Rationale and Answer Guide

Connection to Amplify

This lesson builds on learning objectives achieved by students in Amplify, Grade K, Unit 5, Lesson 1. Having learned about the basics of farms, student understanding is enriched by the connection to a specific farm in New Hampshire. Tuttle Farm in Dover, NH, was owned and operated by the same family from 1632 to 2013. After listening to stories about members of the Tuttle family who lived and worked on the farm, students will compare photographs of the farm today to the book's illustrations and discuss what is the same and what has changed. Students will discuss the vocabulary word "crop" and then play a card game to reinforce farm vocabulary.

Focus Text: *Tuttle's Red Barn*

Before reading, tell students that people have been farming in New Hampshire for a very long time and that farms are still important to our state today. Explain that they will listen to some stories about the people who grew up and worked on the oldest farm in New Hampshire that is still operating today. Explain that the story is told by focusing on each of the boys in the family who owned and ran the farm when they grew up. Consider having a brief discussion about generations in families to help children connect this storytelling structure to their own lives.

It is not necessary to read all of the text to students; focus on the parts that describe what will be most meaningful to this age group: children helping with farm work and household chores, harvesting and selling food, the challenges of living and working on a farm, and the changes brought by the invention of machines. Or, consider sharing just a few of the sections that show the growth and change of the farm over time: John Tuttle (1st generation), John Tuttle (2nd generation), William Tuttle (5th generation), William Penn Tuttle (9th generation), William Penn Tuttle III (11th generation), and Grayson Tuttle (12th generation). As you read, ask students what they notice changing in the illustrations.

Focus Text Facts: An Old Farm Today

It may be useful to photocopy illustrations from the book for students to look at in small groups. For the interior of the barn, use the illustration spread for "John Tuttle Jr. 2nd Generation" and the illustration of the boy milking the cow in "Joseph Tuttle 6th generation." For the exterior of the barn, copy the spreads in "William Penn Tuttle 9th Generation" and "Hugh Tuttle 10th generation." Comparing the book illustrations to the photographs will reinforce student understanding of change over time. Students should observe that the barn used to house animals and is now a store. Students should observe that the outside of the barn used to be white. There was a road in front of it, not a parking lot, and the cars that park there today look very different from the first car that parked outside the barn.

This is a good place to pause if dividing the lesson across two class sessions.



**Vocabulary Card:
Crop**

It is important for students to understand that everything we eat comes from farms, near and far. Ask them what crops were grown at Tuttle's Farm. Encourage personal connections, too: students may have helped select food at the grocery store, from a local farm stand or pick-your-own field, or maybe from a family farm or garden. Explain that farms that raise animals must also feed those animals, so some crops are grown to feed cows, sheep, horses, pigs, goats, or other animals raised on the farm.

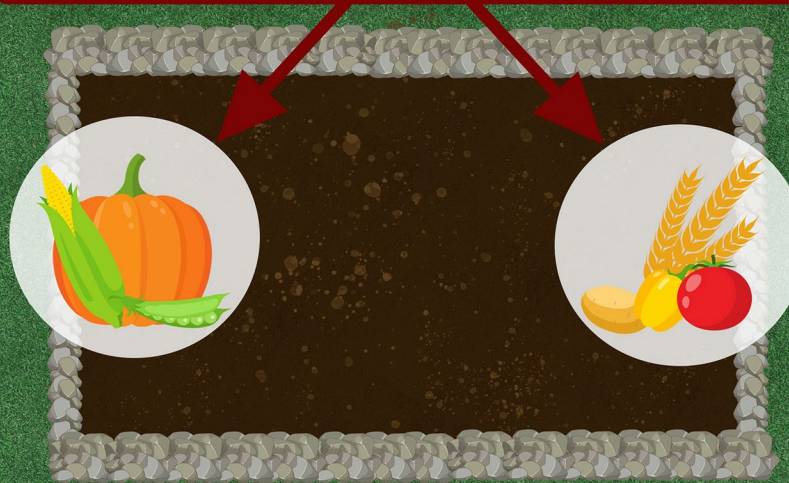
Play "Go Farm"

The cards feature words used throughout the Amplify lesson as well as some words introduced in this lesson. Before playing, preview the cards with students. Talk about which cards show tools, which cards show livestock, and which cards show crops. Ask students if any of the cards show something that was used on a farm long ago or on a farm today. Adapt the deck as needed for your students. Consider making your own game using images from the Amplify unit to reinforce student understanding.

