

Schools – Now and Long Ago
Step-by-Step Activities to Help Young Children
Experience an Early American School Day,
Create Murals, Conduct Interviews, and More!

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Acknowledgements

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The books available in the Step-By-Step Activities Series for 1st Grade Teachers include:

Rights and Responsibilities
Changes – Now and Long Ago
Schools – Now and Long Ago

The next books in series, *Expanding Children's Economic World* and *Expanding Children's Geographic World* will be released later this year.

Cover Photo: The 1909 Schoolhouse on the campus of the Coachella Valley History Museum in Indio, California.

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Unit Overview: Schools – Now and Long Ago

Students compare and contrast everyday life in different times and places around the world and recognize that some aspects of people, places, and things change over time and others stay the same, in terms of:

1. the structure of schools and communities in the past
2. transportation methods of earlier days
3. similarities and differences in the work (inside and outside the home), dress, manners, stories, games, and festivals of earlier generations, drawing from biographies, oral history, and folklore.

Note: The lessons in this unit focus on the structure of schools in the past and on the similarities and differences in the work, dress, manners, stories, and games of earlier generations, drawing from oral history. This unit may be integrated in conjunction with the unit titled *Rules and Responsibilities*. A separate unit, *Changes – Now and Long Ago*, focuses on communities and transportation, now and long ago.

Compelling Question: How is our life in school today different from the past and how is it the same?

Supporting Questions:

1. What are some rules from classrooms long ago?
2. How have schools changed? How have they stayed the same?

Significance of the Topic

In this unit, students learn to compare different times with today and how certain aspects of life change over time while some things stay the same. Schools of the past provide an area of study that students are familiar with in the present. They will compare and contrast everyday life in a different time by focusing on the world they know—their school. How have schools changed? How have they stayed the same? Students will analyze what it might have been like to live in another time, and how their lives would be different.

The study of history, in many respects, is the study of change. Some changes represent progress; others do not. Nevertheless, change is part of living and to be able to adapt to change is crucial. Rather than fearing change, children can be taught to accept the inevitability of change and learn ways to adapt to the changes they experience. This unit addresses different types of change in schools. Children will learn that:

1. Change is continuous and always present.
2. Change affects their lives in different ways.

Chronological thinking is one of the Historical and Social Sciences Analysis Skills of the California History-Social Science Standards. In this unit, students compare and contrast how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same. Using the skills of **Research, Evidence and Point of View**, students conduct interviews with a parent, grandparent, older relative or a senior citizen in the community. Through the use of a Venn diagram and a T-Chart, students identify similarities and differences between schools now and long ago.

Common Core State Standards

A variety of strategies and activities are included in the lesson that support and develop reading, writing, language, speaking, and listening standards. The abbreviations for the standards are included below. For example, RL1.1 refers to Reading Standards for Literature, Grade 1, Standard 1.

Reading Standards for Literature

RL1.1 Ask and answer questions about key details in a text.

RL1.7 Use illustrations and details in a story to describe its characters, setting, or events.

Reading Standards for Informational Text

RI1.1 Ask and answer questions about key details in a text.

RI1.7 Use the illustrations and details in a text to describe its key ideas.

RI1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Writing Standards

W1.1 Write opinion pieces in which they introduce the topic they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

W1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

Language Standards

L1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*.

Speaking and Listening Standards

SL1.1 Participate in collaborative conversations with diverse partners about grade 1 topics with peers and adults in small and larger groups.

SL1.3 Ask and answer questions about what a speaker says in order to gather information or clarify something that is not understood.

SL1.4 Describe people, places, things and events with relevant details, expressing ideas and feelings clearly.

SL1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings.

College, Career, and Civic Life (C3) Framework for Social Studies

This unit addresses Dimension 2 – Applying Disciplinary Tools and Concepts of History. Change, Continuity, and Context states that by the end of Grade 2, students compare life in the past to life today (D2.His.2.K-2); compare perspectives of people in the past to those of people in the present (D2.His.4.K-2); identify different kinds of historical sources (D2.His.9.K-2); and, generate possible reasons for an event or development in the past (D2.His.14.K-2).

Lesson 1: Classroom Rules, Now and Long Ago

Supporting Question: What are some rules from classrooms long ago?

Activity #1 School Rules

Step 1: There are many types of school rules that children must follow: rules for the classroom, rules for the playground, and rules for riding the bus. Discuss the following questions with your students:

- What rules do we have in our classroom?
- What rules do we have at school?

Step 2: Reasons for Rules - Explain that there are reasons for specific rules. You might ask, “Why is it important for us to speak softly in the classroom?” Or, help the students state the reason for specific rules in your classroom, such as “We speak softly in the classroom because.....” Other questions about specific class rules include:

- Why do we need this rule?
- Is this a good rule? Why? Is the rule fair? Why?
- Why do we have rules? What if we had no rules?
- Why is it important to follow rules? What would happen if no one followed the rules?

Step 3: Rules Change – Explain to students that rules are established by people and rules are always changing. Ask questions such as:

- How do you think our rules were made?
- Who do you think made the rules?
- What could we do if we wanted to suggest a change to one of the rules?

Activity # 2 School Rules from Long Ago

Step 1: Introduce **School Rules from Long Ago (Handout #1.1 on pages 8-9 and Handout #1.2 on page 10)**. The rules may be copied for students, reprinted on chart paper, or displayed with a document camera. The term “long ago” is used for rules from the mid to late 1800s; it is also used for the parents and/or grandparents time in grammar school.

Participate in a Collaborative Conversation - Discuss school rules from long ago (SL1.1).

- What might be the reason for this rule?
- Is this rule fair?
- Do we have the same rule today?
- Why do you think the rules are different during different time periods?

Step 2: Consequences - Discuss the consequence of breaking the rules. Ask students: “What happens if you don’t follow a rule (at home, at this school)?”

Step 3: Introduce **Punishments (Handout #1.3, page 11)**. The list of punishments may be duplicated for the students, reprinted on chart paper, or displayed using a document camera. “Punishments” (1848) is from the Mason Street School in San Diego, California.

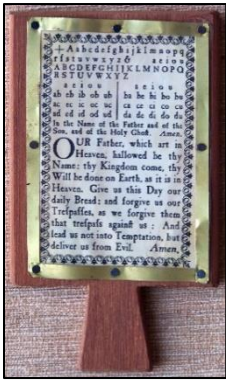
The handout is a primary source document that describes the number of lashes given for various infractions of rules. You may need to explain what is meant by “lashes” (L1.4). Explain that we do not have these types of punishments today.

Read the punishment (or consequence) for each rule. Ask, “Do you think this is an appropriate punishment?”

- How would you feel if you had to experience this punishment?
- Are there any behaviors on this list that occur today?
- What types of punishments do we have today? Who enforces them?

Have students ask and answer questions about key details in the text (RI1.1)

Activity # 3 Hornbook



Step 1: Explain that in schools long ago, students generally used two books, the Bible and the primer. They would spend much of their time memorizing and reciting verses from the Bible. The primer contains the alphabet, spelling words, poems, and numbers. Some students of the 1850s used “hornbooks.” A hornbook is a wooden paddle with a piece of paper that shows letters, numbers, rules, and Bible verses. A thin, transparent layer of horn covers the paper, protecting it from damage. If possible, show a picture or a replica of a hornbook.



Step 2: Make a Hornbook – Duplicate a copy of the **Hornbook Pattern (Handout #1.4, page 12)** for each student. The pattern is shaped like a wooden paddle with a handle. On their hornbook, each student writes and illustrates one rule from long ago. Students cut out their hornbook and mount it on brown construction paper. Trim the border of the paper to the shape of the hornbook. Save all of the hornbooks and display them during Lesson 3 on the mural titled “Rules from Long Ago.”



