

YELLOW FARMHOUSE

EDUCATION CENTER

Fall Virtual Field Trip

Title: *Fall: A Season of Abundance and Preparation*

Duration: 60 minutes

Objectives:

- Students will learn about the agricultural activities of the fall season.
- Students will be able to identify natural resources and cultivated crops of coastal Connecticut.

Materials:

- [YFH Fall Video](#)
- Fall Video Worksheet (see below)

Key Terms:

- **Climate:** The general pattern of weather in a place or region.
- **Cultivate:** To prepare and use land for raising crops or gardening; to break up soil in preparation for sowing or planting.
- **Ecosystem:** A complex community of biological organisms interacting with their physical environment.
- **Habitat:** The place or environment where a plant, animal, or other organism naturally lives and grows.
- **Infrastructure:** The basic physical and organizational structures and resources (such as buildings, roads, or equipment) needed an activity.
- **Meal:** The edible part of a grain, cereal grass, or pulse ground to powder (such as cornmeal).
- **Native plant:** A plant that has been growing and evolving naturally (without human intervention) in a habitat or region for thousands of years (or longer).
- **Natural resource:** Materials or substances supplied by nature (such as forests, water, fertile land, or mineral deposits) that can be used for industrial or economic purposes.
- **Root crop:** A vegetable grown for its fleshy enlarged root (such as carrots, turnips, or beets).

- **Specimen:** An individual item, plant, animal, or organism used as an example of its type or species.
- **Tauquonk:** Narragansett word for autumn.
- **Wunne keesug:** Narragansett greeting meaning “good day”.

PROCEDURE

Introduction (15 minutes): Ask students “What is a farm?” and document responses on the board. Promote conversation with follow-up questions such as:

- “Have people always had farms?”
- “Where/how did people get food before farms?”
- “Why are farms important?”
- “What are some crops that are grown on farms in Connecticut?”
- “What would you expect to see on a farm at this time of the year?”

Pass out the *Fall Video Worksheet*. Explain that today the class is going to take a virtual field trip to a farm here in Connecticut. As they watch, students should look for answers to these questions:

1. What technology did/do people use to catch, find, grow, and cook their food?
2. How has this technology changed over time?

Virtual Field Trip (25 minutes): [Play video](#). You can play the video in its entirety, or stop after each segment to invite students to add responses to poster paper hung around the room in a “Gallery Walk” fashion.

- 0:00-5:50 Introduction and Woodland Walk
- 5:51- 14:14 Ashawaug Farm segment
- 14:15-16:03 Stone Acres Farm harvest segment
- 16:04-22:20 Cooking segment

Gallery Walk (15 min): Give students time to add their responses to poster paper hung around the room that correspond with each of the boxes on the *Fall Video Worksheet*. Tell students that if another student has already written something they have on their sheet, they can add a checkmark. After students have had a chance to add their responses to the posters, review them as a class.

Closing (5 min): Ask students to write down one word to describe the fall season on Connecticut farms. You can ask for 4-8 volunteers to share their word or do a quick whip around and invite each student to share their word.

Fall Video Worksheet

<p>What plants are native to this region?</p>	<p>What animals are native to this region?</p>
<p>What crops are grown in CT in the fall?</p>	<p>What technology was used in the past for growing/preparing food that is still used today?</p>
<p>What technology do we have for growing/preparing food today that wasn't available to people in pre-colonial CT?</p>	

