READ IOWA HISTORY

EDUCATOR 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

Introduction to Read Iowa History

About Read Iowa History

Through the Library of Congress Teaching with Primary Sources grant, the State Historical Society of Iowa developed Read Iowa History — free, downloadable K-5 lesson plans to build and develop reading and critical thinking skills with primary sources in the classroom.

Primary sources (from the digital **Primary Source Sets collection**) are used to help students learn from multiple perspectives, develop primary source-based claims and evidence, and to interpret documents and images of the past. These lessons were developed with the Iowa Core Social Studies and Literacy Standards. Each unit includes ready-to-use source material, worksheets, educator lesson plans and assessment tools and activities. You, the educator, are encouraged to explore the unit, and use materials as you see fit for your students. You are welcome to alter lesson plans, worksheets and assessments to best align with their curriculum.

Please check out the **Primary Source Sets toolkit** to learn more about using primary sources in the classroom.

What's Included

Educator Materials

Sources are accompanied by an educator lesson plan. This plan includes: the unit compelling question, unit supporting question, objectives, background information, vocabulary lists or cards, a materials list and instructions. There also is a "formative assessment" to wrap up each part of the unit and to check for comprehension. You are welcome to use the activities that are suggested or create their own with the primary sources.

Student Materials

Many of the unit instructions are accompanied by a worksheet that can be copied and distributed to students as they analyze the primary source(s) to assist in their application and comprehension. These worksheets are optional but may provide a structure for students to think critically about the primary sources they are analyzing. These reproduceable student worksheets are available in the **Student Materials PDF** (on website, below "Educator Materials") for this topic.



Courtesy of Library of Congress, Lee, Russell, "Schoolchildren on circular swing, San Augustine, Texas," April 1939

Formative Assessments, Lesson Summative Assessment and Scoring Options

The formative assessments, lesson summative assessment and possible scoring options allow you to evaluate how students comprehend and apply the knowledge they learned from the individual primary source activities. Assessment instructions, example worksheet(s) and possible scoring options are located at the end of this Read Iowa History section. Reproduceable assessment worksheet(s) also are available in this topic's **Student Materials PDF**.

Schools: Comparing Long Ago, Today and Other Cultures

1st Grade

Overview

In this unit, students are encouraged to think about the world beyond their classroom, especially in the context of going to school. To a young student, school is a topic that they have background knowledge about and understand. Young children often have the misconception that the way they do things is the norm. Many believe if they go to school, learn or eat a certain way, then everyone else must be doing the same. This inquiry will help students discover how schools have evolved and changed, and it will encourage students to examine their own cultural practices with those within their community and around the world. Students will use the inquiry standards to ask and answer questions, analyze primary and secondary sources and evaluate those sources to make a claim using evidence.

Unit Compelling Question

Are all schools the same?

Unit Supporting Question

What were schools like long ago?

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Compelling and Supporting Questions

1st Grade

How to Apply Read Iowa History Lessons to Other Primary Sources

The origin of Read Iowa History lessons stem from the **Primary Source Sets**, which are a collection of primary sources that focus on a topic and are structured under a compelling question and multiple supporting questions (typically three). Five or six primary sources are used to address and help students answer a single supporting question. Read Iowa History takes one supporting question, the primary sources addressing that question and instructions (divided into parts) to integrate these primary sources in the classroom through different activities.

These lessons, instructions, worksheets, tools and assessment suggestions can be applied to all of the K-5 **Primary Source Sets**.

Unit Compelling Question

The compelling question drives students to discuss, inquire and investigate the topic of a unit of understanding.

Are all schools the same?

Unit Supporting Questions

Supporting questions scaffold instruction to help students answer the compelling question. Their aim is to stimulate thought, to provoke inquiry and spark more questions. The supporting question that is highlighted above is the question that was used in this Read Iowa History. The **bolded** question below is the supporting question for this Read Iowa History unit.

1) What were schools like long ago?
2) How have schools changed?
3) What are schools like in other countries?

Read Iowa History: Schools: Comparing Long Ago, Today and Other Cultures

This Read Iowa History lesson addresses “Are all schools the same?” and “What were schools like long ago?” and includes lesson plans, worksheets, suggested assessments and other tools.

Standards and Objectives

Iowa Core Social Studies Standards	
No.	**Standard**
SS.1.8.	Identify students' own cultural practices and those of others within the community and around the world.
SS.1.20.	Create a chronological sequence of multiple related events in the past and present using specific times. (Long ago/past for this supporting question)
SS.1.21.	Compare life in the past to life today within different communities and cultural groups, including indigenous communities.
SS.1.22.	Given context clues, develop a reasonable idea about who created a primary or secondary source, when they created it, where they created it, and why they created it.

Iowa Core Literacy Standards	
No.	**Standard**
RI.1.1	Ask and answer questions about key details in a text.
RI.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
RI.1.3	Describe characters, settings, and major events in a story, using key details.
SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Objectives

- I can analyze an image.
- I can analyze a document.
- I can ask and answer questions.
- I can determine things that need to go on a Venn diagram.
- I can determine if an artifact is from the time period of long ago.

Background Essay

Utilize this background essay, in whole or in parts, with students to provide further context and understanding about what schools were like long ago. You can read it aloud to students, utilize excerpts and introduce the vocabulary words. The essay is also referenced in parts of this Read Iowa History to assist students in their interpretation and analysis of primary sources.

From its earliest days, the United States committed itself to **education**. Early leaders recognized that democracy requires an electorate that can read and evaluate issues. One of the earliest acts of the federal government was to designate that money received from the sale of one square mile out of each township (36 square miles) of western lands should be earmarked to support local schools.

