

Farm Life vs. City Life and Social Classes

Heather Deiches Wasemann, McKeel Academy of Technology

I. A. Summary

This lesson is designed as part of a Unit on Colonial Society. It uses sections 4.2 Life on the farm, 4.3 Life in the city, and 4.6 class differences from the History Alive United States textbook middle school series. This Lesson takes approximately two 50 minute class periods. The other topics in the chapter would be addressed latter on in the week using separate activities not provided. Materials include *History Alive Text book United States History*. Guided reading Compare and Contrast Thinking map, Guided Reading Categorizing Thinking map. ABC pre-reading activity and post reading activities, Colonial dress printouts and answer key.

B. Objectives

1. This lesson addresses Sunshine State Standards S.S. A. 4.3 and S.S. B. 2.3.
2. Students will use prior knowledge and make predictions about Colonial Society.
3. Students will use artifact images and secondary sources to predict and determine Colonial Social Class.
4. Student will use thinking maps to organize information, draw comparisons, and categorize information
5. Students will understand the similarities and differences of life on the farm vs. the city
6. Student will understand and explain the importance and differences in clothing as part of one's social class in colonial society.

C. U.S. History Time Period

Colonial Society Prior to Colonial tensions with Britain

D. Grade Levels

The Text book and guided reading thinking maps are geared toward middle school. The types of activities can be used for any grade level if you modify them to match the curriculum you use.

E. Materials

- A. History Alive Textbook United States History
- B. 1 Sheet of paper per group to create ABC pre-reading activity
- C. Guided reading comparing map 4.2-4.3 (1per student)
- D. Guided reading categorizing map 4.6 (1per student)
- E. Student cards A- L Colonial Social Class Activity (1 copy total)
- F. Cards A-L Teacher's answers to Colonial Social Class Activity as over heads, power point, or smart notebook slides
- G. 1 piece of paper to use as ABC post reading activity (per group or student)
- H. 1 piece of paper to create colonist journal entry (per person or group)

