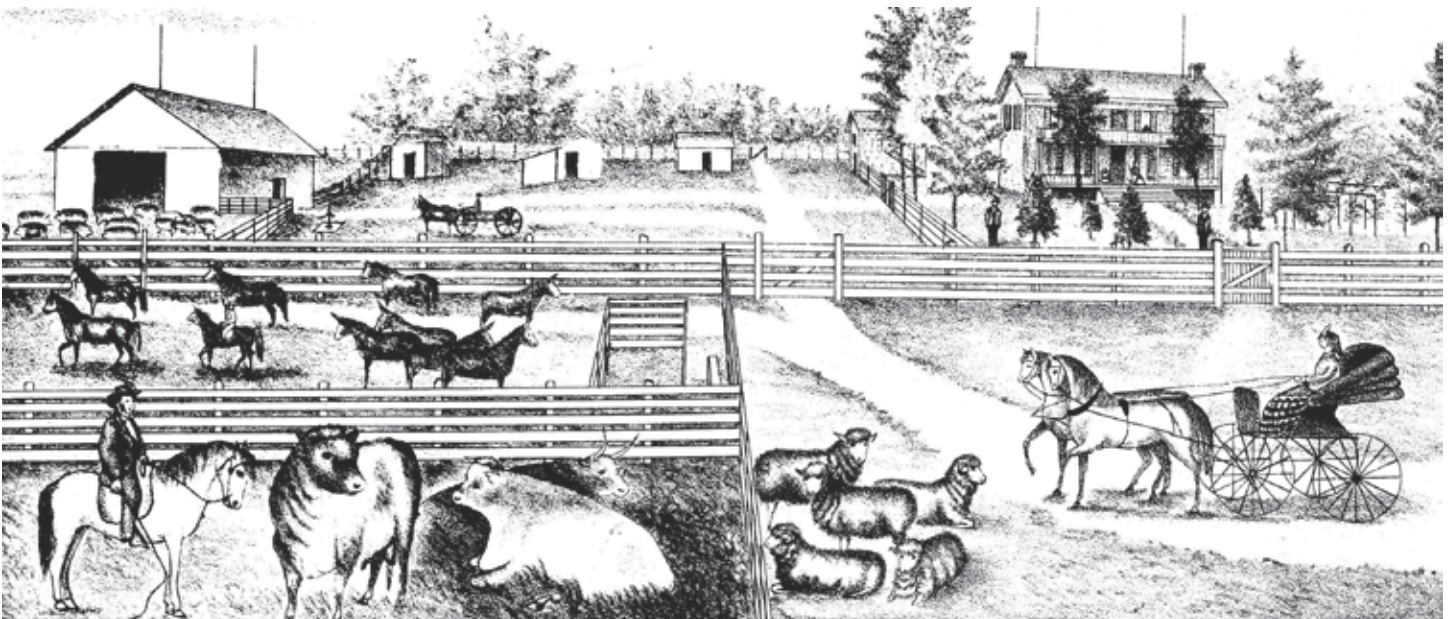


JB MAHAFFIE

HAD A FARM!

PRE AND POST VISIT PACKET



3rd – 5th
grade students

JB MAHAFFIE HAD A FARM! PRE & POST VISIT PACKET

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Supplemental Math and Science activities can be found on the Mahaffie website: www.mahaffie.org

Pre-Visit:

- **“Feeding the Animals”**

Post-Visit

- **“Bloody Butcher Corn”**

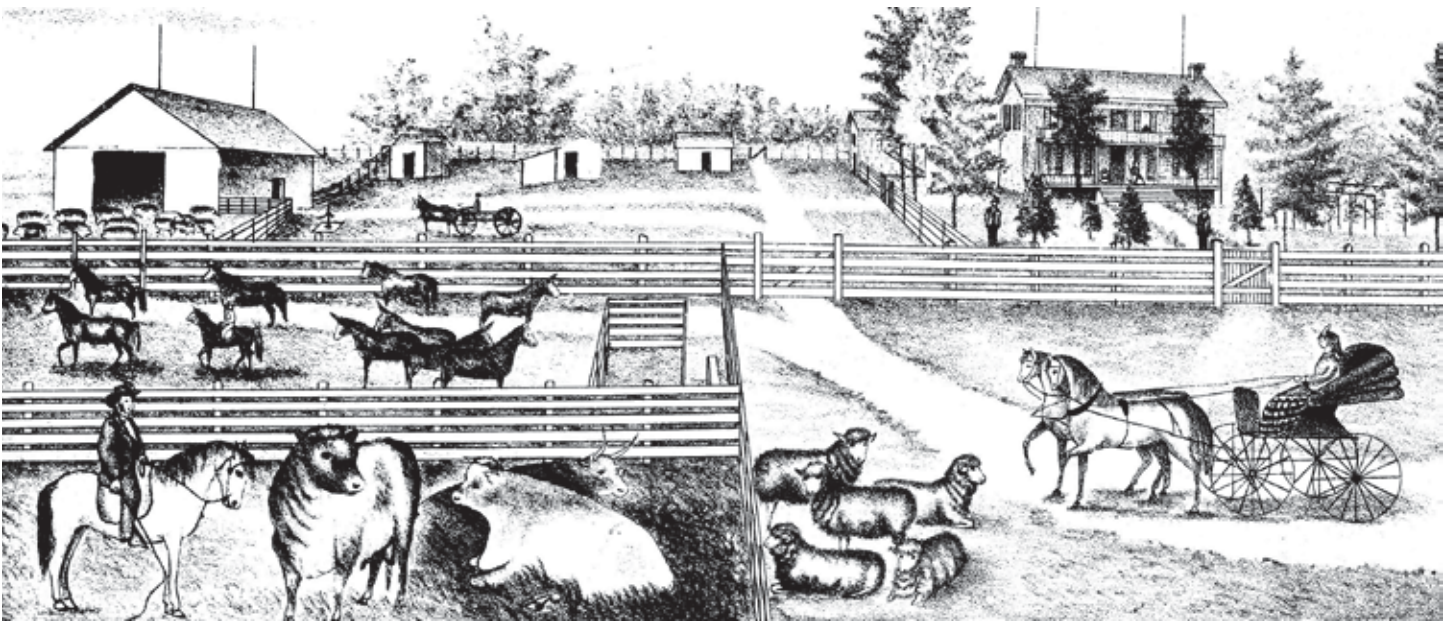


JB MAHAFFIE

HAD A FARM!

