

Look What We
Created
in the Schoolhouse
Today

Enriching Activities
Designed for :
Before
During
After
A Visit to the Country School

Look What We Created in the Schoolhouse Today

Basic Enriching Activities for Reenacting the County Schoolhouse

The lessons in this booklet are merely a collection of suggested exercises for individuals who may be associated with country school reenactment. The lessons do not represent any particular book publications or United States region.

Each exercise is offered with the intention of meeting the following objectives:

1. To experience academic studies from a bygone era.
2. To propose creative and engaging learning activities.
3. To present enriching activities designed for before, during, and after a visit to a country school.

- Preparation for a Visit to the Schoolhouse
- School Days Food
- Crafts for Recreation and Holidays
- Spelling Lessons
- Prose and Poetry Reading Selections
- Recitation Practice
- Arithmetic Exercises
- Penmanship Sampling
- United States Geographical Features
- Post-Visit Assignments and Discussions

Pre-Visit Activities

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time/line

cen/sus

pre/ser/va/tion

Pre-visit activities are essential for making a true one-room school learning experience. One way to begin the preparation process is to encourage students to imagine living and going to school over a hundred years ago as compared to the lifestyles and schools of today. Discuss the following questions and have the students record their answers in a journal, copybook, or on a classroom chart. Once the schoolhouse visit is completed, re-examine the questions and ask students to compare their answers with their original hypothesis and their actual one-room school experience.

1. Did you have to go to school?
2. How did you get to school?
3. How many grades were in the school?
4. How were the grades separated in the school?
5. How long was the school day?
6. How long was the school year?
7. How many teachers taught in the school?
8. What subjects did you study?
9. What kind of textbooks did you use?
10. What did you write on and with?
11. What did you wear to school?
12. What did you eat for a noon meal?
13. What did the teacher do if you misbehaved?
14. Would it have been harder or easier to learn?



To let the students grasp the concept of time past and how long ago one hundred years actually is, assist the students in these activities:

1. Create a time-line beginning with 1800. Record world, U.S., state, and local historical events such as presidential elections, statehoods, inventions, and miscellaneous news events. Use history books, copies of old newspapers, or civic documents.

## Pre-Visit Activities

2. Research the community's history and the history of a particular school. Utilize state archives, the local historical society, the county courthouse, and the state or local school system. Look through census records, school attendance journals, or church registers. Contact retired teachers and former students.

3. Find old nineteenth century maps of the United States, or your state and community plats.

4. Read about the nineteenth century American family. Where did they live? What were their houses like? What did they do for a living? What did they do for recreation? What was the role of children?

5. Research and examine home and school artifacts. Conduct an antique show-and-tell day.

6. Choose an invention which came into common usage after the end of the nineteenth century. Describe the way it changed people's lives.

7. Become familiar with the history of American one-room schools. What type of buildings were they? Where were they located? Who attended them? What subjects were taught? What equipment did they have? What were the teachers like?

8. Practice one-room school lessons in arithmetic, reading, penmanship, and spelling. Memorize a poem.

9. Review the discipline and manners of nineteenth century students.

10. Look for pictures of authentic nineteenth century clothing.

11. Interview a local historian, family member, or senior citizen and discuss the history of your community, or listen to tales of another era. Make a family tree chart.

12. Have the students write a current day student diary entry telling what took place before, during, and after school.

13. Explain what historical preservation is and why it is important.

14. Assign the students to compose a group letter or individual letter to their family telling them what they have learned, when they will be going to the one-room school, and what they expect to discover.



## Collecting and Creating Supplies for the One-Room School Reenactment

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Items for each student should include:

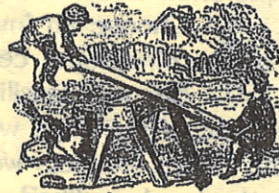
A PERIOD-STYLE COSTUME

Boys:

Bib overall or trousers with suspenders
blowsy cotton buttoned shirt with collar and cuffs
vest over cotton shirt
tall socks (call be pulled over trouser legs to resemble knickers)
felt or straw hat
dark sturdy shoes

Girls:

ankle-length cotton dress or skirt with a blouse
apron or pinafore
petticoats
long black or white stockings
dark sturdy shoes
hair ribbons
braided hair in pigtails
(no jewelry)



Teacher:

The teacher's costume should be similar to the girl's with the exception of hair pigtails, ribbons, and white stockings.

A MEAL BASKET or PAIL

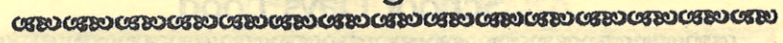
METAL DRINK CUP

FOOD ITEMS in keeping with the period and wrapped

in a cloth napkins (no contemporary plastic wrapping)

bread with butter	apple
Johnny cake	grapes
flat bread	carrots
cold meat	tomatoes
boiled egg	potatoes
cheese	apple cider
jelly	molasses cookie
honey	

Enriching Artifacts

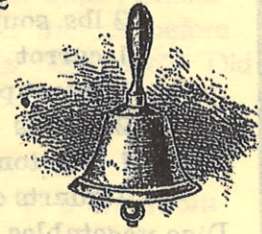


doc/u/ments

au/then/tic

Prior to a one-room school visit and reenactment, a special showing of historical artifacts will make the experience more meaningful. A display and/or demonstration of items such as school desks, photos, school bells, slateboards, writing pens, ink wells, quill pens, lunch pails, lanterns, maps, Bibles, historic local documents or photos, and clothing will give a more realistic approach to the impending reenactment.

Collect or borrow the artifacts from local schools, citizens, antique stores, or historical societies.



Title the exhibit *History's Mysteries* and feature artifacts along with some authentic-looking reproductions. Let the students organize and research the artifacts. Include nineteenth century household implements and crafts in addition to farm tools or nineteenth century inventions.



Conduct a fashion show of nineteenth century clothing.

Assist the students in making a catalog of the artifacts showing pictures, illustrations, and purchase prices.

School Days Food

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tur/nip

to/ma/to

corn/meal

The following recipes can be used to provide a mid-morning snack or a noon lunch for students participating in a one-room school reenactment.

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Many children walked miles to school and could not bring hot foods for their noon meal. Teachers frequently provided warm food during cold winter months by preparing a meal using the school's wood-burning stove or fireplace. The teacher would bring a kettle to school and ask the students to supply various meats and vegetables to make the soup.

SCHOOLHOUSE SOUP

2 lbs. soup meat	1 potato
1 carrot	1 turnip
1 sweet potato	1 heaping cup cabbage
2 onions	3 stalks celery
1 pint tomatoes	1 tablespoon sugar
4 quarts cold water	salt and pepper to taste

Dice vegetables, mix together with meat and water; add salt, pepper, and celery. Boil slowly three or four hours.

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Corn was an essential food for early Americans. It was cooked in many ways. Usually dry kernels were ground into a powder and made into mush or bread.

### FLAT BREAD

1 cup flour  
1 cup cornmeal  
1 cup water  
salt

Mix all the ingredients in a bowl. Shape the dough into flat cakes. Fry in a lightly greased pan until golden brown. Eat plain or with jelly or melted cheese.

