

Goldie's HISTORY KITS



Schools: Comparing Long Ago, Today and Other Cultures

STUDENT MATERIALS

STATE HISTORICAL
SOCIETY OF IOWA
IOWA DEPARTMENT OF CULTURAL AFFAIRS

LIBRARY
OF CONGRESS
TEACHING
WITH PRIMARY
SOURCES

Table of Contents

Read Iowa History	3
Pre-Lesson Activity 1: Question Formulation Technique (QFT)	4
• Image, Children Going to School on a Horse-Drawn Bus in Keokuk County, Iowa	
Pre-Lesson Activity 2: Introducing the Compelling Question	5
• Worksheet, Comparing Kindergarten to 1st Grade	
Part 1: Williams School in Brush, Colorado	6
• Image, Williams School in Brush, Colorado	
• Worksheet, Image Analysis	
• Example, Schools: Past & Present Class Venn Diagram	
Part 2: “McGuffey’s Readers” and “One-Room Schoolhouse”	9
• Document, Hanover #4	
Part 3: “Pledge of Allegiance” and “My Country, ‘Tis of Thee”	12
• Image, Students Recite “Pledge of Allegiance” in New York	
• Document, “Pledge of Allegiance” Song Sheet	
• Document, “My Country, ‘Tis of Thee” Song Sheet	
Part 4: Changes in School Lunch and Recreation	15
• Image, Schoolchildren on Circular Swing in San Augustine, Texas	
• Image, Lunch Hour at a Country School in Grundy Center, Iowa	
• Worksheet, Image Analysis	
Lesson Summative Assessment	18
• Worksheet, Lesson Summative Assessment	
• Worksheet, Schools: Past & Present Venn Diagram	
History Mystery	22
• History Mystery Worksheet	
Vocabulary Cards	25

READ IOWA HISTORY

STUDENT MATERIALS

Schools: Comparing Long Ago, Today and Other Cultures

LESSON PLAN FOR SUPPORTING QUESTION

What were schools like long ago?



1ST GRADE

STATE HISTORICAL
SOCIETY OF IOWA
IOWA DEPARTMENT OF CULTURAL AFFAIRS

LIBRARY
OF CONGRESS
TEACHING
WITH PRIMARY
SOURCES

Children Going to School on a Horse-Drawn Bus in Keokuk County, Iowa, 1928

PRE-LESSON ACTIVITY 1



The photograph shows children from Webster Consolidated School standing beside a horse-drawn bus. The image was taken in 1928 in Keokuk County, Iowa. *Courtesy of State Historical Society of Iowa, 1928*

Name _____

Comparing Kindergarten to 1st Grade

Think about when you were in kindergarten. Draw how you have changed over time.

Past (Kindergarten)	Present (1st Grade)



This photograph of a one-room schoolhouse in Brush, Colorado, shows seven children and a teacher outside. Named the Williams School, the image shows a small portion of the expected 30 to 40 students expected when beet work in the fields was over. This photo was taken seven week after school opened. *Courtesy of Library of Congress, Hine, Lewis Wickes, "Williams School - Brush, Colo.," 27 October 1915*

