

Where I Live: Connecticut Learning Through Places Lesson Plan

<b>Title</b>	<b>Rural Town: Lebanon</b>
<b>Introduction</b>	This lesson plan is about the development of a rural, farming town in eastern Connecticut, specifically the town of Lebanon, CT, during the colonial era.
<b>Lesson Objective</b>	By simulating agricultural life in a general store, students will identify the complexities of farming in the colonial era and the role of farming in the colonial economy.
<b>Grade Level</b>	3 - 6
<b>Introductory Discussion Questions</b>	<p><b>Begin with a classroom discussion</b> about how rural communities were founded, Lebanon’s role in supporting the American Revolution, and how Lebanon has continued to be a rural, farming community.</p> <p><b>Questions to help guide the discussion:</b></p> <p><b>Q. Why do people move to their towns or cities today?</b>  <b>A:</b> For a job, to live in the type of environment they like, easy to get to places, to be near family, etc.</p> <p><b>Q. If you were moving from England to Connecticut in the colonial period, why would you want to come here to settle?</b>  <b>A:</b> A better life, to worship as you chose, to own land, maybe even for excitement.</p> <p><b>Q. What would you build first?</b>  <b>A:</b> A fort, store, house, barn, church, or fences</p> <p><b>Q. Where would you get your food?</b>  <b>A:</b> Buy from or barter with neighbors, grow your own, or shop at the general store</p> <p><b>Q. Is it important to own land in the 18<sup>th</sup> century?</b>  <b>A.</b> In colonial Connecticut, land was the basis of financial security and wealth. Early settlers had property that included good farmland, a wood lot, pasture for animals, and often a water source like a creek.</p> <p><b>Q. What crops do farmers grow in Lebanon today?</b>  <b>A.</b> Dairy farms, egg farms and a big wholesale nursery business.</p> <p><b>Q. Do you think good farmland should be protected for future generations? Why is this important or not important?</b>  <b>A.</b> By using new state and federal programs and laws, over 5,000 acres of farmland has been protected in perpetuity.</p>

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**Lesson Activity/ Procedure**

1. After beginning class with some general discussion about colonial farming using the questions above, invite students to investigate the town of Lebanon further using the link below:

[Rural Town: Lebanon](#)

Have students read through the history of Lebanon using the webpage.

They might answer the following questions:

- What role did the town green play in the lives of the citizens of Lebanon?
- What role does a green play in a town near where you live today?
- What did the people of Lebanon do for a living?
- List all the products Lebanon's citizens produced?
- How did Lebanon's citizens help George Washington?

2. Now that the students have a sense of rural life they will perform a simulation. Students are going to play a role of a Lebanon citizen, they will meet at the general store on the town green. The teacher can be the store keeper. The kids each have a name and own separate farms or are some of the famous people from the website. The farmers struggle with different farming problems: flooding/drought, insects, runaway animals, sick family member, barn raising, famous people problems/celebrations.

The citizens (students) will come into the store to buy products and get advice from their fellow citizens. On the student recording sheet they will:

1. Write down their problem/cause
2. Write and justify what purchase they want to make.
3. Write what human assistance they could use from their fellow townspeople.
4. After they visit the store, they write how they made progress toward a solution.

LINK to Simulation Worksheet:

<https://whereilivect.org/wp-content/uploads/RURAL-TOWN-Simulation-Worksheet-Rev.pdf>

The teacher should set up a desk to serve as a counter and take orders for the items the kids request. Tell them when you expect the items to come in. Ask if they have the money for the items or if they need to barter. If they are going to barter, ask what they have to offer.

Your job	Your problem:	What you need from	What do you have to offer	What you need from your
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			the general store and why:	others for their help?	fellow citizens and why:
	Orchard Farmer 1	You own an orchard and your trees need trimming but you can't reach the tops of the trees and your clippers are too small for the branches.			
	Livestock Farmer	Your cows keep breaking through the fence and running away, trampling your neighbors' crops. Your neighbors have been complaining.			
	Vegetable Farmer 1	You have an overabundance (too much) turnips and the wheel and axle of your cart is broken. Without action, your crops will spoil.			
	Vegetable Farmer 2	You have an overabundance (too much) of beets and you need to find a dry place to store them. You need to build a barn but it is too much work for one person.			

