



## 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

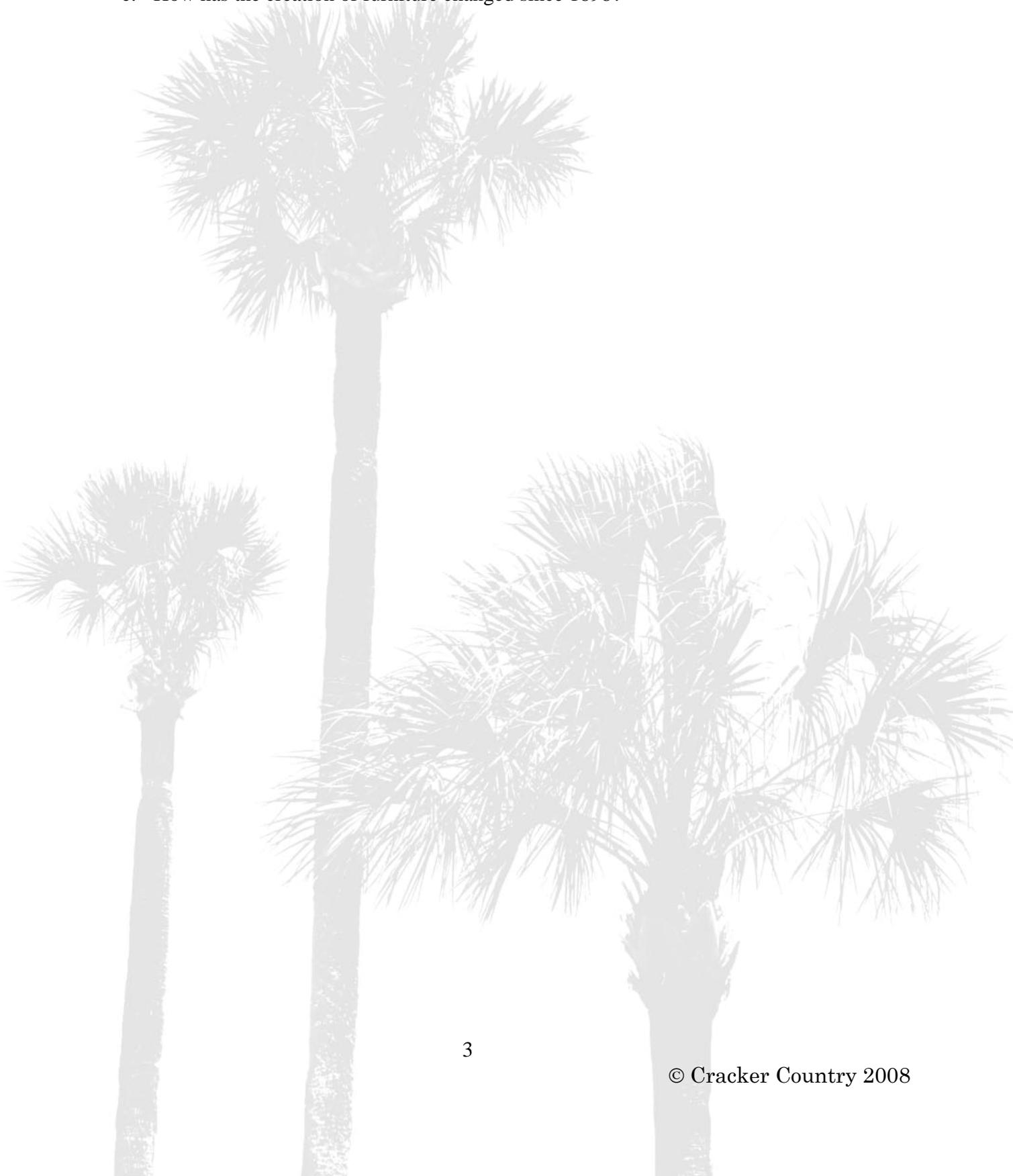
- X. Materials:
  - a. Worksheet: Daily Life and Climate
  - b. Writing Utensil
- XI. Procedures: Have your students pick partners, read the excerpt about the history of Florida and climate during 1898, then have them think about the question: How do you think Florida's climate and geography would shape 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?





Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Daily Life and Art

### Quilt:

Instructions: Read the Background Information below then think about what you read while looking at the 19<sup>th</sup> century Quilt example on the left. Create your own quilt design that you would make based on the information on quilts and your knowledge of your family and the 21<sup>st</sup> century. Then answer the following questions.

Background Information: Quilting is a form of domestic art. Quilts are produced for the needs of everyday life, such as staying warm. Early bedspreads were called “counterpanes” and were usually white in color. Around 1900, people began to embroider designs on them. Quilts can be further seen as a representation of a family’s heritage, and comfort.

19 <sup>th</sup> Century Quilt Example	Your 21 <sup>st</sup> Century Quilt
	



Name: \_\_\_\_\_ Date: \_\_\_\_\_

<p>Title: Harvest Sun Date: c1880 Location Made: Arkansas (AR) United States Layout Format: Block pattern Colors: Red, Black, Beige or Tan, Brown, Navy <a href="http://www.centerforthequilt.org/quiltindex.html">http://www.centerforthequilt.org/quiltindex.html</a></p>	<p>What type of pattern have you created(come up with a creative name): _____ _____</p> <p>What colors have you used to create your quilt: _____ _____</p>
---	--

Quilt Questions:

1. What is the purpose of a quilt?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. What symbol is displayed in the 19th century Quilt example?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. How do you think this symbol represents the time period (around 1880) and/or a family?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. How is your quilt similar and different from the 19th century Quilt?

