

**Teacher
Guide**

GEORGIA

FARM

LIFE

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LIFE ON A NORTH GEORGIA FARM

This lesson covers the natural features and daily life of North Georgia farms in the mid-1800s and introduces students to the differences in life at that time.

This lesson is designed to help prepare students for the Smith Farm Tour at the Atlanta History Center.

If time is limited, you may choose to do only one pre-tour activity

Objective/Standard (Learning Targets)

This lesson has been designed for first grade with the ability to be elevated for second grade or simplified for kindergarten.

SSKH3

Correctly use words and phrases related to chronology and time.

SSI1H1

Read about and describe the life of historical figures in American history.

SS2G1 & SS2G2

- Locate and compare major topographical features of Georgia and describe how these define Georgia's surface.
- Describe the cultural and geographic systems associated with the historical figures in SS2H1 and Georgia's Creek and Cherokee in SS2H2.

Materials Needed

- Printed copies of the two Pre-Tour activity worksheets
 - Activity 1 Worksheet- Natural Features
 - Activity 2 Worksheet- Then and Now
- Pencils
- Coloring Pencils
- Projection technology (SmartBoard, Promethean Board, Projector, etc.)

Activate Prior Knowledge

This activity will take approximately 5 minutes.

- Utilize the [Activate Prior Knowledge Activity](#) document for instructions. This document contains teacher notes, instructions, and pictures. Using the photos provided, create a basic understanding of the purpose and features of a farm.
- Display the pictures at the bottom of the [Activate Prior Knowledge Activity](#) on any available means of projection and guide students with the questions. Note the list of possible vocabulary words to write on the board and discuss with students.

LIFE ON A NORTH GEORGIA FARM

Activities/Instruction

Activity 1: Natural Features

- Utilize the [Activity 1 Teacher Guide: Natural Features](#) document for instructions. This document contains teacher notes, instructions, and pictures. For this activity, you will show four different photos—one at a time. For each photo there is information to share about specific natural features and how they relate to the Smith Farm.
- Display the pictures using your available means of projection.
- After discussing the photos, have students complete the Activity 1 Worksheet mentioned in the Assessment section.

Activity 2: Then and Now

- Utilize the [Activity 2 Teacher Guide: Then and Now](#) document for instructions. This document contains teacher notes, instructions, and pictures. For this activity, you will show three different sets of photos. For each set of photos there are guiding questions to prompt a conversation about how life today is different from the time of the Smith Farm. For each set of photos, there is also brief content to share with students about life in the 1850's, as well as a reflection question.
- Display the pictures using your available means of projection.
- After discussing the photos, have students complete the Activity 2 Worksheet mentioned in the Assessment section.

Assessment

Activity 1: Natural Features

- This worksheet is designed to correspond with the [Activity 1: Natural Features](#) document.
- Alternate approach: Cut out the photos and have students put the correct photos into one pile and the others in another pile.

Activity 2: Then and Now

- This worksheet is designed to correspond with the [Activity 2: Then and Now](#) document.
- Alternate approach: Cut out the individual pictures of one worksheet and divide the students into pairs. Have the students group the pictures into modern items and older items.

Notes

Ideas for extension:

- Connect the Natural Features activity to existing lessons regarding topographical features, the rivers of Georgia, and/or the location of the Cherokee.
- Connect the Then and Now activity to existing lessons regarding the lives of historical figures on the frontier, scarcity and limited resources.

ACTIVATE PRIOR KNOWLEDGE ACTIVITY

Use the photos provided below to introduce the lesson. Using your available projection technology, show the class the photos of farms provided below. Then ask questions such as the following:

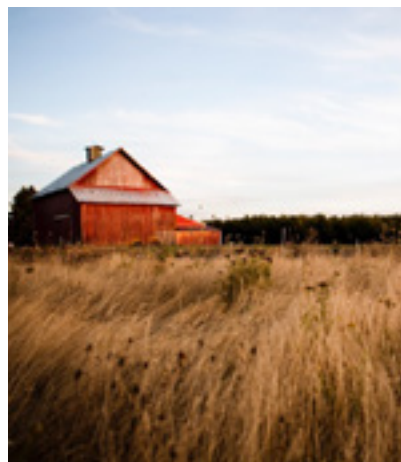
1. What do you think these pictures are of?
2. How do you know it's a farm?
3. What kinds of things would you expect to see on a farm?
4. Why are farms important?

