



A Day in a One-Room Schoolhouse

Marathon County Historical Society Living History Learning Project

Welcome

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. These materials 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 materials are intended for personal or classroom educational purposes only.

To more closely enter the experience, participants are encouraged to dress in costume, pack their lunches in a pail, and gather writing materials that might approximate what would be used at the one-room school.

- ◆ *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.*

On-Site Schoolhouse Daily Schedule

9:00 am	Arrival Time. 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	Reading and Recitation using McGuffey's Eclectic Readers.
10:00 am	Arithmetic problems using lap slates.
10:30 am	Recess with turn-of-the-century games and bathroom break.
11:00 am	Penmanship exercises using dip pens and ink.
11:45 am	Lunch with free play and bathroom break.
12:30 am	Geography and Current Events using a turn-of-the-century map.
1:00 pm	Old-fashioned Spelling Bee.
1:45 pm	Chores including re-stocking of wood stove and general clean-up of the classroom and schoolhouse grounds.
2:00 pm	School Dismissed.

Introduction to the Little Red Schoolhouse

The Little Red Schoolhouse program is a part of the Marathon County Historical Society's Living History Learning Project. This project educates children and adults about history by allowing them to participate in historical activities, and to see first-hand how people lived and worked in the past. The Little Red Schoolhouse program is a wonderful example of "living history," where students and teachers are invited to experience a one-room schoolhouse, including lessons plans, costumes, and other period activities. During the program, school is taught as it was in 1904.

About One-Room Schoolhouses

One-room schoolhouses were formed from a 1787 ordinance that said, "being necessary to good government, and the happiness of mankind, school and the means of education shall forever be preserved." Settlers in the Midwest took this ordinance to heart and developed a particularly strong concern for education. As each new settlement was formed, a school district was set up and a means for education was provided. Much of the time, schools in rural areas were governed by rural farmers who had little or no education themselves. Nevertheless, these farmers were determined that their children should learn how to read, write, and do arithmetic.

Because of their rural setting, one-room schools were often thought of as poor, unfortunate places where an education was mediocre at best. This was not the case. The one-room setting of these schools was often an advantage. In these country schools, students had more flexibility between grades. Students were advanced based on their abilities, not on their ages. Students who excelled could sit with older students and students who needed more help could sit with younger students. Since everybody was in the same room, it really didn't matter who was in what class.



Preparation for a Virtual Visit to the Little Red Schoolhouse

**Dress in period costumes to enhance the old-time feeling.*

**Pack lunch in a pail or bucket.*

**Gather supplies for the lessons. In the Schoolhouse, students use lap slates and chalk for arithmetic. They use dip pens, bottle ink, and lined paper for penmanship. If students off-site do not have access to small chalkboards and bottle ink, they might substitute a small whiteboard and dry markers for arithmetic, and a felt pen for the dip pen and ink. They may use any materials that help them approximate the experience; paper and pencil are acceptable as well.*

**If you plan to do the butter activity, you will need a screw-top glass jar and some heavy cream.*

**Students might want to memorize a short poem in advance for the Reading and Recitation lesson. Possible selections are included in this packet.*

Lunch

For generations, children have taken their lunches to school, and the Little Red Schoolhouse is no exception. Each student who attends the Schoolhouse is responsible for his/her own lunch and beverage.

Pioneer boys and girls usually carried their noon meal in a tin syrup pail or lard can. A replica of their lunch pails can be made from a three-pound shortening can or a large coffee can. To cover any modern printing, the can may be painted silver/gray or covered with butcher paper or a brown paper grocery bag. Punch holes into the can for the handle using a nail and hammer. A piece of wire or heavy cord can be fastened through the holes for a handle. A scrap of cloth makes a good cover.



Constructing these lunch pails makes a great class project prior to visiting the Schoolhouse. This way every child is assured of having a lunch pail. Instruct the children to take their pails home the day before their Schoolhouse visit and give parents a list of appropriate foods to be packed.

What foods should be packed?

Pioneer lunches contained whatever was in the house. There were no neighborhood grocery stores. Children sometimes took molasses or lard and sugar sandwiches or cold pancakes leftover from breakfast. Also common were mashed potato sandwiches. Peanut butter is another good sandwich to pack as it was first available in the 1890s.

Pack your lunch before school begins. Children in 1904 would have carried their lunch pails to school each morning. **Please try to avoid modern-day snack foods.**

Some examples of a typical pioneer lunch would be:

- * Sandwich (cheese, jelly, peanut butter, egg or meat)
- * Hard-boiled eggs
- * Fresh fruits and vegetables (apples, pears, peaches, grapes, plums, carrots, etc.)
- * Homemade cookies
- * Mason jars of lemonade or juice (apple, orange, grape, etc.)



Turn-of-the-20th-century clothing

For a truly authentic experience, students should dress in attire appropriate for 1904. The costume suggestions below can easily be fashioned from items found at home.

Boys wore knee-length trousers. Jeans or corduroy pants rolled up to the knee work well. Dark-colored socks should be tucked under the pants at the knee. Shirts were white or light-colored and buttoned down the front. Shoes were plain leather—no neon high-topped sneakers, please! Newsboy type caps can also be worn by the boys. Other appropriate attire includes vests, straw hats, knickers, bow ties and neck ties, and bib overalls.

Girls should wear dresses. Country-looking gingham checks and small calico prints or dots would be appropriate. Turn-of-the-century girls wore knee-length dresses with long, dark heavy hose underneath. Full aprons were often worn over the girls' dresses—Mom's kitchen apron would do the trick! Large hair bows were common. A plain, white blouse and knee-length dark skirt would also be appropriate attire. Long, floor-length skirts, however, were not worn until girls were 16 years of age. Dark, leather strap and buckle shoes or slip-ons would be appropriate. Hair was worn away from the face, pulled back into pony-tails, pig-tails, or braids.

It is not necessary that the children wear costumes, but it is strongly encouraged to add some authenticity to this learning experience.

Below are some illustrations of children and adults in period clothing, included to give you some ideas for costumes.





Pledge of Allegiance

I pledge allegiance to the flag of the United States of America,
and to the republic for which it stands, one nation under God,
indivisible, with liberty and justice for all.

Current Events of 1904

- ◆ The World's fair is held in St. Louis, Missouri.
- ◆ The Olympic Games are held in the United States for the first time.
- ◆ Theodore Roosevelt is elected to his second term as president.
- ◆ Helen Keller graduates from Radcliffe College.
- ◆ Work Begins on the Panama Canal.
- ◆ New York City's subway system opens.
- ◆ Clara Barton resigns as head of the Red Cross.
- ◆ Stainless steel is invented by the French scientist Leon Guillet.
- ◆ Trans-Siberia Railway is completed after 13 years of construction.
- ◆ National law is passed that prohibits Indians from purchasing alcohol or entering saloons.
- ◆ The first United States battleship, the "Iowa," is commissioned.

What other information can you find that helps you understand what Wisconsin was like in the late 1800s and early 1900s? Think about dress, recreation, food, education, transportation, and current events. Choose one topic for further research and share with someone else or with your class.

POETRY SUGGESTIONS FOR MEMORIZATION & CHORAL READING

The Children's Hour

By Henry W. Longfellow

Between the dark and daylight,
When the night is beginning to lower,
Comes a pause in the day's occupations,
That is known as the Children's Hour.

I hear in the chamber above me,
The patter of little feet,
The sound of a door that is opened,
And voices soft and sweet.

The Barefoot Boy

By John Greenleaf Whittier

Blessings on thee, little man,
Barefoot boy, with cheek of tan!
With thy turned-up platoon,
Any thy merry whistled tunes;
With thy red lips, redder still
Kissed by strawberries on the hill;
With the sunshine on thy face,
Through thy torn brim's jaunty grace;
From my heart I give thee joy—
I was once a barefoot boy.

Try, Try Again

By T. H. Palmer

'Tis 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.