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	Sheep Farmer	Your sheep keep getting soaked in the rain and tipping over from the weight of their wool. You need to keep them dry in the fields!			
	Vegetable Farmer 3	Your plants need water but your well has caved in and you need to dig a new one fast!			
	Hog Farmer	Your hogs have dug under the fence and are eating the neighbors' crops! Your neighbors are furious.			
	Vegetable Farmer 4	You need to plow your fields to get seeds in the ground before it's too late but your plow broke on glacial till! You will never get it done in time.			
	Orchard Farmer 2	You have harvested your apples but you need to turn your apples into cider before they spoil!			
	Vegetable Farmer 5	Insects have invaded and are eating your crops! You need to either harvest them before they are eaten or			

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	<table border="1" data-bbox="402 212 1192 338"> <tr> <td data-bbox="402 212 565 338"></td> <td data-bbox="565 212 818 338">figure out a way to repel the insects!</td> <td data-bbox="818 212 945 338"></td> <td data-bbox="945 212 1060 338"></td> <td data-bbox="1060 212 1192 338"></td> </tr> </table> <p data-bbox="402 405 1344 474">Exit slip: Living on a family farm in rural CT was: _____ I think this because: _____ &amp; _____</p>		figure out a way to repel the insects!			
	figure out a way to repel the insects!					
<b>Lesson Resources</b>	<p data-bbox="402 499 1214 533"><i>Where I Live: Connecticut</i>, chapter 3, especially pages 24 – 25</p> <p data-bbox="402 562 675 596"><a href="#">"My Town Lebanon,"</a></p> <p data-bbox="402 625 1019 659"><u>Optional: <a href="#">more about Mohegan Sachem Uncas</a></u></p>					
<b>On Your Own Enrichment</b>	<p data-bbox="402 747 1344 982">1. Find out more about why some people want to save farmland. <a href="#">Visit the website of Connecticut Farmland Trust</a>. You'll find information about why farmland needs to be saved. Write down three reasons. You'll also find a <a href="#">map of all of the farms they've saved</a>. Are any of the farms near where you live? On the site, you'll find pictures and stories about farms including what they grow, raise, or make. Do you agree with the Connecticut Farmland Trust's work to save CT farms?</p>					
<b>Word Wall</b>	<p data-bbox="402 1045 1268 1079">Colonial, Rural, Provisions, American Revolution, Barter, Livestock</p>					
<b>State Standards Alignment</b>	<p data-bbox="402 1108 532 1142"><b>HISTORY</b></p> <p data-bbox="402 1171 829 1205">Change, Continuity, and Context</p> <p data-bbox="402 1234 1224 1268"><b>HIST 3.2</b> Compare life in specific historical periods to life today.</p> <p data-bbox="402 1297 1256 1360"><b>HIST 3.3.</b> Generate questions about individuals who have shaped significant historical changes and continuities.</p> <p data-bbox="402 1390 683 1423">Compelling Question:</p> <ul data-bbox="423 1453 1344 1516" style="list-style-type: none"> <li>• In what ways has our town and Connecticut changed and/or stayed the same over time?</li> </ul> <p data-bbox="402 1549 695 1583">Supporting Questions:</p> <ul data-bbox="423 1612 1344 1780" style="list-style-type: none"> <li>• How was life in colonial Connecticut similar/different to life now?</li> <li>• Investigate historical Connecticut residents and their impact on Connecticut and national history.</li> <li>• What types of events change the essential characteristics of a town or state?</li> </ul> <p data-bbox="402 1810 574 1843">Perspectives</p>					

**HIST 3.4, 3.5.** Supporting question:

- What has Connecticut's contribution been during wartime?

Causation and Argumentation

**HIST 3.11** Supporting question:

- What events occurred in our local community and how did they shape our community?
- What role have members of our community had in major events in Connecticut history?

**ECONOMICS**

Economic Decision-Making

**ECO 3.1** Compare the benefits and costs of individual choices.

Compelling Question:

- How do we trade for goods and services?

Supporting Questions:

- Why do we live where we live?
- How do we get the things we need to live (food, clothing, goods, etc.)?

**GEOGRAPHY**

Geographical Representations: Spatial Views of the World

**GEO 3.1** Construct maps and other graphic representations of both familiar and unfamiliar places.

**GEO 3.2** Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.

**GEO 3.3** Use maps of different scales to describe the locations of cultural and environmental characteristics.

Compelling question:

- Why do we live where we live?

Supporting questions:

- Why is your town/city/state shaped the way it is?

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- What economic or geographic features have caused people to move in (or move out) of your town?

Human-Environment Interaction: Places, Regions, and Culture

**GEO 3.4** Explain how culture influences the way people modify and adapt to their environments.

**GEO 3.5** Explain how the cultural and environmental characteristics of places change over time.

**GEO 3.6** Describe how environmental and cultural characteristics influence population distribution in specific places or regions.

Supporting Questions:

- How is the “identity” of a state or region created?
- What are some of Connecticut’s cultural and historical resources and how did they affect how people lived?
- Human Population: Spatial Patterns and Movement

Human Population: Spatial Patterns and Movement

**GEO 3.7, 3.8, 3.9** Supporting questions:

- Who controls the use of land and resources?
- What attracts a person to a town or city today? How is that different from what may have attracted them there in 1800?