

AROUND AND ABOUT NEW JERSEY

TEACHER'S GUIDE

PROGRAM ONE

HOWELL FARM

by

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and the

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I. SYNOPSIS

Pete Watson, director of the Howell Living History Farm, explains that on the farm they do things the way they were done one hundred years ago. Before there were gasoline engines, horses provided the power for much of the farm equipment. Watson explains that visitors are encouraged to help with the work.

We visit Howell Farm when they are shearing the sheep. One of the staff demonstrates how shearing has changed. In colonial days farmers used hand shears; in the late nineteenth century they used hand-cranked mechanical shears; today they use electric shears. Visitors help wash and card the wool. Midge Guerrara, the series host, explains that in colonial days people carded the wool, spun it into thread, and wove it into cloth at home, but in the late nineteenth century they took it to mills in Trenton for carding, spinning, and weaving.

Farms a hundred years ago had many different crops and animals, unlike modern specialized farms that raise only one or two products, such as apples, peaches, dairy cows, or grain crops. Horses were especially important, because they provided transportation to markets, power for farm equipment, and manure for fertilizer.

II. KEY WORDS

Generation - the average number of years between the births of parents and their children

Grist mill - a building containing water-powered machinery that grinds grain into flour

Carding - combing wool to remove the tangles

Fertilizer - a substance that adds plant food to the soil

Living history - the attempt to do things as they were done in earlier times

III. NEW JERSEY CORE CURRICULUM CONTENT STANDARDS

6.1: ALL STUDENTS WILL UTILIZE HISTORICAL THINKING, PROBLEM SOLVING, AND RESEARCH SKILLS TO MAXIMIZE THEIR UNDERSTANDING OF CIVICS, HISTORY, GEOGRAPHY, AND ECONOMICS.

By the end of Grade 2, students will:

A. Social Studies Skills

1. Explain the concepts of long ago and far away.
2. Apply terms related to time including past, present, and future.

Building upon the knowledge and skills gained in the previous grades, by the end of Grade 4 students will:

A. Social Studies Skills

2. Apply terms related to time including years, decades, centuries, and generations.

STANDARD 6.4 (UNITED STATES AND NEW JERSEY HISTORY) ALL STUDENTS WILL DEMONSTRATE KNOWLEDGE OF UNITED STATES AND NEW JERSEY HISTORY IN ORDER TO UNDERSTAND LIFE AND EVENTS IN THE PAST AND HOW THEY RELATE TO THE PRESENT AND FUTURE.

By the end of Grade 2, students will:

A. Family and Community Life

3. Compare family life today with long ago.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 4, students will:

A. Family and Community Life

2. Compare family life in a community of the past to life in a community of the present.

B. State and Nation

7. Describe the population shift from the farm to the city in New Jersey.

STANDARD 6.5 (ECONOMICS) ALL STUDENTS WILL ACQUIRE AN UNDERSTANDING OF KEY ECONOMIC PRINCIPLES.

By the end of *Grade 2*, students will:

A. Economic Literacy

1. Identify the basic goods and services a family needs for everyday life.
2. Explain how the products individuals eat, wear, and use impact their health and safety and the environment.

Building upon the knowledge and skills gained in the preceding grades, by the end of *Grade 4*, students will:

A. Economic Literacy

1. Distinguish between goods (e.g., objects) and services (e.g., activities).
4. Discuss how natural, human, and capital resources are used to produce goods and to provide services.

B. Economics and Society

1. Explain that some essential goods and services are provided by the government, such as roads, schools, parks, police, and fire protection.
2. Describe products and services that are developed, manufactured, or grown in New Jersey.

STANDARD 6.6 (GEOGRAPHY) ALL STUDENTS WILL APPLY KNOWLEDGE OF SPATIAL RELATIONSHIPS AND OTHER GEOGRAPHIC SKILLS TO UNDERSTAND HUMAN BEHAVIOR IN RELATION TO THE PHYSICAL AND CULTURAL ENVIRONMENT.

By the end of *Grade 2*, students will:

D. Human Systems

1. Identify the types of transportation used to move goods and people.

Building upon knowledge and skills gained in preceding grades, by the end of *Grade 4*, students will:

A. The World in Spatial Terms

1. Use physical and political maps to identify locations and spatial relationships of places within local and nearby communities.