## School Days Food

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During the mid-1800's certain fruits, such as pineapples and lemons, were transported from the southern regions of the United States and South America by boat and train to the eastern and midwestern parts of our country. Children delighted in using lemons to make a refreshing warm weather drink or a soothing cold weather beverage.

LEMONADE

Squeeze the juice from 3 lemons, mix with 2 cups water and add sugar to taste. (Remember, nineteenth century children did not use as much sugar in their foods as we do today.)

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Sweet foods were not plentiful for nineteenth century children, but now and then there was enough sugar and molasses available to bake layers of delicious gingerbread. To the delight of school-aged children, once the sheets of gingerbread were baked and cooled, the contours of alphabet letters were traced and cut onto the gingerbread. These special gingerbread cookies encouraged younger students to identify alphabet letters and sounds.

Once the cookies were baked the children were allowed to eat their reading "lesson."

Try this old-fashioned gingerbread recipe.

### EXCELLENT GINGERBREAD

One cup brown sugar, one-half cup butter, four eggs, one cup sour cream or milk, one cup molasses, three cups flour, one teaspoon allspice, one teaspoonful cloves, one teaspoonful ginger, two tablespoons cinnamon, one teaspoonful soda. Mix. Place dough in two shallow, jellyroll baking pans. Bake in 350 F oven for approximately 15 minutes.

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TRADITIONAL HOME HEALTH REMEDIES

For cuts: Apply vinegar to fresh skin cuts to take away soreness

For burns: Apply flour and cold water on burn area.

For colds and coughs: Place a lemon in a baking dish and leave it in the oven until soft. Squeeze the juice and pulp from the lemon and mix with sugar until thick.

For cleaning teeth: Use salt. Salt preserves and whitens the teeth and hardens gums. Either use salt water or moisten brush in water and dip in salt. This always leaves a pleasant taste in the mouth.

SAMPLE LETTER FOR STUDENTS TO TAKE HOME EXPLAINING THE REENACTMENT VISIT

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Dear Parents or Guardians,

On (date) we will be visiting the (name) One-Room School and pretend it is (1882) ! We will recite stories and poems, practice penmanship, cipher arithmetic problems, take part in an old-fashioned spelling bee, and learn how scholars were disciplined long ago.

We need your help. We would like to dress as authentically as possible. Suggested clothing for the girls is: a long skirt and simple blouse; an apron or pinafore; dark leather shoes with black or white stockings; a bonnet; and hair placed in braids. Boys can wear: bib overalls or dark trousers with suspenders; a plain cotton or flannel long-sleeved shirt; dark leather shoes with dark stockings; and felt or straw hats.

We will carry our lunches in tin buckets or wooden baskets. Please wrap foods in a piece of clean cloth or waxed paper (no plastic or aluminum wrap). Include a metal cup for drinking water. Food choices include: sandwiches with cheese, jelly, egg, honey, or meat fillings; hard-boiled egg which could be soaked in tea or beet juice; fresh fruits and vegetables if seasonal and native to the area; homemade cookies, biscuits, or combread.

The students will be making some of their school supplies in their classroom. Other instructional materials will be provided by the school.

The (name) One-Room School was built in (date) and used for (number) years by local residents of the (name) community. ( List other details pertaining to your particular school and its history.)

We plan to depart for the school at (time) and return at (time). Please be sure your child has returned his field trip permission form.

We hope our visit to the school will provide your child with lasting memories and a keener appreciation of our local and national heritage. Thank you for your help as we begin our adventure back to the (nineteenth century) and the days of the little country schoolhouse, the backbone of American education.

Sincerely,

## Crafts

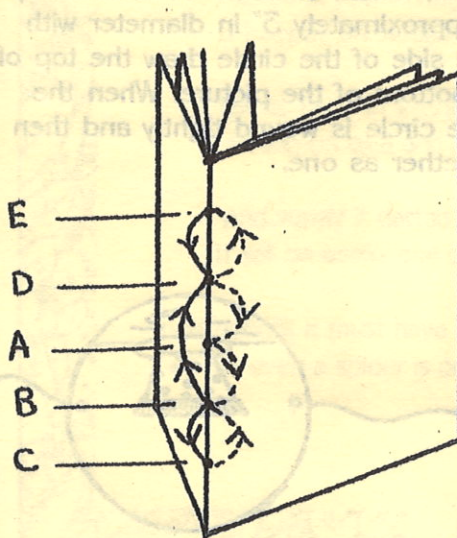
Nineteenth century school students used copybooks (notebooks) to practice their spelling, arithmetic, penmanship, grammar, and geography lessons. To make a copybook, follow these directions.

**Materials:** Brown paper; newsprint 12" x 18"; large-eyed needle; strong thread; large paper clips.

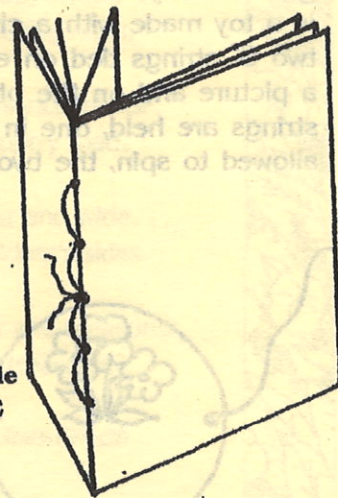
**Directions:** Take six pieces of paper and one piece of brown paper cut to the same size. Stack the papers, brown paper on the bottom of the stack. Fold the papers together in half forming a book 9" in width and 12" in height. (Hold the papers in place with large paper clips)

With a pencil, mark the middle of the fold (point A), then place a mark two inches above Point A (Point D) and two inches below Point A (Point B). Place a pencil mark four inches above Point A (Point E) and four inches below Point A (Point C). (See diagram.)

With a needle and thread, starting on the outside of the spine of the book, push the needle in at Point A leaving a loose end. Continue sewing in and out in this sequence. Push out at B; in at C; out at B; in at D; out at E; in at D out at A. Cut the thread leaving a loose end. Tie the two loose ends together with a double knot.



**For simpler construction, place threaded needle into Points C and E then tie the two loose ends together with a double knot.**



## Crafts

au/to/graph

buck/et

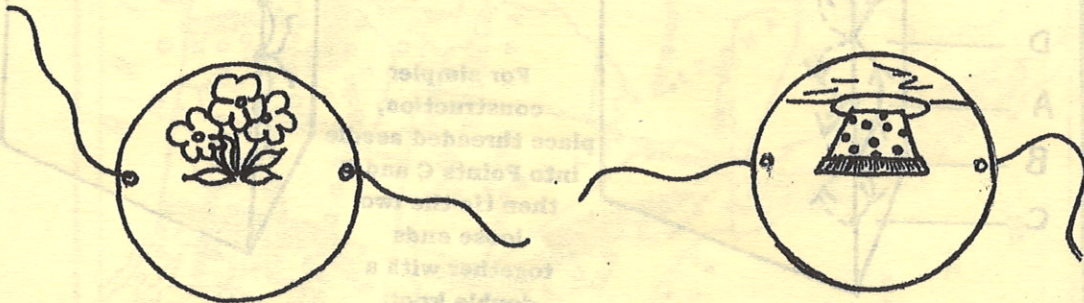
thaum/a/trope

Certain craft items can be made to be used for the actual reenactment day, or they can be an enrichment activity preceding or following the visit.