The First Snow-Fall

By James Russell Lowell

The snow had begun in the gloaming,
And busily all the night,
Had been heaping field and highway,
With a silence deep and white.

Every pine and fir and hemlock
Wore ermine too dear for an earl,
And the poorest twig on the elm tree
Was rigged inch deep with pearl.

June

By James Russell Lowell

And what is so rare as a day in June
Then if ever, come perfect days;
Then heaven tries earth if it be in tune
And over it softly her warm ears lay,
Whether we look, or whether we list,
We hear life murmur, or see it glisten.

The Arrow and the Song

By Henry W. Longfellow

I shot an arrow into the air;
It fell to earth, I knew not where;
For, so swiftly it flew, the sight
Could not follow it in its flight.

I breathed a song into the air,
It fell to earth, I knew not where;
For who has sight so keen and strong
That it can follow the flight of song.

Long, long afterward, in an oak
I found the arrow, still unbroke;
And the song, from beginning to end
I found again in the heart of a friend.

October's Bright Blue Weather

By Helen Hunt Jackson

O sun and skies and clouds of June,
And flowers of June together,
Ye cannot rival for one hour
October's bright blue weather

When loud the bumblebee makes haste,
Belated, thriftless vagrant,
And goldenrod is dying fast,
And lanes with grapes are fragrant.

Trees

By Joyce Kilmer

I think that I shall never see
A poem lovely as a tree.

A tree whose hungry mouth is prest
Against the earth's sweet flowing breast;

A tree that looks at God all day,
And lifts her leafy arms to pray;

A tree that may in Summer wear
A nest of robins in her hair;

Upon whose bosom snow has lain;
Who intimately lives with rain.

Poems are made by fools like me,
But only God can make a tree.

Sayings of Abraham Lincoln

You can fool some of the people
all of the time and all of the people
some of the time; but you can't fool
all of the people all of the time.

The Landing of the Pilgrim Father

By Felicia Dorothea Hemans

The breaking waves dashed high
On a stern and rock-bound coast;
And the woods, against a stormy sky,
Their giant branches tossed;

And the heavy night hung dark
The hills and waters o'er,
When a band of exiles moored their bark
On a wild New England shore.

The Village Blacksmith

By Henry W. Longfellow

Under a spreading chestnut-tree
The village smithy stands;
The smith, a mighty man is he,
With large and sinewy hands;
And the muscles of his brawny arms
Are strong as iron bands.

His hair is crisp, and black, and long,
His face is like the tan;
His brow is wet with honest sweat,
He earns whate'er he can,
And looks the whole world in the face
For he owes not any man.

It Couldn't Be Done

By Edgar A. Guest

Somebody said that it couldn't be done,
But he with a chuckle replied
That "maybe" it couldn't, but he would be one
Who wouldn't say so till he'd tried.
So he buckled right in with the trace of a grin
On his face. If he worried he hid it.
He started to sing as he tackled the thing
That couldn't be done, and he did it.

LESSON XIII.

wolf	grieved	sleeve	neighbor	ear'nest
w'olfs	gr'iev'd	s'l'eev	neigh'bor	de'stroi'
	el'phs	or'der	sin'gle	

THE WOLF.

1. 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.
2. One day, in order to have some fun, he cried out, with all his might, "The wolf is coming! the wolf is coming!"
3. The men came running with clubs and axes to destroy the wolf. As they saw nothing they went home again, and left John laughing in his sleeve.
4. As he had had so much fun this time, John cried out again, the next day, "The wolf! the wolf!"
5. The men came again, but not so many as the first time. Again they saw no trace of the wolf; so they shook their heads, and went back.
6. On the third day, the wolf came in earnest. John cried in dismay, "Help! help!

- the wolf! the wolf!" But not a single man came to help him.
7. The wolf broke into the flock, and killed



- 2 great many sheep. Among them was a beautiful lamb, which belonged to John.
 8. Then he felt very sorry that he had deceived his friends and neighbors, and grieved over the loss of his pet lamb.
- The truth itself is not believed,
From one who often has deceived.

LESSON VII.

falsely	at tēnd'	trɪ'vānt	ēdn'duet	thēn'fōrē
guilt'y	hāstē	rēg'ulār	strūg'glēd	īg'nōrānt

THE TRUANT.

1. James Brown was ten years old when his parents sent him to school. It was not far from his home, and therefore they sent him by himself.

2. But, instead of going to school, he was in the habit of playing truant. He would go into the fields, or spend his time with idle boys.

3. But this was not all. When he went home, he would falsely tell his mother that he had been to school, and had said his lessons very well.

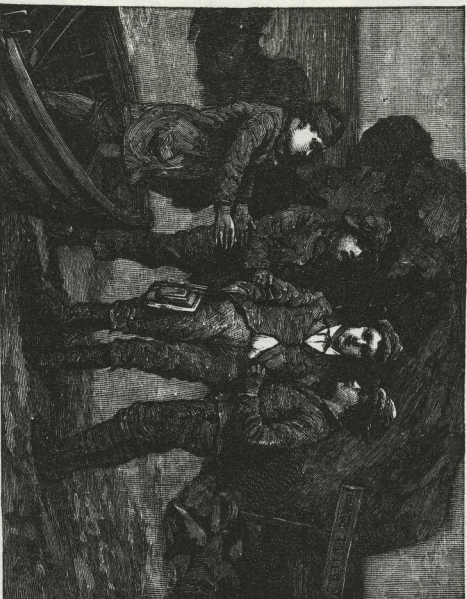
4. One fine morning, his mother told James to make haste home from school, for she wished, after he had come back, to take him to his aunt's.

5. But, instead of minding her, he went off to the water, where there were some boats. There he met plenty of idle boys.

6. Some of these boys found that James

had money, which his aunt had given him; and he was led by them to hire a boat, and to go with them upon the water.

7. Little did James think of the danger into which he was running. Soon the wind began to blow, and none of them knew how to manage the boat.



8. For some time, they struggled against the wind and the tide. At last, they became so tired that they could row no longer.

9. A large wave upset the boat, and they were all thrown into the water. Think of James Brown, the truant, at this time!

10. He was far from home, known by no one. His parents were ignorant of his danger.

LESSON XLIII.

SPEAK GENTLY.

1. Speak gently; it is better far
To rule by love than fear:
Speak gently; let no harsh words mar
The good we might do here.
2. Speak gently to the little child;
Its love be sure to gain;
Teach it in accents soft and mild;
It may not long remain.
3. Speak gently to the aged one;
Grieve not the careworn heart:
The sands of life are nearly run;
Let such in peace depart.
4. Speak gently, kindly, to the poor;
Let no harsh tone be heard;
They have enough they must endure,
Without an unkind word.
5. Speak gently to the erring; know
They must have toiled in vain;
Perhaps unkindness made them so;
Oh, win them back again.

6. Speak gently: 't is a little thing

Dropped in the heart's deep well;
The good, the joy, which it may bring,
Eternity shall tell.

George Washington Langford.

DEFINITIONS.—1. Mär, injure, hurt. 2. Ae'gents, lan-
guage, tones. 4. En düre', bear, suffer. 5. Err'ing (ēr'-),
sinning. 6. E tēr'ni ty, the endless hereafter, the future.

He was struggling in the water, on the point
of being drowned.

11. Some men, however, saw the boys, and
went out to them in a boat. They reached
them just in time to save them from a
watery grave.

