

Lesson Title: School Life Today and in the Past at Freyberger School

Grade Level: 5th – 8th

Standards:

PA Academic Standards for History

8.1.3.A - Understand chronological thinking and distinguish between past, present, and future time (continuity and change).

8.1.3.D - Understand historical research.

8.2.3.B - Identify and describe primary documents, material artifacts, and historic sites important in Pennsylvania history.

8.2.3.C - Identify and describe how continuity and change have influenced Pennsylvania history.

PA Academic Standards for Reading, Writing, Speaking, and Listening

1.4.3.C - Write an opinion and support it with facts.

Instructional Objectives:

Students will:

- describe physically what a typical one-room schoolhouse looks like.
- obtain a better sense of what an average day was like in a multi-grade one-room schoolhouse in Pennsylvania during the 1900's.
- describe the difference(s) in the way students were taught in the 1900's compared with today.
- compare and contrast the experience of attending a one-room schoolhouse with going to school today.

Materials

- Photos of various one-room schoolhouses (attached)
- Chart paper (3-4 pieces)
- Notebooks for students to write in (tablets of paper work fine also)
- Pencils
- Slates (provided in the schoolhouse)
- Chalk (provided in the schoolhouse)
- Arithmetic, Reading, and Penmanship reproducibles (attached)
- Post-it notes
- Venn Diagram (attached)
- Writing Prompt Worksheet (attached)

Subject Matter

Colonial American school life in the 1900's.

Procedure

Introduction and Motivation (done prior to visiting Freyberger School)

- Ask students the following questions:
 1. Why do children go to school?
 2. What are some things we do in school throughout the day?
(i.e. activities, subjects, etc.)

3. Look around the classroom. What are some things in here that help us learn? (possible answers include books, maps, posters, etc.)
- Make a list of students' responses on chart paper.
 - Ask the class if anyone knows what it was like to go to school a long time ago? Explain to the class that early schools in America were different from what school is like today. Be sure to also mention that although there are many differences there are also similarities between early American schools and schools today. Show students exterior pictures of what a one-room school looked like for children their age a hundred years ago. Ask students to share their thoughts about what the outside looks like. Encourage students to pose questions that we can try to explore when we visit a schoolhouse like the ones in the pictures. Have students try to imagine what this one-room schoolhouse might look like inside. Tell students that tomorrow we will visit the Freyberger School and see if the images they have in their mind match what is really inside the school.

Development – Activities – Questions

- Before entering the one-room schoolhouse separate boys and girls and tell children that when entering the schoolhouse the boys will sit on one side and girls on the other.
- After taking their seats ask students to look around. “Does the inside look like what you imagined yesterday after looking at the pictures?”
- Ask the students to identify items in the classroom that would help a student learn. Discuss this and explain to the students that children going to school a hundred years ago did not have many supplies. Classrooms had minimal supplies, many times just a blackboard, chalk, and readers (textbooks as they know them). Many times children had slates to write on also (point these out in the room for students to see). It is also important at this time to mention that although they are seated boys and girls on opposite sides, they are also arranged by their age/grade. Younger students (approximately 6 years of age) were near the front and older students (up to age 13 or 14) were in the back. All children are in one room, how is that different then our classrooms today?
- Assign students a grade level. For example row 1 would be first graders, row 2, second graders, and so on. After each child knows their grade tell them that for the next 25-30 minutes they will experience what it would be like if they were attending school during the time period of the early 1900's.
- There will be 3 activities going on simultaneously with a teacher instructing one group at a time while the other groups work independently.
 - Grades 5 and 6** will practice penmanship on slates. Let students know that it was believed that penmanship was very important because poor penmanship gave a bad impression, therefore practiced often in school. Each assigned 5th and 6th grader will be given a slate, piece of chalk, and a sheet that has traditional script for students to practice letters and words.
 - Grades 3 and 4** will have a reading and memorization activity. Each assigned 3rd and 4th grader will have a copy of the poem *The New Moon*. Each student will read the poem and then choose one of the three stanzas to memorize and then recite at the end of class.

