

Reading

OVER IN THE MEADOW

Over in the meadow in the sand in the sun,
Lived an old mother toad and her little toadie one.
"Wink!" said the mother; "I wink," said the one;
So she winked and she blinked in the sand in the sun.

Over in the meadow where the stream runs blue,
Lived an old mother fish and her little fishes two.
"Swim," said the mother. "We swim said the two.
So they swam and they leaped where the stream runs blue.

Over in the meadow in a hole in a tree,
Lived a mother bluebird and her little birdies three.
"Sing," said the mother. "We sing," said the three.
So they sang and were glad in the hole in the tree.

Over in the meadow in the reeds by the shore,
Lived a mother muskrat and her little ratties four.
"Dive," said the mother. "We dive," said the four.
So they dived and they borrowed in the reeds by the shore.

Over in the meadow in a snug beehive,
Lived a mother honeybee and her little honeys five.
"Buss," said the mother. "We buzz," said the five.
So they buzzed and they hummed in the snug beehive.

Over in the meadow in a nest built of sticks,
Lived a black mother crow and her little crows six.
"Caw," said the mother. "We caw," said the six.
So they caw and they called in their next built of sticks.

Over in the meadow where the grass is so even,
Lived a happy mother cricket and her little crickets seven.
"Chirp," said the mother. "We chirp," said the seven.
So they chirped cheery notes in the grass soft and even.

Reading

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Over in the meadow by the old mossy gate,  
Lived a brown mother lizard and her little lizards eight.  
"Bask," said the mother. "We bask," said the eight.  
So they basked in the sun by the old mossy gate.

Over in the meadow where the clear pools shine,  
Lived a green mother frog and her little froggies nine.  
"Croak," said the mother. "We croak," said the nine.  
So they croaked and they splashed where the clear pool shines.

Over in the meadow in a sly little den,  
Lived a gray mother spider and her little spiders ten.  
"Spin," said the mother. "We spin," said the ten.  
So they spun lace webs in their sly little den.

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WHEN TO SAY NO

1. Though "No" is a very little word, it is not always easy to say it: and the not doing so, often causes trouble.
2. When we are asked to stay away from school, and spend in idleness or mischief the time which ought to be spent in study, we should at once say "No."
3. When we are urged to loiter on our way to school, and thus be late, and interrupt our teacher and the school, we should say "No." When some schoolmates wishes us to whisper or play in the school room, we should say "No."
4. When we are tempted to use angry or wicked words, we should remember that the eye of God is always upon us, and should say "No".
5. When we have done any thing wrong, and are tempted to conceal it by falsehood, we should say "No, we can not tell a lie; it is wicked and cowardly."
6. If we are asked to do any thing which we know to be wrong, we should not fear to say "No."
7. If we thus learn to say "No," we shall avoid much trouble, and be always safe.

Recitation



Recitation
means *the speaking aloud*
in public of something
memorized. One-room
school students daily
recited their arithmetic,
spelling, grammar, and
phonics lessons.

They also memorized and recited entire
stories and poems.

Silently read this poem, then try to memorize it for recitation.

A GOOD RULE

One rule to guide us in our life

Is always good and true:

"Tis, "Do to others as you would
That they should do to you."

When urged to do a selfish deed,

Pause, and your course review;

Then do to others as you would

That they should do to you.

When doubtful which is right, which wrong,

This you can safely do:

Yes, do to others as you would

That they should do to you



Three more memory gems to memorize and recite:

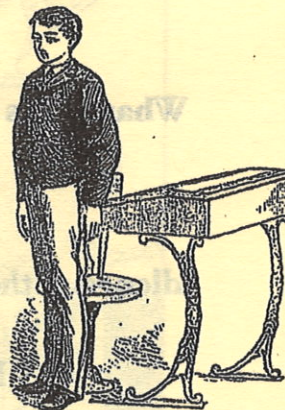
● If a task is once begun,
Never leave it till it's done.
Be the task great or small
Do it well, or not at all.

