

# Dairy Farming: A Growing Industry

---

A Learning Experience Using Document-Based Questions

written by

Nancy Abdo and Nancy Murinka

A. A. Gates Elementary School, Port Byron, NY

July 2000

With assistance from:

David Lewis and Stacy Ward, Manager State Wide Programs  
New York State Historical Association

— and —

Patrick Peterson, Director  
Holland Patent Teaching and Learning Center

and with funds provided by a grant from the  
New York State Archives and Records Administration

# **Teacher Guide**

## **Dairy Farming: A Growing Industry**

### **LEARNING CONTEXT**

“Dairy Farming: A Growing Industry” is a document-based parallel task for use in the fourth and fifth grades. Its purpose is to prepare students for the fifth grade Social Studies test. The students will study the documents, answer the scaffolding questions underneath each document, and write an essay based on the documents. The intent of this activity is to help children walk through the process of answering a document-based question.

By studying the documents on dairy farming, the children will learn how primary documents help historians to tell the story of the past. The documents will be the tool that the children will use to learn how technology impacted the dairy industry in New York State.

The documents will help the children to answer the following question:

***Identify and describe two ways in which new technology helped the dairy farmer to increase production.***

### **GOALS**

1. Students will develop an awareness and an appreciation for local records and primary source documents related to the dairy industry.
2. Students will analyze primary documents to gather information to use as support in essay writing.
3. Using the information that they gather, students will develop an essay to answer the following question: Identify and describe two ways in which new technology helped the dairy farmer to increase production.

# New York State Social Studies and Performance Indicators

## **Standard 4: Economics**

*Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the U.S. and other national economies, and how an economy solves the scarcity problem through market and non-market mechanisms.*

### **Performance Indicators:**

- Study about how the availability and distribution of resources is important to a nation's economic growth
- Understand how societies organize their economies to answer three fundamental economic questions: What goods and services shall be produced and in what quantities? How shall goods and services be produced? For whom shall goods and services be produced?

### **LEARNING OBJECTIVES**

1. The students will be able to analyze primary documents for use in creating support for the document-based question essay.
2. Students will be able to organize and sequence information from several documents to answer the document-based question.
3. Students will be able to write an essay, citing specific examples from documents to support the essay.

## Procedure

### *The actions of students and teachers, and the interactions among and between students and teachers*

#### **DAY 1**

- Introduce the class to the concept of a document-based question (answering a question using documents as support).
- Introduce the question: Identify and describe two ways in which new technology helped the dairy farmer to increase production.
- Introduce the class to the topic of dairy farming as stated in the historical context.
- Read each document orally with the class, noting observations and discussing what can be learned from each document.
- Encourage children to state connections between documents and the historical context.

#### **DAY 2**

- Revisit each document and answer the scaffolding questions for each specific document, 1-7.
- Discuss appropriate answers and encourage the children to give reasons for their choices.

#### **DAY 3**

- Discuss the question.
- Using a before/after T Chart, find specific examples to show early dairy farming and dairy farming in the late 19th century.
- Explain that each example that was used on the T Chart should cite the document that gave the information.

#### **DAY 4**

Write the essay, using the T Chart as a guide for supporting details to be used as citations. Include an introduction, well-developed and cited details, and a conclusion in your essay.

## Resources

### *A list of primary source documents that were used in this activity*

#### **DOCUMENT 1**

Baird, James S. Hoard's Dairyman: Dairy Collectibles. Wisconsin: W. D. Hoard and Sons, Co., 1987.

Schlebecker, John T., A History of American Dairying. Washington, D.C.: Rand McNally and Co., 1967.

#### **DOCUMENT 2**

"Cream Separator Advertisement." Sears Roebuck Catalog, 1917. New York State Historical Association, Special Collections, Cooperstown, NY.

#### **DOCUMENT 3**

"The American Cow Milker." Broadsides File: Agriculture. New York State Historical Association, Special Collections, Cooperstown, NY.

#### **DOCUMENT 4**

"Woman Operating Three Hinman Units." Hinman Milking Machine Co. Trade Catalog. Oneida, NY: Hinman Milking Machine Co., circa 1918.

#### **DOCUMENT 5**

Taggart, Thomas, to J. P. Meyers, 1917. Hinman Milking Machine Co. Trade Catalog. Oneida, NY: Hinman Milking Machine Co., circa 1918.

#### **DOCUMENT 6**

Harper's New Monthly Magazine, No. CCCVI, November, 1875, Vol. LI.

#### **DOCUMENT 7**

Cayuga County, Town of Sempronius. New Century Atlas, 1904.

