

GROWING UP VICTORIAN PRE AND POST VISIT PACKET



Pre-K – 2nd
grade students



GROWING UP VICTORIAN!

PRE AND POST VISIT PACKET

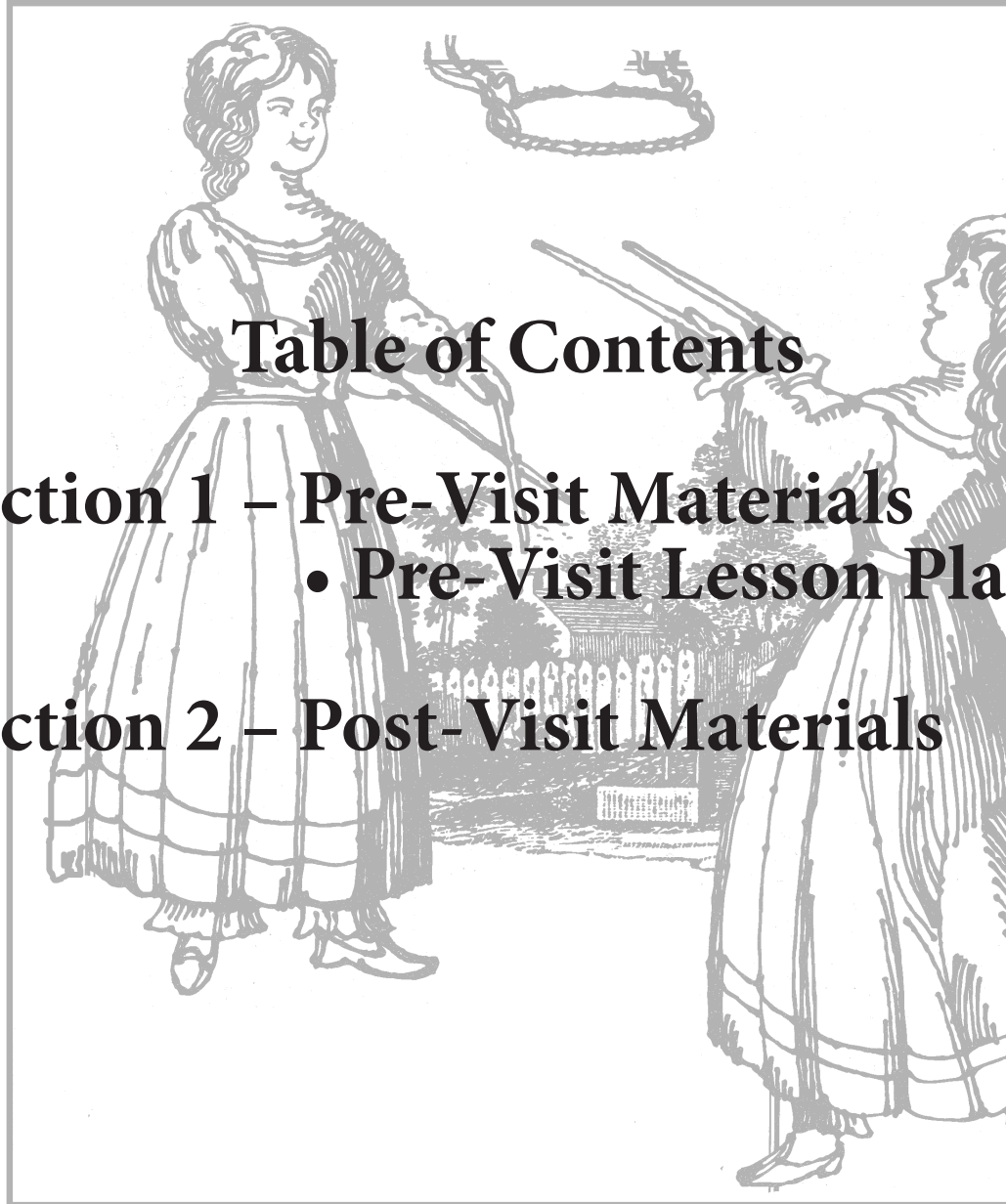