Activity #4 Rules Our Parents Had at School

Step 1: Ask students if they think their parents had the same rules as the students of long ago? Develop questions with students for interviewing their parents, such as:

- Where did you go to school?
- What school rules do you remember?
- What were some of the consequences for breaking rules?

Step 2: Model how to conduct an interview. Have a student ask you the questions in the **Sample Letter and Questionnaire (Handout #1.5, page 13)**. Explain to students that during an interview, there are certain behaviors the interviewer should follow (SL1.3). These include:

- Listen carefully.
- Make eye contact.
- Look interested.
- Do not interrupt the person.
- And, have fun.

Step 3: A Sample Interview. Invite a senior citizen, a parent, or the school principal to visit your classroom so students can get practice asking the interview questions. Because the students are too young to record all of the person's answers, the teacher records the responses on a sheet of chart paper as the students conduct the interview (SL1.3).

Step 4: Explain to students that **after an interview**, there are certain behaviors the interviewer should follow. These include:

- Thank the person before he or she leaves.
- Follow-up by writing a thank-you note, sending an email, or making a call.
- Share the information you learned with the class.

Step 5: Family Homework - Students interview a parent and /or grandparent using the **Parent Letter and Questionnaire (Handout #1.5, page 13)**. Send the letter and questionnaire home. Allow enough time for students to conduct the interview (SL1.3).

Step 6: As the questionnaires are returned, have each student describe at least one rule and consequence with relevant details and express their ideas and feelings clearly (SL1.4). On chart paper, record the rules and consequences as the students present. If desired, make a graph to show who each student interviewed (mom, dad, grandparent, etc.).

Step 7: Draw a Venn diagram with one circle labeled "Rules Long Ago" and the other circle labeled "Parents' Rules." Overlap each circle to provide space to record the common rules. Draw a third overlapping circle so students can add rules of today. Have students identify basic similarities and differences between the text in each circle (RI1.9).

(Note: The Historical and Social Sciences Analysis Skills include Research, Evidence and Point of View. One skill addressed by the *Family Homework Interview*, states "students pose relevant questions about events encountered in ...eyewitness accounts...."

Activity # 5 Rules for Teachers - Then and Now

Step 1: Ask students to list rules they think that today's teachers should have. These might include rules such as "*Meet your class on time*" or "*No eating or drinking in the classroom.*" Discuss whether you think the students' suggested rules are fair. If desired, make a chart detailing the students' suggested rules for today's teachers.

Step 2: Share **Rules for Teachers from Long Ago (Handout #1.6, page 14)**. The appropriate rules on the handout may be reprinted on chart paper or displayed using a document camera. **Note: Some teacher rules may not be appropriate for students. Rules #1-5 and 9 are definitely appropriate.** As you review the rules, discuss whether a similar rule might be necessary today. Why or why not?

Assessment:

Most of the activities in this lesson require the oral participation of students in collaborative class discussions and interviews. Written work includes:

- Construct a replica of a horn book. Write a rule from "long ago" on the hornbook.
- Interview a parent or grandparent about the rules and consequences he/she experienced while attending elementary school.

School Rules from Long Ago

School Rules, 1774

A student who broke a school rule in the 1770s would have received a punishment. The student might have to wear a dunce cap or had to balance their body on a special stool called a “unipod.” Here are a few colonial school rules:

1. Be punctual.
2. Always use your most proper manners.
3. Show respect to your classmates and your teacher. Girls should curtsy and boys should bow when entering and leaving the room.
4. Never quarrel with your classmates.
5. Always be busy. Laziness will not be tolerated.
6. Memorize your homework so you can recite it to the class.

Source: *America at School*, Teacher's Guide, page 135 (The American Girl Collection, Out of Print).

School Rules, 1854

Often, in pioneer times, if a boy broke a school rule, he had to sit with the girls. If a girl broke a rule, she had to sit with the boys. The following are some pioneer school rules:

1. Respect and obey your teacher.
2. Be silent during class.
3. Boys and girls must sit on opposite sides of the classroom.
4. Boys should bow and girls should curtsy when entering or leaving the classroom or when a visitor enters.
5. Students must stand when they speak in class.
6. Boys and girls cannot play together.

Source: *America at School*, Teacher's Guide, pages 138-39 (The American Girl Collection, Out of Print).

School Rules, 1864

1. Any student who is late for school must stay in during recess.
2. Whispering is prohibited.
3. Students who leave their seats without permission must stay after school for 25 minutes.
4. Anyone who causes untidiness in the classroom shall sweep the floor after school.
5. Anyone found fighting will be locked in the closet for one hour.

Source: *America at School*, Teacher's Guide, page 141 (The American Girl Collection, Out of Print).

School Rules, 1904

1. Start each school day by saluting the flag.
2. Students must act like proper young ladies and gentlemen.
3. Girls must always wear dresses.
4. Students will not whisper in the classroom.
5. Students will not pass notes to one another.
6. Students must sit up straight and tall at their desks.

Source: *America at School*, Teacher's Guide, page 144 (The American Girl Collection, Out of Print).

School Rules, 1944

1. Your job is to be a good student. It's as important as being a good soldier.
2. Arrive at class on time and look neat and tidy.
3. Do not talk in class unless your teacher calls on you.
4. Do not waste paper or other school supplies.
5. If an air-raid siren sounds, seek shelter immediately.

Source: *America at School*, Teacher's Guide, page 146 (The American Girl Collection, Out of Print).

School Rules from Long Ago

Good students in early schools were expected to earn more than high marks. There were many rules to follow and duties to perform. The schoolmaster really was the “master” of his pupils. The following are some rules for students:

- Respect your schoolmaster. Obey him and accept his punishments.
- Do not call your classmates names or fight with them. Love and help each other.
- Never make noises or disturb your neighbors as they work.
- Be silent during classes. Do not talk unless it is absolutely necessary.
- Do not leave your seat without permission.
- No more than one student at a time may go to the washroom.
- At the end of the class, wash your hands and face. Wash your feet if they are bare.
- Bring firewood into the classroom for the stove whenever the teacher tells you to.
- Go quietly in and out of the classroom.
- If the master calls your name after class, straighten the benches and tables.
- Sweep the room, dust, and leave everything tidy.

