

Lesson: Attendance & Foreign Languages in the One Room School House: A Simulation

Grade Level: 6th – 8th

Standards:

Museum Education Standards and Principles

- Principle 2: Address and employ a diversity of perspectives.
- Principle 3.3: Employ a variety of appropriate educational tools to promote learning.
- Principle 4.2: Set goals and measurable objectives and adopt strategies to achieve and document them.

Pennsylvania Social Studies Standards

- 8.1.9.C: Analyze the fundamentals of historical interpretation.
- 8.2.9.B: Identify and analyze primary documents, material artifacts and historic sites important in Pennsylvania history from 1787 to 1914.

Instructional Objectives:

- The students will be able to:
 - compare and contrast the one room school house classroom to the modern school classroom.
 - deduce challenges that certain groups of students may have faced when attending a historical one room school house.
 - evaluate changes made in school attendance and language policies.

Materials:

- Freyberger One Room Schoolhouse
- Math Problems for 1st Grade Drill and Practice
- Fourth Grade Social Studies lesson
- Non-English Fourth Grade Social Studies Lesson
- Simulation Role Cards (1 for each student)

Subject Matter:

- compare, contrast, and analyze schoolhouse practices regarding language and attendance to today's practices

Procedure:

- Introduction/ Motivation
 - From previous lessons/ activities, students should understand that a one room school house:
 - served rural communities from the early 1800s up to the 1950s.
 - contained grades 1-8 in one classroom who were taught by one teacher
 - Students should brainstorm in two or three person groups and discuss the responses:
 - Why do you come to school every day?
 - What could you do if you did not come to school?
 - What would happen if you did not understand the language being spoken in your classroom?
- Development/ Activities/ Questions

- Students should be informed before entering the one room schoolhouse that each student is going to receive their grade level and student information and need to respond to questions based on their information. Students should also be informed that the activities that they are completing are the same as those that would occur in a one room school house in the 1870s to 1920s.
- Each student should receive a simulation role card. Students who are in 1st grade should sit together in the front row of the schoolhouse. Students who are in 4th grade should sit together in the middle of the schoolhouse. Students who are not attending school today because they are working should either sit in the back of the room, stand in the foyer of the building, or stand outside the building while looking in the windows of the school.
- The teacher should give the fourth graders their history lesson by asking students to answer questions based on the Ben Franklin reading. Students whose information card states they understand English should receive the textbook copy and questions (called Fourth Grade Social Studies Lesson). Students whose information card states they do not understand English should receive the non-English Social Studies Lesson copy and questions. The teacher will instruct these students to work on their assignment. The teacher needs to be "in character" and tell off task students to complete their work, possible threatening a loss of recess as a consequence of off task behavior. (Obviously, students will be unable to complete the non-English Social Studies lesson. In character, the teacher should act as if she/ he expects the students to somehow complete it)
- While the fourth graders complete their assignment, the first graders should be called to the front of the room to practice math facts. The teacher will ask each student a problem (from "Math Problems for 1st Grade Drill and Practice") and ask for them to respond. The first graders who do not speak English are told to give the response "vier" (the PA German word for 4) to their math question. When they give this response, the teacher should ask them to sit down because they must speak English after this classroom. These students should be informed that they will miss recess because of their response.
- After the teacher has given each "first grader" the opportunity to answer either one or two math facts, the teacher should ask them to sit down and cursory check the fourth graders' work, role playing the one room schoolhouse teacher and either praising students on their work and (perhaps) chastising a student if he or she did not follow directions, finish their work, chat while working, or have sloppy handwriting.
- At this point, the simulation ends and the teacher should regroup the entire class into a whole group and debrief the activity.
- The teacher should ask the students whose role indicated they not understand English:
 - What happened to you during the simulation? (*punished, ridiculed*)
 - Were you successful or unsuccessful in school? (*unsuccessful; couldn't complete assignment*)
 - What could have allowed you to be more successful in school? (*allowed to use Native language or have been taught English*)