D. Human Systems

1. Describe the development of transportation and communication networks in New Jersey and the United States.

IV. THEMES

- A. Location -- The Delaware Valley was a good location for a farm.
- B. Markets -- The farmer in 1890 sold his crops at a market and bought supplies at a store.
- C. Farming in 1890 -- Farming one hundred years ago was different from farming today.

V. CORE ACTIVITIES

A. LOCATION

1. Objective

Students will identify important places mentioned in the program and explain why the Delaware Valley was a good location for a farm.

2. Before Viewing the Program

Explain to the students that there are reasons why places are located where they are. Ask the students to watch for the locations of Howell Farm, Mercer County, the Delaware River, Trenton, and Lambertville.

3. After Viewing the Program

Reproduce and distribute the blank map of New Jersey. Ask the students to color in Mercer County on their maps and label the locations of Howell Farm, the Delaware River, Trenton, and Lambertville. Ask the students to discuss why the Delaware Valley was a good location for a farm.

B. MARKETS

1. Objective

Students will analyze how the farmer in 1890 transported his crops to market and brought home his supplies from a store.

2. Before Viewing the Program

Explain to the class that farmers in 1890 sold their crops at markets and bought supplies in stores. Ask the students to pay attention to the routes that the farmer used to:

- (a) take his wheat to the grist mill,
- (b) put his milk on the train to Trenton,
- (c) sell his wool at the woolen mill, and
- (d) buy sewing materials at the store.

3. After Viewing the Program

Reproduce and distribute the detailed map of Howell Farm and vicinity in the "Supplemental Materials" section. Ask the students to trace and number the routes on the map that the farmer used to do the four activities mentioned above. What means of transportation did he use for each activity? You might want to replay the relevant portions of the program.

C. FARMING IN 1890

1. Objective

Students will describe how farming was done one hundred years ago.

2. Before Viewing the Program

Tell the students the program they are about to view is about farming one hundred years ago. Ask them to pay special attention to the various kinds of work the farmer and his family performed.

3. After Viewing the Program

Ask the students to write an entry in a fictional farmer's diary in 1890, based on farm activities mentioned in the program.

VI. ADDITIONAL ACTIVITIES

A. HISTORIC ADVERTISEMENTS

1. Objective

Students will interpret advertisements from the turn of the century.

2. After Viewing the Program

Reproduce and distribute the advertisements from the 1897 Lambertville Directory. Define some of the archaic terms in the advertisements (dry good, notions, etc.). Divide the class into small groups to discuss at which business was the farmer the supplier? At which was he the customer? At which was he both the supplier and the customer? Reassemble the class and compare the results.

VII. BIBLIOGRAPHY

A. FOR STUDENTS

Anderson, Joan, *The American Family Farm*. Photographs by George Ancona. New York: Harcourt, Brace, Jovanovich, 1989.

A photographic essay with text showing three different types of modern, family farms: a chicken farm in Georgia, a dairy farm in Massachusetts, and a grain farm in Iowa.

Gemming, Elizabeth. *Wool Gathering: Sheep Raising in Old New England*. New York: Coward, McCann and Goerghegan, 1979.

Describes the process of wool production from shearing to weaving and how it changed with the introduction of textile mills in the late 1700s.

Roth, Charles E. and R. Joseph Froehlich. *The Farm Book*. New York: Harper and Row, 1975.

Sponsored by the Massachusetts Audubon Society, this book describes the history of farming in the Northeast in ecological terms.

Wilder, Laura Ingalls. *Farmer Boy*. 1933; Reprint, New York and Evanston: Harper and Row, 1961.

A fictional account of a farm boy's life in New York State in the 1860s by the author of *Little House on the Prairie*.

B. FOR TEACHERS

Sloane, Eric. *Diary of an Early American Boy, Noah Blake, 1805*. New York: Wilfred Funk, 1962.

Based on an actual New England diary, this book contains illustrations of a water-powered cider mill and the landscape surrounding a typical New England farm.

Sloane, Eric. *The Seasons of American Past*. New York: Wilfred Funk, 1958.

Describes month by month the agricultural year in New England. Contains

illustrations of a wool spinning wheel, a water well, a kitchen herb garden, and different kinds of plows.