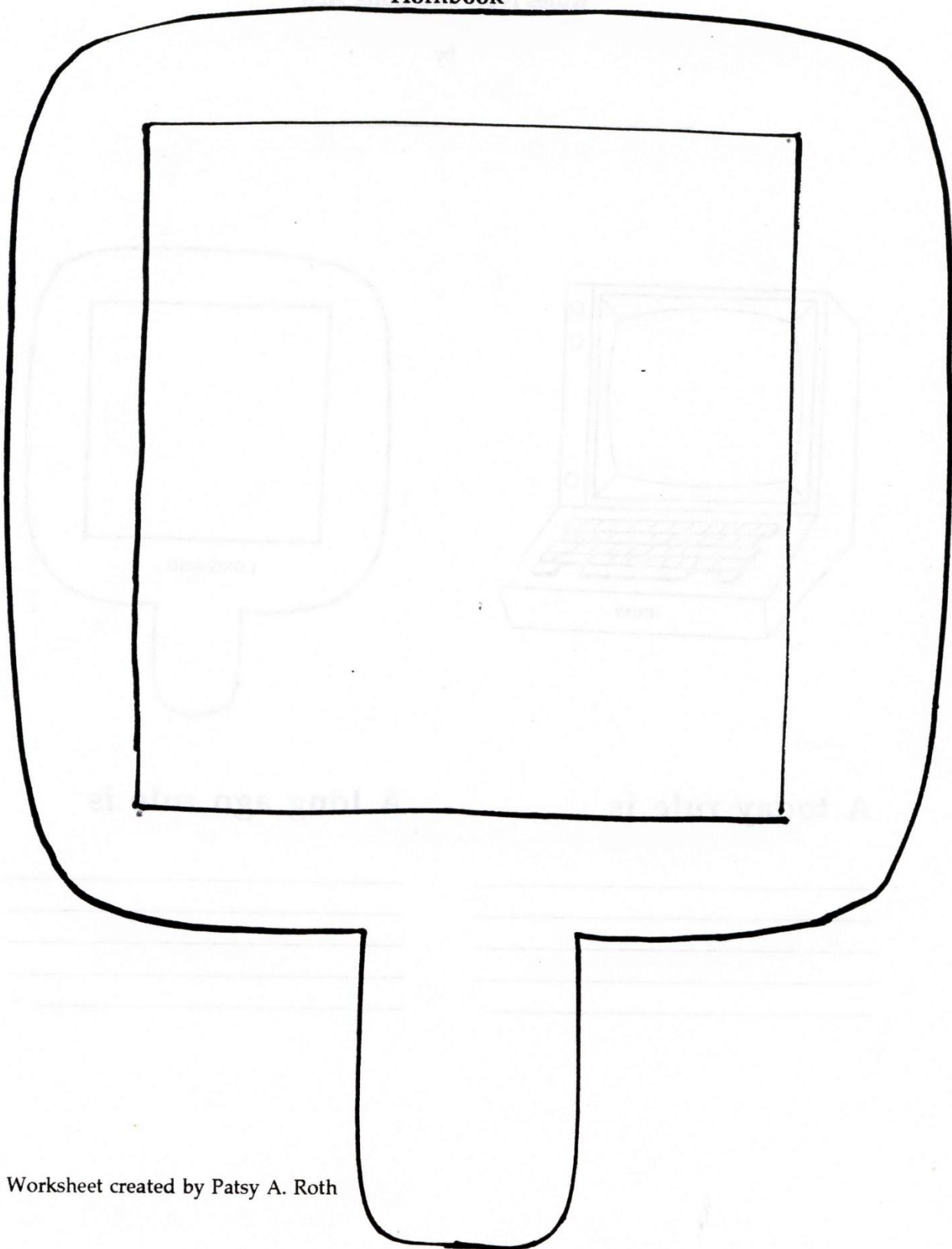
Punishments
≈ 10 November 1848 ≈

	Lashes
1. Boys and Girls Playing Together	4
2. Fighting at School	5
3. Quarreling at School	5
4. Gambling or Betting at School	4
5. Playing Cards at School	10
6. Climbing for Every Foot Over Three Feet Up a Tree	1
7. Telling Lies	7
8. Telling Tales Out of School	8
9. Giving Each Other ill Names	3
10. Swearing at School	8
11. For Misbehaving to Girls	10
12. For Drinking Spirituous Liquors at School	8
13. Making Swings and Swinging on Them	7
14. For Wearing Long Finger Nails	2
15. Misbehaving to Persons on the Road	4
16. For Boys Going to Girls Play Places	3
17. Girls Going to Boys Play Places	3
18. Coming to School With Dirty Faces and Hands	2
19. For Calling Each Other Liars	4
21. For Wetting Each Other Washing at Playtime	2
22. Scuffling at School	4
23. For Going and Playing about the Mill or Creek	6
24. For Going about the Barn or Doing any Mischief	7

Note: The text has been changed to conform to contemporary spelling.

Source: Mason Street School, San Diego County Historical Days Association.

Hornbook



Worksheet created by Patsy A. Roth

Parent Letter and Questionnaire

Dear Parents:

Our students are comparing and contrasting school rules from “long ago” with the school rules of today. Please help your child complete this interview. As your child asks you each question, please answer orally and then neatly **print** a brief summary of your answer for your child. If available, please let your child interview grandparents, older friends or seniors in your neighborhood. (Extra interview sheets are available upon request.)

Return to school by _____ . Thank you!

Interviewer (Child's Name) _____

Date _____

Name of the Person interviewed _____

Relationship to the student (parent, grandparent, neighbor, friend)

In which city, state, or country did you go to elementary school? What years?

What rules do you remember from your elementary school?

What were some of the consequences (punishments) for breaking rules?

Rules for Teachers from Long Ago

Rules for Teachers - 1872

There were strict rules about what duties a teacher had to fulfill. A teacher was expected to behave properly at all times. Here are some rules that teachers had to obey in 1872:

1. Teachers will fill the lamps and empty the chimneys each day.
2. Each teacher will bring a bucket of water and a scuttle of coal for the day's session.
3. Make your pens carefully. You may whittle white nibs to the individual tastes of students.
4. Men teachers may take one evening each week for courting purposes, or two evenings a week if they go to church regularly.
5. After ten hours in school, the teachers may spend the remaining time reading the Bible or other good books.
6. Women teachers who marry or engage in improper conduct will be dismissed.
7. Every teacher should lay aside from each day's pay a goodly sum of his earnings. He should use his savings during his retirement years so that he will not become a burden on society.
8. Any teacher who smokes, uses liquor of any form, visits pool halls or public halls, or gets shaved in a barber shop will give good reason for people to suspect his worth, intentions, and honesty.
9. The teacher who performs his labor faithfully and without fault for five years will be given an increase of twenty-five cents per week in his pay.

Source: Bobbie Kalman, *Early Schools* (New York: Crabtree, 1994).

Rules for Teachers – Early 1900s

In the early 1900s, teachers had to follow strict rules – even when they were not teaching. People expected teachers to dress well, but not too well as dressing well would be showing off. In some places, teachers weren't allowed to dance, either. One schoolteacher got into a lot of trouble because she danced to a lively ragtime tune. Parents kept their children out of her school until she was fired. A year later, that ragtime tune became very popular. Then everyone wanted that teacher to teach the dance steps.

Source: America at School

Lesson 2: Schools – Things Change and Others Stay the Same

Supporting Question: How have schools changed? How have they stayed the same?

Activity # 1 Our School Today

Step 1: Collaborative Conversation: Ask students the following questions about your school and using a document camera (or large sheet of butcher paper), record their responses in the “Today” section on a large copy of **Schools Now and Then (Handout #2.1, page 20)**. Have students follow agreed-upon rules for discussions, build on others’ talk by responding to their comments through multiple exchanges, and encourage them to ask questions to clear up any confusion about the topic under discussion (SL1.1). To provide visual clues for beginning readers and EL students, add **photographs** to describe the items in each category.

Building: What does our building look like? What is it made of? Describe some of the rooms. How many rooms are there? Is it a public school or a private school?

Desks: How many different kinds of furniture do we have in our classroom? Desks? Tables? Bookcases? Describe them. Where do we store our materials?

Lessons: What subjects do we study in first grade? What are we expected to learn? What rules are we expected to follow?

Reading: What types of books do we read in first grade? Do the books have illustrations? How do we learn to read?

Writing: In first grade, what tools do we use for writing? What do we learn to write? Do you remember how you learned to write? Who showed you?

Supplies: What types of school supplies do first grade students have? What supplies are available in the classroom? How do you carry your supplies back and forth to school?

Lunch time: What do you eat at school? Who provides it? Where does it come from? Where do we eat at school? In what do students carry their lunches when going to school? What types of snacks do first graders prefer?

Clothes: What types of clothes do first graders wear to school? Is there a difference between what boys’ wear and girls’ wear? What is the clothing made out of? Where do you get your school clothes? Do students wear different clothes when working and when playing? What types of shoes do the children wear? How do boys and girls wear their hair?

