

A DAY IN A ONE-ROOM SCHOOLHOUSE ACTIVITY PACKET



Marathon County Historical Society Living History Learning Project

Funding for this project courtesy of the
Altrusa International of Wausau Foundation, Inc.

NOTE TO TEACHERS

The actual teaching of lessons at the schoolhouse are done by retired area school teachers and employees of the Marathon County Historical Society who are familiar with the one-room schoolhouse curriculum. Classroom teachers are asked to participate as observers, but will be called upon to help with the passing out of materials, lunch, bathroom breaks, answering questions, and disciplining students. Classroom teachers should feel free to ask questions or offer assistance at any time during the day. Bathroom facilities are available at the Meeting Hall next to the schoolhouse in Marathon Park. Due to desk space class size at the schoolhouse is limited to 28 students maximum. *Transportation to and from the schoolhouse must be provided for by the participating schools.*

If you have any questions, please call the Marathon County Historical Society office at 715-842-5750 from 9:00 AM to 4:30 PM Tuesday through Friday.

Mary Forer
Executive Director

Anna Chilsen Straub
Project Coordinator

SCHOOLHOUSE DAILY SCHEDULE

- 9:00 AM **Arrival Time**
Ring of the school bell signals the children to line up in two lines, boys and girls, in front of the door. The children and teachers recite the Pledge of Allegiance to the flag. Students file into school, girls first. The girls will be instructed to sit on one side of the room and the boys on the other. The teacher will greet the students and introduce themselves.
- 9:30 AM **Reading and recitation** using McGuffey's Eclectic Readers.
- 10:00 AM **Arithmetic** problems using lap slates.
- 10:30 AM **Recess** with turn-of-the-century games and bathroom break.
- 11:00 AM **Penmanship** exercises using dip pens and ink.
- 11:45 AM **Lunch** with free play and bathroom break.
- 12:30 PM **Geography and current events** using a turn-of-the-century map.
- 1:00 PM **Old-fashioned spelling bee.**
- 1:45 PM **Chores** including restocking of wood stove and general clean-up of the classroom and schoolhouse grounds.
- 2:00 PM **School dismissed.**

INTRODUCTION TO THE LITTLE RED SCHOOLHOUSE

The Little Red Schoolhouse program is a part of the Marathon County Historical Society's Living History Learning Project. This project is a program that educates children and adults about history by allowing them to participate in historical activities, which lets them see firsthand how people lived and worked in the past. The Little Red Schoolhouse program is a wonderful example of "living history," where students and teachers are invited to experience a one-room schoolhouse, including lesson plans, costumes, and other period activities. During the program, school is taught as it was in 1904.

ABOUT ONE-ROOM SCHOOLHOUSES

One-room schoolhouses were formed from a 1787 ordinance that said, "being necessary to good government, and the happiness of mankind, school and the means of educations shall forever be preserved." The settlers in the Midwest took this ordinance to heart and developed a particularly strong concern for education. As each new settlement was formed, a school district was set up and a means for education was provided. Much of the time, schools in rural areas were governed by rural farmers who had little or no education themselves. Nevertheless, these farmers were determined that their children should learn how to read, write, and do arithmetic.



Because of their rural setting, one-room schools were often thought of as poor, unfortunate places where an education was mediocre at best. This was not the case. The one-room setting of these schools was often an advantage. In the country schools, students had more flexibility between grades. Students were advanced based on their abilities, not on their ages. Students who excelled could sit with older students and the students who needed more help could sit with younger students. Since everybody was in the same room, it really didn't matter who was in what class.

PREPARATION FOR THE LITTLE RED SCHOOLHOUSE

In addition to talking with your students and preparing them for what to expect in a one-room schoolhouse, please have your students:

- ◆ Wear nametags—*Please have your students wear nametags so their first name is clearly visible to the schoolhouse teacher.*
- ◆ Dress warmly (during winter months)—*Please instruct the children to dress warmly. While there is a furnace at the schoolhouse, we do go outside to play at recess and lunch break.*

LUNCH

For generations, children have taken their lunches to school, and the Little Red Schoolhouse is no exception. Each student that comes to the Little Red Schoolhouse is responsible for his/her own lunch and beverage.

Pioneer boys and girls usually carried their noon meal in a tin syrup pail or a lard can. A replica of their lunch pails can be made from a three-pound shortening can or a large coffee can. If coffee cans are used, it can be painted silver or covered with butcher paper or a brown grocery bag. Punch holes into the can for the handle using a nail and hammer. A piece of wire or heavy cord can be fastened through the holes for a handle. A scrap of cloth makes a good cover.