1. Small tin buckets and boxes for lunch pails are available at local craft and hardware stores. A lunch pail can be made by taking an empty, clean tin can from home (be sure it is large enough to accommodate the amount of food). Punch a hole on each side 1" down from the top rim, thread wire through the holes and twist the ends to secure, forming a handle. Line the can with a piece of cloth large enough to extend over the top for a cover.

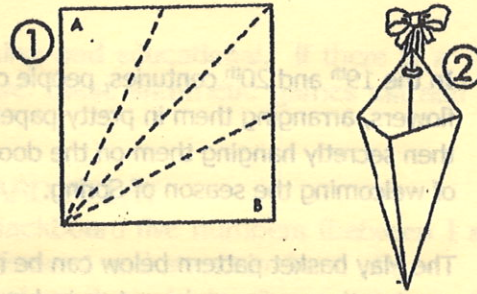
2. If there is someone in the community or parent association willing to assist in sewing together cloth quilt blocks, the students can paint or draw on the blocks to turn the class quilt into a lovely wall hanging. It will be more special if students autograph and date the blocks.

3. Nineteenth century children had few toys to play with. They may have had a yarn ball for a ball game or a jute road for jump rope games. Toys were made from wood, leather, metal, or fiber. A thaumatrope is a toy made with a circle of cardboard approximately 3" in diameter with two 6" strings tied on either side. On one side of the circle draw the top of a picture and on the other side draw the bottom of the picture. When the strings are held, one in each hand, and the circle is wound tightly and then allowed to spin, the two pictures blend together as one.



## Crafts

4. The arrival of spring in the American countryside was a welcomed event. Schools held spring festivals and May Day celebrations for the community. It was customary for students to make paper May baskets to give as gifts to their friends. Each basket contained edible treats and freshly picked flowers.

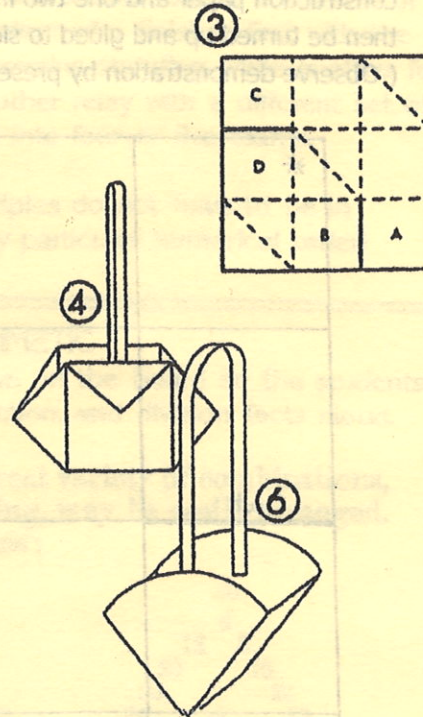



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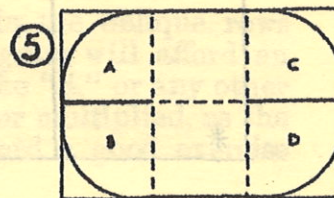
Here are directions for three May baskets:

The first basket is made from a 9-inch square of construction paper. Fold the square diagonally and then fold each side to meet this crease as shown in Figure 1. Join together at edge side (a) and side (b) and tape on inside to form basket as shown in Figure 2. To hang the basket, punch two holes in the top and thread with colored ribbon.

The second basket is also made from a 9-inch square of construction paper folded into nine squares as shown in Figure 3. Next fold diagonally the two corner squares. Cut as indicated by heavy lines. Paste square (a) on square (b) and square (c) on square (d). Use strip of paper about 14 x 1/2 inch for the handle and attach as shown in Figure 4.



For the third basket, use a piece of construction paper 8 x 12 inches. Fold into 4-inch squares then, fold in half lengthwise and round corners at either end as shown in Figure 5. Cut as indicated by heavy lines. Paste side (a) to side (b) and side (c) to side (d) to form basket as shown in Figure 6. For handle, use strip of paper about 14 x 1/2 inch and attach as shown.

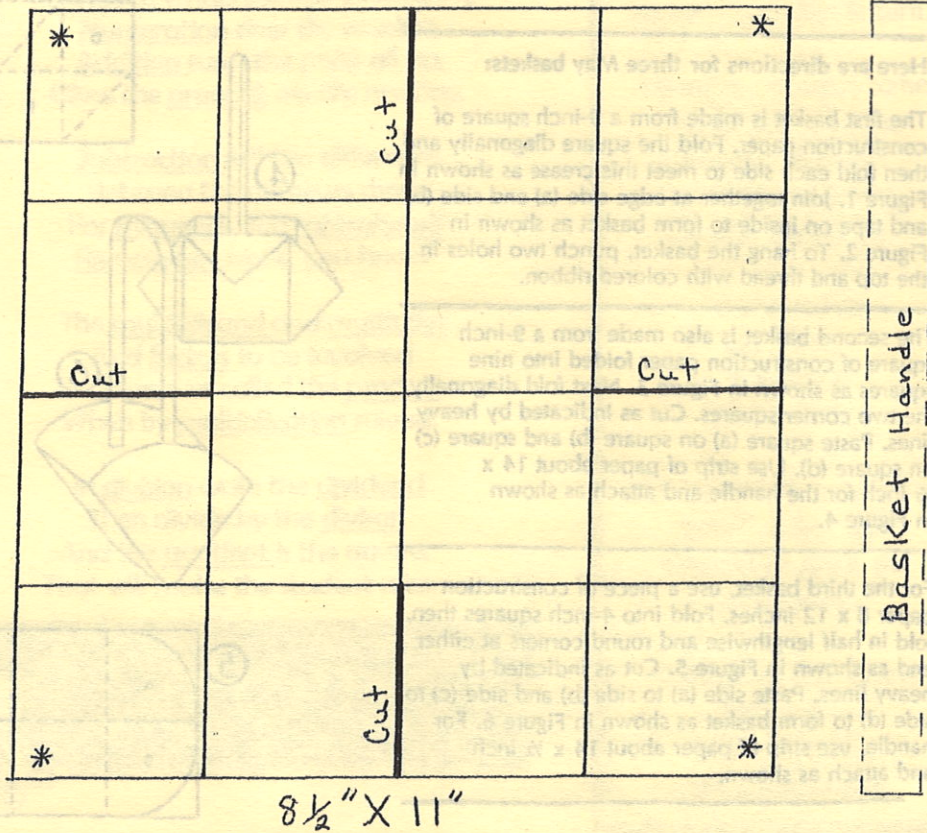


# May Baskets



In the 19<sup>th</sup> and 20<sup>th</sup> centuries, people celebrated the first of May by gathering flowers, arranging them in pretty paper holders along with gifts and candies, then secretly hanging them on the doors of friends and neighbors as a way of welcoming the season of Spring.

The May basket pattern below can be made with an 8 1/2" X 11" piece of construction paper and one two inch cut on each side. Corners \* can then be turned up and glued to side of basket, as can the basket handle. (Observe demonstration by presenter)





Simple decorations add a bit of warmth and welcome to any schoolroom. Teachers might display students' academic or art work on the walls and windows.