After this initial conversation, review vocabulary words related to farm life with your students. Words used in this lesson are listed below. Choose the words to discuss based on your students' knowledge about rural areas.

Possible Vocabulary Words

Write these words on the board, then discuss their definitions using the photos provided in this introductory activity. Leave them displayed so the students have a point of reference during the additional pre-tour lessons/activities.

1. Barn
2. Field
3. Crops
4. Plow
5. Soil



ACTIVITY 1: NATURAL FEATURES

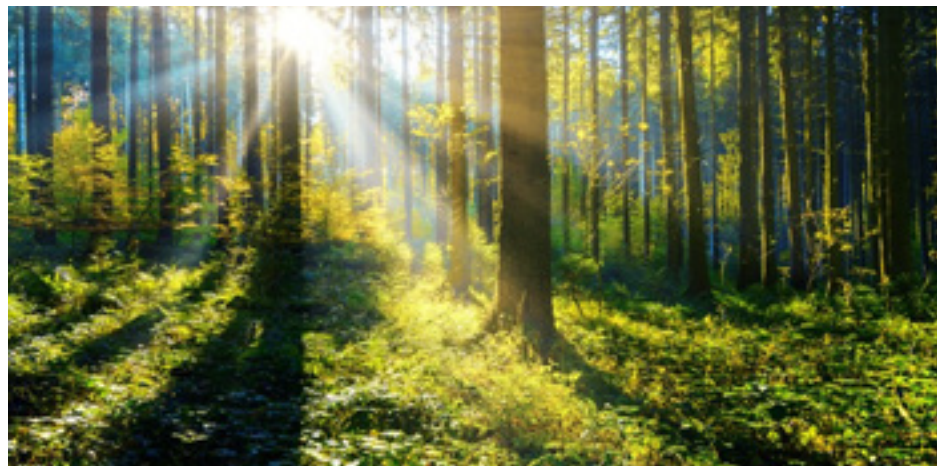
This activity is designed to introduce students to various natural features they could find on a farm. It will also introduce them to some facts about the Smith Farm prior to their visit to the Atlanta History Center.



A River/Water Source

Below are possible instruction points to discuss why farms need a water source.

- Plants need water to survive.
- Rivers, streams, and rain are all good water sources for plants on a farm.
- Most farms in the 1800s were located near a river or stream to provide needed water for crops.
- The Smith Farm was moved to its location at the Atlanta History Center, but at its original location, it was near Peachtree Creek—an excellent water source.



Trees and Forests

Below are possible instruction points to discuss why the Smith Farm is surrounded by trees and forest.

- Many forests are found in North Georgia.
- Forests provide a home and food for different kinds of animals (birds, deer, etc.).
- Farmers sometimes use forests for hunting.
- The Smith Farm was located on 800 acres of land that was mostly forest.
- The Smiths raised wild pigs and let them roam around their forest land.

ACTIVITY 1: NATURAL FEATURES



Fertile Soil

Below are possible instruction points to discuss why farms need fertile soil and what crops would be common on the Smith Farm in the 1800s.

- Plants on a farm need fertile soil in order to grow.
- Not all plants grow well in all areas or all types of soil.
- The Smith Farm mostly grew corn, potatoes, wheat, and sweet potatoes.
- The Smith Farm also had gardens that grew vegetables and herbs.
- For more resources and information on crops grown in Georgia: georgiagrown.com/find-georgia-grown/fruits-vegetables/



Sunshine

Below are possible instruction points to discuss why farms need sunshine and how the amount of sun found in North Georgia would have impacted the Smith Farm.

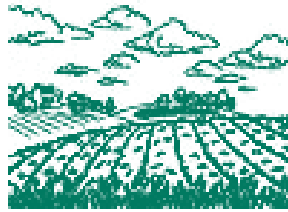
- Sunshine helps plants grow.
- In North Georgia, where the Smith Farm is located, we have on average 217 days of sunshine—that means almost two out of every three days has sunshine!
- This made it easier for the Smith Farm to grow its crops.

ACTIVITY 1: NATURAL FEATURES

Circle the items we know the Smiths had on their farm.