From its earliest territorial days, Iowa settlers began to create a remarkable system of **schools** to teach pioneer children. Laws were passed to establish a system of one-room schoolhouses across the state so that most children had a school within a mile or two of their home. All property owners were taxed to pay for the teacher and maintain the building, whether they had children or not. Children of all ages were put in the same class, and one teacher taught all subjects. Families provided wood or coal to heat the building and sent their children off with lunches of foods raised at home. The curriculum stressed basic subjects like reading, geography, penmanship, spelling and arithmetic. The length of the school year varied, but many children stayed at home to help with seasonal farm work.

Most Iowa children in the early days had no educational opportunities beyond the one-room school. Not for a couple decades after the Civil War did Iowa towns take much of an interest in establishing public high schools. There were some private schools, often called academies, that prepared students for college work. They might teach foreign languages, history, literature or advanced mathematics, particularly for boys interested in pursuing careers as lawyers or doctors. Girls often studied languages, music or art to prepare them to create good homes and to be good mothers. With the introduction of the automobile, farm children could attend high schools in town more easily, and high school attendance grew rapidly after 1900.

Higher education in Iowa was a combination of public and private institutions. The state created the University of Iowa with its emphasis on the professions. With support from the federal government through grants of public lands, Iowa State University (first known as Iowa State College) was dedicated to teaching more practical subjects, such as agriculture, engineering and home economics. The University of Northern Iowa was first the Iowa Normal College and was created to train teachers. In addition to the state schools, many church denominations established private colleges to train ministers or provide general education classes. The Methodists, Lutherans, Catholics, Presbyterians, Congregationalists, Disciples of Christ, Reformed and Reorganized Latter Day Saints created a web of liberal arts colleges that offer degree programs **today**.

With the growth of schools at every level, new programs and opportunities developed. Sports, music, and special interest clubs cater to students' interest. Teachers must meet much more vigorous standards for employment, and classrooms enjoy vastly enhanced technological support through the Internet and computer-aided instruction. What schools teach can be divisive issues in a community when they involve religious issues or controversial subjects, and every era has its own challenges. From earliest pioneer days, Iowa has been justly proud of its schools. For many years, Iowa led the nation in the percentage of its adult citizens who can read and write. Iowa children always rank at or near the top on standardized tests. **Changing** population trends, especially the decline of school-age children in rural areas, and budget issues challenge schools to maintain Iowa's preeminent position as an education leader, but schools remain a primary commitment of the Hawkeye State.

Vocabulary Words

- Change
- Primary Source
- Artifact
- Document
- Photograph
- School
- Education
- Analyze
- Today
- Long Ago
- Secondary Source

Question Formulation Technique (QFT)

Unit Compelling Question

Are all schools the same?

Unit Supporting Question

What were schools like long ago?

Overview

This pre-lesson activity will illustrate a tool students can use to analyze primary sources. The Question Formulation Technique (QFT) was created by the Right Question Institute. The steps of the QFT are designed to stimulate three types of thinking: divergent thinking, convergent thinking and metacognitive thinking.

Source Background

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

Instructions

1. This pre-lesson activity is meant to encourage students to ask questions, which is an important step in them taking ownership of their learning. Prior to class, it is recommended you, the educator, watch the 12-minute QFT Instruction Video. In the video, a fourth-grade teacher uses QFT to learn more about what her students knew or did not know about fractions.

2. To have students practice QFT, have the class analyze a primary source together. Display the primary source, "Children Going to School on a Horse-Drawn Bus in Keokuk County, Iowa." Follow the steps below to assist students in their analysis of the image.
   - Write as many student questions as you can on the board or on chart paper.
   - Do not stop to discuss, judge or answer any questions.
   - Write down every question exactly as stated, change any statements to questions.
   - Sort and prioritize questions.

Materials

- QFT Instruction Video
- "Children Going to School on a Horse-Drawn Bus in Keokuk County, Iowa"

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



Courtesy of State Historical Society of Iowa, 1928

Introducing the Compelling Question

Unit Compelling Question
Are all schools the same?

Unit Supporting Question
What were schools like long ago?

Overview
This pre-lesson activity is designed to set the stage for the inquiry of this unit by introducing the compelling question and having students think about school. Also, consider creating a classroom timeline labeled "Long Ago and Today" where analyzed sources could be visually posted after being introduced in class.

Instructions

1. First start out by asking students the following questions and write their responses on chart paper.
   - How would you describe school?
   - What do you like best about school?
   - What do you like least about school? Why?

2. Then, ask students the question, "What does change mean?" (Change = to make or become different)

3. Explain to students that they are going to be looking at changes in school over time. The class is going to figure out what schools were like **long ago**, which is a time that happened in the distant past. They are also going to look at school **today**, which is the present. Then they will compare school from these periods of time to see how it has changed.
   - **Optional:** If you would like to show the class a visual example, show a baby picture of yourself to show long ago in comparison to a picture of you today (present). Historians, a person who studies the past, use timelines to show change. You can even create a classroom timeline with an item like a long piece of butcher paper, a string or a painter's tape across a wall. Label the timeline "Long Ago (past)" and "Today (present)" and leave space in between. You can use others photos of yourself that would be in the middle of the timeline to show how you have changed over time.

4. This leads students to the unit compelling question: Are all schools the same? A compelling question means people want to learn about it so they can do something to help someone, or fix a problem or learn more. In this unit compelling question, the class is going to learning about schools and try to figure out how:
   - Schools around the world are the same because...
   - Schools around the world are different because...
   - Schools around the world have things in common and things that are different because...

Materials
- Chart paper
- Vocabulary cards
- Globe or map
- Pre-Lesson Activity worksheet

Instructions continued on next page

Introducing the Compelling Question

Instructions continued

- **Optional:** The **Schools: Comparing Long Ago, Today and Other Cultures Primary Source Set** addresses schools in other counties. Feel free to introduce this aspect into this step to help students more fully understand the compelling question. If available, show students countries on a globe or a large class map. Utilize the 2018 photos of the South Korean students in the primary source set to help students see similarities and differences.