### CLASSROOM GARLAND

A 3" x 11" piece of colored paper can be folded into fourths, an outline of a CHRISTSMAS tree can be drawn on one side and then designated cuts made. (See illustration) When completed the paper can be unfolded to form a tree garland. Individual garlands can be attached end to end to form a longer garland. The same procedure applies to FALL, WINTER, or SPRING designs. Larger strips of paper can also be used, as can colored drawing.

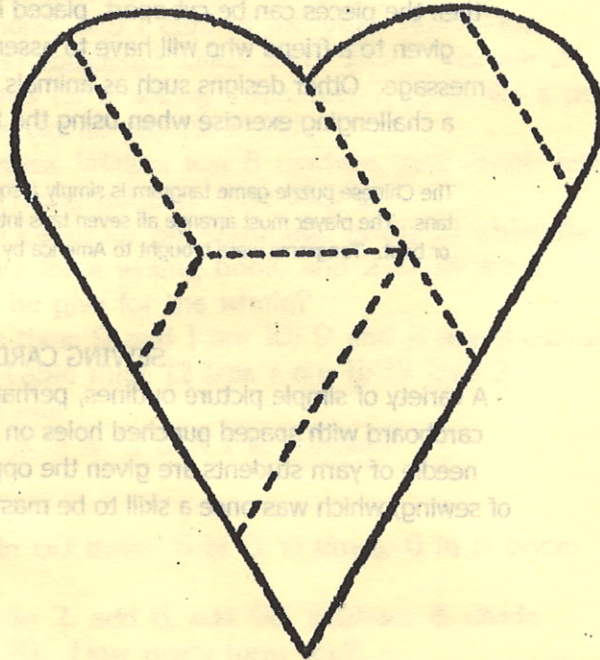
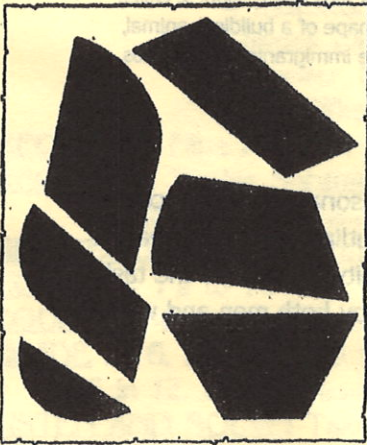
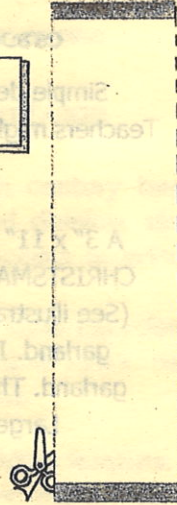
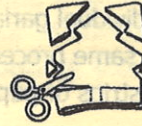
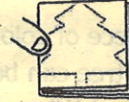
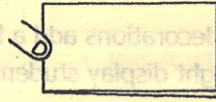
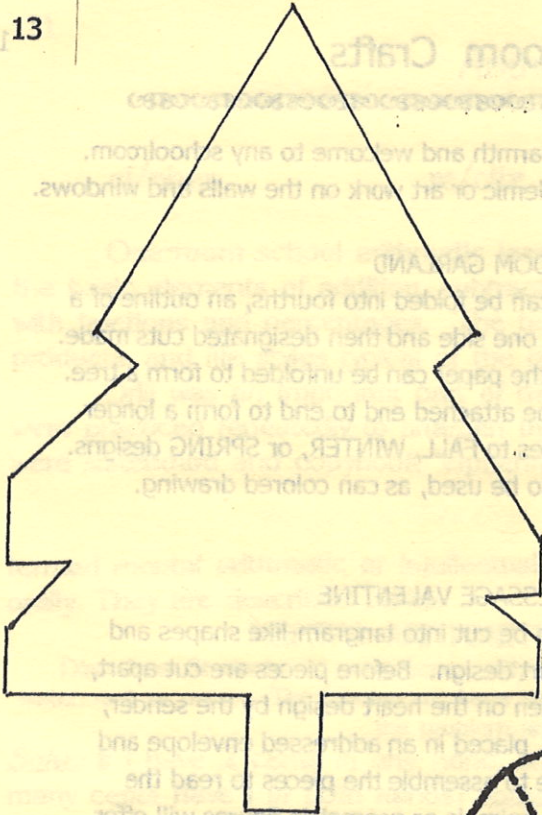
### TANGRAM MESSAGE VALENTINE

Red colored pieces of paper can be cut into tangram-like shapes and assembled into a VALENTINE heart design. Before pieces are cut apart, a greeting message can be written on the heart design by the sender, then the pieces can be cut apart, placed in an addressed envelope and given to a friend who will have to assemble the pieces to read the message. Other designs such as animals or geometric figures will offer a challenging exercise when using the traditional tangram shapes.

The Chinese puzzle game tangram is simply a square cut into seven shapes, called tans. The player must arrange all seven tans into the shape of a building, animal, or boat. Tangrams were brought to America by Chinese immigrants in the 1830s

### SEWING CARDS

A variety of simple picture outlines, perhaps seasonal, can be traced on cardboard with spaced punched holes on the outline. With a threaded needle of yarn students are given the opportunity to practice the task of sewing, which was once a skill to be mastered by both men and women.



The house image represents a card from the early 1900s and the use of thread and needle. The *Little Miss Muffet* card is from the 1950s and involves using a bonded colored cord. In more modern times sewing cards are often referred to as lacing cards. Using various shapes or images, the activity provides manipulative skills for children and seniors.



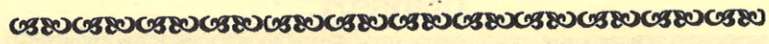


# Penmanship

The style of penmanship taught during the days of early American education was described, at the time, as being practical. In reality, it contained rather elaborate flourishes and loops, requiring lengthy periods of practice.



|     |     |     |
|-----|-----|-----|
| A a | J j | S s |
| B b | K k | T t |
| C c | L l | U u |
| D d | M m | V v |
| E e | N n | W w |
| F f | O o | X x |
| G g | P p | Y y |
| H h | Q q | Z z |
| I i | R r |     |