F. Lesson Time

Two fifty minute class periods plus optional Journal entry Assessment

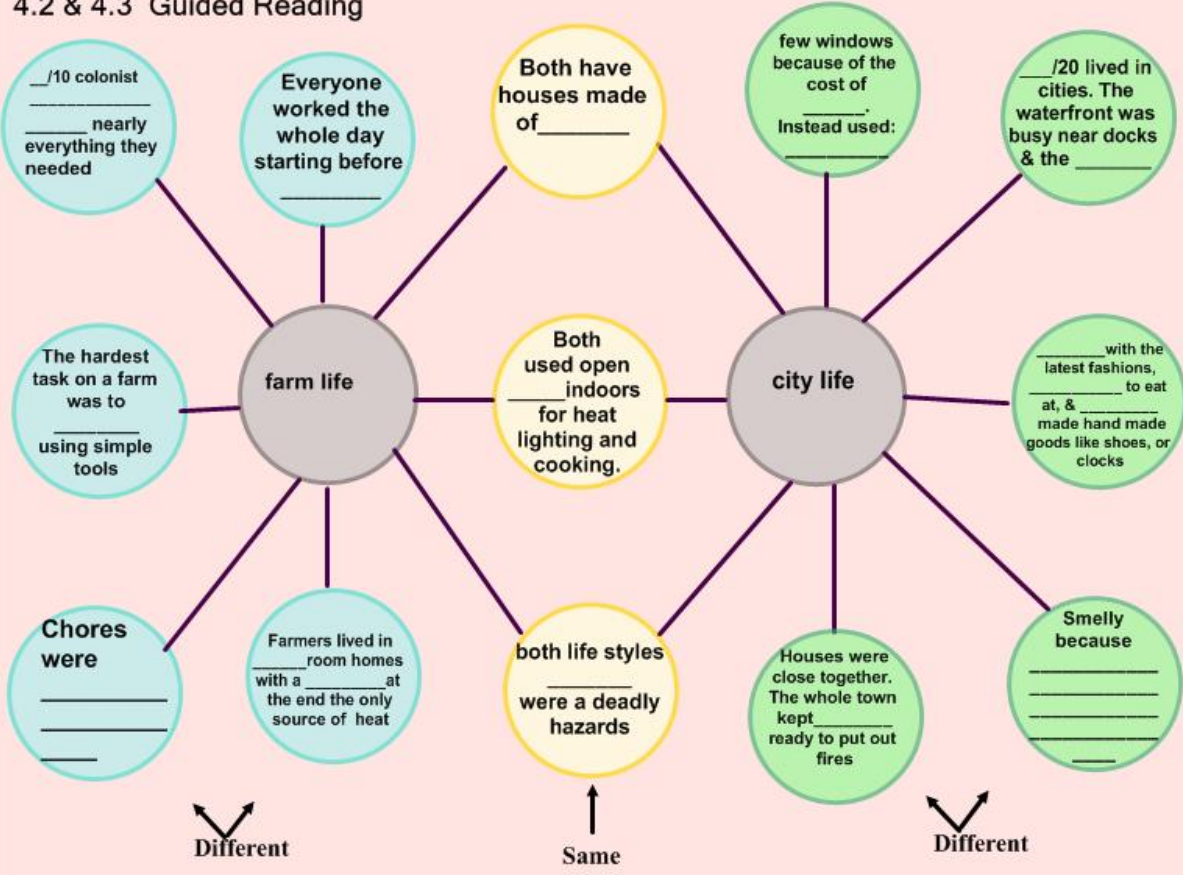
II. Lesson Procedures

- A. Start by having students activate their prior knowledge and make predictions about Colonial Society. Break students up into groups of 4-5 to make 6 groups. In the groups have students on one sheet of paper write the alphabet skipping lines. Display several thought provoking questions related to the lesson and chapter for the students to consider. Using the questions as guide lines to spark discussion have students write words that describe colonial society next to the letter they start with. If you need to save time instead of the whole alphabet pick several letters that will target vocabulary, artifacts, documents, ect... that you know you will be covering and are important to student comprehension of the unit. Sample questions and examples are provided in the activity section.
- B. Print and pass out the guided reading compare and contrast think maps one to each student. Now in their groups have students take turns reading aloud only sections 4.2 and 4.3 of the *History Alive Text books United States History*. As they are reading have every student fill out there own guided reading compare and contrast thinking map based on the information in the text. Some blanks may be word for word some may be a shortened generalization of the information and **NOT** word for word sentences. I have each student fill out one to use as their notes to study from home.
- C. The teacher should preview information in the Activity by playing the *Dress the part* game from Colonial Williamsburg that the images came from to learn about the items of clothing. The link is provided below and in the References. Prior to starting print out the Student Cards A-L of colonial people from the various social class with their special clothing items. **Do Not** print and hand out the Answer key labeled Cards A-L with extra text. Pass out one female colonist and one male colonist card to each of the same previous groups. There are a total of six females and six males. If you prefer you can pass out the cards in their husband wife pairs or mix them up. On a separate sheet of paper have the students try to determine what social class and occupation each person holds in society. Have them state what they used to make their determinations such as type of fabrics, colors, etc. Have them also guess what the special items might be that belong to the colonists. The cards are in the activity section.

<http://www.history.org/History/teaching/Dayseries/webactivities/dress/dress.htm>

