

Third Grade Spring Training Script

Colonial Plants (Early May-60 min)

Say: Today we will be colonial children helping out the family by finding and identifying native plants to help with cooking, building things, dying fabric, and treating illnesses. We will identify plants using their leaves, flowers, seeds and habitats. We will learn how much colonial children were responsible for and how much the children knew about the world around them.

Ask: Who was the colonial child you studied? Allow each student to explain about their colonial family.

Activity #1: Imagine land in colonial times [As you are walking to a spot in field]

- What do people need to stay alive (food, water, air, shelter, protection, warmth)
- What do people need when they are sick?(medicine)
- How did the colonial family meet these needs? By working together –everyone had a job to do including children.
 - Say: There were few stores (no cvs, stop&shop, home depot)
 - Where did food come?- most came from fields and forest
 - Where did water come from?- streams, ponds
 - How did they protect themselves?
 - Where did Clothing come from? Colonists made them
 - Shelter was found in houses built from ? forest wood, stones and clay bricks
 - Stayed warmth by? Chopped wood from forest and burned wood for cooking.

What did Children do? They helped to gathered useful plants especially nuts in the fall. They became assistants or apprentices to an older person who taught them how to do a job.

Activity #2: ID trees and plants needed for the colonial family jobs sheets and discuss how each plant was used

Say: Today your job as a colonialist will be to find and identify plants for the family. Hand out job sheets: healer (1 &2), clothing maker, builder & cook.

At First Site Only:

Pick two different leaves/flowers and hold them up to the group.

Ask: How can you tell one plant from another? (leaf shape, type of plant (*tree, shrub, flower*), habitat)

At Each Site: Identify Marked Plant:

- Give children time to look carefully at each plant and match illustration.
- Ask helpful questions , encourage careful observations, work as team if child needs help.
- Point out plants brought over from Europe (E) (dandelion, tansy, plantain)
- Point out Native American (NA) plants (cherry, crab apple, white pine)
- Sketch/trace leaves using trace paper (optional)

Activity #3: Discuss how important it was to ID harmful plants [Go to poison ivy site]

Identify poison ivy [Poisonous because it causes itchy skin rash]

1. Compound leaf with 3 leaflets; Middle stalk much longer than side leaflets
2. Edges of leaves smooth or coarsely toothed; Leaves glossy or dull, red or green
3. No thorns; Climbing vine with reddish hair on stem OR Low plants spread by underground stems.

Activity #4: Sit or Stand and Wrap up

Ask: Which of you found plants to do your job? Was it easy or difficult? Why?

How did you learn about these plants? How did colonists learn about the use of plants they didn't know?

Did you discover anything that surprised you?