



Post-Trip Lesson Plan Social Life

- I. Grade level: grades 6-8
- II. Objectives:
 - a. To understand human interaction and social requirements in 1898.
 - b. To examine Florida history in relation to social activities.
 - c. To discuss how economy and money affects various circumstances of life.
 - d. To learn the method of clay modeling in 1898.
- III. Standards:
 - a. Sunshine State Standards (2006):
 - 1) Social Studies: Time, Continuity, and Change: Standard 3: Understands ways in which cultural characteristics have been transmitted from one society to another.
 - 2) Visual Arts: Cultural and Historical Connection: Standard 1: The student understands the visual arts in relation to history and culture.
- IV. Vocabulary:
 - a. Church: a building, often with a steeple, used for religious ceremonies.
 - b. Circuit Riding Preacher: a preacher that preached for several regions. He would often be in town for once a month, in between his visits a local farmer would take over his duties.
 - c. Congregation: a gathering of people who have assembled for religious purposes.
 - d. Sermon: a speech discussing a moral issue, often using religious scriptures or text, and was the highlight of the church service.
 - e. Hymn: a song of praise or glory usually song to God or a Deity.
 - f. House Raising: social gatherings held in order to construct a house for a neighbor. The men would construct the house while the women serve dinner.
 - g. Rail Splitting: a social gathering held in order to construct a fence for the neighbor's yard. A split-rail fence is a type of fence constructed out of logs, usually split lengthwise into "rails".
 - h. Hog Killing: A social gathering for men. The men go hunting to kill a wild boar.
 - i. Land Clearing: A social gathering that cleared the land surrounding a neighbor's home in order to protect the home from fire, so the family can see dangerous animals, and so the family can spot local hunting game in the sand surrounding the house.
 - j. Surprise Party: This was a gathering of neighbors, unexpectedly, for enjoyment and socializing. One family would have their neighbors over for a "Surprise Party" but would secretly tell them a couple of days in advance so they could get ready.
 - k. Quilting bee: A social gathering for women. Several ladies would gather in another's home to make a quilt for the lady hosting the gathering.
- V. Games and Activities:
 - a. Candy Pulls: gatherings of family to make candy like taffy and other candy of the time.



- b. Horse Shoes: Game usually older men play, tossing a horse shoe onto a peg.
- c. Shooting Competitions: Older men play this to show their skill at shooting.
- d. Story- telling: mothers would often participate in story telling, usually during a quilting bee.
- e. London Bridge: a song that children sing, during the song when the bridge falls down you trap another child in your arms.
- f. House: a game that girls would play mimicking household chores that they will participate in when they are older.
- g. Farmer in the Dell: A song children sing and play together.
- h. Dolls: Young girls play this game with dolls they often have made of corn husks or cut from a magazine.
- i. Poor Kitty: children stand in a circle with one child blindfolded. One child is chosen to be the kitty and meows like a cat; the blindfolded child has to guess who the "kitty" is.
- j. Marbles: young boys play this game by rolling and tossing marbles.
- k. Mumbly peg: young men and boys play this game with a knife.
- l. Town Ball: A game similar to baseball or softball that young boys play.
- m. Hide the Thimble: One child hides the thimble while the other covers their eyes. The other player then looks for the thimble with hints such as "you are getting warmer."
- n. Stick Horses: Pretending a stick is a horse that you run around on.

Activity 1: Cornhusk Doll

- VI. Materials:
 - a. Worksheet: Cornhusk Doll
 - b. String
 - c. 3 Brown paper bags (lunch size) for each child
 - d. 1 Styrofoam ball for each child
 - e. 1 pipe cleaner for each child
 - f. Crayons, pencil crayons, or markers (optional)
- VII. Procedures: Hand out the worksheet: Cornhusk Doll to the students in your class. Allow the students to read the worksheet to create their doll.
- VIII. History:
 - a. Boys and girls living in Florida in 1898 could not afford the cost of a factory made doll or even to purchase a doll. Therefore they would use materials they could find to create their own dolls. This is where the trend of creating Cornhusk dolls came from. Cornhusks were plentiful and were scrap materials that children could use to create toys.
- IX. Assessment: This activity is a craft that your students will enjoy. They can be graded based on completion.
- X. Open-Ended Questions:
 - a. What type of dolls do children play with today?
 - b. Why do you think children created these dolls in 1898?



- c. Discuss why children would use corn instead of large amounts of fabric to create dolls in 1898.