Constructing these lunch pails makes a great class project prior to visiting the schoolhouse. This way every child is assured of having a lunch pail. Instruct the children to take their pails home the day before their schoolhouse visit and give parents a list of appropriate foods to be packed.

WHAT FOODS SHOULD BE PACKED?

Pioneer lunches contained whatever was in the house. There were no neighborhood grocery stores. Children sometimes took molasses or lard and sugar sandwiches or cold pancakes leftover from breakfast. Also common were mashed potato sandwiches. Peanut butter is another good sandwich to pack as it was first available in the 1890s.

The lunch that the children bring should be as authentic as possible. **Please do not bring modern-day snack foods.**

Some examples of a typical pioneer lunch would be:

- Sandwich (cheese, jelly, egg, or meat)
- Hard-boiled eggs
- Fresh fruits and vegetables (apples, pears, peaches, grapes, plums, carrots, etc.)
- Homemade cookies
- Mason jars of lemonade or juice (apple, orange, grape, etc.)



TURN-OF-THE-CENTURY CLOTHING

For a truly authentic experience, students should dress in attire appropriate for 1904. The costume suggestions below can easily be fashioned from items found at home.

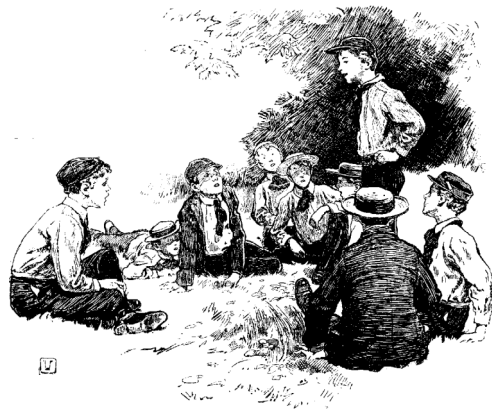
Boys wore knee-length trousers. Jeans or corduroy pants rolled up to the knee work well. Dark-colored socks should be tucked under the pants at the knee. Shirts were white or light-colored and buttoned down the front. Shoes were plain leather—no neon high-topped sneakers, please! Newsboy type caps can also be worn by the boys. Other appropriate attire includes vests, straw hats, knickers, bow ties and neck ties, and bib overalls.

Girls should wear dresses. Country-looking gingham checks and small calico prints or dots would be appropriate. Turn-of-the-century girls wore knee-length dresses with long, dark heavy hose underneath. Full aprons were often worn over the girls' dresses—mom's kitchen apron would do the trick! Large hair bows were common. A plain, white blouse and knee-length dark skirt would also be appropriate attire. Long, floor-length skirts, however, were not worn until girls were 16 years of age. Dark, leather strap and buckle shoes or slip-ons would be appropriate. Hair was worn away from the face, pulled back into pony-tails, pig-tails, or braids.

It is not necessary that the children come to the schoolhouse costumed, but it is strongly encouraged to add the unique qualities of this learning experience. Of course, teachers can come in costume as well!

Below are some illustrations of children and adults in period clothing are included to help you get some ideas for costumes.





POETRY SUGGESTIONS FOR MEMORIZATION & CHORAL READING

The Children's Hour

By Henry W. Longfellow

Between the dark and daylight,
When the night is beginning to lower,
Comes a pause in the day's occupations,
That is known as the Children's Hour.

I hear in the chamber above me,
The patter of little feet,
The sound of a door that is opened,
And voices soft and sweet.

The Barefoot Boy

By John Greenleaf Whittier

Blessings on thee, little man,
Barefoot boy, with cheek of tan!
With thy turned-up platoon,
Any thy merry whistled tunes;
With thy red lips, redder still
Kissed by strawberries on the hill;
With the sunshine on thy face,
Through thy torn brim's jaunty grace;
From my heart I give thee joy—
I was once a barefoot boy.

Try, Try Again

By T. H. Palmer

'Tis a lesson you should heed,
Try, try again;
If at first you don't succeed,
Try, try again;
Then your courage should appear,
For, if you will persevere,
You will conquer, never fear;
Try, try again.

The First Snow-Fall

By James Russell Lowell

The snow had begun in the gloaming,
And busily all the night,
Had been heaping field and highway,
With a silence deep and white.

Every pine and fir and hemlock
Wore ermine too dear for an earl,
And the poorest twig on the elm tree
Was rigged inch deep with pearl.

