



Post-Trip Lesson Plan Social Life

I. Grade level: grades K-2

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 can shape social life, toys, and activities.

Standards:

- d. Sunshine State Standards(2006):
 - 1) Social Studies: Time, Continuity, and Change: Standard 1: Compares everyday life in different places and times and understands that people, places, and things change over time.
 - 2) Social Studies: Time, Continuity, and Change: Standard 5: Understands changes in community life over time.
 - 3) Social Studies: Economics: Standard1: Understands how scarcity affects the choices people make in everyday situations.

III. 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.

IV. 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.

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: Social Life Vocabulary

- VI. Materials:
 - a. 5 Large sheets of paper
 - b. Crayons, pencil crayons, or markers
- VII. Procedures: Choose 5 words from the vocabulary list to teach the class. Then write each word on a separate large sheet of paper. Read the definition provided for the vocabulary word one and then give 5 students a chance to draw on the large sheet of paper (1) what they think of when hearing the word and its definition. Repeat for the next 4 vocabulary words.
- VIII. Assessment: This is a collaborative project within the classroom and can be graded based on assessing your student's use of the words definition and participation.
- IX. Open-Ended Questions:
 - a. What do you know about these vocabulary words?
 - b. Do these words and activities still occur today?
 - c. What types of words are these? (nouns)

Activity 2: Paper Dolls

- X. Materials:
 - a. Construction Paper
 - b. Crayons, markers, colored pencils
- XI. Procedures: Cut out a doll template for each student in your class (the typical gingerbread cookie figure will work). Allow each student to decorate the figures and use construction paper to create clothing for the dolls. Then explain the history of paper dolls (provided below) and the Open-Ended Questions.
- XII. History:
 - a. Boys and Girls in 1898 did not have the money to purchase a factory made doll or even to purchase a doll. They would use materials they could find to create their own dolls, such as magazine cutouts to create paper dolls and even cornhusks to create cornhusk dolls.
- XIII. Assessment: Students can be graded based on completion of the activity, as well as, use of history when discussing the Open-Ended Questions.
- XIV. Open-Ended Questions:
 - a. What types of dolls do children play with today?
 - b. What would you use to create a doll to play with?