

GCV&M Curriculum Connections

Sap, Syrup, and Sugar

Moveable Museum: Grades Pre-K - 8

We bring the museum to you! Students will explore the sweet history and science behind maple sugar and syrup production from early America to present-day commercial production. They will learn how to identify a maple tree and try their hand at “tapping” a tree. Students discover how sap is turned into sugar and syrup and taste the finished product.

MOVEABLE OBJECTIVES

- The student will designate important changes in the history of maple sugaring production.
- The student will recount the steps for the process of turning sap into syrup and then sugar.
- The student will identify geographic features that pertain to the Sugar Bush.
- The student will utilize tools in a hands-on demonstration of tree tapping.

KEY WORDS

Natural Resources	Evaporation
Farming	Culture
Labor	Environment
Community	Production
Tools	Sugar Content
Haudenosaunee	Tree Species
Spile	

2 Grade Connections to NYS Standards

2nd Grade

- 2.1c** Rural communities are characterized by large expanses of open land and significantly lower populations than urban or suburban areas.
- 2.1d** Activities available for people living in urban, suburban, and rural communities are different. The type of community a person grows up in will affect a person’s development and identity.
- 2.2a** People living in urban, suburban, and rural communities embrace traditions and celebrate holidays that reflect both diverse cultures and a common community identity.
- 2.5b** The location of physical features and natural resources often affects where people settle and may affect how those people sustain themselves.
- 2.6a** Continuities and changes over time in communities can be described using historical thinking, vocabulary, and tools such as timelines.
- 2.7a** Cause-and-effect relationships help us to understand the changes in communities.
- 2.8a** The availability of resources to meet basic needs varies across urban, suburban, and rural communities.
- 2.8b** People make decisions to buy, sell, and use money based on their needs, wants, and the availability of resources.
- 2.8c** Scarcity, the price of goods and services, and choice all influence economic decisions made by individuals and communities.

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3-9 Grade Connections to NYS Standards

3rd Grade

- 3.3a** Geographic factors influence where people settle and their lifestyle. Some geographic factors make a location more suitable for settlement, while others act as deterrents.
- 3.3b** People make adaptations and modifications to the environment. Advancements in science, technology, and industry can bring about modifications to the environment and can have unintended consequences on the environment. People have attempted to take actions to protect the environment.
- 3.4a** People in world communities use legends, folktales, oral histories, biographies, and historical narratives to transmit cultural histories from one generation to the next.
- 3.4b** Arts, music, dance, and literature develop through a community's history.
- 3.6a Cultural diffusion is the process by which cultures exchange and transmit ideas, beliefs, technologies, and goods over time.
- 3.9a** World communities use human and natural resources in different ways.
- 3.9b** People in communities have various ways of meeting their basic needs and earning a living.
- 3.10a Communities around the world produce goods and provide services.

4th Grade

- 4.2a** Geographic factors often influenced locations of early settlements. People made use of the resources and the lands around them to meet their basic needs of food, clothing, and shelter.
- 4.2c** Each Native American group developed a unique way of life with a shared set of customs, beliefs, and values.
- 4.6a** After the Revolution, New Yorkers began to move and settle farther west, using roads many of which had begun as Native American trails.
- 4.6d** Farming, mining, lumbering, and finance are important economic activities associated with New York State.

5th Grade

- 5.1b** Human populations that settled along rivers, in rainforests, along oceans, in deserts, on plains, in mountains, and in cold climates adapted to and made use of the resources and environment around them in developing distinct ways of life.
- 5.1c** Early peoples living together in settlements developed shared cultures with customs, beliefs, values, and languages that give identity to the group. These early peoples also developed patterns of organization and governance to manage their societies.
- 5.3b** Europeans encountered and interacted with Native Americans in a variety of ways.
- 5.4c** The physical environment influences human population distribution, land use, and other forms of economic activity.
- 5.7a** Different types of economic systems have developed across time and place within the Western Hemisphere. These economic systems, including traditional, market, and command, address the three economic questions: what will be produced, how it will be produced, and who will get what is produced?
- 5.7b** Peoples of the Western Hemisphere have engaged in a variety of economic activities to meet their needs and wants.

7th Grade

- 7.1a** Geography and climate influenced the migration and cultural development of Native Americans. Native Americans in North America settled into different regions and developed distinct cultures.
- 7.2b** Different European groups had varied interactions and relationships with the Native American societies they encountered. Native American societies suffered from loss of life due to disease and conflict and loss of land due to encroachment of European settlers and differing conceptions of property and land ownership.
- 7.2c** European nations established colonies in North America for economic, religious, and political reasons. Differences in climate, physical features, access to water, and sources of labor contributed to the development of different economies in the New England, Middle, and Southern Colonies.