

TEACHER'S

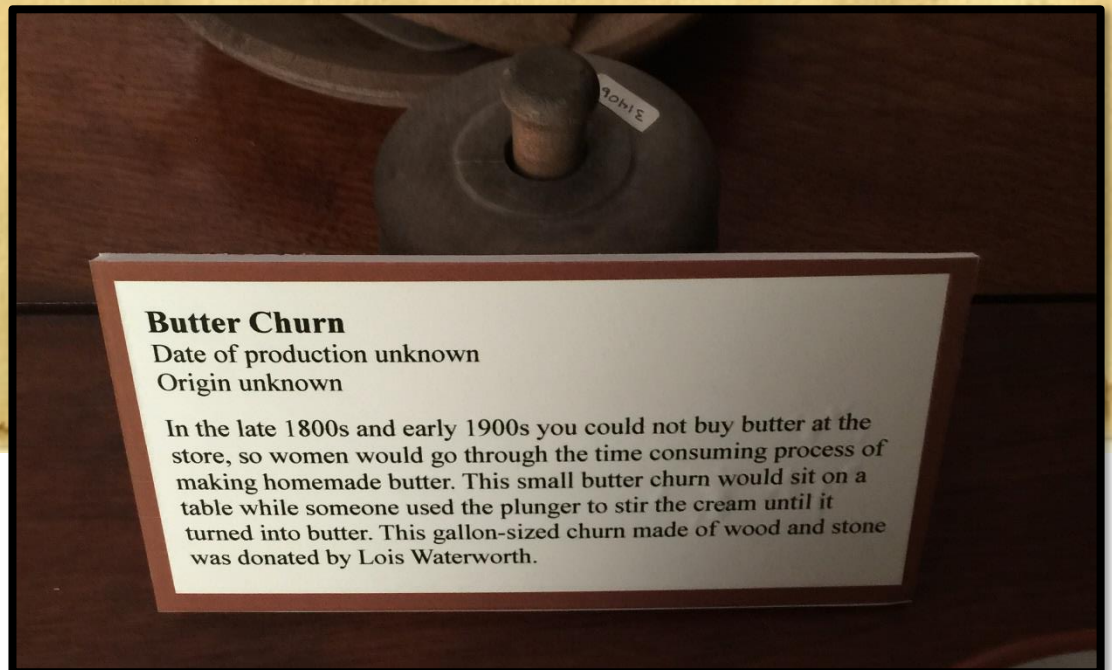
FOR GRADES

Lesson Plan

3 – 5

The Life and Times of the

The Late 1800s



An interactive lesson
plan for a visit to:

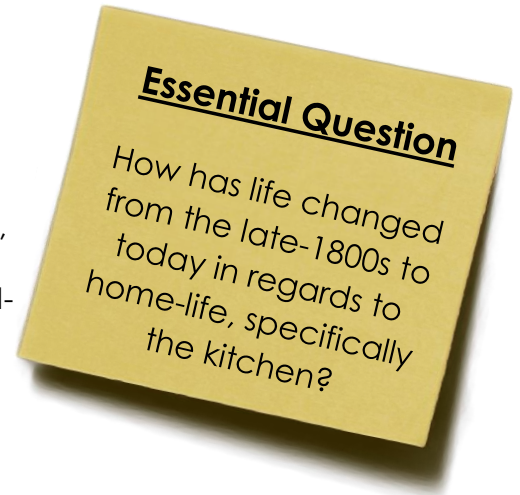
**The Nodaway County
Historical Society and
Museum**

Lesson 1

Backyard Grocery Store

INTRODUCTION

In the late-1800s, it was much harder for families to gather groceries to make a meal. You couldn't just get in your car and drive to the grocery store. Instead, families relied heavily on self-sufficiency: raising their own chickens, collecting their own eggs, grinding their own wheat, and even making their own butter. Today, students will explore how it was to gather food in the mid-1800s, and then compare the similarities and differences to gathering food today.



MISSOURI LEARNING STANDARD

SS 5 1.6 Describe how people are affected by, depend on, adapt to, and change their environments.

OBJECTIVES

- I can describe how people gathered food in the late-1800s.
- I can compare and contrast gathering food from the late-1800s to gathering food today.
- I can make butter similar to how people made butter in the late-1800s.

BACKGROUND INFORMATION

Back in the 1800s, most people did not have access to a grocery store to buy food that was already prepared or preserved. People could not store a lot of food, especially food that needed to be refrigerated. Most food was either fresh (milk), canned (vegetables), or salted (meat). Most people grew their own food. They planted gardens and raised farm animals. They made their own spices and seasoning by grinding them with a mortar and pestle. Butter and cream was made from milk that came from their own cow. Eggs were gathered from the chicken coop. Many people cooked on very small cooking stoves or over a fire.