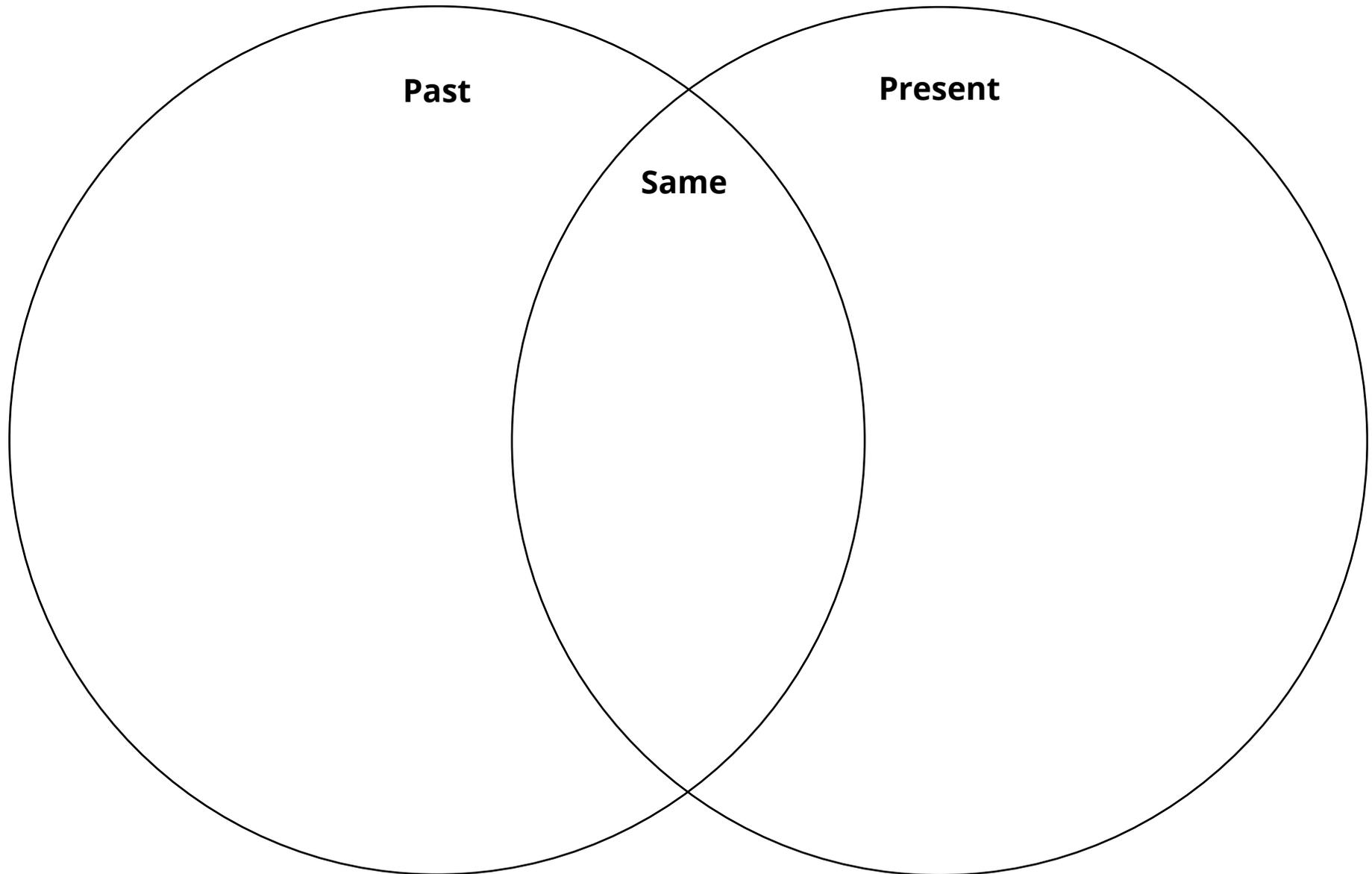


Analyze an Image

Who?	
What?	
When?	
Where?	
Why?	
Questions I have...	

Name _____

Schools: Past & Present Class Venn Diagram



The School Room

The one room Hanover # 4 school actually consists of three rooms; the main class room, the entry room and the basement. To enter the school, you must climb the concrete steps outside the entry. You open the door and you find you in a good sized room, about 10' by 10'. On your left is the doorway into the basement. The stairway into the basement was covered. The top side of the covered stairwell formed a shelf on your left about three to four feet high. That's where we used to store our lunches until recess or noon.

On your right are hooks in the wall for hanging winter coats, hats and scarves. In winter the walls of the entryway would be covered on three sides by winter coats. The walls at floor level would be haphazardly lined with overshoes strewn about. The basement was a light and cheerful basement; there were six window along the basement wall above ground. It is easy to forget that we didn't have electricity in those days. The only lighting in the basement was natural lighting coming in the windows. The basement contained a big furnace and a supply of wood; and in later years, coal.

To enter the main classroom, you again went up a short flight of stairs. It was a very typical country school classroom. The far wall as you entered the room was a wall-to-wall slate blackboard. Above the blackboard was a roll-up map case, in which you could pull down one of several maps; one of the world, of North America, South America, the United States and Iowa. The maps were an integral part of our geography lessons. On Fridays we used to have map games where the teacher would pull down a map and read off a name of a capital and the first student that called out the state or country would win. This would go on for a whole class period. Later we got into cities rather than capitals.

Above the map case and off to right was a copy of the famous uncompleted portrait of George Washington by Gilbert Stuart. For balance the portrait of Abe Lincoln was hung on the left. I don't remember who painted that one. The teacher's desk was in the front of the room a few feet from the blackboard. Just in front of the teacher's desk was a long bench. This bench was used to conduct classes. For example, when it was time for the 5th grade arithmetic class or spelling class to convene, the teacher would call the class up to the bench and quiz them on the assignment or send them to the board for math problems or spelling words. The rest of the school would be busy doing their assignments, day-dreaming or learning next year's words and problems.