* If wisdom's ways you'd wisely seek,
Five things observe with care;
Of whom you speak, to whom you speak,
And how, and when, and where.

* Little things, yes, little things
Make up the sum of life;
A word, a look, a single tone
May raise or calm a strife.

One little act of kindness done,
One little kind word spoken,
Has power to make a thrill of joy,
E'en in a heart that's broken.

Then let us watch these little things.
And so regard each other
That not a work, or look, or tone
Shall wound a friend or brother.



A true student will do his duty.

The idle fool is whipped at school.

Live to learn, Strive to excel.

Try to be a good child.

Memorization is excellent training for the intellect.

Speak clearly as you speak at all.

Modesty is one of the chief ornaments of youth.

Who tries again, will surely win.

GIVE HONOR TO THY PARENTS DUE.

To be good is to be happy.

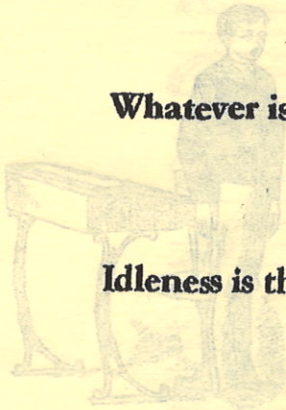
Whatever is worth doing at all, is worth doing well.

Cultivate a love of truth.

Idleness is the parent of vice and misery.

Boast not of the favors you bestow.

What you are to be, you are now becoming.



SCHOLARS' RULES

Nineteenth century children were expected to conduct themselves properly at all times, especially in school. These are some of the rules students were to observe.

1. Arrive at school on time. Do not be tardy.
2. When the bell rings, give full attention to the teacher. Make Manners to the teacher.
3. Boys will sit on the right side of the room.
Girls will sit on the left side.
4. Sit straight and tall in your desk.
5. Do not talk unless spoken to.
6. Raise your hand to ask permission to speak.
7. Do not leave your seat without permission.
8. Idle time will not be tolerated.
9. Do not make noises or disturb your neighbor.
10. Exhibit righteousness, kindness, and respect at all times.

RULES OF LIFE

Kindness to Animals

Good Manners

Respect Elders

Obedience

Patriotism

Honesty

Truthfulness



Arithmetic

ci/pher

re/cite

per/cent/age

One-room school arithmetic lessons in the nineteenth century taught the basic elements of addition, subtraction, multiplication and division, along with fractions and percentages. The textbooks featured concepts of price, products, and life styles typical of the day.

Drill was an important part of the arithmetic lessons. Oral exercises were practiced repeatedly to sharpen the students' mathematical skills, as were slateboard and copybook "ciphëring" (computing) lessons.

Other lessons, termed mental arithmetic or intellectual arithmetic lessons are performed orally. They are described below.

MENTAL ARITHMETIC PROBLEMS AND DRILL

Directions: Students will not process arithmetic problems with the use of pencil, pen, slateboard, or paper. The teacher will issue the problems aloud and the students will recite the problem and the answer.

Solve: If I have 2 cents in one hand, and 1 cent in the other hand. How many cents have I in both hands? **Solution:** 2 cents and 1 more cent are 3 cents.....

1. John paid 5 cents for a writing book, and 2 cents for a pen. How many cents did he pay for both?
2. Sam has 3 marbles, William has 5 marbles, and Jacob has 4 marbles. How many marbles have they all?
3. Charles gave 75 cents for an Arithmetic book, 10 cents for a Speller, 8 cents for a writing book, and 2 cents for a pencil. What did he give for the whole?

RECITE the Nine Addition Table thus: 9 and 1 are 10; 9 and 2 are 11 (continue)

RECITE the Twelve Subtraction Table thus: 12 less 1 are 11; 12 less 2 are 10; 12 less 3 are 9 (continue)

RUN THROUGH the 3's thus: 3 X 0 is 0; 3 X 1 is 3 (continue)

COUNT by 7's to 70

COUNT by 4's from 100 down to 0

DIVIDE by 6, from 6 in 0 to 6 in 60 thus: 6 in 0, 0 times; 6 in 6 once; 6 in 12, 2 times (continue)

LISTEN AND SOLVE: Take 2, add 2, add 6, add 98, subtract 8, divide by 10, multiply by 10, add 10. How many have you?

