One-Room Schoolhouse Teaching Guide
revised March 26, 2007

This program complements the third grade curriculum study of Needham history. As a culminating activity for the Town of Needham study, students step back in time to experience a typical school day in Needham’s 1840 one-room schoolhouse. (Each teacher should have access to the one room schoolhouse kit in their school, which is mentioned throughout this guide.)

Advance Class Preparation

TEACHER -
Coordinate - Teacher should check with Historical Society to check for eligibility and for help in preparing the one room schoolhouse. Once date is confirmed, order mini bus for transportation and get permission slips done.

Educate - Prior to visit, teachers should prepare students for their experience at the schoolhouse. Students should understand the manners, discipline, school rules, and expectations of this time period. This will make the role play as realistic as possible for the students and teachers. The following are suggestions for how each teacher and student can prepare for the day.

Research - For background information, read the books A One-Room School and Classroom Games both written by Bobbie Kalman. Also recommended is One-Room School by Raymond Bial.

Read aloud - My Great-Aunt Arizona by Gloria Houston to class. This could also be done in conjunction with school librarian and read during media class.

Assign Names and Visit the Tech Center Students could be given names of Needham residents of this time period which they can research before the schoolhouse visit. Prepare students for routines and schedules they may be following. Visit one room school house web site to get names and research homes in the area on the interactive map.
http://mitchell.needham.k12.ma.us/schoolhouse/index.htm
Send home letter to parents prior to visit. (See enclosed example).

Make Copybooks - Copybooks are needed for the visit to practice penmanship. Look at copies of original copybooks and directions for making copybooks in One Room Schoolhouse Kits. Have a parent volunteer make the copybooks OR have students make their own copybooks. Copybooks were used in the 1700s and 1800s to practice penmanship as well as to learn correct behavior by committing proverbs and other maxims to memory. The copybook can also be a keepsake of their day.

Learn Songs and Recess Games Have students be familiar with singing “America”. (This could also be done in conjunction with the music teacher in music class.) Teach students how to play tag, Simon Says, ‘Mother, May I?’, Duck Duck Goose and Cat’s Cradle. Marbles, jump ropes and other recess materials are stored at the one room schoolhouse. Ask families to volunteer any appropriate games or toys for the day.

Discuss Clothing: Students should come dressed for the time period if possible. Visit the following Internet links for examples of period clothing:

Deerfield:  
http://www.americancenturies.mass.edu/activities/dressup/index.html

Sturbridge:  

Girls wear dresses or long skirts, cotton blouses, bonnets, shawls, pinafore aprons.

Boys wear cotton pants, suspenders, and cotton or flannel shirts. No tee shirts, sweatshirts, sweatpants, baseball caps, or sneakers.

Teachers should also dress in period clothing.

Note: Students should not wear their best clothes because they will be using pens and ink.
Discuss Lunch: Students should bring lunch in a basket, small metal pail, or large cloth napkin or bandana (no paper or plastic bags). Discuss what foods were available in the 1800s. For example, no juice boxes, canned or bottled drinks, chips, fruit roll-ups, or packaged cookies. Plan to bring items (which do not need to be refrigerated) such as sandwiches and cookies wrapped in waxed paper, and fresh fruit. Water and cups will be provided at school.

Prepare Seating Chart with Assigned Names and Lesson Plans
Before the visit arrange students in seating arrangements with boys on one side and girls on the other side, in three different grades to match the one room experience. Primers and lesson plans could be differentiated by the grade level for the day. (Lesson Plans and Seating Charts are enclosed)

Schoolhouse will be Prepared with:
Month, day, and year on the blackboard
Thought and moral lesson for the day on the blackboard
Cursive alphabet letters on the board or chart
Pictures of Abraham Lincoln (our 1869 Schoolhouse!)
Old maps on the walls,
McGuffey Readers on back table
ink (water soluble!!),
slates, (all stored in teacher's desk)
Teacher's desk with bell
Dunce stool and cap in the corner (Optional)
Chalk and rags for chalk board will be provided
Wash basin and towel in kitchen
Cups and Water Pitcher in kitchen

Teach One Room School House Optional Activities
SPELLING BEE - Divide class into two teams. Students form two lines at the front of the classroom. Have students sit down when they miss a word or keep track of the number of words spelled correctly by each team.

GEOGRAPHY GAME - Play the “Alphabet Geography Game” from Classroom Games by Bobbie Kalman and Heather Levigne. One person says a place that begins with “A”. The next person must think of a place that begins with the last letter of the previously said place. If a player cannot think of a word, s/he is out of the game. The winner is the last person left.
Outline of the Day at the Schoolhouse

Third grade classes will arrive at the schoolhouse approximately 9:00 a.m.