Activity 2: Social Activities: Clay Modeling

- XI. Materials:
 - a. Clay
- XII. Procedures: Hand out two clumps of clay to each student. Read the history of social life for those who lived in Florida in 1898 (below). As you are reading the history part (a) have each student model a figure of a church out of modeling clay. While reading history part (b) have each student either model a house or a man or woman out of modeling clay. (Clay modeling was a popular lesson plan that students participated in, in 1898. By learning the history of Florida's social life by means of a common lesson type, students will learn more about the time period).
- XIII. History:
 - a. Sundays were set aside as a day of rest in the days of Florida's pioneers. The families would take a break from their daily work, get dressed in their best outfits and make their way to the community church. Families often traveled by wagon or horse and buggy, sometimes they would walk if necessary. The preacher was often a local farmer who worked during the week and preached on Sundays. It was also common that the preacher would travel to multiple towns and preach to a different congregation each week. As he traveled, he received room and board from local settlers. After the services, the families would come together to socialize and enjoy a large meal together. Each family would bring a basket of food to share. They would eat together and then relax and delight in each other's company. The children would use this time to play games together. The church was also used for public meetings and social gatherings. Often the town would only have a single building for both the church and the school. Furthermore, various social events such as town meetings would be held in this single building. Local news was exchanged and business was done before and after services.
 - b. Social gatherings were very often more than mere entertainment. Neighbors were happy to help each other and gladly took advantage of any opportunity to get together and socialize. House raisings, rail splittings, hog killing, land clearing, and cane grindings are examples of work activities that brought communities together to make a job go faster and also served as social gathering. The men often did the work while the women prepared a large meal for everyone's enjoyment. Children took advantage of the opportunity to enjoy games and to play together. A game often played by men was horse shoes. Shooting competitions were also enjoyed by men. Women were often good story-tellers, telling funny or scary, or "haint" tales. Women would sometimes gather for a quilting bee. Several ladies would gather in another's home to make a quilt for the lady hosting the gathering.
- XIV. Assessment: Students can be graded based on participation, and completion of their forms.
- XV. Open-Ended Questions:
 - a. What types of social activities do we participate in today?



- b. What types of social activities did families participate in, in 1898?
- c. Why do you think there are different roles for each gender in social activities in 1898?
- d. Discuss why the use of clay modeling is or is not a productive studying method.

Activity 3: Worksheet: Beetle

- XVI. Materials:
 - a. Worksheet: Beetle
 - b. Dice (5-10)
- XVII. Procedures: Separate the class into groups with 3-5 people in each group. Hand out the dice so that each group has one die and the worksheet: Beetle. Read the instructions for playing the game Beetle (found on worksheet) out loud in class. Allow the students to play the game.
- XVIII. Assessment: This activity can be graded based on participation.
- XIX. Open-Ended Questions:
 - a. What part of this game was interesting to you?
 - b. Is this game similar/different from games you play today?
 - c. Discuss the types of games you play today.
 - d. Why do you think playing a social game from 1898 can help you understand life in 1898?

Activity 4: Worksheet: Social Life Vocabulary

- XX. Materials:
 - a. Worksheet: Social Life Vocabulary
 - b. Writing Utensil
- XXI. Procedures: Hand out worksheet: Social Life Vocabulary to the class. Have each student read the instructions and complete the worksheet.
- XXII. Assessment: There are no correct answers to this worksheet; therefore, the worksheet can be graded based on completion and use of vocabulary words.



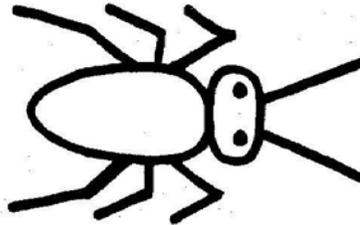
Name: _____ Date: _____

Post-Trip Lesson Plan Game: Beetle

Instructions: Read the rules of the game below then play the game with your classmates. Use the space below to draw your beetle.

Beetle (20th Century United States)

This game requires two dice, paper and pencil. Each player selects a number between one and six and writes it on the top of his piece of paper. Each player in turn then throws the dice once. If he rolls the number previously selected, he may draw a section of the beetle on his paper. If he rolls a double of his selected number, he may draw two sections. Each time he rolls his number, he takes an additional turn. (*First, draw the head, then the body, the eyes, the feelers and then the six legs one at a time*). The player to get his number 12 times will have finished his beetle and is the winner.



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Post-Trip Lesson Plan Corn Husk Dolls



Instructions: Create your own Corn Husk Doll.

Materials:

1. String
2. 3 Brown Paper bag (lunch size)
3. 1 Styrofoam ball
4. 1 pipe cleaner
5. Crayons, colored pencils, markers (optional)

Instructions:

Head: Place one paper bag on your desk. Cut the front of the bag out, the back of the bag out, and one side. Wrap these 3 large rectangles around your Styrofoam ball and tie with string around the bottom.