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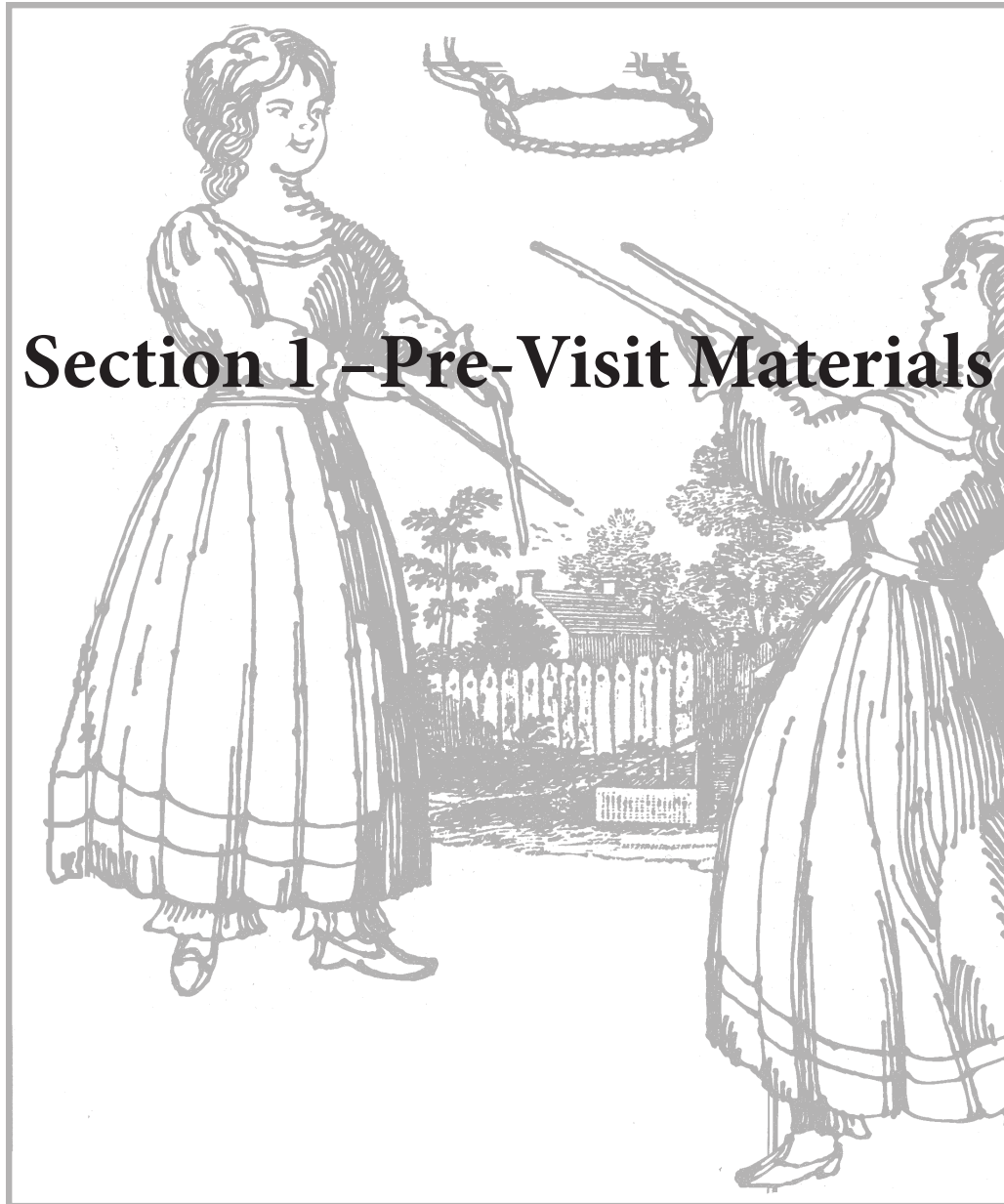
Section 2 – Post-Visit Materials

Supplemental Math and Science Programs can be found on the Mahaffie website (Mahaffie.org).

