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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 activities and lessons in the following pages.

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 1884, the year classes were first held at Lower Fox Creek School. Children will wear period clothing, walk to school and use some of the tools used in those earlier times. Period clothing and learning materials will be provided by the National Park Service. For a full-day session, a sack lunch should be provided by the school district. Period 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 materials and 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 the children.

Attached 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

Note that this year we have more 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.

Finally, Activity Sheets A-1 through A-4 which follow the Lesson Plans are extensions of the basic lessons and are intended as optional post-visit activities for your students.

Sincerely,

Tallgrass Prairie National Preserve



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## Schedule

| <u>Time</u> | <u>Activity</u>   |
|-------------|---|
| 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);<br>Complete outside before entering school |
| 10:15       | Group pictures in front of school; Bathroom Break   |
| 10:30       | Opening Exercises (Pledge, Memory Gem) inside school  |
| 10:45       | Lesson #2 (Reading)   |
| 11:30       | 1880s School Life (Superintendent)  |
| 11:45       | Lesson #3 (Math)  |
| 12:30       | Lunch/Recess/Bathroom   |
| 1:15        | Lesson #4 (Spelling)  |
| 2:00        | Music   |
| 2:15        | Lesson #5 (Writing)   |
| 2:45        | Depart for home (have bus come to LFCS)   |



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## 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 provided by the respective school district (sandwich, fruit, vegetables, cookie).
3. A bottle of drinking water to be consumed with lunch. (No milk!)
4. A plain pencil – not fancy or glittery. (No ballpoint pens or markers!)
5. The copybook (see page 6) or notebook paper.

Recommended items for teachers to bring:

1. Additional drinking water (one or two gallons) and paper cups.
2. Baby wipes for cleaning hands.
3. Garbage bags for trash removal.
4. A cell phone for use in case of emergency.
5. Lesson plans, etc. (Craft supplies and playground equipment are optional.)

Lower Fox Creek School Provides:

1. Use of the school grounds, building, and privies.
2. Facsimile textbooks, slates 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. A guest book for all visitors to sign.
9. Period costumes consisting of sunbonnets and pinafores for the girls and shirts and vests for the boys.
10. Metal lunch pails for the lunches.

Notes:

- As we are still in the beginning stages of creating costumes, we ask that the children wear some appropriate items from home. For boys, please wear jeans, long sleeve, button up the front shirts, and cowboy boots if they have them already. Please do not go out and buy any clothing items just for this experience. This is not meant to cost the parents anything extra. If boys have cowboy hats, they can also wear them as well.
- For girls, please wear a long sleeve shirt, as their pinafores will cover the main portion of the shirt. Since the park won't be providing dresses this year, the girls need to wear jeans or pants along with their shirts.



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### **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 of the cloakroom as space permits.
5. Children should not bring backpacks to Lower Fox Creek School (leave on the bus).
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. Please – no writing in books.
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. Hand-sanitizer is provided in the port-a-john.
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.

### **A Few Tips for the Teacher and Accompanying Adults**

1. There are no interior lights.
2. There is no heat.
3. Behind the main (northeast) door to the classroom are 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.
10. No Smoking in trail or school area.



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## 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 visitors 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, copy books were made by hand using pen knife, 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.

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**Goal:** To make a copybook.

**Materials:**

- Three or four sheets of light to medium weight legal sized copy paper for each book.
- One sheet of heavier legal sized copy paper for each book.
- Waxed thread (cotton or linen) or waxed dental floss.
- Broad winged paper punch or darning needle.

**Procedures:**

1. Select a design for the cover. Include a line for the student's name.
2. Lay out the cover design horizontally, with the back cover to the left and the front cover to the right.



|  |  |
|--|--|
| <p>(Back of Copybook Cover)</p><br><br><br><br><br><br><br><br><br><br><p>(Your School and Copyright Date)</p> | <p>*****</p> <p>FRONT OF COPYBOOK</p> <p>(Optional Picture or Design)</p> <hr style="width: 20%; margin: auto;"/> <p>(Student's Name)</p> <p>*****</p> |
|--|--|