## **Instructional/Environmental Modifications**

This activity is targeted for the fourth/fifth grade student. Because this parallel task is a preparation for the fifth grade test, it should be given to students of all ability levels.

It may be done as a whole group activity with teacher direction, or as a cooperative group lesson. If done in a group setting, each group should include at least one child with strong reading and leadership skills. Learning-disabled students should be included in each group.

There is no need to modify the typical elementary school classroom arrangement.

## **Time Required**

The teacher will need to preview the materials before working with the children. The materials should be ready for use on day 1.

This parallel task should take approximately 4 class periods of 40 minutes each. Students and teachers will work together during this time.

## **Assessment Plan**

The assessment is the document-based question, which includes the scaffolding questions and the essay. The assessment tool used is the New York State Social Studies Rubric.

## **Reflection**

Students in Grade 4 and early Grade 5 will need practice in writing document-based questions. Using documents based on familiar themes such as farming will help make this task more meaningful to the students. As the children practice with parallel tasks, they will gain the confidence and skills they need to be successful at this type of test.

## **Document-Based Question**

### **Dairy Farming: A Growing Industry**

This task is based on the accompanying documents (1-7). Some of the documents have been edited for this task. The question is designed to test your ability to work with historical documents. As you analyze the documents, take into account both the source of the document and any point of view that may be presented in the document.

#### **DIRECTIONS**

This document-based question consists of two parts. In Part A you will respond to short-answer questions, and in Part B you will write an essay.

#### **HISTORICAL CONTEXT**

Early 19th century farmers raised cows to produce milk for their families to drink. Extra milk was made into cheese and butter, because it could not be kept without spoiling. Farmers sold their extra cheese and butter to their neighbors. These products were handmade by the farmer's family and took a long time to make.

New technology made it possible to make greater amounts of cheese and butter. Soon cheese and butter were being made at factories called creameries. Now farmers could sell these products to people all over New York State.

#### **TASK**

Using information from the documents, answer the questions that follow each document in Part A. Your answers to the questions in Part A will help you write the Part B essay, in which you will answer the following question:

***Identify and describe two ways in which new technology helped the dairy farmer increase production.***

## Part A: Short Answer

Using the information from the documents, answer the questions that follow each document in Part A. Your answers to the questions in Part A will help you write the essay in Part B.

### DOCUMENT 1: MAKING BUTTER

1. Why was the milk set out in pans?

---

---

---

2. Why do you think that it took so long to make butter?

---

---

---

### DOCUMENT 2: SEARS ROEBUCK CATALOG, 1917

1. What is being advertised?

---

2. What does this invention do?

---

---

---

3. What does the ad claim that the “Economy King” will do to help the farmer?

---

---

---

**DOCUMENT 3: BROADSIDE POSTER**

1. How can the “American Cow Milker” help the dairy farmer?

---

---

---

2. Why do you think this was a “most important and valuable invention?”

---

---

---

**DOCUMENT 4: TRADE CATALOG, HINMAN MILKING MACHINE CO., CIRCA 1918**

1. How many hand milkers can one Hinman milker displace (take the place of)?

---

2. Can you tell why this would be a help to a dairy farmer?

---

---

---

**DOCUMENT 5: TRADE CATALOG, HINMAN MILKING MACHINE CO., CIRCA 1918**

1. What did Mr. Taggart think of the milking machine?

---

2. Do you think that he will buy another one? How do you know?

---

---

**DOCUMENT 6: HARPER’S NEW MONTHLY MAGAZINE**

1. How did the creamery get the milk from the farmers?

---

---

2. Why do you think it was important for a farmer to live near a creamery?

---

---

**DOCUMENT 7: MAP OF CAYUGA COUNTY, SEMPRONIUS**

1. Locate the creamery ★ in the town of Sempronius.

2. List five dairy farms (also called homesteads) found on the map.

---

---

---

3. Why do you think there were so many farms near the creamery?

---

---

---

## Part B: Essay

### DIRECTIONS

In a well-structured essay, answer the following question:

***Identify and describe at least two ways that new technology helped the dairy farmer to increase production.***

- Write a well-organized essay that includes an introductory paragraph, several paragraphs with supporting historical details from the documents, and a concluding paragraph.
- Use evidence and specific historical details to support your response.
- Cite at least four of the documents in your essay.
- Proofread your essay for correct grammar, capitalization, spelling, and punctuation.

<b>T Chart: Dairy Farming</b>	
<b>Early Dairy Farming</b>	<b>Late 19th Century Dairy Farming</b>