Goldie's History Kits

Schools: Comparing Long Ago, Today and Other Cultures

STUDENT MATERIALS

STATE HISTORICAL SOCIETY OF IOWA
IOWA DEPARTMENT OF CULTURAL AFFAIRS

LIBRARY OF CONGRESS
TEACHING WITH PRIMARY SOURCES
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Schools: Comparing Long Ago, Today and Other Cultures

LESSON PLAN FOR SUPPORTING QUESTION
What were schools like long ago?
Children Going to School on a Horse-Drawn Bus in Keokuk County, Iowa, 1928

The photograph shows children from Webster Consolidated School standing beside a horse-drawn bus. The image was taken in 1928 in Keokuk County, Iowa. Courtesy of State Historical Society of Iowa, 1928
Comparing Kindergarten to 1st Grade

Think about when you were in kindergarten. Draw how you have changed over time.

<table>
<thead>
<tr>
<th>Past (Kindergarten)</th>
<th>Present (1st Grade)</th>
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This photograph of a one-room schoolhouse in Brush, Colorado, shows seven children and a teacher outside. Named the Williams School, the image shows a small portion of the expected 30 to 40 students expected when beet work in the fields was over. This photo was taken seven weeks after school opened. *Courtesy of Library of Congress, Hine, Lewis Wickes, “Williams School - Brush, Colo.,” 27 October 1915*
**Analyze an Image**

<table>
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Schools: Past & Present Class Venn Diagram

Past

Present

Same
The School Room
The one room Hanover # 4 school actually consists of three rooms; the main class room, the entry room and the basement. To enter the school, you must climb the concrete steps outside the entry. You open the door and you find you in a good sized room, about 10' by 10'. On your left is the doorway into the basement. The stairway into the basement was covered. The top side of the covered stairwell formed a shelf on your left about three to four feet high. That's where we used to store our lunches until recess or noon.

On your right are hooks in the wall for hanging winter coats, hats and scarves. In winter the walls of the entryway would be covered on three sides by winter coats. The walls at floor level would be haphazardly lined with overshoes strewn about. The basement was a light and cheerful basement; there were six window along the basement wall above ground. It is easy to forget that we didn’t have electricity in those days. The only lighting in the basement was natural lighting coming in the windows. The basement contained a big furnace and a supply of wood; and in later years, coal.

To enter the main classroom, you again went up a short flight of stairs. It was a very typical country school classroom. The far wall as you entered the room was a wall-to-wall slate blackboard. Above the blackboard was a roll-up map case, in which you could pull down one of several maps; one of the world, of North America, South America, the United States and Iowa. The maps were an integral part of our geography lessons. On Fridays we used to have map games where the teacher would pull down a map and read off a name of a capital and the first student that called out the state or country would win. This would go on for a whole class period. Later we got into cities rather than capitals.

Above the map case and off to right was a copy of the famous uncompleted portrait of George Washington by Gilbert Stuart. For balance the portrait of Abe Lincoln was hung on the left. I don't remember who painted that one. The teacher's desk was in the front of the room a few feet from the blackboard. Just in front of the teacher's desk was a long bench. This bench was used to conduct classes. For example, when it was time for the 5th grade arithmetic class or spelling class to convene, the teacher would call the class up to the bench and quiz them on the assignment or send them to the board for math problems or spelling words. The rest of the school would be busy doing their assignments, day-dreaming or learning next year’s words and problems.

The rest of the room was taken up four rows of desks. There were two rows on the left side of the room and two rows on the right side. The desks were much like that shown here. These desks were fastened to 1 x 4s so all the desks in a row were attached together. The desks in the front of each row were smaller for the lower grades. The rear desks were larger for the bigger kids.

The center of the room was open. There was a big hot air grate where heat from the furnace would rise to heat the room. The grate was about four feet by four feet. There were three big windows on the East and West side of the school. They gave plenty of light on most days. On those cloudy winter days, though, I am sure there was not a lot illumination, but it didn't bother the kids.

Other furnishing in the room included a small table with a portable Victrola record player near the front window on the left side. This record player was one of the wind-up-with-a-crank type record player. It was used for our music/singing class. We would sing lots of old Steven Foster favorites like, Camptown Races, Old Folks at Home, My Old Kentucky Home, Jeanie with the Light Brown Hair, and Old Black Joe.

In the back of the room was a table upon which sat the water crock. It was a white porcelain
crock with a push button faucet near the bottom. When you wanted a drink, you would get your
cup (each student had his/her own cup) and push the button and fill the cup – (after you got
permission from the teacher). Most of the kids had collapsible cups made out of tapered rings
of tin nestled together. When the water jug was near empty, some two kids would be assigned
to take the pail over to the McCormick farm to get some water. The older boys were usually
assigned to this chore because the pail, once full, was heavy. The pail was a long, somewhat thin,
pail, often used for milk. Again it seemed that the fellows assigned to that chore always seemed
to have trouble with the windmill because it always seem to take over a half hour to get the
water.