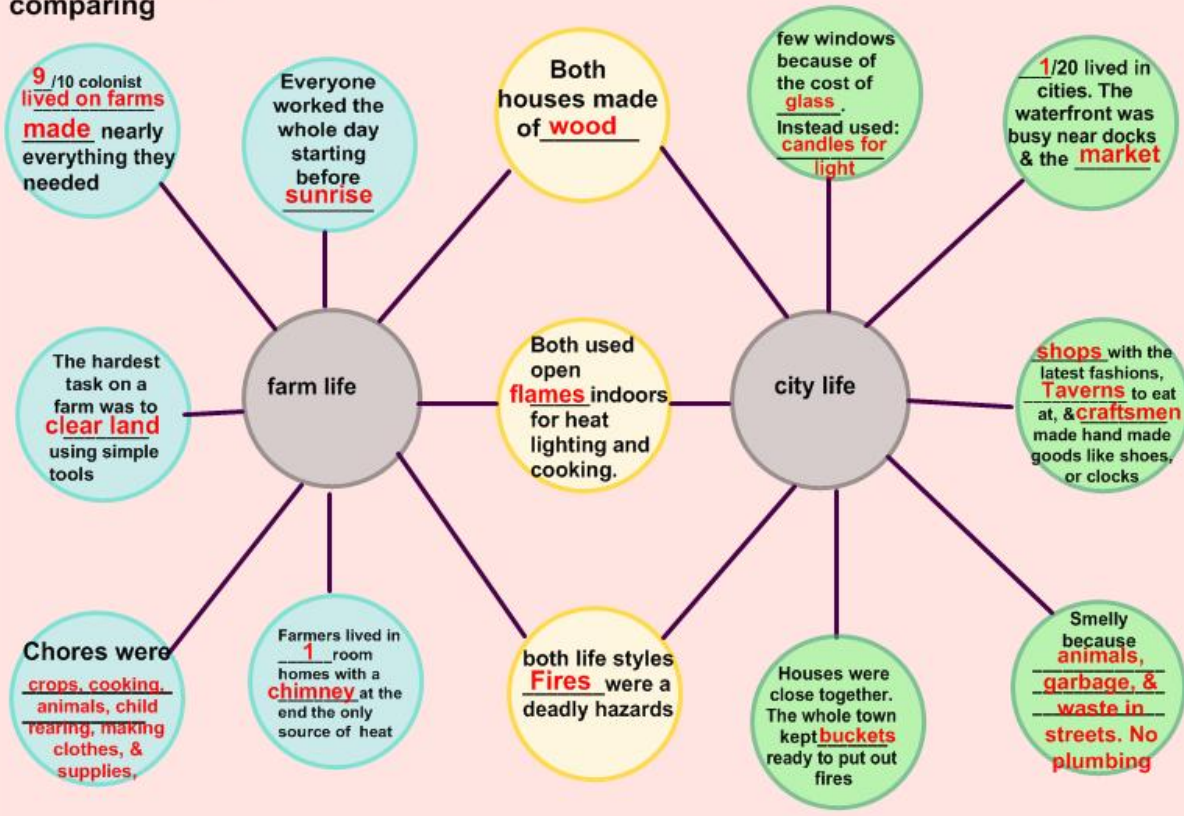
Activities

Double Bubble: Comparing
4.2 & 4.3 Guided Reading



Answer Key

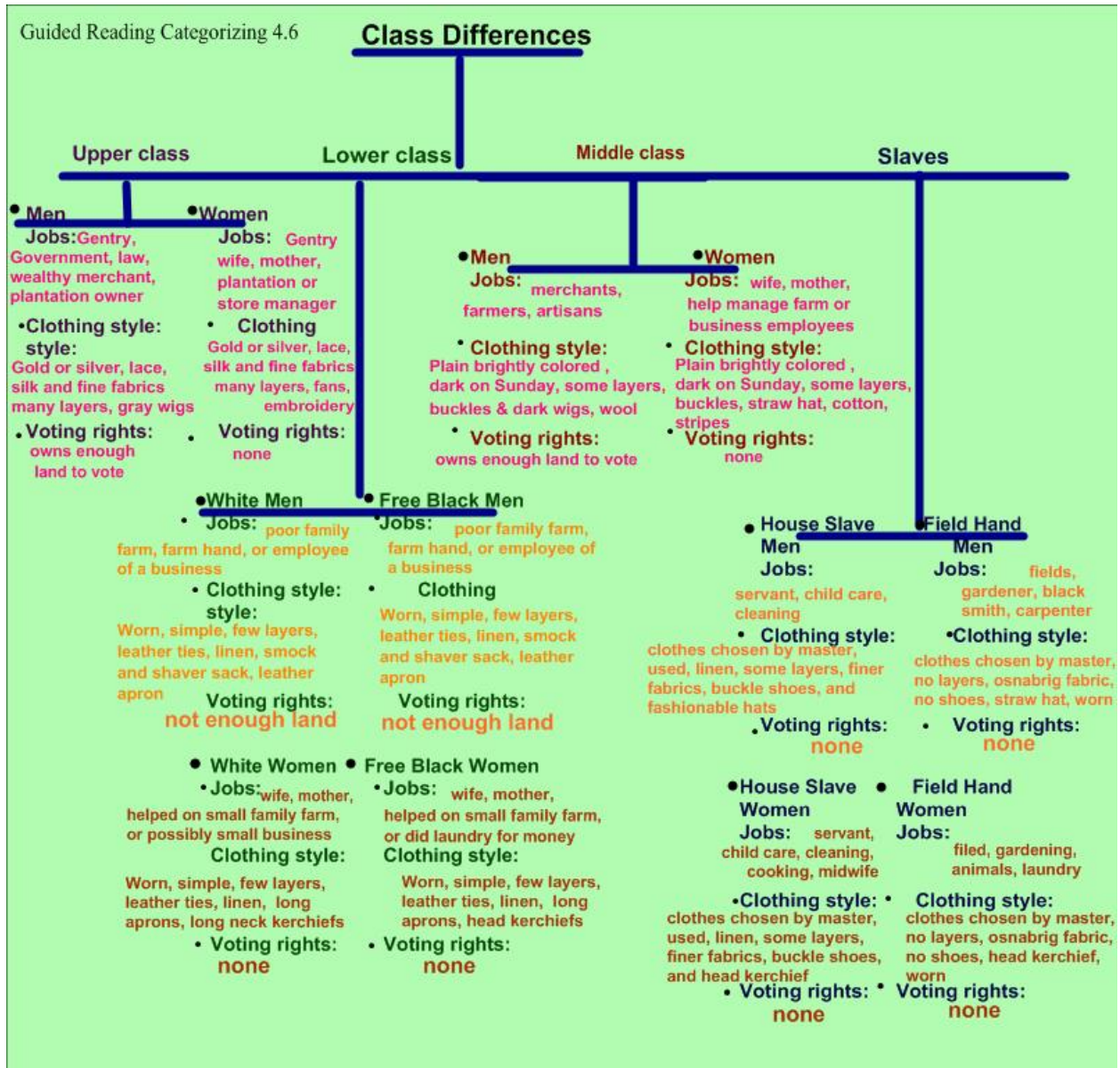
Double Bubble:
comparing



Class Differences



Answer Key



Student Card B



Images from: Colonial Williamsburg- A Day in the life-Dressing the Part

What Social Class is this colonist?

What is this colonist's Job or occupation and what other jobs could someone of the same social class have?

What clues do you think show this person's social class such as types of cloth, designs, personal items and why?



Student Card C



What Social Class is this colonist?

What is this colonist's Job or occupation and what other jobs could someone of the same social class have?

What clues do you think show this person's social class such as types of cloth, designs, personal items and why?



Images from: Colonial Willaiamsburg- A Day in the life- Dressing the Part

Student Card D

What Social Class is this colonist?

What is this colonist's Job or occupation?

What clues do you think show this person's social class such as types of cloth, designs, personal items ect.. and why?



Images from: Colonial Willaiamsburg- A Day in the life- Dressing the Part

Student Card E



What Social Class is this colonist?

What is this colonist's Job or occupation?

What clues do you think show this person's social class such as types of cloth, designs, personal items ect.. and why?



Images from: Colonial Willaiamsburg- A Day in the life- Dressing the Part

Student Card F

What Social Class is this colonist?

What is this colonist's Job or occupation?

What clues do you think show this person's social class such as types of cloth, designs, personal items ect.. and why?



Images from: Colonial Williamsburg- A Day in the life- Dressing the Part

Student Card G

What Social Class is this colonist?

What is this colonist's Job or occupation?

What clues do you think show this person's social class such as types of cloth, designs, personal items ect.. and why?



