



## Post-Trip Lesson Plan School

- I. Grade level: grades k-2
- II. Objectives:
  - a. To examine a typical school lesson for children in 1898.
  - b. To learn about the differences and similarities between a typical school lesson in 1898 and today.
- III. Standards:
  - a. Sunshine State Standards (2006):
    - i. Time, Continuity, and Change: Standard 1: Compares everyday life in different place and times and understands that people, places, and things change over time.
    - ii. Time, Continuity, and Change: Standard 5: Understands changes in community life over time: schooling.
- IV. Vocabulary:
  - a. Abacus: a counting device consisting of a frame holding parallel rods strung with movable beads; used in a 19<sup>th</sup> century school house to help teach arithmetic
  - b. Lunch Buckets: similar to a lunch box today, in 1898 lunches were brought from home in a tin pail. These lunches would consist of leftovers, biscuits, sweet potatoes, or perhaps fried chicken if they were lucky.
  - c. Arithmetic: a section of math which consists of adding, and subtracting. Arithmetic problems in school would relate to possible career choices in the future.
  - d. Boarding: a teacher would often “board” or live with a local family while teaching. Boarding consists of a place to sleep and meals.
  - e. Dictation: apart of a common school lesson for the time period. The teacher would say a word and the students would have to write or say the word. Another method is by memorizing a passage, poem, or song then reciting what you have memorized out loud.
  - f. McGuffey’s Reader: a common textbook used during the time period, the family would need either to purchase this textbook or share a textbook with another family.
  - g. Moral Lessons: lessons to teach the students the difference between what is right and what is wrong. These would often be included in the fables and short stories the students were reading.
  - h. Slate: a small calk board used by the students, since paper was expensive. Students would practice their writing and arithmetic on these boards.
- V. History:
  - a. A school in rural Florida in 1898 would be open from three to six months a year depending on the weather and the growing season.



- b. A student would get up before dawn, beginning their day with morning chores at home. Most children walked to school, since animals and wagons were needed at home.
- c. School would begin around 9:00 am and end at 4:00pm with an hour lunch break and two recess breaks.
- d. Boys and girls would sit on opposite sides of the classroom. Sometimes the boys and girls would even enter through separate doors.
- e. A typical classroom would hold students between the grades 1 to 8. Holding an 8<sup>th</sup> grade education qualified you to be a school teacher. The classroom would also typically hold 10 to 30 students or more.
- f. Teachers would teach about reading, writing, and arithmetic.

#### Activity 1: Worksheet: Beginning of Class

- VI. Materials:
  - a. Worksheet: Beginning of Class
- VII. Procedures: Explain the History, and then hand out the worksheet: Beginning of Class. Then collectively follow through the worksheet beginning by reciting the Pledge of Allegiance as it was written in 1892. Then have each student read the poem by themselves and then collectively as a class. Finally sing the song collectively and explain the history.
- VIII. History: Opening exercises in 1898 would consist of the saying of the Pledge of Allegiance, recitation of a Bible verse, perhaps a song or reading of a poem. Some light calisthenics might also be done. This will last only 10 minutes.
  - a. Prior to the beginning of the daily lesson plans in an 1898 school, the Pledge of Allegiance would be stated. This trend continues today in American schools. In August 1892 Francis Bellamy (1855-1931) wrote the original Pledge of Allegiance. This pledge was published in the magazine *The Youth's Companion* on September 8th. The pledge was written for students to repeat on Columbus Day. On October 12, 1892 (Columbus Day) the pledge was first read by 12 million children creating the ritual that continues today. On June 14, 1923 the words "my flag" were replaced by "the flag of the United States." In 1942 Congress (body of U.S. government that writes laws) officially recognized the Pledge of Allegiance. June 1943 the Supreme Court ruled that it could not be mandated for children to recite the pledge.
  - b. Students would learn moral and life lessons through the dictation of poems, pledges, and Bible verses. The specific message of each dictation would sink in to the child's memory by reciting these same messages over the years.
- IX. Assessment: This is a collaborative project within the classroom and can be graded based on assessing your students understanding of the history of school life and participation.
- X. Open-Ended Questions:
  - a. How does your class begin everyday?



- b. How does class begin in 1898?
- c. In what ways are the class openings similar and different?
- d. Why do you think the children in 1898 sang songs, read poems, and stated pledges?

Activity 2: School Lesson: Modeling

- XI. Materials:
  - a. Sticks: twigs, toothpicks, or straws
- XII. Procedures: Divide up the sticks between the students so each student has 12 sticks, and then explain to the students to create models based on the story. The story below comes from The Baldwin Primer copyright 1899 by the American Book Company.
- XIII. Figures: Have the student create a model out of the sentences below. The model should be fabricated from the noun in front of: "(Fig. #)."
  - a. A little boy who used to watch the soldiers getting ready for war, sometimes saw them standing up in straight lines (Fig. 1) ready for marching.
  - b. Then he would see them returning after a long march, all tired out, ready to lie down, some on the ground (Fig. 2)
  - c. And some in tents (Fig. 3).
  - d. The little boy wished he would be a soldier, too, but his mother and father told him he must first learn many things at home; so he began to learn to read. Here are the little chair (Fig. 4)
  - e. and table (Fig. 5) which he used while doing his work.
  - f. He learned how to make the letters H (Fig. 6)
  - g. A (Fig. 7)
  - h. T (Fig. 8),
  - i. and he learned that these letters together meant hat (Fig. 9).
  - j. Next he learned to write this on his little blackboard (Fig. 10).
  - k. After his lessons he would go out into the barnyard to play with his ladder (Fig. 11).
  - l. Then he would climb up into the loft of the barn (Fig. 12) to hunt for eggs. When he grew up to be a young man he went with the soldiers to war.
- XIV. Assessment: This is an exemplar lesson plan showing what a typical lesson in 1898 in Florida would contain. The students can be graded based on their participation and use of the information of the history of school lessons in Florida in 1898.
- XV. Open-Ended Questions:
  - a. What does a typical lesson plan consist of in your classroom?
  - b. What does a typical lesson plan in Florida in 1898 contained?
  - c. In what ways are your lesson plans and lesson plan from 1898 similar?
  - d. In what ways are your lesson plans and lesson plans from 1898 different?



Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Post-Trip Lesson Plan Beginning of Class

### Pledge of Allegiance (1892):

I pledge allegiance to my Flag and the Republic for which it stands,  
one nation, indivisible, with liberty and justice for all.

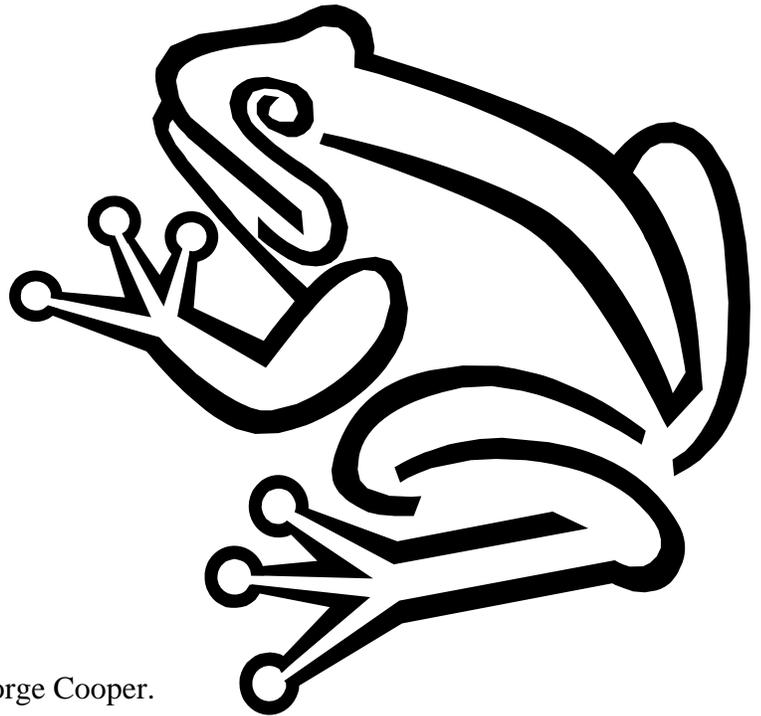
### Poem:

#### Frogs at School

Twenty froggies went to school  
Down beside a rushy pool;  
Twenty little coats of green,  
Twenty vests all white and clean

“We must be in time,” said they,  
“First we study, then we play;  
That is how we keep the rule,  
When we froggies go to school.

By George Cooper.



### Song:

#### Twinkle, Twinkle, Little Star (1922):

Twinkle, twinkle, little star;  
How I wonder what you are!  
Up above the world so high,  
Like a diamond in the sky.

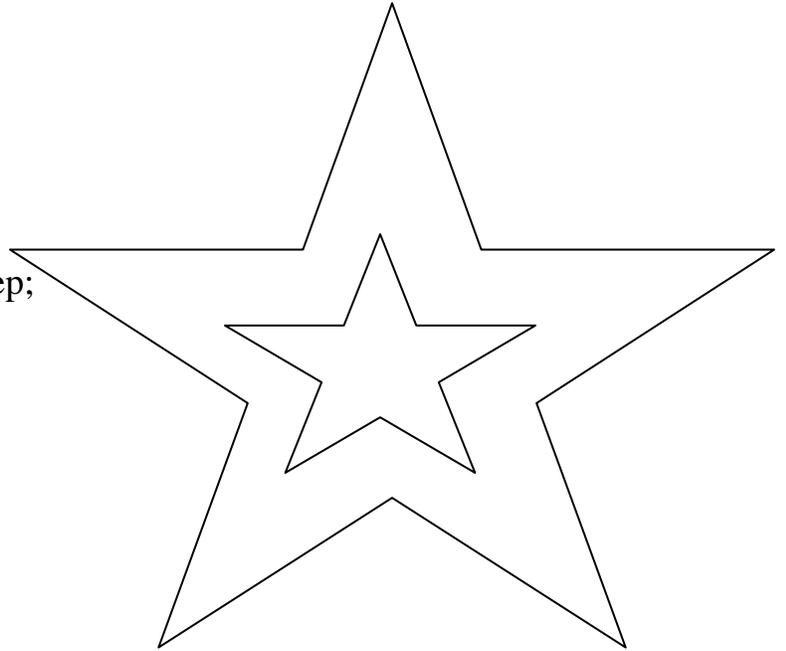


Name: \_\_\_\_\_ Date: \_\_\_\_\_

When the blazing sun is set,  
When the grass with dew is wet,  
Then you show your little light,  
Twinkle, twinkle, all the night.  
In the dark blue sky you keep,  
And often through my window peep;  
For you never shut your eye  
Till the sun is in the sky.

And your bright and tiny spark  
Lights the traveler in the dark;  
Through I know not what you are,  
Twinkle, twinkle, little star.

By Jane Taylor



Sources:

Poem and Song from EveryDay Classics Second Reader by Baker and Thorndike 1922.