



**3rd Grade History Days at Historic Brattonsville
Teacher Resource Packet**

Pre- and Post-Visit Materials

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Pre-Visit Activities

Note to teachers: The background information needed to do these activities can be found in this packet. For additional resources, see the resource list found at the end of this section. Please pick the activities that will be most meaningful for your students.

- Read out loud and discuss the following pages from this packet: “What will it be like at Historic Brattonsville?” and “What will I learn at 3rd Grade History Days?”
- Make a “What Happens In the Spring Time?” web. Think about what you do in the spring time and write your ideas on the Spring Time Web. Fill in each empty circle with your own ideas.
- Sing 2 popular folksongs from the 1840’s as a class:
 - “Old Dan Tucker” Written By: Daniel Emmett
<http://www.laurasprairiehouse.com/music/littlehouse/olddantucker.html>
 - “Turkey and The Straw” <http://www.songsforteaching.com/folk/turkeyinthestraw.htm>
- Using the glossary, show that you know what the words mean by drawing a picture or writing a sentence.
- Write down your questions about life on the plantation in 1840. Try to write at least one question in each of these categories: Who, What, When, Where, and Why.



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What will it be like at Historic Brattonsville?

When you go to Historic Brattonsville, it will be like going back in time. Each interpreter will tell you about the year 1840. That is about 167 years ago, when your Grandmother's Grandmother's Grandmother's Grandmother was a little girl!

Interpreters at Historic Brattonsville are like teachers who explain what plantation life was like in the 1840's. These interpreters will be dressed in 1840's clothing and will be doing daily activities as if the year is 1840. Plantations are also known as farms. The Bratton Plantation is 775 acres and 3 generations of the Bratton family has lived here.

Your group will walk around the plantation to five stations: sheep shearing, slave life, hearth cooking, 1840's music, and textiles. A bell will ring when it's time to move to the next station.

Rules for the day

- Teachers/chaperones must stay with their group at all times.
- No food, drinks, or gum in the historic areas or houses.
- Ask adults to serve as crossing guards when crossing the road.
- Bathrooms are located at the back of the Visitors Center.
- The picnic area is available on a first-come, first-served basis. Please recycle cans and bottles.
- Students may visit the gift shop in groups of ten, with a chaperone.
- The Nature Trail is open for groups accompanied by adults.
- Once you are done with your program, please stay on the Visitors Center side of the road.

What should I wear?

Wear comfortable clothes according to the weather because you will be outside for most of the program. If it rains, the program will continue on the same.



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What will I learn at 3rd Grade History Days?

You will learn about hearth cooking in an 1840's brick kitchen by watching a meal being prepared. In the 1840's, the type of food you would eat depended on what was available on the plantation. There are special requirements, methods, and materials for preparing a meal in an 1840's plantation kitchen.

You will listen and sing a variety of songs from the 1840's. These songs express emotions, help to get work done, and entertain people.

You will learn what textiles are and view different tools and machines used in textiles. You will also discuss where cotton or wool comes from, and how accessible yarn is in the spring time.

Farmer Jon will be shearing sheep with the help of other interpreters. You will learn why and how farmers or slaves shear the sheep.

One interpreter will talk about different areas of slave life on the plantation. You will sing slave songs and maybe play games that originated from Africa.

You may also be able to tour the Homestead House, and see what a living room, a parlor room, a doctor's office, and a dining hall looked like in the 1840's. The paint colors, decorations, and furniture all represent the 19th Century.

**What happens
in the Spring
Time?**

Activities

**Food you
eat**

**Clothes
you wear**



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3rd Grade History Days Glossary

Plantation: a large farm on which cotton, tobacco, coffee, sugar cane, or the like is cultivated

Shearer: the farmer and/or slave who shears the sheep

Field slave: worked with the crops and animals, where they prepared fields, planted crops and harvested the crops

Skilled slave: knew specific skills; these slaves were the cooks, seamstresses, wood workers or blacksmiths

Hearth: the floor of a fireplace, especially when it extends into the room

Folk music: Folk songs are commonly seen as songs that express something about a way of life that exists now or existed in the past or about to disappear; "what distinguishes folk music is that it is participatory—you don't have to be a great musician to be a folk singer. [...] And finally, it brings a sense of community. It's the people's music." Gene Shay.

Spinning: the process of creating yarn from various raw fiber materials

Cotton: a soft, staple fiber that grows in a form known as a boll around the seeds of the cotton plant, a shrub native to tropical and subtropical regions around the world, including the Americas, India and Africa

Fleece: The woolen coat of a domestic sheep, especially after having been sheared (but before being processed into yarn or thread)



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Post-Visit Activities

Note: These activities should be done after the visit and may take two or three days. Please pick the activities that will be most meaningful to your students.