5 **Formative Assessment:** At the end of this pre-lesson activity, have students share how they have changed since they were in kindergarten. Use the **Pre-Lesson Activity worksheet** to let students draw how they have changed.

Comparing Kindergarten to 1st Grade

This is an example worksheet students can use to draw how they have changed from kindergarten to first grade. This version of the worksheet is for you, the educator, to fill out, add notes and utilize. A version of this worksheet is available for reproduction to students in this topic's Student Materials PDF.

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

Past (Kindergarten)	Present (1st Grade)

Williams School in Brush, Colorado, October 27, 1915

Unit Compelling Question

Are all schools the same?

Unit Supporting Question

What were schools like long ago?

Overview

Students will be introduced to vocabulary words to prepare for the unit. Students will analyze sources and you will help students understand how to use context clues, develop a reasonable idea about who created a primary/secondary source, when they created it, where they created it and why they created it. You will begin a classroom Venn diagram where students can record changes over time.

Source Background

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 30 to 40 students expected when beet work in the fields was over. This photo was taken seven weeks after school opened. From its earliest territorial days, Iowa settlers began to create a system of schools to teach pioneer children. Laws were passed to establish a system of one-room schoolhouses across the state so that most children had a school within a mile or two of their home. All property owners were taxed to pay for the teacher and maintain the building, whether they had children or not. Children of all ages were put in the same class, and one teacher taught all subjects. Families provided wood or coal to heat the building and sent their children off with lunches of foods raised at home. The curriculum stressed basic subjects like reading, geography, penmanship, spelling and arithmetic. The length of the school year varied, but many children stayed at home to help with seasonal farm work like planting and corn harvest.

Instructions

1. Introduce the **vocabulary cards**. Below are some options to help you introduce the words to students.
   - As you read the word, have students also read aloud with you.
   - Have students write the word.
   - Discuss the word's definition. Use it in context (a sentence, scenario), and draw something to help them remember it. Have students pick a word, define what it means and draw an example. Then, have them share this information with a partner.
   - Post the words on a classroom word wall or display to refer back to them throughout the unit.
   - You can also print a set of cards (on thicker paper) for pairs to play a memory game where they match the word to its definition.
2. Display the **photograph of "Williams School in Brush, Colorado, October 27, 1915"** for students to analyze. Explain to them that this is a picture of a school from long ago.

Instructions continued on next page

Materials

- **Vocabulary cards**
- **"Williams School" photograph**
- **Image analysis worksheet**
- Chart paper
- **Suggested Book:** *At School: Long Ago and Today* by Lynnette R. Brent
- **Suggested Website:** **One-Room Schoolhouses** (ReadWorks.org)

Williams School in Brush, Colorado, October 27, 1915

Instructions continued

3. Ask students, "Why would we want to look at this photograph? What can we learn from it?"
4. Students will analyze the photo in a large group. They can use the **image analysis worksheet** to record their observations. Encourage students to ask questions they have about the image.
5. To offer students more context as to what schools were like long ago, use the website **One-Room Schoolhouses** (ReadWorks.org) or read aloud the **background essay**.
6. Next, students will note aspects of schools long ago. This can include elements such as the building and classroom materials. To record their observations, create a Venn diagram on the chart paper. The circle on the left will read, "past," the circle on the right will read, "present." The part in the middle will read, "same."
7. At the end of this activity, have students fill in the "past" section of the Venn diagram.
8. **Formative Assessment:** Use this time to do teacher observation and/or take questions from to students answer.

Williams School in Brush, Colorado, October 27, 1915



Courtesy of Library of Congress, Hine, Lewis Wickes, "Williams School - Brush, Colo.," 27 October 1915

Image Analysis Worksheet

This is an example worksheet that corresponds with the instructions in Part 1 to analyze the photo of the children at Williams School in Colorado. This version of the worksheet is for you, the educator, to fill out, add notes and utilize. A version of this worksheet is available for reproduction to students in this topic's Student Materials PDF.