All family members had to help out on the farm. The men and boys spent a lot of time outside to tend to the crops, care for the larger livestock, and hunt. Women and girls tended to the kitchen and cared for the smaller livestock. Children would help feed the animals, gather eggs, picking vegetables from the garden, carry water to the house from the well, milked cows, and churned butter.

BEFORE THE VISIT...

Begin by having students view the video "Butter Making" on YouTube (<https://youtu.be/oaXjq9Qf4z8>), to show a preview on how butter was made in the late 1900s. There is no sound to the video, which creates a great opportunity to openly discuss what is happening throughout the video; have students make observations throughout the entire video.

Then watch the video "Mrytleford Butter Factory" (<https://www.youtube.com/watch?v=vdKJyPexPg8>). When the video is over, ask the students to discuss how making butter in the first video compares to making butter in the second video.

After watching the videos over making butter, view the virtual tour of the museum. Discuss with your students, and share your expectations of what they need to do while they are visiting the museum. This may include being respectful, being responsible, and being safe, but can go into more detail like not touching any of the artifacts.

Before visiting the museum go over the late-1800s kitchen & home artifacts PowerPoint with your students. Discuss what each artifact is and what it was used for in the late-1800s. This will prepare your students for the scavenger hunt during the visit.

DURING THE VISIT...

Students will be given a scavenger hunt to complete during their visit at the museum. The paper will have pictures of each artifact as they are seen today in present time. Students will be responsible for finding the artifacts in the house that correspond to each picture. For example, there is a picture of butter. Students will need to find the similar item in the house and write down the name on the card – butter churner.

AFTER THE VISIT...

I Can't Believe It's Butter! Mini-Lesson: Making Butter

Time: 45 minutes

Materials:

- One small jar with lid for each student (baby food jars work great!)
- Heavy or whipping cream
- Salt
- Fast music
- Toasted bread (optional)
- Plastic knives (optional)

Artifacts at the Museum

- Iron Cook Stove
- Presto Stove Polish
- Griswold Cast Iron Skillet
- Wagner Cast Iron Skillet
- Iron and Holder
- Vacuum
- Butter Churners
- High Chair
- Millstone
- Carpet Beater
- Washboard
- Water Pump



Procedure:

1. Explain to the children that the old fashion method of churning butter was performed in the butter churner observed in the home at the Nodaway County museum. Unfortunately, we don't have a butter churner like that, so we are using jar.
2. Pour $\frac{1}{4}$ cup of heavy cream into each jar. Add salt if desired. Close the lid securely.
3. Turn on the upbeat music to promote the children to jump around and shake the jar of cream.
4. Children should shake the jars of cream for at least 15 minutes before cream will begin to solidify.
5. When completed, use a butter knife on a piece of toast for students to enjoy their own homemade butter.

Questions to Ask:

- Reflect on how the process of making butter has changed over the years...
 - How was making homemade butter different than butter bought at the store?
 - Think about the ingredients; do you think butter is better for you now compared to how it was made back then? Why?
 - Which process do you prefer, making homemade butter or buying store bought butter? Explain.

ASSESSMENT

Using a Venn diagram, students will compare and contrast the home-life of a kitchen in the late-1800s to the home-life of a kitchen in the 21st century. You should review as a class, using the PowerPoint provided, and then ask students to complete the graphic organizer to record the similarities and differences.

REFERENCES & RESOURCES

<http://www.brighthubeducation.com/elementary-school-activities/4629-making-butter-in-the-classroom/>

