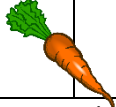


Grade Three	Social Studies	1- 45 minute lesson
Teacher:	 Farm Technology	CHEP Good Food Inc. The Big Crunch Resources
<p><i>Context: The Big Crunch is coming this October - the goals of the program are to engage students in discussions about healthy eating; to explore the journey of food from farm to table; to learn about local agriculture; and to encourage kids to connect with their food! This lesson is designed to allow teachers to build on the Big Crunch carrot theme in their classrooms while meeting SK curriculum outcomes. It uses carrot farming such as that done at the Milden Hutterite Colony (where our Big Crunch carrots are grown) to explore different technologies and the impacts they have on our lives (and our lunches!) Many children are unaware of the hard work that goes into producing the food that we eat, so it also helps students develop a deeper understanding of where their food comes from, what processes are involved, what tools are used, etc.</i></p>		
<p>Outcomes & Indicators: Resources and Wealth RW3.3 Evaluate the ways in which technologies have impacted daily life.</p> <ul style="list-style-type: none"> Recognize that technology includes more than electronics (i.e., paper, forging steel, manufacturing, vehicles, making cloth, products created for construction). Give examples of technologies in communities studied (e.g., communications, transportation, housing, food acquisition, preparation and storage, construction, manufacturing), and categorize the influences of the application of the technology as positive or negative. 		<p>Materials Needed:</p> <ul style="list-style-type: none"> Youtube video: Harvesting Carrots at the Milden Colony Pencils, markers, paper Books about life on the farm – try: the <u>Life on a Farm</u> series by Judy Wolfman, <u>My Trip to the Farm</u> by Mercer Mayer, <u>From Grain to Bread</u> by Ali Migutsch, <u>Farm Machinery</u> by Ann Larkin Hanson or <u>Farm Machinery: Heavy Equipment</u> by David and Patricia Armentrout
<p>Learning Activity One:</p> <ol style="list-style-type: none"> Discussion – “we all have technology in our lives – what sorts of technology do you have at home?” (cellphones, tablets, tvs, dishwashers, cars, etc.) Try to get them to think beyond just basic electronic devices. Explain that the purpose of technology is to help make it easier to do jobs and perform tasks. Cellphones and computers help us stay in touch with one another and gather information, cars help us get from one place to another, tvs entertain us and help us stay informed (for example by watching the news). (If possible, this is a great activity to do outside so kids can actually get a little bit dirty!) Pose a challenge: “Say you wanted to plant a carrot seed and you decided that the best way to start was by digging a hole. How would you dig a hole without the use of any technology? ” Students may suggest shovels or other tools, explain that even those simple tools are examples of technology. The only answer is to dig with your hands. Now, can we think of a better way to dig a hole - what types of technology might help us dig this hole? (Students may have already come up with a few ideas such as shovels.) Up the ante – what kind of tools would we want to have if we had to dig a really, really deep hole? Or a really, really big hole? What if we had to dig a thousand holes to plant a thousand carrots? Explain, digging holes is just one simple task that might be done on a farm. Farming has always been hard work, but it also used to be 		

backbreaking labour. Farmers had to dig, plant, plow and harvest by hand or with the help of animals such as horses and oxen. But today, farms are becoming technology filled places. Did you know that farmers use lots of different types of technology to get their jobs done? As a class, brainstorm a list of all the jobs that might happen on a farm (milking cows, harvesting grain, planting seeds, watering crops feeding animals, building fences etc.). (For students who are unfamiliar with rural lifestyles, this might be a tricky activity. Consider reading a book about farm life such as one from the [Life on a Farm Series](#) by Judy Wolfman.)

4. Explain that farmers use a wide variety of technologies to get all that work done. They use heavy equipment such as tractors, threshers, ploughs, irrigators and seeders; tools such as rakes, shovels, hammers; cellphones and GPS, etc. etc. etc. **Show students the Youtube video of carrots being harvested at the Milden Colony** (link available at [chep.org](#)). Consider reading a book together as a class such as [Farm Machinery](#) by Ann Larkin Hanson or [Farm Machinery: Heavy Equipment](#) by David and Patricia Armentrout, or watching more Youtube videos to expand student knowledge of farm technologies.
5. Wrap-up: Students will imagine that they own a carrot farm. They have many jobs that need doing - planting, watering, harvesting, shipping, etc. Then, each student will choose one job that needs to be done on their farm, and they will 'invent' a new piece of technology to do that job. Have students draw a picture of their new piece of technology and write a short statement about what job that piece of equipment is used for. Extension: Have students present their new inventions to their classmates.