



TABLE OF CONTENTS

Letter to Educators	3
Schedules (full and half-day activities)	4
What to Bring to Lower Fox Creek School	6
Rules for Children at the Lower Fox Creek School	7
A Few Tips for Teachers	7
Overview of the One-Room School Experience	8
Planning a Field Trip	9
Narrative of a Day in the Life of a Rural School	10
Curriculum Information for Teachers	14
Games and Physical Education Activities	17
Kansas Department of Education Curriculum Standards	21
Why Slates and Copybooks, Instructions for Copybooks	25
Discipline of the School (historic information)	28
Lesson Plans	29
1. A Prairie Walk to the Past (Nature Walk)	30
Memory Gem	33
2. Reading With McGuffey's (Reading)	34
3. Cowboy Math (Math)	36
4. Geometry in the Quilts (Mathematics)	39
5. Spelling Bee (Spelling)	41
Places/States (Geography)	43
6. Handwriting Skills (Language Arts)	45
7. Writing, & Drawing, Reflecting & Remembering (Language Arts)	47
Activity Sheets	49
A-1 Drawing prairie animals and others	51
A-1 Drawing things found on the prairie	53
A-2 Comparing people and other organisms	55
A-2 Coloring page of the schoolhouse	57
A-3 Label Kansas and surrounding states	59
A-3 Compare and contrast yesterday and today	61
A-4 Label rivers and the capital city	63



TABLE OF CONTENTS CONTINUED

A-4 Color pastures and ponds	65
A-4 Color pastures and ponds	67
A-4 Color pastures and ponds	69
A-4 Color pastures and ponds	71
A-5 Sections map	73
Post Visit Activities	75
Pre-Visit Classroom Activities and Education	79
Evaluation Sheet	91





Dear Educator,

Tallgrass Prairie National Preserve is pleased that you and your class are scheduled to be with us for an education day at the one-room schoolhouse on the preserve. Park Rangers and Volunteers will conduct the program.

Our goal is to have the students experience history by participating in the methods and the environment of learning in a typical day of a rural school circa 1882 at the Lower Fox Creek School. Children will wear period clothing, walk to school and use some of the tools used in those earlier times. The National Park Service will provide period clothing and learning materials. For a full or half-day session, a sack lunch should be provided by the school district. Period appropriate lunch pails will be provided.

During the day students will use copybooks for some of their written work. Making the copybooks in the home classroom will help children learn about the necessity of conserving paper in the nineteenth century and will provide a personalized souvenir for each child. Enclosed are instructions for completing the copybooks. Please have the copybooks completed before coming to the preserve. If this presents a problem, please let the park know TWO WEEKS before your arrival and we will have the copybooks ready for your session. Some educators prefer to make the copybooks as a class project with their class.

Included for your review prior to the day of the trip are the following:

1. Schedule
2. What to Bring
3. Rules for Children
4. A Few Tips
5. Why Slates and Copybooks (including instructions for making)
6. Lesson Plans

We have closely aligned our exercises to meet many of the Kansas State Board of Education standards. We are doing real class work to meet current standards in a historical manner and in a historical setting. The chart preceding the Lesson Plans denotes current Kansas curriculum based standards addressed by these lessons. This booklet is for your review, so you and your class will be better prepared for this fun and educational experience.

Sincerely,

Tallgrass Prairie National Preserve



EDUCATION DAY SCHEDULE

Full Day Program Schedule

Time	Activity
9:00	Arrive at historic barn; Dress in historic clothing, put lunch in pails
9:20	Begin walk to school through prairie; Lesson #1 (Nature Walk); Complete outside before taking group photo
10:00	Group pictures in front of school; Bathroom Break
10:15	Opening Exercises (Pledge, Recite Memory Gem) inside school
10:20	1880s School Life (Superintendent)
10:30	Lesson #6 (Handwriting Skills – copy Memory Gem in copybook)
10:45	Lesson #3 (Math Lesson using map and ruler)
11:10	Lesson #2 (Reading with McGuffey Reader)
11:30	Lunch/Recess/Bathroom followed by organized historic games
12:30	Lesson #5 (Spelling words)
1:00	Lesson #4 (Geometry skills using quilt blocks)
1:45	Depart for home (walk back through the prairie to the historic barn)



Half Day Program Schedule

Time	Activity
9:00	Arrive at Barn; Dress in period clothing, put lunch in pails
9:20	Begin walk to school through prairie; Lesson #1 (Nature Walk); Complete outside before taking group photo
10:00	Group pictures in front of school; Bathroom Break
10:15	Opening Exercises (Pledge, Memory Gem) inside school
10:20	1880s School Life (Superintendent)
10:30	Lesson #6 (Handwriting Skills – copy Memory Gem in copybook)
10:45	Lesson #3 (Math Lesson using map and ruler)
11:00	Lesson #2 (Reading with McGuffey Reader)
11:15	Lesson #5 (Spelling words)
11:30	Lunch/Recess/Bathroom followed by organized historic games
12:30	Depart for home (have bus come to schoolhouse)



WHAT TO BRING TO LOWER FOX CREEK SCHOOL

For an all day education day experience, each participant should bring:

1. Outdoor clothing appropriate for the weather. (Period costumes – see notes below.)
2. A sack lunch with foods appropriate for the date represented (sandwich, fruit, vegetables, cookie). Please no eggs or mayonnaise products.
3. A bottle of drinking water to be consumed with lunch. (No milk!)
4. The copybooks if prepared in home classroom (No ballpoint pens or markers!)

Recommended items for teachers to bring:

1. Additional drinking water (one gallon)
2. Baby wipes for cleaning hands.
3. Garbage bags for trash removal.
4. A cell phone for use in case of emergency.

Lower Fox Creek School Provides:

1. Use of the school grounds and building.
2. Facsimile textbooks, slates, chalk, and slate pencils.
3. Appropriate seating for eighteen children and one adult.
4. Portable toilets.
5. A fire extinguisher.
6. A first aid kit
7. Broom & dustpan.
8. Period costumes consisting of sunbonnets, dresses, and pinafores for the girls and shirts, vests, coats, and some caps for the boys.
10. Metal lunch pails for the lunches.

Notes:

To make the one-room schoolhouse experience as authentic as possible, we ask that the children dress in as close to 1880s period clothing as they can. Clothing provided by the park will be slipped over the child's personal clothing.

We ask that parents please refrain from visiting the school, so the children may experience the school as authentically as possible.

- For boys, please wear jeans and long sleeve, button up the front shirts. It is not necessary to purchase any clothing items just for this experience. If boys have cowboy boots and hats, they may wear them as well.
- For girls, please wear pants and a shirt appropriate for the weather. Dresses and pinafores provided by the park will cover the pants and main portion of the shirt. Girls may wear personal dresses, but clothing should be as authentic as possible.



RULES FOR CHILDREN AT LOWER FOX CREEK SCHOOL

1. The general rules of the visiting school are in effect as always.
2. Children enter the school when the teacher gives permission, not before.
3. Coats and hats belong on the hooks on the wall.
4. Lunches may be placed on the shelves or the floor as space permits.
5. Children should not bring backpacks to Lower Fox Creek School.
6. Only the teacher or assistant may ring the bell.
7. No gum is permitted inside the building.
8. The facsimile textbooks are for reading only. Written work must be done on the slate with slate pencil or in the copybook.
9. After using the privy, dispose of toilet paper in the pit. Clean hands with the baby wipes provided by the teacher inside the school. Dispose of baby wipes in the trash, not in the privy.
10. Please leave the building as clean or cleaner than you found it.
11. Please do not wander off into the prairie or cross the highway.
12. Please do not climb or sit on the rock walls.
13. Please do not remove flowers, rocks, or anything from the national park. Please leave things where you find them, so that others may enjoy and discover the same beauty and mystery.

A FEW TIPS FOR THE TEACHER

1. There are no interior lights.
2. There is no heat or air conditioning.
3. Behind the main (northeast) door to the classroom is the first-aid kit, paper towels, broom, and dust pan.
4. The fire extinguisher is behind the same door to the classroom.
5. An adult may open the windows. Be sure to close the windows before leaving.
6. The wood-burning stove is non-operational. Do not attempt to build a fire in it under any circumstances! Please do not lean on the stove or stovepipe.
7. All outdoor play must be supervised. Keep children inside the fenced area, but off of the fence, rock walls, pump, etc.
8. Should you and the children leave the building grounds for part of the day, notify a Park Ranger.
9. Dial 911 on your cell phone in case of emergency and notify the Park Ranger.



OVERVIEW OF THE ONE-ROOM SCHOOL EXPERIENCE

The instructional materials and methods in this manual are those of a century ago. The lessons focus on reading and language arts as the backbone of an elementary education. Because today, in the twenty-first century, the majority of the classes visiting Lower Fox Creek School are second through fourth grade, the sample lessons included in this manual are aligned with learning standards in Language Arts, Mathematics, Science, Social Science and Physical Development for early and middle elementary grades. The emphasis remains on reading and language arts, even though the field trip usually is part of a longer unit on state and local history.

The instructional materials in the Lower Fox Creek School Teacher's Manual are arranged in the order of the typical day in a rural school circa 1882-1900. We will be portraying Lower Fox Creek in 1882.

The school day typically began with ringing the bell ten minutes before the children were to enter the building. This was to serve as a signal to enter the schoolyard in an orderly but prompt fashion. The teacher would ring the second or "tardy" bell while standing in the doorway, ten minutes later. The children would line up by gender-boys on one side and girls on the other. Which side remains a point of argument among one room school-house researchers, but all agree that the children would hang their coats or wraps in the cloak room or on the wall on the side they entered. Lunches were placed either on the shelf above or on the floor below the child's outerwear.

Once inside the classroom, the youngest children sat in the small desks. As soon as all were in the classroom, the teacher would again ring the hand bell signaling the children to sit silently, feet flat on the floor, back straight against the back of the seat, and hands folded on top of the desk. At the command of "Turn and Stand" all would arise for the morning Opening Exercise, and the academic day would begin. The day would progress as follows with the additions of morning and afternoon recesses as needed.

- Opening Exercises
- Memory Gem
- Reading
- Spelling or Arithmetic
- Lunch/Recess
- Arithmetic or Spelling
- Handwriting and Language Arts
- Memory Work (Younger children dismissed afterward)
- History, Geography or Science (older children only)
- Clean up & dismissal for older children

Organized games were the normal physical education curriculum. Some of these are included in the Games Section of this manual. Traditional athletic activities like baseball, tag, and foot races took place during recess and lunch times for boys, girls, and teacher alike. Several times a month itinerant teachers for music and art, and a school nurse visited the school. Since their schedules varied, all other activity would stop when one of these special instructors arrived and large group activities would take place.



Planning a Field Trip

Planning a field trip can be challenging to even an experienced teacher. This rather generic list comes from many years of field trip planning. Use it whenever you plan a trip for your class

1. Decide several months ahead of time the dates when you hope to be teaching your target unit. This is Plan A. Allow room for an alternative date so that if something happens to upset your plans you can always regroup. This is Plan B.
2. Within the framework of the unit, select at least two or three days when a field trip would be appropriate.
3. Do whatever paperwork your school requires for you to obtain permission to take the class on a field trip. (This is not the same as the permission slip.) At the same time, recruit an administrator or other certificated person to accompany you.
4. Reserve the date by calling Tallgrass Prairie National Preserve at 620-273-8494.
5. Arrange for transportation. If school buses are a problem, consider contracting with a private carrier instead.
6. Send home the permission slips, including total cost and educational objectives for the trip.
7. If a fee or donation is required, have the check cut as the monies arrive. Also request a check for the bus fees. Remember to turn in all money to the front office!
8. Go over any special rules or regulations applicable to the trip with the students. Emphasize what to bring and what not to bring.
9. Prepare multiple copies of class lists. Give one copy to each adult and keep one for yourself. On the day of the trip, take attendance every time the class moves from one location to another, e.g., gets on the bus, exits a building.
10. After the trip, write thank you notes to the volunteers, then put all your planning materials in a folder to be resurrected next year.
11. Complete the evaluation form and return it to the preserve at:

Tallgrass Prairie National Preserve
Attn: Schoolhouse Education Coordinator
Rt. 1 Box 14, Hwy 177
Strong City, KS 66869



NARRATIVE OF A DAY IN THE LIFE OF A RURAL SCHOOL

(Adapted with minor changes related to Kansas and Chase County from original essay by Fay Stone)

You are sitting in a schoolroom that is like almost all schools were in the United States a hundred years ago. There were many of these little schools built as the pioneers moved here. In Kansas in 1871 there were 63,218 students enrolled in schools, taught by over 2,000 teachers. Most people lived on farms--not in cities or towns--and these schoolhouses were built by the farmers to educate their children. Education was not the school's only function. It also served as a community center for church meetings, assorted cultural activities including music and literacy societies, Grange sessions and political meetings.

People in rural neighborhoods chose 3 members and formed a Board of Education. The board selected the boundaries for the new district. A likely piece of land was located (usually near the geographic center of the new school district) and the board asked the owner to deed one acre of land near a road for one dollar. In wealthier districts, taxes may have paid for the construction. Otherwise, neighborhood farmers simply agreed to meet, providing tools, supplies and know-how to start construction. There wasn't a lot of money. Each little schoolhouse was built according to the desires and needs of the parents and neighbors who used it. Therefore, each one was a little different.

Chase County established its first formal schools during the Civil War. In Falls Township, which encompassed the Spring Hill Ranch, School District No. 6 was organized in 1862. By 1876, thirty-six district school houses and one Catholic School, at Cottonwood Falls, offered a rural education similar to any county in the state. In 1878, 1,647 students attended Chase County schools. In 1881, the county contained 44 organized school districts and a student population of 2,140; by 1890, 61 organized school districts taught 2,882 students.

This schoolhouse (Lower Fox Creek – District 14) was built on the ranch of Stephen F. Jones. Jones donated the land for this school and he served as its first superintendent. The building was completed in 1882 and the first term began September 1, 1884. The name Lower Fox Creek School comes from the nearby creek. Average enrollment was about 1-19 students of all grades with one teacher. Often several of the pupils were from the same family. They started school at age five or six and began to learn reading, their sums (as arithmetic was called), and writing. They usually attended for three or four months in the winter. You can guess that this occurred when they weren't needed for work around the farm or in the fields during the planting or harvesting time of spring and summer. Of course, getting here was more difficult during the winter months, so attendance may have been somewhat poorer than yours today.

The schoolhouse itself, as you look around, has very little in the way of comforts, although certainly better than the dark, windowless log cabins that came before. The only light came from the windows.

The teacher had her desk up front where she could keep an eye on everyone, and the stove was at the center or the back of the room as this was the only source of heat for the entire school.



The children themselves, or the teacher, if she had time, would go to the well to get a bucket or two of water to fill the drinking crock. The water was also poured into hand basins for washing purposes. This was used by everyone. You can imagine that if it was a warm day and everyone was thirsty, you might run out before the day was over. When this occurred, students might be told to get the next drink at home. The teacher may not want to take time out of classes to send someone for water again. Two outhouses were outside. There was a separate one for the girls and boys to use as a restroom. These dark, smelly buildings could seem frightening to the littlest ones.

Some schools had cloakrooms to hang your outdoor wraps and store your lunch pail. Cloakrooms were usually the foyer of the school. Fox Creek did not have "cloakrooms", but rather had hooks on the walls toward the front of the classroom. There was usually no heat inside them and lunches were known to freeze during the morning of a cold winter day.

The earliest schools often had no more than crude, home-made benches. To these were added shelves against the walls for writing. Soon these benches became desks in the floor facing the teacher. Next, real desks with smoothed and varnished tops and seats, of varying sizes, were manufactured. These were the choice of school boards whenever they felt the district could afford them. They cost six to eleven dollars apiece! At first, they chose double seated desks as they were cheaper. Teachers soon found, however, that it didn't help study habits when two children were sitting together where they could pinch, poke, whisper, and giggle whenever teacher wasn't looking! So desks were then made into separate ones, such as some of the ones you are sitting in. They were sometimes screwed to runners on the floor to hold them steady, and to be able to move them from side to side for cleaning. Most of this cleaning was done by the children and teacher. Sometimes at the beginning or end of school, the children would have to wash the blackboards, clap the chalk dust out of the erasers, empty the waste basket, fill the inkwells with ink, sharpen the teacher's quill pens, and pass out corrected papers and slates. There wasn't much paper, so books and written work were scarce. Teacher relied a lot on recitation to know how a child was doing in his studies.

The teacher, of course, was the only one to conduct health and physical education classes - held during recess usually. Often, it was a game of "Rounders," "Pom Pom Pull Away," "Hide and Seek," or the like. There was little equipment, and little knowledge of bodily needs. Besides, all of the children got plenty of exercise walking to and from school, and doing many chores around the farm early and late.

There weren't very many books, and usually children were expected to provide their own. Often this resulted in quite a variety of books.

Lights were not usually found in schools until about 1935, when they got rural electrification. Mostly, there were just wall-hanging kerosene lamps. There was always quite the danger of a fire from these, so they were rarely used during the school day. You just looked harder and squinted if it was a dark day.