Activity # 2 Schools Long Ago - Guest Speaker Interview

Step 1: Invite a guest speaker to the classroom who is about the same age as the student’s parents or grandparents. Using the **Family Homework Questionnaire (Handout #2.2, pages 21-22)**, interview the guest about his/her “long ago” experiences in elementary school (SL1.3).

Teacher’s Role: Be a model for the students as you ask the questions. Record the information on an enlarged sample of the **Family Homework Questionnaire (Handout #2.2)**. Identify basic similarities and differences between the speaker’s experiences in first grade with those that the students have experienced (RI 1.9).

Activity # 3 Family Homework Questionnaire

Step 1: Collaborative Conversation: Ask the students if their parents and grandparents have ever described their school experiences. Encourage students to predict what things might have changed from “long ago,” and what things might have stayed the same (SL1.1).

Step 2: Directions for students - Explain to the students that they are going to interview a parent or grandparent to find out what school was like when he or she went to elementary school. Duplicate a copy of **Family Homework Questionnaire (Handout 2.2, pages 21-22)** for each student (SL1.3).

Step 3: Rehearse the Interview - In partner pairs, have the students rehearse the interview. They can take turns asking each other the interview questions.

Parent/Grandparent Interview - Provide several nights for the students to complete the interviews. The student asks the questions on the questionnaire, the adult answers the questions orally and then “neatly prints” his/her responses on the interview form. Following the interview, have students share relevant details they have learned. Record the students’ information under the category of “Parents and Grandparents” (SL1.4).

Activity # 4 The History of Our School

Step 1: Change within a school is constant. Have the students name some changes that have taken place in your classroom, i.e. rearranging the furniture, changing the bulletin boards, decorating for a holiday. Also, have students name any changes that have occurred at your school i.e., painting the school classrooms, preparing an aging building for internet access, new teachers, or retired teachers. Look for opportunities to observe change.

Step 2: The History of Our School – Have students become involved with you as you search for information about the history of your school. Questions to answer include:

- When was the school opened?
- How did the school get its name? Who was it named for and why?
- How many people have been principals? How many men? How many women?
- What classroom teacher has been at the school for the longest time?

Step 3: With your students, become the school “historians.” Collect old photographs and artifacts for display. Consider hosting a “former graduates” reunion. Ask participants to share their recollections and photographs. Consider creating and maintaining a school museum.

Activity # 5 Schools of Long Ago (1800s)

Read *My Great Aunt Arizona* by Gloria Houston. Ask text dependent questions to guide the student’s comprehension and critical analysis of the text (RL1.1). Using the illustrations and details in the story, help students describe its characters and setting, including the clothing, furniture, and activities of the children attending the one-room school. (RL1.7). Additional questions to ask include:

- Who is telling the story?
- Where does the story take place?
- Do you recognize anything in their schoolhouse?
- How is their classroom similar to our classroom? How is it different?
- Would you like to have been a student in Aunt Arizona’s class? Why or why not?
- What was Arizona’s dream? Did her dream come true?”

Activity # 6 Photo Analysis

Using primary source illustrations and photographs of schools long ago (1800s), students conduct a “photo analysis” activity (RI1.7). Photo analysis is the procedure of careful observation, the asking and the answering of questions about a photograph or illustrations. The exercise engages students in the work of historians as they search for clues.

Primary source illustrations and photographs of schools from the late 1800s may be accessed from the Library of Congress or refer to some of the books in the Resources section of this unit (page 36). *Aim for consistency of the time period you use as “long ago.”*

Step 1: Hand out primary source illustrations or photographs and magnifying glasses, if available, to small groups of students. Provide time for students to analyze the illustrations and details. A spokesperson from each group can describe to the rest of the class key ideas their group observed in their illustration (RI1.1). Remind students that these illustrations are of students who attended school a long time ago.

Ask questions that relate to categories on **Schools Now and Then (Handout #2.1 on page 20)**. Record responses in the “Long Ago” category (RI1.1). Some sample questions are:

- What do you see? Where do you think this school was located?
- Who do you see? What are they doing? How are they dressed?
- What kinds of things do you see in the background?
- Why do you think this illustration was drawn? What makes you say that?
- What can we learn about schools of “long ago” from this illustration?

Step 2: Describe a typical school day and classroom from the time period. (Refer to the **Teacher Background** section on pages 34-35).

Reinforce vocabulary words, including: quill pens, slate pencils, slates, abacus, satchels, tin lunch pails, inkwells, yokes, wood-burning stove, whirligig, tall stilts, outhouse, calisthenics, etc.... As you introduce new vocabulary words, refer to the graphic organizer **Schools Now and Then (Handout #2.1, page 20)**. Locate where each word fits on the organizer. For example, quill pens would be located in the “writing” section and satchels might go under “supplies.” Wood-burning stove would go under the “buildings” category (L1.4).

Step 3: Complete the section of the graphic organizer for “Long Ago” using a variety of illustrations or photographs. Check to see if there is an “old” school in your area that you can photograph. Whenever possible, provide replicas of artifacts.

Activity# 7 Compare and Contrast Schools – Now and Then

Step 1: Hand out photographs you took of your school and of objects suggested on the graphic organizer, “Schools – Now and Then.” (Refer to Activity #1 on page 15.) Encourage students to observe closely the objects in the photographs (RI1.7). Ask questions such as:

- What items do you see in the photographs?
- When do you think these photographs were taken?
- What do you see that makes you think that?”

Step 2: Display different photographs and/or artifacts of schools long ago (1800s). Mix the photographs from long ago with those of today. Have a discussion to compare and contrast the photographs. Group them into similar categories (buildings, writing, etc...) (RI1.9).

Step 3: Make a large Venn diagram by drawing two large circles on a sheet of butcher paper or by using yarn to form large circles next to each other about six inches apart. (Hula hoops work well for this activity!) Explain to the students:

- The circle on the left is for photographs and artifacts from schools existing today.
- The circle on the right is for photographs/artifacts from schools existing “long ago.”

Provide one photograph per small group and guide students in placing it in the proper circle on the Venn diagram. Have students identify basic similarities and differences between the illustrations (“text”) in each circle (RI1.9). Continue until all the photographs are distributed. Encourage students to ask and answer questions about the key details (RI1.1)

Activity # 8 Creating a “T-Chart” for Similarities and Differences

Construct a T-Chart using the format shown below.

Schools Now and Schools Long Ago Similarities and Differences

How are the schools the same?	How are the schools different?

Step 1: Explain to the students that a “T-Chart” helps compare and contrast schools of today with the schools of long ago. Show them the format of the chart and ask them why they think it is called a T-Chart. Explain that on the ‘left’ side they will list how students today and students long ago are the same. On the ‘right’ side, we will place information showing how schools today are different from schools long ago.

Step 2: List the similarities of today’s schools and schools long ago on the left-hand side of the T-Chart. On the right side, list the differences between the schools of today and schools of long ago. Use pictures and drawings to aid students in “reading” the chart (RI1.7).

Activity # 9 Schools Long Ago? – A Class Book

To recap information learned in this lesson, students will each create a page for a class book titled, *Schools Long Ago and Today*. Provide each student with a sheet of storybook paper. If desired, cut the paper into the shape of a one-room school so students can create an “old fashioned schoolhouse” using the precut piece of paper and crayons.

Have students finish the following sentence frames:

“Long ago, schools_____. Today, schools_____.”

