

LESSON PLAN – ONE ROOM SCHOOLHOUSE

Academic Standards:

- **K.1.1**—Compare children and families of today with those in the past. [specifically in relation to education]
- **1.1.2**—Compare past and present similarities and differences in daily life by using biographies, oral histories, and folklore [specifically in relation to education]
- **2.1.2** – Explain changes in daily life in the community over time using maps, photographs, news stories, Web sites or video images [specifically in relation to education]
- **3.1.5**— Create simple timelines that identify important events in various regions of the state [specifically in relation to education]
- **4.1.12**— Describe the transformation of Indiana through immigration and through developments in agriculture, industry and transportation [and its impact on the transformation from one-room schoolhouses to our current educational system]
- **5.1.7** – Colonization and Settlements: 1607 to 1763. Identify and locate the 13 British colonies that became the United States and describe daily life (political, social, and economic organization and structure) [specifically in relation to education]
- **6.1.21**—Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research: Analyze cause-and-effect relationships, keeping in mind multiple causations, including the importance of individuals, ideas, human interests, beliefs and chance in history [specifically in relation to education]

Performance Objective:

After students have been presented with a one-room school house simulation (emphasizing the artifacts from the Traveling Trunk Box) and visited the Wabash Historical Museum, students will develop three products from the “Then and Now” Choice Board to compare and contrast modern day school with a one-room school house with 75% accuracy.

Assessment:

To determine students’ knowledge of content, students will be presented with a Choice Board that is composed of nine cells, which correlate to Gardner’s Theory of Multiple Intelligences. Students will be instructed that they must complete three of the activities on the Choice Board, and that the activities they complete should form a tic-tack-toe line (which includes the middle cell). Students will demonstrate mastery of content by a score of seventy-five percent on the selected activities. The educator will determine the rubric for the activities presented, so that the children are assessed with developmentally appropriate criteria.

Furthermore, a variety of suggested activities are included in the one-room schoolhouse simulation. The educator would need to determine for the activities they selected, what materials need to be collected, such as buttons, an abacus, quills, ink, corncob darts, math flash card, and the collection of *Aesop Fables*. The majority of the print handouts are included, however.

We believe it appropriate to note, however, that the educator can modify the Choice Board and degree of performance in any way they see fit. Specific adaptations we have identified would be changing the number of activities students must complete and specifying specific content. Through these adaptations, the educator could present students' with activities that aligned more accurately with the students' prior knowledge and that grade's specific indicator(s) being addressed.

Advanced Preparation by Teacher:

For this lesson to be successful the educator must develop an assessment tool (e.g. check list, rubric) for the choice board activity/activities selected. All other tools that are required for this lesson to be successful are included in this Traveling Trunk box. To expand upon the children's experience, additional materials could be gathered. Specific materials included in this lesson plan include quills and ink and abacus.

Procedures

Introduction/Motivation:

1. The students will be presented with the prompt, 'As American as apple pie.'
2. Students would then be asked to generate clichés (individually or with a partner) that represent values or significant occurrences in America.
3. It would prove beneficial to record this list of the board for reference. If students require further prompting, the educator could ask for students to consider games, products, items, or activities that represent American values.
4. It is important to remember that the underlying value for each concept must be included and examined for students to be presented with adequate knowledge to compare modern day values to the past.

This activity would likely not be developmentally appropriate for primary grade levels. To modify this introduction, students could be asked to generate more concrete differences between the past and the present. How the concepts identified on the list could impact a day at school would follow. The guiding question of this activity is identified as, What was it like to go to school a long time ago in America? How were the first schools in this country different from -- and the same as -- schools today?

Step-by-Step:

'Before the Fieldtrip to the Wabash Historical Museum'

1. The teacher will 'transform' the classroom in a one-room schoolhouse by utilizing the materials included in the 'Traveling Trunk.' As such, the motivating quotes that would have been located in a one-room schoolhouse could be hung around the room and the desks could be arranged in a fashion resembling a one-room schoolhouse. Included at the end of the document are examples of one-room schoolhouses.
 - If the educator would like to provide the students with a more authentic representation, we would recommend that the educator review information presented at the following URL. The information presented on this webpage present information on the typical day in a one-room schoolhouse.
<http://www.cedu.niu.edu/blackwell/oneroom/typicalDay.shtml>
 - We recommend that the teacher will read one of the books that are included in the Traveling Trunk that presents information on the typical day in a one-room schoolhouse for it scaffolds the simulation for students.
 - Printable handouts that include word searches, word scrambles, and cross words containing information on one-room school houses are provided at this website <http://history.sd.gov/museum/education/One-RoomSchoolhouse.pdf>, starting one page 12. These activities could be utilized as morning work or as activities for students who finish work quickly.
2. After reading one of the children's stories, the teacher present and/or discuss the schedule with the class. Included in the Traveling Trunk box is a tentative schedule that resembles the events that would have occurred in a one-room schoolhouse. How stringently the educator adheres to this schedule is dependent upon the educator, the objectives established, and indicators selected. Activities that we recommend include:
 - a. Ring a bell to signal the start of the day.
 - b. Recite the Pledge of Allegiance.
 - c. Read a moral story (such as an excerpt from *Aesop's Fables*).
 - d. Begin with core instruction:
 - i. **Reading:** Allow children to examine the McGuffey Reader that is included in the Traveling Trunk. We suggest that the students be presented with an excerpt from this reader. (The McGuffey Fifth Eclectic Reader is downloadable free at <http://www.gutenberg.org/ebooks/15040>. We recommend the PDF file and that you examine after the document on the 39th page for useful pages.) After the students had attempted to recite the excerpt, as they would if they were in a one-room schoolhouse, the class could engage in a discussion of the differences between this reading material and the student's reader.