| Item                     | Number | Price           |
|--------------------------|--------|-----------------|
| Arithmetic, V-VI         | 60     | 9.50 to 10.15   |
| Arithmetic, VII-VIII     | 60     | 10.15 to 10.50  |
| Arithmetic, IX           | 60     | 10.50 to 11.00  |
| Arithmetic, X            | 60     | 11.00 to 11.50  |
| Arithmetic, XI           | 60     | 11.50 to 12.00  |
| Arithmetic, XII          | 60     | 12.00 to 12.50  |
| Arithmetic, XIII         | 60     | 12.50 to 13.00  |
| Arithmetic, XIV          | 60     | 13.00 to 13.50  |
| Arithmetic, XV           | 60     | 13.50 to 14.00  |
| Arithmetic, XVI          | 60     | 14.00 to 14.50  |
| Arithmetic, XVII         | 60     | 14.50 to 15.00  |
| Arithmetic, XVIII        | 60     | 15.00 to 15.50  |
| Arithmetic, XIX          | 60     | 15.50 to 16.00  |
| Arithmetic, XX           | 60     | 16.00 to 16.50  |
| Arithmetic, XXI          | 60     | 16.50 to 17.00  |
| Arithmetic, XXII         | 60     | 17.00 to 17.50  |
| Arithmetic, XXIII        | 60     | 17.50 to 18.00  |
| Arithmetic, XXIV         | 60     | 18.00 to 18.50  |
| Arithmetic, XXV          | 60     | 18.50 to 19.00  |
| Arithmetic, XXVI         | 60     | 19.00 to 19.50  |
| Arithmetic, XXVII        | 60     | 19.50 to 20.00  |
| Arithmetic, XXVIII       | 60     | 20.00 to 20.50  |
| Arithmetic, XXIX         | 60     | 20.50 to 21.00  |
| Arithmetic, XXX          | 60     | 21.00 to 21.50  |
| Arithmetic, XXXI         | 60     | 21.50 to 22.00  |
| Arithmetic, XXXII        | 60     | 22.00 to 22.50  |
| Arithmetic, XXXIII       | 60     | 22.50 to 23.00  |
| Arithmetic, XXXIV        | 60     | 23.00 to 23.50  |
| Arithmetic, XXXV         | 60     | 23.50 to 24.00  |
| Arithmetic, XXXVI        | 60     | 24.00 to 24.50  |
| Arithmetic, XXXVII       | 60     | 24.50 to 25.00  |
| Arithmetic, XXXVIII      | 60     | 25.00 to 25.50  |
| Arithmetic, XXXIX        | 60     | 25.50 to 26.00  |
| Arithmetic, XL           | 60     | 26.00 to 26.50  |
| Arithmetic, XLI          | 60     | 26.50 to 27.00  |
| Arithmetic, XLII         | 60     | 27.00 to 27.50  |
| Arithmetic, XLIII        | 60     | 27.50 to 28.00  |
| Arithmetic, XLIV         | 60     | 28.00 to 28.50  |
| Arithmetic, XLV          | 60     | 28.50 to 29.00  |
| Arithmetic, XLVI         | 60     | 29.00 to 29.50  |
| Arithmetic, XLVII        | 60     | 29.50 to 30.00  |
| Arithmetic, XLVIII       | 60     | 30.00 to 30.50  |
| Arithmetic, XLIX         | 60     | 30.50 to 31.00  |
| Arithmetic, L            | 60     | 31.00 to 31.50  |
| Arithmetic, LI           | 60     | 31.50 to 32.00  |
| Arithmetic, LII          | 60     | 32.00 to 32.50  |
| Arithmetic, LIII         | 60     | 32.50 to 33.00  |
| Arithmetic, LIV          | 60     | 33.00 to 33.50  |
| Arithmetic, LV           | 60     | 33.50 to 34.00  |
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| Arithmetic, LVII         | 60     | 34.50 to 35.00  |
| Arithmetic, LVIII        | 60     | 35.00 to 35.50  |
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| Arithmetic, LXI          | 60     | 36.50 to 37.00  |
| Arithmetic, LXII         | 60     | 37.00 to 37.50  |
| Arithmetic, LXIII        | 60     | 37.50 to 38.00  |
| Arithmetic, LXIV         | 60     | 38.00 to 38.50  |
| Arithmetic, LXV          | 60     | 38.50 to 39.00  |
| Arithmetic, LXVI         | 60     | 39.00 to 39.50  |
| Arithmetic, LXVII        | 60     | 39.50 to 40.00  |
| Arithmetic, LXVIII       | 60     | 40.00 to 40.50  |
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| Arithmetic, LXXIV        | 60     | 43.00 to 43.50  |
| Arithmetic, LXXV         | 60     | 43.50 to 44.00  |
| Arithmetic, LXXVI        | 60     | 44.00 to 44.50  |
| Arithmetic, LXXVII       | 60     | 44.50 to 45.00  |
| Arithmetic, LXXVIII      | 60     | 45.00 to 45.50  |
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| Arithmetic, LXXX         | 60     | 46.00 to 46.50  |
| Arithmetic, LXXXI        | 60     | 46.50 to 47.00  |
| Arithmetic, LXXXII       | 60     | 47.00 to 47.50  |
| Arithmetic, LXXXIII      | 60     | 47.50 to 48.00  |
| Arithmetic, LXXXIV       | 60     | 48.00 to 48.50  |
| Arithmetic, LXXXV        | 60     | 48.50 to 49.00  |
| Arithmetic, LXXXVI       | 60     | 49.00 to 49.50  |
| Arithmetic, LXXXVII      | 60     | 49.50 to 50.00  |
| Arithmetic, LXXXVIII     | 60     | 50.00 to 50.50  |
| Arithmetic, LXXXIX       | 60     | 50.50 to 51.00  |
| Arithmetic, LXXXX        | 60     | 51.00 to 51.50  |
| Arithmetic, LXXXXI       | 60     | 51.50 to 52.00  |
| Arithmetic, LXXXXII      | 60     | 52.00 to 52.50  |
| Arithmetic, LXXXXIII     | 60     | 52.50 to 53.00  |
| Arithmetic, LXXXXIV      | 60     | 53.00 to 53.50  |
| Arithmetic, LXXXXV       | 60     | 53.50 to 54.00  |
| Arithmetic, LXXXXVI      | 60     | 54.00 to 54.50  |
| Arithmetic, LXXXXVII     | 60     | 54.50 to 55.00  |
| Arithmetic, LXXXXVIII    | 60     | 55.00 to 55.50  |