3. Using the heavier of the two legal sized paper stocks selected for the cover, photocopy the cover design for each book to be made.
4. Take three sheets of the lighter weight stock for each copybook. Fold each horizontally precisely in half. Do this separately for each sheet so that the creases will be sharp and the pages precisely divided.
5. Measure precisely one-quarter, one-half, and three-quarters of the way down along the crease of one of these pages. Lightly mark these points with pencil.
6. Place all sheets, including the cover, together with the pencil markings facing you.
7. Use a paper punch or darning needle to produce symmetrical holes where the measured marks are located.
8. Take a length of thread or dental floss about twenty-four inches long. Run it from the middle hole of the page side of the copybook through to the cover side. Leave about six inches hanging inside the book.
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.



|  |  |
|--|--|
|  | <ul style="list-style-type: none"><li>○ 2. Pass thread through from outside back, then from inside through #1 again.</li><br/><li>○ 1. Start thread here from inside. Leave a few inches inside.</li><br/><li>○ 4. Tie a square knot with excess thread.</li><br/><li>○ 3. Pass thread through from outside.</li></ul> |
|--|--|

**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.)





## Kansas State Curriculum Standards, 3<sup>rd</sup> 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         | →→→→→    |   |   |   |   |   |
| <hr/>                |          |           |          |   |   |   |   |   |
| <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, 3<sup>rd</sup> 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                | →→→→→           |          |          |          |          |          |
| Earth and Space Science                            | 3               | 2                | →→→→→           |          |          |          |          |          |
|  | 4               | 1                | →→→→→           |          |          |          |          |          |
| Science and Technology                             | 4               | 2                | →→→→→           |          |          |          |          |          |
|  | 4               | 3                | →→→→→           |          |          |          |          |          |
|  | 5               | 1                | →→→→→           |          |          |          |          |          |
| Science in Personal and Environmental Perspectives | 5               | 2                | →→→→→           | ◆        |          |          |          |          |
|  | 5               | 3                | →→→→→           | ◆        |          |          |          |          |
|  | 6               | 1                | →→→→→           |          |          |          |          |          |
| History and Nature of Science                      | 6               | 2                | →→→→→           |          |          |          |          |          |
|  | 7               | 1                | →→→→→           |          |          |          |          |          |
| <b><u>Environmental Education</u></b>              | <b>Standard</b> | <b>Benchmark</b> | <b>Lesson #</b> | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
|  | 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, 3<sup>rd</sup> Grade, continued

| <b>Social Studies</b>  | <b>Standard</b> | <b>Benchmark</b> | <b>Lesson #</b> | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
|------------------------|-----------------|------------------|-----------------|----------|----------|----------|----------|----------|
| 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, 3<sup>rd</sup> 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         | →→→→→    |   |   |   |   | ◆ |

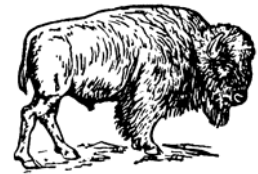


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## A Prairie Walk To The Past

**Subjects:** Social Studies, Science, Environmental Education

**Grades:** 3<sup>rd</sup> Grade



**Kansas State Curriculum Standards Met:** 4<sup>th</sup> Grade as follows

### Social Studies

- United States and World History Standard, K-4 Benchmark 2 – All students understand the importance of the experiences of groups of people who have contributed to the richness of heritage.
- United States and World History Standard, K-4 Benchmark 4 – All students engage in historical thinking skills.

### Science

- Standard 5, K-4 Benchmark 2 – All students will apply their understanding about science and technology.
- Standard 5, K-4 Benchmark 3 – All students will distinguish between natural and human made objects.

### Environmental Education

- Standard 4, K-4 Benchmark 2 – All students demonstrate scientific inquiry skills.
- Standard 3, K-4 Benchmark 1.2 – All students explore the relationships among individuals, groups, cultures, and the environment, i.e., basic interpersonal and problem solving skills.

**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 our walk, we will need to keep our eyes open for all the different things we will see.

**Objectives:** The students will be able to: 1) make observations of what is natural and unnatural to the prairie; 2) classify items into the categories of what is natural and unnatural to the prairie; 3) acquire knowledge about historical objects and their uses.

**Materials:** 9-12 natural items; 9-12 unnatural (but historically authentic) items.

**Background:** For this activity it would be good to use items that are found locally. Some natural items you may wish to use would be things like birds' nests, feathers, snail shells, acorns, pinecones, leaves, antlers, animal skulls, turtle shells, and others. Some common unnatural (but historically authentic) items to use could be bottles, cans, historic tools, horseshoes, toys, period clothing, and other man-made items.