12. They were taken into a house, where
their clothes were dried. After a while, they
were sent home to their parents.

13. James was very sorry for his conduct,
and he was never known to be guilty of the
same thing again.

14. He became regular at school, learned
to attend to his books, and, above all, to
obey his parents perfectly.

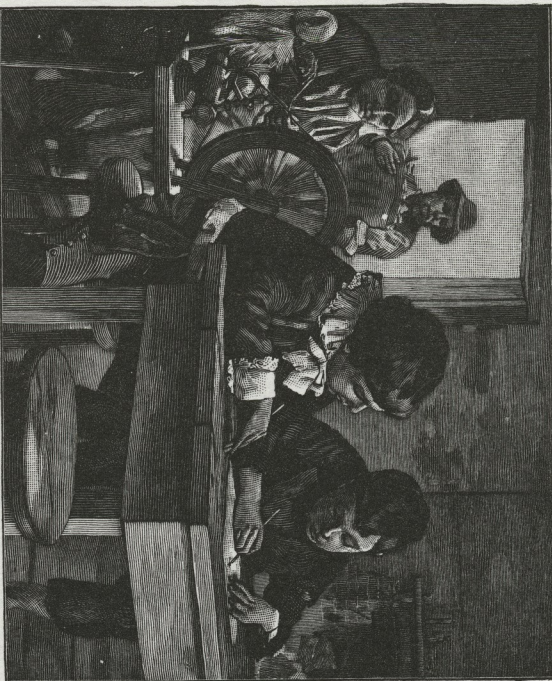
LESSON X.

sign	marks	pär'gels	vän'ture	in quire'
chalk	ryl'ing	dryw'ing	plé'tures	eon figed'

THE YOUNG TEACHER.

1. Charles Rose lived in the country with his father, who taught him to read and to write.
2. Mr. Rose told his son that, when his morning lessons were over, he might amuse himself for one hour as he pleased.
3. There was a river near by. On its bank stood the hut of a poor fisherman, who lived by selling fish.
4. His careful wife kept her wheel going early and late. They both worked very hard to keep themselves above want.
5. But they were greatly troubled lest their only son should never learn to read and to write. They could not teach him themselves, and they were too poor to send him to school.
6. Charles called at the hut of this fisherman one day, to inquire about his dog, which was missing.

7. He found the little boy, whose name was Joe, sitting by the table, on which he was making marks with a piece of chalk.



Charles asked him whether he was drawing pictures.

8. "No, I am trying to write," said little Joe, "but I know only two words. Those I saw upon a sign, and I am trying to write them."

9. "If I could only learn to read and write," said he, "I should be the happiest boy in the world."

10. "Then I will make you happy," said Charles. "I am only a little boy, but I can teach you that.

11. "My father gives me an hour every day for myself. Now, if you will try to learn, you shall soon know how to read and to write."

12. Both Joe and his mother were ready to fall on their knees to thank Charles. They told him it was what they wished above all things.

13. So, on the next day when the hour came, Charles put his book in his pocket, and went to teach Joe. Joe learned very fast, and Charles soon began to teach him how to write.

14. Some time after, a gentleman called on Mr. Rose, and asked him if he knew where Charles was. Mr. Rose said that he was taking a walk, he supposed.

15. "I am afraid," said the gentleman, "that he does not always amuse himself thus. I often see him go to the house of the fisherman. I fear he goes out in their boat."

16. Mr. Rose was much troubled. He had told Charles that he must never venture

on the river, and he thought he could trust him.

17. The moment the gentleman left, Mr. Rose went in search of his son. He went to the river, and walked up and down, in hope of seeing the boat.

18. Not seeing it, he grew uneasy. He thought Charles must have gone a long way off. Unwilling to leave without learning something of him, he went to the hut.

19. He put his head in at the window, which was open. There a pleasant sight met his eyes.

20. Charles was at the table, ruling a copy-book. Joe was reading to him, while his mother was spinning in the corner.

21. Charles was a little confused. He feared his father might not be pleased; but he had no need to be uneasy, for his father was delighted.

22. The next day, his father took him to town, and gave him books for himself and Joe, with writing paper, pens, and ink.

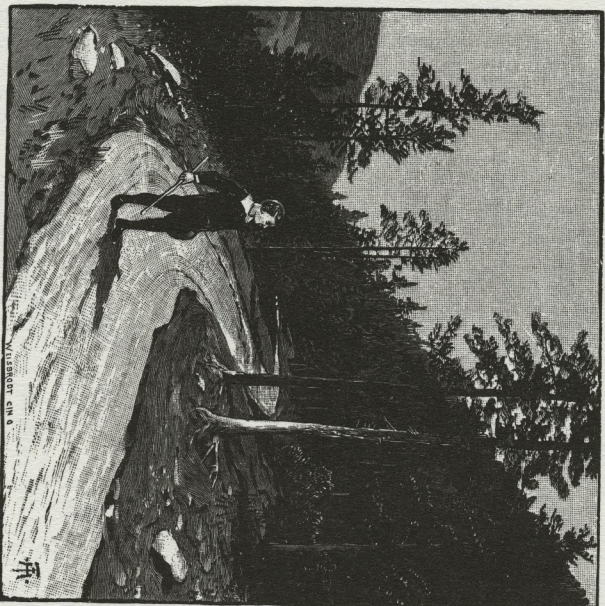
23. Charles was the happiest boy in the world when he came home. He ran to Joe, his hands filled with parcels, and his heart beating with joy.

LESSON XXXIII.

thicket	hărs'hly	wrăth	whénce	răm'bling
prôv'ing	tôward	êh'ô	môck'ing	hū'grily
fool'ish	a brôgd'	eröss	Br'ble	in'stantly

THE ECHO.

1. As Robert was one day rambling about, he happened to cry out, "Ho, ho!" He instantly heard coming back from a hill near by, the same words, "Ho, ho!"
2. In great surprise, he said with a loud voice, "Who are you?" Upon this, the same words came back, "Who are you?"
3. Robert now cried out harshly, "You must be a very foolish fellow." "Foolish fellow!" came back from the hill.
4. Robert became angry, and with loud and fierce words went toward the spot whence the sounds came. The words all came back to him in the same angry tone.
5. He then went into the thicket, and looked for the boy who, as he thought, was mocking him; but he could find nobody anywhere.
6. When he went home, he told his moth-



- er that some boy had hid himself in the wood, for the purpose of mocking him.
7. "Robert," said his mother, "you are angry with yourself alone. You heard nothing but your own words."
 8. "Why, mother, how can that be?" said Robert. "Did you never hear an echo?" asked his mother. "An echo, dear mother? No, ma'am. What is it?"
 9. "I will tell you," said his mother. "You know, when you play with your ball,

and throw it against the side of a house, it bounds back to you." "Yes, mother," said he, "and I catch it again."

10. "Well," said his mother, "if I were in the open air, by the side of a hill or a large barn, and should speak very loud, my voice would be sent back, so that I could hear again the very words which I spoke."

11. "That, my son, is an echo. When you thought some one was mocking you, it was only the hill before you, echoing, or sending back, your own voice."

12. "The bad boy, as you thought it was, spoke no more angrily than yourself. If you had spoken kindly, you would have heard a kind reply."

13. "Had you spoken in a low, sweet, gentle tone, the voice that came back would have been as low, sweet, and gentle as your own."

14. "The Bible says, 'A soft answer turneth away wrath.' Remember this when you are at play with your schoolmates."

15. "If any of them should be offended, and speak in a loud, angry tone, remember the echo, and let your words be soft and kind."

16. "When you come home from school, and find your little brother cross and peevish, speak mildly to him. You will soon see a smile on his lips, and find that his tones will become mild and sweet."

17. "Whether you are in the fields or in the woods, at school or at play, at home or abroad, remember,

The good and the kind,
By kindness their love ever proving,
Will dwell with the pure and the loving."