Arithmetic

Arithmetic

Blackboard games are entertaining and educational. If there is a blackboard in the one-room schoolhouse, these arithmetic games will add variety to the day's curriculum.

BLACKBOARD RELAY

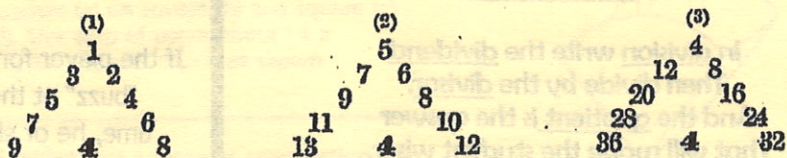
The teacher writes across the blackboard five numbers (between 1 and 12) and assigns five students to come forward and stand in front of a number. When the teacher gives a signal, each student writes a column of multiples for his assigned number. The student who finishes first with the most correct multiples wins the relay and remains standing while another four students are sent to the board to begin another relay with a different set of numbers. The students may also be divided into four or five teams.

Example: 8
 40 (The multiples do not have to be in
 32 any particular numerical order)
 16

OBLIQUE ARITHMETIC

The teacher copies these oblique rows on the board so the students can drill their addition, multiplication, subtraction, and division facts aloud.

Blackboard exercises, affording a great variety of combinations, and requiring but little labor in copying, may be easily arranged. The following are given as illustrations:



By pointing successively to the figures in the oblique rows and to the figure between them, the first diagram will afford an excellent drill in adding or in multiplying, the "4," or any other figure in its place, being the number added or multiplied, as the case may be. The second diagram will afford a good exercise in subtraction, and the third in division.

Arithmetic

Arithmetic

The following poem helped students learn the math principles of addition, subtraction, multiplication, and division.

Arithmetic will teach us how

To reckon and to count,
And when we buy or when we sell,
To learn the right amount.

Notation writes the numbers down,

Numeration does the reading,
Addition sums the parts all up,
Gives the amount we are needing.

Subtraction will the difference

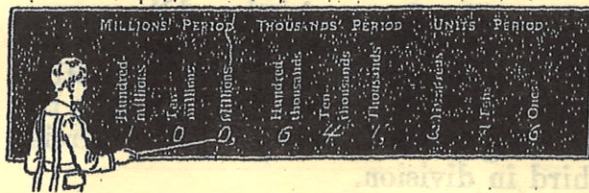
Between the numbers show;
For minuends and subtrahends
Remainders leave, you know.

The multiplicand and multiplier

And factors to be involved
In an answer called the product
When by multiplication solved.

In division write the dividend

Then divide by the divisor;
And the quotient is the answer
That will make the student wiser.



Buzzzzzzz !

The game of Buzz helps practice the multiplication tables.

To play, students sit in a circle and begin to count out loud in turn.

Whenever a player comes to (for example) the number seven, or a multiple of seven, or a number with seven in it, he or she has to say "buzz" instead of the number.

If the player forgets to say "buzz" at the right time, he or she is out of the game.

The rest of the players continue to count until only one person is left.

Nature Study



The rural setting of many country schools prompted teachers to incorporate nature into classroom study. Selected short stories, poems, and games featured animals and plant life, all of which surrounded the daily lives of country school students.

Nature's Gift



It roamed on earth in ancient pre-historic days.
It aided nature in oh so many ways.

It scampered through Rome, Paris, and London, too.
It certainly was present when America was new.

It glided over the seas when Pilgrims landed ashore.
It climbed atop Independence Hall's hallowed entry door.