Draw a comic

Encourage students to include details about what they grow, what kind of work is done, who does the work, and where the crops go after they are harvested. The comics should have a beginning, middle, and end to their stories.

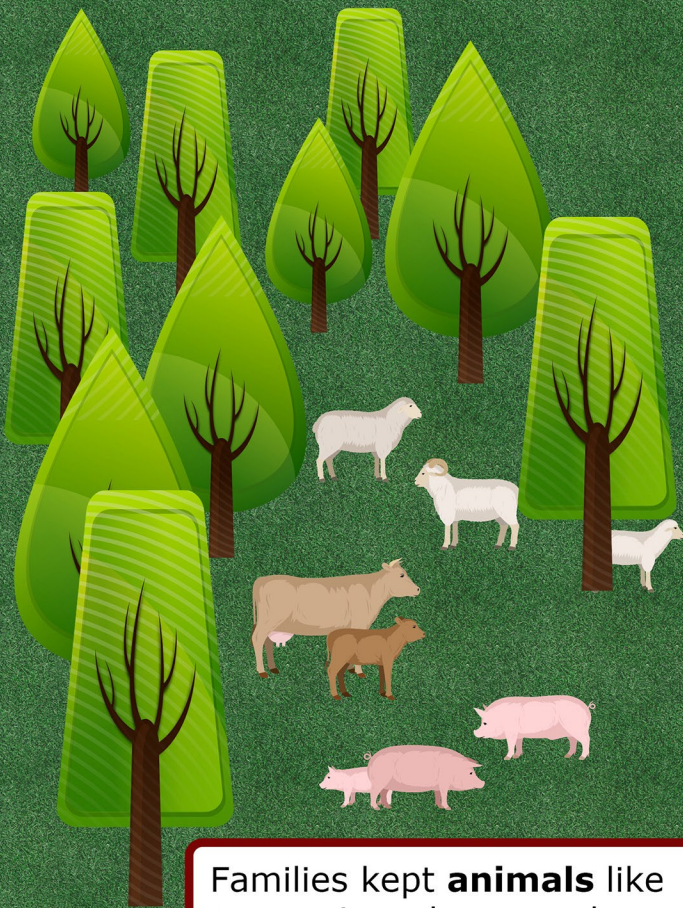
Farmers grew **crops** like the **three sisters** (corn, beans, and squash) along with other foods for them to eat. They would build **rock walls** around their fields to keep animals out.



In New Hampshire, some farmers planted **orchards** of apple, peach and pear trees.

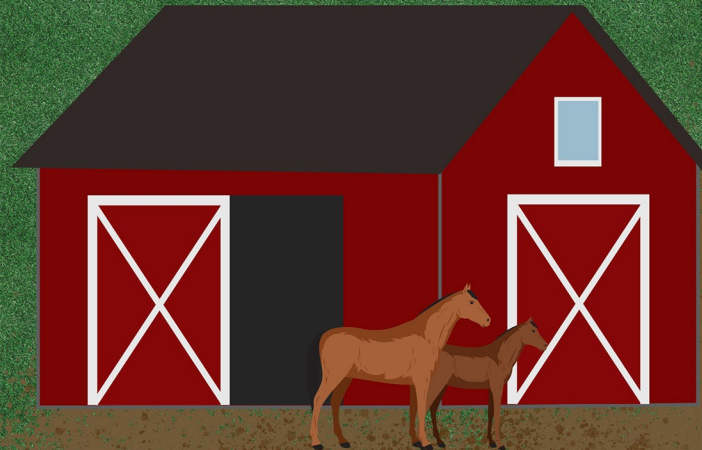


Families kept **animals** like cows, pigs, sheep, and horses. They would usually let them graze in the woods around the farm. Animals provided meat, dairy, and farm labor.