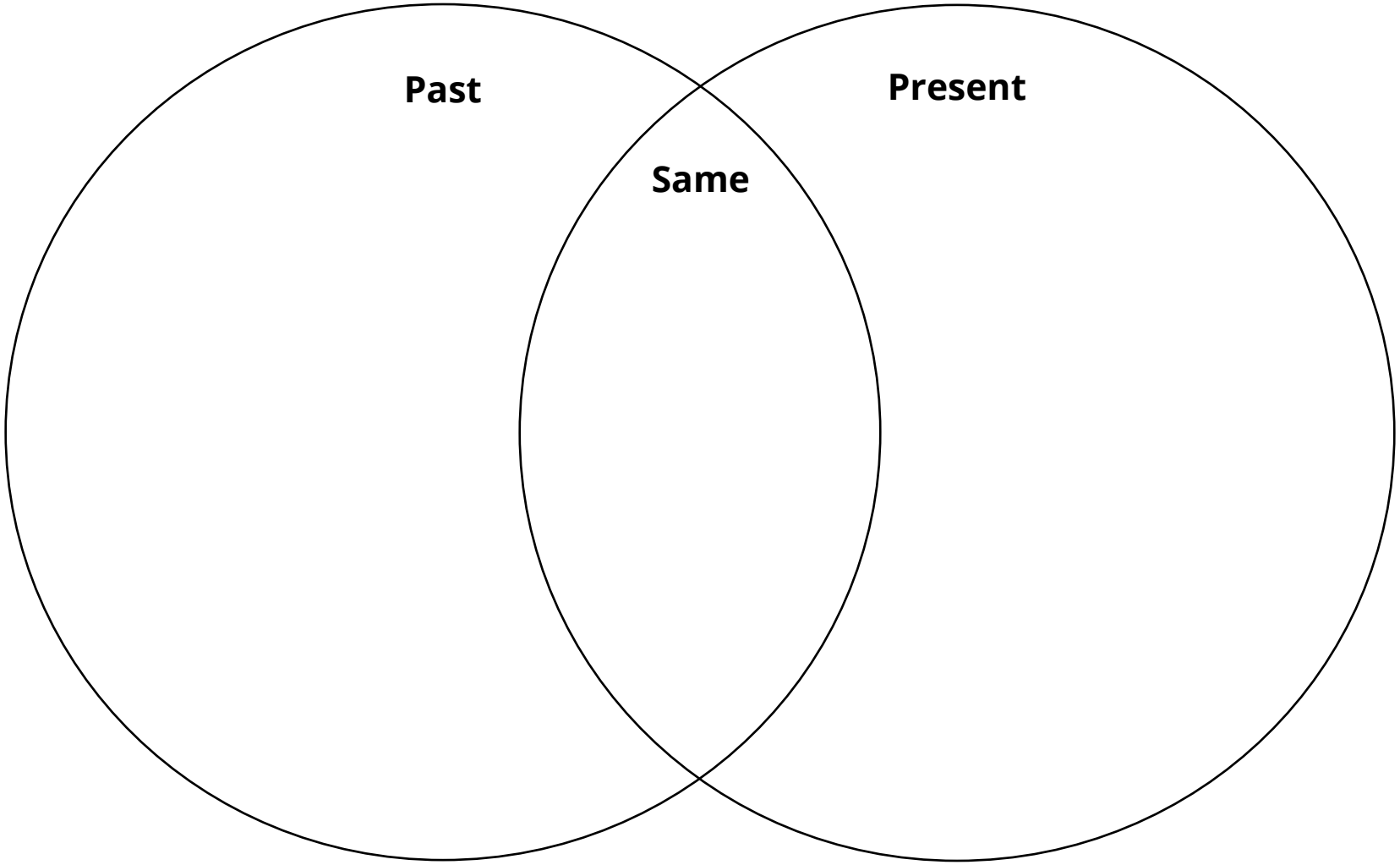


Analyze an Image

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

Schools: Past & Present Class Venn Diagram

This is an example Venn diagram to model the class Venn diagram after to compare school life from the past and present. This version of the Venn diagram is for you, the educator, to fill out, add notes and utilize.



"McGuffey's Readers" and "One-Room Schoolhouse"

Unit Compelling Question

Are all schools the same?

Unit Supporting Question

What were schools like long ago?

Overview

Students will view examples of one-room schoolhouses in Iowa. They will use their observations to help answer their student-generated questions, and you will add content to the class Venn diagram that shows school life in the past and present.

Source Background

Source 1: This **video** focuses on McGuffey's Readers, which were the primary text used in schools to teach spelling, history, poetry, religion, morals and etiquette. It was from the pages of McGuffey's Readers that such meaningful prose sprang forth. Eventually, six readers were published under the McGuffey name and it became the standard textbook. Many pioneer children brought their McGuffey's to Iowa by covered wagon in the 1830s.

Source 2: This **video** shows the function of a one-room schoolhouse in Iowa. There were no grade levels in Iowa country schools, and one teacher taught up to 15 students of varying ages. But some schoolhouses had as few as two students. When a student passed one lesson, he or she moved on to the next. Such a setup kept the teacher busy finding a different activity for each child. While one group of children read from their books, another practiced penmanship.

When Iowa was a territory and an early state, children had no educational opportunities beyond the one-room schoolhouse. A few decades after the Civil War, Iowa towns took an interest in establishing public high schools. There were some private schools, often called academies, that prepared students for higher learning. They might teach foreign languages, history, literature or advanced mathematics, particularly for boys interested in pursuing careers as lawyers or doctors. Girls often studied languages, music or art. With the introduction of the automobile, farm children could attend high schools in town more easily, and high school attendance grew rapidly after 1900.

Instructions

1. Have students view the two Iowa PBS videos, **"McGuffey's Readers"** and **"One-Room Schoolhouse."**
2. After viewing, ask students, "What were schools like long ago?" Then ask students, "What challenges does a one-room schoolhouse create for teachers and students?"
   - *Examples include: student ages, one classroom with one teacher, class size, student and teacher roles, materials used*
3. Use this time to answer student-generated questions and for discussion about the **class Venn diagram**.

Instructions continued on next page

Materials

- **"McGuffey's Readers" Iowa PBS video**
- **"One-Room Schoolhouse" Iowa PBS video**
- **Class Venn diagram**
- **"Hanover #4" by Dan Zoll**
- **Buchanan County Historical Society website**

"McGuffey's Readers" and "One-Room Schoolhouse" Videos

Instructions continued

4. Students will reflect on the first-hand account of education in a one-room schoolhouse. Some suggested reading includes **"Hanover #4" by Dan Zoll** from the IAGenWeb Project.
   - **Hanover #4:** This is a first-hand account of education in a one-room schoolhouse. Emphasize the sections: "The School Room", "Schoolyard Games" and "The Outhouse". These sections help students understand how to use context clues, develop a reasonable idea about who created a secondary source, when they created it, where they created it and why they created it. Use sources as a means to help students answer their questions from the previous lesson(s).

5. **Formative Assessment:** To help students better understand what a one-room schoolhouse was like, read aloud the The School Room and The Outhouse sections from **"Hanover #4."** Ask the students what they learned about schools in the past and continue to fill in the "past" section of the **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

crock 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.