The stove was the only source of heat in the wintertime. The fire was often started by an older boy in the community, or the teacher herself would start it when she came to school. Getting the wood



was a very important part of a student's family's responsibilities. They brought or stored wood in the woodshed over the course of the wintertime. If they didn't contribute their share, the teacher may have that child sit the farthest from the stove! Lower Fox Creek School burned coal. A coal shed was located on the back side of the schoolhouse.

And so began the school day. The children walked or were driven by a cart, wagon, or some brought their own horse, to remain tied outside until school was over. Then, after the excitement of greetings and exchange of news, the teacher or her helper rang the bell for classes to begin.

Depositing lunch sacks or buckets on the proper shelf, hanging up any outer clothing, the children entered the classroom and went to their seats. This may sound familiar. However, there would be a major difference--some of the children in your room would be beginning readers, and others might be full-grown men and women who were coming back during a slack work time to resume lessons. Sometimes these young people had to try for years to learn enough to pass one grade! Often they became discouraged, and as soon as they mastered the simplest reading and arithmetic, they quit for more important things--things that earned money, or got more pressing farm work done.

Anyway, the school day usually began with something of interest to everybody, like saying the Pledge of Allegiance, or singing. Then the reading lessons began. At first, when everyone brought their own books, the teacher would have each child recite out loud so she could tell that they were really working. Imagine the noise in those school rooms! In fact, they were called "blab schools!" However, soon all could see that this was hard on everybody and not a good way to learn, and books were graded and given to a group of children who were at about the same ability. Then the teacher would have each group or grade up to the front to recite quietly with her, while the others sat in their seats and prepared for class. By recess, all had completed reading, and were ready for play. Often the teacher would play, too. This was the beginning of P. E. After recess, the lessons resumed with arithmetic, science, geography, or whatever the teacher had decided upon. Then came lunch time. This was usually an hour, but no one had the time or a way to get home, so everyone sat in their desks and ate. Sometimes some mothers might prepare hot soup, sometimes a child might bake a potato on the hot stove, but most just brought something from home.

Then came the long afternoon, when more lessons were studied and recited. There was usually an afternoon recess, too, and class lasted until 4:00 in the afternoon. Then you had to get home as best you could, usually walking, and do evening chores. Homework was expected and was done until bedtime. Parents wanted their children to work hard at their studies then too, even though children had a lot of work to do around home.

In the afternoon there was science or social studies. However, it wasn't taught in the earlier rural schools because it wasn't thought to be important. After all, a child was raised in an area where all of his family and relatives were. He was expected to probably become a grown-up in that area. Roads were nearly impassable for a lot of travel, so the idea of an excursion was to go to church on Sunday or to the nearest village for supplies, or to visit relatives. Farming with livestock, especially cows that had to be milked twice daily, always meant you had to be home both times. So, there was very little need or desire on the part of some farmers to go away or to learn much about the world beyond their own community. And in science, there wasn't a great deal that was thought appropriate; perhaps at the high school or university level, but not before. Since everyone



spoke a common language in the community (though not always English), other languages, except the necessity of English, were not needed. Before the advent of electricity, there was no thought of such wonders as radio, television, video, computers, or any of the communication sciences. Later, rural schools did have something known as the Radio School of the Air, which was used to bring some of the fine arts to country children. They also had access to a traveling monthly library from a county library. Usually these were brought by the teacher. You can see how much she had to do. Good teachers would--and cheerfully. Lazy teachers didn't and their children suffered in their education, not just for a year, but for all they would ever get!

This, then was the life in and around the one-room schoolhouse, such as the one you are sitting in. You would have done your chores, walked to school, be expected to do your lessons all day, walk home after school, do more farm chores and study your schoolwork after dark, probably by candle or lamplight. Your teacher was usually a neighbor, or she would board 'round with each of you during the school year for a week at a time. The members of your school board would probably be neighbors or parents. This board ran the school with a very tight rein. Any special merits or misdeeds were always noted by the school board and therefore were known to the whole community. You were raised with the sense that this was YOUR school and you must take care of it, and take care of it for your young brothers and sisters, just as your older brothers and sisters had done for you. Indeed, those older ones might well be sitting there in the room to see that you did! Thus many strong traditions were carried from one age to the next. Most were very proud to have been here and a part of that tradition. We hope you feel the same way.



CURRICULUM INFORMATION FOR TEACHERS

Lower Fox Creek School provides materials for teachers who bring their classes to the school. We provide slates, McGuffey Readers, and other textbooks from late in the 19th and early in the 20th century.

Language Arts

When we put reading, writing, spelling, and language together, we call it "language arts." This is just about what the teacher of old did, too. Before the advent of educational publishing companies, the ingenious teacher taught everything from the McGuffey Readers. The modern teacher may certainly do it the same way.

- Level I-the early primary children learn to speak and write simple sentences. They learn the days of the week, months of the year, use of the verbs "is" and "are," and use of homonyms "two," "to," and "too," as well as "here" and "hear." Children are given the opportunity to read, copy, and commit to memory some character building bits of poetry.
- Level II-this collection included exercises in learning the abbreviations for the months of the year as well as some famous dates in American history. Lessons give practice in distinguishing "there," "their," and "they're" and admonish students not to use "no" and "not" in the same expression. Pupils are given the opportunity to write a full description of the schoolhouse (which can be a good post-visit exercise).
- Level III-this collection provides many opportunities for creative writing, copying and memorizing poetry, letter writing, reading descriptive literature such as Whittier's poem, "In School-Days," and more intensive English grammar lessons.
- **Homonym – A word the same as another in sound and spelling, but different in meaning.**

We suggest that visiting classes split into two teams to play the grammar game "Teakettle." In one version of the game, one team selects a pair of homonyms, such as "horse" and "hoarse." Each member of the team takes a turn using the word or words in a sentence, saying "teakettle" instead of the chosen homonyms. For example, one student may state, "The boy who rode the (teakettle) was a little (teakettle)." The opposing team tries to guess the word. The teams then switch roles. Some useful homonyms:

- night, knight
- two, too, to
- their, there, they're
- for, four
- do, dew
- blue, blew
- days, daze
- nose, knows
- knew, new
- know, no
- write, right
- some, sun

Another version of the game involves using **homographs--words with several meanings--**instead of homonyms. For example, a team may choose the word "arm." Possible sentences include "My (teakettle) is sore from playing baseball" and "The (teakettle) of the chair is broken."

McGuffey Readers

McGuffey's Eclectic Readers were first used in 1836, and are considered by many as America's most famous pedagogical tools, and are still in use. The revised edition with the 1879 copyright date may not have been done under the supervision of the original author, W. H. McGuffey, but it was developed out of the same concept as the earlier editions. Lower Fox Creek School has copies of the 1879 edition in its collection.



Every level of the Readers, from Primer to Sixth Reader, contains a significant number of moral lessons, including lessons on kindness towards animals, good manners, and consideration of others. War was usually portrayed as evil in concept, but was occasionally discussed in a manner of heroism. The virtues presented to American youth were the prime values in which Americans professed to believe. Even today, there are many who believe these values should be preserved or restored through the use of the McGuffey Readers.

Another reason for the popularity of the Readers was that "grade level" and "age" were not necessarily linked. This was especially true in the nineteenth century as students took time off for planting and harvest-time farm chores. The Third Reader has a story, "Beware of the First Drink," indicating that a sixteen year-old student might get no further than the Third Reader before completing his education.

From the Primer upward, new words were presented in logical progression and simple language gradually introduced the child to an ever widening vocabulary. Books were routinely read aloud, so there was concern for enunciation and accent. Syllabication, the use of diacritical marks as an aid to pronunciation, phonics, rhyme, and alliteration were all stressed.

The title "...Eclectic" means that the stories and rhymes were culled from a wide range of children's literature. Children of today often comment that the Readers are not easy. The Readers not only taught a youngster to read, they were also a primary source of information about history, philosophy, and science. Every subject was covered. Spelling and handwriting exercises were included. There were phonics charts for teaching spelling and script exercises used to teach reading of script prior to actually learning to write. The Second Reader also included lessons on punctuation marks.

Handwriting

Regular drill work in handwriting was carried on in all grades. According to the daily schedules available, it seems that the most usual time for the whole school to practice handwriting was just before the mid-day lunch break. The younger children worked on the blackboard for part of the time while the older students practiced at their desks. After much practice of the circular and upright script strokes designed to help students develop good form and skill in keeping letters uniform and within the lines, the student would put the final handwriting lesson into the Copy Book.

Most of the Lower Fox Creek School desks are sized for nine year olds upward to the sixteen year olds. Some desks contained a hole designed to hold an inkwell. After age eight or nine, the students could supply themselves with straight pens and writing paper. It is understood that often an older, responsible child was assigned the task of filling the inkwells from a large bottle of ink. Problems sometimes arose during extremely cold weather, as the little inkwells would freeze and, as one student described it, explode.

Spelling

In the early days, the ability to spell was not as important as the ability to form beautiful letters. This was all changed when Noah Webster and his spelling book came along around 1782. He published *A Grammatical Institute of the English Language* which was in three parts: a spelling book, a grammar book, and a reader. The spelling section, especially, won very wide acceptance because of its useful simplification of English spelling. The publication found a place in most of the schools of the United States.

One of the first effects of the publication of the "Grammatical Institute" was to make spelling a craze. Teachers began to pay attention to spelling and the pupil who could "spell down the whole school" ranked second only to the person who surpassed the rest of the students in arithmetic. In some schools, there was a prize for the best speller each day. The prize might have been a coin with a hole drilled through it. The coin was strung on a leather thong or on a cord and worn like a necklace by the good speller until the next day. At the end of the year, the best speller in the school was given the coin to keep. Sometimes the child who was the best speller was given a written certificate of good scholarship to take home.



Once a week, frequently on Friday, the school would choose sides for a spelling match. The match often lasted for half of the afternoon. We can easily imagine that this was the most exciting part of the school week.

The spelling craze spread throughout the community. On winter evenings, neighboring districts had their best spellers compete. Learning to spell correctly has always been part of learning a language. However, learning spelling by speaking, as in spelldowns, made spelling more difficult than necessary for many students. There's a delightful story in *Singing Wheels*, written by Mabel O'Donnell for the Reading Foundation Series published by Row, Peterson in 1952 about pioneer education and a spelldown.

The ultimate winner of the spelldown described in *Singing Wheels* found an effective method of learning to spell. Besides the McGuffey Readers, the Lower Fox Creek School has early spelling books including *McGuffey's Eclectic Spelling Book*. The methods used to study spelling words long ago are the same methods used in modern spelling books.

Arithmetic

Lower Fox Creek School has period textbooks which may be copied for teacher use.

By 1850, most schools had arithmetic books in addition to the traditional reading book. A progressive arithmetic book started with simple addition and subtraction, and went on to fractions, percentages, extraction of square and cube roots, and complicated geometric measurements. It was important that the rural youths must be able to "figger." Many of the story problems in their texts dealt with familiar situations.

Geography and History

Geography-Geography was usually taught in two separate sections-one for the older students and one for the younger students. Students participated in formal geography lessons as soon as they could read. Seven, eight, and nine year olds started with simple talks on local geography including the school grounds, village, township, and county. A county map with the townships named and a township map with the sections numbered were often available, but all instruction continued to be oral until about the fourth grade level. At about that level, globe lessons were planned as well as some free drawing of maps of the continents. When geography books first became available, there was a great deal of memorization.

History and Civics-Both history and civics lessons were often integrated within the reading and geography lessons. By the eighth grade, history was sometimes listed as its own subject area.

Classroom teachers frequently correlate their visit to Lower Fox Creek School with a time in history which the students are studying, such as pioneer history, local history, and state history. Civics lessons for classes of today could include lessons on flag history and the government. Lower Fox Creek School also has some old maps available for classroom use.



Games/Physical Education Activities

The following games can be used to provide a break from studies, as well as to teach students about recreation in early schools.

Games for Young Children	Games for Older Children
London Bridge	Hide and Go Seek
Drop the Handkerchief	Run Sheep, Run
Follow the Leader	Tug of War
Farmer in the Dell	Pom-Pom Pullaway
Cat and Mouse	Three Deep
The Mulberry Bush	Leap Frog
Ring Around Rosie	Andy, Andy, Over
Simon Says	Catch Ball

A few examples of games that a full class can play:

SQUAT TAG-There are many, many tag games in existence. One of the more popular ones is Squat Tag. In this game, children can avoid being tagged by squatting whenever "IT" is about to pounce. Each child is allowed only three squats. After using up the three squats, the child must depend on his/her running and dodging ability to escape.

ANDY, ANDY, OVER-One needs a building over which a soft ball (not a softball) can easily be thrown and sufficient space on either side to make good playing territory. Any number may play. Choose two teams and place one team on each side of the building.

A player starts the game by throwing the ball over the building, shouting, "Andy, Andy, over!" The team on the opposite side tries to catch the ball. If anyone does, all run around to the opposite side of the building. The one with the ball tries to tag as many of the other players as possible, but all on the other team try to escape to the other side of the building without being hit with the ball. Those who are caught become players for the side catching them. If the ball is not caught, the side missing it must return it across the building, calling out, "Andy, Andy, over!" as the signal to the other side. The ball must be caught on the fly and not on a rebound.

The game ends when one team has captured all the members of the opposing team.

The following school house and yard games are derived from:

Bancroft, Jessie H. *Games for the Playground, Home, School and Gymnasium*. New York: Macmillan, 1915.

KALEIDOSCOPE

The players are seated, with the exception of four or five who stand in front. Each of the standing students is given the name of a color. He then states that color. The seated players close their eyes. Then the standing players rearrange themselves. The seated students open their eyes. The one called upon must now recite the names of the colors in the order in which the standing players are now arranged. For example, red, green, blue, yellow rearrange themselves to yellow, red, blue, green.

For older students, use the names of geographical features, titles of books, names of wild flowers--the possibilities are endless--and the movement is very useful for kinesthetic learners!



THE MINISTER'S CAT

This is an alphabet game that can be played forward and backward. The first player chooses an adjective beginning with the letter "a" to describe the Minister's cat. For example, "The minister's cat is an avaricious cat." The second player repeats the words of the first, then adds an adjective beginning with b, such as "The minister's cat is an avaricious, brazen cat." The play continues all the way through the alphabet, and may reverse from z to a, if the letter x is excluded.

ITISKIT, ITASKIT

One player walks clockwise outside the circle with a handkerchief. Other players move clockwise as they sing:

Itiskit, Itaskat,
A green and yellow basket;
I wrote a letter to my love
And on the way I dropped it.
I dropped it,
I dropped it,
And on the way I dropped it.
Some one of you has picked it up
And put it in his pocket;
It isn't you --it isn't you-

The last line is repeated until the player with the handkerchief cries, "It' s YOU!" He then drops the handkerchief behind one of the players who must pick it up and immediately start around the outside of the circle clockwise. The player who dropped the handkerchief attempts to return to the opening first by moving counterclockwise. The one who is left out takes the handkerchief for the next round.

KEEP MOVING

The player chosen as leader chants:

One finger one thumb, keep moving,
One finger one thumb, keep moving
One finger one thumb, keep moving,
One finger one thumb, keep moving,
Tra la, la, la, la.

The leader brings the thumb and index finger or the right hand together as when a birds beak opens and closes. The other players imitate the same motion. The leader then adds the thumb and index finger of the left hand and chants:

Two fingers and two thumbs, keep moving, etc.

As the game progresses through "four fingers, two thumbs; six fingers, two thumbs; eight fingers, two thumbs, eight fingers, two thumbs, one hand," etc, until it reaches "eight fingers, two thumbs, two hands, two arms, two feet, two legs, one head, keep moving!" The motions are performed very rapidly in sequence and provide excellent exercise.

LOOBY LOO

Looby Loo is another old singing game with motions., the lyrics for "Looby Loo" are:

Here we dance, looby, looby, looby.
Here we dance, looby, looby, light.
Here we dance, looby, looby, looby, loo,
Every Saturday night.

Put your right hand in
Put your right hand out
Give your right hand a shake, shake, shake.
Hikumbooby round-about.

Here we dance, looby, looby, looby, etc.
Put your left hand in, etc.
Put your right foot in. . . etc. .



The entire circle rotates first to left for the first line of each chorus, then to right for the second line, left, then right again. Each player spins completely around on the line "Hikumbooby round about." This is a very ancient game with a rich folk history.

HAND OVER HEAD BEAN BAG RACE

A beanbag is placed on the front desk of each row. On the signal, the first student picks up the beanbag holds it over his head and drops it on the desk behind him. The student in the second desk immediately picks up the beanbag, holds it over his head, and drops it on the desk behind him. The last student in the row catches the bean bag, stands and immediately hops to the front of the row where he takes the first seat, and the remaining students in the row each move back one seat. The procedure is repeated until each student in the row is back to his original seat. The first row to finish is the winner.





