

## Maple Sugaring

**Grade Level:** Grade 3

**Topic:** Vermont History / Maple Sugaring

**Resources Needed:** Suggested images of maple sugaring from the Porter Thayer Collection:

<http://cdi.uvm.edu/collections/item/bmlthayerT1072>

<http://cdi.uvm.edu/collections/item/bmlthayerT1070>

<http://cdi.uvm.edu/collections/item/bmlthayerT1067>

<http://cdi.uvm.edu/collections/item/bmlthayerT1058>

<http://cdi.uvm.edu/collections/item/bmlthayerT1062>

### **Student Learning Objectives:**

- Students will compare and contrast maple sugaring today with the process from a century ago.
- Students become familiar with historical changes which have influenced the sugaring industry.

### **Assessment of Stated Objectives:**

- Using various forms of information (class notes, fieldtrip notes, hand-outs, etc.) students will be able to organize and synthesize this information and describe the most important steps of the maple sugaring process in both an historic and modern context.
- Students will be able to produce through illustrations and text, a written product which demonstrates their findings and knowledge of how and why the maple sugar industry has changed over time.

## Standards:

VT- Vermont Grade Level Expectations

**Subject:** History & Social Sciences

**Grade:** Grades 3 – 4

**Strand:** Inquiry

**GE Stem:** H&SS3-4:7 Students communicate their findings by...

**Expectation:** Giving an oral, written, or visual presentation that summarizes their findings.

**Strand:** History

**GE Stem:** H&SS3-4:8 Students connect the past with the present by...

**Expectation:** Explaining differences between historic and present day objects in Vermont, and identifying how the use of the object and the object itself changed over time (e.g., evaluating how the change from taps and buckets to pipelines has changed the maple sugaring industry).

## Procedures:

Orientation: Students will come to this lesson with an understanding of the sugaring process. They may have already gone on a field trip to a sugar house, set up their own sap buckets, watched a video, or worked in another class to boil down sap.

Class Discussion: Some or all of the photographs identified above will be presented and closely examined. The teacher will lead students in finding examples of how sugaring technology has changed since the 1900s.

## Teaching/Learning Process:

Using their prior knowledge and what they've identified in the photographs, students will work with a partner to make two lists of the most important steps involved in the sugaring process. They must give a brief explanation of how these steps were carried out a century ago and today, from tree identification, tapping, transportation, storage, evaporation, etc., to the pantry shelves of years gone by or modern supermarkets. When students are satisfied with their lists and the teacher has checked them all individually for accuracy, students may move on to the next part of the lesson.

Using two separate blank books, students will write two "How To" guides for maple sugaring. One guide is for a reader from the early 1900s and the other a modern reader today. The guides must include a description of at least 6 of the most important steps in the sugaring process. The steps will be organized in chronological fashion. The guides will be designed with two covers, one for each reader from each century: *Maple Sugaring--1913*; *Maple Sugaring--2013*. The guides must incorporate 2-3 lines of text per page (in students' own words) as well as illustrations. Illustrations may be completed

freehand, obtained from an internet source, or from their previous school materials. Likewise, students may use a word processor to write their guides or write in their own handwriting.

**Time allotment:** 2 class periods of 1 hour per class

Lesson plan created by James Caswell 4/25/2013 as part of the University of Vermont Education Class: *EDEL 157 – Social Education and Social Studies*.