Schoolyard Games
As I recall, we used to have two recesses and a lunch hour break as a part of our school day. We
had a number of games that we used to play at recess or at noon. We used to play Prisoner's
Base, Ante, Ante Over, and in the winter Fox and Goose and King of the Mountain. The one I
want to describe now was called Prisoner’s Base.

Prisoner’s Base
The game called Prisoner’s Base may have had Indian origins or gypsy origins and was also
called Dare Base and Prison Bars.

The first step in establishing the game was for the two biggest guys in the schoolyard to
choose up sides. The principal criterion for being selected was foot speed, quickness and a
daring attitude. It also helps to be pals with one of the schoolyard studs. The teams would line
up along two parallel lines, one team on one line and the other team on the other line. The lines
were about 60 to 100 feet apart. Individuals from each team would make a daring excursions
from its line or home base which was a “safe” area, over toward the enemy's line or base. When
a two opposing raiders meet in midfield, the one who left base last is able to “capture” the other.
Once captured, the prisoner must remain touching the opponent’s base until he is touched by a
teammate. If more prisoners were taken, the last prisoner must keep one foot on the opponent's
base while holding hand with the previous prisoner. The prisoners form a line stretching out
toward their own base. The more prisoners in the line, the easier it was to rescue the first one
captured. Rescue is accomplished by being touched by a non-prisoner teammate. Once touched
by a teammate, the prisoner and the rescuing teammate have a free return to home.

The strategy was to send a teaser out to midfield and try to get the enemy to go after
the teaser. When the enemy send someone after the teaser, you have your speedster leave
right after the enemy has and try to catch him before he catches the teaser and before their
speedster gets your speedster. Of course, from time to time there are real arguments over who
left base last. But I cannot remember these disputes lasting very long; somehow the schoolyard
social structure had some long proven method of working out the disagreement and proceeding
on with the game.

Ante, Ante, Over
This game seemed to have its origins in the days of one-room schools and also goes by the
name Andy-over or Anthony-over.

Again the players must choose up into two teams. This game involves a ball thrown over the
roof of the anteroom of the school house, hence the name. One team would get on one side
of the schoolhouse anteroom with the ball and throw the ball over the ante-room roof. It was
required that the ball had to roll or bounce over the peak of the roof, usually hitting the roof on
the way up and then hitting the overhang of the school house roof. As you threw the ball, you were required to yell “Ante, Ante, Over” or “Andy over”. The objective was to make the ball make as many crazy bounces as possible so the other team would not catch it. If the ball were caught, the person who caught the ball and all his/her teammates would hold their hands behind their backs and run to the other side of the school, some one way around the front of the school and some would go the other way around back. The objective was to confuse the other side as to who had the ball. The person who had the ball was to tag as many of the opposing team as possible before they reached the other side. Once tagged, you had to join the other team.

The Hanover No. 4 school house had a basement with windows on both sides of the school. When it was your turn to throw the ball over the roof, one person would be assigned to watch through the windows to get an advanced warning that they are coming around the back. The game went on until recess was over or until one team was totally captured.

**Fox and Goose**
Fox and Goose is played all over the world including China but particularly it was a winter time game, you needed snow on the ground to play it, preferably, fresh snow. In order to set up for the game, the game area needed to be laid out in the snow. A “playing field” is made by stomping out a circle 50 to 60 feet in diameter into the snow. Next, four to eight paths are made that cross at the center, dividing the circle into a “pie-slice” form. This game is best played with a smaller group of people, four through six would be ideal. One person is selected or appointed as the Fox and the rest are the Geese. The Geese are expected to torment the Fox and the Fox tries to catch the Geese. Now you’re ready for action. The Fox can chase and try to tag the Geese, using only the tromped-down circle and pathways. The pathways provide sneaky shortcuts, and fortunately for the Goose, the center is “goose haven”--where he or she can’t be caught. Upon tagging the Goose, the Fox doesn't get a meal; rather, they change roles, the Fox becomes a Goose and the Goose becomes a Fox. Any Goose who steps outside the path tromped in the snow gets penalized and becomes the Fox.

**King of the Mountain**
Just to the east of the school is State Highway 76, (When I went to school, it was State Highway 13, why they changed it from 13 to 76, I was never able to figure out). The highway is below the school ground level by about 12 to 15 feet, so there is a steep bank from the edge of the school ground down to the gutter along the highway. In winter that bank would collect a goodly amount of snow. Climbing up the bank through the snow became quite a chore. The first one up became the “King of the Mountain”. He had to defend his kingdom by pushing all other climbers down. Eventually, someone made it up and a tussle ensued and someone got pushed down the bank. If it was the challenger, a new king was crowned.