Cars



Fields



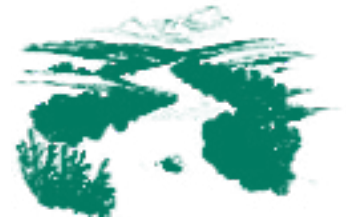
Pigs



Trees



Swing Set



River



Skyscraper



Rain



Desert



Corn



Dinosaurs



Sun

ACTIVITY 2: THEN AND NOW

This activity is designed to introduce students to the differences between life now and life back in the mid 1800s, when the Smiths lived on their farm in North Georgia. The main focus is on different technology and ways of life to prepare the students for the Smith Family Farm Tour at the Atlanta History Center.



Electricity

Below are possible ways to introduce the first Then and Now topic: electricity. This can be done as a class discussion or as a Think, Pair, Share activity.

- First discussion question: What are things in these pictures that use electricity?
 - Kitchen picture:
 - o Stove, lights, oven
 - City picture:
 - o Building lights
 - Laptop picture:
 - o Laptop, Internet
- Second discussion question: What are things in our classroom that require electricity?
- Instruction point: People like the Smiths in the 1850's did not have electricity. This means they had to use candles or lanterns for light; they had to cook over open fires; they had to write letters instead of sending an email or text; and they entertained themselves by doing things like reading, playing games, telling stories and making crafts.
- Do you think someone from 1850 would be surprised by all the technology we have now?

ACTIVITY 2: THEN AND NOW



Transportation

Below are possible ways to introduce the second Then and Now topic: transportation. This can be done as a class discussion or as a Think, Pair, Share activity.

- First discussion questions: What do you see in these pictures? What do all these things (cars, planes, and trucks) help us do?
- Second discussion question: What are other ways we get from place to place?
- Instruction point: People like the Smiths in the 1850's had to use horses and wagons for transportation...or they had to walk on foot. It would have taken almost two hours for the Smiths to walk to the nearest town to go to a store or to mail a letter. This meant that going into town and coming back would usually take a whole day.
- How is this different from when you and your family go to the store?

ACTIVITY 2: THEN AND NOW



Farm Plants and Animals

Below are possible ways to introduce the final Then and Now topic: farm plants and animals. This can be done as a class discussion or as a Think, Pair, Share activity.

- What are these pictures of?
—Farm plants, farm animals, fields, etc.
- Where would you find these things today:
—Carrots, pumpkins, plants: the grocery store, the farmers market, a garden.
—Animals: Zoo.
- The Smiths did not have the same ways of getting food that we have today. They did not have grocery stores like we do. Instead, almost everything they ate was grown or raised on their farm. They grew vegetables and other crops, and they also raised animals. When you visit the farm, you're going to see chickens, turkeys, sheep, and goats.
- In what ways do you think the Smith Farm was similar to farms today?

ACTIVITY 2: THEN AND NOW

Color in the items that a person living on a farm in the 1850s would NOT have



Tractors



Phones



Cars



Farm Animals



Barn



Rivers and Trees



Sunshine



Electricity



Laundry Machines



Airplanes



Fields



Fruit

SMITH FARM TOUR

1. Understanding the Concept of Time and the Past
2. Understanding Differences in Life from the 1850's to Today

These activities will help students apply what they learned at the Smith Farm. One activity helps students visualize the amount of time that has passed since the 1850's and think about their experience at the farm through that lens. The other activity helps students reflect on what they saw and heard at the farm and compare that to their lives today.

These activities can be separated or combined by teachers, and can be adjusted based on classroom time constraints, lesson focus, and student learning levels.

Objectives

- Students will correctly use terminology related to time.
- Students will be able to identify the ways that life in the 1850's was both similar and different from life today.

Standards

SSKH3

Correctly use words and phrases related to chronology and time.

SS1G1

Describe how historic figures are influenced by his or her time and place.

SS2G2c

Describe how the region in which these historic figures lived affected their lives and compare these regions to the region in which students live.

