

Lesson Title: One Room School House Reading Lesson

Grade: 5th – 8th

Standards:

Standards for Museum Education:

Accessibility Standard 2: Diversity of Perspectives. Museum educators use interpretive practices that acknowledge the variety of cultural, scientific, and aesthetic points of view that contribute to visitors' understanding. They provide an opportunity for informed viewpoints to receive judicious consideration.

Principle 2: Provide multiple levels and points of entry into content including intellectual, physical, cultural, individual, group, and intergenerational.

Pennsylvania State Standards:

1.2.5 Reading Critically in All Content Areas

A. Read and understand essential content of informational texts and documents in all academic areas.

- Make inferences about similar concepts in multiple texts and draw conclusions.

1.6.5 Speaking and Listening

E. Participate in small and large group discussions and presentations

- Contribute to informal debates

8.1.6 Historical Analysis and Skill Development

A. Understand chronological thinking and distinguish between past, present, and future time.

- Patterns of continuity and change

B. Explain and analyze historical sources.

- Visual evidence

Instructional Objectives: The student will be able to:

- Compare and contrast reading instruction and textbooks between one room school houses to today by using a Venn diagram.
- Debate about which school type is more beneficial to students by using the debate structure used prior in class.
- Develop a conclusion about which instruction type they like best, the past or today, and give in depth reasons by using an admit/exit slip.

Materials:

- Use of a one room school house
- Pencils for all students
- Tablets for all students

- Booklet copies of The Boys' and Girls' Third Reader (See Appendix)
- Admit/Exit slips (See Appendix)
- A few copies of the class current reading textbook –copied double sided and a cover of construction paper made (See Appendix for booklet pages)
- Venn Diagram (See Appendix)
- Period costume for teacher(optional)

Subject Matter:

The following topics will be the main focus of this lesson: one room school houses, reading instruction, debate, compare, and contrast.

Procedure:

Prior to lesson: Prior to the visit to the one room school house the class has studied colonial history of Pennsylvania and the Revolutionary War. Before leaving for the trip the students will complete an admit slip(see Appendix) by making a prediction about what a one room school house would be like inside and how students would have learned to read in this location. Last, students would be divided into four groups or rows based on their reading levels for instruction in the school house. The teacher can divide them into numbers or colors, however he or she sees fit. For this lesson, colors will be used to devise the levels. From lowest to highest reading instruction level, the colors will be, yellow, green, red, orange, and blue.

Introduction:

1. Upon arriving at the one room school house, the teacher will ask students outside the school house to review what they know about the time period after the Revolutionary War. The teacher will ask questions like: How were people making a living after the war? How did people feel toward the new country? What was happening in the government?
2. The teacher will give a brief background of the one room school house by saying: In a one room school house there was only a few kids in one grade and they were usually students ranging from grades kindergarten through eighth grade. There would have been only one teacher and she was responsible for teaching everyone and keeping the school clean.
3. The teacher will ask students to think about differences and similarities in the way school was taught back then compared to now and especially how reading was taught. The teacher will instruct students that after the lesson in the one room school house, they will be working in small groups to compare and contrast the schools and then debate which one is better for learning.

Motivation:

4. The teacher will tell students they are about to go back in time to become students at this one room school house with their teacher, Ms. Wunder. The teacher will instruct students to take their seat with boys on the right and girls on the left, yellow in the front row, green in the second row, red in the third row, orange in the fourth row, and red in the last row.

Development:

5. As students enter the teacher will ring the school bell and the students will find at each desk a pencil, a lined-paper pamphlet, and a copy of the reading text booklet.
6. During the lesson the teacher will act as a teacher would in a one room school and possibly discipline a student in a way they may have in the past(Sitting in the corner, dunce hat, or putting nose on the board).
7. The teacher will say, “Good morning class” and the class will respond “Good Morning, Ms. Wunder.”
8. The class will stand and say the Pledge of Allegiance that is written on the board the following way: I pledge allegiance to my flag and to the republic for which it stands: one nation indivisible with liberty and justice for all.
9. The teacher will lead the class in the singing of the patriotic song, “My Country ‘tis of Thee” which the lyrics will be written on the board. (My country ‘tis of thee, sweet land of liberty, of thee I sing; and where my fathers died, land of the pilgrims' pride, from every mountainside let freedom ring!)
10. The teacher will announce the reciting of the moral of the day which is written on the board. Class will stand and recite the moral together. “Politeness is to do or say the kindest thing in the kindest way.”