-Grades 1 and 2 will practice addition facts. They will copy each problem into their copybook and solve.

- **Notes as to how to manage these activities:** Teacher begins with Grades 1 and 2 at the chalkboard performing an addition drill on the board. The teacher will say addition problems and the children will write them on the chalkboard and solve, trying to be the quickest. While this is going on the other grades are working on their assigned work. Next, the 1st and 2nd graders return to their seats to complete the addition problems (from the worksheet copied from an old reader) in their copybook while 5th and 6th graders come up and practice script with the teacher. Finally, the teacher works with the 3rd and 4th graders. They come up to the front, sit on the “recitation bench,” read the poem together, and then reread it reciting their stanza from memory.
- After “lessons” are completed the class will go outside for recess. Before going outside explain to students that recess was an organized activity/game that everyone played and we will be playing a game played back then called Bear in the Den. Directions for Bear in the Den: Children form a circle and hold hands to create a barrier. One child is picked as the Bear and stands inside the circle. The Bear tries to get out of the circle any way he or she can. Once the Bear escapes, everyone chases after the Bear until he or she is tagged (no tackling allowed). Whoever tags (catches) the Bear is now the Bear in the next game.
- After recess reconvene inside the schoolhouse and revisit the questions discussed before visiting, but now applied to children learning in the 1900’s in a one-room schoolhouse.
 1. Why did children go to school?
 2. What were some things children did in the one-room schoolhouse throughout the day? (i.e. activities, subjects, etc.)
 3. Look around the one-room schoolhouse. What are some of the things here that helped children learn? (possible answers, readers, hornbook, etc.)
- Make a list of students’ responses on chart paper.

Closure

- Hold a discussion regarding the similarities and differences between going to school today in a modern school and school years ago (refer to the answers recorded on the chart paper). Before leaving the schoolhouse give each student a small post-it note. Tell them that everyone needs to add something they learned to the Venn diagram as their ticket out. They can write either a similarity or a difference. When leaving they stick their post it note on the Venn diagram. This Venn diagram will then be discussed and displayed upon returning to school. *(Teacher might want to enlarge the Venn diagram, drawing it on chart paper, so students have more room to stick post-its.)*

Assessment

- Students’ responses to the Venn diagram will serve as one means of assessment.
- Students will be given a writing prompt. In this writing prompt 3 reasons for their choice is needed and these three reasons will reflect what they learned from the trip to Freyberger School.

Extension-Read aloud *These Happy, Golden Years* by Laura Ingalls Wilder. In this book Laura takes the teacher exam at age 15 and the book describes her teaching experiences.

Self-Evaluation

After reviewing this lesson I feel that it is a great way to expose children to what school life was like for a child living 100 years ago. One problem that might arise is during the lesson seat-work I can see many students becoming chatty and unfocused. Although, if this does occur I will be able to show them what would happen if a student misbehaved. Possible punishments could include a dunce hat, writing on the board 100 times, etc. Something the children in my classroom struggle with is lack of background knowledge. This is a challenge I face on a daily basis, finding ways to expose my students to things. Many times it is things I take for granted they should know but unfortunately they do not have the exposure. Utilizing something so hands on, such as The Freyberger School, will really give the students in my classroom an experience they will not forget.

Some One-Room Schoolhouses in Pennsylvania

Clauseville, PA

QuickTime™ and a
TIFF (Uncompressed) decompressor
are needed to see this picture.

Mount Union, PA

QuickTime™ and a
TIFF (Uncompressed) decompressor
are needed to see this picture.

Little Red Schoolhouse in Butler, PA

QuickTime™ and a
TIFF (Uncompressed) decompressor
are needed to see this picture.

Freyberger School in Kutztown, PA

QuickTime™ and a
TIFF (Uncompressed) decompressor
are needed to see this picture.