"Pledge of Allegiance" and "My Country, 'Tis of Thee"

Unit Compelling Question

Are all schools the same?

Unit Supporting Question

What were schools like long ago?

Overview

Students will investigate schools long ago using primary sources to gain background knowledge and add to their class Venn diagram to document their observations. One way to introduce students to primary and secondary sources is by using the digital resource, **Kid Citizen**.

Source Background

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. The other primary source is an **audio recording** and sheet music for "My Country, 'Tis of Thee," 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.

Instructions

1. Display the **photo of the New York students reciting the "Pledge of Allegiance"** in January 1943. You can also display the **sheet music**. Have students listen to the **audio of "My Country, 'Tis of Thee"** and see the words on the **sheet music**.
   - **Optional:** Walk students through a morning at school as they'd experience it in the past - such as in the 1940s. Students arrived and the school day began at 9 a.m. It was a busy day for both the teacher and students. Morning exercises included the raising of the flag, pledge of allegiance, readings from the Bible and a patriotic song. Then it was time for lessons to begin. The teacher began by ringing a hand bell on her desk to call the youngest children to the recitation bench for reading class. Every 10 to 15 minutes, the bell was rung and the next group by grade would stand and walk to the recitation bench for their reading lesson.
2. Use the **Question Formulation Technique (QFT)** to have students generate questions they have about the primary sources.
3. The suggested read aloud books can help students understand how to use context clues, develop a reasonable idea about who created a secondary source, when, where and why they created it. Use sources as a means to help students answer their questions from the previous lesson.

Instructions continued on next page

Materials

- **"Pledge of Allegiance" photograph** and **sheet music**
- **"My Country, 'Tis of Thee" audio** and **sheet music**
- **Class Venn diagram**
- **Suggested Books:** *At School: Long Ago and Today* by Lynne R. Brent; *A One-Room School* by Bobbie Kalman; *Going to School in Pioneer Times* by Kerry A. Graves; *School in Colonial America* by Mark Thomas

"Pledge of Allegiance" and "My Country, 'Tis of Thee"

Instructions continued

4. You will help students continue to fill out the **class Venn diagram**. They will note aspects of schools long ago and you will add these observations to the Venn diagram.

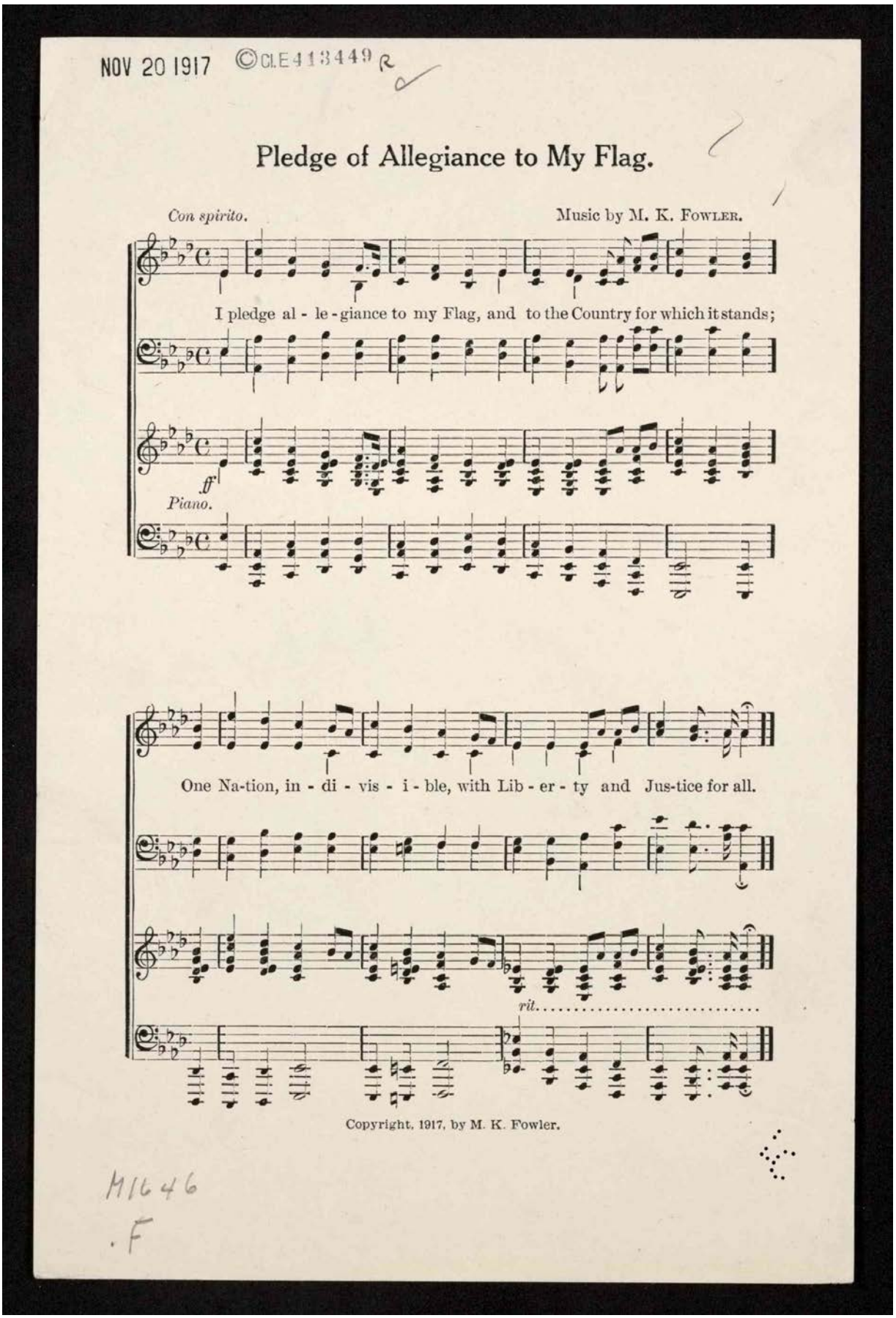
5. **Formative Assessment:** Use this time to answer student-generated questions and for discussion about the Venn diagram.