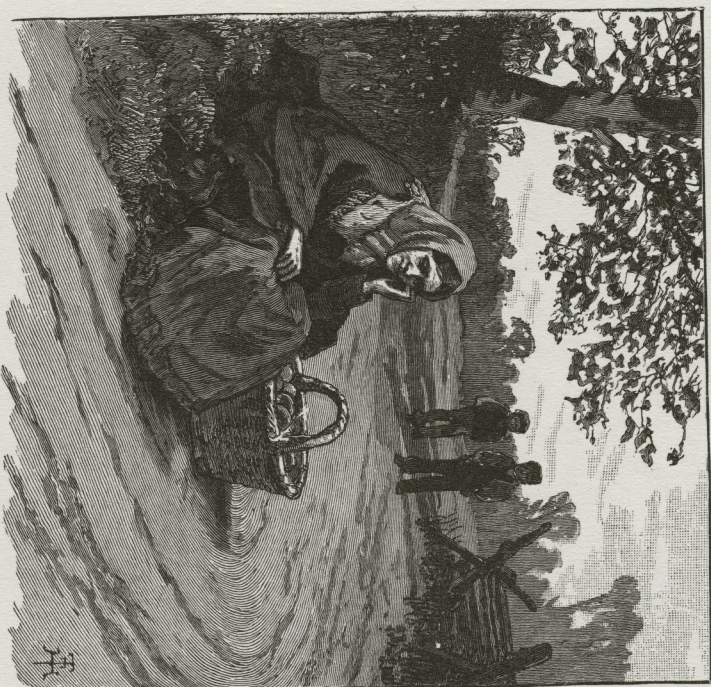
LESSON XLIX.

DEEDS OF KINDNESS.

1. One day, as two little boys were walking along the road, they overtook a woman carrying a large basket of apples.
2. The boys thought the woman looked very pale and tired; so they said, "Are you going to town? If you are, we will carry your basket."
3. "Thank you," replied the woman, "you are very kind: you see I am weak and ill." Then she told them that she was a widow, and had a lame son to support.
4. She lived in a cottage three miles away, and was now going to market to sell the apples which grew on the only tree in her little garden. She wanted the money to pay her rent.
5. "We are going the same way you are," said the boys. "Let us have the basket;" and they took hold of it, one on each side, and trudged along with merry hearts.
6. The poor widow looked glad, and said that she hoped their mother would not be angry with them. "Oh, no," they replied;

"our mother has taught us to be kind to everybody, and to be useful in any way that we can."

7. She then offered to give them a few of the ripest apples for their trouble. "No,



thank you," said they; "we do not want any pay for what we have done."

8. When the widow got home, she told her lame son what had happened on the road,

and they were both made happier that day by the kindness of the two boys.

9. The other day, I saw a little girl stop and pick up a piece of orange peel, which she threw into the gutter. "I wish the boys would not throw orange peel on the sidewalk," said she. "Some one may tread upon it, and fall."

10. "That is right, my dear," I said. "It is a little thing for you to do what you have done, but it shows that you have a thoughtful mind and a feeling heart."

11. Perhaps some may say that these are *little things*. So they are; but we must not wait for occasions to do great things. We must begin with little labors of love.

DEFINITIONS.—3. *Wid'ow*, a woman whose husband is dead. 5. *Tridged, walked*. 9. *Gutter*, the lower ground or channel along the side of a road. *Tread, step*. 11. *Op eã'sions, chances, opportunities*.

HOW TO MAKE BUTTER AT HOME

Supplies Needed:

- (2) Quart sized Glass Canning Jars
- 1 Pint Heavy Whipping Cream
- Cover and Lid for Canning Jar
- Saltine Crackers (optional)
- Glass Dinner Plate (9")
- Paper Towels

Directions:

Pour 1 pint of Heavy Whipping Cream into one of the quart sized glass canning jars. Screw on lid and cover tight so as not to leak. Shake jar (more helpers is always great) for around 9-11 minutes.

The cream inside will turn into a thicker substance with a whipped cream consistency. This is not the butter stage. Keep shaking the jar until you see a solid object with liquid surrounding it.

Drain the liquid (buttermilk) into the other quart sized glass canning jar. This buttermilk can be used for other recipes. Store in the refrigerator for up to 3 days in a covered container.

On the glass plate lay 4 paper towels folder into a rectangle.

Pour the solid butter onto the plate and move around with the paper towels to get as much liquid out as possible. Use the paper towels to pat the butter.

You can add some salt to the butter, serve it on saltine crackers so you do not need salt or add honey for honey butter or any other seasonings to your liking.

Store in the refrigerator for up to 3 days in a covered container.

Laura Ingalls Wilder talks about making butter in her book, *Little House in the Big Woods*. For other great recipes from the "Little House" series purchase Barbara M. Walker's *The Little House Cookbook* available in the Museum Gift Store.

Arithmetic

In 2020, it's known as 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. Students 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?

(Answer: 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?

(Answer: \$3,500)

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

(Answer: \$100.00)

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

(Answer: \$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?

(Answer: 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?

(Answer: 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?

(Answer: 4 pounds)

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

(Answer: 10 cents)

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

(Answer: 3 marbles)

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

(Answer: 16 cents)

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

(Answer: 9 chickens)

Penmanship

Today's ball-point pens and felt-tip markers were not available yet in 1904. Students learned to write using dip pens and bottle ink. Instructions here are based on the use of dip pens. If they are not available, then feel free to use what you have and emphasize legible, beautiful cursive handwriting.

To prepare, place the bottle of ink on the most level part of the desk. Modern bottles are unlikely to fit into an old-fashioned inkwell. Be sure each student has a paper towel in addition to pen and ink. Left-handed students might appreciate having an extra paper towel on which to rest their writing hand, to reduce the amount of ink on their hands.

Explain to students that these pens do not have the ink already in them, as today's pens do. Instead, the pens must be dipped in ink before they write. The pen nib is split up the center from the tip, ending in a small hold about a half-inch from the tip. This split acts as a reservoir for the ink. It is important to dip only the tip of the nib into the ink. If the pen is dipped too far into the ink, the hold in the nib will fill with ink and cause drips and blobs of ink on the paper. When writing with the pens, students will not need to press hard. A light, but firm, touch works best. A little practice time is appropriate.

Holding the Pens

Students should hold the pens on the black plastic shaft only. If the student touches the silver pen nib, the ink might not stick to it and writing will be difficult. The pen should be held in a relaxed grip between the thumb, forefinger, and middle finger (see Figure 2). The ring finger can be added for more stability. The pinky will serve as a balance for the hand and should rest on the paper, not the pen. The pen should be held at a slight angle in relation to the paper, not straight up and down.



Fig.2. The pen should be held in a relaxed grip between the thumb, fore and middle fingers.

The writing style taught here is the Palmer Method, a smooth, flowing style of penmanship that was popular around 1900. The method uses gentle push-pull strokes to form oval-shaped letters at a slight angle.

Penmanship Exercises

To help students get used to writing with dip pens, try these exercises. You might want to write examples on a chalkboard. You may also write the maxims from this packet on the board.

First, write a row of cursive lower-case e's across the paper. *eeeeeeeeeeeeeeeeeeeeeeeeeeeeeeee*

Next, write a row of cursive s's. *ssssssssssssssssssssssssssssss*

Then try a row of m's. *mmmmmmmmmmmmmmmm*

Finally, a row of p's. *pppppppppppppppppppppp*

When they are more comfortable using the pens, have students write their name and address, and today's date (remember this is 1904!). Then they may copy the maxims. If there is time, ask students to write about their one-room school experience, or any other free-writing exercise of choice.

When the lesson is finished, put the pens tip down into a container with water in the bottom. Later, the pens should be removed from the water and carefully dried with a towel.

A B C D E F G

H I J K L M

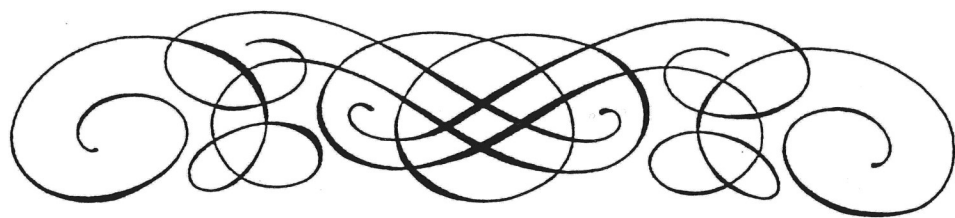
N O P Q R S T

U V W X Y Z

a b c d e f g h i j

k l m n o p q r

s t u v w x y z



Penmanship Practice

Try using a dip pen, if you have one available, and your best cursive handwriting to copy one or more of these wise sayings.