PRE & POST VISIT PACKET

Section 1 –Pre-Visit Materials



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PRE-VISIT LESSON PLAN

OVERVIEW

The Mahaffies are known for running a stagecoach stop, but their main occupation was as farmers. The Mahaffie farm was one of the largest in the counties. This pre-visit lesson plan aims to teach students about life on a farm, both as an adult and as a child. Students will analyze both visual images and written documents to learn more about farm life. They will complete worksheets and activities to enhance their learning before going on the tour at Mahaffie.

OBJECTIVES

1. The student will compare working on the Mahaffie farm to farms today.
2. The student will identify animals on the Mahaffie farm and match them to their specific purpose on the farm.
3. The student will analyze how much work it took to run a farm.

ESSENTIAL QUESTIONS

1. What was farm technology like during the late 1800s?
2. What items did the Mahaffie farm produce and sell?
3. What was it like to grow up on a farm?

STANDARDS

Kansas Benchmark:

- 1.1 The student will recognize and evaluate significant choices made by individuals, communities, states, and nations that have impacted our lives and futures.
- 2.1 The student will recognize and evaluate the rights and responsibilities of people living in societies.
- 4.1 The student will recognize and evaluate continuity and change over time and its impact on individuals, institutions, communities, states, and nations.

Common Core:

CCSS.ELA-Literacy.SL.3-5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3-5 topics and texts, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.L.3-4.4 Determine or clarify the meanin



JB MAHAFFIE HAD A FARM

LESSON OVERVIEW

Lesson 1:

Vocabulary

Lesson 2:

Mahaffie Farm Technology

Cooking in the 1800s worksheet

Lesson 3

The Mahaffie Animals and Their Jobs

Mahaffie Farm Circle of Life

Lesson 4:

Crossword Puzzle



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LESSON 1 INSTRUCTIONS

Review the provided vocabulary list with your students. The list contains vocabulary about the nineteenth century farm life that will be discussed throughout this pre-visit lesson and the accompanying tour at Mahaffie.

Choose one of the three options for reviewing the vocabulary list.

1. As a class through recitation
2. In small groups, have students quiz each other on the terminology
3. Have students work individually and create a sentence for each of the vocab words.

The vocabulary review activity should take about 30 minutes to complete.

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VOCABULARY

1. **Draft Animal** – an animal used for pulling heavy loads
2. **Horsepower** – the power used by a horse when pulling
3. **Plow** – farm equipment with blades used to dig into the dirt to prepare it for planting
4. **Thresher** – farm equipment used to separate the grain from wheat
5. **Sickle** – short-handled farming tool used for cutting grain
6. **Ox** – large draft animal (plural is oxen)
7. **Mule** – the offspring of a donkey and a horse
8. **Blacksmith** – a person who makes and repairs things made of iron (metal)
9. **Crops** – a plant that is grown for food (grains, fruits, vegetables)
10. **Harvest** – time of the year when crops are removed from the ground
11. **Coop** – a cage for chickens
12. **Scythe** – long-handled farming tool used for cutting crops
(pronounced s-eye-th)
13. **Till** – to prepare the soil for planting by loosening the dirt
14. **Acreage** – an area of land, typically farm land
15. **Agriculture** – another name for farming



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LESSON 2 INSTRUCTIONS

The first activity gives historical information on the Mahaffie farm and 19th century farming in general. The Mahaffie Farm Technology worksheet is an individual activity to help students learn about the types of technology 19th century farmers might have used. Students should read the information pages first to be able to match the description with the appropriate agricultural tool. Have students cut out each description and each picture of a farming tool, then match the description with the correct tool. Go over answers as a class. This activity should take about 30 minutes to complete.

The next activity helps students learn about the types of food children ate in the 1800s. The worksheet asks students to decide what kinds of foods the Mahaffie children ate and compare it to the types of food children eat today. Students should raise their hands to answer the questions at the beginning of the worksheet. Read the beginning of the worksheet out loud to the class and give students time to respond to the questions. The “Cooking in the 1800s” worksheet should take about 30 minutes to complete. The second part of the worksheet is designed to be an individual worksheet. Once students are finished, the class should review their answers as a whole.



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MAHAFFIE FARM TECHNOLOGY

Most Americans lived on farms and relied on agriculture for their livelihood in the nineteenth century, as they had since the earliest days of settlement. It was not until 1920 that the number of Americans living in the city began to exceed those living on farms. In the mid-nineteenth century, at the time the Mahaffies moved to Kansas, agriculture began to move away from subsistence – what one family needed to live on – and became a business for more and more farmers. Changes in farming practices and farming technology made this possible.

J.B. Mahaffie acquired a prosperous 320-acre farm by the Civil War era. To give you some perspective, that's about the size of 242 football fields. In 1865, the average Johnson County farm contained 177 acres, almost half the size of the Mahaffie farm. The Mahaffie Historic Site today occupies about 22 acres of Beatty's original 320 acres.

The Mahaffies were part of the new world of agri-business. With one of the wealthiest farms in Johnson County in the 1860s and 1870s, Beatty could produce more food than his family needed. Local stories claim that Beatty Mahaffie was the first farmer in Johnson County to sell surplus wheat for profit. Beatty had four sons of varying age who could assist him with the farm, but even with a good-sized family, the Mahaffie farm needed more help to operate successfully and profitably.

Along with hired help, Beatty's ability to raise a surplus of crops for sale was no doubt due to improvements in farm technology. From the 1865 census we know the value of implements on a Johnson County farm averaged \$148. The value of implements on Beatty's farm was \$435. The average cash value of a Johnson County farm was \$1,670, while the value of Beatty's was \$6,000 (and \$12,000 by 1870.) It is reasonable to assume that Beatty owned at least some of the newest technology available.



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MAHAFFIE FARM TECHNOLOGY

The Mahaffie family settled in Olathe in the fall of 1857. For the first year, the family lived in a small house on a small plot of land until they had a team of oxen move the house to their new farm site. Now the work began to turn the land into a thriving farm.