Kansas State Curriculum Standards, 4th Grade

<u>Language Arts</u>	Standard	Benchmark	Lesson #	1	2	3	4	5
Reading	1	1	→→→→→					
	1	2	→→→→→		◆			
	1	3	→→→→→					
	1	4	→→→→→		◆			
Literature	2	1	→→→→→					
	2	2	→→→→→					
Writing	3	1	→→→→→					
	3	2	→→→→→					
	3	3	→→→→→					
	3	4	→→→→→					
	3	5	→→→→→					
	3	6	→→→→→					
	3	7	→→→→→					
	3	8	→→→→→				◆	◆
	3	9	→→→→→					◆
Research	4	1	→→→→→					
	4	2	→→→→→					
<u>Math</u>	Standard	Benchmark	Lesson #	1	2	3	4	5
	1	1	→→→→→					
	1	2	→→→→→			◆		
	1	3	→→→→→					
	1	4	→→→→→			◆		
	2	1	→→→→→					
	2	2	→→→→→					
	2	3	→→→→→					
	2	4	→→→→→					
	3	1	→→→→→					
	3	2	→→→→→					
	3	3	→→→→→					
	3	4	→→→→→			◆		
	4	1	→→→→→					
	4	2	→→→→→					



Kansas State Curriculum Standards, 4th Grade, continued

<u>Science</u>	Standard	Benchmark	Lesson #	1	2	3	4	5
Science as Inquiry	1	1	→→→→→					
Physical Science	2	1	→→→→→					
	2	2	→→→→→					
	2	3	→→→→→					
Life Science	2	4	→→→→→					
	3	1	→→→→→	◆				
	3	2	→→→→→					
Earth and Space Science	4	1	→→→→→	◆				
	4	2	→→→→→	◆				
Science and Technology	4	3	→→→→→					
	5	1	→→→→→					
	5	2	→→→→→					
Science in Personal and Environmental Perspectives	5	3	→→→→→					
	6	1	→→→→→					
	6	2	→→→→→					
History and Nature of Science	7	1	→→→→→					
<u>Environmental Education</u>								
	Standard	Benchmark	Lesson #	1	2	3	4	5
	1	1	→→→→→	◆				
	1	2	→→→→→					
	2	1	→→→→→	◆				
	2	2	→→→→→	◆				
	2	3	→→→→→					
	3	1	→→→→→					
	3	2	→→→→→					
	3	3	→→→→→	◆				
	3	4	→→→→→					
	4	1	→→→→→					
	4	2	→→→→→					
	5	1	→→→→→					
	5	2	→→→→→					
	5	3	→→→→→					
	5	4	→→→→→					



Kansas State Curriculum Standards, 4th Grade, continued

<u>Social Studies</u>	Standard	Benchmark	Lesson #	1	2	3	4	5
Civics and Government		1	→→→→→					
		2	→→→→→					
		3	→→→→→					
		4	→→→→→					
		5	→→→→→					
Economics		1	→→→→→					
		2	→→→→→					
		3	→→→→→					
		4	→→→→→					
		5	→→→→→					
Geography		1	→→→→→			◆		
		2	→→→→→	◆				
		3	→→→→→					
		4	→→→→→					
		5	→→→→→					
Kansas History		1	→→→→→					
		2	→→→→→					
		3	→→→→→					
		4	→→→→→					
		5	→→→→→					
U.S. and World History		1	→→→→→					
		2	→→→→→					
		3	→→→→→					
		4	→→→→→					◆



Kansas State Curriculum Standards, 4th Grade, continued

<u>Communications Skills</u>	Standard	Benchmark	Lesson #	1	2	3	4	5
Listening		1	→→→→→	◆	◆	◆	◆	
		2	→→→→→	◆	◆	◆	◆	
		3	→→→→→	◆	◆	◆	◆	◆
		4	→→→→→	◆	◆	◆	◆	◆
		5	→→→→→			◆		◆
		6	→→→→→	◆	◆	◆	◆	◆
Viewing		1	→→→→→	◆	◆	◆	◆	◆
		2	→→→→→		◆			
		3	→→→→→	◆				
		4	→→→→→					
		5	→→→→→	◆				
Speaking		1	→→→→→					
		2	→→→→→	◆	◆	◆	◆	◆
		3	→→→→→	◆				◆
		4	→→→→→	◆	◆	◆	◆	◆
		5	→→→→→	◆	◆		◆	
		6	→→→→→	◆	◆	◆	◆	
Information Retrieval		1	→→→→→					
		2	→→→→→					
		3	→→→→→					
		4	→→→→→					
Media Products		1	→→→→→					
		2	→→→→→					
		3	→→→→→					◆



WHY SLATES AND COPYBOOKS?

Before the middle of the twentieth century, paper was a precious commodity reserved for important governmental, business, and scholarly functions. Costly to produce and difficult to ship, paper products were simply too expensive to be used indiscriminately in public schools. Therefore, most seatwork was done with slate and slate pencil. The slate would be checked at recitation time, wiped clean with a soft rag, and then reused for the next study session. The slate pencil, not to be confused with the chalk used on the chalkboard, is a slender rod of pressed clay held like a wooden pencil. Although the slate pencil breaks easily under pressure, it is popular with students reenacting a day in a one-room school.

The copybook, pen, and ink were reserved for more permanent work in the last and previous century. The teacher would write a line, perhaps of spelling words or arithmetic problems, in the scholar's copybook, and the scholar would then copy the material repeatedly until the work was committed to memory. This form of rote learning, now deemed as punitive, was then common practice. Juvenile pranks, perhaps born out of boredom and involving the ink well abound in the folklore of the one-room school. Nevertheless, the use of the copybook can be a valuable part of the school day, and the book itself becomes a souvenir for the youthful visitor. (An eraser-less pencil is recommended rather than pen and ink since pencil is less likely to damage either persons or artifacts.)

Traditionally, copybooks were made by hand using penknife, darning needle, linen thread, and cut paper. Today, the same effect can be achieved using a paper punch, waxed cotton thread or dental floss, and two weights of legal sized paper. The heavier weight stock makes the cover to the copybook; the lighter weight stock makes the pages on which to write.



9. Run the thread from the cover side through the top hole to the page side.
10. Pass the thread back through the middle hole to the outside of the cover.
11. Pass the thread through the bottom hole from the cover through to the page side of the book.
12. Pick up the excess thread left hanging on the inside and tie a simple square knot to secure the thread.
13. Trim excess thread if desired.

	<p><input type="radio"/> 2. Pass thread through from outside back, then from inside through #1 again.</p> <p><input type="radio"/> 1. Start thread here from inside. Leave a few inches inside.</p> <p><input type="radio"/> 4. Tie a square knot with excess thread.</p> <p><input type="radio"/> 3. Pass thread through from outside.</p>
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Product Evaluation:

Use the copybooks and pencil during your day at Lower Fox Creek School. Each scholar should keep his or her own copy as a memento.

(Thanks to Storrowtown Village Museum, West Springfield, Massachusetts, Nancy Powers and Ann Haverstock of Geneva, Illinois for ideas on copybook design.



DISCIPLINE OF THE SCHOOL

The Traditional School

"Reading, 'Riting and 'Rithmetic, Taught to the Tune of the Hickory Stick."

The old test of good discipline was, if you can hear a pin drop, then the order in the school is perfect. The implication was that the "wheels in the head" make no noise when in action. The teacher was advised never to smile until Christmas. The youngsters were generally marched into the classroom, marched to classes, and then marched out of the building. The old time teacher, by virtue of his position, was a dictator.

The teacher enforced order and quiet among students except for recitation periods. Pupils spoke when called upon by the teacher or requested permission before speaking by raising their right arm. They were usually required to stand when speaking to the teacher or to the class. Titles of respect (Miss, Mister, Ma'am, Sir) were always used in addressing the teacher. Students were required to speak correctly.

Punishment took numerous forms. Corporal punishment was not unheard of nor were other extreme penalties such as detention, suspension and even expulsion. Lesser punishments, more common at that time than now, included such things as a rap on the hands or knuckles with a steel edged ruler; standing in a corner with face to the wall; wearing a dunce cap, facing the room, and sitting upon a high stool beside the teacher's desk; standing for long periods with arms held straight out in front; standing with an arm outstretched, palm up, while holding a heavy book on that hand for a long period; or being banished to the girls' cloakroom (if the culprit were a boy).

"Modern Standards" Appearing in the Later 1800s

In the period between the Civil War and the middle of the twentieth century, there was increased attention to the individual development of school children. The earlier conceptions of strict discipline and even brutal punishment gave way to more sympathetic views of the child as an individual. Authoritarian discipline and corporal punishment were softened, and greater attention was given to the development of habits of self-discipline.

According to V. H. Culp, author of How to Manage a Rural School, "The discipline of the rural school should be more like that of a well ordered family with the teacher as its head. The children should be able to get a drink or a book or even leave the room, without permission except in occasional cases where such privileges are abused. If the older children are encouraged to help the younger ones upon many occasions a feeling of cooperation will always be in evidence." When a child could not conduct himself in routine affairs without disturbing the school, or wasted his own time, his liberties must be restricted until the rules were learned. Punishment should always be in proportion to the transgression. The certainty of punishment rather than the severity would deter evil doers. Corporal punishment and suspension should be used only as a last resort. It was taken for granted that the Golden Rule, courtesy, fairness, and good manners were the standard of conduct.



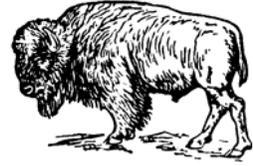
Lesson Plans for the Lower Fox Creek School Education Program



#1 A PRAIRIE WALK TO THE PAST

Subjects: Social Studies, Science, Environmental Education

Grades: 4th Grade



Kansas State Curriculum Standards Met: 4th Grade as follows

Social Studies

- Geography, Benchmark 2 – The student analyzes the spatial organization of people, places and environments that form regions on Earth's surface.

Science

- Standard 3, Benchmark 1 – All students will develop knowledge of organisms in their environment.
- Standard 4, Benchmark 1 – All students will develop an understanding of the properties of earth materials.
- Standard 4, Benchmark 2 – All students will observe and describe objects in the sky.

Environmental Education

- Standard 1, Benchmark 1 – Learners explore the processes that shape the earth.
- Standard 2, Benchmark 1 – Learners investigate organisms and habitats.
- Standard 2, Benchmark 2 – Learners identify characteristics that help organisms live in their environments.
- Standard 3, Benchmark 3 – Learners explore the relationships among resources, technology and the environment.

Duration: 30-45 minutes

Group size: 18 (the maximum number of students that can fit inside the Lower Fox Creek Schoolhouse)

Setting: Outdoors

Opening: Today we are going for a walk back in time, a walk much like students on the prairie would have taken to get to school. While we are on the walk, we will talk about our environment, how the Flint Hills were formed and the characteristics of the animals that inhabit the prairie.

Objectives: The students will be able to describe their environment in terms of climate, formation and how people and animals have adapted to it, while gaining an appreciation for how life was different in the 1880s.

Materials: No materials are required but students should keep their eyes open for the different things to be seen and their minds open to learning.

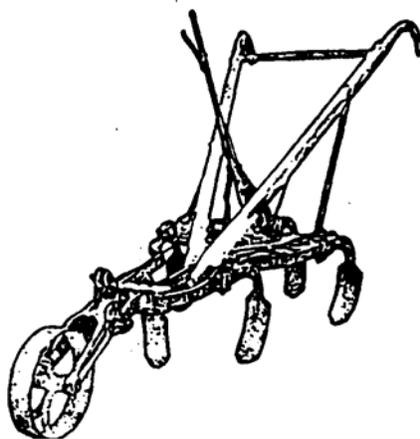
Background: The tallgrass prairie is a unique part of our country and a home to many birds and other animals. Students in the 1880s probably spent a lot more time outdoors than today's students and may have been better educated about their environment.

Procedure:

The students will walk through the prairie to the Lower Fox Creek School as students did for many years before schools were consolidated in the city and prior to busses and automobiles. The students will make three (3) stops along the way to discuss science topics.

1. The first stop will be to discuss the **geologic history** of the area and how fossils provide evidence of plants and animals that lived long ago. A fossil is part of a once-living organism or a trace of an organism preserved in rock. Fusulinids – fossils shaped like wheat grains – can be seen in many of the limestone blocks used for building on the Preserve.
 - a. Discuss alternating beds of limestone and shale formed 250 – 300 million years ago during the Permian Period (covered by a sea).
 - b. The hills are shaped by the rocks that lie directly beneath the vegetation and soil. The shale is softer than limestone and has eroded over time.
 - c. The rocks made cultivation difficult and led to today's ranching culture.
 - d. Most cultivation is limited to river and stream bottoms, such as Fox Creek, just east of us. Why do you think that is? There the bedrock is covered by a layer of river-deposited sediments that have developed thick soils valuable for cultivation.

2. The second stop will be to observe the sky and discuss how **weather affects the environment**.
 - a. Humid climates support forests.
 - b. Dry climates support deserts.
 - c. Grasslands require a moisture level somewhere in between (annual precipitation averaging 10-39 inches). Who can tell me how much average rainfall we get each year here in Chase County? (30-35 inches annually)
 - d. Why are grasslands important? They cover about $\frac{1}{4}$ of the earth's surface (on every continent except Antarctica). Almost all our food comes from grasses, either directly or indirectly (meat producing animals eat grass leaves which we can't digest). Who can name some grasses (wheat, rice, corn, oats)?
 - e. What has happened to the prairies over time? (Plowed)





3. The third and last stop before arriving at the School will be to discuss **grassland animals** and how they have adapted to their environment.
 - a. First of all, what environment do grassland animals find themselves in? (above ground provides few hiding places (few trees), fire danger, weather extremes)
 - b. What are some characteristics of grassland animals then? (Burrowing: prairie dogs, ground squirrels, pocket gophers [tunnels up to 100 feet long]; Running: swift fox [25mph], coyote [40mph], pronghorn antelope [70mph]); open spaces favor animals with good vision: hawks and eagles).
 - c. Where do many birds nest? On the ground, out of necessity. Who can tell me an adaptive behavior of some birds to protect their young? (faking injury and leading predator away).

This activity can be adapted to a classroom by taking an imaginary walk. The instructor can set the stage by making it into a story format, for example “then we continued down the hot trail and behind a tree we saw....”

Closure: Today we experienced a small example of how earlier students had a more difficult time in getting to school. While travelling through the prairie we talked about how the land was formed, about what evidence still remains from earlier times and how organisms adapted to their environments.

Evaluation: The teacher is able to evaluate the students in the field by listening to responses to questions during the walk to school.

Extensions:

1. The students may want to draw a picture of an animal found on the prairie and an animal not found on the prairie. These pages could be collected and put in a book for the class to pass around and share during free time or indoor recess. (see Activity Sheet A-1)
2. Compare how people and other living organisms get food, seek shelter and defend themselves. (see Activity Sheet A-2)
3. What do you think this area will look like in 100 years? What factors will determine this?



THE MEMORY GEM

Goals: One of the purposes of American public education has always been instruction in social values, morals, and healthy practices. Today such instruction often takes the form of social studies or "wellness" classes. In the day of the one room school it typically belonged in the part of the day dedicated to copy work and recitation. For a modern class visiting the one room school, such copy work also acquaints students with the use of slate and slate pencils.

Materials:

- Sample memory gems are scattered throughout the various levels of the *McGuffey's Eclectic Readers*, including "How Doth the Little Bee," (*Second Eclectic Reader*, p. 48), "Beware of the First Drink" (*Third Eclectic Reader*, p.111) and "Try, Try Again" (*Fourth Eclectic Reader*, p. 28).
- Others can be taken from poetry anthologies, volumes of famous quotations, or philosophic texts, such as Emerson's "Self Reliance."
- Slate and slate pencils, chalk and chalkboard.

Procedures:

- For the memory gem exercise the teacher writes a single short passage or poem on the chalkboard before the students arrive in the morning. This will give students opportunity to read the memory gem upon entering the classroom. Potential "gems" are below.
- Following the Pledge of Allegiance, the teacher asks the students to retrieve their slates and rag erasers from their desks.
- A volunteer can distribute slate pencils to anyone who does not already have one.
- Next, the students copy the memory gem exactly as it appears on the chalkboard without breaking the slate pencil. Do this one sentence at a time to fit onto slates.
- Later in the day students will recite the gem from memory.

The Song of the Bee

Buzz! buzz! buzz!
This is the song of the bee.
His legs are of yellow;
A jolly good fellow,
And yet a great worker is he.
or



Try, Try Again

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

or

If you find your task is hard,
Try, try again;
Time will bring you your reward,
Try, try again;
All that other folks can do,
Why, with patience, should not you?
Only keep this rule in view:
Try, try again.



#2 READING WITH MCGUFFEY'S

Subjects: Reading

Grades: 4th

Kansas State Curriculum Standards Met: 4th Grade as follows

Reading

- Standard 1, Benchmark 2: The student reads fluently.
- Standard 1, Benchmark 4: The student comprehends a variety of texts.
- Standard 1, Benchmark 4: The student distinguishes between fact and opinion in various types of appropriate-level texts.

