

Schoolhouses

Developed By	Melissa VanToever
Suggested Length	Two 30 minute Social Studies classes, plus One day Social Studies One 40 minute Math class One 40 minute Visual Arts class
Suggested Grade Level(s)	Five
Subject Areas	Social Studies, Math, Visual Arts

Overview

Students will research and experience first hand what it was like to go to school in a one- room schoolhouse.

Links to Curriculum Outcomes

Students will (be expected to)

- apply historical methodology to interpret and understand time, continuity, and change at an age-appropriate level (social studies)
- illustrate the development of society over time (social studies)
- understand that past events, the way people live, and the visual arts influence one another (visual arts)
- estimate and apply measurement concepts and skills in relevant problem situations and select and use appropriate tools and units (math)

Links to Telling Stories: Themes / Key Words

- history
- folk art

Art Works

- *School at Canoe Cove, PEI*, Robert Harris, CAG H-72



Lesson #1: Save the Schoolhouse!

Objective Students will develop a plan to save a local schoolhouse from being torn down by learning and presenting important information.

Materials

- Internet access

Activities

1. As a class discuss the Robert Harris painting. What are the differences they see between school then and now?
2. With students, elaborate on the following assignment:
 - A local schoolhouse is scheduled to be torn down. (Show the Robert Harris painting as the schoolhouse in question). Some see the schoolhouse as a valuable historical site and others see it as an eyesore. You have been assigned to a committee to convince the town to save the schoolhouse.
3. Form the class into groups of three and assign each a role on the committee. Each group should have one of each of the following positions. Have students answer the questions designated to their position using the web sites provided.

The Architect

<<http://www.johnstown.k12.oh.us/cornell/FAQ.html>>

<<http://www.lib.cmich.edu/clarke/schoolsarch.htm>>

What were one room schoolhouses made out of?

How were they kept warm?

How were they lit?

Where were the bathrooms?

The Student

<<http://www.johnstown.k12.oh.us/cornell/FAQ.html>>

<<http://www.lib.cmich.edu/clarke/schoolsstudent.htm>>

What time did the school day begin?

What classes did the students take?

What other chores or activities did the students participate in?

What books did students use to learn how to read?

What kinds of rules did the students have to follow?

The Educator

<<http://www.johnstown.k12.oh.us/cornell/FAQ.html>>

<<http://www.lib.cmich.edu/clarke/schoolsday.htm>>

What were some of the rules that teachers had to follow?

What were some common punishments for misbehavior?

Where did the teachers live?

What did students do while teachers worked with other students?

4. When students have completed their questions, have each group give a presentation to the class on how the one room schoolhouse in their community could be turned into a working museum.

Computer Option

- Have students create their presentation in PowerPoint. They could each do a slide and add pictures from the internet and present the slides to the class.

Ideas for Assessment

Create a rubric together for assessing the presentations.

Use a group evaluation form so students can rate their participation and the participation of their group members.



Lesson #2: A Day in a One-Room Schoolhouse

Objective Students will plan and carry out a mock day in a one-room schoolhouse

Materials

- boxes of varying sizes
- black paint
- tissue paper
- anything you can find to make the experience more real!

Activities

1. As a whole class observe the Robert Harris painting. Discuss as a class what could be done to your classroom to make it more like a one-room schoolhouse. Use the remainder of the period to research and plan a day in a “one-room schoolhouse”. Have students research:
 - Clothing
 - Lunches
 - Recess
 - Chores
 - Punishments

<<http://www.johnstown.k12.oh.us/cornell/FAQ.html>>
<<http://www.lib.cmich.edu/clarke/schoolsday.htm>>
2. Ideas for the day include:
 - Students could plan at home an outfit that would be suitable for the day (if possible). Try to have clothing for students who are unable to gather their own. Button up shirts and straw hats for boys and long skirts and aprons for girls would be appropriate.
 - Lunches could be packed in pails or baskets.
 - Games of the time could be played for recess.

- Chores like stoking the fire (made of cardboard boxes arranged like a fireplace and painted black, using tissue paper for flames, and set in the middle of the classroom), and cleaning the chalkboards could be assigned.
- Punishments (non-physical of course!) could be practiced for small offences.
- Students could make slates on a prior day by painting small boards with chalkboard paint. These could be used for all writing done that day.

Ideas for Assessment

The day after this is carried out students should write a journal article about the day to reflect on what they learned and the differences between their created school room and the one in which they usually learn.



Lesson #3: When I was Your Age...

Objective Students will calculate how many steps they take in a kilometre and use this to solve math problems.

Materials

- meter stick
- masking tape
- math problems

Activities

1. Look at the painting again. Discuss how the children traveled to and from school everyday.
2. On the classroom floor measure four meters with a meter stick and mark it with masking tape (this can be done at more than one station to save time). Have students count how many steps they take in four meters and record it.
3. Discuss as a class how many meters are in a km (1000m=1km).
4. Have each student divide their number of footsteps by four to calculate how many steps they take in one meter (round to the nearest whole number). Demonstrate why they didn't just count the steps in one meter to begin with (inaccurate because they wouldn't be striding in the short distance). Have students record this number as well.

5. Now discuss how to calculate how many steps they would take in 1km (1000m x X steps= ?). Have them do this calculation and use that number to solve the following word problems:
 - If the school house is 1km away how many steps would they take to go to school and back every day?
 - How many steps would they take in a school week? (etc)
 - Sara MacDonald lives the farthest from school. She walks 2.5 km to school every day at 2 steps a meter. How many steps does she take to school and back everyday?

Ideas for Assessment

Go for a km walk as a class! Before class, measure a $\frac{1}{2}$ km by driving and measuring it on the odometer. Have students count their footsteps there and back and compare it to their calculated numbers. Are the numbers different? Why? Have students write about it on their record sheet.



Lesson #4: Paper Quilts

Objective Students will create a collaborative paper quilt wall hanging for their classroom.

Materials

- wallpaper remnants
- scissors
- glue sticks
- construction paper or colored mat board cut in a 15 cm square
- ruler
- pencil

Activities

1. Discuss that students who attended one-room schoolhouses generally were not able to take art at school. They did however do a lot at home!
2. Discuss as a class the significance of folk art and making quilts during the pioneer days, when people would save every scrap of material they could and sew them together to make quilts. The fabrics would often be taken from many different sources and the squares would be sewn by more than just one person to form “quilts”.

3. Have students choose a wallpaper remnant for colour and contrast. Using their rulers and pencils, have students measure and cut the remnant (5cm) squares.
4. Now have students cut the squares diagonally to form triangles and then cut those diagonally again.
5. Have the students place the triangles on the coloured paper or board and arrange in a pleasing design. Make sure they are aware of repeating shapes when planning.
6. When they are happy with their design they can glue the triangles into place.
7. Display the paper squares on the wall as a quilt.

Ideas for Assessment

In a whole class discussion, have students note what they learned about patterning.

Suggested Resources

- *A One-Room School* (Bobbie Kalman, 1994)
- *Early Schools* (Bobbie Kalman, 1982)
- *A Pioneer Story* (Barbara Greenwood, 1994)

Possible Extensions

A very meaningful learning experience for students would be a trip to a refinished one-room schoolhouse. A community member who attended that schoolhouse or another one in the area would be a great guest speaker.