The rest of the room was taken up four rows of desks. There were two rows on the left side of the room and two rows on the right side. The desks were much like that shown here. These desks were fastened to 1 x 4s so all the desks in a row were attached together. The desks in the front of each row were smaller for the lower grades. The rear desks were larger for the bigger kids.

The center of the room was open. There was a big hot air grate where heat from the furnace would rise to heat the room. The grate was about four feet by four feet. There were three big windows on the East and West side of the school. They gave plenty of light on most days. On those cloudy winter days, though, I am sure there was not a lot illumination, but it didn't bother the kids.

Other furnishing in the room included a small table with a portable Victrola record player near the front window on the left side. This record player was one of the wind-up-with-a-crank type record player. It was used for our music/singing class. We would sing lots of old Steven Foster favorites like, Camptown Races, Old Folks at Home, My Old Kentucky Home, Jeanie with the Light Brown Hair, and Old Black Joe.

In the back of the room was a table upon which sat the water crock. It was a white porcelain

crook with a push button faucet near the bottom. When you wanted a drink, you would get your cup (each student had his/her own cup) and push the button and fill the cup – (after you got permission from the teacher). Most of the kids had collapsible cups made out of tapered rings of tin nestled together. When the water jug was near empty, some two kids would be assigned to take the pail over to the McCormick farm to get some water. The older boys were usually assigned to this chore because the pail, once full, was heavy. The pail was a long, somewhat thin, pail, often used for milk. Again it seemed that the fellows assigned to that chore always seemed to have trouble with the windmill because it always seem to take over a half hour to get the water.

Schoolyard Games

As I recall, we used to have two recesses and a lunch hour break as a part of our school day. We had a number of games that we used to play at recess or at noon. We used to play Prisoner's Base, Ante, Ante Over, and in the winter Fox and Goose and King of the Mountain. The one I want to describe now was called Prisoner's Base.

Prisoner's Base

The game called Prisoner's Base may have had Indian origins or gypsy origins and was also called Dare Base and Prison Bars.

The first step in establishing the game was for the two biggest guys in the schoolyard to choose up sides. The principal criterion for being selected was foot speed, quickness and a daring attitude. It also helps to be pals with one of the schoolyard studs. The teams would line up along two parallel lines, one team on one line and the other team on the other line. The lines were about 60 to 100 feet apart. Individuals from each team would make a daring excursions from its line or home base which was a "safe" area, over toward the enemy's line or base. When a two opposing raiders meet in midfield, the one who left base last is able to "capture" the other. Once captured, the prisoner must remain touching the opponent's base until he is touched by a teammate. If more prisoners were taken, the last prisoner must keep one foot on the opponent's base while holding hand with the previous prisoner. The prisoners form a line stretching out toward their own base. The more prisoners in the line, the easier it was to rescue the first one captured. Rescue is accomplished by being touched by a non-prisoner teammate. Once touched by a teammate, the prisoner and the rescuing teammate have a free return to home.

The strategy was to send a teaser out to midfield and try to get the enemy to go after the teaser. When the enemy send someone after the teaser, you have your speedster leave right after the enemy has and try to catch him before he catches the teaser and before their speedster gets your speedster. Of course, from time to time there are real arguments over who left base last. But I cannot remember these disputes lasting very long; somehow the schoolyard social structure had some long proven method of working out the disagreement and proceeding on with the game.

Ante, Ante, Over

This game seemed to have its origins in the days of one-room schools and also goes by the name Andy-over or Anthony-over.

Again the players must choose up into two teams. This game involves a ball thrown over the roof of the anteroom of the school house, hence the name. One team would get on one side of the schoolhouse anteroom with the ball and throw the ball over the ante-room roof. It was required that the ball had to roll or bounce over the peak of the roof, usually hitting the roof on

the way up and then hitting the overhang of the school house roof. As you threw the ball, you were required to yell "Ante, Ante, Over" or "Andy over". The objective was to make the ball make as many crazy bounces as possible so the other team would not catch it. If the ball were caught, the person who caught the ball and all his/her teammates would hold their hands behind their backs and run to the other side of the school, some one way around the front of the school and some would go the other way around back. The objective was to confuse the other side as to who had the ball. The person who had the ball was to tag as many of the opposing team as possible before they reached the other side. Once tagged, you had to join the other team.