Planting seed was not an easy task. First the prairie sod had to be broken. The ordinary wooden plow of that day was useless against the tough, tangled roots of the prairie grass. Centuries of grass had lived and died, and the tough roots were almost impossible to break. Mr. Mahaffie had to use a huge **PLOW** pulled by five or six yoke of oxen. This would cut a shallow furrow about twenty-four inches wide. This was said to sound “like the ripping of cloth.” Seeds would be dropped in groups of four and covered by dirt by someone in the family following the plow. The need for four seeds is explained in the little rhyme:

One for the worm and two for the crow
Leaves one seed there to grow.

By June the young plants were up, and the ground had to be hoed. There were not many weeds the first season, but the ground had to be loosened. The first crop was usually corn or flax, as food and clothing were pressing needs. For wheat, barley, rye, and oats, the soil had to be broken into finer pieces by dragging a heavy V-shaped timber called a **HARROW** over the ground. To plant the smaller seeds of these crops, the farmer would walk across the fields with a large bag of seeds hung over his left shoulder. With his right hand, he “broadcast” the seed by swinging his hand full of seed out and back in rhythm with his walking. When the plants came up, the farmer could see how evenly he had distributed the seed.



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MAHAFFIE FARM TECHNOLOGY

By June the prairie grass was ready to be mowed and dried for cattle feed and other livestock uses. The grass was cut with a **SCYTHE**, spread out for drying, and stacked near the barn or sheds for use in the winter.

Small grains, such as wheat, rye, oats, etc., were harvested with a **CRADLE**, made by fastening a slender post with four parallel “fingers” to the scythe handle. With each swing of the cradle, the grain was laid in neat rows with the heads all lying in the same direction. This made it easy to rake them into piles and tie them into bundles with bands of straw, which were then set together for drying.

The dried grain had to be separated from the stalk. There were two ways of doing this “threshing.” One was by hitting the piles of stalks with a **FLAIL**, a piece of wood fastened to a handle with a wooden or leather hinge. The other way was to drive oxen or horses around and around over the stalks until the grain was trampled out. The bundles had to be turned over frequently to get as much of the grain out as possible.

In order to have only the grain left, the next step was to toss it in the air in baskets. The wind would blow away the straw and chaff (as the lighter bits were called), while the heavier grain would drop back into the basket. Another method was to use a **SCREEN** that would sift the grain from the chaff. It is possible that the Mahaffies owned a thresher, which did the work of a flail and a screen. Corn was usually gathered from the stalks using a **CORN KNIFE** and laid in the barn to dry. The husks would be removed from the ear using a **HUSKING PIN**.

Before the grains could be used for food they had to be ground. In the Mahaffie family, the younger children were often responsible for grinding the grains. The grain not only fed the family, but many of the animals on the farm too.

Pioneer farming was not an easy job. Most jobs were done by hand, which meant long working hours for the whole family.



JB MAHAFFIE HAD A FARM

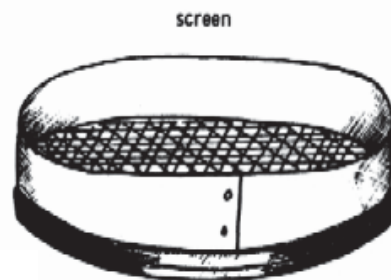
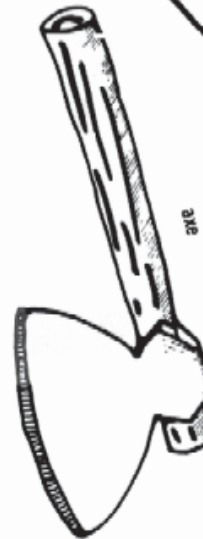
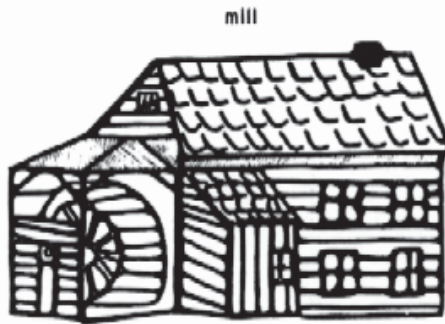
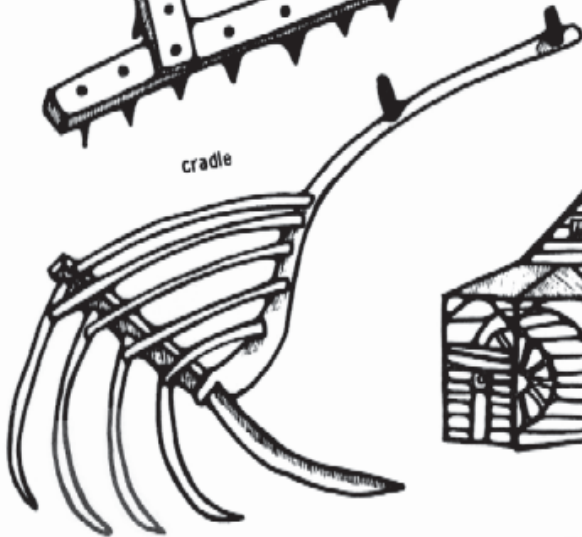
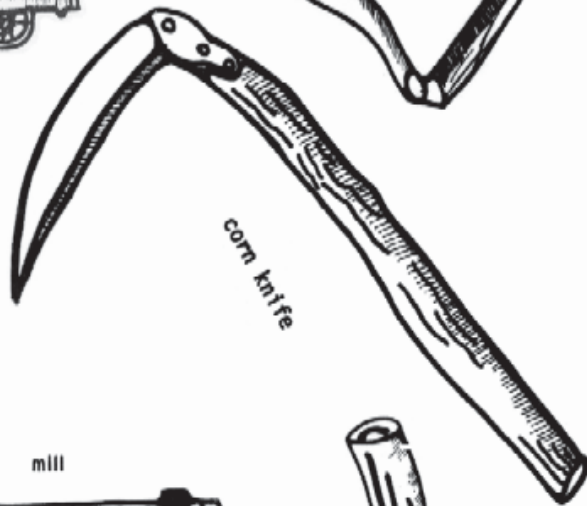
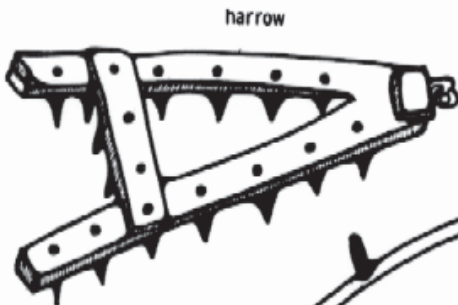
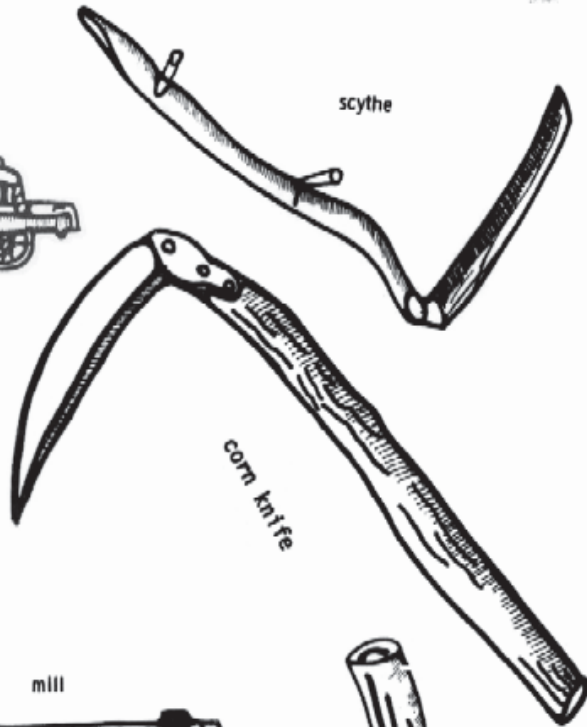
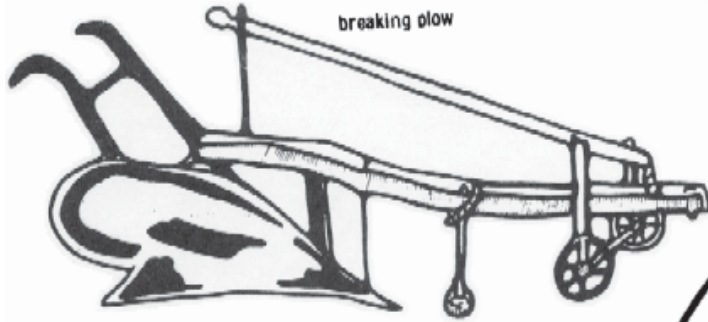
MAHAFFIE FARM TECHNOLOGY WORKSHEET