The following maxims are only suggestions. You could also use maxims from the stories in McGuffey's Reader.

- ✓ The truth itself is not believed from one who often has deceived.
- ✓ Falsehood is cowardice; truth is courage.
- ✓ Truth is the most important element of a great character.
- ✓ It is better to give than to receive.
- ✓ Little strokes fell great oaks.
- ✓ The sleeping fox catches no chickens.
- ✓ A little leak will sink a great ship.
- ✓ All temptations attack the idle.
- ✓ Keep your face to the sun and the shadows will fall behind.
- ✓ Working is better than wishing.
- ✓ All that you do
Do with your might
Things done by halves
Are never done right.
- ✓ The biggest trees do not always bear the most fruit.
- ✓ A wise man governs his temper.
- ✓ Every hour brings its task.
- ✓ Step by step the ladder is ascended.
- ✓ Look out for the pennies, and the dollars will take care of themselves.

RULES OF LIFE

*(from Rural One Room School
of Mid-America by Leslie C. Swanson)*

- I. Kindness to animals
2. Good manners
3. Respect of elders
4. Respect for government
5. Obedience
6. Patriotism
7. Wisdom of early rising
8. Reverence
9. Honesty
10. Truthfulness
- II. Temperance
12. Greed and waste regarded
as evils

Geography

These questions relate to the geography of Wisconsin. Students may use a map to find answers. A vintage map would be ideal!

Name the five Great Lakes

(Answers: Superior, Michigan, Erie, Ontario, Huron)

Name the states that border Wisconsin.

(Answers: Iowa, Minnesota, Michigan, Illinois)

Name a river in Wisconsin.

(Answers—not a complete list: Mississippi River, Wisconsin River, Wolf River, Black River, St. Croix River, Menominee River, Chippewa River, Fox River, Eau Claire River)

Name the largest lake in Wisconsin.

(Answer: Lake Winnebago)

Name the state capital of Wisconsin.

(Answer: Madison)

Broaden the lesson with this discussion about statehood.

Ask students how many states are in the Union (United States). Most likely, the first answer will be 50 states. Remind the students that it is 1904, and then let them guess. The answer is 45 states. Then ask which of the 2020 states were not states in 1904. (Answers: Alaska, became a state in 1959; Hawaii, 1959; Arizona, 1912; New Mexico, 1912; and Oklahoma, 1907)

Finally, ask when Wisconsin became a state. (Answer: 1848)

What will we celebrate in 1948? (Answer: Wisconsin's Centennial)

History

For a history lesson, ask students who the current president is. Most likely, the first answer will be Donald Trump (or the 2021 president). Remind students that it is 1904 and have them guess.

(Answer: Theodore "Teddy" Roosevelt)

Explain that Theodore Roosevelt was not elected to be president for his first term in office. Ask how that could have happened.

(Answer: Roosevelt was vice president. When President McKinley was assassinated, Roosevelt became president.)

Ask what popular toy was named for Roosevelt.

(Answer: Teddy bear)

Tell the students that Teddy Roosevelt was a famous war hero. In which war did he fight?

(Answer: Spanish-American War)

Feel free to expand the lesson with additional information about the Spanish-American War, or more explanation of presidential succession or the election process.



Twenty-Sixth President of the United States

Theodore Roosevelt, 1901-1909

Led the Rough Riders during Spanish American War.

Advocated greater governmental controls. Awarded the Nobel Peace Prize.

Spelling Bee Procedure

For a traditional spelling bee, teacher chooses two team captains. The captains then take turns choosing one student at a time to add to their team. (Hint: Require captains to alternate boys and girls in their choices.) Have teams stand in parallel lines from the front row of desks extending to the back of the room. Teacher stands in the front of the room to explain the procedure.

The teacher chooses a team to begin. Teacher will pronounce a word, use it once in a sentence, and repeat the word. The student who is first in line tries to spell the word. Students who spell their words correctly move to the back of their team's line. Students who spell their word incorrectly are "out" and should sit down at a desk. The student who is first in line from the other team will then have a chance to try to spell the same word correctly. Words and teams then alternate until only two students, one from each team, remain. At this point, when both students misspell a word, the word is thrown out and both spellers are given another word. This continues until one misspells a word and the other student spells the same word correctly. The winner may receive a small prize.

- ◆ Students must speak loudly and clearly when spelling.
- ◆ Students who are waiting for their turn or who are out must remain silent.
- ◆ Spellers have one chance per word to correct themselves.

EASY WORDS

DATE	SAME	DEEP	BRAG	SANK
FEEL	BEEF	RIDE	GENT	BARK
PILE	TIRE	HOLD	SPIT	NEAT
LATE	TONE	WEEP	BEST	YELL
MILE	PAGE	CHIP	CRIB	DARK
CURE	DEED	SHOT	FROG	HEAT
FADE	LIFE	BUMP	JUST	BELT
LIKE	HOPE	GRAB	GIFT	BANG
CUBE	CAGE	SHIP	KING	DIME
RATE	KEEP	LUMP	STOP	HINT
BOLT	WIFE	SLED	SHUT	LIME
TUBE	ROPE	SPOT	WEST	GAVE
CAME	WAKE	PUMP	DEAL	GANG
FEED	WEED	SLIP	CARD	MINT
FIRE	HIDE	JUMP	TELL	HANG
BONE	NOTE	THEN	HARD	FINE
	HUGE	DRIP	MEAL	DULL

MORE EASY WORDS

CLEAR	CHARM	GIANT	SKATE
RANG	FLAME	RIVER	DROVE
MINE	SLATE	SILVER	TEACH
NAVY	SHINE	AWAKE	PINCH
REAL	CLASP	BEHIND	BRUSH
FILL	SMALL	BEHAVE	CRUSH
GULL	BRING	ATTEND	STORE
CLOG	STAMP	ALONE	SPIRIT
PLOT	COAST	CONFUSE	STORY
BLAZE	GRAND	BLADE	BUBBLE
DRIVE	TOAST	CREAM	ANGEL
GLOBE	STAND	BLIND	FIFTY
TRIBE	SWING	CRASH	LATER
SHAPE	CRAFT	DREAM	UNDER
STEEP	THING	SPEND	GROUND
STONE	HORSE	GRIND	GROWL
BEAD	BROOM	SHADE	THREAD
STATE	SHORT	SMASH	
FLEET	LEGAL	TRADE	
BRIDE	HUMAN	TRASH	
SHORE	SILLY	STEAM	
BLAME	BUCKET	SMILE	