Duration: 30-45 minutes

Group size: 18 (the maximum number of students that can fit inside the Lower Fox Creek Schoolhouse)

Setting: Indoors

Opening: Today we are going to practice our reading skills using the reading books that were available to students in 1884. These were called McGuffey Readers. We may learn some new words. We will also work on comprehension of what is read.

Objectives: The students will be able to use basic reading skills to identify words and to comprehend ideas.

Materials: McGuffey's Eclectic Readers appropriate to grade level (Third and Fourth Readers), copybooks and pencils.

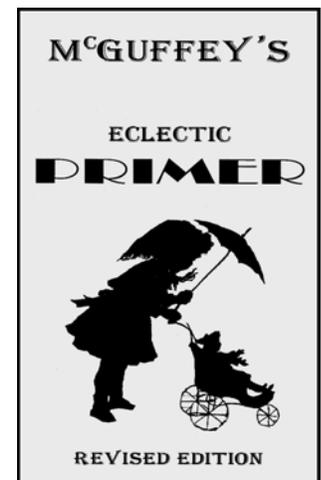
Background: For this activity we are using reading materials used in a typical one-room schoolhouse in the 1880's.

Procedure:

1. Provide students with a short paragraph of narrative or expository text with all punctuation removed. Students study the piece of text with a partner and add the punctuation that would make the text read fluently. Pairs compare with other pairs. Then the teacher directs class discussion about the importance of punctuation and sentence structure in fluency.

Narrative (from McGuffey's Third Reader, page 42 "The Wolf"):

a boy was once taking care of some sheep not far from a forest near by was a village and he was told to call for help if there was any danger one day in order to have some fun he cried out the wolf is coming the wolf is coming the men came running to destroy the wolf as they saw nothing they went home again and left john laughing as he had had so much fun this time he cried out again the next day the wolf the wolf the men came again but not as many as the first time again they saw no wolf so they shook their heads and went back on the third day the wolf really came john cried help help the wolf the wolf but not a single man came to help him the wolf killed johns sheep then he felt very sorry that he had deceived his friends and neighbors and grieved over the loss of his pet lamb





As it should be:

A boy was once taking care of some sheep, not far from a forest. Near by was a village, and he was told to call for help if there was any danger.

One day, in order to have some fun, he cried out, "The wolf is coming! the wolf is coming!"

The men came running to destroy the wolf. As they saw nothing they went home again, and left John laughing.

As he had had so much fun this time, he cried out again, the next day, "The wolf! the wolf!"

The men came again, but not as many as the first time. Again they saw no wolf; so they shook their heads, and went back.

On the third day, the wolf really came. John cried "Help! Help! the wolf! the wolf!" But not a single man came to help him.

The wolf killed John's sheep.

Then he felt very sorry that he had deceived his friends and neighbors, and grieved over the loss of his pet lamb.

2. Have the students take turns reading aloud selections from McGuffey's Third Reader such as Lesson II "Johnny's First Snowstorm" (page 15) or Lesson XLIX "Deeds of Kindness" (page 128).

Closure: During this lesson we practiced our reading skills. We learned that punctuation is important to making written words easy to read and understandable.

Do you think you would be a better or worse reader than you are today if you went to this school with Lutie in 1884?

Evaluation: The teacher will be able to review the written work and hear how the students are reading.

Extensions:

1. Divide a poster board (or sheet of paper) into two columns. On one side students will write words which represent opinions regarding controversial historical issues. On the other side, students will write words which represent historical facts. Once this process is complete, students will share their work with other classmates.

Potential Topics: Women's Right to Vote; Slavery

Teakettle Game Sentences

The (teakettle) in shining armor sleeps at (teakettle). [knight/night]

I bought (teakettle) pieces of candy and gave them (teakettle) to my brother. [two/to]

(Teakettle) over (teakettle) with (teakettle) teacher. [They're/there/their]

(Teakettle) you think there is (teakettle) on the grass this morning? [Do/dew]

The wind (teakettle) my (teakettle) hat off. [blew/blue]

I am eating (teakettle) cookies (teakettle) dessert. [four/for]

My (teakettle) (teakettle) that a skunk smells bad. [nose/knows]

My mom (teakettle) that I broke her (teakettle) chair when I jumped on it. [knew/new]

(Teakettle) your name on the (teakettle) side of the paper. [Write/right]

Dad put up an awning to shade his (teakettle) from the hot (teakettle). [son/sun]

I (teakettle) that (teakettle) cheating is allowed in school. [know/no]

Your face looks as (teakettle) as the water in the (teakettle). [pale/pail]

I felt (teakettle) when I crashed through the window (teakettle). [pain/pane]



#3 COWBOY MATH



Subjects: Math, Social Studies

Grades: 4th

Kansas State Curriculum Standards Met: 4th Grade as follows

Math

- Standard 1, Benchmark 2: The student demonstrates an understanding of whole numbers with a special emphasis on place value.
- Standard 1, Benchmark 4: The student models, performs and explains computation with whole numbers.
- Standard 3, Benchmark 4: The student relates geometric concepts to a number line.

Social Studies

- Geography, Benchmark 1: The student uses maps ...

Duration: 30-45 minutes

Group size: 18 (the maximum number of students that can fit inside the Lower Fox Creek Schoolhouse)

Setting: Indoors

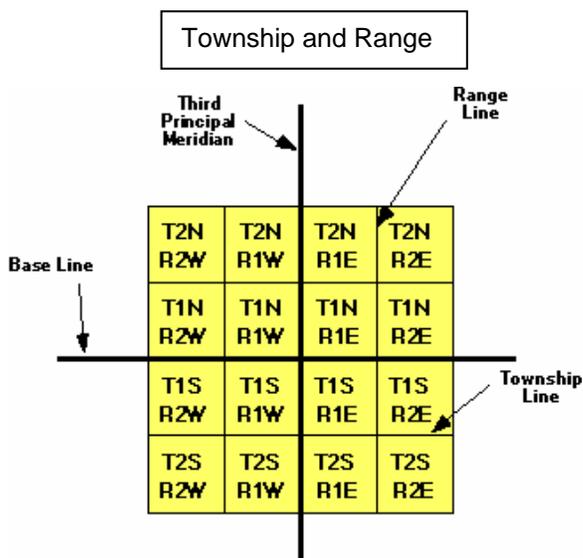
Opening: Today we are going to put our basic math skills to use solving problems that cowboys in Mr. Jones' time worked on and that today's cowboys and cowgirls still need to solve.

Objectives: The students will be able to solve real world problems that involve distance and location using coordinate planes and map grids with positive whole numbers and letter coordinates and giving and following directions to move from one location to another.

Materials: Drawing of Tallgrass Prairie National Preserve pastures and ruler.



Background: At the time Stephen F. Jones assembled his ranch in the 1880 time period, Kansas had been a state for only about 20 years. Before Kansans like Stephen Jones could legally acquire title to land, the Federal Government had to survey the land. The Government established base lines and sent people out to measure and divide up the state into townships and ranges. The townships were six miles square and they were further divided into 36 one square mile parcels of 640 acres called sections. Mr. Jones assembled his ranch of 7,000 acres in Townships 18 and 19 south of Range 8E.



Sections
36 sections = 1 Township (yellow area)

35	36	31	32	33	34	35	36	31	32
2	1	6	5	4	3	2	1	6	5
11	12	7	8	9	10	11	12	7	8
14	13	18	17	16	15	14	13	18	17
23	24	19	20	21	22	23	24	19	20
26	25	30	29	28	27	26	25	30	29
35	36	31	32	33	34	35	36	31	32
2	1	6	5	4	3	2	1	6	5

One Section = 640 acres

NW 1/4 of NW 1/4	NE 1/4 of NW 1/4	NE 1/4 = 160 acres	
SW 1/4 of NW 1/4	SE 1/4 of NW 1/4		
N 1/2 of SW 1/4		W 1/2 of SE 1/4	E 1/2 of SE 1/4
S 1/2 of SW 1/4			

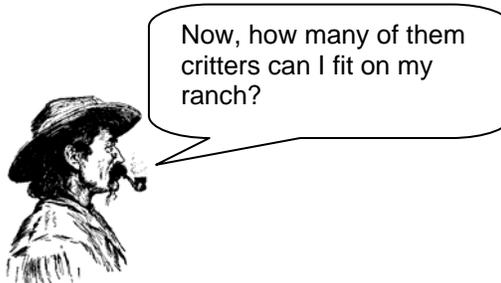


Procedure:

1. Using Tallgrass Prairie National Preserve Map (see Activity Sheet A-5) with a coordinate grid superimposed over the map and with the origin (the point where the x axis and the y axis cross) at the intersection of the township and range lines at the left side of the page, answer the following questions:
 - a. Mr. Jones is at point A (0,0) and wants to get to the schoolhouse (point B), how many units up (north) and over (east) does he travel? (answer: 9 and 4)
 - b. What is his new grid location at B (coordinates)? (9,4)
 - c. If Mr. Jones then moves 10 units south and 10 units east from point B, he ends up in the middle of what section? (answer: section 10)
 - d. How much farther west east does he have to go to get to the edge of the Preserve? Is it ¼ mile, ½ mile or 1 mile? (answer: ½ mile)
2. Approximately how many miles long is the Preserve on its west boundary? (answer: 6 miles)
3. Each section is divided into 16ths (lots). How many acres are in these lots? (answer: 40)
4. If a section is one mile square, how far do you travel if you walk straight across one lot? (answer: ¼ mile)
5. Mr. Jones stocks his ranch with cattle. Answer questions a and b below:
 - a. How many acres does Mr. Jones use for one (1) head of cattle? (answer: 2.5 acres)
 - b. How many cattle can Mr. Jones put on Tallgrass Prairie National Preserve, which is approximately 10,000 acres? (answer: 4,000)

						(4,000)
Cattle	1	2	4	40	400	b.
Acres	a.	5	10	100	1,000	10,000

(2.5)



Closure: During this lesson we learned about the first survey of Kansas and how that affected the physical appearance of the land. The land is divided into endlessly repeated squares. Road building and farming generally follow these original patterns. How many children have parents that are ranchers or farmers? Do you hear your parents talk about these types of subjects?

Evaluation: The teacher is able to evaluate the students as they answer questions.

Extensions:

1. Would a map like this have been available to Mr. Jones? Why?
2. Answer geography questions on maps of the United States (Activity Sheet A-3) and Kansas (Sheet A-4).



#4 GEOMETRY IN THE QUILTS

Subjects: Math

Grades: 4th

Kansas State Curriculum Standards Met: 4th Grade as follows

Mathematics:

Standard 3, Benchmark 1: The student recognizes geometric shapes and describes their properties using concrete objects in a variety of situations.

Standard 3, Benchmark 3: The student recognizes and shows one transformation on simple shapes and concrete objects in a variety of situations.

Communications Skills

By participating in this lesson, students will meet multiple Communications Skills standards.

Duration: 20-35 minutes

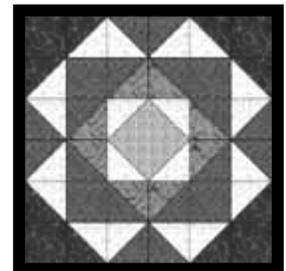
Group size: 18 (the maximum number of students that can fit inside the Lower Fox Creek Schoolhouse)

Setting: Indoors

Opening: This lesson is a geometry game.

Objectives: The students will be able to:

1. Practice identifying shapes.
2. Study the relationship of shapes to one another.
3. Practice addition and subtraction facts and processes.
4. Develop speed and accuracy when adding and subtracting.
5. Understand the concepts of adding and subtracting.



Materials:

4" x 4" paper squares, enough for entire class
Slates and slate pencils

Introduction: By folding a square of paper in several predetermined ways, children investigate and record the different shapes they can make. This activity gives children valuable experience with learning about how shapes relate to one another.

Procedure:

1. Distribute the 4" x 4" squares to each student.
2. Have the students fold the paper once to form a rectangle and go over the characteristics of a rectangle. Then have the students fold the paper in the other direction, forming another rectangle.
3. Have students then unfold the paper to its full square shape and then fold the first two corners of the square down as if folding a paper airplane. Go over the characteristics of a pentagon.



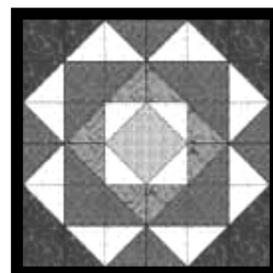
4. Have students then fold the remaining two corners to make a square smaller than the first one. Go over how a square is still a square, no matter how it's turned.
5. Now introduce the lesson: "Today we're going to investigate the shapes you can make by folding your paper different ways. The only rule is this, you can fold your paper on one, two, or more folds, but only on the folds we've already made. You can't make any new folds. Trace the different shapes you find on your slates. You'll work with a partner, tracing your shapes on your individual slates."
6. Have students use slates and slate pencils for tracing shapes. Ask the students to estimate how many shapes they could find. (There are 9 shapes possible, counting the original square.)
7. Have students begin tracing the different shapes they can make with their folded squares.
8. After students have had a chance to trace shapes on their own, ask for volunteers to come up to the front of the class and trace their shapes on the chalkboard, the entire class identifying the shapes and their characteristics as they go.

Closure: During these exercises, students were able to demonstrate and practice a wide range of geometrical concepts and ideas in a fun, engaging environment.

Evaluation: The teacher is able to evaluate the students as they make and trace their shapes.

Extensions: Challenge students to take their squares home and play and practice making the shapes with their families.

Inspiration for this activity came from the website: "Math Solutions"
http://www.mathsolutions.com/mb/content/newsletters/fall_97_nl_3.html





#5 SPELLING

Subjects: Spelling

Grades: 4th

Kansas State Curriculum Standards Met: 4th Grade as follows



Language Arts

- Standard 3, Benchmark 8 (Indicator 4): The student correctly spells commonly used words.

Duration: 30-45 minutes

Group size: 18 (the maximum number of students that can fit inside the Lower Fox Creek Schoolhouse)

Setting: Indoors

Opening: Today we are going to practice our spelling skills using the book that was available to students in 1884. It was called the McGuffey Eclectic Speller. We may learn some new words. We will also pay attention to how the words are used in sentences.

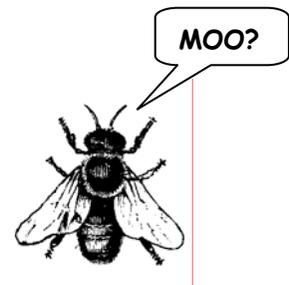
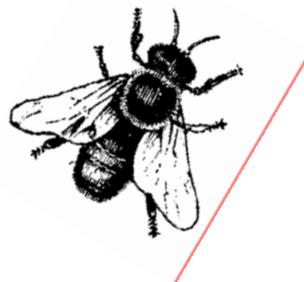
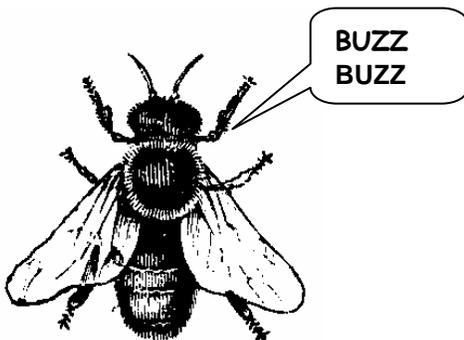
Objectives: The students will be able to correctly spell common words.

Materials: McGuffey Eclectic Speller, slate, chalk, slate rags, copybooks.

Background: For this activity we are using spelling materials used in a typical one-room schoolhouse in the 1880's.

Procedure:

1. Select a list of words from McGuffey's Eclectic Spelling Book or from words currently being studied in the classroom.
2. Assign students to copy words and definitions either on slates or in their copybooks and to study each word carefully.
3. Announce there will be a large group activity at the end of the study period using the words in the spelling list.
4. At the end of the study period (15 minutes or so) do the following:





Spelling Bee



Students close their Spelling Books and copybooks or erase their slates. All stand. The teacher reads from the assigned list providing correct sentences for each. In turn, the individual student must correctly spell the word from the list. Anyone who fails to spell a word correctly is “out” and must sit down. He or she does not get another turn. The last students standing when all words have been exhausted are the winners and may be awarded a prize if the teacher so desires.

Closure: During this lesson we practiced our spelling skills. Proper spelling is important in order to get the correct message across to others and it marks you as an educated person who may have something important to say.

Do you think you would be a better or worse speller than you are today if you went to this school with Lutie in 1884? Do any of you help a younger brother or sister with their spelling homework?

Evaluation: The teacher is able to evaluate the students during the spelling bee.