TRADITIONAL FARMS IN NEW HAMPSHIRE

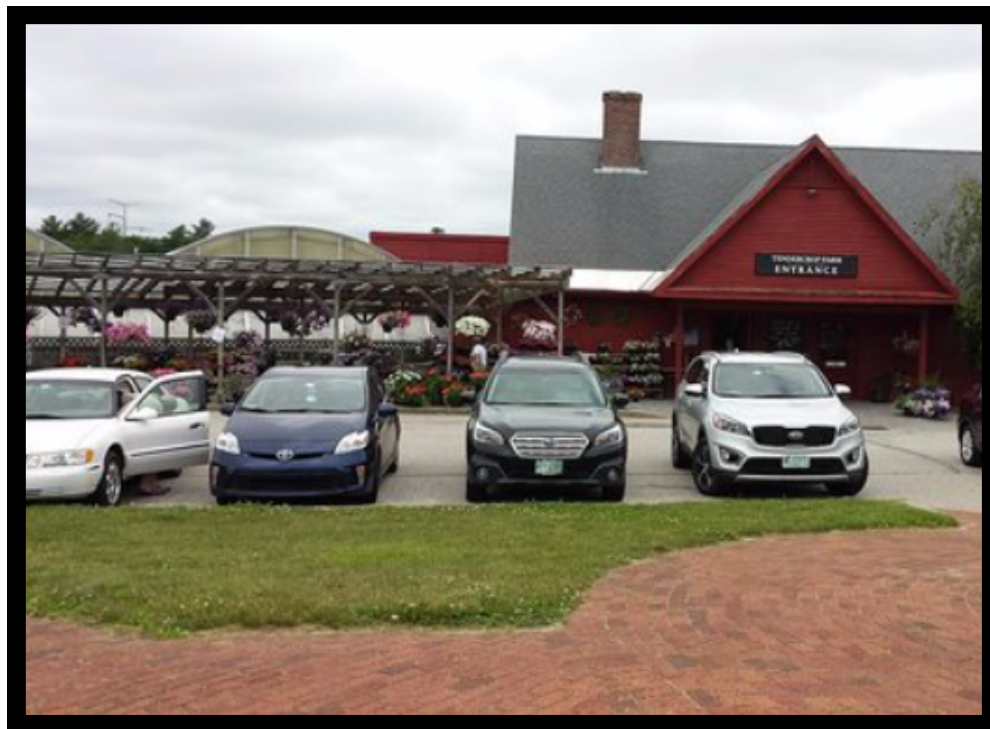
The **house** and **barn** were built close together so it was easier to get to the barn in winter. Children had the job of taking care of **fowl** like chicken and geese.





AN OLD FARM TODAY

Today, the Tuttle Farm in Dover, New Hampshire, has a new name: Tendercrop Farm.
These are photographs of the inside and outside of the red barn today.



MASON'S CHALLENGE

What else has changed since the farm was first started?
What has stayed the same?



CROP

Definition: A plant that is grown on a farm for people or animals to use

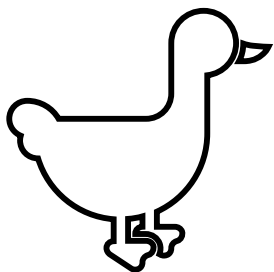
How to use it: Corn is the **crop** we harvest on our farm.



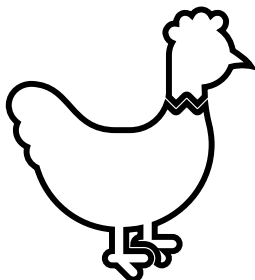


Go Farm!

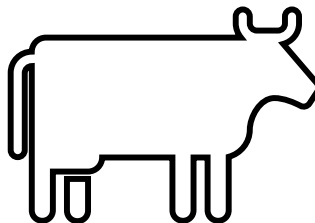
Copy these pages **twice** for a complete set of 52 cards. Cut along the dotted lines and distribute complete sets of cards to groups.



