



California Agriculture Video Lesson

Grades: 3-5

Situating the Lesson:

- This lesson can be used within multiple subjects and units, but is best utilized when teaching students about the history of California or Los Altos.
- The video associated with this lesson provides many excellent questions and reflective points for your students. It is your decision on how you want to approach this video. This lesson provides some options of approach.
- This lesson has taken into account the many different types of classroom settings during the Covid Pandemic. As a result, the procedures are separated into four options for the different settings.

Instructional Goals: The students will be able to

- Explain how apricots were cultivated and preserved.
- List two foods grown in Los Altos.
- Apply their knowledge of farm equipment to construct a farm of their own.
- Assess the advancement of farm technology.

Essential Questions:

- How has Los Altos changed over time?
- What tools did farmers use to cultivate the crops?
- How were the apricots preserved and used?
- What was the importance of farming in Los Altos?
- What food was grown in Los Altos and California?

Instructional Materials:

1. California Agriculture Video
 - a. <https://www.losaltoshistory.org/education/student-tours/> or:
 - i. Go to the **Los Altos History Museum** website
 - ii. On the top website ribbon, click on **“Education”**
 - iii. Either scroll on the page until you see **“Student Tours”** and click it or on the right-hand side of the page, under Education, find **“Student Tours”** and click the link
 - iv. Click the video titled: **“California Agriculture Lesson”**
2. Farm Activity Handout (Optional)
3. Tables adjusted to allow partner work or groups of four
 - a. If teaching via an online platform such as Zoom, prepare breakout rooms

Procedures/Strategies/Content:

Option 1: In-Person Classroom

- Play the “California Agriculture Lesson” video. Pause when prompted and discuss the questions presented within the video as a class. When an activity or “Brainstorm” is presented in the video, have students discuss in their small groups. Then discuss the results as a class
11:12 minutes + Discussion time (approx. 6-12 minutes of discussion)
- Give the students the “Farm Activity Handout” to work on
15 minutes
- Students present farms to the class
Approx. 30 seconds - 1 minute per student

Option 2: On-Line Classroom

- Play the “California Agriculture Lesson” video. Have students consider the questions asked within the video. When there is an activity or “Brainstorm”, send students to their breakout rooms to discuss. *Make sure to visit these breakout rooms and monitor the students’ discussions!* Return as a class and discuss the results.
11:12 minutes + Discussion time (approx. 6-12 minutes of discussion)
- Send the students the farm activity or place students back into their breakout rooms to discuss the following: Create your own farm
 - What are you growing?
 - Which tools will you use and why?
 - Where will you send your food?**5-10 minutes if discussing, 15 minutes if using the handout**
- Wrap-up: Come together as a class and ask the students what area, thing, or part of the museum do the students want to see when they are able to visit.

Option 3: Hybrid Classroom

- Play the “California Agriculture Lesson” video. Save the questions and “Brainstorm” for the next step.
11:12 minutes
- Hand out or send the students the “Farm Activity Handout.” Have students sit in their groups or be in their breakout rooms. Visit each group with the questions and “Brainstorm” from the video and prompt the students to discuss while you observe them. The rest of the groups will be working on their farm handout. If you don’t have time, use this step to have the students discuss the video in groups for 5-10 minutes and send them the handout to work on another time or at home.
25 minutes

Option 4: Homework or Home-School

- Have the students watch the video with a parent or tutor and discuss the presented questions and “Brainstorm.”

11:12 minutes + Discussion time (approx. 6-12 minutes of discussion)

- Give the student the “Farm Activity Handout.”

15 minutes

- Wrap-up: Ask the student what area, thing, or part of the museum does he/she want to see when they are able to visit.

Student Reflection Question for Conclusion (For all classroom options): Ask the students the following:

- How would you compare recycling from the 1930’s to recycling/repurposing in the 21st century? What does your family do to make a difference in the environment?

Assessment:

Formative Assessment: the discussions throughout the video are a formative assessment to determine student interaction and understanding. From this assessment, the teacher is able to monitor what the students understand and what they don’t understand. The teacher is also able to view how well the students work together.

Summative Assessment: In the Farm Activity Handout, the students employ the knowledge they learned of the farm equipment and preserving process to their own farm that they create. The students are prompted to choose certain tools and crops to grow based on what they learned from the video.

Reflection:

- Was it easier/ more effective to discuss the video questions during or after the video?
- How effective were the small groups? Discussing as a class?
- What improvements can be made for the future?