Extensions:

1. How is spelling different today than in Mr. Jones' time? Do you think we use words that little Lutie would not have heard of? What are some examples?
2. Ask the students if they know that many of our words came from the American Indian. Give examples from the following:

Animals

caribou (Micmac)
chipmunk (Ojibwa)
moose (Algonquian)
muskrat (Abenaki)
porgy (Algonquian)
opossum (Algonquian)
woodchuck (Narraganset)
raccoon (Algonquian)
skunk (Algonquian)

Food

squash (Natick)
pecan (Algonquian)
hominy (Algonquian)
pone (Algonquian)
pemmican (Cree)
succotash (Narraganset)

People

sachem (Narraganset)
papoose (Narraganset)
mugwump (Natick)

Things

moccasin (Chippewa)
toboggan (Algonquian)

tomahawk (Algonquian)
wigwam (Abenaki)
tipi (Dakota)
wampum (Massachuset)
hogan (Navajo)
hickory (Algonquian)
kayak (Inuit)
totem (Ojibwa)

Gatherings

potlatch (Chinook)
caucus (Algonquian)
pow wow (Narraganset)

Terrain

bayou (Choctaw)





PLACES/STATES – EXTRA ACTIVITY

If you look at a map of the United States, you will realize how freely settlers used words of Indian origin to name our states, cities, towns, mountains, lakes, rivers, ponds, and creeks.

Four of our five Great Lakes and 28 -- more than half -- of our states have names that were borrowed from American Indian words. They are:

Alabama -Indian for tribal town, later a tribe (Alabamas or Alibamons) of the Creek confederacy.

Alaska -Russian version of Aleutian (Eskimo) word, alakshak, for "peninsula," "great lands," or "land that is not an island."

Arizona -Spanish version of Pima Indian word for "little spring place," or Aztec arizuma, meaning "silver-bearing."

Arkansas -French variant of Quapaw, a Siouan people meaning "downstream people."

Connecticut -From Mohican and other Algonquin words meaning "long river place."

Delaware -Named for Lord De La Warr, early governor of Virginia; first applied to river, then to Indian tribe (Lenni-Lenape), and the state.

Hawaii -Possibly derived from native word for homeland, Hawaiki or Owhyhee.

Idaho -A coined name with an invented Indian meaning: "gem of the mountains;" originally suggested for the Pike's Peak mining territory (Colorado), then applied to the new mining territory of the Pacific Northwest. Another theory suggests Idaho may be a Kiowa Apache term for the Comanche.

Illinois -French for Illini or land of Illini, Algonquin word meaning men or warriors.

Indiana -Means "land of the Indians."

Iowa -Indian word variously translated as "one who puts to sleep" or "beautiful land."

Kansas -Sioux word for "south wind people."

Kentucky -Indian word variously translated as "dark and bloody ground," "meadow land" and "land of tomorrow."

Massachusetts -From Indian tribe named after "large hill place" identified by Capt. John Smith as being near Milton, Mass.

Michigan -From Chippewa words mici gama meaning "great water," after the lake of the same name.



Minnesota -From Dakota Sioux word meaning "cloudy water" or "sky-tinted water" of the Minnesota River.

Mississippi -Probably Chippewa; mici zibi, "great river" or "gathering-in of all the waters." Also: Algonquin word, "Messipi."

Missouri -An Algonquin Indian term meaning "river of the big canoes."

Nebraska -From Omaha or Otos Indian word meaning "broad water" or "flat river," describing the Platte River.

North & South Dakota -Dakota is Sioux for friend or ally.

Ohio -Iroquois word for "fine or good river."

Oklahoma -Choctaw coined word meaning red man, proposed by Rev. Allen Wright, Choctaw-speaking Indian, said: Okla humma is red people.

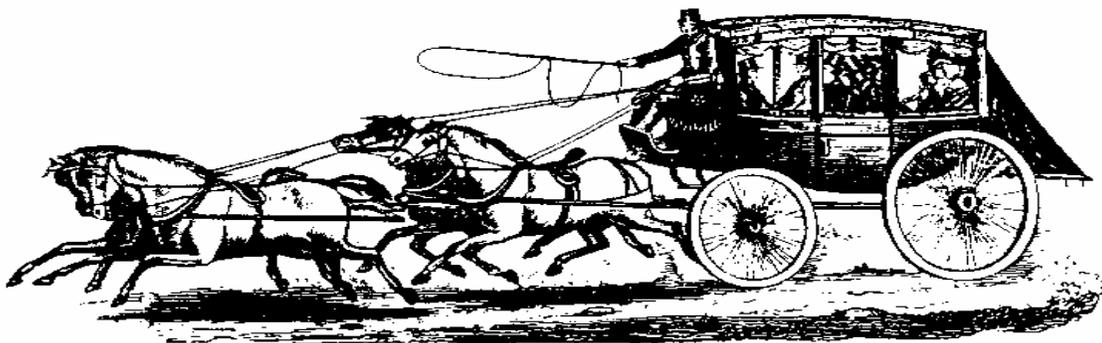
Tennessee -Tanasi was the name of Cherokee villages on the Little Tennessee River. From 1784 to 1788 this was the State of Franklin, or Frankland.

Texas -Variant of word used by Caddo and other Indians meaning friends or allies, and applied to them by the Spanish in eastern Texas. Also written texias, tejas, teysas.

Utah -From a Navajo word meaning upper, or higher up, as applied to a Shoshone tribe called Ute.

Wisconsin -An Indian name, spelled Ouisconsin and Mesconsing by early chroniclers. Believed to mean "grassy place" in Chippewa. Congress made it Wisconsin.

Wyoming -The word was taken from Wyoming Valley, Pa., which was the site of an Indian massacre and became widely known by Campbell's poem, "Gertrude of Wyoming." In Algonquin it mea





#6 Handwriting Skills

Subjects: Writing, penmanship, and Social Studies

Grades: 4th



Kansas State Curriculum Standards Met: 4th Grade as follows

Writing

- Standard 3, Benchmark 8: Students use standard American English conventions.
- Standard 3, Benchmark 9: Students use a variety of modes of writing for different purposes and audiences.

Social Studies

- U.S. and World History, Benchmark 4: The student engages in historical thinking skills.

Duration: 30-45 minutes

Group size: 18 (the maximum number of students that can fit inside the Lower Fox Creek Schoolhouse)

Setting: Indoors

Opening: Explain the importance of good handwriting in an age without computers. Explain how good handwriting (or penmanship) was required for many jobs, including secretarial and bookkeeping positions. It was often the key to employment. *[This would be a great opportunity to show children examples of handwriting from the 1880s (census records, bibles, etc.).]*

Objectives: The students will be able to use basic writing skills and standard punctuation to communicate effectively.

Materials: Copybook and pencil.

Background: For this activity we are using writing materials used in a typical one-room schoolhouse in the 1880s.

Procedure:

1. Practice penmanship using pencil and copybook by forming the cursive letters e, l, i and t.
2. On the last line write as many words as you can that are spelled with only these letters. What words have you written? Can you spell them for me?
3. Have the students work individually and provide them with a topic. Students must write a story that contains a series of properly placed periods and commas, two sets of quotations, two question marks and two exclamation points. Once the project is completed, students trade with one another for peer editing.



Topic: School life in the 1880s

Closure: During this lesson we learned how important penmanship was to school children of the past and how we must use standard punctuation to get your message across.

Evaluation: The teacher is able to evaluate the students by the words used, the spelling, the quality of the handwriting and the ability to effectively communicate the desired message.

Extensions:

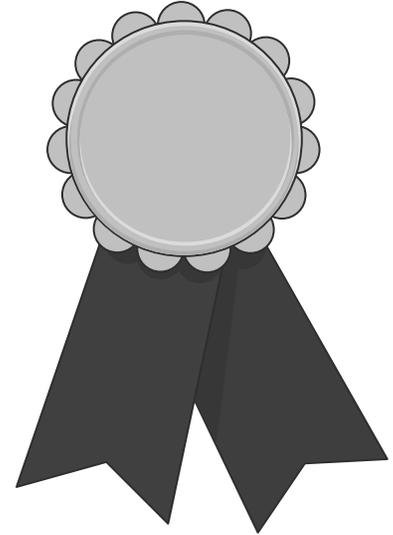
1. Have the students discuss whether they think handwriting is more or less important today compared to the 1880s. How do we communicate today that is different from the 1880s?



The Lower Fox Creek School was built in 1882. Classes were held here until 1930.



#7 WRITING & DRAWING REFLECTING & REMEMBERING



Subjects: Writing

Grades: 4th

Kansas State Curriculum Standards Met:
4th Grade as follows

Writing

Standard 3, Benchmark 3: The student uses ideas that are well developed, clear, and interesting.

Standard 3, Benchmark 4: The student will use organization that enhances the reader's understanding

Standard 3, Benchmark 5: The student uses authentic and appropriate voice (writes expressively, writes with an awareness of the reader).

Standard 3, Benchmark 6: The student uses effective word choice.

Standard 3, Benchmark 7: The student uses clear and fluent sentences

Standard 3, Benchmark 9 (Indicator 1): The student writes for a specific purpose and audience.

Communications Skills

By participating in this lesson, students will meet multiple Communications Skills standards.

Duration: 30-45 minutes

Group size: 18 (the maximum number of students that can fit inside the Lower Fox Creek Schoolhouse)

Setting: Indoors

Opening: During this lesson we will look back at what we've done today and use our imaginations to create a special "Memory Treat" of what we did today.

Objectives: The students will be able to use basic writing skills and artistic creativity to communicate what they have learned and their impressions to a target audience.

Materials:

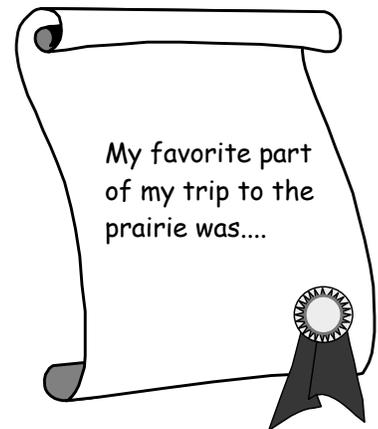
Copybook, pencils, paper

Introduction: Students are to use this lesson as an opportunity to reflect on their entire experience on the prairie and use the opportunity to exercise their creativity.



Procedure:

1. The teacher will lead a discussion with the entire class, recalling some of the day's experiences and ideas before beginning the written exercise.
2. Have the students then write a short letter TO THEMSELVES of at least three to five sentences describing some of what they liked from today's experience.
3. Have the students use vivid descriptions (adjectives) and other creative writing techniques.
4. When the writing portion of the lesson is done (after approximately 15-20 minutes), pass out a blank sheet of paper and spread pencils about the class.
5. Have the students then use the remaining time (approximately 15-20 minutes) to draw a picture of a scene or an item that they would like to remember after they return to school.
6. Have the students write their names on their letters and drawings and hand them in. Let them know that their letters and drawings will be sent to their teacher in two or three weeks. Then when the students receive their letters and pictures at school, they can relive their day on the prairie all over again.



Closure: During this lesson we used our imaginations to write a letter to help us remember our trip to the prairie. We also used our imaginations to draw an interesting picture to help us remember our day in a one-room schoolhouse on the prairie.

Evaluation: The teacher is able to evaluate the students by the words used, the spelling, the quality of the handwriting, the ability to effectively communicate the desired message, and by the relevance of the pictures being drawn.

Extensions:

1. How do we communicate today that is different from the 1880s?
2. How do we make pictures today differently than in the 1880s?

*Inspiration for this lesson came from "Writing a Letter," in Sharing the Joy of Nature by Joseph Cornell.



Activity Sheets for the Lower Fox Creek School Education Program





Activity Sheet A-1

Draw a picture of an animal found on the prairie and an animal not found on the prairie.

Prairie Animal

A large, empty rectangular box with a black border, intended for drawing a prairie animal.

Other Animal

A large, empty rectangular box with a black border, intended for drawing an animal not found on the prairie.





Activity Sheet A-1

What things did you find on the prairie? Draw pictures of three things in each column.
Color each object.

<u>Natural Things</u>	<u>Unnatural Things</u>





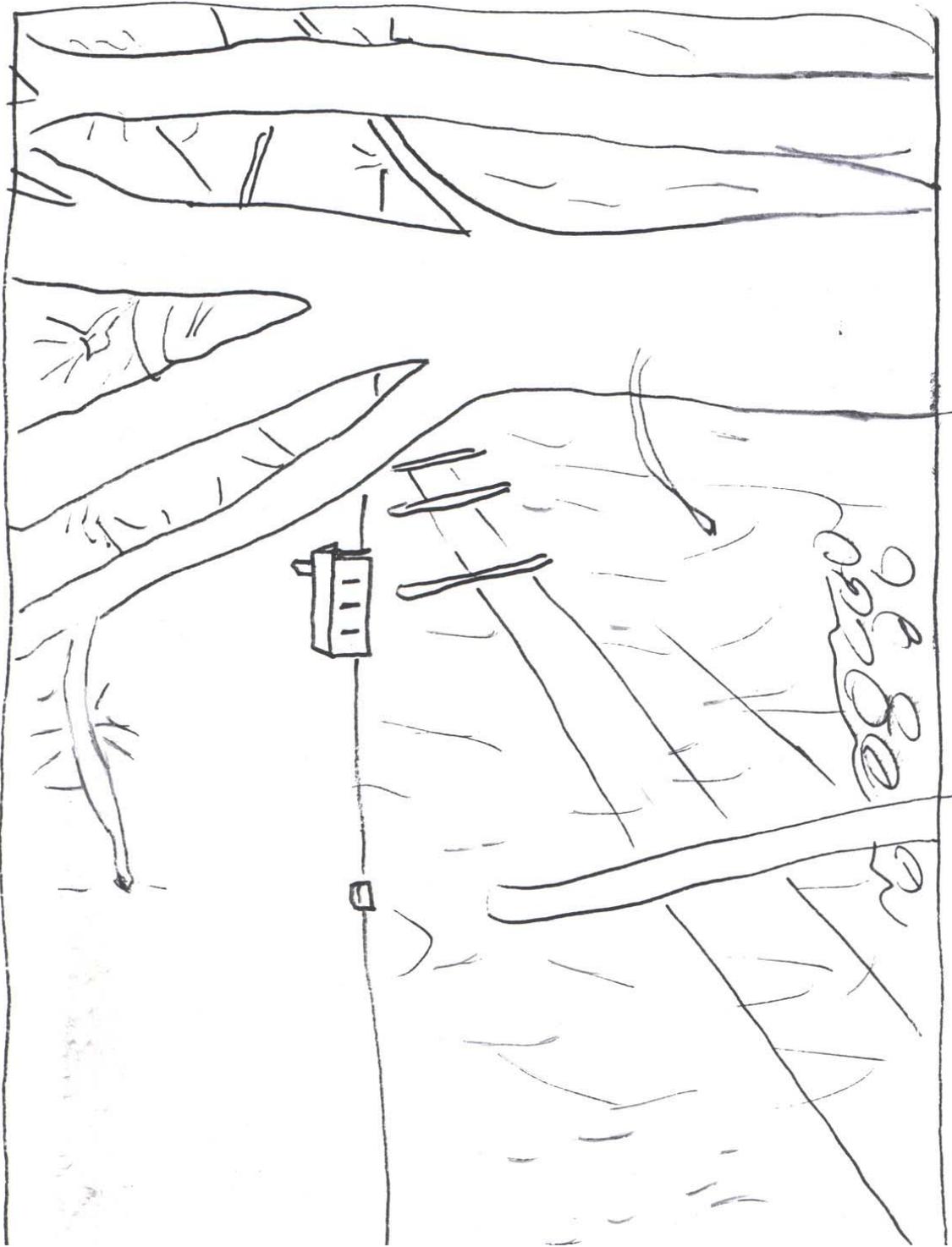
Activity Sheet A-2

Compare how people and other living organisms get food, seek shelter and defend themselves.

<u>People</u>	<u>Other Living Organisms</u>



Activity Sheet A-2







Activity Sheet A-3

Label the state of Kansas and the four states that border Kansas.