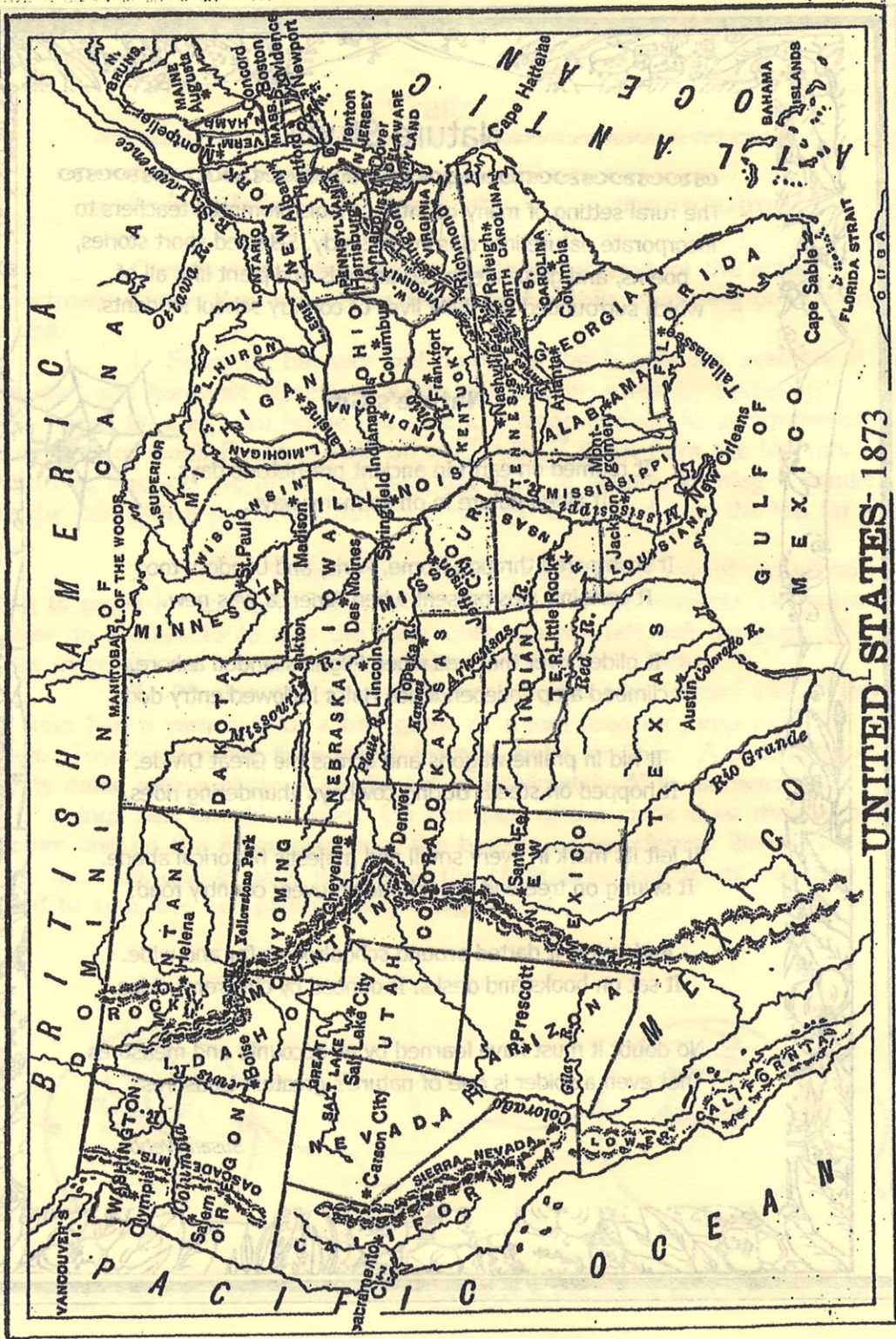
It hid in prairie wagons and across the Great Divide.
It hopped on steeds during cowboys' thundering rides.

It left its mark in every small and majestic historical abode.
It swung on tree and branch, down every country road.

And surely it darted around schoolrooms far and wide.
It sat on books and desks. It danced by children's sides.

No doubt it must have learned by all accounts and measures,
That even a spider is one of nature's greatest treasures.