Sloane, Eric. *Our Vanishing Landscape*. New York: Wilfred Funk, 1955.

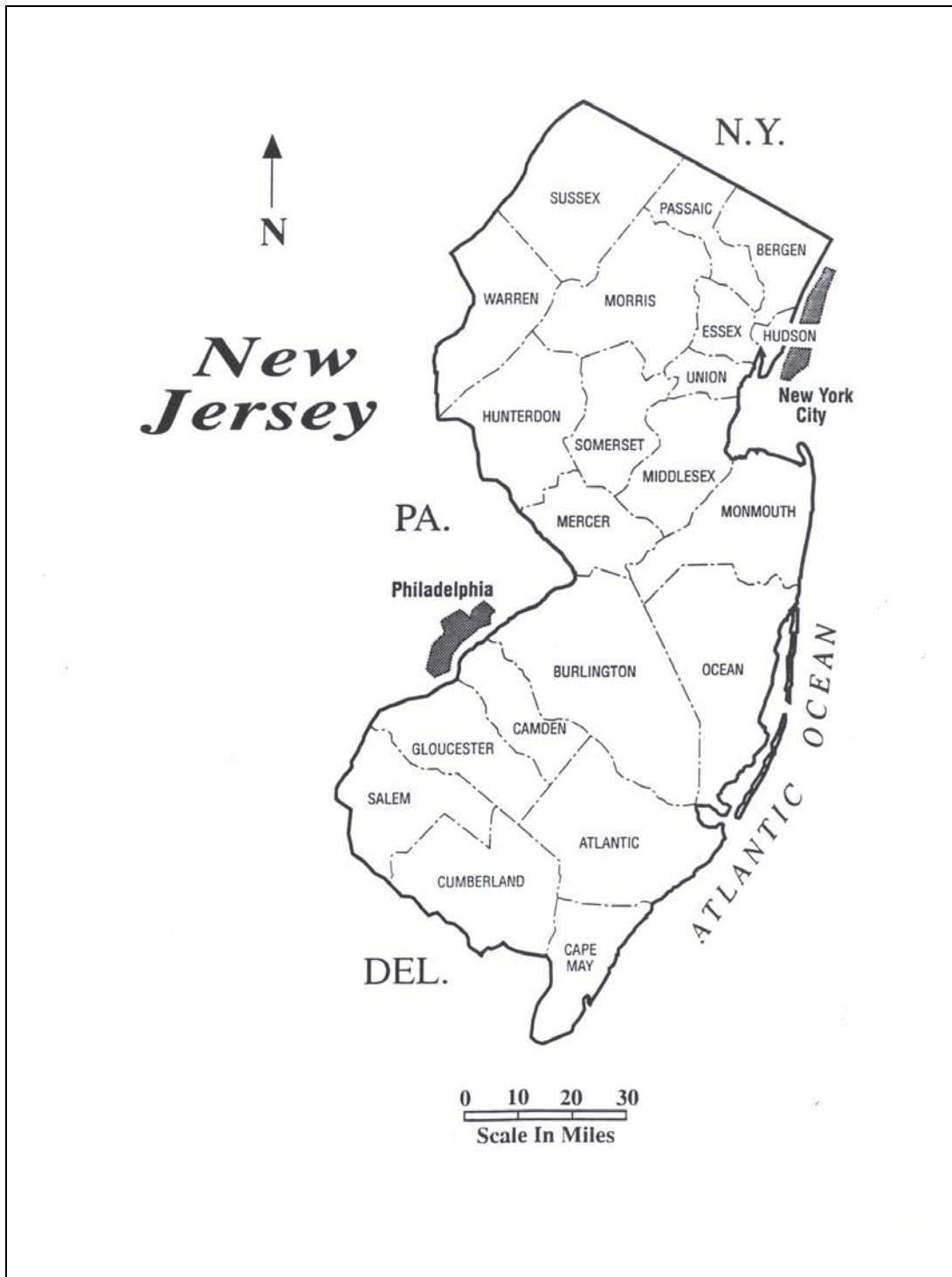
Contains illustrations of fences, water-powered mills, canals, roads, bridges, and taverns in New England.

Tunis, Edwin. *Colonial Craftsmen and the Beginnings of American Industry*. Cleveland and New York: World Publishing Company, 1965.

