



Pre-Trip Lesson Plan Home Life

- I. Grade Level: grades 4-5
- II. Objectives:
 - a. To understand the daily life of a child their age living in Florida in 1898.
 - b. To discuss the differences between life in 1898 and life today in Florida.
 - c. To learn the geographic, economic, and social circumstances of Florida in 1898.
 - d. To examine domestic art in 1898.
- III. Standards:
 - a. Sunshine State Standards (2006):
 - i. Social Science: Time, Continuity, and Change: Standard 4: Understand the geographic, economic, political, and cultural factors that characterized early exploration of the Americas.
 - ii. Social Science: People, Places, and Environments: Standard 1: Understand how the physical environment supports and constrains human activities.
 - iii. Visual Arts: Skills and Techniques: Standard 1: uses and organizes two-dimensional and three-dimensional media, techniques, tools, and processes to produce works of art that are derived from personal experience, observation, or imagination.
 - iv. Visual Arts: Cultural and Historical Connections; Standard 1: understands how artists have used visual languages and symbol systems through time and across cultures.
- 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. Churn: a device in which cream is beaten vigorously to make butter; can be made of wood or pottery.
 - d. Crib: a building used for the storage and drying of corn
 - e. Livestock: the collective term for the animals found on a farm, i.e. horses, mules, cattle, pigs, chickens, etc.
 - f. Lye: a caustic salt that can be used to make soap. Lye is procured by dripping water through hardwood ashes.
 - g. Paraffin: a waxy white or colorless substance that comes from petroleum and used to make candles.
 - h. Rope Winder: a hand cranked machine used to twist several pieces of twine into rope.
 - i. Tallow: hard fat rendered from cattle, sheep and in the South especially from pigs; used in making soap and candles.
 - j. Hoe: a garden implement with a long handle and a thin, flat blade that is used to break up and move soil.
 - k. General Store: a local store where staples (such as salt and sugar) are bought and sold.
- V. History: Please review the Rural Florida Family Life (1870-1912) packet attached with file: sections The Family and Family Living.

Activity 1: Worksheet: Daily life in Florida (1898)
- VI. Materials:
 - a. Worksheet: Daily life in Florida (1898)
 - b. Writing Utensil



- VII. Procedures: Have the students read the instructions and complete the worksheet Daily life in Florida 1898. Then discuss the open-ended questions with the class.
- VIII. Assessment: Students can be graded based on completion of the worksheet and accuracy in completion of the vocabulary section.
- IX. Open-Ended Questions:
 - a. What chores do you do around your house?
 - b. What chores did children do at your age living in Florida in 1898?
 - c. How do you think life was different in 1898?

Activity 2: Daily Life and Climate

- X. Materials:
 - a. Worksheet: Daily Life and Climate
 - b. Writing Utensil
- XI. Procedures: Have your students pick partners, read the excerpt about the history of Florida and climate during 1898, then have them think about the question: How do you think Florida's climate and geography would shape the lives of those living in Florida in 1898 (think of chores, games, activities, community, homes, and diet)? Once answered the groups can present their answers to the class. Once completed, sum up the activity with the class by reviewing Florida's history in relation to its climate and the student's creative answers.
- XII. Assessment: Students can be graded based on their use of the information provided on Florida's history and climate as well as their creativity used to answer the question.

Activity 3: Daily life and Art

- XIII. Materials
 - a. Worksheet: Daily life and Art
 - b. Writing Utensil
 - c. Crayons or colored pencils
- XIV. Procedures: Hand out the worksheet Daily Life and Art to the class. Have each student read the directions and complete the worksheet. Once completed have the students think about and answer the open-ended questions based on their knowledge of Daily Life and Art of Florida in 1898.
- XV. Assessment: Students can be graded based on the completion of the worksheet and the initiative each student showed in learning about the daily life of art in Florida in 1898.
- XVI. Open-ended questions:
 - a. What prior knowledge of quilts did you have before this worksheet?
 - b. What kinds of symbols do you think can represent family and a family's heritage?
 - c. How does the creation of quilts and furniture in 1898 come from personal experience?
 - d. How is furniture created today?
 - e. How has the creation of furniture changed since 1898?