Medium

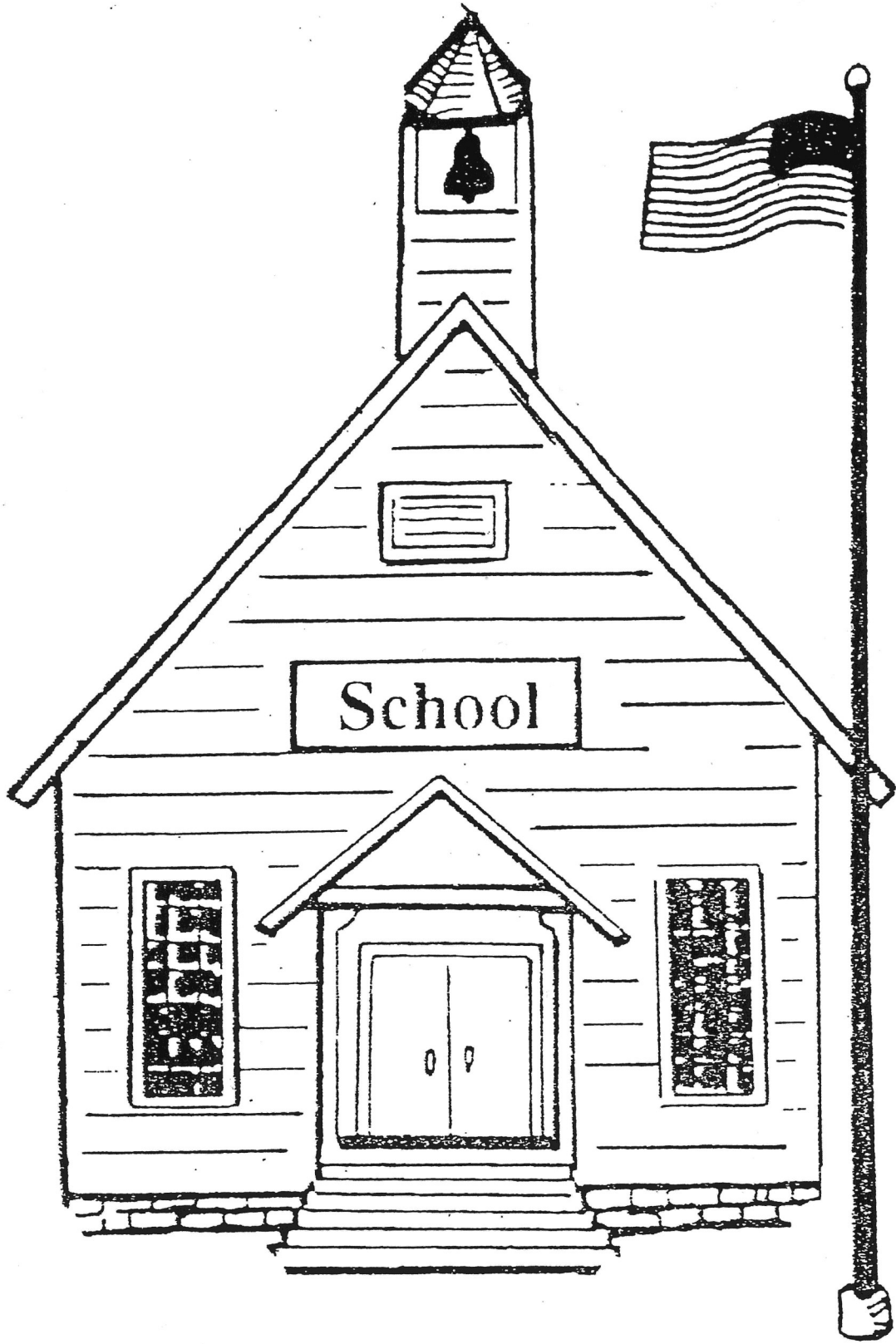
empty	pretend	poetry	urge
cotton	nail	monster	nurse
comic	canal	frost	apply
sadness	trail	sponge	deny
cavity	reject	lovely	type
crawl	brave	group	reply
green	chamber	wolf	spoil
brand	saint	would	moist
wealth	banish	thorn	destroy
screw	dare	former	choice
twelve	chair	scorn	allow
accuse	prayer	forward	pout
admit	chance	worthy	acid
assist	enemy	world	trace
decide	second	effort	tactic
define	spread	school	drink
divide	knelt	smooth	amuse
lamb	quiet	brook	child
numb	icicle	slumber	machine
debt	spring	stunt	general
comb	thirsty	true	breath
doubt	skirt	rumor	theft
flight	blown	crude	bother
	locate	rural	breathe

excuse	native	token	people
include	science	weaken	eager
amaze	powder	kitten	greedy
refuse	county	happen	weary
invent	towel	written	arrow
arrest	beard	broken	window
contest	build	frozen	borrow
discuss	verse	crayon	clever
across	witch	demon	painter
agree	search	cabin	button
asleep	guess	wagon	picnic
report	chalk	dragon	grumble
entire	serve	sudden	trouble
explode	below	kitchen	factory
contact	remote	mitten	orange
forest	ahead	lemon	fossil
hobby	dismiss	gravel	office
problem	forgive	channel	olive
huddle	appeal	chicken	wonder
scribble	appear	failure	reptile
ticket	extreme	daily	refuse
lizard	assign	neatly	remain
Friday	bacon	measles	submit
freedom	bitten	beaver	delay

Difficult

magazine	formula	library	immense
antique	carnival	dialect	pretense
submarine	decimal	diagram	curtain
heroic	mystery	pedestal	mermaid
dilemma	senator	medicine	diameter
poetic	physical	slavery	nervous
deliver	common	ache	surface
consider	district	thief	invasion
practice	element	pierce	usually
rabid	bracelet	orphan	measure
image	expert	quarter	stubborn
fashion	display	consume	creature
crystal	balloon	false	future
crimson	contain	theme	picture
kidney	padlock	length	exactly
distance	closet	solemn	patient
liquid	dentist	launch	creation
certain	volume	strange	operation
thimble	message	squeeze	ocean
villain	fortunate	onion	special
galaxy	mercury	alien	musician
currency	harmony	brilliant	mansion
miracle	barrier	opinion	echo
	festival	pressure	leaves

escaped	typewriter	ceramic	silence
creator	masterpiece	revolting	jealousy
builder	ancient	demonstrate	stomach
lawyer	alternate	algebra	initial
pianist	glamour	raspberry	conceive
kingdom	tomato	ordeal	official
childhood	either	positive	succeed
engineer	weapon	dishonest	weird
metallic	recipe	obvious	grammar
civilize	debris	evident	scenery
exception	finance	apparent	college
condition	frontier	behavior	knowledge
satisfy	athlete	outrageous	suspicion
improper	progress	census	edition
illegal	ancestor	petition	attorney
ignorant	success	advertise	autumn
displease	museum	secrecy	vehicle
antidote	pyramid	mammal	phantom
misspell	licorice	hideous	scissors
upheaval	rhythm	particle	foreign
allure	fragile	nickel	phlegm
bicycle	nucleus	diligent	daughter
collect	thorough	balance	condemn
epidemic	schedule	elegant	cologne



Old fashioned games for recess

Can be played indoors:

Pick Up Sticks: Games of Pick Up Sticks are sold today, or you can find a bundle of sticks about 10 inches long. One player gathers the sticks in one hand and lets them go on a tabletop or the floor, landing in a random pile. Then players take turns removing one stick at a time from the pile without disturbing any of the other sticks. If a stick moves while you're trying to pick up another, let go and your turn ends. If you are successful at picking up your stick without moving another, keep going until you accidentally move a stick you're not trying to pick up. Players take turns until all sticks are picked up. Sticks may be given different point values according to color. You may choose a goal score to play multiple rounds.

Jacks: Requires a set of 10 jacks and one small ball. Pick a smooth surface (floor, sidewalk). Sit across from the other player(s). Toss all 10 jacks in front of you, between you and the other player(s). Aim to keep the jacks fairly close to you, but spread apart enough to grab them individually. Toss the ball up in the air, then pick up one jack and catch the ball with the same hand before it hits the ground. Repeat the process, again picking up one jack and catching the ball in the same hand. Continue until you have picked up all 10 jacks, to complete "onesies." Then move on to "twosies," picking up two jacks at a time and catching the ball. Keep playing through "tensies" – as long as you remove the designated number of jacks and catch the ball successfully, it's still your turn. If you fail to remove the right number of jacks or catch the ball, it's the next player's turn. Continue around the circle of players. When your turn comes around, start where you left off. The winner is the first person to successfully complete "tensies" or the player who collects the largest number of jacks at once after a predetermined number of rounds. Some play by bouncing the ball instead of tossing it up, catching the ball before it hits the surface again.

Hide and Seek: A game in which any number of players conceal themselves in the environment to be found by the seeker. To begin, the seeker closes their eyes and counts to a predetermined number while the other players hide. For example, count to 20, or count to 100 by 5s (5, 10, 15, 20, etc). Then the seeker calls, "Ready or not, here I come!" and attempts to locate all concealed players. Either the first or the last person found becomes the new seeker.