| Arithmetic, LXXXXIX      | 60     | 55.50 to 56.00  |
| Arithmetic, LXXXXX       | 60     | 56.00 to 56.50  |
| Arithmetic, LXXXXXI      | 60     | 56.50 to 57.00  |
| Arithmetic, LXXXXXII     | 60     | 57.00 to 57.50  |
| Arithmetic, LXXXXXIII    | 60     | 57.50 to 58.00  |
| Arithmetic, LXXXXXIV     | 60     | 58.00 to 58.50  |
| Arithmetic, LXXXXXV      | 60     | 58.50 to 59.00  |
| Arithmetic, LXXXXXVI     | 60     | 59.00 to 59.50  |
| Arithmetic, LXXXXXVII    | 60     | 59.50 to 60.00  |
| Arithmetic, LXXXXXVIII   | 60     | 60.00 to 60.50  |
| Arithmetic, LXXXXXIX     | 60     | 60.50 to 61.00  |
| Arithmetic, LXXXXXX      | 60     | 61.00 to 61.50  |
| Arithmetic, LXXXXXXI     | 60     | 61.50 to 62.00  |
| Arithmetic, LXXXXXXII    | 60     | 62.00 to 62.50  |
| Arithmetic, LXXXXXXIII   | 60     | 62.50 to 63.00  |
| Arithmetic, LXXXXXXIV    | 60     | 63.00 to 63.50  |
| Arithmetic, LXXXXXXV     | 60     | 63.50 to 64.00  |
| Arithmetic, LXXXXXXVI    | 60     | 64.00 to 64.50  |
| Arithmetic, LXXXXXXVII   | 60     | 64.50 to 65.00  |
| Arithmetic, LXXXXXXVIII  | 60     | 65.00 to 65.50  |
| Arithmetic, LXXXXXXIX    | 60     | 65.50 to 66.00  |
| Arithmetic, LXXXXXXX     | 60     | 66.00 to 66.50  |
| Arithmetic, LXXXXXXXI    | 60     | 66.50 to 67.00  |
| Arithmetic, LXXXXXXXII   | 60     | 67.00 to 67.50  |
| Arithmetic, LXXXXXXXIII  | 60     | 67.50 to 68.00  |
| Arithmetic, LXXXXXXXIV   | 60     | 68.00 to 68.50  |
| Arithmetic, LXXXXXXXV    | 60     | 68.50 to 69.00  |
| Arithmetic, LXXXXXXXVI   | 60     | 69.00 to 69.50  |
| Arithmetic, LXXXXXXXVII  | 60     | 69.50 to 70.00  |
| Arithmetic, LXXXXXXXVIII | 60     | 70.00 to 70.50  |
| Arithmetic, LXXXXXXXIX   | 60     | 70.50 to 71.00  |
| Arithmetic, LXXXXXXX     | 60     | 71.00 to 71.50  |
| Arithmetic, LXXXXXXXI    | 60     | 71.50 to 72.00  |
| Arithmetic, LXXXXXXXII   | 60     | 72.00 to 72.50  |
| Arithmetic, LXXXXXXXIII  | 60     | 72.50 to 73.00  |
| Arithmetic, LXXXXXXXIV   | 60     | 73.00 to 73.50  |
| Arithmetic, LXXXXXXXV    | 60     | 73.50 to 74.00  |
| Arithmetic, LXXXXXXXVI   | 60     | 74.00 to 74.50  |
| Arithmetic, LXXXXXXXVII  | 60     | 74.50 to 75.00  |
| Arithmetic, LXXXXXXXVIII | 60     | 75.00 to 75.50  |
| Arithmetic, LXXXXXXXIX   | 60     | 75.50 to 76.00  |
| Arithmetic, LXXXXXXX     | 60     | 76.00 to 76.50  |
| Arithmetic, LXXXXXXXI    | 60     | 76.50 to 77.00  |
| Arithmetic, LXXXXXXXII   | 60     | 77.00 to 77.50  |
| Arithmetic, LXXXXXXXIII  | 60     | 77.50 to 78.00  |
| Arithmetic, LXXXXXXXIV   | 60     | 78.00 to 78.50  |
| Arithmetic, LXXXXXXXV    | 60     | 78.50 to 79.00  |
| Arithmetic, LXXXXXXXVI   | 60     | 79.00 to 79.50  |
| Arithmetic, LXXXXXXXVII  | 60     | 79.50 to 80.00  |
| Arithmetic, LXXXXXXXVIII | 60     | 80.00 to 80.50  |
| Arithmetic, LXXXXXXXIX   | 60     | 80.50 to 81.00  |
| Arithmetic, LXXXXXXX     | 60     | 81.00 to 81.50  |
| Arithmetic, LXXXXXXXI    | 60     | 81.50 to 82.00  |
| Arithmetic, LXXXXXXXII   | 60     | 82.00 to 82.50  |
| Arithmetic, LXXXXXXXIII  | 60     | 82.50 to 83.00  |
| Arithmetic, LXXXXXXXIV   | 60     | 83.00 to 83.50  |
| Arithmetic, LXXXXXXXV    | 60     | 83.50 to 84.00  |
| Arithmetic, LXXXXXXXVI   | 60     | 84.00 to 84.50  |
| Arithmetic, LXXXXXXXVII  | 60     | 84.50 to 85.00  |
| Arithmetic, LXXXXXXXVIII | 60     | 85.00 to 85.50  |
| Arithmetic, LXXXXXXXIX   | 60     | 85.50 to 86.00  |
| Arithmetic, LXXXXXXX     | 60     | 86.00 to 86.50  |
| Arithmetic, LXXXXXXXI    | 60     | 86.50 to 87.00  |
| Arithmetic, LXXXXXXXII   | 60     | 87.00 to 87.50  |
| Arithmetic, LXXXXXXXIII  | 60     | 87.50 to 88.00  |
| Arithmetic, LXXXXXXXIV   | 60     | 88.00 to 88.50  |
| Arithmetic, LXXXXXXXV    | 60     | 88.50 to 89.00  |
| Arithmetic, LXXXXXXXVI   | 60     | 89.00 to 89.50  |
| Arithmetic, LXXXXXXXVII  | 60     | 89.50 to 90.00  |
| Arithmetic, LXXXXXXXVIII | 60     | 90.00 to 90.50  |
| Arithmetic, LXXXXXXXIX   | 60     | 90.50 to 91.00  |
| Arithmetic, LXXXXXXX     | 60     | 91.00 to 91.50  |
| Arithmetic, LXXXXXXXI    | 60     | 91.50 to 92.00  |
| Arithmetic, LXXXXXXXII   | 60     | 92.00 to 92.50  |
| Arithmetic, LXXXXXXXIII  | 60     | 92.50 to 93.00  |
| Arithmetic, LXXXXXXXIV   | 60     | 93.00 to 93.50  |
| Arithmetic, LXXXXXXXV    | 60     | 93.50 to 94.00  |
| Arithmetic, LXXXXXXXVI   | 60     | 94.00 to 94.50  |
| Arithmetic, LXXXXXXXVII  | 60     | 94.50 to 95.00  |
| Arithmetic, LXXXXXXXVIII | 60     | 95.00 to 95.50  |
| Arithmetic, LXXXXXXXIX   | 60     | 95.50 to 96.00  |
| Arithmetic, LXXXXXXX     | 60     | 96.00 to 96.50  |
| Arithmetic, LXXXXXXXI    | 60     | 96.50 to 97.00  |
| Arithmetic, LXXXXXXXII   | 60     | 97.00 to 97.50  |
| Arithmetic, LXXXXXXXIII  | 60     | 97.50 to 98.00  |
| Arithmetic, LXXXXXXXIV   | 60     | 98.00 to 98.50  |
| Arithmetic, LXXXXXXXV    | 60     | 98.50 to 99.00  |
| Arithmetic, LXXXXXXXVI   | 60     | 99.00 to 99.50  |
| Arithmetic, LXXXXXXXVII  | 60     | 99.50 to 100.00 |