Script Worksheet for Grades 5/6

A a *A a* A a
 B b *B b* B b
 C c *C c* C c
 D d *D d* D d
 E e *E e* E e
 F f *F f* F f
 G g *G g* G g

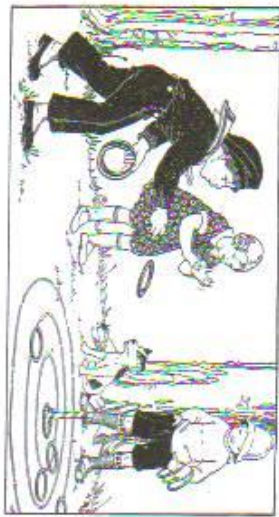
P p *P p* P p
 Q q *Q q* Q q
 R r *R r* R r
 S s *S s* S s
 T t *T t* T t
 U u *U u* U u
 V v *V v* V v

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H h *H h* H h
 I i *I i* I i
 J j *J j* J j
 K k *K k* K k
 L l *L l* L l
 M m *M m* M m
 N n *N n* N n
 O o *O o* O o

W w *W w* W w
 X x *X x* X x
 Y y *Y y* Y y
 Z z *Z z* Z z
 Ch ch *Ch ch*
 Sch sch *Sch sch*
 Sz sz *Sz sz* Sz sz

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PLAYING RING TOSS

1. If we toss the ring on the post it counts 10. If the ring stays in the inside circle, it counts 9; in the next circle, 8; in the outside circle, 7. Tell who wins if Fred's and Tom's scores are

Fred	0	0	0	7	10	8	8	0
Tom	0	10	0	0	9	9	7	0

Tell who wins each of these games:

2. Cora	8	0	0	9	0	8	0	0
Charles	0	0	0	7	8	0	9	9
3. Ruth	0	0	7	0	7	8	0	0
Jenny	0	8	0	9	0	10	0	0
4. Minnie	10	0	7	0	7	0	0	0
Henry	9	0	7	0	10	8	8	0
Pearl	7	8	0	8	0	10	0	0

REVIEW DRILL CHART IN ADDITION

Add rapidly:

1. 9	8	7	6	5	4	3	2	1
9	8	7	6	5	4	3	2	1
2. 19	29	49	69	79	18	28	68	78
9	9	9	9	9	8	8	8	8
3. 17	37	47	77	27	16	46	66	36
7	7	7	7	7	6	6	6	6
4. 15	75	55	35	14	84	64	44	54
5	5	5	5	4	4	4	4	4
5. 13	83	43	63	12	42	82	32	72
3	3	3	3	2	2	2	2	2
6. 19	29	49	69	79	18	28	68	78
69	49	39	29	19	18	58	28	18
7. 17	37	47	77	27	16	46	66	36
17	37	27	27	67	16	16	26	56
8. 15	75	55	35	14	84	64	44	54
55	15	35	25	74	14	34	54	24
9. 13	83	43	63	12	42	82	32	72
63	13	33	23	42	22	12	52	12

6. The poor grasshopper was both cold and hungry. So he went to the ant to ask for food.

He knocked at the door.

2. "Who is there?" called the ant.

"Your friend, the grasshopper. I have come to ask for something to eat."

3. "I have no food to give you. You sang all through the summer when I was at work. Now you may go and dance."

9. She was a wise ant and what she said was true.

10. Lazy people should not expect others to work for them. They should work for themselves.

Write answers to these questions:

What did the ant do in summer?

What was the grasshopper doing then?

What did the grasshopper do in winter?

What did he say to the ant?

What did the ant say to him?

nice ^{ly}	mid ^d le	hope	next
roun	béfore	and	hold

The New Moon

1. Dear mother, how pretty

The moon looks to-night!

She was never so pretty before;

Her two little horns

Are so sharp and so bright,

I hope she'll not grow any more.

2. If I were up there,

With you and my friends,

I'd rock in it nicely, you'd see;

I'd sit in the middle

And hold by both ends;

Oh, what a bright cradle 't would be!