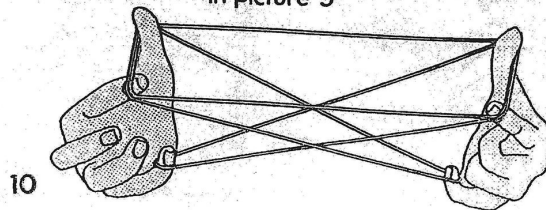
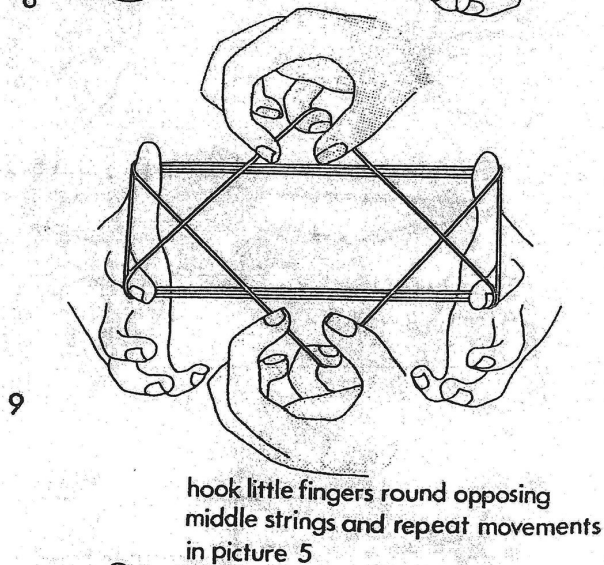
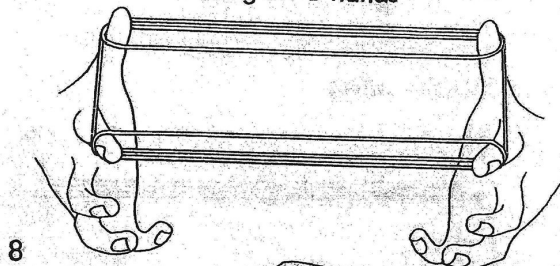
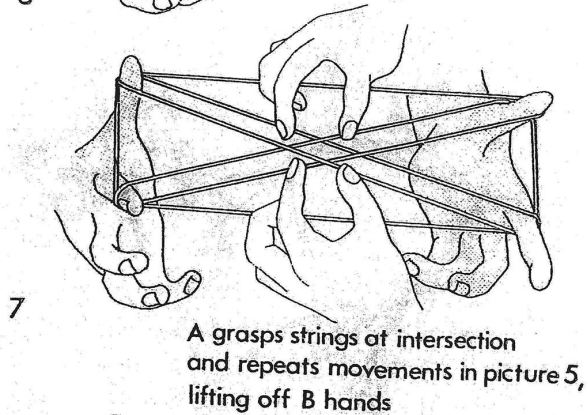
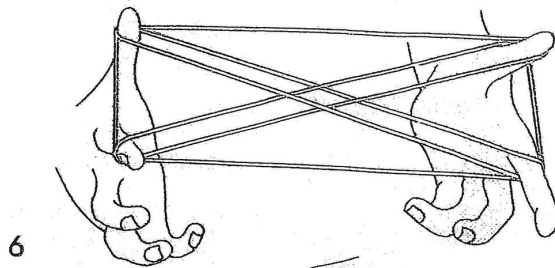
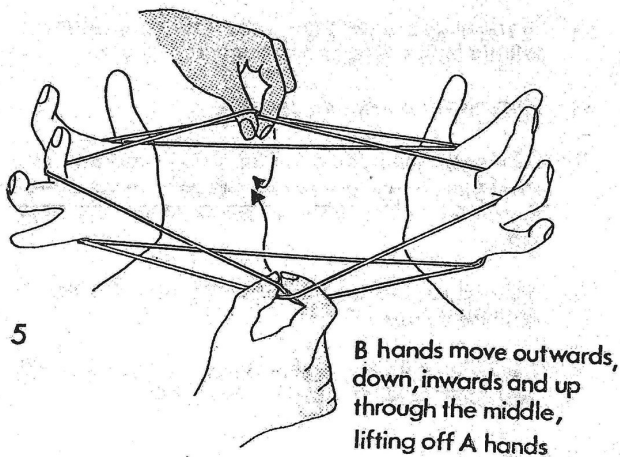
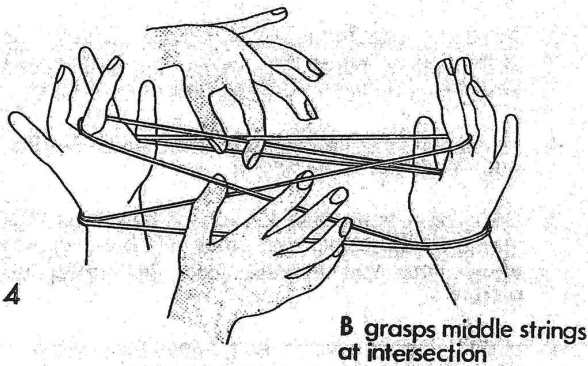
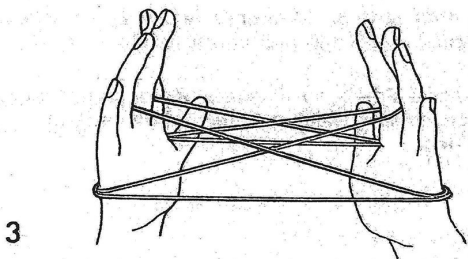
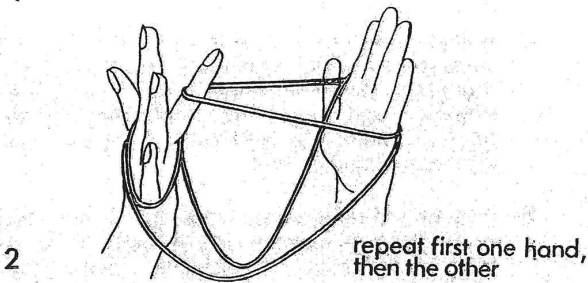
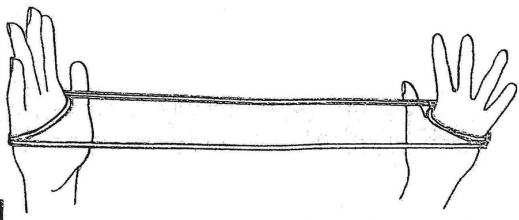
Clothespin Drop: This requires a jar and a handful of clothespins. Small sticks or stubby pencils could work instead. Set the jar on the floor behind a chair. Players take turns kneeling on the chair and trying to drop clothespins into the jar from a given height (chair back works well). Alternatively, players could stand a short arm's distance away from the jar and drop pins from (shoulder, chest, waist) height.

Captain May I: Establish a starting line and finish line. The Captain gives an order (such as "take 4 elephant steps" or "take 2 bunny hops") to one of the players to move forward. The player must ask, "Captain, may I?" The movement is allowed only if player asks properly. They start over if they fail to ask. First player to the finish line wins.

Cats Cradle: For two players. Find a suitable piece of string or cord, about 50 to 60 inches long. Tie ends to make a large loop. It will be helpful to watch an instructional video to see how to weave the string back and forth between your hands/fingers. Then take turns passing the string between players without messing it up. A picture is on the next page. Here is one set of instructions: <https://thekidshouldseethis.com/post/play-cats-cradle-string-game>

Cat's Cradle

A STRING GAME FOR TWO PLAYERS

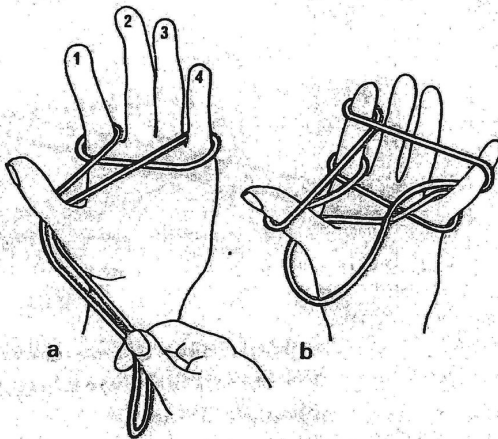


CAT'S CRADLE

People have played games with string for many thousands of years and such games are found among primitive tribes all over the world. No one knows for sure how the name Cat's cradle originated but it is one of the best known string games. The basic moves shown on the other side of this card can be continued and repeated to form further patterns. If you have any difficulty following the instructions, ask your grandmother! She is sure to know it. Below are 2 more string games.