Materials Needed

Activity 1

- Rice or jellybeans
- Printed copies of Post-tour Activity 1 Worksheet

Activity 2

- Printed copies of Post-tour Activity 2 Worksheet (Venn Diagram)
- Projector or interactive digital board
- Pencils

Activate Prior Knowledge

Use this same Activate Knowledge approach for both Activity 1 and/or Activity 2

Ask students to share things that they remember from their tour of the Smith Farm. If needed, you can prompt them by asking about some of the specific stations (blacksmithing, woodworking, animals, ink making, main house, kitchen, gardens, enslaved peoples cabin). Write their responses on the white board or using an alternate electronic method based on the resources available in your classroom. Note: This can also be done as a Think/Pair/Share activity rather than a whole class activity.

Remind students that the Smith Farm tour showed a farm in the 1850's, which is more than 170 years ago.

For Activity 1, tell the students that the activity they will be doing will help them understand how long it took people to do certain tasks then in comparison to now.

For Activity 2, tell the students that the activity they will be doing will help them understand how life in the 1850's was both the same and different from today.

SMITH FARM TOUR

Activities/Work Period/Student Tasks

Activity 1 Instructions

1. Have students work in pairs or groups. Provide each pair/group of students with 10 jellybeans or rice grains.
2. Explain to the students that each of their 10 jellybeans or rice grains represent an hour in the day.
3. Students will use the jellybeans/rice to show how many hours it takes to do certain tasks today and how long it would have taken on the Smith Farm to do the same task.
4. Provide students with a copy of Activity 1 Worksheet.
5. With guidance from the teacher if needed, students will use their jellybeans/ rice to visually show the number of hours needed for each task. Students will compare each of these tasks one at a time.
6. As students explore each task, provide additional explanation about how these tasks were done in the 1850's.
 - a. Making Dinner: food was cooked over an open fire and often took a great deal of preparation
 - b. Washing and Drying Clothes: clothes were washed by hand, which could take an hour for just a small number. Drying could take up to 4 hours depending on the weather and the type of cloth.
 - c. Going to the Store in Town: if the Smiths walked, this could take at least two hours there and two hours back. They would have to go to more than store to get everything they needed, which also took more time.
 - d. Cleaning the House: this took longer each day because it included things like cleaning out the fireplaces, sweeping out dirt and dust, and cleaning dishes. All of these things were done by hand without things like vacuum cleaners or modern types of soap.
6. After students understand the amount of time each task took in the 1850's in comparison to now, instruct them to circle the correct answer for each of the sentences on the worksheet. Teacher may want to write the underlined words on the white board and review with students prior to this activity.

SMITH FARM TOUR

Activities/Work Period/Student Tasks

Activity 2 Instructions

1. Project an image of Post-tour Activity 2 Worksheet (Venn Diagram) on a white board or show it on an interactive board, if available.
2. Explain what each aspect of the Venn diagram represents.
3. With students working in pairs, ask them to think of three things the Smith farm had that they don't have today and write those in the Smith Farm side of the Venn diagram.
4. Then ask students to think of three things they have today that the people at the time of the Smith farm did not have and write them in the My Life side of the Venn diagram. Alternately, students could draw pictures instead of writing words.
5. Finally, ask students to think of three things that both they and the people at the time of the Smiths would have and write them in the middle area.
6. Teachers can have students share their answers with the class either after each section in order to check for understanding or wait until the end.
7. After completing the Venn diagram, complete the Activity 2 Assessment located in the Assessment section below.

Assessment

Activity 1 Assessment

Using the worksheet, students will circle the correct answer for each of the sentences provided.

Activity 2 Assessment

Students use the information from their Venn diagram to fill in the blanks in these three sentences.

1. The Smith family did not have _____ and _____ .
2. The Smith family and I both have _____ and _____.
3. I have _____ and _____, but the Smith family did not.

Notes

ACTIVITY 1

Making Dinner

Smith Farm: 5 hours
Today: 1 hour

Washing & Drying Clothes

Smith Farm: 6 hours
Today: 2 hours

Going to a Store in Town

Smith Farm: 6 hours
Today: 1 hour

Cleaning the House

Smith Farm: 4 hours a day
Today: 1 hour a day

Circle the correct answer.

Tasks in the past took **more time** or **less time** than they do now.

In the present tasks are **easier** or **harder** than they were on the Smith Farm.

Long ago life on a farm was the **same** or **different** from today.

ACTIVITY 2

VENN DIAGRAM