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## Procedure:

1. To begin the walk with the students the teacher explains that some things are naturally found on the prairie and some things are not. If we find something that is found on the prairie, then it is “thumbs up,” (make the thumbs up sign with your hand) like a leaf or flower. If it is something that is unnatural or not found on the prairie, then it is a “thumbs down” (make the thumbs down sign with your hand) like a bottle, tool, or toy.
2. The walk to the Lower Fox Creek Schoolhouse begins. The group makes their way out along the trail. As students find something it is pointed out. The students silently make a decision and hold out their thumbs. Then as a group, they discuss why it is “thumbs up” or “thumbs down” and continue down the trail. This is done for each item found on the trail.
3. When the group reaches the Lower Fox Creek Schoolhouse, the teacher and the students can discuss as a group what is natural or unnatural, what is normally found on the prairie and what is not normally found on the prairie. The teacher could then discuss where the items not normally found on the prairie would be better located or used.

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

**Closure:** On our walk we talked about things that are found on the prairie. Who can show me the sign for things found on the prairie? We also talked about things that are not found on the prairie. Who can show me the sign for things that are not found on the prairie? Most of the time, things that are “thumbs up” are good for the prairie and those things that are “thumbs down” are not good for the prairie, but might be good somewhere else.

**Evaluation:** The teacher is able to evaluate the students in the field by watching for the appropriate signs (thumbs-up or thumbs-down).

## Extensions:

1. The students may want to draw a picture of an item found on the prairie and an item 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. The students may also color a simple sketch of the one-room schoolhouse and prairie. (see Activity Sheet A-2)



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## 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.
- 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.

## 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.

## Reading

**Subjects:** Reading

**Grades:** 3

**Kansas State Curriculum Standards Met:** 3<sup>rd</sup> Grade as follows

### Reading

- Standard 1, Benchmark 2: The student reads fluently.
- Standard 1, Benchmark 3: The student expands vocabulary.
- Standard 1, Benchmark 4 (Indicator 7): The student sequences events and information in logical order.



**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 Readers appropriate to grade level (see First Reader XXIX pages 36-37 or XXVIII pages 35-36 and Second Reader XXI pages 46-48 or XVIII pages 41-42), 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. Teacher reads selections from McGuffey Reader omitting words and asks students what they think could be the omitted word based on their understanding of the context.
2. Students individually read aloud various portions of text.
3. Students are given several sentences and must arrange them in logical order:
  - a. Stephen Jones' daughter, Lutie, attended Lower Fox Creek School. (4)
  - b. Stephen Jones built his limestone house in Chase County in 1881. (3)
  - c. Stephen Jones was born in Tennessee. (1)
  - d. Stephen Jones sold his ranch and moved to Kansas City so Lutie could go to high school. (5)
  - e. Before moving to Chase County, Stephen Jones got into the cattle business with his two brothers while living in Texas with his wife, Louisa. (2)





4. Students play the grammar game “Teakettle”.

### Teakettle Game

The class divides into two teams. One team selects (or is given) a pair of homonyms, such as “horse” and “hoarse”. Students take turns 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)”, or “My (teakettle) is a little (teakettle) because he has a cough”. The opposing team tries to guess the words. The student who correctly guesses the words must spell the answers. 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
- son, sun
- pale, pail
- pane, pain

*Examples of sentences using these words are on the next page.*

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”.

**Closure:** During this lesson we practiced our reading skills. We learned that sometimes we can understand words based on how they are used in a sentence and that it’s important to arrange thoughts and sentences in logical order so that people will understand what you are trying to say.

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 is able to evaluate the students as they read.

### **Extensions:**

1. How is reading different today than in Mr. Jones’ time? What would your life be like in the future if you did not know how to read? How would you earn a living?
2. Complete the Activity Sheet A-3 comparing life in the 1880s with today’s life.



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## 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]



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## Cowboy Math



**Subjects:** Math, Science

**Grades:** 3

**Kansas State Curriculum Standards Met:** 3<sup>rd</sup> Grade as follows

### Math

- Standard 1, Benchmark 1: The student demonstrates number sense for whole numbers, fractions...
- Standard 1, Benchmark 3: The student uses computational estimation with whole numbers...
- Standard 1, Benchmark 4: The student models, performs and explains computation with whole numbers
- Standard 2, Benchmark 2: The student uses symbols and whole numbers to solve equations
- Standard 2, Benchmark 3: The student recognizes and describes whole number relationships
- Standard 3, Benchmark 1: The student recognizes geometric shapes
- Standard 3, Benchmark 2: The student estimates and measures.