Match each description with the correct farm tool.
Not all of the farm tools will be used.

1. A tool used for cutting grain crops and laying them in rows.
2. Pulled by oxen, the farmer would use this tool to cut through the roots of the prairie grass.
3. This tool was used to separate the chaff from the grain.
4. This tool was used to beat the grain so that the grain would be separated from the stalks.
5. Grain or grass could be cut with this tool.
6. The farmer pulled this over the plowed ground to smooth the earth for planting.
7. Corn was cut from the stalk using this tool.
8. The husks would be separated from the ear of corn using this tool.

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MAHAFFIE FARM TECHNOLOGY WORKSHEET



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MAHAFFIE FARM TECHNOLOGY WORKSHEET ANSWER KEY

1. Cradle
2. Plow
3. Screen
4. Flail
5. Scythe
6. Harrow
7. Corn Knife
8. Husking Pin

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COOKING IN THE 19TH CENTURY

Think of what some of your favorite foods are. Do your parents make them all for you at home or do you sometimes eat out? What are some of your favorite restaurants to eat out at? The Mahaffie children didn't get to eat out at restaurants. There was no Italian, Mexican, or Chinese food. That meant no pizza, macaroni and cheese, tacos, or egg rolls. There definitely weren't any McDonald's, Taco Bells, or Pizza Huts. All of their meals were cooked at home using food they grew on their farm. Below is a list of foods that the Mahaffies grew or raised on their farm. Use your imagination to think of some meals that Mrs. Mahaffie could make out of the following items. Write them down on the back of this worksheet.



Chickens



Hogs



Cows



Corn



Wheat (flour)



Oats



Potatoes



Butter

JB MAHAFFIE HAD A FARM

LESSON 3 LESSON INSTRUCTIONS

Each student should work on his/her own to complete this activity. For each of the animals listed, students need to write down what function each animal serves from the list of jobs provided. Some animals will have more than one function. Go over the answers with the class a whole. This activity should take 15 minutes to complete.

The second activity for the day is the **Mahaffie Farm Circle of Life**. You will need the following supplies to complete this activity.

1. String
2. Colored Pencils/Crayons/Markers
3. Scissors
4. Hole Punch

Students will make their own Circle of Life Mobile to understand how different crops and animals make up their daily diet. First have students read the Circle of Life worksheet and chart. Once students understand the relationship between each part of the farm, have students work on the mobile using these steps.

1. Cut out the difference pieces and use a hole punch to cut out a hole in the specified places.
2. Decorate the human figure.
3. Write down or draw all of the animals they eat. Example: Turkey, Chicken, Cows, or Pigs.
4. Write down or draw all of the crops they eat. Example: Wheat, Corn, Carrots, Strawberries, or Potatoes.
5. Use string to attach the pieces to the sun to create the mobile.

This activity should take between 30-45 minutes to complete.



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MAHAFFIE ANIMALS AND THEIR JOBS

There were many animals on the Mahaffie farm, and they each had a purpose. These animals were not pets but instead had specific job. They provided labor as draft animals, worked for the Stagecoach, produced food for the Mahaffie family, or were a food source themselves. Below is a list of the Mahaffie animals and a list of different farm jobs. Next to each animal, write down which purpose it served on the farm. Some animals may have had more than one job.