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



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

"Pledge of Allegiance" Sheet Music, November 20, 1917



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;

ff

Piano.

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

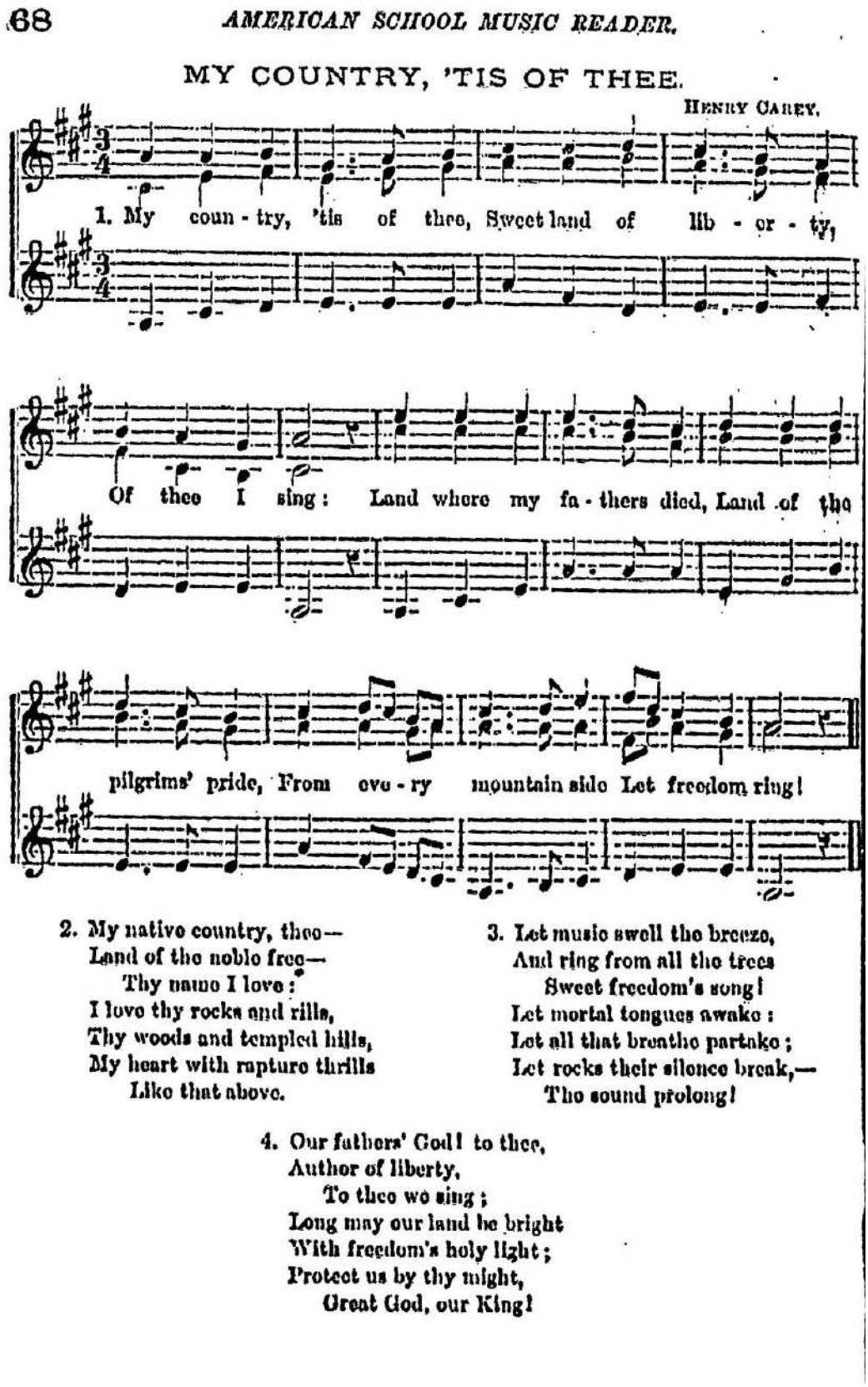
rit.

Copyright, 1917, by M. K. Fowler.

M1646
.F

Courtesy of Library of Congress, Fowler, M.K., "Pledge of Allegiance to My Flag," 20 November 1917

"My Country, 'Tis of Thee" Sheet Music, 1874



68 AMERICAN SCHOOL MUSIC READER.

MY COUNTRY, 'TIS OF THEE.

HENRY CAREY.

1. My coun - try, 'tis of thee, Sweet land of lib - or - 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!

Courtesy of Library of Congress, Smith, Samuel Francis, "My Country, 'Tis of Thee," Ditson & Co., 1874

Changes in School Lunch and Recreation

Unit Compelling Question
Are all schools the same?

Unit Supporting Question
What were schools like long ago?

Overview
Students will analyze two primary source images. They will record who, what, when, where and why during their analysis, as well as their own questions as they investigate recess and lunch in a one-room schoolhouse.

Source Background
Source 1: This image shows schoolchildren on a circular swing in San Augustine, Texas. The image was taken by Russell Lee in 1939.

Source 2: 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.

