

## *18<sup>th</sup> Century Children*

### **Standards Addressed:**

#### *Language Arts*

**Standard 3-2:** The student will read and comprehend a variety of informational texts in print and nonprint formats

**Indicator 3-2.2:** Compare/contrast information within and across texts to draw conclusions and make inferences.

**4-2.2** Analyze informational **texts** to draw conclusions and make **inferences**.

### **Objectives:**

1. The students will be able to compare and contrast their lives to those of 18<sup>th</sup> century children.
2. The students will be able to identify key factors of daily life in 18<sup>th</sup> century America

### **Materials:**

- Paper
- Markers
- Pencils

### **Procedures:**

1. The teacher will lead the students in an activity that will activate prior knowledge through their recall of what they know about the 18<sup>th</sup> century. Teacher will ask the

students to close their eyes and imagine that they are children living in the early colonial period in Charleston. Ask the students the following questions during this time:

- What is your everyday dress?
  - What might you have for dinner tonight?
  - How do you spend your free time?
  - How do you receive your education?
  - What are your career opportunities?
  - Do you receive an allowance?
  - What is your family like?
2. The teacher will divide the class into small groups to discuss their answers to these questions. Each group will make a list of their ideas on paper.
  3. Come back together as a whole class to discuss the hypothesized answers.
  4. The teacher will then provide a Websites for the groups to review in order to confirm or deny their original answers. Each group will work to find the answers to the questions listed above for an 18<sup>th</sup> century child.
  5. Each team will make a chart that compares and contrasts life in the 18<sup>th</sup> century with the present. Students will use this information as they begin their individual assignment.
  6. Have the children make a drawing with a written description about what they do with their families compared to something that an 18<sup>th</sup> century child may have done, using the provided graphic organizers. On one side they should draw a picture of an activity that they do in their daily lives; on the other, they should draw a picture of something colonial children may have done in the same scenario. Have each child write a descriptive paragraph on his/her page, below along with their drawing.
  7. Students will present their individual drawings/descriptions to the class.

8. After student presentations, the teacher concludes by asking the following questions: Was an 18<sup>th</sup> century child's life much different from your own? Was the family an important part of 18<sup>th</sup> century life?

**Assessment:**

1. The student will write a descriptive paragraph comparing their lives to those of 18<sup>th</sup> century children (Rubric is attached).
2. The student will include an illustration of the comparison of 18th century to themselves (Criteria included in attached rubric).

<b>Criteria</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
Written Description Content	Written description includes 3 characteristics that accurately compare the 18 <sup>th</sup> century and present day life as a child	Written description includes 2 characteristics that accurately compare the 18 <sup>th</sup> century and present day life as a child	Written description includes 1 characteristics that accurately compare the 18 <sup>th</sup> century and present day life as a child	Written description includes 0 characteristics that accurately compare the 18 <sup>th</sup> century and present day life as a child
Grammar and Spelling	Written description contains 0-2 grammatical/spelling errors	Written description contains 3-4 grammatical/spelling errors	Written description contains 5-6 grammatical/spelling errors	Written description contains more than 6 grammatical/spelling errors
Illustration	Student illustration accurately represents written description	Student illustration somewhat represents written description	Student illustration poorly represents written description	Student illustration does not represent written description

**Extension Activities:**

1. Creative Arts Activity- Make a class book that the whole will treasure all year. Bind the pages of their drawings and descriptions. This will make a great addition to the library section of the classroom.

2. Language Arts Activity- Visit <http://www.history.org/> to read more information about the 18<sup>th</sup> century in North America.

### **Websites:**

#### **Clothing**

<http://www.history.org/history/clothing/children/cglossary.cfm>

<http://www.dcbooces.org/sufsd/nassau/hhv2/clothing.html>

[http://www.southampton.k12.ny.us/ColonialSourcebook/colonial\\_sourcebook.htm#children](http://www.southampton.k12.ny.us/ColonialSourcebook/colonial_sourcebook.htm#children)

<http://www.nga.gov/collection/gallery/iadcost/iadcost-main1.html>

#### **Community**

<http://www.dcbooces.org/sufsd/nassau/hhv2/village.html>

<http://www.socialstudiesforkids.com/articles/ushistory/13coloniespark.htm>

#### **Education**

<http://www.socialstudiesforkids.com/articles/ushistory/13colonieschool.htm>

<http://www.stratfordhall.org/ed-boysgirls.html>

[http://www.education-world.com/a\\_lesson/TM/EducationInTheColonies.shtml](http://www.education-world.com/a_lesson/TM/EducationInTheColonies.shtml)

<http://www.dcbooces.org/sufsd/nassau/hhv2/school.html>

#### **Food**

<http://www.socialstudiesforkids.com/articles/ushistory/13coloniesfood.htm>

<http://falcon.jmu.edu/~ramseyil/colonial.htm#J>

<http://www.apva.org/exhibit/eats.html>

### **Transportation**

<http://www.ssdsbergen.org/Colonial/transportation.htm>

[http://www.usgennet.org/usa/topic/colonial/book/chap10\\_4.html](http://www.usgennet.org/usa/topic/colonial/book/chap10_4.html)

### **Daily Life and Activities**

<http://www.dcbooces.org/sufsd/nassau/hhv2/games.html>

[http://www.pbs.org/ktca/liberty/perspectives\\_daily.html](http://www.pbs.org/ktca/liberty/perspectives_daily.html)

<http://www.history.org/Almanack/places/geddy/geddychi.cfm>

# Community

I would describe my community as...

I would imagine my community in the 18<sup>th</sup> century as...

# Clothing

Today, I am wearing...

If I was a child in the 18<sup>th</sup> century, I would be wearing...

# Education

I would describe my school as...

If I were a child in the 18<sup>th</sup> century my school would be like...

# Food

I like to eat...

If I were a child in the 18<sup>th</sup> century, I would eat...

## Transportation

I traveled to school today by...

In the 18<sup>th</sup> century, I would have traveled by...

## Daily Life and Activities

On a typical day, I like to...

In the 18<sup>th</sup> century, I would imagine myself doing...



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