**The Outhouse**
It was a fairly standard out house as outhouses go for country schools. It was a double outhouse; there were two sections, one for the boys and one for the girls. It was, as I recall, about a three-holer on each side. There was a wooden fence that protected each side from prying eyes. And like all outhouses back in Iowa, it was cold in winter, THERE WAS NO HEAT. Kids tended to waste no time there in winter. And of course, in spring and fall, the odor kind of limited your staying power.
The photograph, taken by Marjory Collins, is of New York City students reciting the “Pledge of Allegiance.” The image was taken in January 1943 at New York Public School 8, which was in a predominantly Italian-American section of the city. Courtesy of Library of Congress, Collins, Marjory, “New York, New York students pledging allegiance to the flag in public school eight in an Italian-American section,” January 1943.
Pledge of Allegiance to My Flag.

Con spirito.

Music by M. K. Fowler.

I pledge allegiance to my Flag, and to the Country for which it stands;

One Nation, indivisible, with Liberty and Justice for all.

Copyright, 1917, by M. K. Fowler.
"My Country, 'Tis of Thee" was written by Samuel Francis Smith, an American Baptist minister and writer. Also known as "America," the sheet music was written in 1874 and the audio recording was created in 1898. Courtesy of Library of Congress, Smith, Samuel Francis, "My Country, 'Tis of Thee," Ditson & Co., 1874
This photograph shows schoolchildren on a circular swing in San Augustine, Texas. The image was taken by Russell Lee in 1939. Courtesy of Library of Congress, Lee, Russell, "Schoolchildren on circular swing, San Augustine, Texas," April 1939
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## Lesson Summative Assessment

### Schools Long Ago

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<th>Item</th>
<th>Yes</th>
<th>or</th>
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<tbody>
<tr>
<td>Lunch Box</td>
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<td>Teacher’s Bell</td>
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<tr>
<td>Seesaw</td>
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<td>Playground</td>
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<td>Computer</td>
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<td>Item</td>
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<td>One-Room Schoolhouse</td>
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<td>Calculator</td>
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<td>Art Supplies</td>
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Lesson Summative Assessment

What were schools like long ago?
Schools: Past & Present Class Venn Diagram
HISTORY MYSTERY

STUDENT MATERIALS

Schools: Comparing Long Ago, Today and Other Cultures

1ST GRADE

Goldie's HISTORY KITS

STATE HISTORICAL SOCIETY OF IOWA

IOWA DEPARTMENT OF CULTURAL AFFAIRS
# Analyze an Object

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<tr>
<th></th>
<th>1. What does it look like?</th>
<th>2. What is the object made from?</th>
<th>3. Is there any writing or details?</th>
<th>4. Do you see any signs of wear?</th>
<th>5. What year or time period do you think it is from?</th>
<th>6. Who is the owner?</th>
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<td>Think about size, shape and color.</td>
<td>Is it one or more materials combined?</td>
<td>If yes, what does it tell you about the object?</td>
<td>Does it mean anything about how the object was used?</td>
<td>Why do you think it was from that year?</td>
<td>Write a brief description of the owner.</td>
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<td>Question</td>
<td>Answer</td>
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Vocabulary Flashcards

- Change
- Artifact
- Document
- Photograph
Artifact
An item made by a human, typically an item of cultural or historical interest.

Change
To make or become different; the act or instance of making or becoming different.

Photograph
Pictures taken with a camera.

Document
Written artifacts about something; a piece of written, printed or electronic matter that provides information or evidence or that serves as an official record.
Analyze

Long Ago

Today

School
Analyze Long Ago

The period of time that happened in the distant past.

To look at something carefully, typically for purposes of explanation and interpretation.

Today School

The period of time that is happening now.

An institution (location) for educating children.

School (Present)

The period of time that is happening now.

Long Ago

The period of time that happened in the distant past.
Vocabulary Flashcards

Education

Primary Source

Secondary Source
Education

The action or process of educating or of being educated (learning about something); the knowledge and development resulting from the process of being educated.

Primary Source

For a known purpose, the events studied, by a known person, that was created at or near the time of something (document, photo, etc.).

Secondary Source

A secondary source of information is being analyzed by the source. A historical item (document, photo, etc.) that was created later by someone who did not experience first-hand or participate in the events or conditions being analyzed by the source.

Secondary Source

The action or process of educating or of being educated (learning about something), the knowledge and development resulting from the process of being educated.