Susan Webb



UNITED STATES-1873

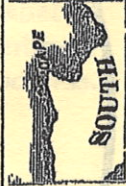


GEOGRAPHY

Use the map above to answer the questions.

Use the map above to answer the questions.

1. What is this country called? _____
2. How many states are there? _____
3. Which is the largest state? _____
4. What state in the north is almost surrounded by lakes? _____
5. Which is the largest of those lakes? _____
6. What large river flows south into the Gulf of Mexico? _____
7. What river flows between Texas and Mexico? _____
8. What mountains extend through the western part of the United States? _____
9. What ocean is east of the United States? _____
10. What states surround your state? _____

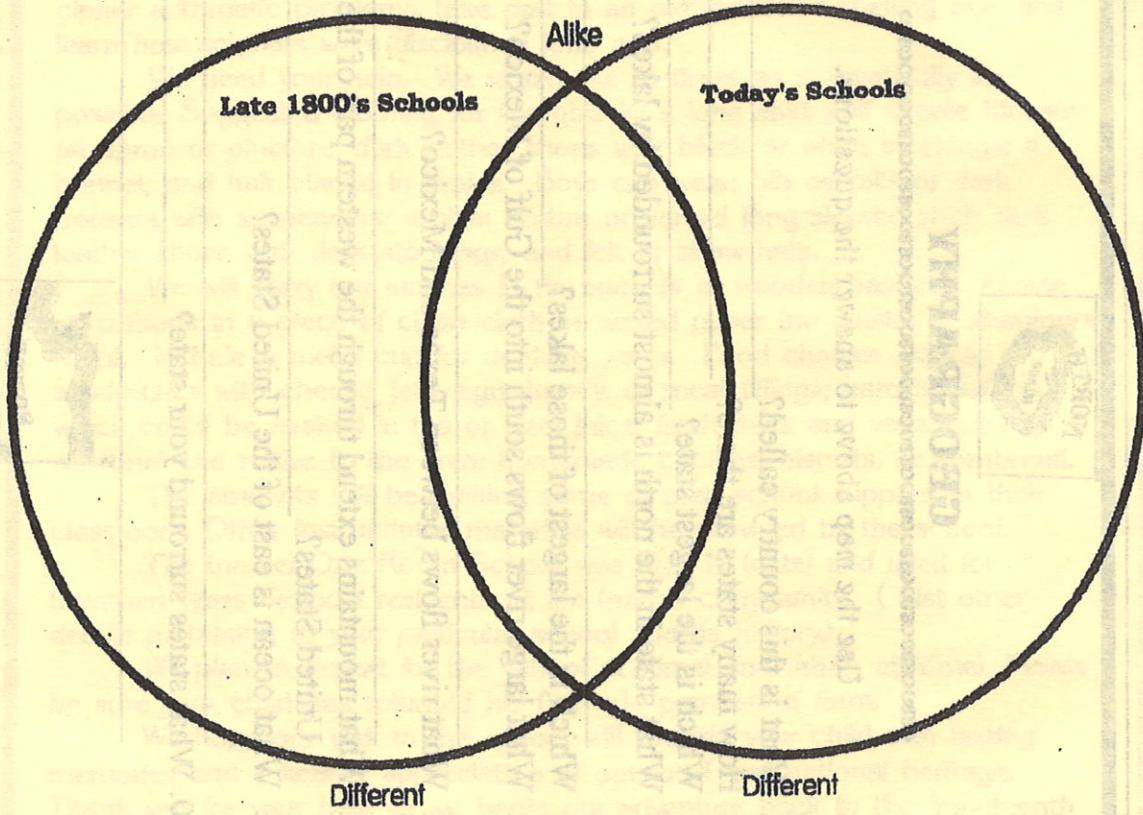


THEN AND NOW

Compare early American schools to the schools of today.

Compare early American schools to the schools of today.

Use the Venn diagram to organize your thoughts.
Write at least three ways the schools are different,
and three ways they are the same.