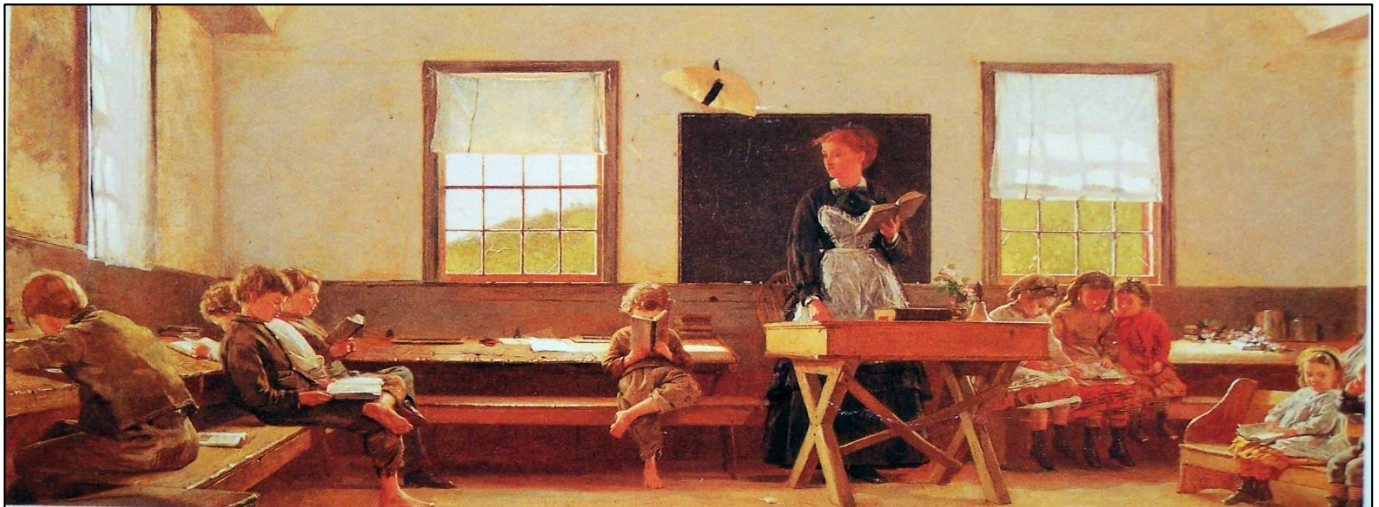
Students write informative text in which they supply some facts about schools long ago and schools today and illustrate their work. Encourage students to provide a sense of closure by comparing and contrasting schools now and schools long ago (W1.2).

Assemble the pages into a book of “Schools Long Ago and Today.” Note: For a textured effect on the cover of the book, glue “stick pretzels” horizontally on a drawing of a schoolhouse to create a replica of logs.

Assessment

Assessment of this lesson is integrated with the following activities:

- Work together as a class to dictate information describing their school. Descriptions should include the building and its furnishings, school lessons that reflect reading, writing, and arithmetic; school-related supplies, lunchtime activities, and period clothing for girls, boys and adults.
- Interview a parent or grandparent about his/her experiences in first grade.
- Share orally information learned from an interview.
- Use photo analysis skills to “read” photographs of schools long ago.
- Develop content-rich vocabulary.
- Dictate information to be included on the graphic organizer *Schools - Now and Then*.
- Compare and contrast photographs taken of today’s school with schools of “long ago” (1800s).
- Complete a T-Chart showing the similarities and differences of schools today with schools long ago (1800s).
- Write or dictate a page for the class book titled, *Schools Long Ago and Today*, by completing the sentence frames “Long ago, schools_____ . Today, schools_____.”



Schools - Now and Then

Graphic Organizer

	TODAY	Parents and Grandparents	Long Ago (1800s)
Buildings			
Desks			
Lessons			
Reading			
Writing			
Supplies			
Lunchtime			
Clothes			

Family Homework Questionnaire

Dear Parents,

In social studies, we are studying about schools, now and long ago. Your child will conduct an interview as part of a homework assignment. The interview questions are for a parent, a grandparent or appropriate-age neighbors and friends. Please help your child arrange the interview. Have your child ask each of the questions listed below with help, as needed. Please have the person interviewed answer each question orally and then neatly **print** a brief summary of their answer in the space provided. The homework is due on _____.

Thank you.

Student's Name _____ Date _____

Name of person interviewed _____

Relationship to the student _____

1. Where and when did you go to first grade?

2. What did your school building look like? What did the building look like? What was it made of? What types of rooms did it have? How many rooms were there? Was it a public school or a private school?

3. What kind of classroom furniture do you remember? Describe the desks. Describe any tables and bookcases. Where were your school materials stored?

4. How did you learn to read? What types of books did you read in first grade? Did the books have illustrations? How did you learn the alphabet?

5. How did you learn to write? What tool did you use to write with in first grade? How did you learn to write?

6. What other lessons (subjects) did you have at school? What did you study in school? What subjects did you have? What were you expected to learn in first grade?

7. What kinds of school supplies did you have? What types of school supplies did first grade students have? What supplies were provided and which did you have to bring from home? How did you carry your supplies back and forth to school?

8. What did you do at lunchtime? What did you eat? Who provided your lunch? Where did it come from? Where did you eat at school? What did students use to bring their lunch to school? What types of snacks did first graders like to eat while at school?

9. What clothes did you wear to school? Was there a difference between what boys would wear and what girls would wear? What material was used to make your clothing? Where did you get your school clothes? What types of shoes did you wear? How did you and other children wear their hair?

10. How did you get to school (walk, car, bus, bicycle)? How far was it?

Lesson 3: School Murals – Now and Long Ago

In this lesson, students will work together to construct two class murals, one to depict a classroom long ago (1800s) and one to depict a classroom of today. The murals will reinforce the unit's several key focal points of comparing and contrasting everyday life in different times and of recognizing that some things change over time and others stay the same.

Prepare two large mural outlines of school buildings for students to work with – one for long ago and one for today.

Step 1: Class Discussion - Ask students what items would be found in a classroom long ago (mid-1800s) in a one-room schoolhouse. Items include a wood-burning stove, a blackboard, benches, etc. Chart students' responses. Ask:



- What clothing did the children wear?
- What was their daily schedule?
- What supplies did they use?

Repeat the same process for a school of today.



Step 2: Constructing the Mural: Write on separate paper and then place on the mural appropriate sized copies of 1) classroom rules; 2) class schedule; 3) an American flag with the appropriate number of stars; and, 4) a copy of *The Pledge of Allegiance*.



An early version of *The Pledge of Allegiance*:

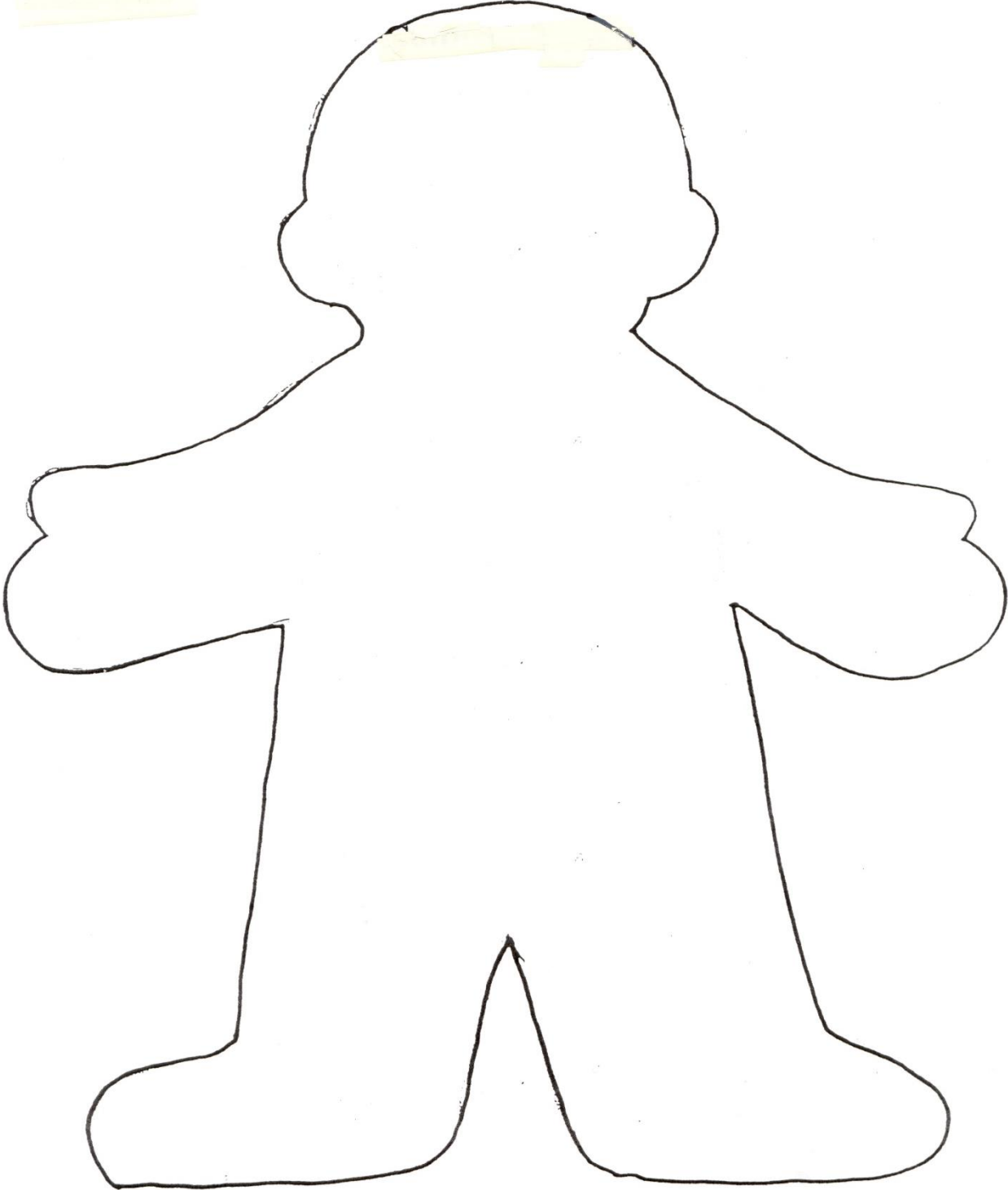
First Pledge (Author unknown, 1800's)

I give my hand and heart to my country, one nation, one language, one flag.

Students draw or cut out pictures of such items as furniture, book bags and lunch boxes. The items should reflect the appropriate time period. Use a variety of materials such as construction paper, crayons, paint, marking pens, and fabric scraps to construct the items. Add these details to the murals (SL1.5). To help students replicate the school of long ago (1800s), review the books *My Great Aunt Arizona* and *Schools: Then and Now* and illustrations/photographs used during the unit. The illustrations provide a good visual for a one-room schoolhouse. Refer to the Resource section on page 36 for other references.

Provide precut paper dolls for each student. Refer to **Handout #3.1 (page 24)** for a pattern. Make sure that people pictured in the murals are dressed appropriately, reflecting the time periods. Students can color or paint paper doll faces. For variety, use scraps of felt and/or fabric to dress the dolls.

Assessment: Working as a group, students construct two murals, one to depict schools of long ago (1800s) and one to depict schools of today.



Lesson 4 – An Early American School Day

Activity #1 Re-Create an Early American School Day

During this lesson, the class will re-create “An Early American School Day.” The teacher and the students will dress, behave, and participate in lessons reflecting the 1800s.

Two weeks prior to the date of the reenactment, a letter should be sent home to parents explaining the activities for the day (**Handout #4.1, page 28**). The letter provides suggestions for the pioneer-style clothing the students are encouraged to wear and for the lunch the students should bring to school for the “Early American School Day.”

Preparation for the Early American School Day

For the Parents:

- Read the letter from the teacher describing the “Early American School Day.”
- Provide assistance for his/her child in the selection of pioneer-style clothing.
- Provide a lunch for the child in a tin pail, large cloth or a straw basket.
- If possible, volunteer to help during the “Early American Day” activity.

For the Students:

- Wear pioneer-style clothing.
- Bring a lunch in a tin pail, a large cloth or a straw basket.
- Role play the classroom life of a student during the 1800s by reading from a replica of a hornbook (for students and the teacher), writing on individual mini-chalkboards, working at classroom center activities, and playing games.

For the Teacher:

- Collect materials such as a hand bell to ring at each time period of the school day; a Bible; a chart with the classroom rules and punishments from the 1800s; a book to read to the class; and, a poem for the class to recite.
- Wear pioneer-style clothing.
- Develop centers and other school activities for the day.
- Send home a letter to the parents describing the “Early American School Day.”
- Request parent volunteers.

For the Activities: Materials include: homemade berry ink (**Handout #4.2, page 29**); quill pens and nib pens (**Handout #4.3, page 30**); marbles; pick-up sticks; jacks; ingredients and cooking utensils for making biscuits (**Handout #4.4, page 31**); jars filled with cream for making butter; hula hoops; safety stilts; jump ropes; saws; a clean bucket filled with drinking water with individual dippers; chart paper for the math graph; story book paper and crayons for the class book; and, construction paper to make the cover of the book.

Re-create, as far as possible, a classroom from the 1800s. Use the procedures listed on the next page. The required materials are written in bold type.

1. If it is not a safety hazard, leave the lights off during the day. Bring a **bucket of water** and a **dipper** for students' drinking. Avoid the use of a drinking fountain or bottled liquids. (Schools in the 1800s had no electricity or running water.)
2. Arrange the classroom with **chairs (benches) in rows** facing a chalkboard. One side of the room is the "girls' side" while the other side is the "boys' side."
3. Before students enter the classroom, stand outside and ring a **hand bell** to signal the beginning of the school day.
4. Upon entering, students need to "make manners" to show respect for the teacher - girls curtsy and boys bow.
5. Begin class by reading a **Bible** passage. In a typical 1800s classroom, everyone would then say the Lord's prayer. Note: The communal saying of the Lord's prayer may be omitted, especially if school policy would be violated. You may tell the students that in the 1800s that would have occurred.
6. Take attendance.
7. Have the students recite the alphabet and the sounds of the letters by using, as their guide, a **replica of a hornbook**.
8. Read a **poem** to the students and have them repeat the poem. Suggestion: *Mary Had a Little Lamb*. (**Handout #4.2, page 29**.)
9. Create activity centers, including:
 - Writing Center: Using **berry ink** (See **Handout #4.3, page 30**) and **quill pens or nib pens** (**Handout #4.4, page 31**), students take turns using the different writing instruments.
 - Game Center: Include **games** for students to play, such as **marbles, pick-up sticks, and jacks**.
 - Cooking Center: With parent or teacher help, provide the **ingredients to make biscuits** to eat at lunchtime (**Handout #4.5, page 32**). Note: Access to an **oven or toaster oven** is required. It may be helpful to select only a few students for this activity, typically, only girls would be associated with the cooking.
 - Butter-Making Center: Using **jars** filled with a little **heavy whipping cream**, students make butter for lunch. Place the cream at room temperature in a jar with a cover. Students take turns shaking the jar until it turns into butter.
9. At recess, students may use **hula-hoops** (as barrel hoops), **safety stilts** (as walking stilts), **jump ropes**, or **see saws**. Students may play games that reflect the 1800s, i.e., "Ring around the Rosy," "Red Rover," "London Bridges," or "The Farmer in the Dell," to name only a few.
10. During the school day or at recess and only with the teacher's permission (this would have been required in the 1800s), individual students may use dippers to get a drink of water from a bucket positioned at the entrance of the classroom.