Activity Sheet A-3

Compare and Contrast

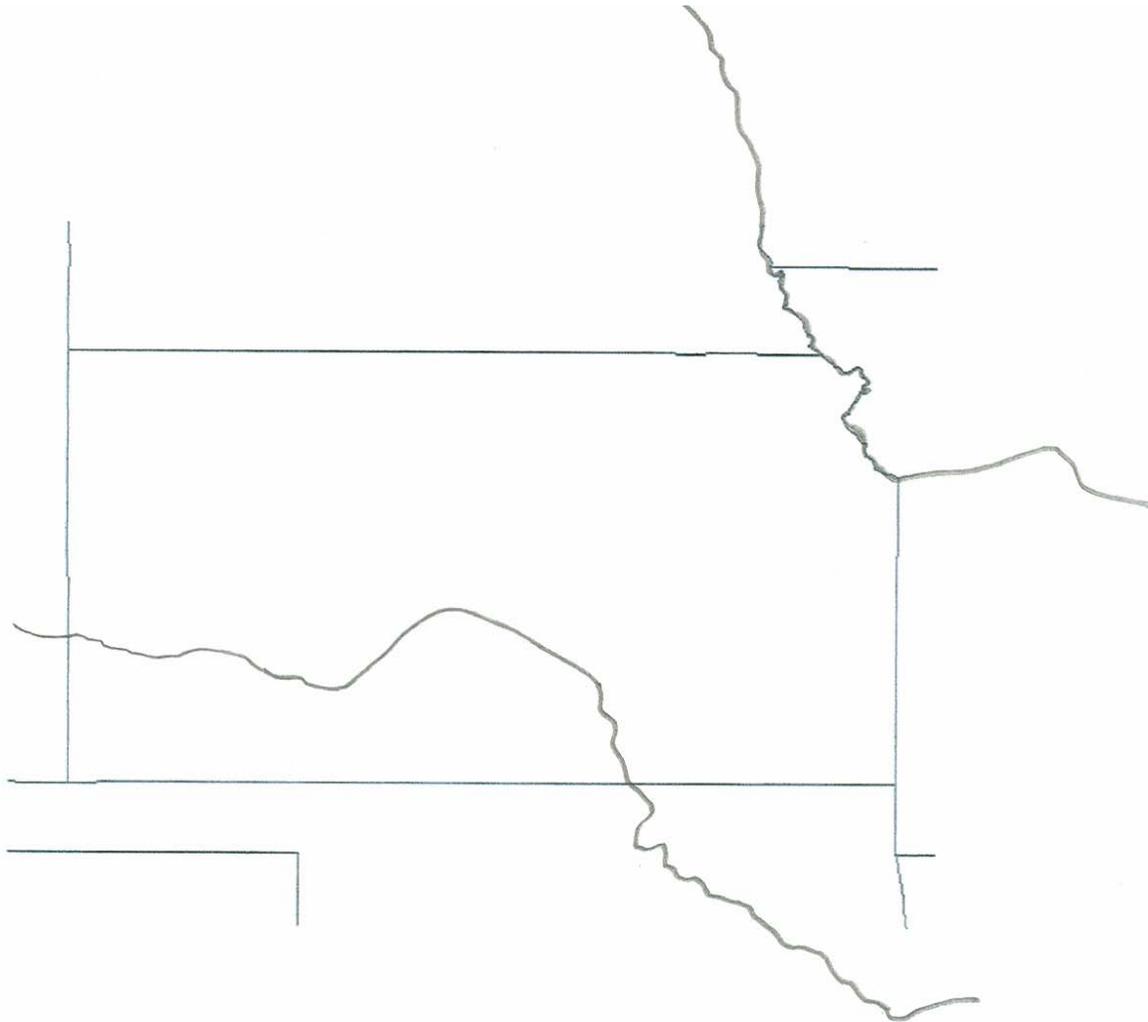
When Stephen F. Jones came to Chase County in 1878, things were very different from today. As you think about what life was like then compared to today, write down your thoughts in the following topics.

Topic	1880s	Today
Clothing		
Food		
Houses		
Use of Animals		
Use of Land		
Trade		



Activity Sheet A-4

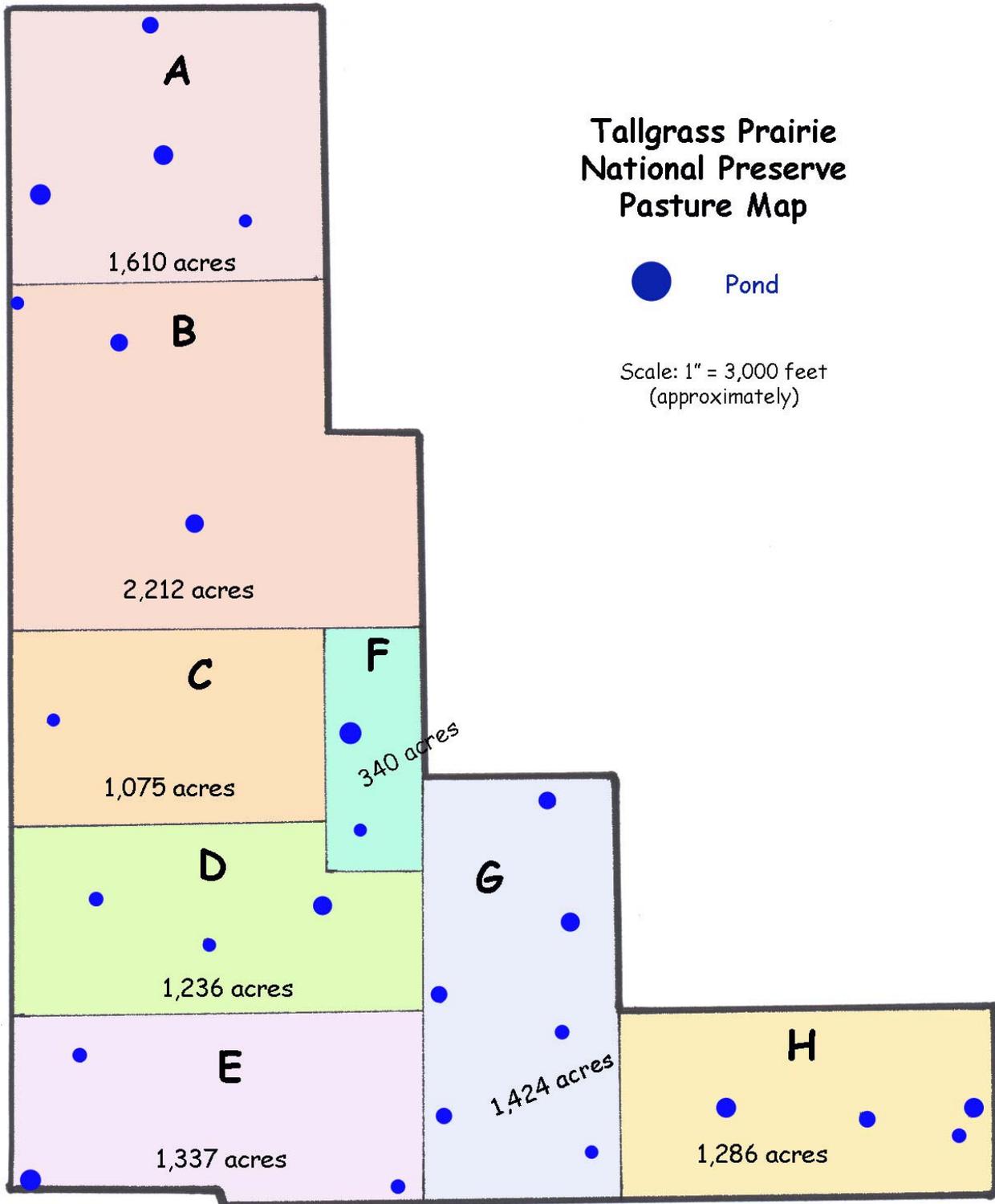
1. Label the Missouri and Arkansas Rivers.
2. Place a star marking the approximate location of Topeka, the capital city.
3. Place an X marking your approximate location today.





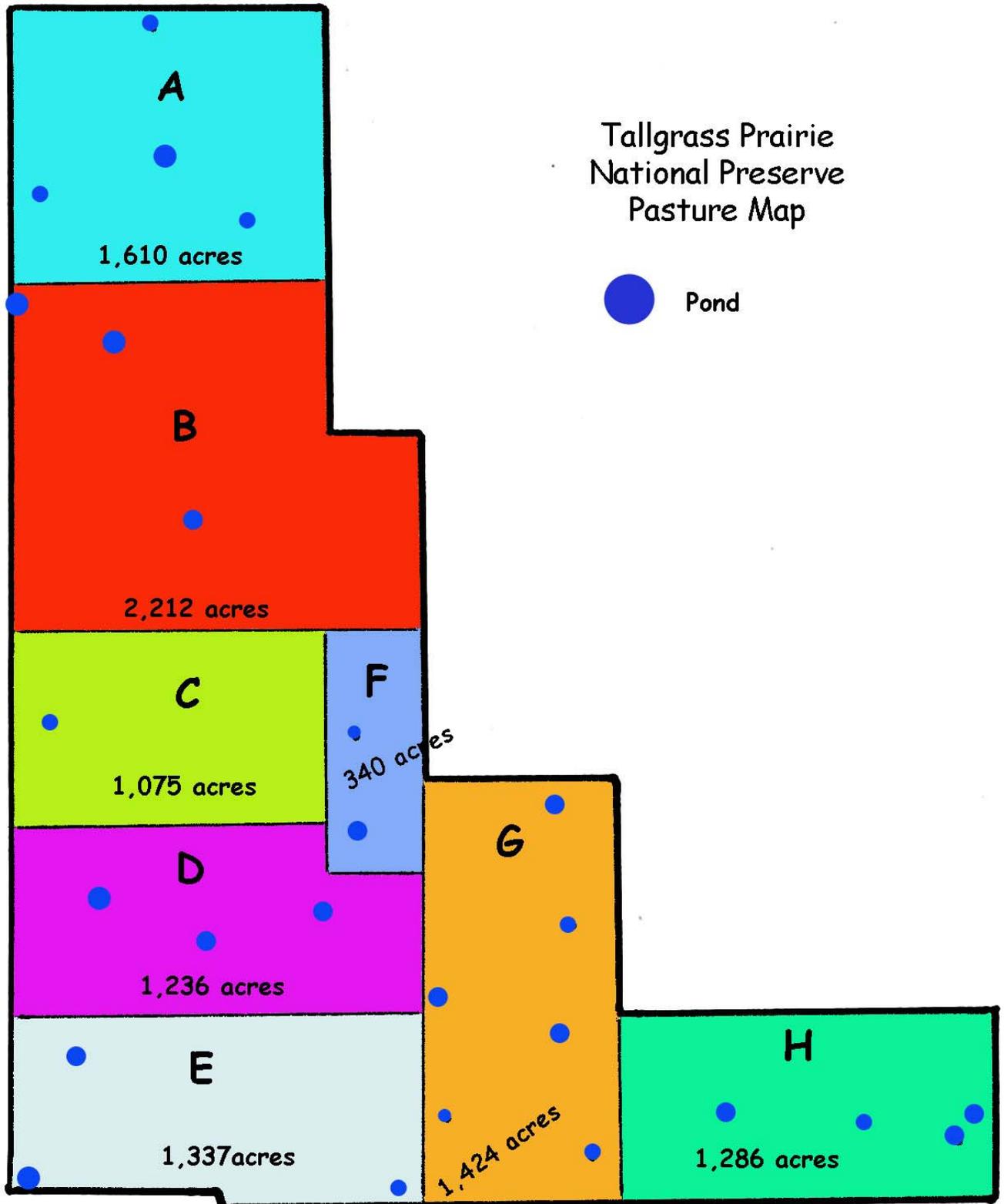


Tallgrass Prairie National Preserve Pasture Map

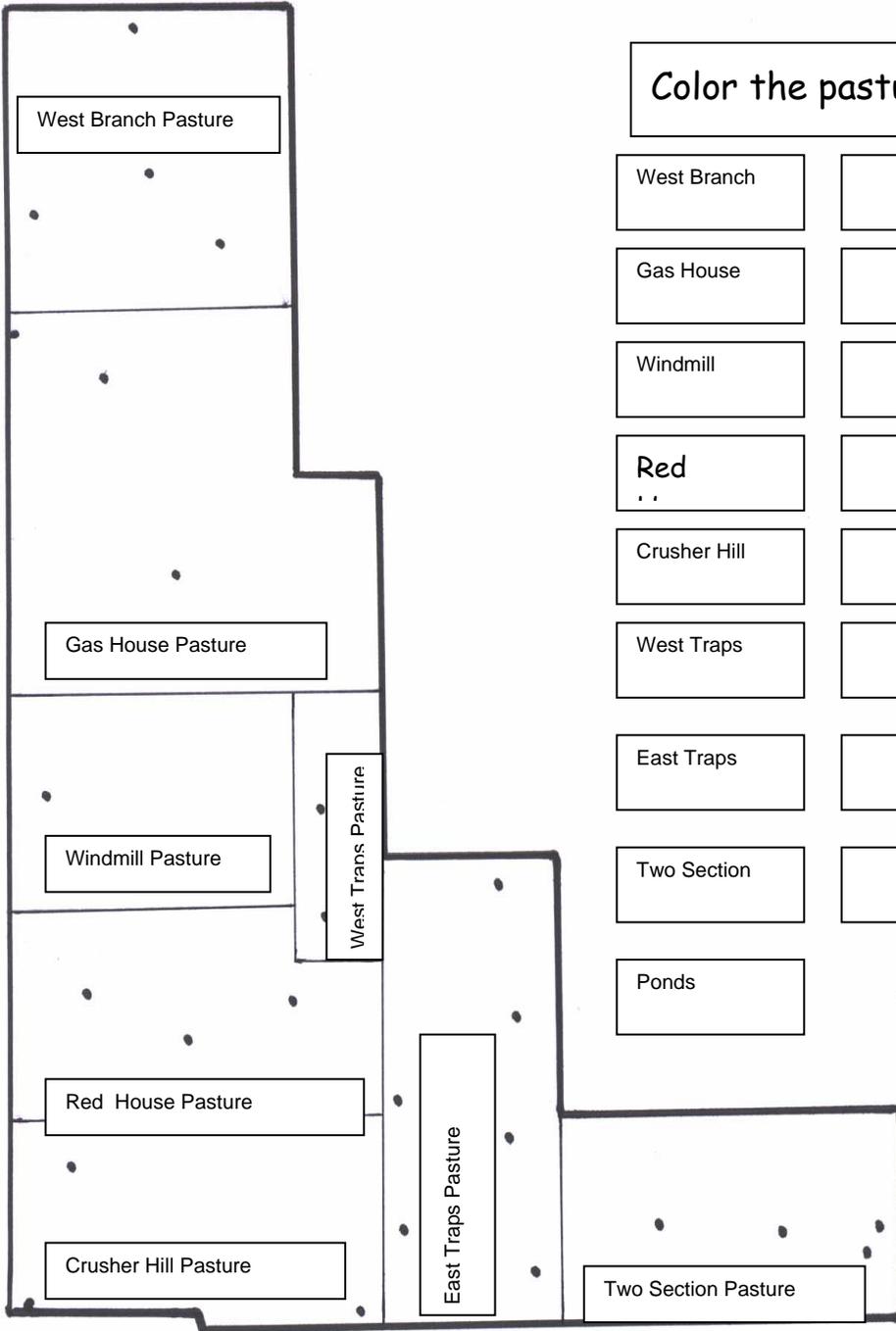


Scale: 1" = 3,000 feet
(approximately)









Color the pastures and ponds

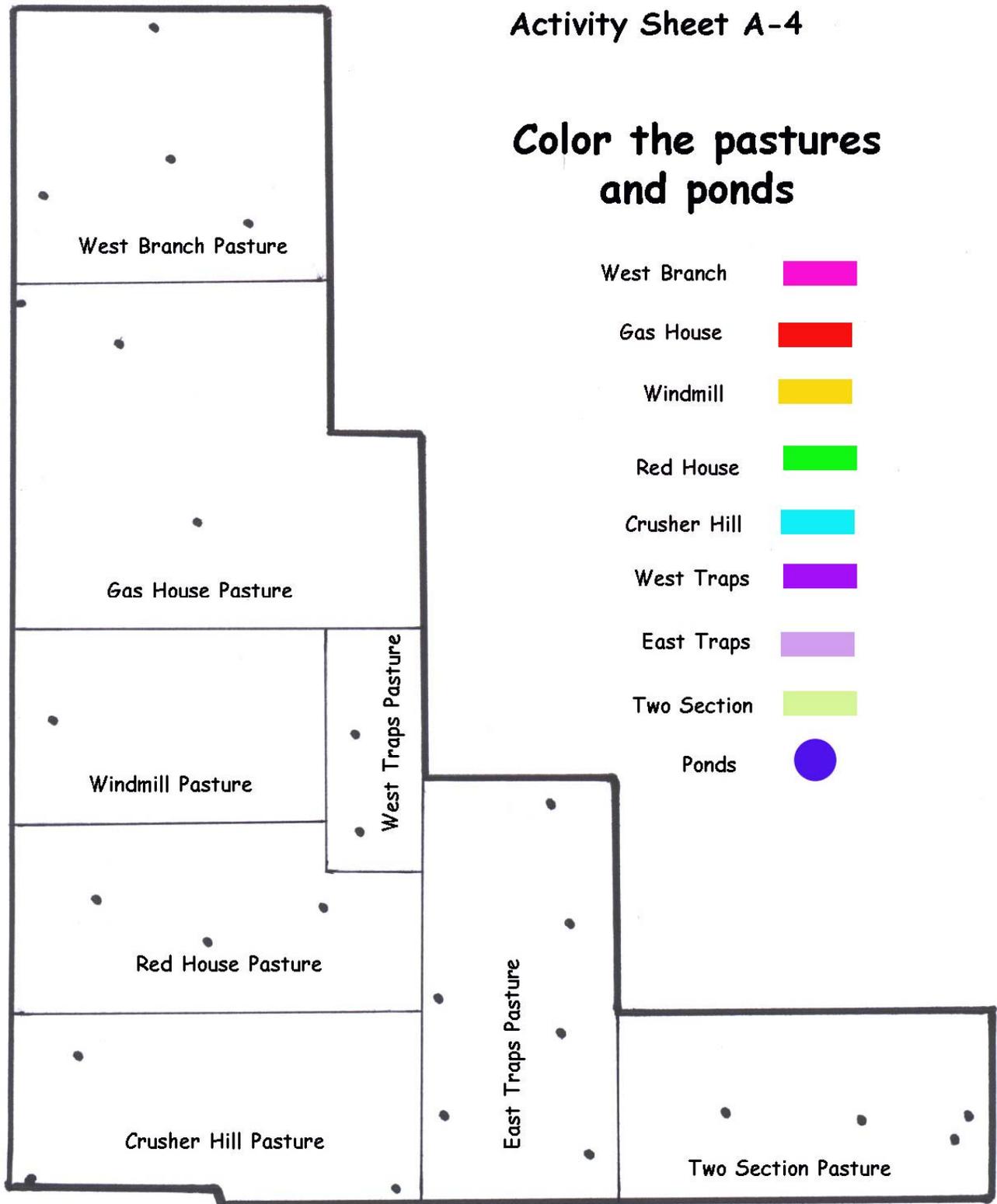
West Branch		Pink
Gas House		Yellow
Windmill		Light Green
Red		Red
Crusher Hill		Light Blue
West Traps		Dark Green
East Traps		Orange
Two Section		Purple
Ponds	○	Dark Blue