LABOR, MILK, EGGS, FOOD, STAGECOACH

Oxen _____

Horses _____

Mules _____

Cows _____

Hens _____

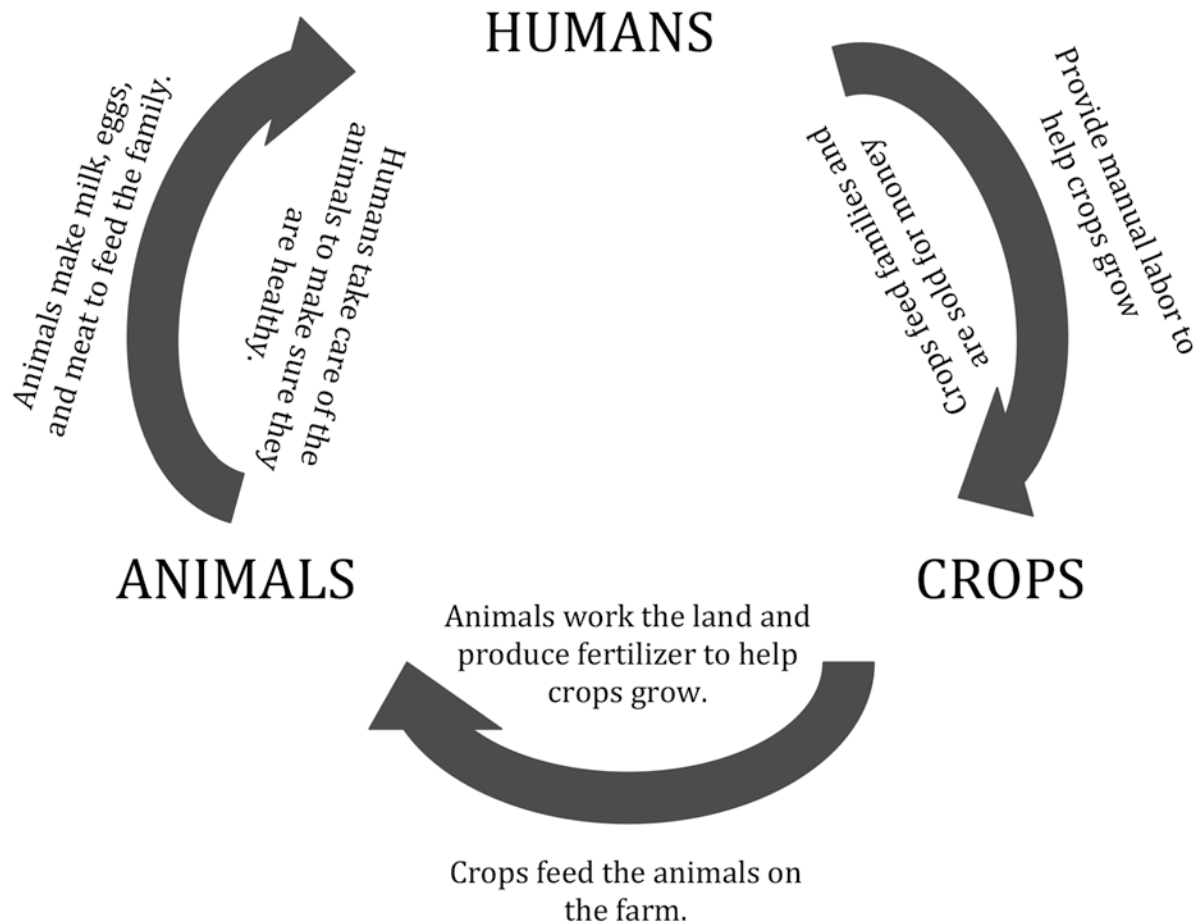
Hogs _____



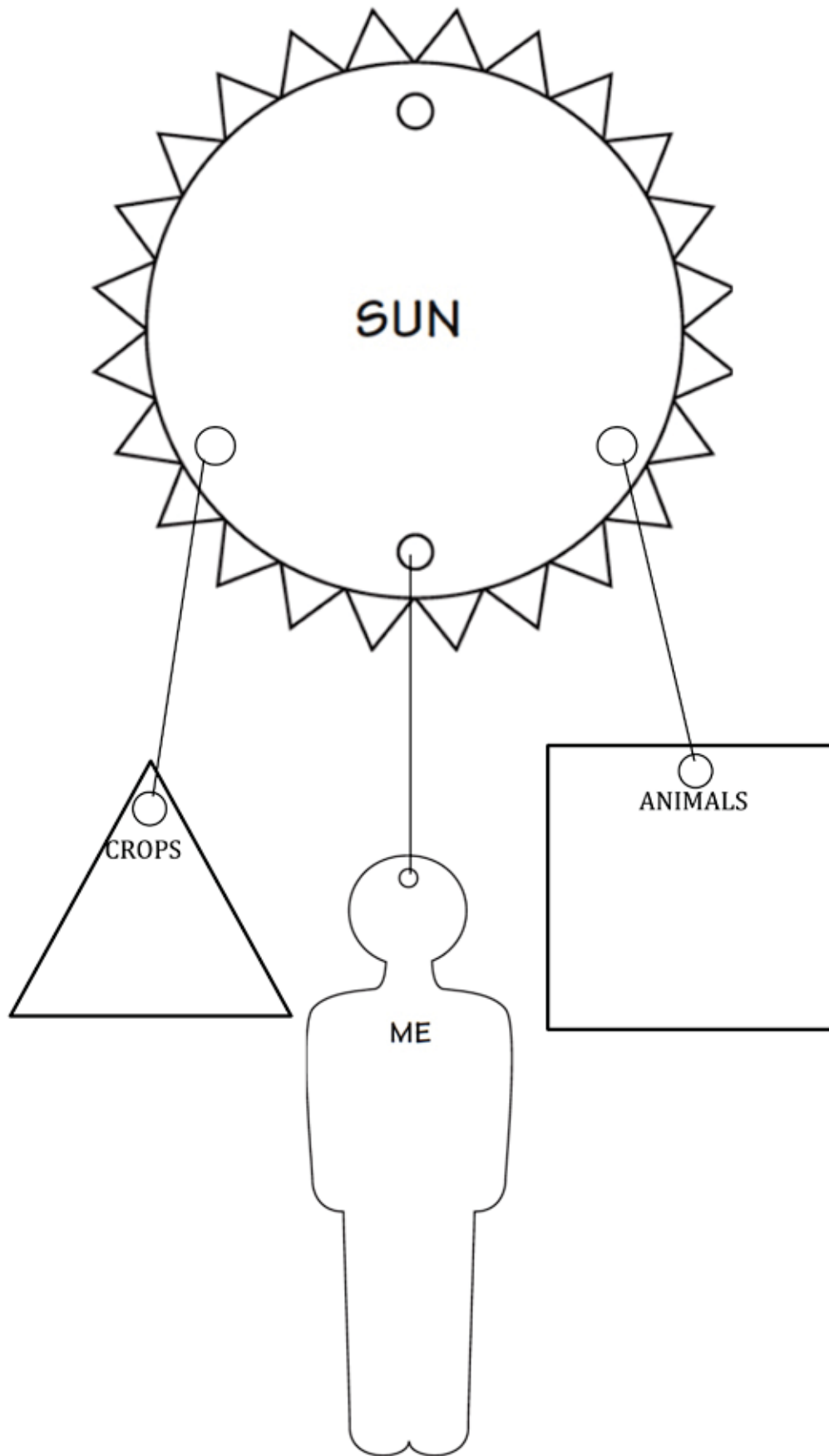