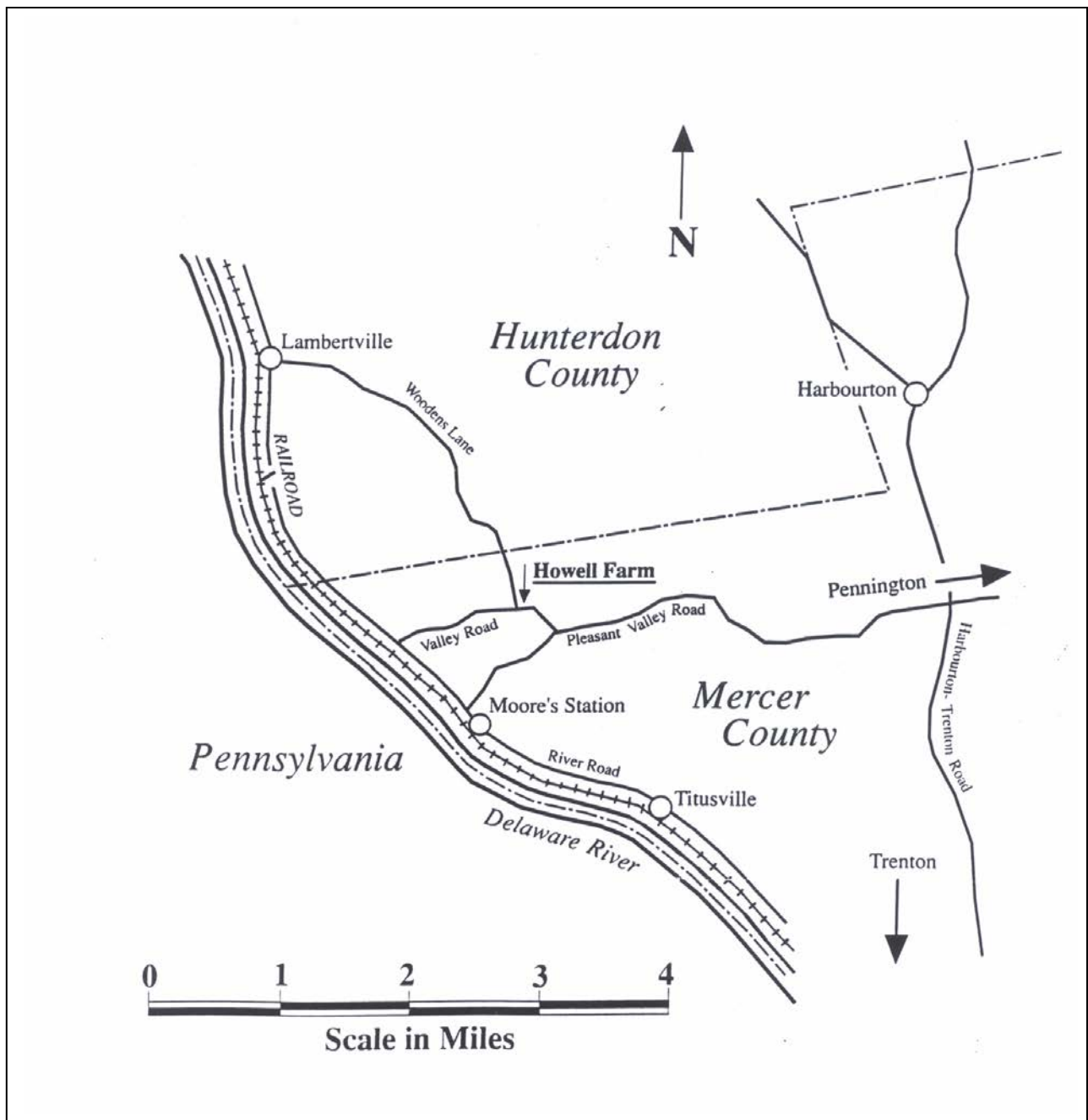
Contains illustrations and descriptions of blacksmithing, wheelwrighting, wagonmaking, grist milling, baking, and weaving in colonial America.

SUPPLEMENTARY MATERIALS

County Map of New Jersey



Map of Howell Farm and Vicinity, circa 1890



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