**SCHEDULE:**

**Introduction and Welcome - 9:00-9:20 a.m.**
When the teacher rings the bell, boys line up to the left of the door and girls to the right, in order of height, smallest first. After putting away their coats and lunches against the wall, students file quietly into the room, stand by their desks, and “make their manners” to the teacher. Boys will bow and girls will curtsy as they say “Good Morning, Ma’am(Sir)”.

Gloria Greis, Executive Director of the Needham Historical Society, will greet the children and conduct a brief discussion of “museumship”, followed by an introduction to the schoolhouse building and artifacts.

**Opening Exercises - 9:20-9:30 a.m.**
Roll call using real names or names of historic Needham residents.
All sing “America”.
Teacher explains classroom rules (provided)
Teacher and students discuss the meaning of the Bible verse or thought of the day. “Do unto others as you would have them do unto you.”
“Honesty is the best policy.”
“Politeness is to do or say the kindest thing in the kindest way.”

Teacher distributes: readers, slates, chalk, pencils

**Lessons - 9:30-10:30 a.m.**
Divide the class into three groups. Each group will spend time doing three different lessons (~10 minutes each). The teacher may want the groups to represent three grade levels so the students will experience several grades being taught all together in the one room. After teacher meets with each group, call the first group up again for a ‘quiz’.

**Group 1 (With Teacher)**
Reading Group - select a lesson from a McGuffey Reader (called to the teacher's desk in the front of the room).
A possible lesson from *McGuffey's Second Eclectic Reader*

* Using page 7, teacher reads the long vowel sounds, and students repeat (Ex. "a as in ate.")

* Using page 9, teacher reads the lines about punctuation, and the students repeat the lines

* Using Lesson #1 on page 11, review the vocabulary. Students take turns reading the passage entitled, "Evening at Home." Students should read it again themselves. Each student should be able to read the passage perfectly with good fluency and use of punctuation.

* Use the line numbers to refer to particular parts in the passage. What is the feeling in this passage? How do you know? Discuss the question in line 7.

**Group 2 (Independent)**
Reading assignment at their seats.
On their slates, students copy the vocabulary words from the reader. They must memorize the spelling and know the definitions.

**Group 3 (Independent)**
Memorization
Assign a piece of text from the McGuffey Reader for students to memorize. Challenge them to learn more than one paragraph. (This material may be used for the elocution lesson.)

Note: This may not be a quiet time because students will need to practice various activities out loud.

**RECESS 10:30-11:00**

Transition: Collect readers, review rules and play area boundaries
Choose a game to play. There are some good ideas on pages 18 and 19 of *One-Room School* by Raymond Bial
Suggest teacher provides basket of apples for snack (or popcorn, authentic food)Teacher rings bell, children line up to re-enter schoolhouse. A wash basin and towel are provided to wash hands before coming back in.)
Arithmetic Lesson 11:00 a.m.-11:30 a.m.

Using the slates, students can practice addition, subtraction, or multiplication based on the skills of the class. The teacher writes the problems on the board. Students copy and complete the problems and then turn their slates to face the teacher. Patience is required as students must wait for the teacher to read the slate before the students can move onto the next problem.

Extension Activity: Students go up in groups and recite arithmetic facts

Elocution Lesson 11:30 a.m.-12 p.m.
Using the enclosed materials, students present their elocution skills.

LUNCH 12-12:30 p.m.

Penmanship 12:30-1:15 p.m.
Teacher reviews and models: wiping ink off bottle, how to hold pen, how to blot using rags.

Using ink and quill pens, students practice writing the alphabet in cursive in their copybooks. Write your name, copy a short poem or the thought for the day.

CLEAN UP and DISMISSAL 1:15-1:30 p.m.

PLEASE LEAVE THE SCHOOLHOUSE AS YOU FOUND IT!

LEAVE SCHOOLHOUSE ~ 1:30 p.m.