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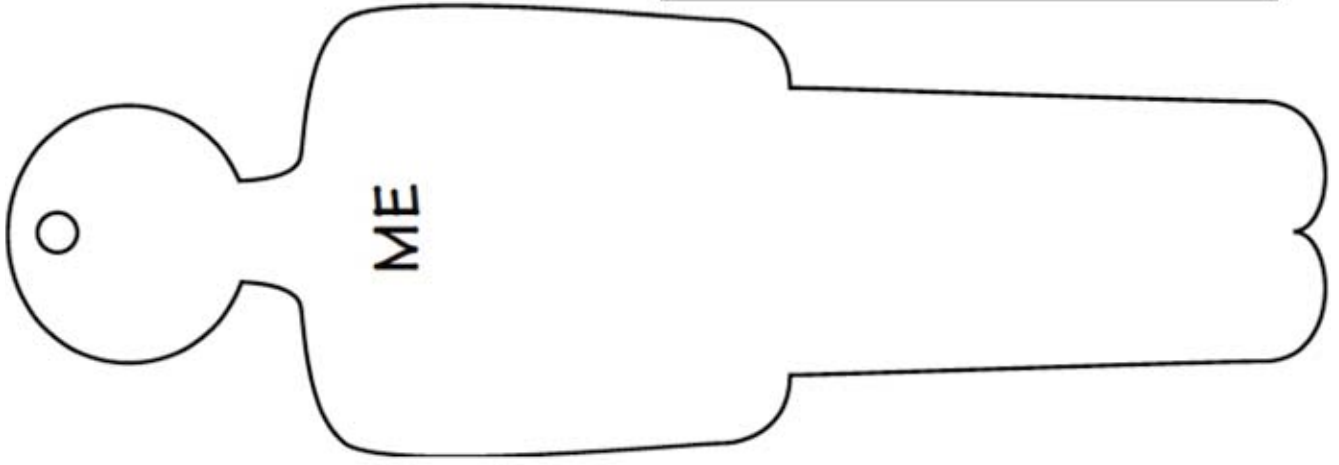
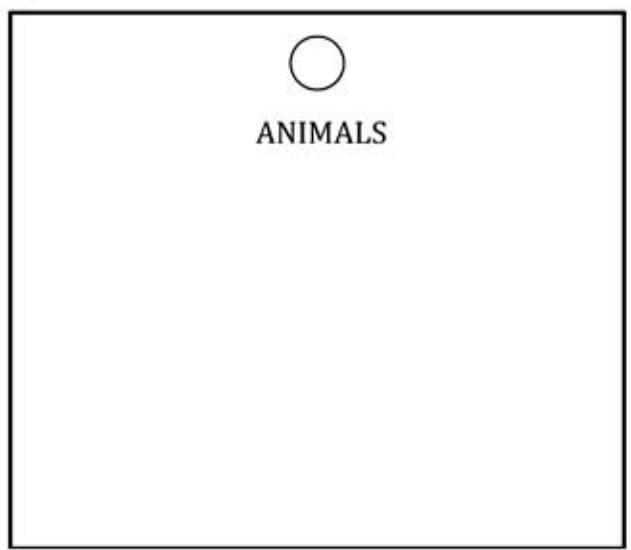
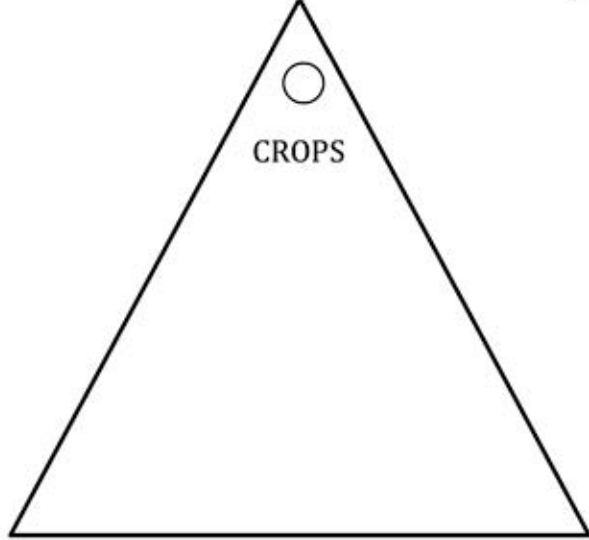
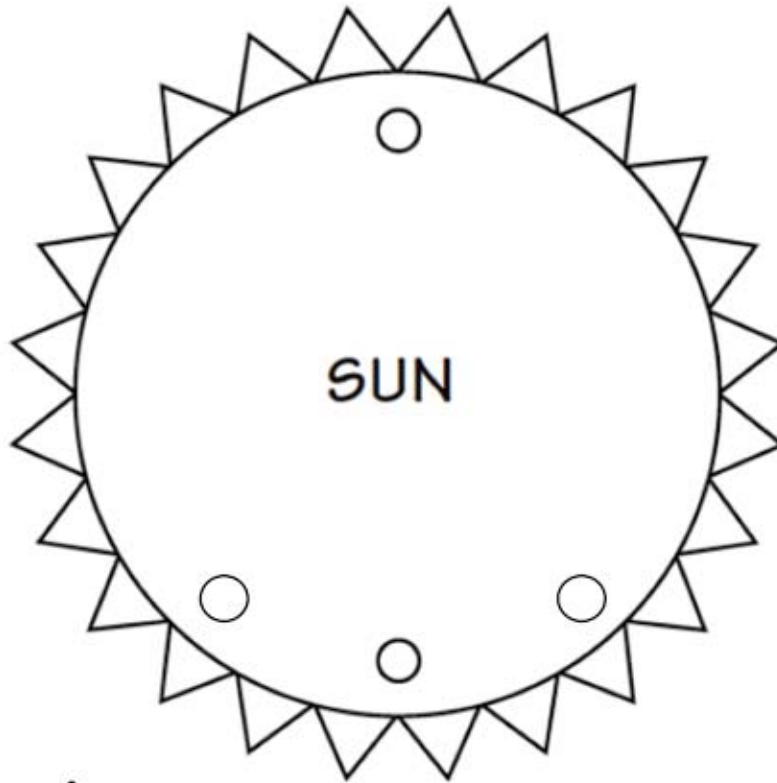
CIRCLE OF LIFE