Activity Sheet A-4



Activity Sheet A-4

Color the pastures and ponds

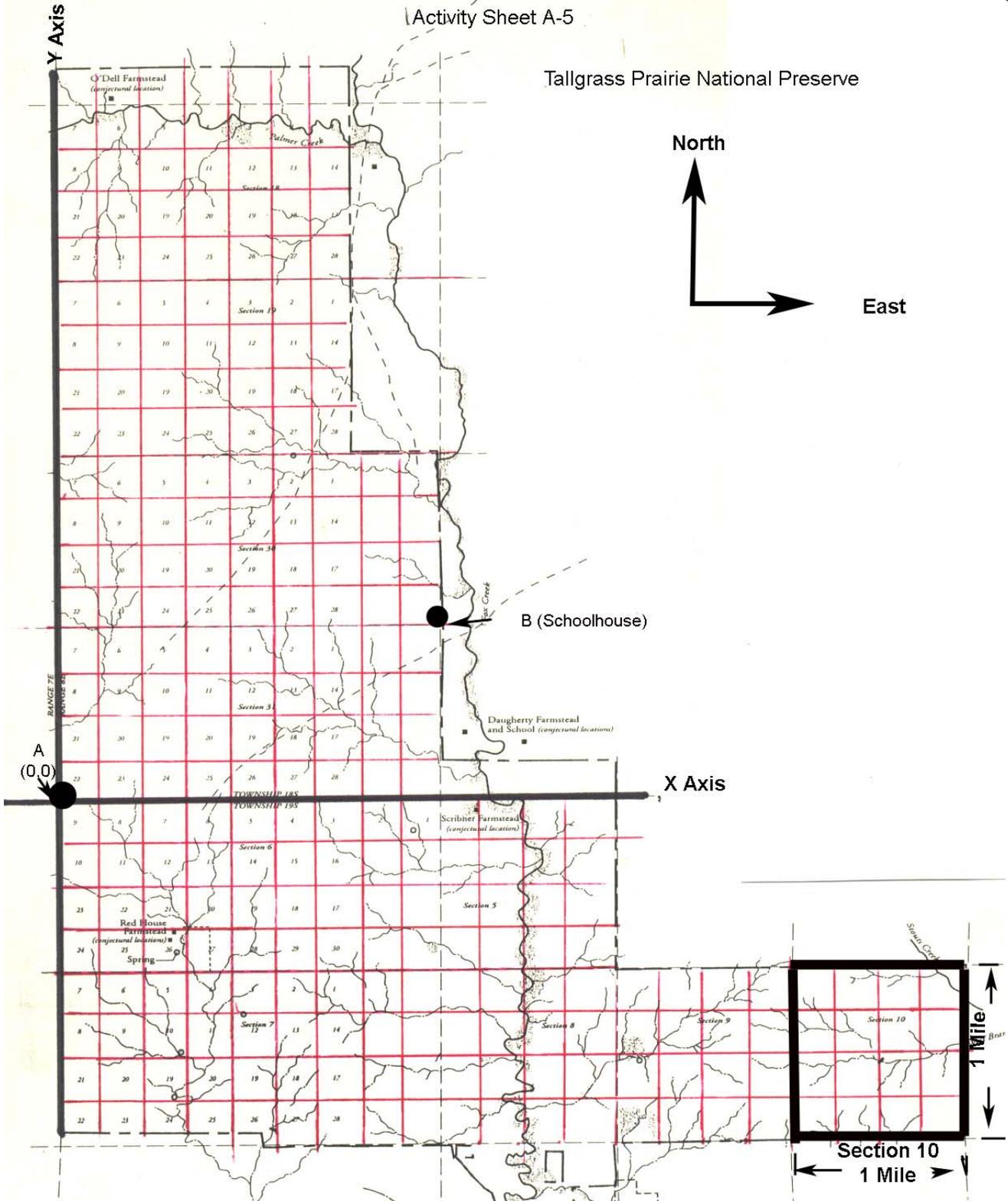






Activity Sheet A-5

Tallgrass Prairie National Preserve







POST VISIT ACTIVITIES

Scavenger Hunt

Spend some time (an hour, day, or a week) identifying, finding or locating these items. Study them closely. Notice all you can about them. Draw a picture of one of the items or write a short story with one of the items in it:

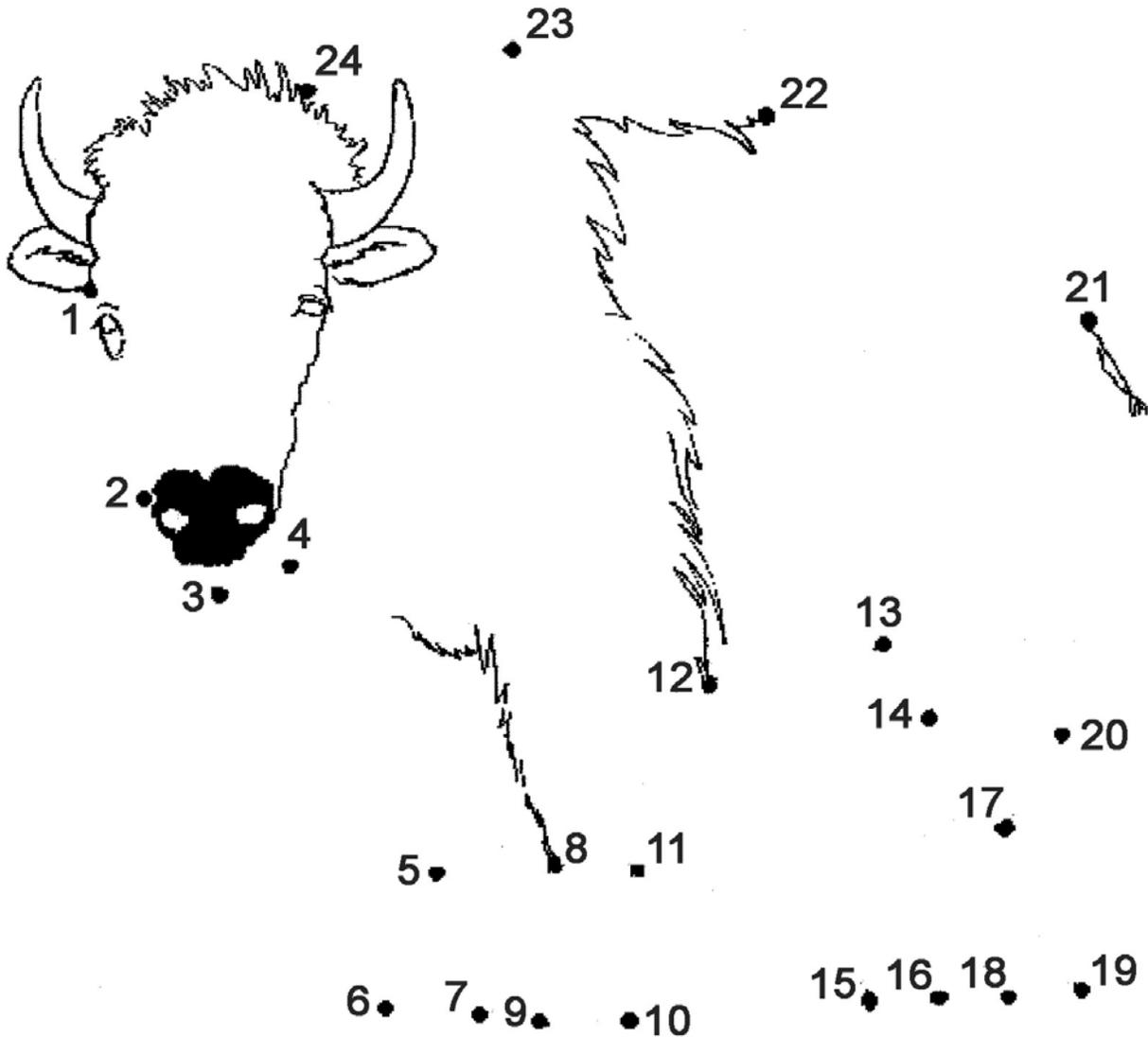
1. A feather
2. A piece of bark
3. An oak leaf
4. A thorn
5. A bone
6. Three different kinds of seeds
7. Something round
8. Part of an egg
9. Something fuzzy
10. A piece of fur
11. Five pieces of man-made litter
12. Something perfectly straight
13. Something beautiful
14. Something that makes a noise
15. Something white
16. Something colorful
17. Something that reminds you of yourself or a loved one
18. Something hard
19. Something soft
20. A big smile

Micro-Hike

Measure out a string 3 to 5 feet long and stretch it over a piece of interesting ground. Take a magnifying glass (or use just your eyes) and imagine you're the size of an ant. Keep your eyes no more than 1 foot off the ground. Creep slowly inch by inch over the ground, taking in all the many details of this tiny world. Imagine what our world must look like to the tiny creatures that live here.

Dot To Dot Picture

Complete the picture to see who once roamed the prairie. Feel free to color in your picture when you're done.

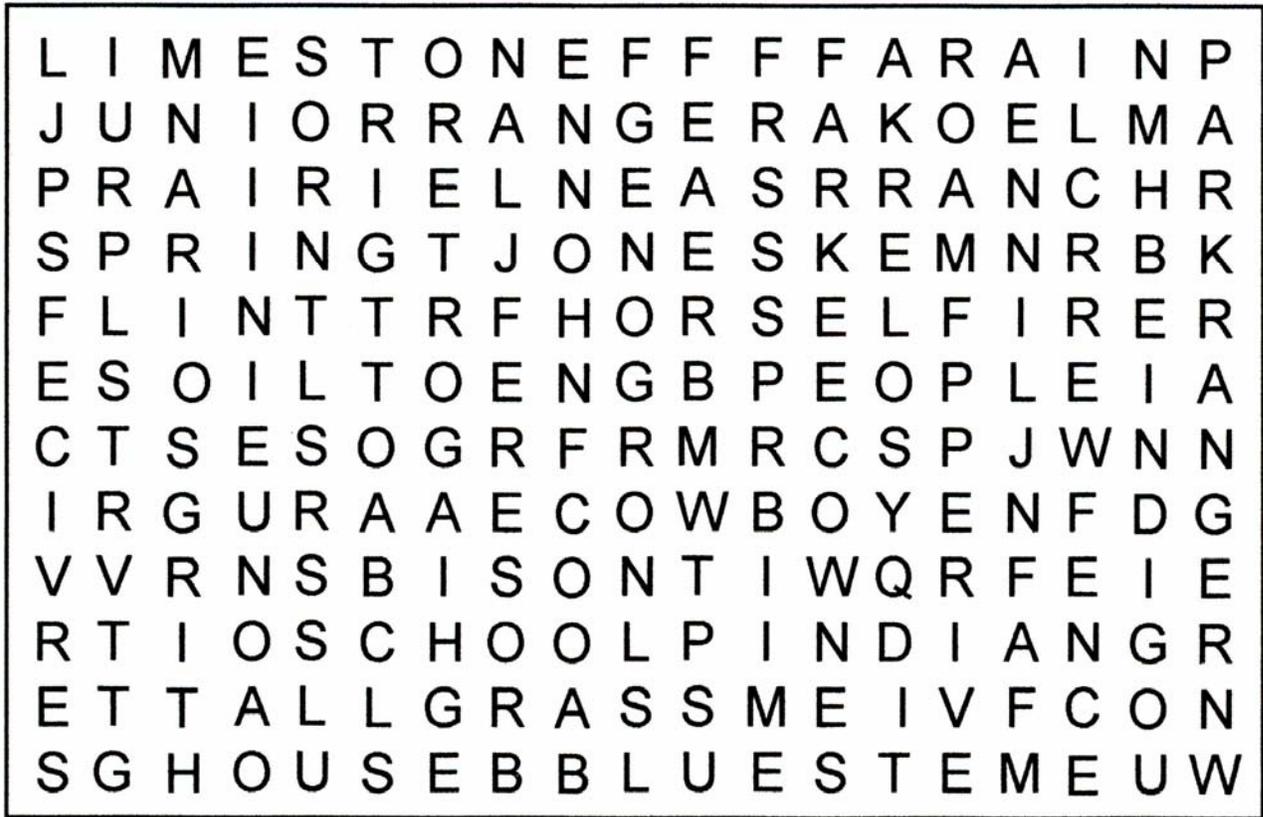


Can you name other animals that no longer live on the prairie? Where might you find these animals today?



Word Search

Find the words in bold print.



Big **BLUESTEM**
TALLGRASS Prairie
National Park **SERVICE**
LIMESTONE
PEOPLE of the Southwind
PARK RANGER
Prairie **FIRE**
JUNIOR RANGER
Stone **FENCE**
Ranch **HOUSE**

BISON
COWBOY
FLINT Hills
PRAIRIE
Spring Hill **RANCH**
BARN
Lower Fox Creek **SCHOOL**
American **ELM**
Kansas Park **TRUST**
Stephen F. **JONES**

FARM
COW
HORSE
RAIN
INDIAN
SPRING
SOIL
Wild **INDIGO**
OSAGE Nation
TIN ROOF

Can you write a story about the Tallgrass Prairie National Preserve using some of the words you found?





PRE-VISIT CLASSROOM ACTIVITIES AND EDUCATION

Daily Opening Exercises

Introduction: This exercise will assist students in understanding how students historically behaved in a one-room classroom setting by practicing in the classroom before the field trip.

Goals: to understand the historic perspective of the school, to identify historical facts and interpretations of those facts, to master procedures for orally sharing observations through simple speech activities.

Procedures:

- Once the teacher rings the small hand bell, all students must be seated silently, their feet flat on the floor, backs straight in the seats, and hands folded neatly on top of their desks.
- Next the teacher asks the students to rise for the Pledge of Allegiance (to the thirty-eight star flag.)
- During the pledge, the teacher and adult volunteers deliberately omit the words "under God" which were added in the 1950's.
- When students are again seated, the teacher can lead a short history discussion using some of these sample questions:
 - Why are there only thirty-eight stars in this flag?
 - Which states were still territories in 1884?
 - How old was the Pledge of Allegiance in 1884?
 - When were the words "under God" added to the pledge?
 - What other patriotic symbols do you see in the room?
 - How is this schoolroom different from the one where you normally attend class? Why?
 - What purpose did the water bucket serve?
 - Why do we not share drinking cups in modern schools?

Recitation and Evaluation:

When responding, the student must raise his or her hand and wait to be recognized. Then he will stand, address the teacher as "M'am" or "Sir" as appropriate, and finally give his oral response. This method is to be used throughout the school day, as it was a century ago

Closure of Opening Exercises:

In the original one-room classroom, students and teacher would end with a patriotic song such as "America" or "The Star Spangled Banner." The day then would follow the assignments on the chalkboard or written in the individual student's copybook the afternoon before.



Course of Study with the McGuffey's Eclectic Readers

By Hazel Clauter and Janice Byrne

The *McGuffey's Eclectic Readers* were first used in 1836 and are still considered as one of America's most famous teaching tools. The revised edition with the 1879 copyright date, available in facsimile at Lower Fox Creek School, may not have been done under the original author, W.H. McGuffey, but it was developed out of the same concept as the earlier editions. In every level from Primer to Sixth Reader, pupils are bombarded with a steady stream of moral lessons including kindness to animals, adherence to Christian principles, allegiance to country, good manners, and consideration of others. The virtues presented to American youth were the prime values in which Americans professed to believe.

One reason for the popularity of the *McGuffey's Readers* was that reader level and age (or grade level) were not synonymous. This was especially true in the nineteenth century as students took time off for farm chores. For example, the *Third Reader* has a story title "Beware of the First Drink," suggesting that a fifteen or sixteen year old student might get no further than the *Third Reader*. Another reason for the books' popularity was the logical progression from simple to more difficult material. From the *Primer* upward, new words were presented so that the child gained an ever widening vocabulary. With pictures abounding, the books were visually interesting.

