

ACTIVITY #2 INSTRUCTION MANUAL

OLD VS. MODERN FARMING TOOLS

*Tools may vary.

Materials/Props*:

- Hand corn planter (old) – actual tool
- Egg weigher (old) – actual tool
- Chicken plucker (old) – actual tool (show to kids in museum)
- John Deere corn planter (new) – picture w/magnet on back
- “Maximizer” hand corn sheller (new) – picture w/magnet on back
- Tub-style mechanical chicken plucker (new) – picture w/magnet on back
- Laminated “USDA Organic” label
- Whiteboard
- Whiteboard marker and eraser

Preparation:

1. Make sure that all of the actual tools are laid flat on the grass near the St. Raymond’s Church in the Church courtyard (near the tool shed). If you need to transport them, ask a Dublin Heritage Park and Museums volunteer certified to deal with these tools for help.
2. Leave ample space in between tools so that the kids can observe them after the activity.
3. Make groupings of the pictures of the tools: one of each type of tool per group. These “groups” will be used by corresponding groups/teams of participants during the activity.

Procedure:

Part I

1. Introduce yourself. Lead the kids outside to the tools. While walking, ask kids:
 - a. *What do your parents say is the most important thing to eat?*
 - i. *Answer: VEGETABLES*
 - b. *What’s your favorite type of vegetable?*
 - c. *Does anyone know where these tasty veggies come from?*
 - i. *Answer: FARM*
 - d. *So the question is, how do we get from farm to table? Let’s take corn for example.*
 - i. *America ranked first in world corn production. There are 80 million acres of land just for farming corn!*
2. Arrive at tool area. Explain that corn gets “from farm to table” with some of these harvesting tools.
3. Explain how drastically tools have changed over time, from the 1850s to present day.
 - i. *Ex. “the tools we use today are so different from the tools that early Dublin settlers like Jeremiah Fallon and Michael Murray used in their time due to more technology and developments in agriculture”*
4. Begin with the “actual” tools.
5. Ask the audience to guess the name of each tool. Then, ask them if they think the tool is modern or old.

- i. Ex. *“Which tool do you think is the hand corn planter?”*
 - ii. Ex. *“Is this hand corn planter a modern or an old tool?”*
6. Going tool by tool, reveal the names, purposes, and whether the tool was modern or old (from the mid-19th century).*
- i. *Note for old tools: “in the 1850s, kids your age would do the farm chores, sometimes using these tools!”*

Part II

7. Now, move on to the pictures of the tools. Put the audience into groups/”teams” of three for this activity.
8. Using the whiteboard, draw two columns for the audience to categorize the “old” and “modern” tools.
9. Ask the “teams” to categorize the tools as “old” or “modern” on the whiteboard.
10. Let each “team” categorize the pictures of tools by sticking them onto the whiteboard under “old” and “modern” tools.
11. Going picture by picture, reveal the names and purposes of the tool.
12. Compare the modern and old technologies/tools by explaining the pros and cons of each (if time permits).*
- a. Hand corn planter
 - i. *Pros: No fuel needed; no pollution into the air. No pesticides or harmful chemicals dispensed. Environmentally friendly.*
 - ii. *Cons: Too slow and requires too much work! Decreases productivity and thus, profit.*
 - b. Corn sheller
 - i. *Pros: [see Hand Corn Planter]*
 - ii. *Cons: [See Hand Corn Planter]*
 - c. Egg-weigher (for historical purposes)
 - d. Chicken plucker
 - i. *Pros: [see Hand Corn Planter]*
 - ii. *Cons: Too slow, too much work needed for smaller output.*
 - e. John Deere corn planter
 - i. *Pros: Precision placement of seeds; faster productivity rate (more profit); less work needed*
 - ii. *Cons: Blue tube along the side of the planter dispenses insecticide and fertilizer. Chemical fertilizer can result in a buildup of harmful chemicals in the soil that can later seep into fruits and vegetables (VERY BAD!); increases pollution.*
 - f. “Maximizer” hand corn sheller
 - i. *Pros: Shells a dried corncob in seconds.*
 - ii. *Cons: Very costly.*
 - g. Tub-style mechanical chicken plucker
 - i. *Pros: Can pluck a chicken in 15 seconds; very efficient*
 - ii. *Cons: Very costly.*
13. Let the audience look at and observe the tools for 5-10 minutes (or however much time is needed to finish on time).
14. Ask audience: What do you think was the biggest difference between the old and modern tools?

- a. *Sample answer: Older tools didn't dispense pesticides into food nor pollute the environment. The food harvested with the old tools was chemical-free and healthy. Modern tools harvest faster but also can dispense pesticides.*
15. Connect these tools and their uses to the Historical Families of Dublin:
- a. *Historical people of Dublin such as Michael Murray and Jeremiah Fallon – both farmers – used [tool] to do [job/purpose], but now we use [corresponding tool] to do [same job].*
- b. *Though their tools were difficult and often complicated to use, the historical families of Dublin had less chemicals in their produce.*
16. Emphasize how through modern developments make farming much easier and faster, they can sometimes pose a greater risk to our produce and environment. Urge them to look for “USDA Organic” label on foods to ensure that they are pesticide-free and show them the laminated label.
17. Ask if there are any questions. End presentation.

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