June

By James Russell Lowell

And what is so rare as a day in June
Then if ever, come perfect days;
Then heaven tries earth if it be in tune
And over is softly her warm ear laid,
Whether we look, or whether we list,
We hear life murmur, or see it glisten.

The Arrow and the Song

By Henry W. Longfellow

I shot an arrow into the air;
It fell to earth, I knew not where;
For, so swiftly it flew, the sight
Could not follow it in its flight.

I breathed a song into the air,
It fell to earth, I knew not where;
For who has sight so keen and strong
That it can follow the flight of song.

Long, long afterward, in an oak
I found the arrow, still unbroke;
And the song, from beginning to end
I found again in the heart of a friend.

October's Bright Blue Weather

By Helen Hunt Jackson

O sun and skies and clouds of June,
And flowers of June together,
Ye cannot rival for one hour
October's bright blue weather

When loud the bumblebee makes haste,
Belated, thriftless vagrant,
And goldenrod is dying fast,
And lanes with grapes are fragrant.

Trees

By Joyce Kilmer

I think that I shall never see
A poem lovely as a tree.

A tree whose hungry mouth is prest
Against the earth's sweet flowing breast;

A tree that looks at God all day,
And lifts her leafy arms to pray;

A tree that may in Summer wear
A nest of robins in her hair;

Upon whose bosom snow has lain;
Who intimately lives with rain.

Poems are made by fools like me,
But only God can make a tree.

Sayings of Abraham Lincoln

You can fool some of the people
all of the time and all of the people
some of the time; but you can't fool
all of the people all of the time.

The Landing of the Pilgrim Father

By Felicia Dorothea Hemans

The breaking waves dashed high
On a stern and rock-bound coast;
And the woods, against a stormy sky,
Their giant branches tossed;

And the heavy night hung dark
The hills and waters o'er,
When a band of exiles moored their bark
On a wild New England shore.

The Village Blacksmith

By Henry W. Longfellow

Under a spreading chestnut-tree
The village smithy stands;
The smith, a mighty man is he,
With large and sinewy hands;
And the muscles of his brawny arms
Are strong as iron bands.

His hair is crisp, and black, and long,
His face is like the tan;
His brow is wet with honest sweat,
He earns whate'er he can,
And looks the whole world in the face
For he owes not any man.

It Couldn't Be Done

By Edgar A. Guest

Somebody said that it couldn't be done,
But he with a chuckle replied
That "maybe" it couldn't, but he would be one
Who wouldn't say so till he'd tried.
So he buckled right in with the trace of a grin
On his face. If he worried he hid it.
He started to sing as he tackled the thing
That couldn't be done, and he did it.

CURRENT EVENTS OF 1904

- ◆ The World's fair is held in St. Louis, Missouri
- ◆ The Olympic Games are held in the United States for the first time
- ◆ Theodore Roosevelt is elected to his second term as president
- ◆ Helen Keller graduates from Radcliffe College
- ◆ Work Begins on the Panama Canal
- ◆ New York City's subway system opens
- ◆ Clara Barton resigns as head of the Red Cross
- ◆ Stainless steel is invented by the French scientist Leon Guillet
- ◆ Trans-Siberia Railway is completed after 13 years of construction
- ◆ National law is passed that prohibits Indians from purchasing alcohol or entering saloons
- ◆ The first United States battleship, the "Iowa" is commissioned

PRE-VISIT ACTIVITY

This activity is planned to give students a better understanding of what Wisconsin was like in the late 1800s and early 1900s.

Select six large sheets of paper. Label them as follows: dress, recreation, food, education, transportation, and current events. Have the class find as much information as they can about each topic and place it on the related sheet. On the day before the visit, go over the information with the class.