Montgomery, First Lessons in Geography, New York: A. S. Barnes & Company, 1893

Post-Visit Activities

di/a/ry es/say sur/vey

1. Following the one-room school visit and reenactment, examine again the series of questions. Have the students answer the questions one more time, then compare the answers with their original ones. Where the answers different?
2. Have the students write a nineteenth century student diary entry. Ask them to reflect on what they learned from the visit so they can identify with a peer scholar of that time. The students may even want to use an assumed name, one which would have been common then. Remind them to step back to a typical 1800's school day. What did they do before they arrived at school? What was the school day like? What happened? Did anything happen on the way home? What did they do once they arrived home?
3. Create an 1800's newspaper page (*The Historical Times*) to let the students write news articles about the happenings in a one-room school.
4. Assign the students to write an essay comparing and contrasting a school day in the one-room school with a day at their own school. Ask them to use the notes from the Venn diagram in the Copybook.
5. Conduct an art showing of the students' drawings of the inside and outside of the one-room schoolhouse.
6. Develop a survey. Ask the students what they liked about the visit. Was it different than they thought? Would they have liked attending a one-room school? Why or why not? What was most unusual about the school building or the school day. What would they change about the visit?
7. Discuss, again, historical preservation. Did the student's view change?

ONE-ROOM SCHOOL A, B, C

Write one-room school words which begin with the letters on this page and the next page.



ARITHMETIC



ONE-ROOM SCHOOL A, B, C

ഒരു ക്ലാസ്സറൂം സ്കൂൾ എ, ബി, സി



REWARD OF MERIT

Brick Schoolhouse

Built in 1784

Also known as North District School
Warren, Connecticut

This certifies that you have participated in
"School Days with the Traveling Schoolmarm"
in The Brick Schoolhouse. For diligence, attention to
studies, and good conduct you merit my approbation and esteem.

Susan Webb Schoolmarm

In my heart I'll always cherish, Those happy days of long ago,
And the little one-room country school, Where as a child I used to go.
--Dunn

Reward of Merit

Kemp's Ford School

Constructed in 1860, Franklin County, Virginia

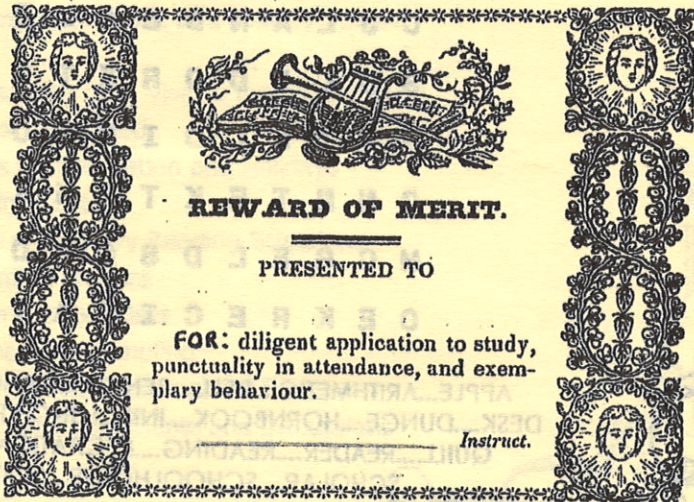
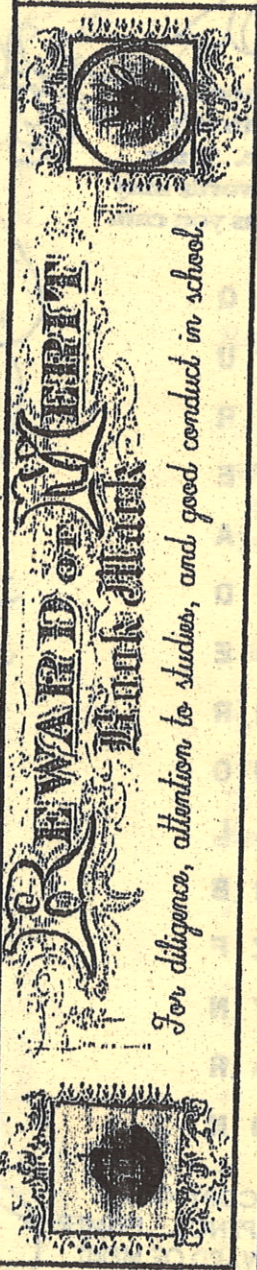
This Certificate Certifies That