Arms: Place another paper bag on your desk. Cut the front of the bag out and ignore the rest of the bag until later. Wrap this large rectangle that you have just cut out around a pipe cleaner and tie with string on each end.

Next attach the head and the arms together. Center the arms under the head and attach with string (near the string you used to tie the head).

Shirt: Using the paper bag you used to cut the arms, cut another rectangle that is 2 in. wide and 5 in. long. Lay your attached arms and head on the table with the rectangle under the right arm. Pull the rectangle across the body to the left and tie with string the two ends of the rectangle together creating a puffy sleeve as seen above. Repeat for the left side.

Body: Cut the last paper bag into four rectangles following the folds in the paper bag. Place all four on your table with the short ends of the rectangle on the top of your desk and tie together with string. Attach the tied end of your rectangles to the bottom of the head by tying string around both parts.

Skirt: If you want your doll to be wearing a skirt leave as is.

Pants: If you want your doll to be wearing pants gather the ends of your rectangle body in to two separate sections. Tie each section together creating pants.

Decorating: Using your crayons, colored pencils, and markers you can decorate your doll (optional).

Sources: "Cornhusk Doll." City of Tumwater, WA. Retrieved August 13, 2008 from <http://www.ci.tumwater.wa.us/researchcornhuskdoll.htm>



Name: _____ Date: _____

Post-Trip Lesson Plan Social Activities Vocabulary

Instructions: Read the Vocabulary listed below then complete the worksheet.

Vocabulary:

- a. Church: a building, often with a steeple, used for religious ceremonies.
- b. Circuit Riding Preacher: a preacher that preached for several regions. He would often be in town for once a month, in between his visits a local farmer would take over his duties.
- c. Hymn: a song of praise or glory usually song to God or a Deity.
- d. House Raising: social gatherings held in order to construct a house for a neighbor. The men would construct the house while the women serve dinner.
- e. Rail Splitting: a social gathering held in order to construct a fence for the neighbor's yard. A split-rail fence is a type of fence constructed out of logs, usually split lengthwise into "rails".
- f. Hog Killing: A social gathering for men. The men go hunting to kill a wild boar.
- g. Land Clearing: A social gathering that cleared the land surrounding a neighbor's home in order to protect the home from fire, so the family can see dangerous animals, and so the family can spot local hunting game in the sand surrounding the house.
- h. Surprise Party: This was a gathering of neighbors, unexpectedly, for enjoyment and socializing. One family would have their neighbors over for a "Surprise Party" but would secretly tell them a couple of days in advance so they could get ready.
- i. Quilting Bee: A social gathering for women. Several ladies would gather in another's home to make a quilt for the lady hosting the gathering.
- j. Candy Pulls: gatherings of family to make candy like taffy and other candy of the time.
- k. Horse Shoes: Game usually older men play, tossing a horse shoe onto a peg.
- l. Shooting Competitions: Older men play this to show their skill at shooting.
- m. Story-telling: mothers would often participate in story telling, usually during a quilting bee.
- n. London Bridge: a song that children sing, during the song when the bridge falls down you trap another child in your arms.
- o. House: a game that girls would play mimicking household chores that they will participate in when they are older.
- p. Farmer in the Dell: A song children sing and play together.
- q. Poor Kitty: children stand in a circle with one child blindfolded. One kid is chosen to be the kitty and meows like a cat; the blindfolded child has to guess who the "kitty" is.
- r. Marbles: young boys play this game by rolling and tossing marbles.
- s. Mumbly peg: young men and boys play this game with a knife.
- t. Town Ball: A game similar to baseball or softball that young boys play.
- u. Hide the Thimble: One child hides the thimble while the other covers their eyes. The other player then looks for the thimble with hints such as "you are getting warmer."
- v. Stick Horses: Pretending a stick is a horse that you run around on.



Name: _____ Date: _____

Questions: Complete the questions using the vocabulary words.

1) If you were going create your own social event in 1898 what type of social event would you create:

2) Who would you invite to you social event:

3) Where would this social event take place (either at a house, school, or church)?

4) What type of food would you have at this event?

5) In what activities would the men participate?

6) In what activities would the women participate?

7) In what activities would the children participate?



Name: _____ Date: _____

8) Name an activity that is not apart of the vocabulary list that you participated in at Cracker Country, would this activity be apart of your event? Explain.

9) Name a vocabulary word that you are familiar with and create your own definition for this word. _____

10) Name a vocabulary word that you are not familiar with and create a definition based on the vocabulary word alone. _____