– “Lights Out”

GROWING UP VICTORIAN!

PRE-VISIT PACKET



Section 1 - Pre-Visit Materials

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PRE-VISIT LESSON PLAN

OVERVIEW

This program concentrates on what a child's routine life was like back in the 19th century. It is heavy with hands on activities and some basic interpretation. It also discusses how life for a child is different today. This lesson plan is intended to be used in conjunction with the Growing Up Mahaffie book available for check out or electronically.

OBJECTIVES

1. The student will compare how children lived in the 19th century to how children live today.
2. The student will demonstrate ability to play indoor games from the 19th century.
3. The student will match specific chores as from today or the 19th century.

ESSENTIAL QUESTIONS

1. How did children live during the 19th century compared to children today?
2. What kinds of chores did children in the 19th century have to do?
3. What did children do for fun in the 19th century?

STANDARDS

Kansas

Benchmark 2:1

The student will recognize and evaluate the rights and responsibilities of people living in societies.

Benchmark 4:1

The student will recognize and evaluate continuity and change over time and its impact on individuals, institutions, communities, states, and nations.

Common Core

CCSS.ELA--Literacy.RL.K.10 Actively engage in group reading activities with purpose and understanding.

CCSS.ELA--Literacy.SL.K.1a Follow agreed--upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

CCSS.ELA--Literacy.SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

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LESSON OVERVIEW

Lesson 1:

Growing Up Mahaffie book

Lesson 2:

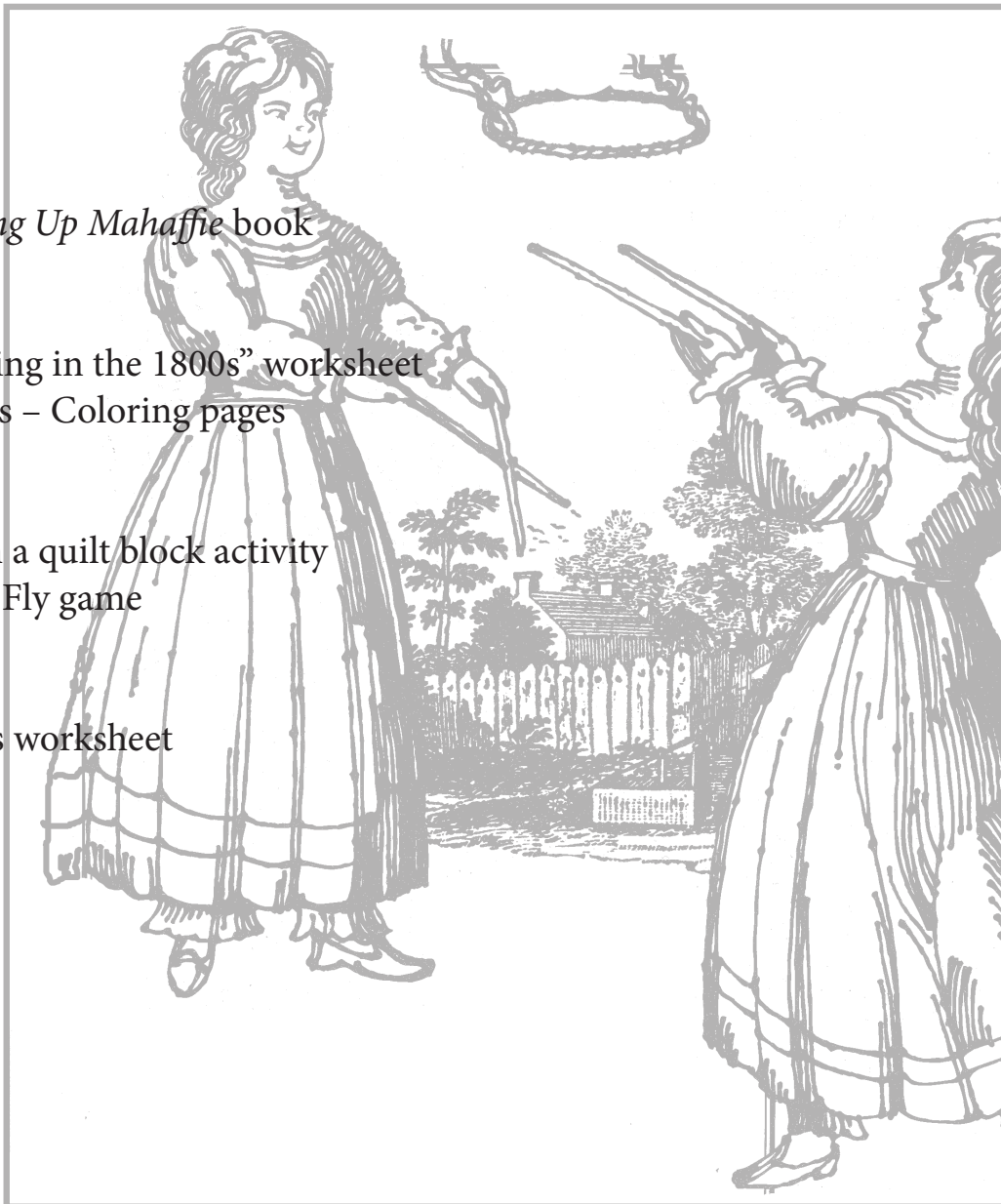
“Cooking in the 1800s” worksheet
Clothes – Coloring pages

