

## **Role Play:**

**During their visit, students will be role playing as actual scholars who attended the school. It is important for students to know that they will step back in time to experience life as it was in 1881. The schoolmarm or schoolmaster will not understand references to history, vocabulary, and concepts after 1881.**

**modern**



**outhouse**



## **Health Issues:**

**There will be a first Aid Kit available in the building. The teacher will be responsible for any individual needs of students visiting the school.**

**The modern restrooms are located outside in a separate building. There is also an authentic outhouse (not for use) for the children to look into by the walk from the bus. There would not have been tissues for students in 1881 but there will be a box of tissues if needed. Students can be encouraged to bring cloth handkerchief if needed.**

## **Individual learning needs:**

**Please help seat any student with hearing or vision disabilities toward the front of the room. The school and bathrooms are wheelchair accessible. Let the schoolmarm or master know of these needs when you first arrive.**

**Teachers will be asked to select a McGuffey Reader for each student. Please select one appropriate for the reading level of each child. These readers tend to have higher reading levels than are found in today's textbooks.**

**Because each one-room school had children of many different levels some children who don't mind a little teasing should be given the first levels of books.**

## **Size of Groups and Length of School Day**

**The full capacity of school groups is 30 with a limit of 3 adults, unless otherwise arranged.**

**The average length of time for a program is from 9:00-9:30 to 1:00-1:30 depending on the specific transportation situations. Times can be flexible to meet the needs of the school's schedules.**

### **Typical School Day**

The day will start with the reciting of The Golden Rule. The rest of the day will include but not be limited to explanations of the school rules of 1881, opening exercises, roll call, reading, arithmetic/ciphering, penmanship, geography, elocution, and orthography (spelling bee). Lunch and recess will be conducted as in 1881.

The Indiana Social Studies Academic Standards that will be covered by grade level are listed in this booklet. The new common core curriculum guides will be included when finished by the State.

Adult and other civic groups may come for a short program of approximately 1 and 1 1/2 hours, with time arranged to meet the needs of the group. Programs can be available for day or evening. Civic groups are also welcome to bring in boxed lunches or treat from the 1880's.

### **School Rules:**

The schoolmarm or school master will expect students to follow the rules of the One Room School. Strictness was practiced, because in 1881 their parents and community expected students to respect the authority of the educator. It is the responsibility of the attending teacher to assist with the discipline and they may be asked to remove the student from the school to wait outside or in the bus.

### **Photography and Technology:**

Photography is encouraged. The schoolmarm or schoolmaster may even suggest a good opportunity by gesturing. Audio and video recordings are not permitted, this interferes with the living history experience. Please leave cell phone and pagers sounds turned off and step away if any calls are absolutely necessary.

### **After your visit:**

You will be given evaluation forms. We would appreciate feed back to continually improve our program.

Thank you for selecting our program as a field trip for your class or group.

The following standards are generally covered in a typical visit to the Howard One Room School. The program is recommended for students in third and fourth grade with modifications made for groups having multiple ages. It is not appropriate for pre-school children. Please notify the school coordinator if you have specific topics related to these guidelines that would be good to have emphasized with your specific class. The new common core of curriculum will be added when the state is through with the social studies section.

### **Third grade**

#### **History**

Historical Knowledge 3.1.1, 3.1.2, 3.1.3, 3.1.4  
Chronological thinking, Historical Comprehension 3.1.7  
Roles of Citizens 3.2.5, 3.2.7  
The World in Spatial Terms 3.3.2  
Places and Regions 3.3.4  
Human Systems 3.3.8, 3.3.9  
Environment and Society 3.3.10, 3.3.11

#### **Geography**

The World in Spatial Terms 3.3.1  
Human Systems 3.3.9  
Environment and Society 3.3.10  
**Economics** 3.4.2, 3.4.2, 3.4.3, 3.4.4, 3.4.6, 3.4.8

### **Fourth grade**

#### **History**

Historical Knowledge American Indians 4.1.1, 4.1.2  
Statehood: 1816-1851 4.1.6, 4.1.8, 4.1.9  
Chronological Thinking, Historical Comprehension, Analysis and Interpretation 4.1.16, 4.1.17, 4.1.18  
Roles of Citizens 4.2.7, 4.3.8

#### **Geography**

The World in Spatial Terms 4.3.2  
Physical Systems 4.3.7  
Human Systems 4.3.9, 4.3.10  
**Economics** 4.4.1, 4.4.2, 4.4.4, 4.4.5, 4.4.6, 4.4.7, 4.4.9, 4.4.10

# Howard School School's Daily Schedule

*A sample schedule.*

**9:00-9:30 Bell rings for students arrival:**

**Welcome to the day**

**Lunches stored**

**wraps put away**

**Teacher will pass out the McGuffey Readers.**

**Discussion of our President**

**and Governor of Indiana**

**9:30-10:00 Roll Call and discussion of  
our life in 1881.**

**10:00-10:30 Reading in our McGuffey  
readers ABC's and  
Blab School activities**

**10:30-11:00 Arithmetic on our slates  
making our water cups**

**11:00-12:00 lunch and recess**

**12:00-12:30 Geography lessons**

**12:30-1:00 Orthography (spelling bee)**

**1:00-1:30 Health or Physiology**

**1:30 Dismissal**



**Your students will be reading from "The McGuffey Readers" when they attend the One Room School. This set of six readers begins with a primer, which has the alphabet, numbers, spelling words, and simple poems. Each subsequent volume increases in difficulty.**

**The content of the McGuffey readers is often more difficult than current textbooks for that grade level. Children in a one-room school advanced through the readers at their own pace. These readers also taught values such as honesty, courage, charity and good manners. Over 122 million copies of the McGuffey readers were sold.**

**As the school systems improved after the Civil War, other subjects were added to the curriculum. Geography was one of them. Instruction in this consisted mostly of teaching the location of rivers, oceans, lakes, states, countries, capitals, and other large cities.**

**Physiology--the study of the body--was another subject that was introduced. One of the main things required in this was to learn the names of the bones in the body.**

**Children attending school during this period went outside to play most recess times. The children usually grouped themselves by age and by sex. Most children had homemade toys, such as jump ropes, dolls, and balls, with them. Among the toys purchased in stores were marbles. Marbles was a game of skill much favored by boys of all ages, and they played very competitive games, often "for keeps" (the winner got to keep the marbles he won). Tops and jacks were also popular "store bought" toys.**

**But the most popular games usually were "Hide and Seek", "Tag", "Crack the Whip", "Hopscotch", and others that did not require any special equipment.**