- For the fourth graders: Why did your worksheet appear the way it did? (*if someone doesn't know English, words have no meaning – like on the worksheet*)
 - The teacher should stress that students were expected to use English and even punished/ ridiculed for not using English. There were not specific classes for them to “catch up.”
 - The teacher should ask the students who understood English:
 - What was difficult about your lessons? (*nothing; having to work independently; having to answer questions “out loud”*)
 - The teacher should stress that either independent work or drill/ practice was the method in which students learned in a one room school house.
 - The teacher should ask the students who were absent from school today because they were working:
 - What did you miss in school today because you were absent?
 - What would your day be like if you returned to school the next day? (*missed some work; have to catch up and complete the new work; missed opportunity to practice*)
 - What would your day be like if you returned to school the next week? (*worse than if missed one day; really behind; confused*)
 - The teacher should inform the students that work was not “sent home” if students missed too much school, they did not advance to the next grade in a one room school house.
 - What consequences could there have been for not advancing to the next grade? (*repeat some work; have to spend more years in school*)
- Closure
 - The teacher should ask the entire group:
 - How has school attendance and attendance policies changed since the time period of the simulation?
 - How has school attendance and attendance policies remained the same since the time period of the simulation?
 - How have language barriers both at school and the community been addressed in modern society?
 - Have these changes (in language policies and attendance policies) made a positive impact in society or a negative impact in society?

Assessment: This lesson will work best if the students involved in it possess the ability to maintain focus even if they lack the teacher's full attention. Students who are "absent" from school that day, have to be able to sit and watch the occurrences in the school room and not distract the others participating in the simulation. Although they are not active in the school, they play a crucial role in illustrating a challenge (interrupted education) that students faced in common schools.

Assignments: Write a journal entry comparing the way the teacher taught and interacted with students in the one room school house compared to the modern school.

Math Problems for 1st Grade Drill and Practice

$4 + 9 = 13$

$3 + 6 = 9$

$1 + 1 = 2$

$3 + 7 = 10$

$2 + 4 = 6$

$1 + 7 = 8$

$3 + 3 = 6$

$3 + 8 = 11$

$1 + 2 = 3$

$3 + 9 = 12$

$2 + 5 = 7$

$1 + 5 = 6$

$1 + 4 = 5$

$4 + 4 = 8$

$4 + 8 = 12$

$4 + 7 = 11$

$1 + 6 = 7$

$4 + 6 = 10$

$1 + 8 = 9$

$3 + 4 = 7$

$1 + 9 = 10$

$2 + 3 = 5$

$4 + 5 = 9$

$2 + 6 = 8$

$2 + 7 = 9$

$3 + 5 = 8$

$2 + 8 = 10$

THE MAN WHO HELPED WIN INDEPENDENCE
BY WINNING THE HEARTS OF FRENCH-
MEN FOR AMERICA

BENJAMIN FRANKLIN, THE WISEST AMERICAN OF HIS
TIME

77. Benjamin Franklin, the Boy Printer. When Franklin was born in Boston (1706) there were men still living who had seen John Winthrop, the first governor of Massachusetts, and Roger Williams, the founder of Rhode Island.

Born in
colonial
times

Franklin's father was a poor but hard-working man. He made soap and candles. Benjamin's nine brothers had learned trades, but his parents had decided that he should be the "scholar of the family." At eight he went to school to prepare for college and was soon at the head of his class.

The
scholar
of the
family

But it was hard to feed and clothe a family of seventeen, and Benjamin was sent to another school where he could fit himself for business. But he did poorly in arithmetic, and at ten was taken out of school and put to work with his father.

Put to
work

In the port of Boston Franklin saw the ships and sailors of all nations, and longed to go to sea, but his father took him to visit the shops, where he saw men busy at work with all kinds of tools. Although Benjamin liked to

Longs
for the
sea

Study Questions. 1. How long ago was Franklin born?
2. Tell of his school experiences. 3. Why did Franklin not go to sea?

1st Grade

Student Information: You do not understand English. Your native language is Pennsylvania German. Whenever the teacher asks you a question, you should respond by saying "vier" (sounds like "fear")

4th Grade

Student Information: You do not understand English. Your native language is Pennsylvania German.

1st Grade

Student Information: You understand English

4th Grade

Student Information: You understand English

4th Grade

Student Information: You did not attend school today because you were home working on the farm.