DayLesson

Design a quilt block activity
Ducks Fly game

Lesson 4:

Chores worksheet



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LESSON 1 INSTRUCTIONS

The first day's activity is on storytelling. To give students a better overall idea of what it means to grow up Victorian, please read the book *Growing Up Mahaffie* to your class. Throughout the book are questions to help get your class involved in the material. The activity, including reading time and question and answers, takes about 30 minutes to complete. *Growing up Mahaffie* is available for check-out from Mahaffie Stagecoach Stop and Farm or in digital format on the Mahaffie website.



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LESSON 2 INSTRUCTIONS

The first activity helps the students learn about the types of food kids ate in the 1800s. The worksheet asks students to decide what kinds of foods the Mahaffie children ate and compare it to the types of food children eat today. Students should raise their hands to answer the questions at the beginning of the worksheet. Read the beginning of the worksheet out loud to the class and give students time to respond to the questions. The “Cooking in the 1800s” worksheet should take about 30 minutes to complete. The second part of the worksheet is designed to be an individual worksheet. Once students are finished, the class should review their answers as a whole. For younger students who are still learning reading and writing skills, the second part of the worksheet can be completed orally as a class.

Possible meals include: eggs, milk, oatmeal, bread, buttered toast, fried chicken, steak, ham, bacon, baked potato, corn bread, chili, stew, sugar cookies, etc. Students can get creative with the meals they come up with, but the meals should not be current foods like hamburgers, French fries, cereal, pizza, burritos, etc.

After your class has completed the “Cooking in the 1800s” worksheet, students will learn more about how pioneer kids dressed. Start off the activity by asking kids what some of the things are that they wear. This could include actual clothing items, hair accessories, and shoes. After your class has finished discussing what they wear today, pass out the Pioneer kids coloring pages. Each coloring page has a description of how kids used to dress. Once kids have finished coloring, have them compare the differences between how kids used to dress and how they dress now.