No one person, animal, or crop is more important than the other. Without all of these parts, the farm would not function. Humans plant crops and care for the animals, the animals work the fields and provide food for the humans, and the crops feed the humans and the animals. Below is a chart that shows the circle of life on a farm.



EXAMPLE

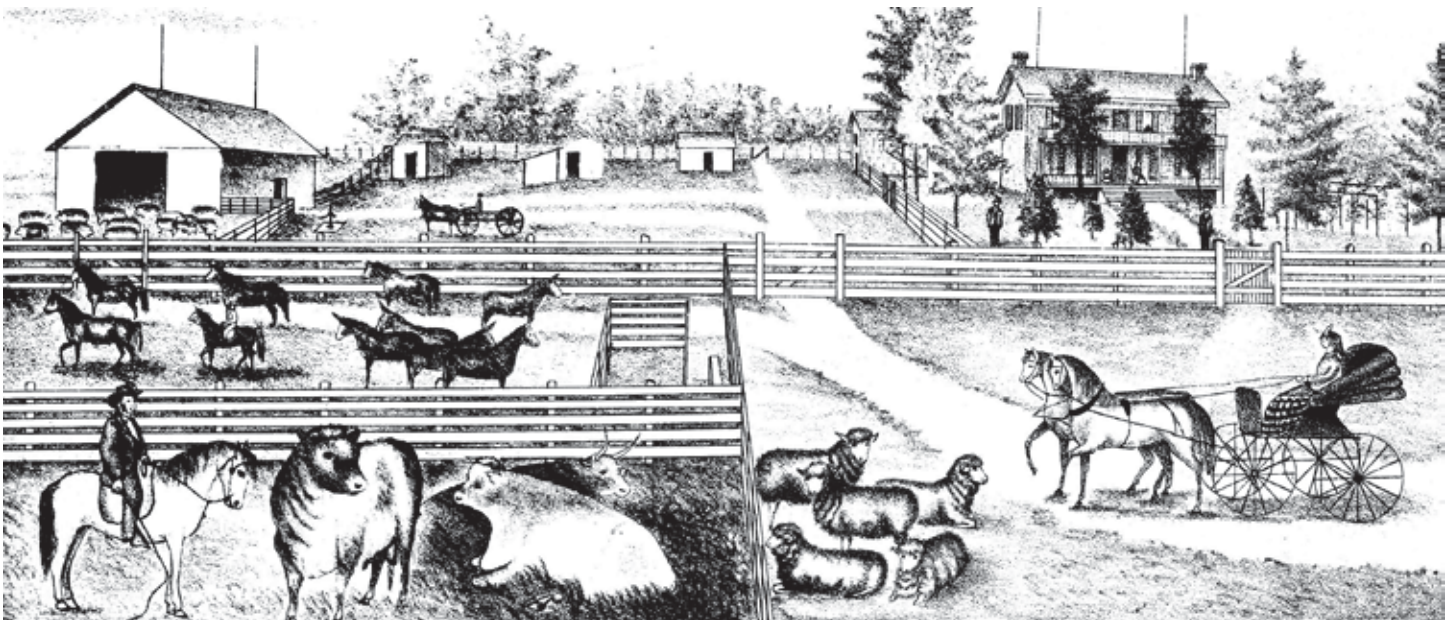




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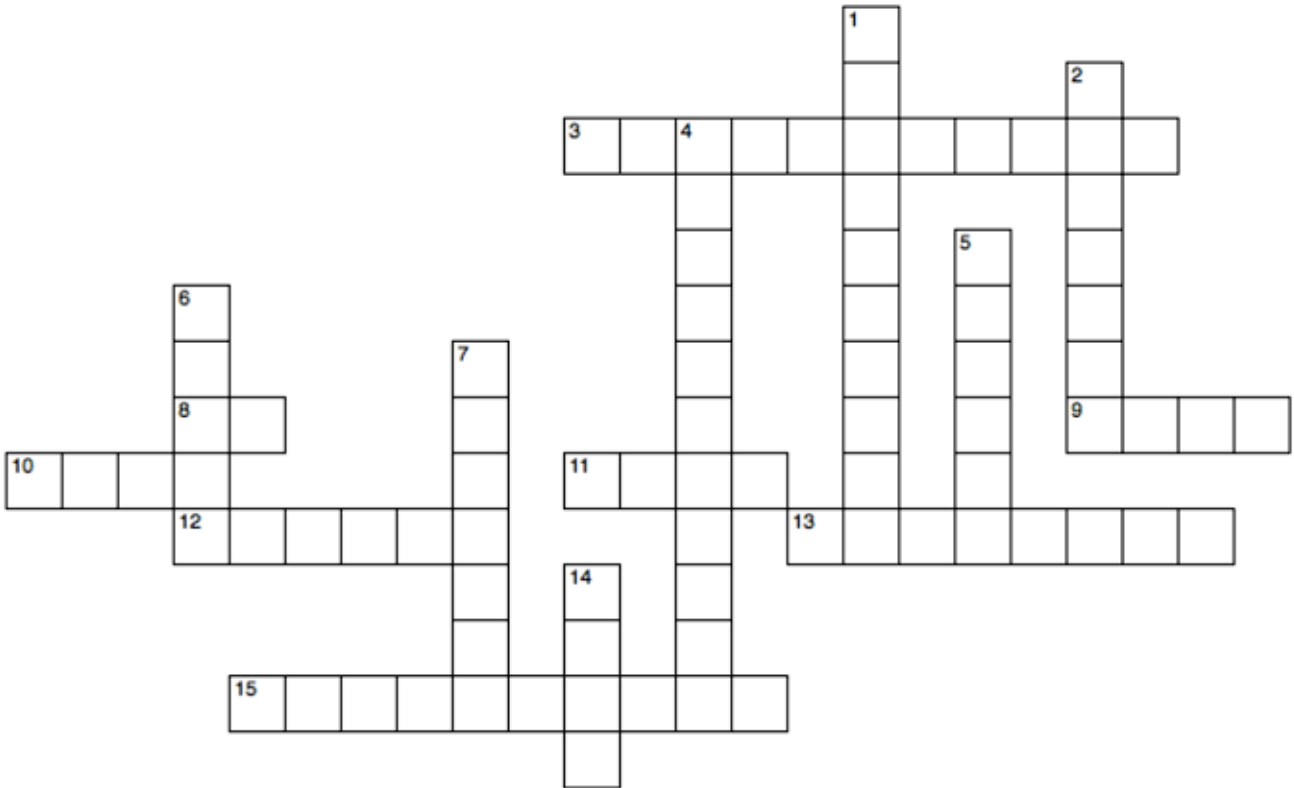
LESSON 4 LESSON INSTRUCTIONS