The Hanover No. 4 school house had a basement with windows on both sides of the school. When it was your turn to throw the ball over the roof, one person would be assigned to watch through the windows to get an advanced warning that they are coming around the back.

The game went on until recess was over or until one team was totally captured.

Fox and Goose

Fox and Goose is played all over the world including China but particularly it was a winter time game, you needed snow on the ground to play it, preferably, fresh snow. In order to set up for the game, the game area needed to be laid out in the snow. A "playing field" is made by stomping out a circle 50 to 60 feet in diameter into the snow. Next, four to eight paths are made that cross at the center, dividing the circle into a "pie-slice" form. This game is best played with a smaller group of people, four through six would be ideal. One person is selected or appointed as the Fox and the rest are the Geese. The Geese are expected to torment the Fox and the Fox tries to catch the Geese. Now you're ready for action. The Fox can chase and try to tag the Geese, using only the tromped-down circle and pathways. The pathways provide sneaky shortcuts, and fortunately for the Goose, the center is "goose haven"--where he or she can't be caught. Upon tagging the Goose, the Fox doesn't get a meal; rather, they change roles, the Fox becomes a Goose and the Goose becomes a Fox. Any Goose who steps outside the path tromped in the snow gets penalized and becomes the Fox.

King of the Mountain

Just to the east of the school is State Highway 76, (When I went to school, it was State Highway 13, why they changed it from 13 to 76, I was never able to figure out). The highway is below the school ground level by about 12 to 15 feet, so there is a steep bank from the edge of the school ground down to the gutter along the highway. In winter that bank would collect a goodly amount of snow. Climbing up the bank through the snow became quite a chore. The first one up became the "King of the Mountain". He had to defend his kingdom by pushing all other climbers down. Eventually, someone made it up and a tussle ensued and someone got pushed down the bank. If it was the challenger, a new king was crowned.

The Outhouse

It was a fairly standard out house as outhouses go for country schools. It was a double outhouse; there were two sections, one for the boys and one for the girls. It was, as I recall, about a three-holer on each side. There was a wooden fence that protected each side from prying eyes. And like all outhouses back in Iowa, it was cold in winter, THERE WAS NO HEAT. Kids tended to waste no time there in winter. And of course, in spring and fall, the odor kind of limited your staying power.

Students Recite "Pledge of Allegiance" in New York, January 1943

PART 3



The photograph, taken by Marjory Collins, is of New York City students reciting the "Pledge of Allegiance." The image was taken in January 1943 at New York Public School 8, which was in a predominantly Italian-American section of the city. *Courtesy of Library of Congress, Collins, Marjory, "New York, New York students pledging allegiance to the flag in public school eight in an Italian-American section," January 1943*

NOV 20 1917 ©CLE413449 R

Pledge of Allegiance to My Flag.

Con spirito.

Music by M. K. FOWLER.

I pledge al - le - giance to my Flag, and to the Country for which it stands;

One Na-tion, in - di - vis - i - ble, with Lib - er - ty and Jus-tice for all.

Copyright, 1917, by M. K. Fowler.

M1646

. F

This is a songsheet for the "Pledge of Allegiance to My Flag." Courtesy of Library of Congress, Fowler, M.K., "Pledge of Allegiance to My Flag," 20 November 1917

MY COUNTRY, 'TIS OF THEE.

HENRY CAREY.

1. My coun - try, 'tis of thee, Sweet land of lib - er - ty,

Of thee I sing: Land where my fa - thers died, Land of the

pilgrims' pride, From eve - ry mountain side Let freedom ring!

2. My native country, thee—
Land of the noble free—
Thy name I love:
I love thy rocks and rills,
Thy woods and templed hills,
My heart with rapture thrills
Like that above.

3. Let music swell the breeze,
And ring from all the trees
Sweet freedom's song!
Let mortal tongues awake;
Let all that breathe partake;
Let rocks their silence break,—
The sound prolong!

4. Our fathers' God! to thee,
Author of liberty,
To thee we sing;
Long may our land be bright
With freedom's holy light;
Protect us by thy might,
Great God, our King!