GROWING UP VICTORIAN

COOKING IN THE 19TH CENTURY

Think of what some of your favorite foods are. Do your parents make them all for you at home or do you sometimes eat out? What are some of your favorite restaurants to eat out at? The Mahaffie children didn't get to eat out at restaurants. There was no Italian, Mexican, or Chinese food. That meant no pizza, macaroni and cheese, tacos, or egg rolls. There definitely weren't any McDonald's, Taco Bells, or Pizza Huts. All of their meals were cooked at home using food they grew on their farm. Below is a list of foods that the Mahaffies grew or raised on their farm. Use your imagination to think of some meals that Mrs. Mahaffie could make out of the following items. Write them down on the back of this worksheet.



Chickens



Hogs



Cows



Corn



Wheat (flour)



Oats



Potatoes



Butter

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COOKING IN THE 19TH CENTURY

CHILDREN IN THE 19TH CENTURY

BONNET

A bonnet kept sun out of her eyes and kept her hair out of her face



BRAIDS

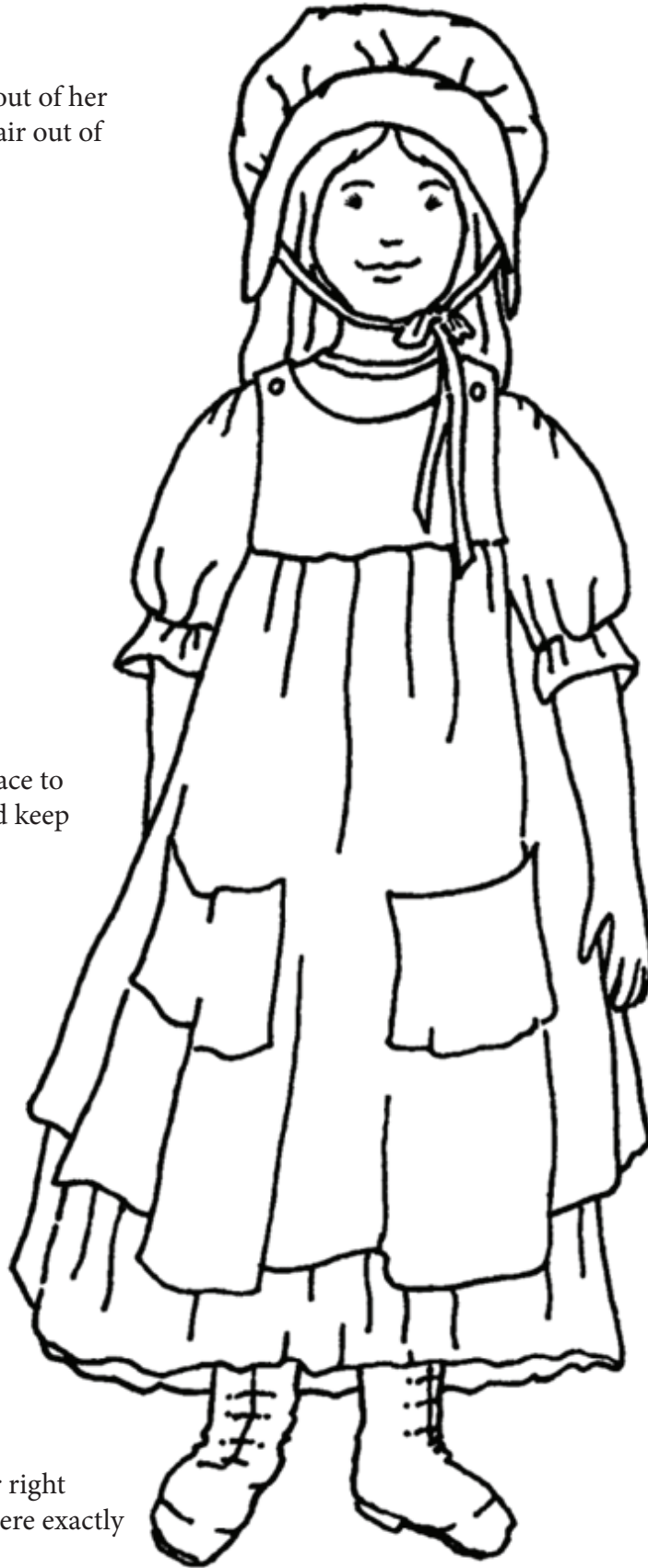
Girls kept their hair in braids so their hair didn't get tangled and it stayed out of their face while they worked.