Images from: Colonial Williamsburg- A Day in the life- Dressing the Part

Student Card H

What Social Class is this colonist?

What is this colonist's Job or occupation?

What clues do you think show this person's social class such as types of cloth, designs, personal items ect.. and why?



Images from: Colonial Willaiamsburg- A Day in the life- Dressing the Part

Student Card I

What Social Class is this colonist?

What is this colonist's Job or occupation?

What clues do you think show this person's social class such as types of cloth, designs, personal items ect.. and why?



Images from: Colonial Willaiamsburg- A Day in the life- Dressing the Part

Student Card K

What Social Class is this colonist?

What is this colonist's Job or occupation?

What clues do you think show this person's social class such as types of cloth, designs, personal items ect.. and why?



Images from: Colonial Willaiamsburg- A Day in the life- Dressing the Part

Student Card L

What Social Class is this colonist?

What is this colonist's Job or occupation?

What clues do you think show this person's social class such as types of cloth, designs, personal items ect.. and why?



Images from: Colonial Williams burg- A Day in the life- Dressing the Part

Teacher Answer Key

Card A



Possible Occupations
Upper Class Gentry:
wife,
mother,
manage plantation
manage business

Clothing:

gold, silver, lace,
silk, fine fabrics,
many layers, fans
embroidery

As a young gentlewoman, dressing fashionably is a chief concern. You wear the latest fashions to ensure that you give every appearance of your station. As a gentlewoman, you do not participate in physical labor, and your household wardrobe reflects this fact. In addition, you have received considerable training in the genteel social graces of music, dance and conversation. You regularly participate in leisure and social activities such as teas, balls, concerts and parties.