To make sure students are ready to go on the tour at Mahaffie, students will complete a crossword puzzle and a matching worksheet on farm chores. Younger students can use the supplied word bank to assist them. The crossword should be completed individually, but make sure students understand that it is not a graded assignment. Go over the answers as a class to make sure students all know what the correct answers are.



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CROSSWORD PUZZLE



Across

3. An animal used for pulling heavy loads
8. Large draft animal
9. To prepare the soil for planting by loosening the dirt
10. A cage for chickens
11. The offspring of a donkey and a horse
12. Short-handled farming tool used for cutting grain
13. Farm equipment used to separate the grain from wheat
15. The power used a horse when pulling

Down

1. A person who makes and repairs things made of iron
2. Time of the year when crops are removed from the ground
4. Another name for farming
5. Long-handled farming tool used for cutting crops
6. A plant that is grown for food
7. An area of land, typically farmland
14. Farm equipment with blades used to dig into the dirt to prepare it for planting



JB MAHAFFIE HAD A FARM

CROSSWORD PUZZLE

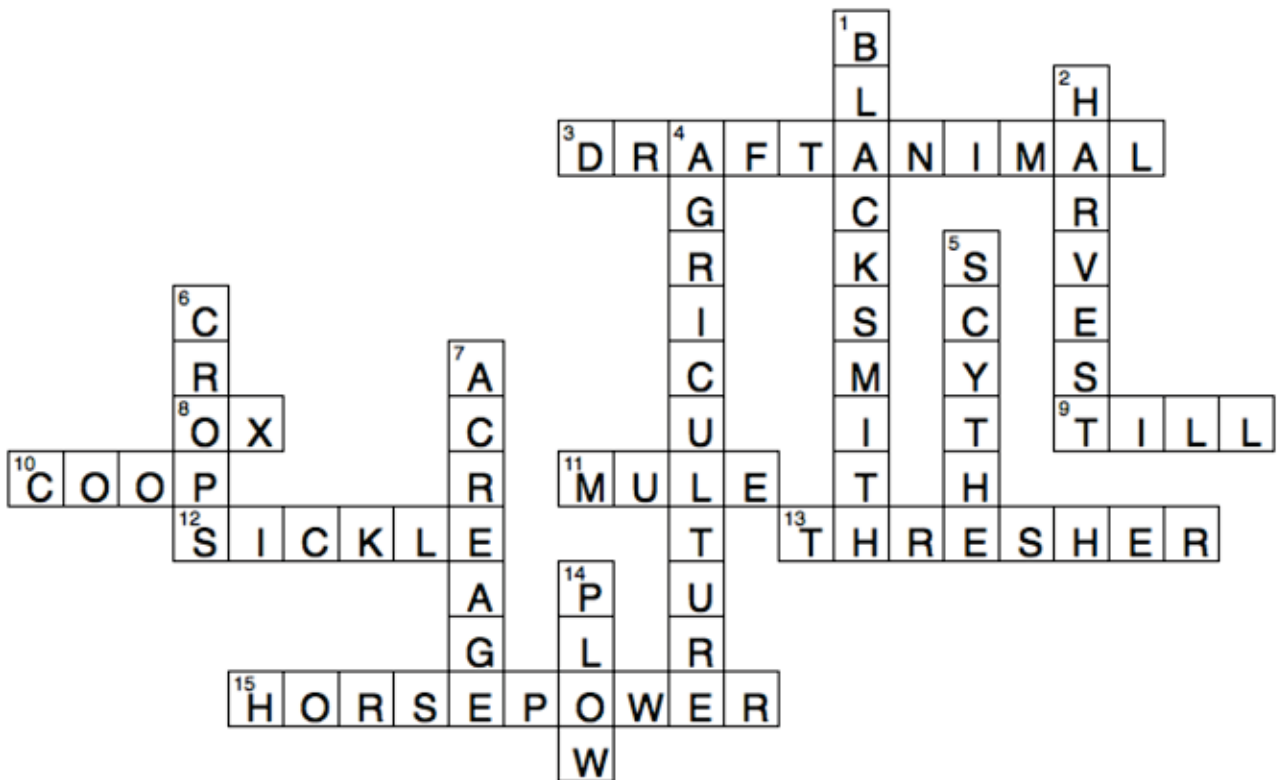
WORD BANK

1. Draft Animal
2. Horsepower
3. Plow
4. Thresher
5. Sickle
6. Ox
7. Mule
8. Blacksmith
9. Crops
10. Harvest
11. Coop
12. Scythe
13. Till
14. Acreage
15. Agriculture



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CROSSWORD PUZZLE ANSWER KEY



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POST-VISITASSESSMENT

For the post-visit assessment, students will write a short essay. They need to answer one of the following two questions. 1. Would you want to be a child on the Mahaffie Farm? Why or why not? 2. What do you like more or less about being a kid today as opposed to being a kid on the Mahaffie farm? Give students about 30-45 minutes to write their essay. When students are finished, ask for volunteers to share their essays with the class. Students can take their essays home to share with their parents.