\_\_\_\_\_  
\_\_\_\_\_



Name: \_\_\_\_\_ Date: \_\_\_\_\_

---

---

## Household Furniture

Instructions: Read the information about the craftsmanship of Furniture in 1898. Then design a piece of furniture for your home in the space provided below using materials from Florida's nature. Once completed answer the following questions.

In 1898 some furniture might have been purchased if the family lived near a town. However, the men of the family usually made all of the furniture. Homemade beds were constructed from peeled logs or boards. Wooden boards, or slats, were used to support the bed's mattress. Mattresses were sewn together by the women using materials called ticking. The mattresses were then stuffed with either chicken or duck feathers, pine straw, Spanish Moss, or strips of palmetto fronds. They also made quilts to help keep them warm during the winter months. Pioneer women also made their own pillows and stuffed them with feathers. Pillow cases were handmade by them as well.

Draw a design for your handmade furniture:



Name: \_\_\_\_\_ Date: \_\_\_\_\_

Furniture Questions:

5. What type of furniture is this?

---

---

---

6. What is the furniture's purpose?

---

---

---

7. Your handmade furniture is made out of what type of material(s)?

---

---

---

---





Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Post-trip Lesson Plan Worksheet: Daily life in Florida (1898)

### Daily Chores

Instructions: In the first column write daily chores you complete in your family home. Then read the chores of a typical child living in Florida in 1898 in the second and third columns and answer the following questions.

Your Daily Chores:	Daily Chores of girls in 1898:	Daily Chores of boys in 1898:
	Make Butter	Make Butter
	Sew	Care for Farm Animals (or livestock)
	Laundry	Milk the Cow
	Cooking: cooking dinner, making jams and pies, canning vegetables	Hunting/Trapping/Fishing (if the family lived near the coast the boys would go Mullet fishing)
	Cleaning	Plow the Field
	Candle Dipping	Make Rope
	Sweeping the Yard	Sweeping the Yard
	Sweeping the Floor	Herding Cattle
	Ironing	Riding Horses
	Rug Cleaning	Clearing the Land around the House

1) What chores are the same between you and the children in 1898?

---

---

---



Name: \_\_\_\_\_ Date: \_\_\_\_\_

2) On your trip to Cracker Country which chore was your favorite chore to do (butter making, candle dipping, laundry, ect.)?

---

---

---

### Vocabulary:

Instructions: Study the vocabulary words listed below then fill in the blanks in the following paragraph with the vocabulary words.

- 1) Candle: a wax or tallow cylinder with an embedded wick that is burned for illumination.
- 2) Wick: a fiber core in the center of a candle; this is the part of the candle that is burned for illumination.
- 3) Churn: a device in which cream is beaten vigorously to make butter; can be made of wood or pottery.
- 4) Crib: a building used for the storage and drying of corn
- 5) Livestock: the collective term for the animals found on a farm, i.e. horses, mules, cattle, pigs, chickens, etc.
- 6) Lye: a caustic salt that can be used to make soap. Lye is procured by dripping water through hardwood ashes.
- 7) Paraffin: a waxy white or colorless substance that comes from petroleum and used to make candles.
- 8) Rope Winder: a hand cranked machine used to twist several pieces of twine into rope.
- 9) Tallow: hard fat rendered from cattle, sheep and in the South especially from pigs; used in making soap and candles.
- 10) Hoe: a garden implement with a long handle and a thin, flat blade that is used to break up and move soil.
- 11) General Store: a local store where staples (such as salt and sugar) are bought and sold.

I work on a Farm in Wauchula Florida. Every morning one of my daily chores is to milk the cows. After I milk the cows I use a \_\_\_\_\_ (Tallow, Churn) to make butter to feed the family. When we have made excess butter my mother takes the butter to the \_\_\_\_\_ (General Store, Crib) to



Name: \_\_\_\_\_ Date: \_\_\_\_\_

trade our butter for other stables. I am also in charge of making \_\_\_\_\_ (Candles, Churn) so that the family is able to see when it is dark outside. I begin to make candles by taking the \_\_\_\_\_ (Rope Winder, Wick) and dipping it into \_\_\_\_\_ (Lye, Paraffin) or \_\_\_\_\_ (Tallow, Livestock). My older brother is in charge of the animals or \_\_\_\_\_ (Livestock, Hoe). He says his favorite animal is the horse because he likes to ride on the horses back. He also helps my father plow the yard in the spring so they are able to plant vegetables like corn. The tool they use for plowing is called a \_\_\_\_\_ (Crib, Hoe). My sister does the daily cleaning of the house. She begins by making \_\_\_\_\_ (Lye, Paraffin) so she can clean the dishes, clothing, and floors. I am currently learning how to make rope from my father; he says that once I learn about safety that I can use the \_\_\_\_\_ (Rope Winder, General Store) to twine rope.