### Science

- Standard 1, Benchmark 1: The student will be involved in activities that develop skills necessary to conduct scientific inquiries (2<sup>nd</sup> grade standard).

**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 observe/identify and measure geometric shapes (pasture maps), make estimations, make comparisons and perform simple calculations.

**Materials:** Large drawings of Tallgrass Prairie National Preserve pastures, ruler, crayons and slates.

**Background:** For this activity we are using local maps and tasks to learn about the current Tallgrass Prairie National Preserve and the historical connection to the Spring Hill Ranch that Stephen F. Jones assembled in the 1880 time period.



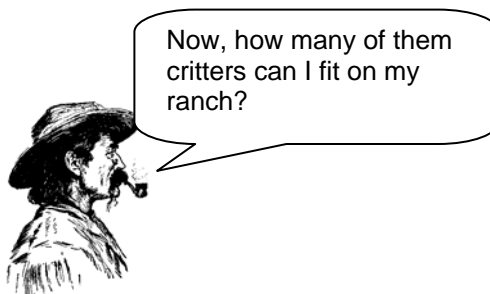
**Procedure:**

- Using Tallgrass Prairie National Preserve Pasture Map with major pastures highlighted in color; (1) ask class to identify geometric shapes (squares, rectangles); (2) are there any triangles/how many sides does a triangle have? (3) are there any circles/what does a circle look like? (4) what's the difference between a square and a rectangle? (5) have students draw the shapes on their slates.
- Use ruler to measure fence lines; add to get totals. Have the students measure pasture H in inches and add the four sides to get total fence length in inches. Convert to miles using the map scale.
- Use pasture sizes (in acres) on map and compare to answer questions (1) is pasture A less than (<) or greater than (>) pasture B and (2) which pasture is the largest.
- Estimate the number of ponds and select a reasonable number among three choices (5, 25 or 500). Explain the reasonableness of the result. Then find and count the actual number of ponds. How did your estimate compare to the actual number?
- Put a steer on the pasture and work simple math questions related to stocking rates:

(4,000)

|        |    |   |    |     |       |        |
|--------|----|---|----|-----|-------|--------|
| Cattle | 1  | 2 | 4  | 40  | 400   | b.     |
| Acres  | a. | 5 | 10 | 100 | 1,000 | 10,000 |

(2.5)



- How many acres does Mr. Jones use for one (1) head of cattle?
- How many cattle can Mr. Jones put on Tallgrass Prairie National Preserve, which is approximately 10,000 acres?

**Closure:** During this lesson we learned about geometric shapes and how they relate to everyday life and we solved simple problems that students needed to be able to solve when this school was actually in use. What geometric shape is represented by most of the pastures on the Preserve? 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:**

- Would a map like this have been available to Mr. Jones? Why?
- Coloring page – Have children color the ponds and the different pastures (see Activity Sheet A-4).



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# Spelling



**Subjects:** Spelling

**Grades:** 3

**Kansas State Curriculum Standards Met:** 2nd Grade as follows

## Reading

- 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:

5. Select a list of words from McGuffey's Eclectic Spelling Book or from words currently being studied in the classroom.
6. Assign students to copy words and definitions either on slates or in their copybooks and to study each word carefully.
7. Announce there will be a large group activity at the end of the study period using the words in the spelling list.
8. 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)





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## Places/States

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.



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**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 means "large prairie place."





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## Writing



**Subjects:** Writing, penmanship and spelling

**Grades:** 3

**Kansas State Curriculum Standards Met:** 3<sup>rd</sup> Grade as follows

### Writing

- Standard 3, Benchmark 4: The student writes a paragraph containing at least three sentences.
- 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 9 (Indicator 1): The student writes for a specific purpose and audience.

### Environmental Education

- Standard 3, Benchmark 3: Observe and describe the natural and cultural characteristics of their community or region.

**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 to communicate learnings/impressions to target audience.

**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 write at least three sentences describing today's experience. The teacher will instruct as to who the "audience" is so that students write for that person(s) who knows little or nothing about the Flint Hills of Kansas, about National Parks, etc. (perhaps a cousin in Florida).
4. Have the students use vivid descriptions (adjectives).



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5. Students discuss in groups of two or three some of their experiences and ideas before beginning the written exercise.

**Closure:** During this lesson we learned how important penmanship was to school children of the past and how we must think about who we are writing to and why when we sit down to write.

**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?