

Teacher Packet

In this packet, you will find instructions for classroom games. These games are based on a visit to the museum or to the web site.

Now and Then: The student pairs words that were used in the 1800's with words that are used today.

Write a Story from History: The student writes a story based on facts from the Ximenez-Fatio House Museum. This activity fulfills Sunshine State Standards.

Postcard: The student creates a postcard as if a guest at the Ximenez-Fatio House in the 1800's. This activity fulfills Sunshine State Standards.

Compare and Contrast: The student compares and contrasts women of the 1800's and kitchens of the 1800's with today.

Now and Then

Objective: Compare words from 1800's to words from today.

Comparison Sheet for Students

Now	Then
hotel	
	wash house
dishwasher	
	mosquito netting
	parlor
	gallery
	astral lamp
lighter/matches	
electric lamp	
Bic pen	
electric blanket	
	stage coach
tuberculosis	
	wash pot
fly paper	
	Beehive oven
toilet	
bathtub/shower	
	cellaret
stucco	

Now and Then

Comparison Sheet: Answers

Now	Then
hotel	boarding house
laundry room	wash house
dishwasher	dry sink
screens	mosquito netting
living room	parlor
porch	gallery
florescent	astral lamp
lighter/matches	spill
electric lamp	candles/oil lamp
Bic pen	quill and ink well
electric blanket	bed warmer
minivan	stage coach
tuberculosis	consumption
Sink	wash pot
fly paper	fly catcher
microwave	beehive oven
toilet	chamber pot
bathtub/shower	hiptub
wine rack	cellaret
stucco	coquina

Write a Story from History

(A Historical Fiction Journal)

Objectives: Write for a variety of occasions, audiences, and purposes (e.g. journals, descriptive, narrative). Follow the conventions of punctuation, capitalization and spelling appropriate for fourth grade. Use varied sentence structure and descriptive language to enhance writing. Student's journal writing should reflect the attitudes and values that existed during the early 1800's.

Material: paper to create a journal, information from the 1800's Jeopardy game found on the website, the "Now and Then" work page and the information presented on the tour.

Procedure: Teacher reads the following assignment to the students. Now that you have toured the Ximenez-Fatio House Museum, you have learned many historical facts about life in the early 1800's. Now travel back in time, imagining you are a guest staying at the boarding house, and you are keeping a diary. Write three journal entries to describe your stay there. Use words that will help your readers see, hear, smell, taste and feel what you are describing. How would you spend your day? Do you sit on the gallery? What do you eat? Describe the weather. Is it hot and sticky? Date your journal entries; remember it is in the early 1800's. This piece should reflect the lifestyle, attitudes and values that existed during this time period. Students should use vocabulary words from the "1800's Jeopardy" game.

Evaluation: Student's writing has successfully addressed objectives stated above.

Sunshine State Standards Writing

Standard 1: (LA.B.1.2.1), (LA.B.1.2.2), (LA.B.1.2.3):

Standard 2: (LA.B.2.2.1), (LA.B.2.2.3), Literature Standard 1: (LA.E.1.2.4)

Post Card Activity

Objectives: Write for a variety of occasions, audiences, and purposes (e.g. persuasive, informative). Listen and identify author's purpose in a text (inform, persuade). Follow the conventions of punctuation, capitalization, and spelling appropriate for fourth grade. Vary language according to situation, audience, and purpose (e.g. appropriate tone, content, vocabulary). Establish a purpose for writing which focuses on a central idea or topic. Understand that word choices can shape reactions, perception, and beliefs.

Materials: Teacher makes a copy of the post card template for each student.

Procedure: Students are to recall their visit to the Ximenez-Fatio House Museum. Each student is to write a post card as if he or she is vacationing at the boarding house in the 1800's. He or she is to write to a friend or relative about their stay. Before writing the note, the teacher will divide the students into two groups. Each student in group #1 will write a post card to *persuade* someone back home to visit the boarding house. Each student in group #2 will write a post card to *inform* someone about the boarding house. Students should not tell other students if their assignment is to persuade or to inform. (Teachers could write the word 'persuade' or 'inform' on a "Post It", and ask students to keep his or her assignment private.)