Images from: Colonial Willaiamsburg- A Day in the life- Dressing the Part

Card C



**Middle Class
Occupation options:**

**merchants,
successful farmers,
artisans**

As a merchant in town you have more choices in your wardrobe. You can afford more clothing. You have some plain, everyday wear for working in and around the store. You have some finer and more fashionable clothing that you can wear to social and business functions. Your wife sometimes mends your clothes, but as items wear out, you pass them on to your household slaves.

**Clothing:
Plain brightly colored ,
dark on Sunday, some
layers, buckles & dark
wigs, wool,**



Images from: Colonial Willaiamsburg- A Day in the life- Dressing the Part

Card D



Middle class
Occupation options:
wife,
mother,
help manage farm or
business employees

As a middling housewife, you have more choices in your wardrobe. You can afford more clothing. You have some plain, everyday wear for work around the house and garden. You also have finer and more fashionable clothing that you can wear to social occasions. You do some mending of your clothes, but as items wear out, you pass them on to your household slaves.

Clothing:

Plain brightly colored ,
dark on Sunday,
some layers,
buckles,
straw hat,
cotton,
stripes



Images from: Colonial Williamsburg- A Day in the life- Dressing the Part

Card E



Lower class
Occupation options:

**poor family farm,
farm hand, or
employee of a
business**

You, your wife and children work a small farm together. Your wife purchases cloth and makes most of your clothing. She purchases materials that are sturdy and functional. At the same time, you are conscious of your dress and try to appear as fashionable as your circumstances allow. Your clothing serves for all occasions, from daily work to attending church and social occasions. You have a couple of changes of clothing, but some of it is quite worn. You wear your clothing until it can no longer be mended and patched.

Clothing:

**Worn, simple, few
layers, leather ties,
linen, smock and
shaver sack, leather
apron**



Images from: Colonial Willaiamsburg- A Day in the life- Dressing the Part

Card F



Lower class
Occupation options:
wife, mother,
helped on small family farm,
or possibly small business

You, your husband and children work a small farm together. You purchase cloth and make most of your clothing. You purchase materials that are sturdy and functional. At the same time, you are conscious of your dress and try to appear as fashionable as your circumstances allow. Your clothing serves for all occasions, from daily work to attending church and social occasions. You have a couple of changes of clothing, but some of it is quite worn. You wear your clothing until it can no longer be mended and patched.

Clothing:

Worn, simple, few layers,
leather ties, linen, long
aprons, long neck kerchiefs



Images from: Colonial Williamsburg- A Day in the life- Dressing the Part

Card G

Free Black Lower Class
Occupation options:
**poor family farm, farm
hand, or
employee of a business**



Clothing:

**Worn,
simple,
few layers,
leather ties,
linen,
smock,
shaver sack,
leather apron**

As a free black, you purchase cloth and your wife makes most of your clothing. You purchase materials that are sturdy and functional. At the same time, you are conscious of your dress and try to appear as fashionable as your circumstances allow. Your clothing serves for all occasions, from daily work to attending church and social occasions. You have a couple of changes of clothing, but some of it is quite worn. You wear your clothing until it can no longer be repaired and mended.



Images from: Colonial Williamsburg- A Day in the life- Dressing the Part

Card H

Free Black Lower Class Occupation options:

wife,
mother,
helped on small family farm,
or did laundry for money

Clothing:

Worn, simple, few layers,
leather ties, linen, long
aprons, head kerchiefs



As a household slave, you often receive more and finer clothing than the field hands. Those items could include hand-me-downs from your master's family. Still, the master primarily provides your wardrobe and you have no choice in the cut or design. You may be lucky enough to have a small income from tips, permitting you to purchase some small accessory items of your own choosing. You wear your clothing until it can no longer be repaired and patched.