Most one-room schoolhouses had two recesses and a lunch-hour break as a part of the school day. There were a number of games that we used to play at recess, such as: Prisoner's Base and Ante, Ante Over, and in the winter, Fox and Goose and King of the Mountain. Students also played hide and seek, Blind Man's Bluff, Hide the Thimble, or I Spy. Jacks and marbles were popular and competitions were fierce for one's favorite "aggie" or "cat's eye." If there was a playground, it may have a slide, merry-go-ground or seesaw. Lunches were carried in a tin pail, pan or basket. Food was wrapped in wax paper or a towel. Common foods packed in lunches were: corn bread, hard-boiled eggs, biscuits, homemade bread with peanut butter and jelly or cheese. Others were a slice of cake, or homemade cookies, dried or seasonal fruits (apples, peaches, pears, berries) and seasonal vegetables (tomatoes, carrots, turnips, beans).

Instructions
1. Display for students the photographs of the **schoolchildren in Texas on the circular swing** and the **students at lunch at their country school**.
2. Ask students the following questions to discuss:
   - Why would we want to look at in these images?
   - What can we learn from them?
   - What can these photos tell us about recess and lunch long ago?
3. Students will analyze the photos, either as a whole group or by dividing the class in half to each analyze an image and then share findings with the whole class. Use the **image analysis worksheet** to record responses or have students use the worksheet.

Instructions continued on next page

Materials
- **"Schoolchildren on Circular Swing in San Augustine, Texas" image**
- **"Lunch Hour at a Country School in Grundy Center, Iowa" image**
- **Image analysis worksheet**
- **Class Venn diagram**

Changes in School Lunch and Recreation

Instructions continued

4. Have students note aspects of schools long ago and continue filling out the "past" section of the class Venn diagram.

5. Activate prior knowledge by asking students, "What types of things do you do during recess time?" Discuss their answers. Explain to them you will be reading a passage from long ago. Tell students to be thinking about how the games they play are the same or different and how games have changed.

6. Read aloud the **"Schoolyard Games" section** of **"Hanover #4."** Ask students the following questions: What games and activities are the same to what is played now? What games and activities are the same? Why have school games and activities changed? Have them fill in the present and same sections of their Venn diagram.

7. **Formative Assessment:** Use this time to answer student-generated questions and for discussion about the **Venn diagram**.

Schoolchildren on Circular Swing in San Augustine, Texas, April 1939



Courtesy of Library of Congress, Lee, Russell, "Schoolchildren on circular swing, San Augustine, Texas," April 1939

Lunch Hour at a Country School in Grundy Center, Iowa, October 1939



Courtesy of Library of Congress, Rothstein, Arthur, "Lunch hour at country school. Grundy County, Iowa," October 1939

Image Analysis Worksheet

This is an example worksheet that corresponds with the instructions in Part 4 to analyze the photos of the children at lunch and recess. This version of the worksheet is for you, the educator, to fill out, add notes and utilize. A version of this worksheet is available for reproduction to students in this topic's Student Materials PDF.



Analyze an Image

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

Lesson Summative Assessment

Unit Compelling Question

Are all schools the same?

Unit Supporting Question

What were schools like long ago?

Assessment Instructions

1. The class has been learning about what school was like for students and teachers years ago. Distribute the **Lesson Summative Assessment worksheet** to students. As they complete the worksheet, they will analyze the image and determine if it was used in the past or not.

2. A formative performance task to complete before beginning the worksheet is to brainstorm a class list of school artifacts from long ago and their use/importance.

3. Then, in writing (using the **worksheet**) or on a digital platform have students answer the question: What were schools like long ago?

4. **Optional:** You also can have students complete their own **Venn diagram** similar to the one created by the class to compare school in the past to present day. This activity can be done along with the worksheet or this can take the place of the worksheet.

Assessment Scoring Options

Proficient	**Worksheet:** Determines artifacts from schools long ago, and explains their thinking to the teacher verbally or on a digital platform. **Venn Diagram:** Determines at least three examples of "present and same" on individual Venn diagrams with words or pictures, and explains their thinking to the teacher verbally or on a digital platform.
Developing	**Worksheet:** Determines some artifacts from schools long ago, and explains some artifacts to the teacher verbally or on a digital platform. **Venn Diagram:** Determines one to two examples of "present and same" on individual Venn diagrams with words or pictures, and explains their thinking to the teacher verbally or on a digital platform.
Beginning	**Worksheet:** Unable to determine if artifacts were from schools long ago, and/or contribute any ideas about artifacts from long ago that are accurate. **Venn Diagram:** Unable to determine examples of "present and same" on individual Venn diagrams with words or pictures, and cannot explain their thinking to the teacher verbally or on a digital platform.

Lesson Summative Assessment

This is an example worksheet that corresponds with the instructions in the Lesson Summative Assessment activity. This version of the worksheet is for you, the educator, to fill out, add notes and utilize. A version of this worksheet is available for reproduction to students in this topic's Student Materials PDF.