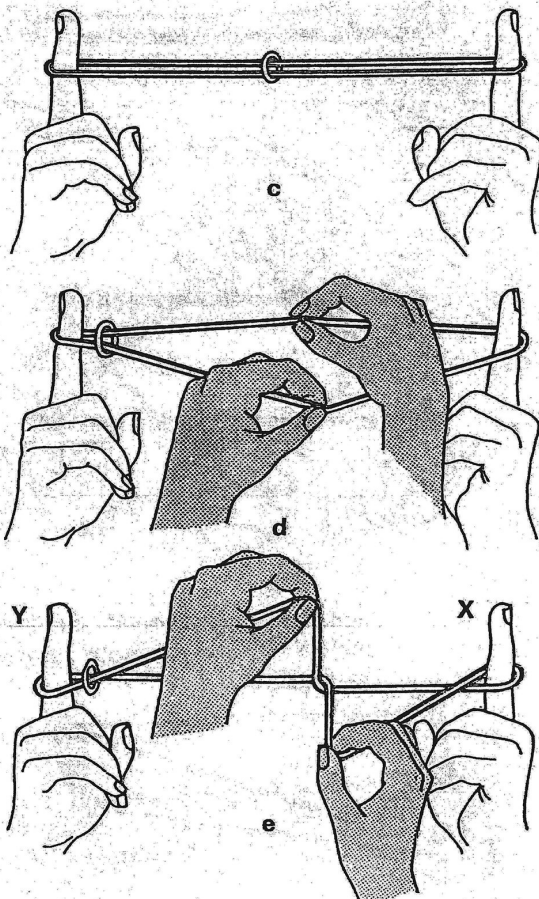
STRING MIX-UP

A shorter circle of string than the one supplied is easier for this game, about 80 cms (32 inches).



- 1 Achieve position in picture a. by placing string across palm and between thumb and first finger and pull back. Then bring forward one string between fingers 1 and 2 and the other string between fingers 3 and 4, pass both strings between finger 1 and thumb, pulling taut.
- 2 Pull loop in right hand across top of little finger, one string passing each side of finger. Then twist loop on to finger 1 to achieve arrangement in picture b.
- 3 Lift both strings off thumb and place between fingers 2 and 3 and pull taut to back.
- 4 Now pull slowly downwards on the single string which crosses palm and the whole mix-up will pull free.

STRING - RING



- 1 Borrow a friend's fingers and place on them the string with a ring on it as shown in picture c. Ask your friend to keep the string taut but not tight.
- 2 Grasp the far string with right hand and near string with left hand, as picture d.
- 3 Bring right hand towards you passing over near string; at the same time move left hand up and away from you passing over far string, see picture e.
- 4 Holding string taut in right hand, pass string in left hand over friend's finger X and release.
- 5 String held in right hand must now be transferred to little finger of right hand and kept there.
- 6 Slide the ring towards finger X.
- 7 With right hand grasp the far string between ring and finger Y (make sure that the twist in the string is to your right): with left hand grasp the near string.
- 8 Then repeat the moves in 3 and 4 above, passing string over finger X.
- 9 Grasp ring with left hand, release both strings from right hand, and the ring will come free.

Best Outdoors

Hop Scotch: Use chalk to draw course on sidewalk. The first player tosses a small stone into the first square without touching a line or bouncing out, then hops on one foot through the course, avoiding the square with the stone, and without losing balance or touching a line. If successful, the player tosses the stone into the second square and repeats the pattern. If a player steps on a line, misses a square, or loses balance, their turn ends and the second player begins. The first player to complete the course for every square wins.

Marbles: Each player should have some marbles. In summer, draw a circle in the dirt or on pavement. Players take turns trying to knock other players' marbles out of the circle using their "shooter" (big) marble. If knocked out, the player gets and keeps that marble. In winter, make a small hole in the snow. Two players try to flip their marble into the snow using their forefinger. The first to do so gets both marbles. Some marbles were considered special, such as "cat's eye," "propeller," or some object in a clear marble, to name a few.

Red Light Green Light: The object is to get from the starting line to the finish line (IT) first and without being seen moving. IT stands facing away from the others. Players can only move after IT calls "green light" and must freeze when IT calls "red light" and quickly turns to face players. Anyone caught moving must start over at the starting line.

Better with more players

Button, Button, Who's Got the Button: Players form a circle with their hands out and palms together. One player, called the leader or IT, takes a small object (button) and goes around in the circle, pretending to put the button into each player's hands, and really drops the button into one of them, so that no one knows where the button is except for the giver and receiver. The group chants, "Button, button, who's got the button," as each one takes a turn guessing who has the button until the button is found. Then that player distributes the button to start a new round. Sometimes this is played by the players passing (or fake passing) the button from player to player behind their backs, then only the IT player guesses who has the button.

London Bridge is Falling Down: Ask two players to face each other, holding hands and lifting their arms upward to form an arch or bridge. Remaining players line up and pass under the bridge one by one, circling around and continuing under the bridge. Players sing, "London Bridge is falling down, falling down, falling down, London Bridge is falling down, my fair lady." The players forming the arch try to catch someone as the song ends, by dropping their arms around the walker.

Spud: All players get a number to start. IT holds the ball and stands in the middle of a circle of other players. IT then calls out a number and throws the ball straight up in the air. The player whose number was called must catch the ball either while it falls or after one bounce. All the other players run away until the catching player yells "SPUD!" Then they freeze in place. The player with the ball then throws the ball, trying to hit another player. If they hit someone, that player gets a letter in the word SPUD. If they miss, they get a letter. A player who gets all four letters must sit out the rest of the game.

Anty-Anty-Over: Players divide into two teams on opposite sides of a small building, such as woodshed, schoolhouse or outhouse. One player throws a ball over the roof of the building while yelling "Anty-Anty-Over." If a person on the opposite team (other side of the building) catches the ball, the catching team members run around the building. The catcher tries to touch as many players from the throwing team with the ball before they safely reach the half-way mark. Tagged players are captured and become part of the catching team. Teams change sides each time the ball is successfully caught. If the catcher drops the ball, they must join the opposing team. The team that captures all the players wins.

Pom Pom Pull Away: One player is IT and stands in the center. Remaining players line up a given distance away. When IT calls "Pom Pom Pull Away," the players run to the other side and IT tries to tag them. First one tagged is the next IT. Variation: Tagged players stay in the center and help with tagging others. Game ends when all/most players are in the center.

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THANK YOU TO THE CHIPPEWA VALLEY MUSEUM OF EAU CLAIRE, WISCONSIN,
FOR THEIR ASSISTANCE IN PREPARING OUR ACTIVITY PACKET.

EVALUATION SHEET

Thank you for participating virtually in the One-Room Schoolhouse Learning Program!

Please fill out and return to: Marathon County Historical Society
Attn: Anna Chilsen-Straub
410 McIndoe Street
Wausau WI 54403

DATE PARTICIPATED: _____ SCHOOL: _____

AGE/GRADE LEVEL: _____

Please check here _____ if you participated “on your own” and not as a school-related function.

1. Please describe briefly your method using these lessons. For example, did you watch the videos at school or at home? All in one day or over time? In a group or individually?
2. How did you use the activity packets? Please list any comments you may have.
3. Which aspects of the materials provided were the most effective in understanding what it was like in a one-room school environment?
4. Which materials were the least effective, and how do you think they could be improved?
5. What follow-up activities do you plan to use to reinforce or extend this learning experience?
6. How would you rate the overall virtual materials?
 Excellent Very Satisfactory Satisfactory Fair Poor
7. Any additional comments?