APRON

An apron gave her a place to carry things and helped keep her dress clean.

BONNET

A bonnet kept sun out of her eyes and kept her hair out of her face



PINAFORE

An apron gave her a place to carry things and helped keep her dress clean

DRESS

A dress was worn over long pants, called pantaloons, which would keep her warm in the winter.

SHOES

There were no left or right shoes. Both shoes were exactly the same.



HAT

A hat kept sun out of his eyes while he worked outside.

BRACES

Also called suspenders, they helped keep his pants in the right place so he didn't have to keep pulling them up. Belts were not popular yet.

SHOES

There were no left or right shoes. Both shoes were exactly the same.

TROUSERS

Trousers were made out of linen and had a button instead of a zipper.

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LESSON 3 INSTRUCTIONS

Students will start the day playing the game “Ducks Fly.” This game will help students practice their animals, their listening skills, and their ability to follow directions. The teacher should explain the rules of the game to the class and give a demonstration as the leader before having the kids take over.

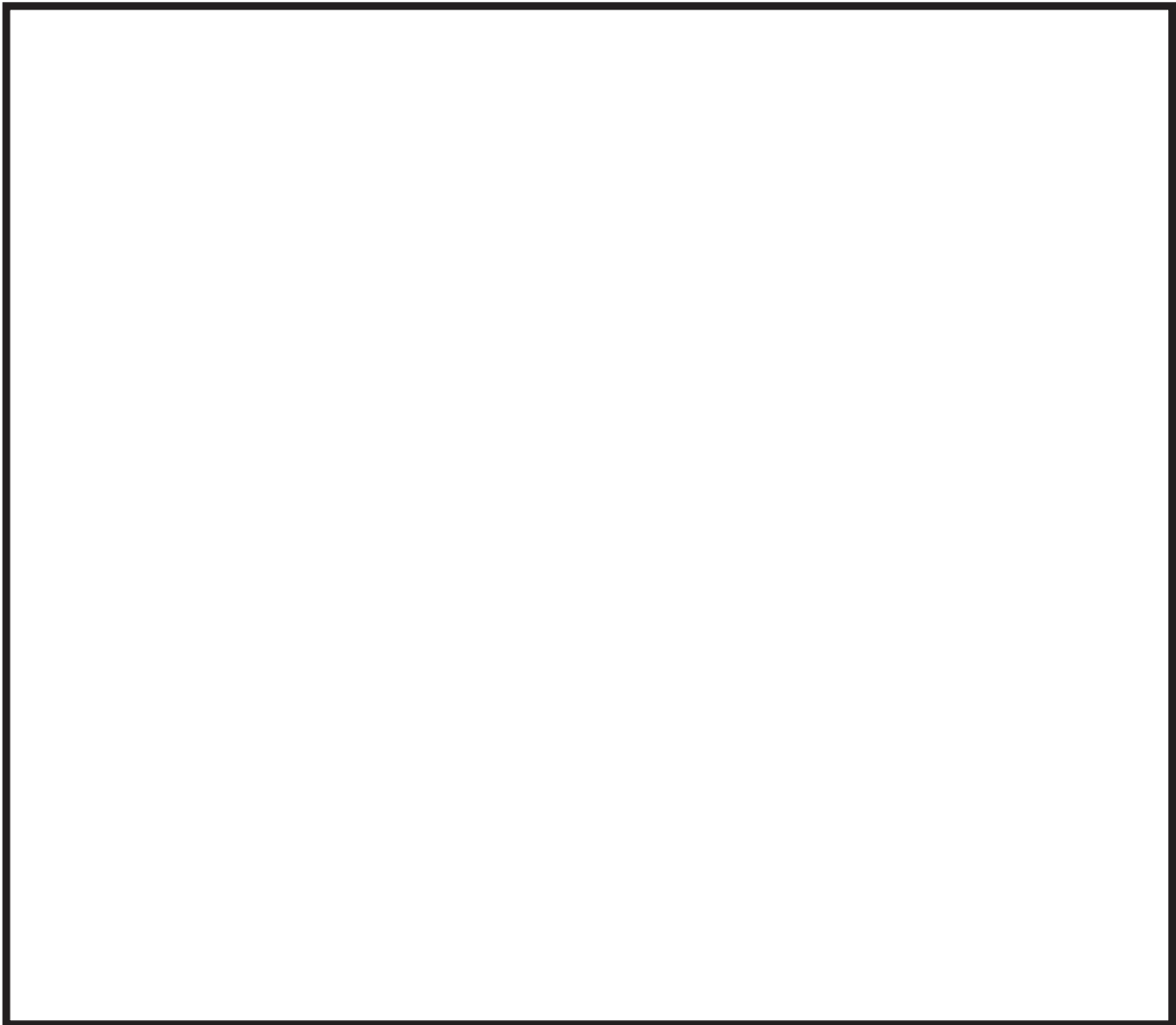
In the game “Ducks Fly”, players face the leader who tells the others what to do, by stating an animal and the sound or action the animal makes. They are to copy the leader. For example, the leader may say Ducks fly and flap his/her arms. The players also flap their arms. The leader continues with other actions like birds chirp, horses run, snakes slither, etc. But the leader also tries to trick the others by saying sheep oink or pigs baa. Each player is required to remain quiet until the leader says it correctly, or he/she will become the leader. The time length on this activity is flexible. Students can play until they’re just too tired to play any more.