Schools Long Ago

Artifacts	Is it from 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**

Lesson Summative Assessment

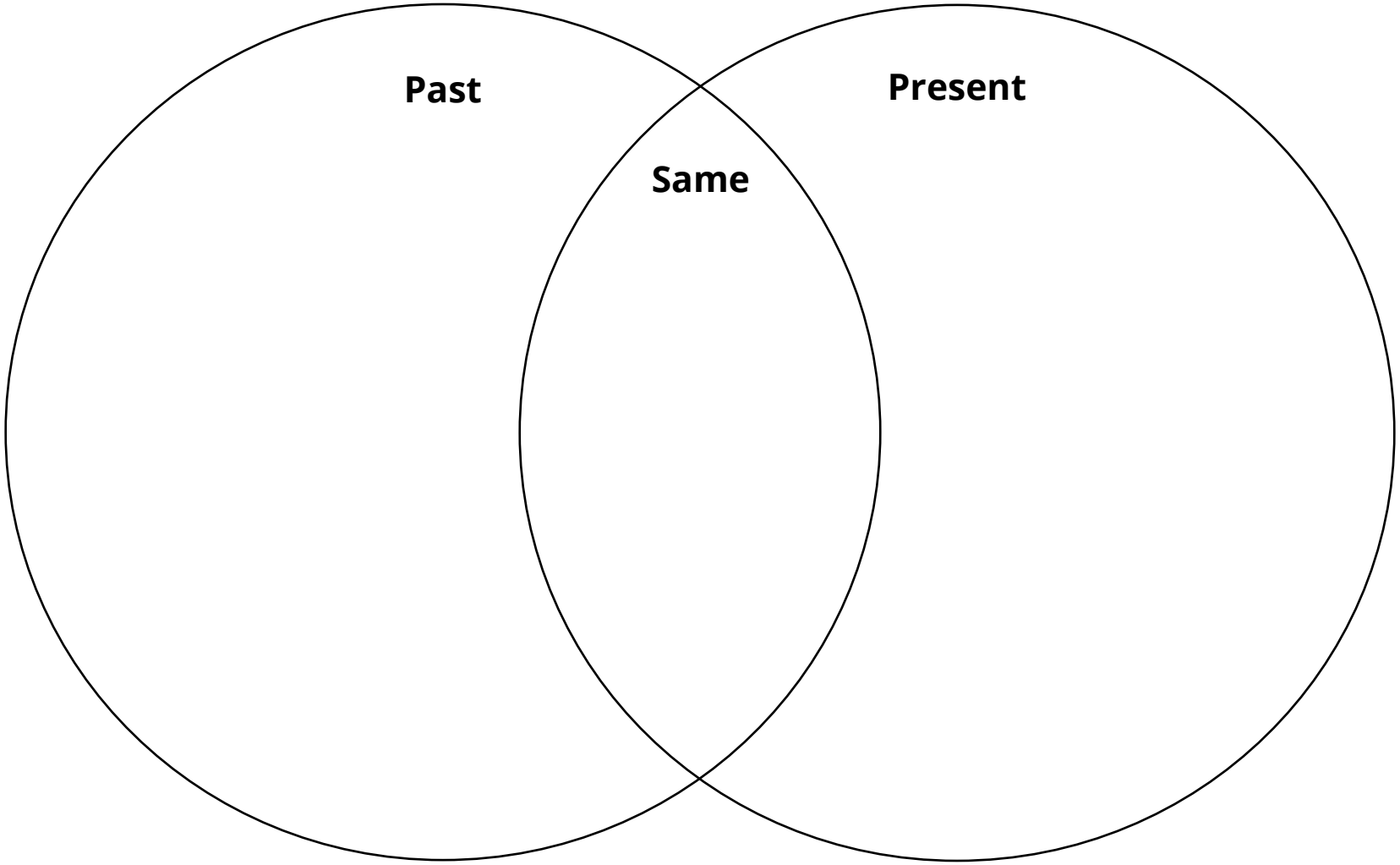
Artifacts	Is it from long ago?
One-Room Schoolhouse 	**Yes or No**
Calculator 	**Yes or No**
Art Supplies 	**Yes or No**

Lesson Summative Assessment

What were schools like long ago?

Schools: Past & Present Venn Diagram

This is an example Venn diagram worksheet to use for a lesson summative assessment. This version of the Venn diagram is for you, the educator, to fill out, add notes and utilize. A version of this worksheet is available for reproduction to students in this topic's Student Materials PDF.



Vocabulary Flashcards

READ IOWA HISTORY

Change

READ IOWA HISTORY

Artifact

READ IOWA HISTORY

Document

READ IOWA HISTORY

Photograph

Change

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

Artifact

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

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.

Photograph

Pictures taken with a camera.

Vocabulary Flashcards

READ IOWA HISTORY

Analyze

READ IOWA HISTORY

Long Ago

READ IOWA HISTORY

Today

READ IOWA HISTORY

School

Analyze

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

Long Ago

The period of time that happened in the distant past.

Today

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

School

An institution (location) for educating children.

Vocabulary Flashcards

READ IOWA HISTORY

Education

READ IOWA HISTORY

Primary Source

READ IOWA HISTORY

Secondary Source

READ IOWA HISTORY

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.

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.

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.

Additional Resources for Educators

Schools: Comparing Long Ago, Today and Other Cultures Primary Source Set
This digital source set offers a number of other school-related primary sources, source-dependent questions and links to additional resources.

"One-Room Schoolhouses" - ReadWorks Curriculum
This website provides non-fiction passages at a first-grade level with audio about one-room schoolhouses. The user must create a free account to view content.

"School: How Has it Changed" - ReadWorks Curriculum
This website provides non-fiction passages at a first-grade level with audio about how schools have changed. The user must create a free account to view content.

Primary Sources - Kid Citizen
This webpage from Kid Citizen offers interactive episodes for children to explore civics and government concepts by investigating primary source photographs from the Library of Congress.

"Rules for Students 1872"
The webpage offers a primary source showing the class rules for students of a one-room schoolhouse in 1872.

Buchanan County Historical Society - One-Room Schoolhouse
This webpage from the Buchanan County (Iowa) Historical Society provides an excerpt about what daily life was like for students and teachers in one-room schoolhouses in the state.

***A One-Room School* by Bobbie Kalman**
This book examines the daily routine of the one-room school and includes stories and activities.

***At School: Long Ago and Today* by Lynnette R. Brent**
This book is an introduction to how education has changed in the past 100 years, discussing how buildings and classrooms, books and lessons, recess and after school activities and ways of getting to school are different.

***Going to School in Pioneer Times* by Kerry A. Graves**
This book discusses the school life of children in pioneer times, including lessons, books, teachers, examinations and special days.

***School in Colonial America* by Mark Thomas**
This book describes schools in colonial America, and what children learned there.