

Farm to Factory Production: Making a Grilled Cheese Sandwich

Introduction	In order to understand how the acquisition of goods has changed over the last 200 years, students will compare the process of making a sandwich on a farm before the Industrial Revolution with how one makes a sandwich today.
Target Grade Level	Grades 3-6
Time	30-45 minutes
Lesson Preparation	Photocopy worksheets
Prior Knowledge Required	Students should understand that 200 years ago on New England farms people had to make what they needed by hand. Many products readily available to us today were not available back then.
Background Information	See attached: "Life on a Farm."
Vocabulary	<p>Barter: trading goods or services for other goods or services</p> <p>Gristmill: a small building where rye and corn were ground into flour using two large, circular stones grinding together</p> <p>Miller: the person who ran the grist mill</p> <p>Rye: a grass, similar to wheat, that is used for flour</p>
Anticipated Student Preconceptions/ Misconceptions	Students may think that life on a farm 200 years ago was simple and easy.
Frameworks	<p>Massachusetts Frameworks</p> <p>History/Geography: 3.12: Explain how objects or artifacts of everyday life in the past tell us how ordinary people lived and how everyday life has changed. Draw on the services of local historic societies and museums as needed.</p> <p>English/Language Arts Learning Standards</p> <p>1.2 Follow agreed-upon rules for class discussion and carry out assigned roles in self-run small group discussions. 3.3 Adapt language to persuade, to explain, or to seek information.</p> <p>New Hampshire Frameworks</p> <p>Economic Systems & Technology</p> <p>SS:HI:4:4.1: Explore major developments and changes in economic productivity, e.g., adoption of Native American crops or use of mass production.</p> <p>SS:HI:4:4.2: Explore the impact of important technological inventions,</p> <p>SS:HI:4:4.3: Investigate the evolution of the United States economy, e.g., the transition from farms to factories</p>

Common Core State Standards

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade topics and text, building on others' ideas and expressing own clearly.

Guiding Question	How was life different when people had to make everything by hand?
Objectives	Students will be able to: <ul style="list-style-type: none">• Explain how farm families produced necessary food stuffs 200 years ago• Describe two differences between their lives today and life before the Industrial Revolution
Activity	<ol style="list-style-type: none">1. Working in pairs or small groups, students will use the following questions to describe how to make a grilled cheese sandwich today and fill out the “Today” section of the “Making a Grilled Cheese Sandwich” worksheet What would you need? How do you get it/where does it come from? <i>(Bread-from a store, butter-from a store, cheese-from a store, frying pan-from a store, stove-from a store, spatula-from a store. Need money from a job to purchase items etc.)</i> How do you do it? <i>(Turn on the stove, heat the pan, butter the bread, add cheese in between two slices of bread, put buttered bread into pan, cook on one side, flip with spatula, cook on the other side. Eat and enjoy!)</i>2. Ask students: What if you lived 200 years ago before the Industrial Revolution – before items were made in factories and available in stores or before people had money to purchase items?3. Distribute “Life on a Farm” to students and read aloud. While reading aloud, students should underline words and phrases that explain how the family would get the items that they needed. As a class, create a list of what the family had to do to get what they needed.4. Working in the same or different groups, students fill out the “200 Years Ago” side of the “Making a Grilled Cheese Sandwich” worksheet. Encourage them to think about how the family would get each item. <i>(Bread: Farmer would need to plant rye or corn. The rye or corn would have to be harvested and ground into flour at the grist mill. The farmer would have to</i>

	<p><i>trade something to the miller to get the flour)</i></p> <p><i>Butter: Milk the cow, take the cream and churn it into butter</i></p> <p><i>Cheese: Milk the cow and turn milk into cheese</i></p> <p><i>Pan: Trade items to the blacksmith (extra wool, extra flour, a day's work in his field)</i></p> <p><i>Stove: There would be a fireplace in the house. Chop wood to fuel the stove.</i></p> <p>Ask a few students to share their thoughts on life on a farm. Is life on a farm 200 years ago a life they would have wanted to live? Why or why not?</p>
Assessment	<p>Homework: Choose one item in your house. Write one paragraph explaining how your life would be different without that item and what you would do/use instead.</p> <p>For example: refrigerator (<i>can't store food</i>), microwave (<i>have to heat up food in the oven, can't defrost easily</i>) etc.</p>
Differentiated Suggestions	<p>After reading "Farm Life" aloud to students, students can draw a picture of what farm life might have been like.</p>
Adapting the Activity for Other Grades	<p>For grades 6 and up: After completing the above activity students will write a diary entry about a day on the farm. They should be as specific as possible about what chores they did that day. Students should think about the time of year and correlate appropriate chores.</p>
Bibliography	<p><i>Ox-Cart Man</i> by Donald Hall <i>A Gathering of Days</i> by Joan Blos</p>

Making a Grilled Cheese Sandwich Worksheet

Today		200 Years Ago	
What do you need?	Where does it come from?	What do you need?	Where does it come from?
	How do you get it?		How do you get it?
What steps do you take to make the sandwich?		What steps do you take to make the sandwich?	

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Life on a Farm

The Industrial Revolution was the time in our history during which huge changes took place in the way people lived and worked. 200 years ago most people lived on farms. They couldn't go to the store and buy things like they do today, everyday items needed to be made at home, by hand, by the family. Each family member had jobs to do that changed with the seasons.

There was work to do throughout the day and little time for school or play. Farmers grew rye and corn for flour. Vegetables were planted in the spring, cared for during the hot summer months and harvested in early fall. They preserved food for the winter so the family could eat even when nothing was growing. Farm families stored beans, squash, pumpkins, and apples in a cool, dry root cellar. Men cut wood year-round for the fires that kept the house warm and cooked the food. Animals that provided milk, eggs, and meat needed to be cared for. Cows were milked and the cream turned into butter and cheese. Farmers cut and gathered hay so the horses could eat all winter.



The families took rye and corn to the gristmill where the miller ground it into flour so the family could have bread. Often, farm families had no cash and had to barter or trade for goods and services. To pay the miller a farmer may trade wool, vegetables, or a day's work on the farm. Families also had to barter for other items that they could not make, like cooking pans and horse-shoes.

The family made all their clothing by hand. Making cloth took a lot of time and effort: farmers sheared (shaved) sheep, and then they cleaned and straightened the wool, before spinning it into yarn and weaving it into cloth. Women and girls spent a lot of time throughout the year making cloth and clothing for the family.

Some things did not exist back then. There was no electricity, no cars or phones. Plastic had not been invented yet and houses did not have running water. Think about how different your life would be if you lived on a farm 200 years ago.



Making a Sandwich Worksheet Rubric

	4	3	2	1
Completion	All items attempted	$\frac{3}{4}$ of items attempted	At least $\frac{1}{2}$ of the items attempted	Less than $\frac{1}{2}$ of all items attempted
Accuracy	All items are correct	$\frac{3}{4}$ of items correct	Between $\frac{1}{2}$ and $\frac{3}{4}$ of items are correct	Less than $\frac{1}{2}$ of all items are correct
Demonstrated Knowledge	Shows complete understanding of the questions and ideas	Shows substantial understanding of the questions and ideas	Response shows some understanding of the questions and ideas	Response shows a complete lack of understanding of the questions and ideas