



Post-Trip Lesson Plan Social Life

- I. Grade level: grades 3-5
- II. Objectives:
 - a. To understand human interaction and social requirements in 1898.
 - b. To examine Florida history in relation to social activities.
 - c. To learn about the architecture that housed various social activities.
- III. Standards:
 - a. Sunshine State Standards(2006):
 - 1) Social Studies: Time, Continuity, and Change: Standard 2: Understands various aspects of family life, structures, and roles in different cultures and in many eras.
- 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.

Activity 1: Worksheet: The Church

- V. Materials:
 - a. Worksheet: The Church
 - b. Construction paper
 - c. Crayons, colored pencils, markers
 - d. Glue and/or tape
 - e. Scissors
 - f. One per student: empty cardboard juice or milk carton, or a Chinese food box.
- VI. Procedures: Read the history of the social life to the students in your class. Then hand out the worksheet: The Church. The students are to read the historical information provided on the worksheet then create their own



church and social event. Students can construct the church by using the cardboard container as their base and attaching sheets of construction paper to create a wood board pattern, and then further decorations may be added. On the bottom of the worksheet is a section where the students can create their own social activity. They can do this using the information from the history you read them and also by looking at the worksheet: Social Games.

VII. 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.
- b. 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.
- c. The services would often last several hours. Singing was a very important aspect of worship. The congregation would sing the hymns without any musical accompaniment and often from memory if there were no hymnals available. Some larger churches, or churches with wealthy members, would have a pump organ for music.
- d. 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.
- e. 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.

VIII. Assessment: Their construction of the church can be graded based on accuracy, creativity, and effort. And the student's social event can be grade based on completion and historical accuracy.

IX. Open-Ended Questions:

- a. What are the purposes of churches (the building) today?
- b. What functions did the church have in 1898?
- c. Describe the types of social events we have today.
- d. Explain the types of games you play at these social events.
- e. How do you think these games and events may be different from those in 1898?

Activity 2: Social Games

X. Materials:

- a. Worksheet Social Games
- b. Worksheet Beetle
- c. Crayons
- d. Dice (5-10)
- e. Writing utensil

XI. Procedures:

- a. Hand out the worksheet: Social Games to students. Students should read the instructions and history on the first page of the worksheet. Then have the students use colors to complete the first section of the worksheet. Once complete create a list with the students in class, one for girl games, one for boy games, and one for girls and boys. Discuss the history of the uncommon games (Provided below) and the Open-Ended Questions.



- b. Beetle: 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.

XII. History:

<p><u>Candy Pulls</u>: gatherings of family to make candy like taffy and other candy of the time.</p> <p><u>Horse Shoes</u>: Game usually older men play, tossing a horse shoe onto a peg.</p> <p><u>Shooting Competitions</u>: Older men play this to show their skill at shooting.</p> <p><u>Story- telling</u>: mothers would often participate in story telling, usually during a quilting bee.</p> <p><u>London Bridge</u>: a song that children sing, during the song when the bridge falls down you trap another child in your arms.</p> <p><u>House</u>: a game that girls would play mimicking household chores that they will participate in when they are older.</p> <p><u>Farmer in the Dell</u>: A song children sing and play together.</p> <p><u>Dolls</u>: Young girls play this game with dolls they often have made of corn husks or cut from a magazine.</p>	<p><u>Poor Kitty</u>: 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.</p> <p><u>Marbles</u>: young boys play this game by rolling and tossing marbles.</p> <p><u>Mumbly peg</u>: young men and boys play this game with a knife.</p> <p><u>Town Ball</u>: A game similar to baseball or softball that young boys play.</p> <p><u>Hide the Thimble</u>: 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."</p> <p><u>Stick Horses</u>: Pretending a stick is a horse that you run around on.</p>
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XIII. Assessment: First page of the worksheet can be graded based on completion. The dice game Beetle can be graded based on participation.

XIV. Open-Ended Questions:

- a. What types of games do you play today?
- b. Discuss how some of these games have survived over the years until today.
- c. Why do you think boys and girls did not play together?
- d. (Beetle) What part of this game was interesting to you?
- e. (Beetle) Is this game similar/different from games you play today?

Activity 3: Worksheet: Social Life Vocabulary

XV. Materials:

- a. Worksheet: Social Life Vocabulary
- b. Writing utensil

XVI. Procedures: Hand out worksheet: Social Life Vocabulary to the class. Give students time to complete the worksheet.

XVII. Assessment: Students can be graded based on completion of the worksheet and use of the definitions provided on the worksheet.

XVIII. Open-Ended Questions:

- a. What types of social events do you participate in?
- b. Families in 1898 participated in what events?
- c. Would you want to participate in the events from 1898?