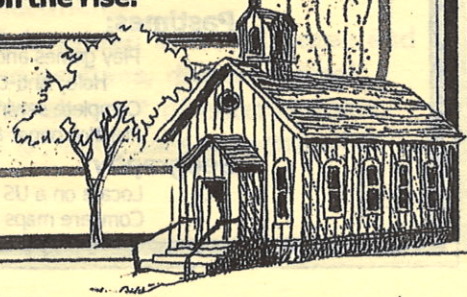
## ORGANIZATION AND MANAGEMENT

### A SUGGESTIVE PROGRAM FOR A RURAL SCHOOL OF EIGHT GRADES AND ONE TEACHER

| <i>Time</i>    | <i>Minutes</i> |                                                                                                                                                                                                                                          |
|----------------|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 8.55 to 9.05   | 10             | Opening, Singing, Scripture, Talks, etc.                                                                                                                                                                                                 |
| 9.05 to 9.20   | 15             | Read and Spell, IV.                                                                                                                                                                                                                      |
| 9.20 to 9.30   | 10             | Reading, I.                                                                                                                                                                                                                              |
| 9.30 to 9.40   | 10             | Reading, II.                                                                                                                                                                                                                             |
| 9.40 to 9.55   | 15             | Read and Spell, III.                                                                                                                                                                                                                     |
| 9.55 to 10.15  | 20             | Arithmetic, V-VI.                                                                                                                                                                                                                        |
| 10.15 to 10.35 | 20             | Arithmetic, VII-VIII.                                                                                                                                                                                                                    |
| <hr/>          |                |                                                                                                                                                                                                                                          |
| 10.35 to 10.50 | 15             | Recess.                                                                                                                                                                                                                                  |
| <hr/>          |                |                                                                                                                                                                                                                                          |
| 10.50 to 11.00 | 10             | Numbers and Stories, I-II.                                                                                                                                                                                                               |
| 11.00 to 11.10 | 10             | Arithmetic, IV.                                                                                                                                                                                                                          |
| 11.10 to 11.20 | 10             | Arithmetic, III.                                                                                                                                                                                                                         |
| 11.20 to 11.30 | 10             | Writing, Drawing, I to VII.                                                                                                                                                                                                              |
| 11.30 to 11.45 | 15             | History, Geography, VII-VIII.                                                                                                                                                                                                            |
| 11.45 to 12.00 | 15             | History, Geography, V-VI.                                                                                                                                                                                                                |
| <hr/>          |                |                                                                                                                                                                                                                                          |
| 12.00 to 1.00  | 60             | Noon Recess.                                                                                                                                                                                                                             |
| <hr/>          |                |                                                                                                                                                                                                                                          |
| 1.00 to 1.10   | 10             | Singing, Speaking, Story, etc.                                                                                                                                                                                                           |
| 1.10 to 1.20   | 10             | Nature, Geography, IV.                                                                                                                                                                                                                   |
| 1.20 to 1.35   | 15             | Reading, I and II.                                                                                                                                                                                                                       |
| 1.35 to 1.45   | 10             | Nature, Language, History, III.                                                                                                                                                                                                          |
| 1.45 to 2.00   | 15             | Classics, Language, V, VI.                                                                                                                                                                                                               |
| 2.00 to 2.15   | 15             | Classics, Grammar, VII-VIII.                                                                                                                                                                                                             |
| 2.15 to 2.25   | 10             | History, Language, IV.                                                                                                                                                                                                                   |
| <hr/>          |                |                                                                                                                                                                                                                                          |
| 2.25 to 2.40   | 15             | Recess.                                                                                                                                                                                                                                  |
| <hr/>          |                |                                                                                                                                                                                                                                          |
| 2.40 to 3.00   | 20             | Agriculture, VII-VIII, Monday, Wednesday, Friday.<br>Domestic Science (girls), Manual Training (boys) Tuesday, Thursday.<br>The above 20 minutes for lesson and instruction to be followed, when practicable, with practice from 3 to 4. |
| 3.00 to 3.15   | 15             | Hygiene, Handicrafts, III-IV.                                                                                                                                                                                                            |
| 3.15 to 3.30   | 15             | Hygiene, Story, I-II.                                                                                                                                                                                                                    |
| 3.30 to 3.45   | 15             | Physiology, Spelling, V-VI.                                                                                                                                                                                                              |
| 3.45 to 4.00   | 15             | Civics or General Science, VII-VIII.<br>When not out for practice from 3 to 4.                                                                                                                                                           |

**In the spirit of the Northwest Ordinance of 1787, the nineteenth century eastern and western portions of the United States set up free schools for their children. Education was now for everyone and could be acquired in public as well as private schools. Government leaders realized that in order for people to vote and take part in establishing a new country, citizens needed to be intelligent. Schooling, public schooling supported by taxes, was a must.**

**The backbone of American education during the nineteenth century was the country school. With a vast majority of the population living in rural areas little wood-framed or brick or sod schoolhouses dotted the American countryside. The buildings were not always in the best condition, instructional supplies were limited, and teachers were not always well prepared but the schools began to improve. The school year was made longer and teachers, because of normal schools, became more qualified. Books improved with content and made more interesting to students. Advanced learning increased. High schools increased in number as did colleges and Universities. Literacy was on the rise.**



## COUNTRY SCHOOL LESSONS AND ACTIVITIES FROM THE MID-LATE 1800s

### Materials:

Reading, grammar, arithmetic, spelling, geography, and nature textbooks  
Slateboards, slate pencils, quill pens, copybooks, foolscap  
Wall maps and charts, arithmetic flash cards, vocabulary cards, world globe  
Backless wooden benches, benches set in front of sloping shelves attached to the wall, wooden benches set behind wooden desks, a recital bench

### The Daily Routine

School begins with an Opening Exercise followed by the assigning of the day's seatwork, and then the alternating time spent with the teacher for various subjects in ability related groups. Recess is held at mid-morning and afternoon, "nooning" time at 12:00 noon. The school day ends at 4:00 pm.

\*\*\*\*\*

### Reading:

Read history stories from "readers", learn and use the vocabulary words.  
Read nature stories from "readers", learn the use the vocabulary words.  
Read and discuss "reader" stories containing a moral.  
Practice vowel sounds and syllables.  
Memorize and recite poems.

### Arithmetic:

Practice ciphering sums, subtraction, multiplication, and division problems.  
Solve word problems from the blackboard or textbook.  
Play blackboard games.  
Recite answers to mental arithmetic problems given by the teacher.  
Orally count backwards in increments of 2s, 3s, 4s, 5s, etc.

### Language:

Recite and write grammar lessons.  
Conduct a Spelling Bee. (Spell Down)  
Create and write anagrams and metagrams.  
Compose a rebus.

### Penmanship:


Copy the alphabet.  
Copy memory gems.

### Pastimes:

Play games and sing songs: marbles; rope jumping; Red Rover; Three Cat Hole; Anti-Over; Leap Frog Relay; Tee-Tah-Toe; Pump Pump Pullaway  
Complete sewing cards.  
Practice paper folding into desired shapes.

### Geography:

Locate on a US map territories, states, cities and towns, rivers, oceans.  
Compare maps from a previous time period.

  
**COUNTRY SCHOOL LESSONS AND ACTIVITIES  
 FROM THE EARLY-MID 1900s**

**Materials:**

Reading, grammar, arithmetic, spelling, geography, and nature textbooks  
 Slateboards, chalk, tablet and notebook paper, graphite pencils, ink pens  
 Wall maps and charts, arithmetic flash cards, vocabulary cards, world globe  
 Wooden and cast iron desks, a recital bench

**The Daily Routine:**

School begins at 9:00 am with the Pledge of Allegiance followed by the assigning of some of the day's work in various subjects. Students are grouped in grade and age levels, and then into work ability. Recess is held mid-morning and afternoon. "Dinner" is at 12 noon, and the school day ends at 4:00pm.