3. And there we would stay

In the beautiful skies,

And through the bright clouds we

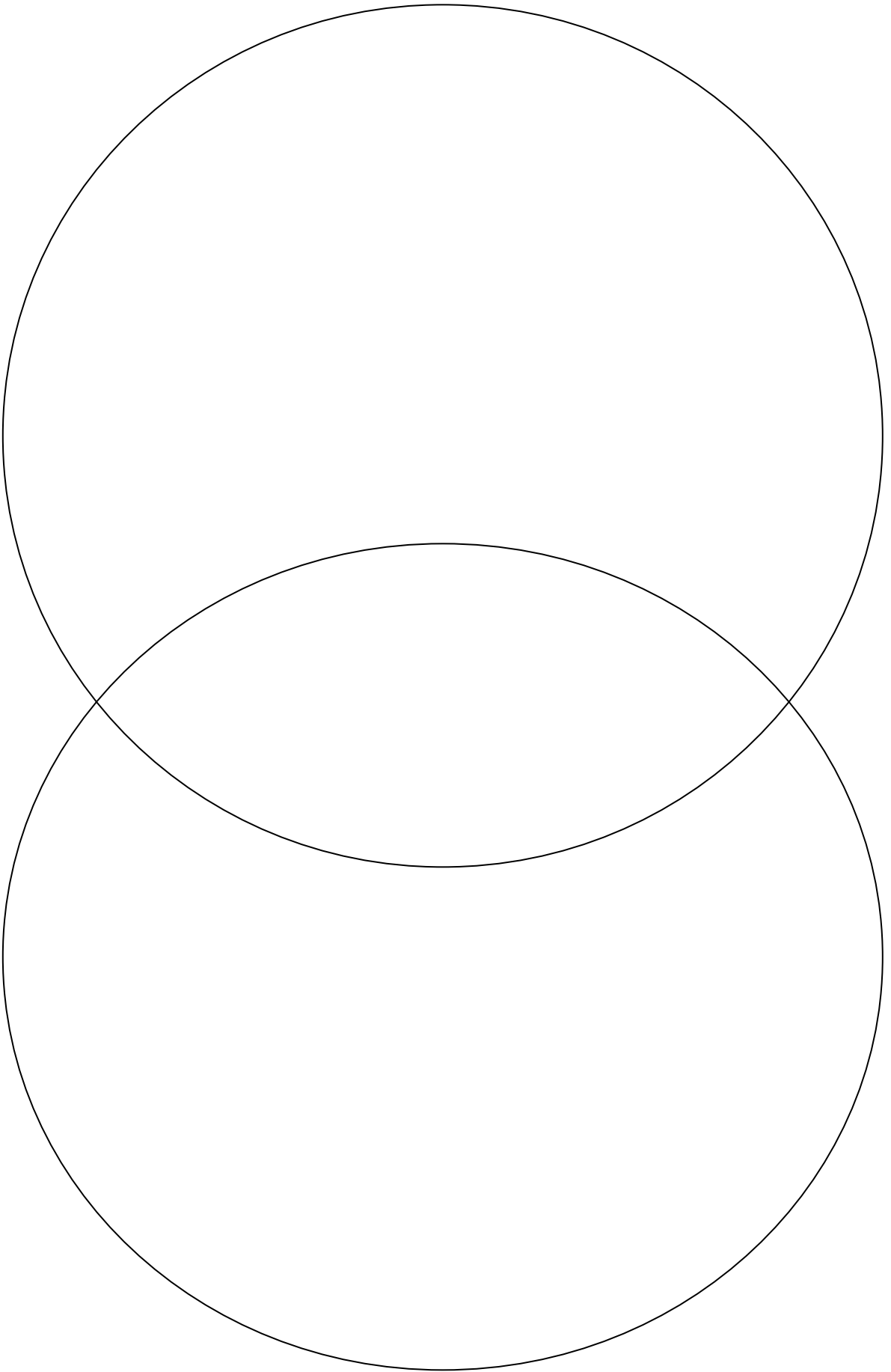
would roau;

We would see the sun set,

And see the sun rise,

And on the next rainbow come home.

Name: _____ Date: _____



One-room schoolhouse in the 1900's

Modern school in 2009