"My Country, 'Tis of Thee" was written by Samuel Francis Smith, an American Baptist minister and writer. Also known as "America," the sheet music was written in 1874 and the audio recording was created in 1898. *Courtesy of Library of Congress, Smith, Samuel Francis, "My Country, 'Tis of Thee," Ditson & Co., 1874*



This photograph shows schoolchildren on a circular swing in San Augustine, Texas. The image was taken by Russell Lee in 1939. Courtesy of Library of Congress, Lee, Russell, "Schoolchildren on circular swing, San Augustine, Texas," April 1939



The image shows a group of young students having their lunch outside at a country school in Grundy Center, Iowa. The photo was taken by Arthur Rothstein in 1939. *Courtesy of Library of Congress, Rothstein, Arthur, "Lunch hour at country school. Grundy County, Iowa," October 1939*

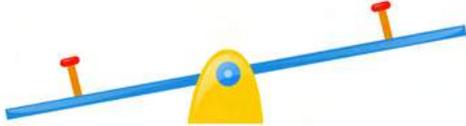


Analyze an Image

Who?	
What?	
When?	
Where?	
Why?	
Questions I have...	

Lesson Summative Assessment

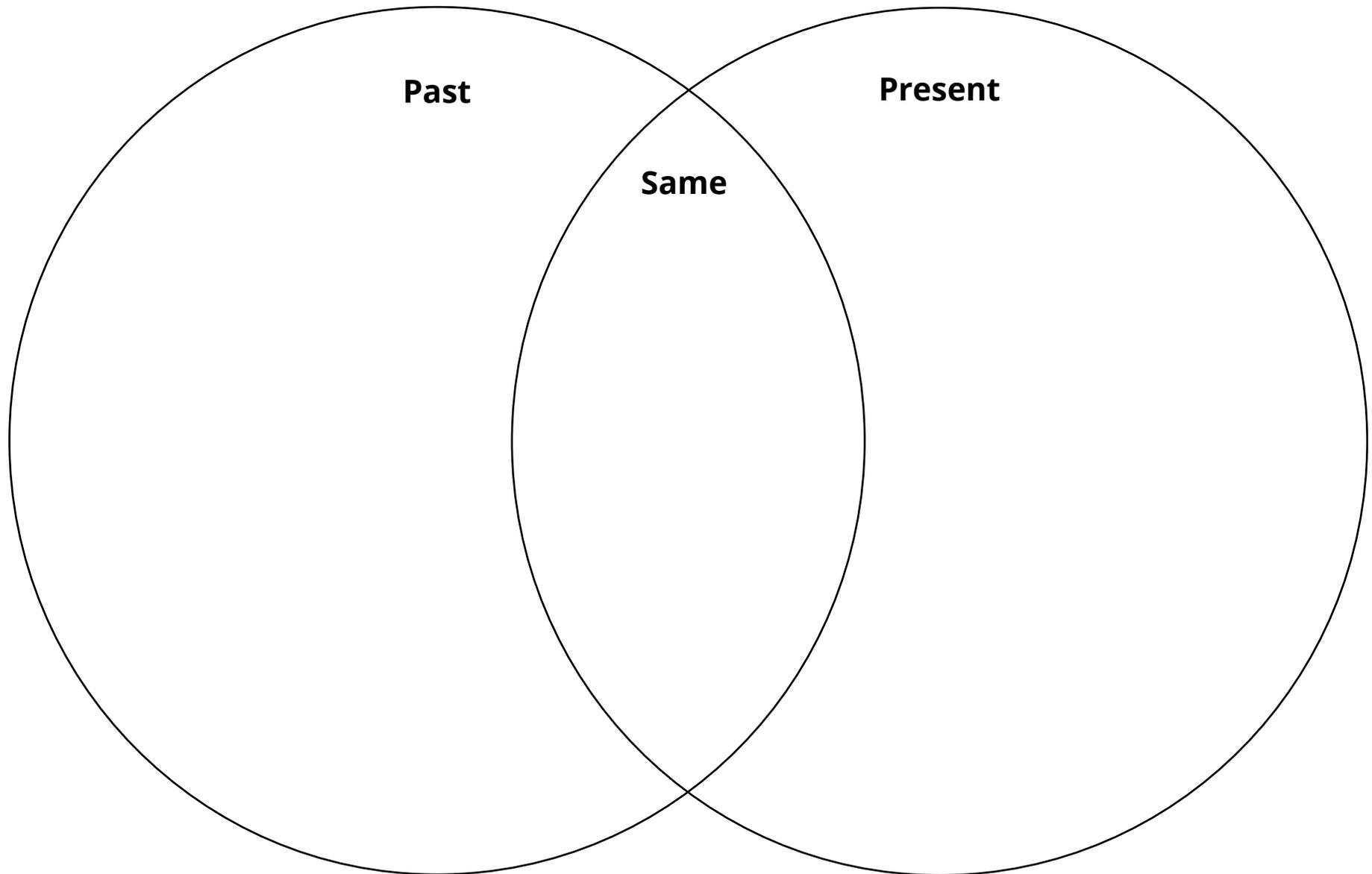
Schools Long Ago

Lunch Box 	Yes or No
Teacher's Bell 	Yes or No
Seesaw 	Yes or No
Playground 	Yes or No
Computer 	Yes or No

One-Room Schoolhouse 	Yes or No
Calculator 	Yes or No
Art Supplies 	Yes or No

Name _____

Schools: Past & Present Class Venn Diagram



HISTORY MYSTERY

STUDENT MATERIALS

Schools: Comparing Long Ago, Today and Other Cultures



1ST GRADE

Goldie's
HISTORY KITS

**STATE HISTORICAL
SOCIETY OF IOWA**
IOWA DEPARTMENT OF CULTURAL AFFAIRS

Analyze an Object

1	<p>1. What does it look like? Think about size, shape and color.</p>	<p>4. Do you see any signs of wear? Does it mean anything about how the object was used?</p>
	<p>2. What is the object made from? Is it one or more materials combined?</p>	<p>5. What year or time period do you think it is from? Why do you think it was from that year?</p>
	<p>3. Is there any writing or details? If yes, what does it tell you about the object?</p>	<p>6. Who is the owner? Write a brief description of the owner.</p>
2	<p>1. What does it look like? Think about size, shape and color.</p>	<p>4. Do you see any signs of wear? Does it mean anything about how the object was used?</p>
	<p>2. What is the object made from? Is it one or more materials combined?</p>	<p>5. What year or time period do you think it is from? Why do you think it was from that year?</p>
	<p>3. Is there any writing or details? If yes, what does it tell you about the object?</p>	<p>6. Who is the owner? Write a brief description of the owner.</p>

3	<p>1. What does it look like? Think about size, shape and color.</p>	<p>4. Do you see any signs of wear? Does it mean anything about how the object was used?</p>