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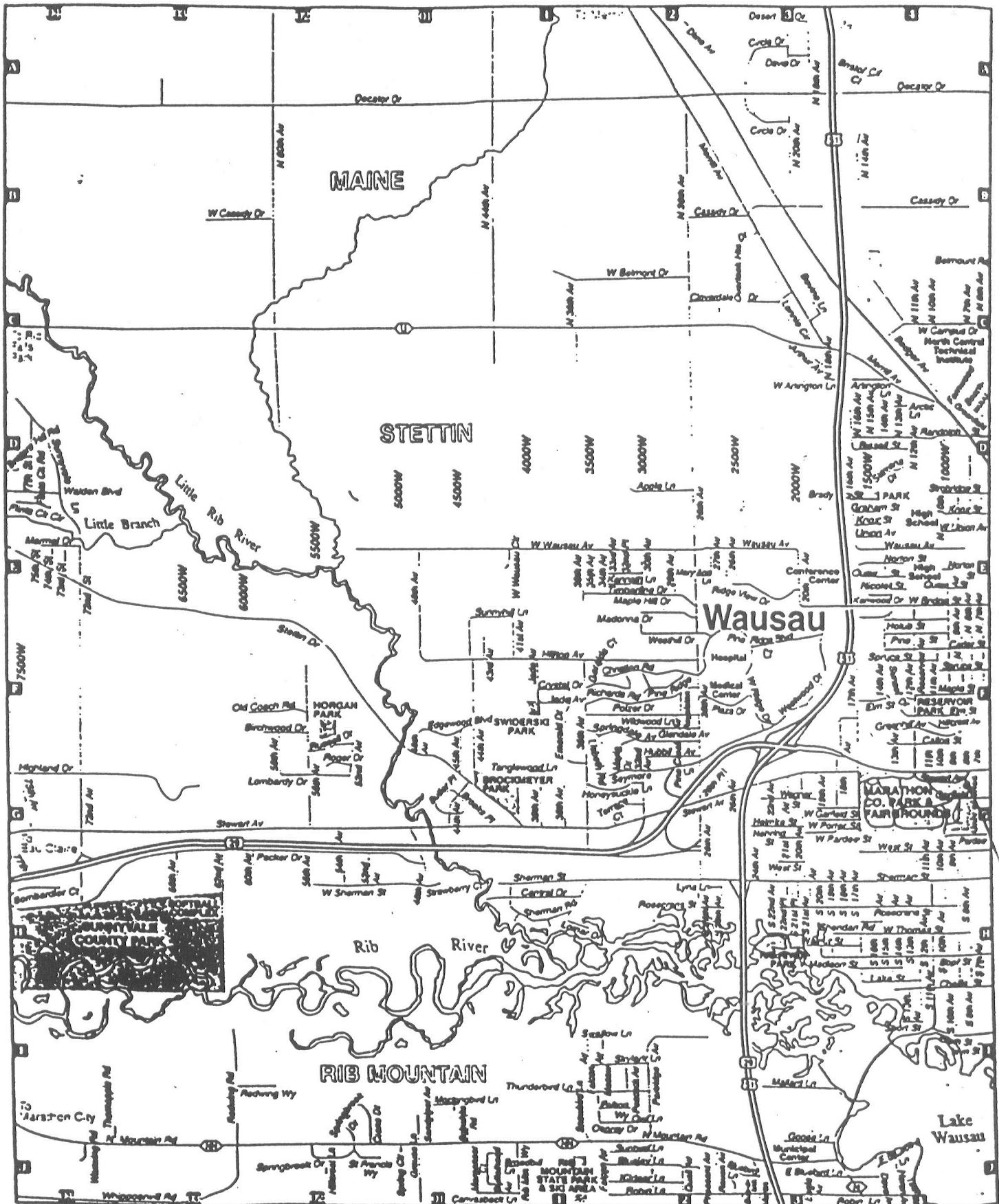
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THANK YOU TO THE CHIPPEWA VALLEY MUSEUM OF EAU CLAIRE, WI FOR
THEIR ASSISTANCE IN PREPAIRING OUR ACTIVITY PACKET.



Little Red
Schoolhouse

TEACHERS EVALUATION SHEET

Thank you for participating in the One-Room Schoolhouse Learning Program!

**Please fill out and return to: Marathon County Historical Society
Attn: Anna Chilsen-Straub
410 McIndoe Street
Wausau WI 54403**

DATE ATTENDED: _____ SCHOOL NAME: _____

SCHOOLHOUSE TEACHER: _____

1. Was enough time given to each individual lesson?

2. Which lessons were the most effective in teaching the children what it was like in a one-room school environment?

3. Which lessons were the least effective, and how do you think they could be improved?

4. Did you use the teachers activity packet to prepare the students in advance for the one-room schoolhouse experience? If so, please list any comments you may have.

5. Do you intend on using follow-up activities in your classroom to reinforce learning concerning this experience? If yes, what kind of activities will you plan?

6. Did the video program give your class adequate information to help them understand what to expect in a one-room school? Please list any comments you may have.

7. How would you rate the overall learning experience?
 Excellent Very Satisfactory Satisfactory Fair Poor

In addition, we would appreciate it very much if you would send a thank you note to the Altrusa International of Wausau Foundation, Inc. These women fund the one-room schoolhouse program and we could not make this wonderful project possible without their generous support!

Altrusa International of Wausau Foundation, Inc., PO Box 2075, Wausau WI 54402-2075