*as one vitally interested in the history of
The Commonwealth of Virginia
has completed, in a most satisfactory manner,
a visit to the one-room schoolhouse,
Virginia's Explore Park*

*"The door's worse off betraying
The fact that excepting slow to admit
Most steering out to play" ... Wheeler*

Ahead

Reward of Merit, small tokens of congratulation given to students for good behavior and scholastic accomplishments. The practice became popular during the nineteenth century.



School Days

Find the words related to one-room schools.
The words read forward, diagonally, vertically,
and horizontally, always in a straight line. Some
are two words with no space between. The words may
overlap or intersect. Circle as many words as you can.

A P R I M E R B E H J O Q
R P A K Y R E A D I N G U
I S P D D I W Z B E G H R
T J W L S L A T E C S L E
H R I U E H R W N G V K A
M Z R N I C D U C H C G D
E V S C H O O L H O U S E
T R P H C P F F M R N Q R
I P E P A Y M K F N P M O
C J L A N B E A L B E L L
S D L I D O R X T O N R B
Q U I L L O I N E O C Z F
C N N T E K T I N K I Y N
M C G E L D S C H O L A R
O E K R E C I T A T I O N

APPLE...ARITHMETIC...BELL...BENCH...CANDLE...COPYBOOK
DESK...DUNCE...HORNBOOK...INK...LUNCH PAIL...PENCIL...PRIMER
QUILL...READER...READING...RECITATION...REWARD OF MERIT
SCHOLAR...SCHOOLHOUSE...SLATE...SPELLING

OUR SCHOOLHOUSE FLAG

First Child:

This is our schoolhouse flag which teaches us to stand
For freedom of our people, and honor of our land.



1777 - 1795
13T STARS AND STRIPES

All Pupils:

One flag! One land!
One heart
One hand
One nation evermore!

FIFTEEN STARS AND STRIPES
1795 - 1816



Second Child:

Its colors have a meaning, and the deep tint of the blue
Stands for truth and teaches us that we ever must be true
To our flag and to our country and the tasks we have to do.

Third Child:

The white stripes stand for cleanliness in word and thought and deed;
For boys and girls who love the right our country has great need.

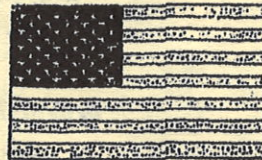
Fourth Child:

The red stripes stand for courage and teach us to be brave;
We shall never be afraid while these colors proudly wave.

All Pupils:

There is no flag in any land,
No other flag however grand,
Like our own red, white and blue.

THIS 48 STAR FLAG
HAS BEEN THE
LONGEST LIVED DESIGN
1812 - 1869



1869 - PRESENT
50 STAR FLAG

Paine Publishing Co. Dayton, Ohio 1923

Notes

Look What We
Created
in the Schoolhouse
Today

Enriching Activities
Designed for
Before
During
After

A Visit to the Country School



Hands On
Schoolhouse
History



from: Susan's Web

Susan Webb, The Traveling Schoolmarm
3041 Highland Lakes Road
Birmingham, Alabama 34242
H 205-437-1191 C 205-276-1448
onermsch1@aol.com



PLEDGE OF ALLEGIANCE

The pledge of Allegiance was first used on October 12, 1892 during Columbus Day observances in the public schools, as proclaimed by President Benjamin Harrison.

**I pledge allegiance to my flag
and to the republic for which it stands:
one nation, indivisible,
with liberty and justice for all.**

June 14, 1924, Flag Day, the pledge was amended subsequently by the substitution of the words "the flag of the United States of America".

1954, by joint resolution of Congress, the pledge was further amended by the addition of the words "under God".