- ii. **Writing:** During this time, students could be introduced to the use of a quill and ink. The students could be instructed to attempt to write their names, the alphabet, and basic numbers. Due to the limited number of supplies available, it may prove beneficial to divide students into groups. As such, one set of students could take turns writing with the quill pens while another set of students looks at writings from this time period to try and determine what the document says. The documents the educator uses could be classic examples, such as the Declaration of Independence or just located texts. The information presented at the subsequent URL, <http://www.english.cam.ac.uk/ceres/ehoc/intro.html>, provides information on early modern handwriting. It describes the characteristics of ink, pens, and surfaces. This may be information that you wish to include within your simulation due to the possible implications to science and history.
 - iii. **Break:** Students could engage in games that students may have engaged in, such as crack the whip.
 - iv. **Mathematics:** Suggestions for mathematic instruction include the following, and could be designed as station in wanted:
 1. Students could be introduced to an abacus.
 2. Measure the distance that corncob darts can fly. Take turns throwing them and measure how far they fly by having one student step off the distance between the throwing line and the dart. Keep track of the distances on a slate
 3. Use addition and subtraction flash cards for math fact review. As a group, have one person hold up the flash card so the others can see it and write the answer on a slate. How many flash cards can they answer correctly in 2 minutes?
 4. Sort buttons from the button jar by color and put them in groups of five or ten. How many groups do you get? Do addition and subtraction problems by moving buttons.
 - v. **Lunch:** The students could pack a lunch and/or eat their lunch within the classroom. (Within the Traveling Trunk there is a lunch pail and toy potato, which is similar to what students would have brought from home.)
3. Discuss the field trip that will be taking place, and emphasize proper field trip behavior
 4. Pre-group the students and explain who their chaperones will be.
 5. Give the students their Choice Boards and explain each activity, and answer any questions there might be.

‘During the Fieldtrip to the Wabash Historical Museum’—The length of this field trip is left to the discretion of the educator.

6. Have the students bring pencil and paper.
7. Remind them of proper behavior.
8. Allow for them to observe and engage with the centers in the Museum as they saw fit.

Depending upon how the Choice Board has been modified, children could be supported through guided questions that they were expected to answer while at the Museum. These questions would correlate to the assessment tool and the specific content that each activity was to represent. If the students’ were older, then they could be presented with the task of generating their own questions. For example, if students selected the activity they were to complete and had been presented with the assessment tool, the children could be asked to generate three questions that would allow for them to develop their product.

Closure: ‘After the Fieldtrip to the Wabash Historical Museum’

9. Have a discussion about the experience at the museum. What did students find interesting and/or disgusting?
10. Perform a grand conversation with the students:
 - What was their favorite part of the museum?
 - What was their least favorite part of the museum?
 - Did their questions help as they were visiting?
 - Did they notice any artifacts that linked up with what they had discussed before their visit?
11. Review the Choice Board, and have student’s finalize the activity (or activities they would be working on).
12. Give the students time in class to create their activities.
 - a. It may prove beneficial to let students work with a partner or in a small group. These groups could be assigned depending upon what activities (or activities) had been selected.

'Then and Now' Choice Board:

To provide children with a more comprehensive understanding of a day in a one-room schoolhouse we have included a URL that is attached to primary accounts of one-room schoolhouses.

<p>Create a Timeline</p> <p>(Visual and Logical Mathematical)</p>	<p>Group Dance of Culture</p> <p>(Interpersonal and Bodily Kinesthetic)</p>	<p>Compare/Contrast Venn Diagram</p> <p>(Intrapersonal)</p>
<p>Group Presentation</p> <p>(Interpersonal and Linguistic)</p>	<p>Journal Reflection</p> <p>(Intrapersonal)</p>	<p>Student Profile Poster</p> <p>(Visual/Spatial)</p>
<p>Skit of a day in a One Room Schoolhouse</p> <p>(Interpersonal and Bodily Kinesthetic)</p>	<p>Individual Speech about One Room Schoolhouse</p> <p>(Intrapersonal and Verbal)</p>	<p>Blueprint of a One-Room School House</p> <p>(Logical Mathematical)</p>

<http://littleredschoolhousehistoricalsociety.schools.officelive.com/memories.aspx>