The title word *Eclectic* means that the stories and rhymes were culled from a wide range of literature. Thus the selections included poetry and prose selections about history, philosophy, and science. Spelling and penmanship exercises were included as were phonics charts and tables showing the use of punctuation marks. Books were routinely read aloud, so there was concern for enunciation, syllabification, and the use of diacritical marks to achieve them were emphasized. Today's students often comment that they are surprised by the wide variety to be found in these texts of yesteryear.

Both the *McGuffey's Eclectic Readers* and *The McGuffey's Eclectic Spelling Book* are available in facsimile at better bookstores, through catalogue order houses, and on-line. Lower Fox Creek School has five sets of both texts for visiting classes to use.

(Jackie Norland and Joanne Thompson contributed the selections from McGuffey's for these lesson plans.)

Reading Sample Lesson Plans *McGuffey's Eclectic Educational Series*

Goal: to have the students experience reading instruction as it was done circa 1900.

Materials:



McGuffey's Eclectic Educational Series, Revised Edition. New York: American Book Company 1907-1921. [Facsimile series]

Procedures:

- Select the levels of *McGuffey's Readers* appropriate to the students' reading levels in the class. For example, students reading at third grade level would use *McGuffey's* level one or two. Those at or above fourth grade level might use *McGuffey's* level three or four. Adult volunteers might be assigned *McGuffey's* level six, which is high school level literature.
- Divide the class into three or four groups, with no more than eight children in a group and with no one working at or above his frustration level.
- Assign from these passages:
 - Primer*: study and read aloud pages 16 & 17
 - First Reader*: lesson XXIX, pages 36 & 37
 - Second Reader*: lesson XXI, pages 46 -48
 - Third Reader*: lesson III, pages 18 -19, or lesson XXIV, pages 62-64.
 - Fourth Reader*: lesson III, pages 29-34, or lesson XXXIX, pages 110-112.
 - Fifth Reader*: lesson III, pages 44-48, or lesson XI, pages 63-66.
- Assign seat work from *Spelling Books*, copy work and memorization of "Memory Gem", and math problems on chalk board for students to do when they have finished their silent study of the reading lesson but are not in the recitation group.

Recitations and Evaluations: Meet with each group or assign adult volunteers to meet with some of the groups. Hear the oral recitation from each group. At the end of the reading period, have "older students" check the seatwork.

A Choral Exercise

Goal: To have students experience reading aloud in unison for pleasure.

Procedure: Using the same reading groups as in the above reading exercise, have students prepare "Song of the Bee" from *The Second Reader*, pages 49-51; and "The Blacksmith" from *The Third Reader*, pages 38-39. Have "older students" help each group with pronunciation and practice.

Recitation and Evaluation: Call in turn each group to the front of the room for the reading in unison. Applaud.

Note: This is especially fun if the adult volunteers are assigned a poem from *The Fifth Reader* or *The Sixth Reader*.

(Hazel Clauter developed this lesson.)



A Blab School Exercise

Goal: to recognize different purposes for reading, experience a different mode of reading, and to develop coping strategies when interference takes place.

Materials:

- *McGuffey's Eclectic Educational Series, Revised Edition*. New York: American Book Company, 1907-1921.
- Memory gem from earlier in the day.

Procedures:

- Ask each scholar to select a passage from whichever book he or she has been assigned, and/or the memory gem.
- At the signal, everyone is to begin reading *quietly* aloud from the selected passages. At the next signal, all are to stop reading.

Recitation and Evaluation:

- Discuss problems pros and cons of this style of "blabbing". Discuss strategies for overcoming distractions.
- Explain how this technique was used to insure that all students were actually reading from the various texts.
- Scholars should evaluate the success or failure of the activity.

(Ann Werhane contributed to this lesson.)



The Multiple Level Reader Classroom

By Janice Byrne

Research of records from one-room schools across the Midwest indicates that during the end of the nineteenth and beginning of the twentieth centuries, the student population ranged in age from six to seventeen years, with the median age at ten and a half. Typically, all students began at the primer or first reader level regardless of chronological age upon entering school and progressed through the reader levels with several students in the same reader regardless of age. As a result, it was fairly common for students (or *scholars* as they were then called) to be grouped into three or four reader levels for instructional purposes. Additionally, the levels would often vary for reading, arithmetic and spelling instruction.

Therefore, for student visitors in the twenty-first century to savor the tone of a day in a one-room schoolhouse, it is important that three or more reader levels be represented. To achieve this, the teacher should divide the group and arrange to have accompanying adult volunteers serve as "eighth graders" who will mentor the scholars during the seatwork portions of each study period. The teacher can then assign work from the readers, spellers and arithmetic texts by the respective levels, keeping in mind that an individual student may be placed in a different level for each of the subjects noted above. In turn the teacher will call each group up to the teacher's desk, chalkboard, or recitation bench for the recitation period.

It is important for both the teacher and the students to note that neither the levels of the *McGuffey Eclectic Readers* nor the *McGuffey's Eclectic Spelling Books* match grade equivalency levels of the twenty-first century. Indeed a typical rural school scholar might never progress beyond the third level reader. Thus when planning for the day, the teacher must select materials which are appropriate for the students in the groups, keeping in mind that the selections in the fifth and sixth level readers represent works studied in high school classes today.

Similarly, arithmetic texts were also considered Readers and arranged by level. It was entirely possible for a scholar to be at a different level in his arithmetic work than in reading or spelling. Much depended on what books were available during the terms in which the student happened to be enrolled and on how many other scholars were capable of working at the same level. If a scholar was the only one in his particular level, chances were good that he would receive instruction at a lower level or in a different subject matter area. Furthermore, in the nineteenth and early twentieth centuries, mental math was the norm. Students would drill and recite, copy and solve, listen and calculate without the aid of electronic or mechanical devices. Since many never progressed beyond the third arithmetic level reader at age ten or eleven, mastery of basic mathematical operations had to take place at a very early age lest youngsters lack the requisite skills for entering the world of work.



Arithmetic with a Slate and Slate Pencil

One activity students have enjoyed involves such reader level work in arithmetic.

Goals: to solve problems using different operations; to compute using slate and slate pencil.

Materials:

- Chalk board
- Slates
- Slate Pencils
- Erasers

Procedures: The teacher writes six to ten single and double-digit problems on the chalkboard, the easiest coming first and the most difficult coming last. For example:

$$\begin{array}{cccccc} 1. & 5 & 2. & 14 & 3. & \begin{array}{c} 2 \\ 4 \end{array} & 4. & 37 & 5. & 50 & 6. & 79 \\ & 4 & & 7 & & 6 & & 29 & & 44 & & 63 \end{array}$$

The teacher then instructs the students:

First reader group, find the sums of problems numbers one through six.

Second reader group, find the differences of problems one through six.

Fourth and fifth reader group, find the products of problems one through six and prove your work.

If you need help, raise your hand.

Recitation and Evaluation: After several minutes the teacher then calls forth each grade separately to recite the answers for the assigned operation. By taking turns, each student states one or two responses orally. Of course, other children may be listening (and learning) as every grade is called to recite. Students enjoy the exercise because it not only calls for different mathematical operations, but also gives practice with slate and slate pencil. And the "eighth graders" may have to go back in their memory banks to recognize the terms *sums*, *differences*, and *products*.



Textbook Arithmetic Lesson

Because most of the students visiting Lower Fox Creek School are in grades two through four, the multiple levels of arithmetic study typically achieved in a one-room school are less distinct than at the turn of the last century. However, to carry out the multiple level plan already laid out for reading and spelling instruction, the teacher can divide the class into two levels and assign work from the photocopies of antique text books kept at Lower Fox Creek School.

Goal: To practice addition and subtraction skills.

Materials:

- **Level Two:** John C. Stone, *The Stone Arithmetic, Primary*. Benj. H. Sanborn and Company. Exercises in Subtraction, p. 15.
- **Level Three:** John C. Stone, *The Stone Arithmetic, Primary*. Benj. H. Sanborn and Company. Practice in Addition, p. 164.

Procedures:

- **Level Two:** Do numbers 1 and 2 as shown on your slate. Do numbers 3 – 30 in your copybook. Do number 31 aloud with a partner.
- **Level Three:** Do numbers 1 – 18 in your copybook.

Recitation and Evaluation:

- **Levels Two and Three:** Recite responses to items as directed by the teacher.

(Thanks to Hazel Clauter for ideas in this lesson.)



Spelling: Homophone Exercise with *McGuffey's Eclectic Spelling Book*

Goal: to practice and develop spelling, vocabulary and sentence structure skills at an appropriate skill level.

Materials: *McGuffey's Eclectic Spelling Book, Revised Edition*. New York: Van Antwerp, Bragg & Co. 1879. [Facsimile copy]

Procedures:

- Select from the facsimile texts a lesson for each of the reader levels previously determined for the day of the visit: 59, 60, 84, 85, 171, 172, 173, and 174.
- Assign students to copy words and definitions either on their slates or in their copybooks and to study each word carefully.
- Announce that there will be a large group activity at the end of the study period using the words in the spelling lists.
- At the end of the study period (fifteen minutes or so) do one or both of the following activities.
- **Homophone – A word pronounced the same as another, but differing in meaning, whether spelled the same way or not. Example heir and air**

Recitation and Evaluation:

Teakettle

Scholars use the list of homophones from *The McGuffey's Eclectic Spelling Book*. Each then makes a sentence, substituting the word “teakettle” for the homophones in the spelling list. For example, "My *teakettle* is a little *teakettle* because he has a cough." A classmate must then correctly guess and spell the answers *horse* and *hoarse*. That scholar then takes a turn. By listening to the responses of different level scholars, the teacher reinforces learning in the same manner as in the one-room schoolhouse.

(This game is attributed to Lois Divine, St. Charles, Illinois, who played it as a girl.)

Spelling Bee

Scholars close their *Spelling Books* and copybooks or erase their slates. All stand. The teacher reads from each of the assigned lists, mixing reader levels, and providing correct sentences for each homophone. In turn, the individual scholar must correctly spell the word from his or her spelling list. Anyone who fails to spell a word correctly is "out" and must sit down. He or she does not get another turn. The last scholars standing when all words on their respective lists have been exhausted are the winners and may be awarded with a prize if the teacher so desires.



Handwriting

Goals: to practice handwriting with slate and slate pencil, to learn the importance of good handwriting a century ago, to practice writing words from specific letter choices.

Materials:

- slate
- slate pencil
- eraser rag
- chalkboard and chalk

Procedures:

- Explain the importance of good handwriting in an age without computers. Explain how good handwriting (or penmanship) was required for many jobs, including secretarial and bookkeeping positions. It often was the key to employment.
- Have children clear desk of everything except the slate, slate pencil and eraser rag.
- Instruct children that they will need five lines of writing on one side of the slate.
- *For line one, make a continuous line of short loops. This is the cursive letter e.* (Demonstrate on chalkboard.)
- *For line two, make a continuous line of tall loops. This is the cursive letter l.*
- *For line three, make a continuous line like tiny corn stalks growing early in the season. Dot the top of each stalk. This is the cursive letter i.*
- *For line four, make a continuous line of taller cornstalks. Cross each one close to the top. This is the cursive letter t.*
- *Finally write on the last line as many words as you can that are spelled with only these letters.*

Recitations and Evaluations:

- *What words have you written? Can you spell them for me?*
- Have adult volunteers or "older scholars" check slates for correctness.

(Thanks to Ann Werhane for ideas for this lesson.)



Language Study

The following lesson is adapted from Lesson 131 (page 75) of Gordon A. Southworth and F. B. Goddard, *First Lessons in Language*. Boston: Leach, Shewell, and Sanborn, 1891.

Goals: To use research materials to locate information and to incorporate that information into a coherent paragraph.

Materials:

- Tallgrass Prairie National Preserve internet site
- Lower Fox Creek School grounds and building
- List of building and grounds features provided below

Procedures:

- Before visiting Lower Fox Creek School, brainstorm questions about the building, site and historic context. List these in writing on chalkboard and have children copy for future reference.
- Before visiting Lower Fox Creek School, log onto the park website (www.nps.gov/tapr). Have students locate answers to questions formulated earlier during the brainstorming session.
- On the day of the visit to Lower Fox Creek School discuss:
 - The fence around the school yard
 - The locations of the privies
 - The two entrances to the classroom
 - The desks and the reasons for their arrangement
 - The stove and its use
 - The slates and slate pencils
 - The dunce stool
 - The textbooks
- Assign scholars to write a one paragraph description of either the interior or exterior of Lower Fox Creek School in their copybooks. Specify that the paragraph must be at least five sentences in length.

Evaluation and Recitation: When finished, ask several scholars to stand and read the paragraph aloud. Check for correct English mechanics, especially sentence structure.

(Joanne Thompson of St. Charles also contributed to this lesson.)



Geography Lesson

Goal: To encourage map study; to learn the names of major rivers and the boundaries of the State of Kansas.

Materials:

- A wall map of the United States or a globe.
- Tarr and McMurry. *Geography, Second Book*. Kansas: The Macmillan Company, 1910. (Facsimile copies of the text are available at Lower Fox Creek School.)

Procedures:

- Call the attention of the class to the globe or map displayed.
- Ask selected questions in “Geography of Kansas” appendix pages 21 – 23.
- Permit the scholar to raise his hand, stand when called upon, and then to recite his response.
- Praise or correct as appropriate.
- Using the photocopied sketch of the state of Kansas:
- Have scholars label all states and territories forming Kansas boundaries.
- Label the Missouri and Arkansas Rivers.
- Place a star marking Topeka, the capital city.

Evaluation:

- Check for correct labeling of Nebraska, Missouri, Indian Territory and Colorado.
- Check for correct labeling of the Missouri and Arkansas Rivers
- Check for placement of Topeka near middle of state.



What, No Science Lesson?

By Janice Byrne (with adaptation for Kansas)

Years ago, students in rural elementary schools were exposed to very little scientific inquiry. One may ask why, but the answer is relatively simple. Because the students were usually farm children, they learned the principles of biology, meteorology and physics at home. For example, former Lower Fox Creek School students describe learning about the relationships of weather and crops from their earliest years, and of helping with planting before they were old enough to enter school. Others describe how a tire swing taught them about the period of the pendulum and--a pitchfork, the mechanical advantage of a first class lever.

All that has changed today, as Kansas becomes increasingly urban and suburban. Therefore it is important for children attending a day at Lower Fox Creek School to experience its rural character. Here are some simple activities teachers have provided for this purpose:

- Have the bus driver drop off the students at the barn so they can see the rural setting and walk to school. Ask them to observe sights and sounds enroute.
- Take a short field trip--literally into the field surrounding the schoolyard. If you come early in spring, talk about why the field has been burned. Later, identify native prairie plants found there. Compass plant, big Bluestem, and coneflowers are easily located.
- Watch for wild life. Common Nighthawks are frequently seen summer residents, often dozing on fence posts or rocks during the day; Coyotes are the largest members of the dog family in Kansas and are the most vocal of all North American mammals – they are probably best known for their high pitched howl; The ornate box turtle is our state reptile, they live in a variety of habitats and can often be seen crossing roads; red tail hawks hunt field mice and rabbits; and deer graze freely nearby. (Bring field guides.) What do you see? Where? Describe the identifying characteristics and behaviors.
- Watch the weather. Chart the temperature throughout the day. (Bring your own thermometers.) How does the temperature change? Why? What other weather phenomena does the class observe? Is it always windy at Lower Fox Creek School? Why?
- During the lunch break, take a short hike to observe different flora. Discuss how and why the bottomland is different from the prairie, for example.
- Go through curriculum to discuss how different cultures have utilized plants and animals found at the forest preserve. For example, Native Americans processed acorns as a major food source, used moth mullein as a moccasin liner, and drank an herbal tea made from sumac berries.
- Record observations in the copybook.



Tallgrass Prairie National Preserve

Education Program Evaluation

We are evaluating our education program at the Lower Fox Creek School. We would appreciate your comments and suggestions concerning your visit to Tallgrass Prairie National Preserve.

Grade Level of Students _____

School Name _____

Teacher Name _____

1. How did you become aware of our Lower Fox Creek School education program?
Previous visit _____ Newspaper _____ Another teacher _____ Other (Explain)
2. Was the information in your pre-visit package helpful? Yes _____ No _____ Is there any other information that needs to be added?
3. Was the Curriculum-Based Education Program booklet useful?
4. What did you like about our education program?
5. Was the program what you were expecting?
6. Can you suggest any improvements?
7. What would you like to see in the future?
8. How does this program tie to your curriculum?
9. Did you find the program appropriate to your grade level?
10. Was your group able to see and hear adequately? Yes _____ No _____ If no, please explain.
11. Were the employees and volunteer pleasant, professional and helpful during your visit? Yes _____ No _____

Comments?

Please add further comments on back.

Thank you for your time and cooperation in completing this evaluation. Please return it to us in the envelope provided. We look forward to seeing you again.