Evaluation: Students take turns reading their post card to the class. The class and the teacher decide if the purpose to persuade or inform is successfully achieved. Teachers can use this opportunity to teach the difference between persuading and informing in this sharing experience.

Template is on the following page.

Sunshine State Standards:

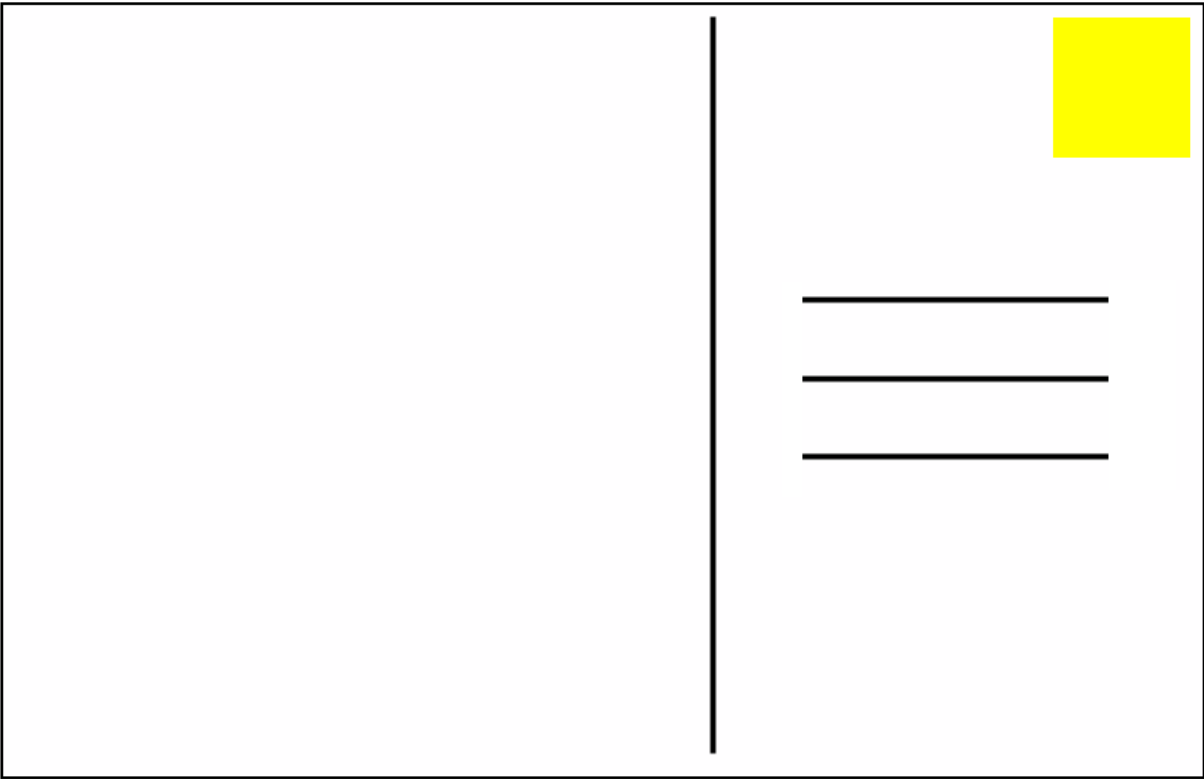
Writing Standard 1: (LA.B.1.2.1), (LA.B.1.2.2), (LA.B.1.2.3);

Writing Standard 2: (LA.B.2.2.1), (LA.B.2.2.3); Listening, Viewing, and Speaking Standard 1: (LA.C.1.2.1);

Language Standard 2: (LA.D.2.2.1)

Post Card Activity

Template



Compare and Contrast: Venn Diagram

Objectives: Compare items in a kitchen from the 1800's to items from today. Compare the types of jobs and types of clothes of women from the 1800's to women from today.

Templates are on the following page.

Compare and Contrast: Venn Diagram

Templates