Images from: Colonial Williamsburg- A Day in the life- Dressing the Part

Card I

House Slave Occupation duties:

**servant,
child care,
cleaning,
anything else asked
of by the master**



As a household slave, you often receive more and finer clothing than the field hands. Those items could include hand-me-downs from your master's family. Still, the master primarily provides your wardrobe and you have no choice in the cut or design. You may be lucky enough to have a small income from tips, permitting you to purchase some small accessory items of your own choosing. You wear your clothing until it can no longer be repaired and

Clothing:

clothes chosen by master, used, linen, some layers, finer fabrics, buckle shoes, and fashionable hats



Images from: Colonial Williamsburg- A Day in the life- Dressing the Part

Card J



House slave
Occupation duties:

**servant,
child care,
cleaning, cooking,
midwife and anything
else requested by the
master**

As a household slave, you often receive more and finer clothing than the field hands. Those items could include hand-me-downs from your master's family. Still, the master primarily provides your wardrobe and you have no choice in the cut or design. You may be lucky enough to have a small income from tips, permitting you to purchase some small accessory items of your own choosing. You wear your clothing until it can no longer be repaired and mended. Some African influences--like your head kerchief--can remain a part of your dress.

Clothing:

**clothes chosen by
master, used, linen, some
layers, finer fabrics,
buckle shoes, and head
kerchief**



Images from: Colonial Williamsburg- A Day in the life- Dressing the Part

Card K

Field Hand Duties:



Mostly worked in field, gardener, black smith, carpenter, anything else needed

You see that a field hand dresses simply. The rough osnabrig cloth is heavy and coarse. The clothing choices are meager. You are lucky if you have an adequate change of clothing. Your master provides everything, including your clothing, and you are forced to take whatever he chooses to provide. You wear your clothing until it can no longer be repaired and patched.

Clothing:

clothes chosen by master, no layers, osnabrig fabric, no shoes, straw hat, worn



Images from: Colonial Willaiamsburg- A Day in the life- Dressing the Part

Card L



Field Hand Duties:

Mostly filed, gardening, animals, laundry

You see that a field hand dresses simply. The rough osnabrig cloth is heavy and coarse. The clothing choices are meager. You are lucky if you have an adequate change of clothing. Your master provides everything, including your clothing, and you are forced to take whatever he chooses to provide. You wear your clothing until it can no longer be repaired and patched. African influences--like your head kerchief--remain.

Clothing:

clothes chosen by master, no layers, osnabrig fabric, no shoes, head kerchief, worn



Images from: Colonial Williamsburg- A Day in the life- Dressing the Part

IV. Assessment : Pre and Post Reading Activity

ABC Activity example

- A. Apron, Artisan
- B. Buckles, Bright colors
- C. Cotton , cuffs
- D. Delicate fabrics
- E. Embroidery
- F. Fan, Fashionable, Family Farm, Field Hand
- G. Gentry
- H. House slave
- I. Indigo
- J. Jewelry
- K. Kerchief
- L. Linens, Lace, Layers, Lower class, Leather
- M. Master, Middle class

- N. New fashions**
- O. Osnabrig**
- P. Petticoat, Pocket**
- Q. Quilting**
- R. Religious dress**
- S. Silk, Stockings, Slave**
- T. Ties, Trousers**
- U. Upper class**
- V. Voting rights**
- W. Waist coat, walking stick, wig**
- X. X Y Z yeoman**

Journal Entry Assessment

Pretend you are a colonist living the time period. Write a journal entry of what your daily life is like. Include where you live, lifestyle, clothing, and daily activities. Be sure your Journal entry accurately reflects one of the social classes. Your Journal entry needs to be a full paragraph. It needs to use your best grammar and spelling. Finally it needs to fully describe all important details in you best handwriting.

Topics to be covered in the Entry

- City lifestyle or Farm/Plantation life style
- Social class job, duties, daily activities
- Social class style of dress fabrics, colors ect.
- .Possible rights or lack of rights

Grading scale

- A=
 - Cover all topics extremely well.
 - Lots of details/descriptions.
 - Extremely accurate with few errors.
- B=
 - Covers topics well.
 - Details and descriptions.
 - Accurate with little errors
- C=
 - Covers some topics well while other need developing.
 - Details in some places lacking in others.
 - Some errors present.
- D=
 - Covers few topics well.
 - Lacks details and confusing in places.

- Errors present and may interfere with the comprehension of the essay.
- F=
- Little to no comprehension or effort.
 - Did not follow directions, off topic, illegible or not attempted.

V. Resources: Farm Life vs. City Life and Social Classes

Bower, Bert ; Lobdell, Jim(Ed.). (2002). *History Alive! The United States History*. Pala Alto, CA: Teacher's Curriculum Institute.

“Colonial Williamsburg”. <http://www.history.org/History/teaching/Dayseries/webactivities/dress/dress.htm>, (June 2007).