After playing “Ducks Fly”, students have the opportunity to relax a little and get creative by designing their own quilt block. Print off enough copies of the Quilt Block worksheet and hand one to each student. Read the top of the worksheet out loud and have students draw whatever they would like inside the block. After students are done drawing, they can cut out their block to be taped to all of the other blocks to make one large quilt. The “quilt” can be hung in the class so all of the students can see what they created.

QUILT BLOCKS

Today, you can go to a store to buy a blanket with your favorite action hero or Disney princess on it. In the 19th century, people had to make their own blankets. One type of blanket was a quilt. People would sew different patterns onto a square of fabric, called a block, and then sew those squares together to make a large quilt. Not only did these quilts keep people warm, but their colorful patterns also helped decorate a room.

Below is a blank quilt block. Use your imagination to draw your own patterns. You can draw a picture of your family pet, your favorite cartoon character, or anything else you love. Once you are done drawing, cut out the square as carefully as possible so you and your teacher can tape them all together to make your class quilt.



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LESSON 4 INSTRUCTIONS

To make sure students are ready to go on the tour at Mahaffie, students will complete a matching worksheet on farm chores. On the left hand side of the worksheet is a list of common chores the Mahaffie children had to complete. On the right side of the worksheet are images of the chores. Students should draw a line connecting the chore listed with its corresponding image.