11. Have students use **individual chalkboards** (in the place of slates), to practice writing the alphabet and simple words.
12. At lunchtime, students may eat their lunch with the teacher and parent helpers. Include the biscuits and butter made during the center activities.
13. After lunch, read to the students **a book** (written during the 1800s, if possible) of the teacher's choice.
14. Play a classroom game called "Buzz Buzz" (similar to "Telephone"). The game is used to teach children to not believe in rumors. The game begins as the teacher whispers a sentence to one student. The student then whispers it to another with each student taking a turn until everyone has heard the sentence. The last student to hear the sentence repeats out loud the sentence he or she was told. The teacher then tells the class the original sentence.
15. Students write (using **pencils or quill pens** only) an opinion piece. Refer to Activity #2, Step 2 described below.

Activity #2 Schools in the Past and Today

Step 1: Have students write an informative/explanatory text about how schools in the past were the same and how they are different from schools today, supplying details and evidence from multiple sources (W1.2). Have students add drawings or other visual displays to descriptions to clarify their ideas, thoughts and feelings (SL 1.5).

Step 2: Have students write an opinion piece using one of the following sentence frames.

"I would like to be a student long ago because_____"

or

"I would not like to be a student long ago because_____"

Ask students to state their opinion, supply a reason for the opinion, and provide some sense of closure (W1.1).

Assessment

- Determine the level of authenticity of each student's role-play enactment (during the *Early American School Day* event).
- Compare and contrast everyday life in schools of long ago with that of today, providing details and evidence using multiple primary sources analyzed during the unit.
- Evaluate the depth of understanding of the 1800s period as reflected in one of the following opinion pieces: "I would like to be a student long ago because..." or "I would not like to be a student long ago because...."

Early American School Day Activity

Dear Parents:

To help make your child's study of history come alive, we re-create an "Early American School Day" to be held on _____ . We are providing early notification so that you and your child have time to gather appropriate items. To create an atmosphere of a school in the 1800s, we would like to encourage your child to come to school wearing pioneer-style clothing. Clothing suggestions are described below. As you check your closets, or ask friends, neighbors, and family members, or seek out pattern books to find appropriate clothing, you are encouraged to share your efforts with our class. In that way, a treasure chest of extra period clothing can be assembled for those students less successful in their efforts.

Clothing Suggestions

Girls:

- a straw or felt hat
- a sunbonnet
- a girl's "mob" cap
- a long dress or skirt
- an apron or pinafore
- a shawl (to wrap around a girl's shoulders)

Boys:

- a cap
- a buttoned shirt
- a vest
- knickers (rolled-up pants)
- knee socks
- leather shoes

Lunch Foods and Travel Packaging Suggestions:

Your child, instead of you, is encouraged to pack his/her lunch. Please keep the selection as simple as possible: fresh or dried fruit, a sandwich, homemade cookies or cake. Also, please try to avoid plastic, pre-wrapped items, or processed (store purchased) foods. If possible, please try to use a pail, large cloth, or a straw basket for transporting the lunch to school.

During the Early American School Day, we will have part of the day without electricity and running water. We will re-create, as much as possible, a typical early American school day. Please let me know if someone in your family might be able to assist with these special activities.

Mary Had a Little Lamb

By Sarah Joseph Hale

Mary had a little lamb,
its fleece was white as snow,
And every where that Mary went,
the lamb was sure to go;

He followed her to school one day –
that was against the rule.
It made the children laugh and play
to see a lamb at school.

And so the Teacher turned him out,
But still he lingered near,
And waited patiently about,
Til Mary did appear;

And then he ran to her, and laid
his head upon her arm,
As if he said – ‘I’m not afraid –
You’ll keep me all from harm.’

“What makes the lamb love Mary so?”
The eager children cry –
‘O, Mary love the lamb, you know,’
The Teacher did reply; -

‘And you each gentle animal
In confidence may bind,
And make them follow at your call,
If you are always *kind*.’

Recipe for Berry Ink

Ingredients:

- 1/2 cup ripe berries (blueberries, cherries, blackberries, strawberries, elderberries, or raspberries are all fine)
- 1/2 teaspoon salt
- 1/2 teaspoon vinegar

Utensils:

- measuring cup and spoons
- strainer
- bowl
- wooden spoon
- small jar with tight-fitting lid (a baby-food jar is fine)

1. Fill the strainer with berries and hold it over a bowl. Using the rounded back of a wooden spoon crush the berries against the strainer so that the berry juice strains into the bowl. Keep adding berries until most of their juice has been strained out and only pulp is left. Throw the pulp away.
2. Add the salt and vinegar to the berry juice and stir well. If the berry ink is too thick, add a tablespoon or two of water, but don't add too much or the ink might get too pale.

Store the ink in a small jar with a tight-fitting lid. Make only a small amount of berry ink at a time, and keep the ink jar closed when it isn't being used.

Note: Without special chemical ingredients, in time, the ink may turn to jelly. Do not try eating it.

Making Old-Fashioned Pens

Making a Wood-Nib Pen

Materials and tools:

- pencil-sized twig
- penknife

Using a penknife, carve one end of the twig to a thin point. This will be the writing nib. (Incidentally, that is how the penknife got its name. It was a knife carried just for the purpose of carving a pen nib or keeping a nib pointed.)

Once you have a thin point, dip it into the ink and try writing. You will probably have to dip the pen into the ink quite often. When the nib becomes too-soft or flat, just carve the point sharp again with your penknife.

Making a Quill Pen

A quill is the hollow stalk of a bird's feather. The finest quills for writing came from the wing feathers of geese. However, the large wing feather of a crow, turkey, or swan will also make a good pen.

Materials and tools:

- bird's feather
- penknife

1. Find a large feather. During the spring and fall when birds molt their feathers you might be able to get several good quills from a local zoo. Or you might also ask the neighborhood poultry butcher for feathers.
2. Strip off some of the feathers, if necessary, from the fat end of the quill. This enables you to hold the pen comfortably in the standard writing position.
3. Now form the point of the pen by cutting the fat end of the quill at a slant curving the cut slightly.
4. Check to be sure the inside of the hollow quill point is open and smooth so the ink will flow to the point. If necessary, you can clean inside the quill point using the end of a paper clip. The pen will now write with ink. The width of the line it draws will be determined by how sharp or blunt the point is. Keep a paper towel ink blotter handy just in case.

Baking Powder Biscuits

Ingredients:

1/3 cup shortening (or butter)
1 3/4 cups all purpose flour*
2 1/2 teaspoons baking powder
3/4 teaspoon salt
3/4 cup milk

Heat oven to 450 degrees. Cut shortening into flour, baking powder, and salt with pastry blender until mixture resembles fine crumbs. Stir in just enough milk so dough leaves side of bowl and rounds up into a ball. (Too much milk makes dough sticky; not enough milk makes biscuits dry.)

Turn dough onto lightly floured surface. Knead lightly 10 times. Roll or part 1/2 inch thick. Cut with floured 2 inch biscuit cutter. Place on ungreased cookie sheet about 1 inch apart for crusty sides, touching for soft sides. Bake until golden brown, 10 to 12 minutes. Remove from cookie sheet immediately.

About 1 dozen biscuits; 120 calories each.

* If using self-rising flour, omit baking powder and salt.