Back at School - Reflection on Experience

This Guide was prepared with ideas compiled by Nancy Foot and Char Sidell with the assistance of the Westwood 1800s School Day Program and the Needham Schoolhouse Committee (Robert Abbey, Christine Beach, Pat Giles, Gloria Greis, Julianna Jarvis, Kathleen Martell and Heidi Smith) with the assistance of the Deerfield Teachers' Center.
Related Bibliography for Read-Alouds or Literature Circles

*Recommended


Recounts the life story of the author of the "Little House" books, from her childhood in Wisconsin to her old age at Rocky Ridge Farm. (B)


In 1925, fourteen-year-old Ida Bidson secretly takes over as teacher when the one-room schoolhouse in her remote Colorado area closes unexpectedly. (FIC)


Ted Hammond, the only sixth-grader in his Nebraska town's one-room schoolhouse, searches for clues to the disappearance of a homeless family. (FIC)


Ten-year-old Fred (short for Frederika) narrates the school story and village life among the Athabascans in Alaska during 1948 when Miss Agnes arrived as the new teacher. (FIC)


An Appalachian girl, Arizona Hughes, grows up to become a teacher who influences generations of schoolchildren. (E)


Six-year-old John, emotionally withdrawn and resistant to traditional teaching methods, experiences ridicule and punishment in his one-room schoolhouse, until an old retired teacher reaches out from her blindness to share with him the world of reading and writing. (FIC)


In rural Indiana in 1904, fifteen-year-old Russell's dreams of quitting school and joining a wheat threshing crew are disrupted when his older sister takes over the teaching at his one-room schoolhouse after mean, old Myrt Arbuckle "hauls off and dies." (FIC)


Pa's homestead thrives, Laura gets her first job in town, blackbirds eat the corn and oats crops, Mary goes to college and Laura gets into trouble at school, but becomes a certified school teacher. (FIC)


Laura and her sisters share some good and bad times when they attend different schools near their various prairie homes. (FIC)
Dear 3-B Families,

On Thursday, November 2, our class will be visiting the Little Red School House, which is a one room schoolhouse located at the Needham Historical Society on Central Street. Our goal is to recreate a typical school day from 1855 and then ask the students to reflect on what has changed and what has stayed the same from that time.

To prepare for the day, students have been studying the history of Town of Needham. In addition, we have been reading and discussing what would have happened in a one room schoolhouse and how it relates to that time period. Students are making their own copybooks to be used in our reading, math, penmanship and public speaking lessons.

Here’s how you can help! We are asking all students to come to school that day wearing clothes and bringing lunches that are as historically appropriate as possible. Girls should wear dresses or long skirts with cotton blouses. Bonnets, aprons or shawls, if available, could also be worn. Boys are asked to wear cotton pants and shirts, or flannel shirts. Tee shirts, sweatshirts, sweat pants, baseball caps or sneakers would not have been worn at that time.

In addition, students should bring their own lunch in a basket, small metal pail, or large cloth with foods and packaging available in the 1840’s. For example, they could bring sandwiches and fresh fruit wrapped in napkins and cloth, but no juice boxes, chips, packaged materials or any item that needs refrigeration. (Because of a food allergy, please no peanut butter!) Water and cups will be provided at the school.

Thank you for helping us make this trip to the Little Red School House happen. Your permission slip for the trip is attached and should be signed and returned as soon as possible. We will be leaving Broadmeadow at 8:50 and returning at 1:15, with two adult chaperones coming with us for the day. As always, please feel free to call or e-mail if any questions.

Christine Beach
## Teacher and Blackboard

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**READING**

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**POEM**

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**READING**

**MATH**

**POEM**
One Room Sample Lesson Planner
(Remember to stay in Character the entire day)

Welcome  Time ____________________________
Greet and Stand and curtsy and bow
Roll Call
Verse for the Day
Rules

Reading  -  Time ____________________________
Shared Reading in the front
Slate Work at Seats
Memorize at Seats

Recess  -  Time ____________________________
Games
Spelling Bee

Public Speaking  -  Time ____________________________

Math  -  Time ____________________________
Copy Problems
Call up to Solve Problems on the Board

Lunch  -  Time ____________________________
(Wash up with bowl and towel)

Penmanship  -  Time ____________________________
Model how to use first before handing out supplies

Clean Up  -  Time ____________________________
One Room Schoolhouse - After the Visit Activities

1) Create a Venn Diagram comparing and contrasting your own life with a student’s life in 1855.

   You must include at least three different details in each section.

2) Write a poem about your one room schoolhouse visit.

   Try to remember what you saw, touched, heard and the emotions you felt during the entire day. (Put it to music or a beat to create a song or rap.)

3) Do you think life is better now or back in the 1850’s? Write a detailed paragraph with your answer.

   You must include at least three different details from what you learned and experienced.

4) Draw a picture with all you remember about the one room school house.

   Use descriptive labels to help add details.

5) Pretend you are back in 1855, and write a letter to your “Aunt Elizabeth” who lives in Boston.

   Use specific details from your school day and include reasons why you liked or didn’t like your day and what you were feeling.