	<p>2. What is the object made from? Is it one or more materials combined?</p>	<p>5. What year or time period do you think it is from? Why do you think it was from that year?</p>
	<p>3. Is there any writing or details? If yes, what does it tell you about the object?</p>	<p>6. Who is the owner? Write a brief description of the owner.</p>
4	<p>1. What does it look like? Think about size, shape and color.</p>	<p>4. Do you see any signs of wear? Does it mean anything about how the object was used?</p>
	<p>2. What is the object made from? Is it one or more materials combined?</p>	<p>5. What year or time period do you think it is from? Why do you think it was from that year?</p>
	<p>3. Is there any writing or details? If yes, what does it tell you about the object?</p>	<p>6. Who is the owner? Write a brief description of the owner.</p>
5	<p>1. What does it look like? Think about size, shape and color.</p>	<p>4. Do you see any signs of wear? Does it mean anything about how the object was used?</p>
	<p>2. What is the object made from? Is it one or more materials combined?</p>	<p>5. What year or time period do you think it is from? Why do you think it was from that year?</p>
	<p>3. Is there any writing or details? If yes, what does it tell you about the object?</p>	<p>6. Who is the owner? Write a brief description of the owner.</p>



Change



Artifact



Document



Photograph

Document

Written artifacts about something; a piece of written, printed or electronic matter that provides information or evidence or that serves as an official record.

Change

To make or become different; the act or instance of making or becoming different.

Photograph

Pictures taken with a camera.

Artifact

An item made by a human, typically an item of cultural or historical interest.



Analyze



Long Ago



Today



School

Today

The period of time that is happening now (present).

Analyze

To look at something carefully; to examine something typically for purposes of explanation and interpretation.

School

An institution (location) for educating children.

Long Ago

The period of time that happened in the distant past.



Education



**Primary
Source**



**Secondary
Source**



Education

The action or process of educating or of being educated (learning about something); the knowledge and development resulting from the process of being educated.

Secondary Source

A secondary source of information is one that was created later by someone who did not experience first-hand or participate in the events or conditions being analyzed by the source.

Primary Source

A historical item (document, photo, etc.) that was created at or near the time of the events studied, by a known person, for a known purpose.