



A Day in a One-Room Schoolhouse  
Marathon County Historical Society Living History Learning Project

# Arithmetic Lesson

Activity Packet For Virtual Visits



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# Note to Participants

*This packet contains information students can use to prepare for an off-site experience of a one-room school. They may be used by classroom teachers to approximate the experience without traveling to the Little Red Schoolhouse. They are available here for students who might be unable to attend in person for any reason. In addition, these materials may be used by anyone interested in remembering or exploring educational experiences from more than a century ago.*

*The usual lessons at the Little Red Schoolhouse in Marathon Park are taught by retired local school teachers and employees of the Marathon County Historical Society in Wausau, Wisconsin. A full set of lessons has been video-recorded and posted to our YouTube channel, which you can access along with PDFs of accompanying materials through the Little Red Schoolhouse page on our website. These PDFs may be printed for personal or classroom educational purposes only.*

- ♦ *If you have any questions, please call the Marathon County Historical Society office at 715-842-5750 and leave a message for Anna or Sandy, or email Sandy at [sblock@marathoncountyhistory.org](mailto:sblock@marathoncountyhistory.org).*

## On-Site Schoolhouse Daily Schedule

9:00 am	<b>Arrival Time.</b> If you attended the Schoolhouse in person, the teacher would ring the bell to signal children to line up in two lines, boys and girls, in front of the door. Everyone would recite the Pledge of Allegiance to the flag. Students would then file into school, girls first. They would take their places in rows of desks, girls on one side, boys on the other side.
9:30 am	<b>Reading and Recitation</b> using McGuffey's Eclectic Readers.
10:00 am	<b>Arithmetic</b> problems using lap slates.
10:30 am	<b>Recess</b> with turn-of-the-century games and bathroom break.
11:00 am	<b>Penmanship</b> exercises using dip pens and ink.
11:45 am	<b>Lunch</b> with free play and bathroom break.
12:30 am	<b>Geography and Current Events</b> using a turn-of-the-century map.
1:00 pm	<b>Old-fashioned Spelling Bee.</b>
1:45 pm	<b>Chores</b> including re-stocking of wood stove and general clean-up of the classroom and schoolhouse grounds.
2:00 pm	<b>School Dismissed.</b>

# Arithmetic

In 2020, we call it mathematics, but in 1904, working with numbers was called arithmetic. In the one-room school, Arithmetic lessons were done on a slate, so as to avoid using up precious paper. Please use a small chalkboard, approximately 6 inches by 10 inches, and white chalk to be the most authentic. Students may erase their slates using a sleeve, cloth scrap, or paper towel. As demonstrated in the video, the teacher reads a problem and class members all write their answers at the same time. They should do most of the work in their heads; today's teachers call it "mental math." Raising slates above their heads, students then turn their slates toward the teacher, who tells them whether they are correct or need to try again. Listed below are suggested arithmetic problems. Answers are in (parenthesis). Feel free to customize the problems to fit your students.

**Number transcription** (teacher reads the number, students write on slates)

1,452

12,698

20,043

1,600,018

## Addition

Add 7 to each of these numbers:

6 (=13) 8 (=15) 5 (=12) 12 (=19) 14 (=21) 20 (=27)

Add 9 to each of these numbers:

8 (=17) 7 (=16) 9 (=18) 12 (=21) 15 (=24) 23 (=32)

## Subtraction

Subtract 6 from each of these numbers:

10 (=4) 13 (=7) 18 (=12) 22 (=16) 28 (=22)

Subtract 8 from each of these numbers:

14 (=6) 15 (=7) 19 (=11) 20 (=12) 26 (=18)

## Multiplication

Multiply each of these numbers by 4:

3 (=12) 6 (=24) 8 (=32) 9 (=36) 11 (=44) 12 (=48)

Multiply each of these numbers by 6:

3 (=18) 6 (=36) 8 (=48) 9 (=54) 11 (=66) 12 (=72)

## Division

Divide each number by 5:

15 (=3) 25 (=5) 30 (=6) 45 (=9) 55 (=11) 60 (=12)

Divide each number by 8:

16 (=2) 32 (=4) 40 (=10) 56 (=7) 64 (=8) 80 (=10)

## Arithmetic—Story Problems

Grandmother collected 29 eggs from her chickens. She accidentally broke 4 eggs. How many eggs did she have left? (25 eggs) (Note that students must include the word or sign that completes the answer.)

A man bought a farm for \$11,500. He sold it for \$15,000. How much profit did he make? (\$3,500)

How much did it cost Father to buy a horse for \$65.00 and a leigh for \$35.00? (\$100.00)

John bought a plow for \$27.00. He gave the clerk a \$50.00 bill. How much change did John receive? (\$23.00)

Last year a farmer's field yielded 34 bushels of grain per acre. This year his yield was 45 bushels per acre. How much greater was this year's yield? (11 bushels per acre)

Roy, Fred, and Ellen bought some candy at the store. Roy gave the clerk a nickel, Fred gave him three pennies, and Ellen gave him a dime. How much money, in total, did they give the clerk? (18 cents)

Mother churned 11 pounds of butter. The dairy said that they would buy 15 pounds of butter from mother. How many pounds of butter did Mother have left to churn? (4 pounds)

If a yard of ribbon costs 20 cents, how much will half of a yard cost? (10 cents)

William had 12 marbles and lost one fourth of them. How many marbles did he lose? (3 marbles)

What is the cost of two melons at 8 cents per melon? (16 cents)

Elmer has 16 chickens. Of these, seven are black and the rest are brown. How many of Elmer's chickens are brown? (9 chickens)

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