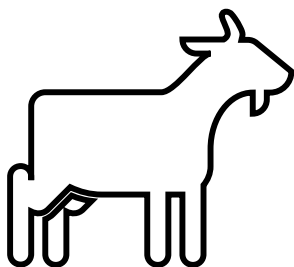
duck



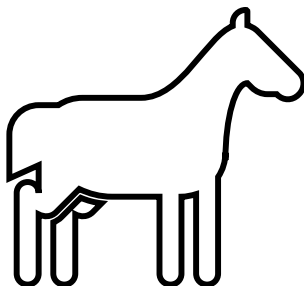
chicken



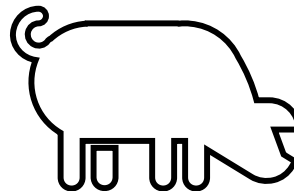
cow



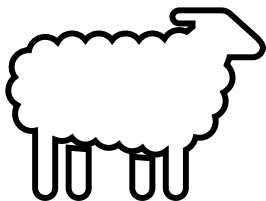
goat



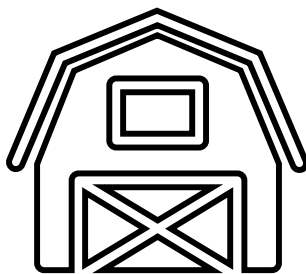
horse



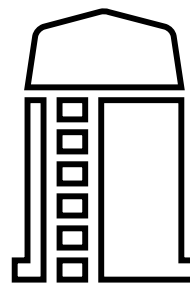
pig



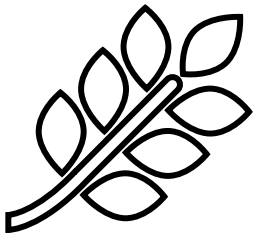
sheep



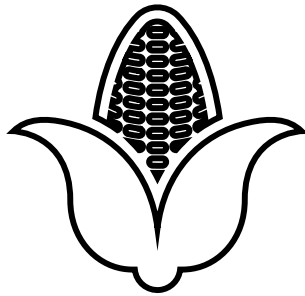
barn



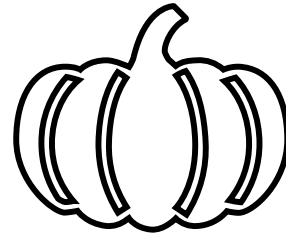
silo



wheat



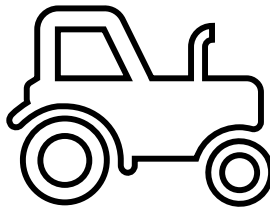
corn



pumpkin



farmer



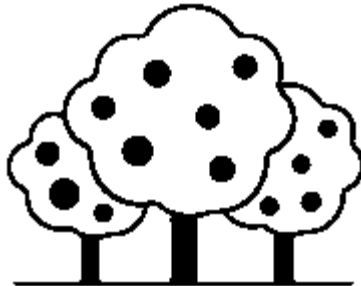
tractor



carrots



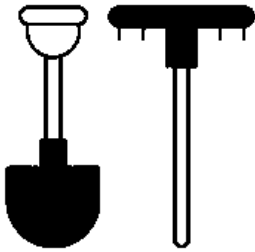
cart



orchard



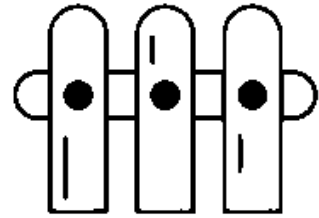
truck



tools



wheelbarrow



fence



honey



eggs



plow



milk



scarecrow



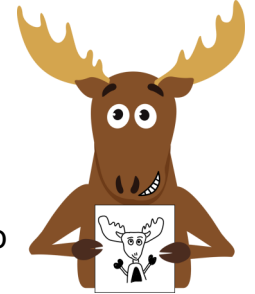
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DRAW YOUR OWN COMIC: A DAY ON THE FARM

Farming in New Hampshire was hard work, and it involved everyone in the family. Even children had specific chores that they had to do each day!

Imagine you live on a New Hampshire farm in the early 19th century. Pick a season and draw a comic strip about your adventures. What season did you choose? What crops are you harvesting at that time of year? What animals do you interact with? What are some of your chores? What do you do for fun?





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