



## Post-Trip Lesson Plan Daily Life

- I. Grade Level: grades 1-3
- II. Objectives:
  - a. To understand the different roles of the family members living in Florida in 1898.
  - b. To examine the daily life of children their age living in Florida in 1898.
  - c. To discuss the differences between life in 1898 and today in Florida.
- III. Standards:
  - a. Sunshine State Standards (2006):
    - i. Social Studies: Time, Continuity, and change: Standard 2: know methods of communication from long ago and the technological developments that facilitated communications (e. g., speaking by gestures; transmitting stories orally; the use of pictographs, hieroglyphics and different alphabets; writing by hand and printing with machines).
    - ii. Social Studies; Time Continuity, and change: Standard 1: compares everyday life in different places and times and understand that people, places and things change over time. And knows a family history through two or three generations.
- IV. Vocabulary:
  - a. Candle: a wax or tallow cylinder with an embedded wick that is burned for illumination.
  - b. Wick: a fiber core in the center of a candle; this is the part of the candle that is burned for illumination.
  - c. Paraffin: a waxy white or colorless substance that comes from petroleum and used to make candles.
  - d. Churn: a device in which cream is beaten vigorously to make butter; can be made of wood or pottery.
  - e. Livestock: the collective term for the animals found on a farm, i.e. horses, mules, cattle, pigs, chickens, etc.
  - f. Rope Winder: a hand cranked machine used to twist several pieces of twine into rope.
  - g. Hoe: a garden implement with a long handle and a thin, flat blade that is used to break up and move soil.
  - h. Lamp: a vessel holding liquid fuel that is burned through a wick for illumination.

### Activity 1: Story Telling (Mother)

- V. Materials: None.
- VI. History: During this time there were limited resources in photography and printing. A printer would only come to a local town if the community was large. And if this printer came to a Florida community most likely he would be producing newspapers and advertisements for local businesses. Most printing production was in far off cities. Therefore information about a family's heritage and knowledge would be passed by word of mouth. The mother of the family was in charge of keeping track of kinfolks and relatives. Mothers also remembered and passed down folk rhymes, stories, songs, party games, and folk remedies. When no school teacher was available, the mother taught her children everything she knew.
- VII. Procedures: Discuss the importance of story telling and the mothers' role in passing down information. Then as a class create your own (oral) fictional family, family tree and stories that a mother living in Florida in 1898 would share with her children.



- VIII. Assessment: This is a collaborative project within the classroom and can be graded based on assessing your students understanding of the history of story telling and the daily life of someone living in Florida in 1898.
- IX. Open-Ended Questions:
- What do you know about your family history?
  - Who told you about your family history?
  - How is family heritage preserved?
  - What rhymes, stories, and songs have your mother and father taught you?

#### Activity 2: The Daily Life (Father)

- X. Materials:
- Construction paper
  - Crayons, colored pencils, markers
  - Scissors (only if constructing an image)
- XI. History: The father cleared the land, built the home, plowed, planted, and hunted the surrounding area for game for the table. His was a constant battle, both a conflict with wildlife as well as nature. He was responsible for all heavy outdoor chores and for assigning chores to the boys in the family. He taught them the proper use of the muzzle loading rifle or shot gun, the axe, saw, knife, and all other tools necessary. He taught hunting, trapping, and fishing skills. The father shared his knowledge of livestock care, herding cattle, riding, and plowing. These skills were necessary in order to help when extra hands were needed around the homestead.
- XII. Procedures: Discuss the history of passing skills down between farther and child as explained above. Then hand out construction paper to the students in your class and have them either construct or draw an image based on a skill or piece of information that their father (or possibly mother) passed down to them (e.g. how to ride a bike, how to catch a fish, how to wash the dog). Post the drawings/constructions around the room and see the variety of skills and information learned. Discuss the open-ended questions.
- XIII. Assessment: The students should be graded based on based on the completion of their construction and how they used the information they learned from the history of the daily life (father).
- XIV. Open-Ended Questions:
- What skills have your father and mother taught you?
  - What skills were children taught by their father in 1898?
  - How are these skills similar and/or different?

#### Activity 3: Worksheet: Children and Chores

- XV. Material:
- Worksheet: Children and Chores
  - Writing utensil
- XVI. History: When children became old enough to do so, they went to school. When not is school, they were busy with their chores around the home. Since there was always much to be done, the family would get up before daylight and go to bed after dark. Families would try to finish chores before dark since they did not have electric lighting and would be forced to rely on candles or lamps when dark. These candles would be made by the children by dipping the wick into wax or paraffin. The children were also in charge of making butter for the family to eat. This was done by milking cows, turning the milk into cream, and using this cream to churn the butter in a butter churn. Usually the boys in the family were in charge of the livestock (or animals) on the farm;



they would feed and tend to the animals daily. While the girls in the house would sew, do the laundry, and beat rugs. The family would have a small vegetable garden with green beans, cow peas, tomatoes, Irish potatoes, sweet potatoes, collard and mustard greens, beets, watermelons, herbs, and sugar cane, which the children and mother would tend. This was done by using a hoe, a garden implement with a long handle and a thick, flat blade that is used to break up and move soil. When rope was needed the children would use a rope winder to twist twine into rope. A final chore of the children was to sweep the yard. This kept the debris away so that dangerous animals could be spotted, the tracks of hunting prey would be seen, and during the dry season created a barrier for fire. As you can see children had many chores to complete daily, along with school tasks, social gatherings, and games, a child's life was full of activity.

- XVII. Procedures: Discuss the history of children and their chores which is written above (the vocabulary words for this lesson plan are underlined throughout the paragraph). Then hand out the worksheet Children and Chores to the class. Have the children complete the worksheet. Then answer the open-ended question collectively.
- XVIII. Assessment: The students can be graded based on completion of the worksheet.
- XIX. Open-Ended Questions:
- What chores do you do around your house?
  - What chores did children do at your age living in Florida in 1898?
  - How do you think life was different in 1898?