Activities:

11. The teacher will say that today’s lessons will be begin by giving out assignments to the different colors and stating that she expects silence while they are working.
12. The blue group will be assigned to turn their book to page 238 and read the section on “Things to do this Summer” and answer the questions on page 240. The teacher will stress to be ready to answer teacher questions.
13. The orange group will be assigned to turn their book to page 242 and to copy the outline on their paper pamphlet, then read the story “A Trip to the Woods” and fill in the outline.
14. The red group will be assigned the seat work of reading pages 134-135 and answering the questions in complete sentences about “Snap Shots Around the World”.
15. The green row will be assigned to follow the direction on page 132 and 133 and answer the questions about “Following Directions in Everyday Things”.

16. The teacher will call the yellow row up to the front and tell them to bring their book and turn to page 234. The teacher will instruct the students in their assigned role and lead them in reading the short play “The Clever Kid”.
17. After the reading is over the teacher will ask the yellow group what the moral of this story is.
18. After the lesson the teacher will assign the yellow group to read the poem “Talk” on page 232 and find rhyming words and write them on the pamphlet.
19. The teacher will monitor the seated students and call up the green group to the front. The group will review the answers to the questions on page 133 by stating their answer in complete sentences.
20. The teacher will assign the gree group to return to their seats and complete the reading lesson found on page 24 and 25 about nature and pictures.
21. The teacher will call up the orange group with their summaries of “A trip to the woods”. Each student will recite their complete summary to the small group.
22. The teacher will assign the orange group to return to their seats and look at the puzzle word game. The teacher will instruct students to make a list of rhyming words for three words on the puzzle and then write them on the front black board spelled correctly.
23. The teacher will call up the red group to go over questions for “Snap Shots Around the World”. Students will state answers in complete sentences.
24. The teacher will ask the students in the read group to return to their seat and review the words for the pantomime game by writing five of them in sentences on their pamphlet.
25. The teacher will call up the blue group to review the answers for “Things to do this Summer”. The students will state their answers in complete sentences.
26. The teacher will lead the blue group in a small spelling bee by using the words from the passage such as meadow, chimney, nest, circus, hammock, window, ect.
27. As a culminating activity, the teacher will lead all groups in the Pantomime Game of acting out words found at the back of their booklet.
28. The teacher will call on one student at a time to stand up and act out a word without talking.
29. The teacher will give the student a number and only that student will look at the book to see his or her word.
30. As the student begins acting out their word, students who can figure out what word they are acting out will raise their hand.

Questions:

31. The teacher will bring the students out of the past and ask students if they have any questions about what they experienced.
32. The teacher will divide the students into small groups or partners and give each group a current reading textbook and a Venn diagram.

33. The students will compare and contrast how they are taught in reading today as compared to how the one room school house children were taught.
34. During this time, the teacher will circulate to listen to and discuss ideas with groups.

Closure:

35. Teacher will act as facilitator in a debate between the two sides of the classroom. As this point boys and girls can be mixed. One side will be for one room school houses while the other side is for today's schools. Students will take turns going back and forth to debate which type of school is best and why.
36. As the debate closes, the teacher will distribute the students' admit/exit slips and ask the students to write on their exit slips, what type of school they prefer and why?

Assessment:

1. The writing response on the admit/exit slip will be used by the teacher to assess student comprehension of the differences between the two types of schools and the students' ability to make an educated choice on which one they would prefer and be able to expression the reasons they decided their choice. (See Appendix for admit/exit slip rubric)
2. The Venn diagram will be used by the teacher to assess the students' abilities to compare and contrast literally and beyond the surface. (See Appendix for Venn diagram rubric)
3. The participation in the class debate will be used by the teacher to assess student verbal participation and understanding of the two types of schools. It will also assess their ability to think on their feet during a debate. (See Appendix for teacher monitoring assessment)

Assignments: The students' assignment will be to go home and interview a parent or adult about what school was like for them. They will ask at least five questions and they must find out about what the adult remembers about learning to read. This assignment will lead to further conversation and discussion during future class time.

Self-Evaluation: While creating this lesson I attempted to include techniques and strategies I already use in the classroom to assess student learning. By including a debate and admit/exit slips, I have tried to make the "back to reality" part of the lesson more interactive and interesting for my students. I knew they would enjoy a lesson as if they were students in the one room school house, but I wanted to make sure the comparing and contrasting of the today and yesterday was motivating for them. I hope in the future that I am able to teach this lesson in a one room school house to be able to make a full evaluation of the lesson's worth.

Sources:

Bolenius, E.M. (1923). *The boys' and girls' third grade reader*. New York:

Houghton Mifflin Company.