\*\*\*\*\*

**Reading:**

Read selected stories from textbooks (basal readers)

**Arithmetic:**

Using pencils and on tablet paper practice addition, subtraction, multiplication, and division calculations and solve word problems for the textbook.  
 Play blackboard games.  
 Solve "without pencil" word and calculation problems given by the teacher.  
 Use counting sticks, rulers, and geometric shapes.

**Language:**

Write grammar exercises from the textbook.  
 Use "story starters" to write a story.

**Penmanship:**

Copy the alphabet on tablet paper.  
 Practice writing creative sentences.

**Pastimes:**

Play games and sing songs: marbles; rope jumping; tag; Hide-and-Seek  
 Drop the Handkerchief; Tic-Tac-Toe; Duck Duck Goose; Dodge Ball  
 Cut and trace designs on paper  
 Sculpt with clay  
 Take a nature walk and record plant and animal observations

**Geography:**

Locate on a US or world map: states, cities and towns, rivers, oceans, foreign countries.  
 Compare and contrast maps from previous time periods.

## Spelling

Country School Lessons and Activities  
Country School Lessons and Activities  
Country School Lessons and Activities

syl/la/ble

e/lim/i/na/tion

Students attending one-room schools were introduced to the spelling of words at an early age. Spelling was considered the preliminary step to reading.

The spelling bee was one way to help students practice their spelling words. This competitive game was usually held at the end of the school week on Friday, but students rehearsed their words daily. Class members were divided into two teams, one stood on one side of the room and the other team on the opposite side. Students stood erect and silent waiting for their turn to individually spell words called out by the teacher. A correctly spelled word meant the team member could remain standing in line. The team member returned to his/her bench or desk if the word was misspelled. Through the process of elimination, the last remaining speller was declared the winner of the spelling bee and was issued a Reward of Merit citation.

On paper or aloud, spelling words were to be spelled in syllables. For the spelling bee the procedure was as follows:

### TWO-SYLLABLE WORDS

The teacher would say *baker*.

The student would say *baker*.

The student would then.....

spell *b \* a \* k*

say *bak*

spell *e \* r*

say *er*

say *baker*

### THREE-SYLLABLE WORDS

The teacher would say *impolite*

The student would say *impolite*

The student would then.....

spell *i \* m*

say *im*

spell *p \* o*

say *po*

say *impo*

spell *l \* i \* t \* e*

say *impolite*

Have the students spell these words in syllables:

|         |         |             |             |               |
|---------|---------|-------------|-------------|---------------|
| spi/der | po/ny   | bis/cuit    | pres/i/dent | af/ter/noon   |
| en/joy  | bon/net | pral/rie    | pi/o/neer   | gin/ger/bread |
| pun/ish | car/rot | black/smith | his/tor/ic  | rep/li/ca     |

Also use the words at the top of each lesson in this manual.

# Spelling



## HIDDEN WORD SPELLING GAME

Play that the words below are puzzles. Inside of each word there are other words hidden. In the word *wheat* three words are hidden:

*wheat*

heat eat at

In the word *against* we find three words:

*against*

again gain in

Look for one little word hidden in each of the words below. On a sheet of paper, in a copybook, or on a slate board number from 1 to 36. When your teacher says "Go", begin finding one little word in each big word and write it next to the number. If you can not find the hidden word, leave a space beside the number and move on to the next number.

(This game can be used with a time limit and a prize awarded to the student who finds the most correctly spelled words.)

- |            |             |            |
|------------|-------------|------------|
| 1. against | 13. shape   | 25. stand  |
| 2. blown   | 14. shout   | 26. start  |
| 3. brought | 15. shown   | 27. still  |
| 4. chair   | 16. slash   | 28. stout  |
| 5. chin    | 17. slate   | 29. swam   |
| 6. clear   | 18. small   | 30. switch |
| 7. drill   | 19. spark   | 31. teach  |
| 8. drink   | 20. sparrow | 32. than   |
| 9. grand   | 21. spill   | 33. that   |
| 10. grape  | 22. spin    | 34. thin   |
| 11. plant  | 23. splash  | 35. think  |
| 12. please | 24. stairs  | 36. wheat  |



## Reading

rote

prose

mem/o/ri/za/tion

Reading was the most essential academic subject taught in the one-room school. Beginning students would learn, by rote, their A, B, C's and would then become skilled in forming the letters into words. Children were given a spelling book, which was used until one, two, three, and four syllable words were mastered. Students repeatedly practiced the sounding of syllables and words. The words were then placed into reading sentences. By eighth grade a student should have mastered 3,000 words.

Reading textbooks introduced the correlation of spelling lessons with reading lessons. By the late 1800's there were thirty-three different "readers" being published. One of the most widely used reading series was the McGuffey Readers. In his readers, William McGuffey eliminated spelling as a preliminary unit of mastery prior to the reading step. His method moved directly from learning the alphabet to reading, with spelling as a means to learning the words of the reading text.

"Readers" contained prose and poetry on topics such as ethics and morals, God, death, history, animals, and education. McGuffey's textbooks were geared to the interests of children and written on their level.

Reading lessons were read orally. Students were expected to stand up straight before the teacher and class, with toes on the line ("toeing the line"), and recite, often from memory, a required reading such as a famous quotation, poem, or prose selection. Teachers were known to evaluate students reading ability more on performance than comprehension.

When a new reading story was to be learned, the teacher would introduce the story vocabulary on the first day then read the story aloud to the class. On the second day, the students read the story twice, silently. On the third and fourth day the story was read in unison by the whole class, and on the fifth day the individual students might choose to read orally or recite the lesson from memory.



## Reading

The reading lessons for the one-room school reenactment might originate from authentic readers found in libraries, old book stores, or personal collections. To provide a copy for each student, duplicates of the older texts should be printed on single pieces of paper or included in a booklet. Or, the restored one-room school where the reenactment is held might own a supply of purchased reader reproduction sets.

The methods for teaching a reenactment lesson include:

A. Introducing and practicing the chosen prose or poetry selection before the actual day of reenactment. This involves introducing the vocabulary, pronouncing the words correctly, and stressing delivery techniques such as volume and clarity. By doing this before the actual visit, more time will be available for on-site presentation at which time the poem or story can be read aloud by the whole class, either in total or in assigned parts.

B. Another way to present the lesson is, on the day of the reenactment, assign different segments to various students and have them read the story orally. A list of oral questions and answers will follow as will a discussion of the story or poem, especially if there was a moral to be learned.

C. A third way to present reading, especially if the students are divided into different "classes", requires them to read the story or poem silently while the teacher is working with other groups, and then answer a series of written questions pertaining to the story on paper or in a copybook.

The lessons in late nineteenth century "readers" emphasized life and the world around it, including the wonders of nature, the virtue of toil, the exploration of childhood, and the importance of honesty and kindness.

The following two nineteenth century reader selections, one poetry and the other prose, are suitable for one-room reenactment.

The poem, "Over in the Meadow", is written in bound verse and students respond to its rhythm and rhyme. Hand gestures, diverse animal sounds, and changes in vocal intensity will add an element of entertainment.

The prose lesson, "When to Say No", addresses a moral which is applicable in today's society.