- Pretend you are a slave living on the Bratton Plantation. Since you cannot read or write draw a picture of what your home looks like, the work you do, what kinds of food you eat, and fun things you do with the other slaves on Sundays. *Remember that there are two types of slaves that live in different types of houses and do different types of work. You can choose which type of slave you are and what your work is before you begin your drawing.*
- Describe your favorite station and explain why it was your favorite: Sheep Shearing, Slave Life, Hearth Cooking, Music in the 1840's, and Textiles.
- Trade Places with a Slave. List 6 differences or similarities between your daily life and a slave's daily life in 1840.
- Play 19th Century Games. Choose a game or a few to play with your students.
- Look at the questions you wrote before your visit to Historic Brattonsville. See if you can write answers to your questions.

Activity Sheet – Trading Places

Compare and contrast your daily life to a slave's

A slave...

I...

lives with other slaves.

live with _____.

eats hoecake and fatback for breakfast.

eat _____ for breakfast.

makes his/her own clothes.

_____.

plays games during free time.

_____.

wakes up early in the morning.

_____.

attends church on Sunday.

_____.

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19th Century Games

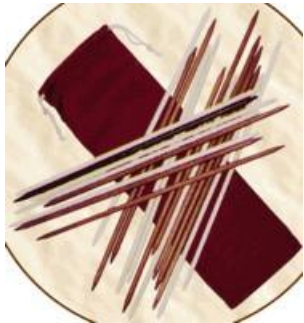
Choose one or play a few...

Cup and Ball: create your own with small paper cups, string, and a pom pom



Bilbo Catcher (Bilboquette) The toys of the cup and ball family have been favorite childhood amusements for many centuries, unchanging in their basic form but marvelously various in the specific designs. The object of the cup & ball game is to swing the wooden ball into the cup, which is not at all as simple as it appears to be.

Pick-up Sticks: use straws instead of sticks or kabob sticks for grilling



Jackstraws The game is played with sticks or splinters, usually between 15 and 20, of about the same length. The sticks were held above the ground at a distance at least equal to the length of the longest stick or splinter in the bunch. They were then released, falling to the ground and overlapping each other. The person who had just dropped the sticks began the game, removing one stick at a time and working through the pile to remove all of the sticks without causing any of the other sticks to move. The object of the game was to accumulate more sticks from the pile than the other players removed. In the event that any stick other than the one being removed was moved at all, that player forfeited his or her turn to the next person. At the end of the game, the player with the most sticks won.

Hopscotch:



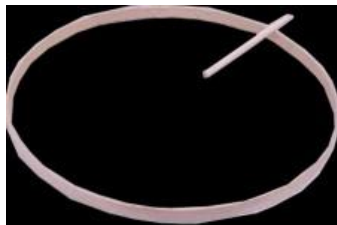
The game is played by scratching or marking a series of squares on the ground, sometimes single squares and sometimes two squares side by side, on which the children would jump. As a child progressed satisfactorily through the series of squares, a pebble would be tossed into the next square to mark the beginning square into which the child was to make their first jump. The remaining rules vary widely, but the object is to make the necessary leaps and maintain your balance as your progress through the series of squares.

Spin Tops: create your own using cardboard circles and a pencil



It is spun by holding between your thumb and fore finger and then snapping your fingers.

Rolling Hoops: use hula hoops and sticks



Rolling Hoop Children have been "rolling", "bowling" and "trundling" their hoops from the time of the ancient Egyptians through the hula hoop craze of the late 1950's. Artwork on ancient Greek vases illustrates hoops used in play as well as exercise. The early North American colonists brought this pastime with them from Europe, the hoops being made from whatever material was at hand.



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Resource List

Historic Communities Book Series. Crabtree Publishing Co. <http://www.crabtree-pub.com/>

Barnett, Anna. "19th Century Games." Conner Prairie's History Online, American History, 1800 – 1860.
<http://www.connerprairie.org/HistoryOnline/19cGames.html>

Leavey Foundation for Historic Preservation, Inc. d.b.a. AzRA Historical Resources and AzRA Re-Enactors Association
<http://www.ushist.com/props.htm>

Child, Mrs. L. Maria *The Girl's Own Book*. 1834. Bedford: Applewood, 1992.

Clarke, William. *The Boy's Own Book*. 1829. Bedford: Applewood, 1992.

Old Sturbridge Village. History Learning Lab. <http://www.osv.org/>