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ASSESSMENT

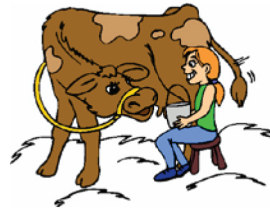
Laundry



Getting Milk



Getting Water



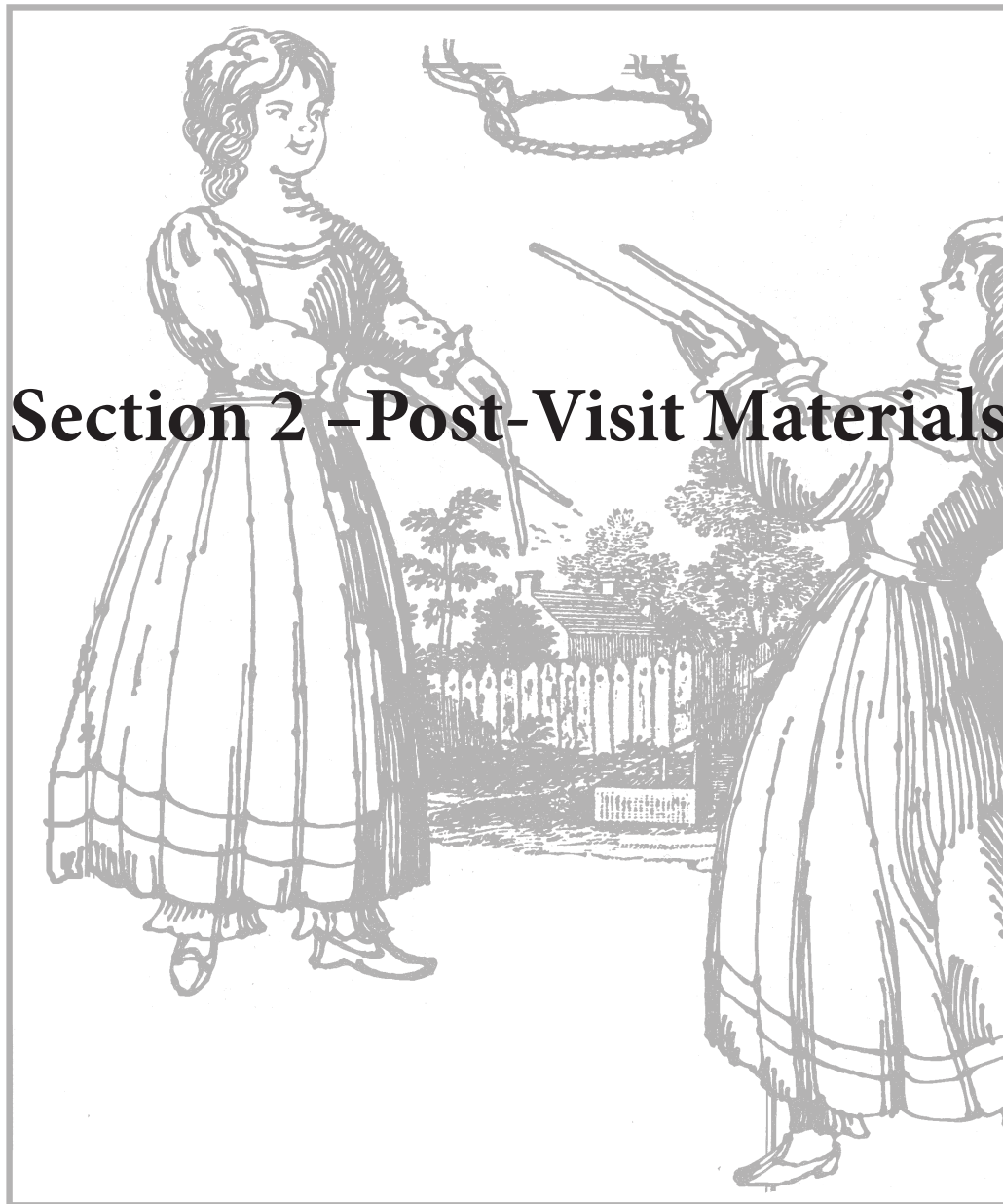
Making Butter



Getting Eggs



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Section 2 - Post-Visit Materials

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POST -VISIT ASSESSMENT

The post-visit assessment is designed to ensure students have learned new information from both the pre-visit lesson plan and the tour at Mahaffie Stagecoach Stop and Farm. The assessment will test students' ability to summarize and express what they learned by drawing a picture of themselves on the Mahaffie farm in the mid 1800s.

Tell students that they are to imagine themselves living on the Mahaffie farm. Tell them to draw a picture of themselves wearing 19th century clothing and doing specific chores, playing games, or just being around friends and family. This is an individual activity, but students should be encouraged to show their classmates what they drew and why they drew it.

Students can take their artwork home or display it in the classroom.