Extended Activities for Schools –Now and Long Ago

- Visit a one-room schoolhouse with your class. Many historic schools are available in different areas, such as the 1909 Schoolhouse at the Coachella Valley History Museum in Indio, California; Oak Glen; Old Town Sacramento; Knott’s Berry Farm; Old Town San Diego; and, the Banning Museum in Wilmington. (Check with your local historical society for one near you.) Students look for such things as what the furniture is like; items on the walls; types of books used; examples of clothing worn during the time period; writing implements; and, play equipment. Take photographs during the field study to help students remember what they saw. Discuss what life was like for the teachers and students long ago. If a field trip is not possible, perhaps a one-room school could be video taped and viewed by the class.
- Obtain copies of illustrations and photographs of schools long ago. The Library of Congress is a good resource. Provide students with magnifying glasses to look for details using the skills of photo-analysis. Local historical societies and old school yearbooks are good places to find pictures of your area. Compare the photographs taken on the above mentioned field trip with those of other schools long ago. Make an illustrated history book that shows changes in schools over time. Write, or have students dictate, a short description of each photograph.
- Use Lincoln logs or popsicle sticks, cardboard, and glue to build a three-dimensional model of a one-room schoolhouse. Explain how the one-room schoolhouse differs from a school today.
- Using photographs, have students chronologically sequence the events of a typical day.
- Play “old-fashioned” games featured in *Games from Long Ago* by Bobbie Kalman. Discuss the importance of having rules for each of the games they played. What suggestions would they offer to change the rules of the game? Why?

Background for Teachers – Schools Long Ago

For the settlers moving west, education was a luxury they could not afford. Too much hard work had to be done for them to survive. As people became more established, they began to see the usefulness of “book-learning.” As new communities grew, people realized that it was easier to do well if they could read and write.

The early settlers built the first school houses on land not suitable for farming. The houses were made of logs with dirt floors. Windows were covered with greased paper. The first classrooms had no single desks. The children sat on benches that had no support for their backs. They sat at narrow tables; often, built into the walls. Therefore, students faced the walls all day. Also, there were no special seating accommodations for the younger students. Shorter children sat with their feet dangling.

The early schools had no sophisticated equipment. Most lessons were written on slate with chalk. Because paper was expensive, some students wrote on birch bark. Pupils also used pens made of goose quills and charcoal. Students were responsible for bringing their own ink to school.

Students in the early schools used two books, the Bible and the primer. They spent much of the day memorizing and reciting verses from the Bible. The primer contained the alphabet, spelling words, poems, and numbers. Some students used hornbooks, a wooden paddle with a piece of paper that showed letters, numbers, and Bible verses. A thin, transparent layer of horn covered the paper, protecting it from damage.

School began with the Lord’s Prayer. Bible passages were taught. Other subjects taught were reading, handwriting, geography, arithmetic, grammar, spelling, and oral reading. Students learned through drill, memorizing, and recitation.

The maintenance of the schoolhouse was everyone’s responsibility. Families in the community took turns sending wood to the school for heating. A wood stove located in the center of the room was the source of heat in the winter. A different child was responsible for starting the fire before the other children arrived.

A yoke was used for carrying heavy buckets for fresh drinking water from the well. The schoolhouse had to be cleaned daily. The chimney had to be cleaned out, the floors swept, and blackboards cleaned.

Children walked to school. There were no school buses. Some children had to walk miles. Some had no shoes. Those who were fortunate had shoes or were able to hitch rides with family members or neighbors.

After the Civil War, the students sat at double desks--where two students sat side by side. Double desks were used because they took far less floor space and were less expensive than two single desks. Some children were taught to read using the *Union ABC* schoolbook. Published in 1864, during the Civil War, it contained military and patriotic figures, rhymes, and colors.

The children were taught to write using breakable slate pencils and double slates. The slates and pencils were made of hard rock. Double slates were two slates bound together that doubled the amount of writing space. The edges were bound to soften the noise if the slates were dropped. The children were taught arithmetic by using an abacus or counting beads. Their school supplies were often carried in simple fabric satchels. The children brought their lunches to school. Many used tin lunch pails with lids. Children tied different pieces of cloth around the handle to identify their own lunch pail. They wore simple clothes common to working class people of the time.

During recesses, which were short breaks in the morning and afternoon, students rushed outdoors. They played games, talked, or explored nearby woods. The children made many of their recess toys using items they found at home. Children made string games, walked on stilts, and played marbles. Whirligigs (*A One-Room School* by Bobbi Kalman, page 21) and acrobats (*A One-Room School*, page 21) were popular toys. The former was a spinning toy made of small pieces of wood and some string. The latter was a wooden toy with a figure that flipped. Bladders from large animals were washed, blown-up and used for balloons for footballs. Older girls played singing game such as “The Farmer in the Dell” and “Ring Around the Rosy.”

Teachers emphasized patriotism, duty to God and parents, thrift, order, cleanliness, and obedience. They often ended the day with a patriotic song, such as: “America” or “Rally ‘Round the Flag.”

In 1874, California passed a law making education compulsory. The law required children between the ages of eight and fourteen to attend classes during at least two-thirds of the school year.

By the 1920’s children were taught reading, writing, arithmetic, and geography. The children sat at desks with cast-iron frames. The desks had built-in inkwells to dip their nib pens. The children participated in compulsory exercise classes or calisthenics. This was believed to improve the students’ health, poise, and discipline. Reading was taught by using standardized textbooks. Penmanship was an important classroom subject. Children practiced their penmanship in their composition books daily. Most children walked to school. Their books were held tightly together by book straps and could be comfortably carried. Children brought their lunches to school. Lunch boxes were collapsed when not in use. Clothing became less constricting. Girls wore frocks (smocks) or flounces (a strip of usually gathered material attached by one edge, as to a skirt) and boys and wore knickerbockers and shirts, and often had wide collars.

Resources for Schools - Now and Long Ago

Freedman, Russell. *Children of the Wild West*. HMH Books for Young Readers, 1990 reprint. This resource book contains original photographs of children of the Western frontier in schools and other settings that are suitable for photo-analysis.

Freedman, Russell. *Immigrant Kids*. Puffin Books, 1999 reprint. This book contains photographs of the children of poor European immigrants who came to America almost a century ago.

Houston, Gloria. *My Great-Aunt-Arizona*. Illustrations by Susan Condie Lamb. HarperCollins, 1997 reprint. This story tells of an Appalachian girl who grows up to become a teacher in a one-room school house. Aunt Arizona influences generations of school children.

Kalman, Bobbie. *A One-Room School (Historic Communities)*. Crabtree Publishing, 1994. This is a colorful and informative book about early schools. It contains photographs of students and artifacts that can be shared with the class. The text is too advanced to be read by first graders, but it is an excellent source for excerpts.

Kalman, Bobbie. *Early Schools*. Crabtree Publishing Company, 1991. This is a good resource for teachers interested in understanding what the early schools were like. The book contains many black and white illustrations as well as numerous photographs that can be used for photo-analysis.

Kalman, Bobbie. *Games from Long Ago (Historic Communities)*. Illustrated by Barbara Bedell. Crabtree Publishing, 1995. This book about nineteenth century games includes indoor games, outdoor games, and board games.

Lee, Sally. *School Long Ago and Today*. First Facts, 2014. What was school like in the days of old? Can you imagine studying in a tiny one-room schoolhouse, writing out lessons on a chalkboard slate? Discover how school life has changed over time, and what it might be like in the future.

Nelson, Robin. *School: Then and Now (First Step Nonfiction)*. The book describes how school in the United States has changed through the years, including such topics as transportation, supplies and subjects taught.

Nelson, Robin. *Toys and Games: Then & Now*. Learner Classroom, 2003. The book briefly describes how toys and games have changed through the years.

Shaw, Janet. Illustrated by Renee Gref. *Kirsten Learns a Lesson (The American Girl Collection)*. Kirsten has trouble in her new American school. She finds escape in playing with her secret Sioux friend Singing Bird. Kirsten Larson® is a pioneer girl of strength and spirit growing up on the Minnesota prairie in 1854. Also available is *Felicity Learns a Lesson* (1774, just before the Revolutionary War) and *Molly Learns a Lesson* (1944 World War II).