<https://youtu.be/oaXjq9Qf4z8>

<https://www.youtube.com/watch?v=vdKJyPexPg8>

<http://www.morsesociety.org/cpage.php?pt=11>

<http://ncpedia.org/culture/food/cooking-in-the-1800s>

Nodaway County Historical Museum

Scavenger Hunt

1. Vacuum



2. Sink



3. Stove



4. Butter



5. Skillet



6. High Chair



7. Washer and dryer



8. Iron and Holder

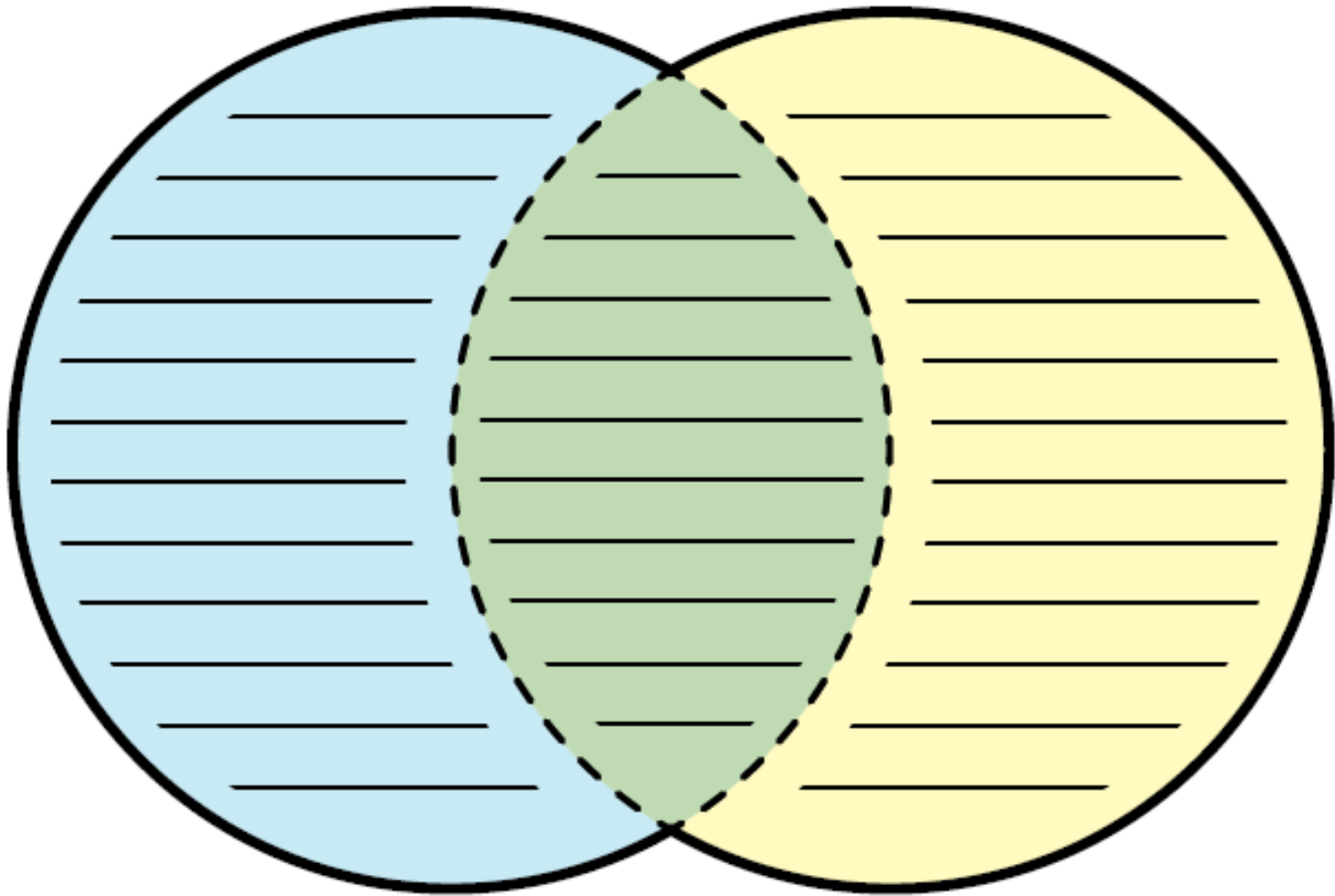


9. Stove polish



10. Bread Maker





Name _____

Date _____

Assessment:

The students will compare and contrast the artifacts found in the museum and the way people get their food to the equivalent items and ways of today. Students should provide three examples of items found in the 1800's and the equivalent items of today, three examples of ways people got their food in the 1800's and the equivalent ways today, and three examples of items or ways of getting food that was the same in the 1800's and today. Here is a sample rubric to use:

3	2	1	0
Student provides three correct examples of items found in the 1800s and the equivalent items of today.	Student provides two correct examples of items found in the 1800s and the equivalent items of today.	Student provides one correct example of items found the 1800s and the equivalent items of today.	Student did not answer OR did not provide correct information.
Student provides three correct examples of ways people got their food in the 1800s and the equivalent ways today.	Student provides two correct examples of ways people got their food in the 1800s and the equivalent ways today.	Student provides one correct example of ways people got their food in the 1800s and the equivalent ways today.	Student did not answer OR did not provide correct information.
Student provides three correct examples of items or ways of getting food that was the same in the 1800s and today.	Student provides two correct examples of ways people got their food in the 1800s and the equivalent ways today.	Student provides one correct example of ways people got their food in the 1800s and the equivalent ways today.	Student did not answer OR did not provide correct information.