



# SCHOOLTIME

## Time for School!

**Social Studies Standard Grade 3:** Environments and communities change over time through the influence of people.

Objective 2 a. Describe early people of the local area; e.g. American Indians, first settlers.

**Social Studies Standard Grade 2:** Students will show the sequence of change in communities over time.

Objective: Recognize the sequence of change in communities over time.

Objective: Trace the development of the local community.

Objective: Predict future changes based on history and development of the local community.

### **Background Information:**

This section contains information that will help the docent/facilitator to present topics in a more informed manner. The material comes from a variety of sources listed in the resources. They provide a background about schools during this time.

### **South Jordan Schools**

School houses were built after more important buildings were in place. Because many of the settlers to South Jordan lived in dugouts along the banks of the Jordan River, having sturdier places to live was the top priority. The next items were barns for the animals and fences. The settlers had to share tools, supplies and skills and help each other survive. When this had happened, then building a schoolhouse was the next important step that would benefit the community and help children.

The first schoolhouse in South Jordan was made of logs. The land was donated and everyone in the community helped with the work.

## **Wood for the Fire**

Keeping the school room warm was very important, especially in the cool days of autumn and the chilly hours of winter. It would be almost impossible to learn if you were shivering with cold. Even with a stove it would never be very comfortable in a log room. Most of the kids wore their coats inside while they studied. Parents of students were responsible for donating a load of firewood to the school for every other child they sent. If they didn't do so, the children froze.

The teacher could expel you from school.

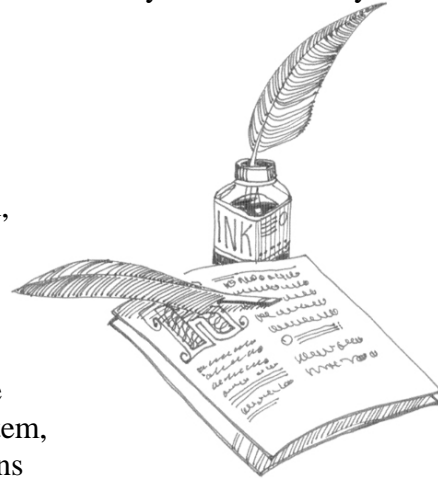
Usually they made you sit in the very coldest part of the room. Every day one of the students was responsible for making sure the fire was started before the students arrived. They had to get the wood, carry it into the school, light it (without matches) and have it burning as the students arrived.

## **School Supplies**

There was no video machine, computer labs, boom boxes, or electrical lights in early schools. There were no pens, markers, or backpacks. Pencils were a new item, and paper was very expensive. Most of the time lessons were written on small chalkboards called slates with chalk. Sometimes if slates were not available, they had to use birch bark instead. If there wasn't any chalk, the children used charcoal. If there was paper available, they made their own books folding and sewing the paper with interesting covers. The students had to draw their own lines to write on if they needed them.

Sometimes students made pens out of quills. These had to be sharpened every day by the teacher. The ink was made with a special powder that students bought at the store and mixed with water.

Books were very special, and hard to find. Students took very good care of them because they knew that it wouldn't be easy to find more. Books were not colored and had few illustrations. The stories were full of warnings to children about their behavior and showed the importance of working hard and being helpful and "good."



## **Materials:**

Teacher: Pointer

Bell

Globe

Abacus

Student: Slates

Chalk

Props/costumes for choral reading

Music for march

Poem on chart

Flag

### **Instructional Procedure:**

1. In the voice of a strict teacher, call the students to attention. Use the dialogue provided. Inform them that in early South Jordan, the principal played the piano and students would march in lines into their classrooms. Have them do this while playing a rousing march.
2. With a firm voice assign each person to an assigned seat. During this, carry on the dialogue provided. Carry a long pointer that can be rapped assertively on the desk (not near the students. It should be done loudly to gain attention and demonstrate how strict early classrooms were, not to be threatening.)
3. Begin with the Pledge of Allegiance. Use the script for discussion.
4. Start first lesson, a choral reading of a poem that would be appropriate.
5. Interrupt the lesson to request some of the older boys gather wood to put in the wood stove. (Use dialogue.)
6. Math lesson. Demonstrate and share information about the large abacus. As a group, have students count by multiples of a number as the teachers moves the beads. Call on a student to come to the front and count by “threes” Repeat with different numbers as per time available.
7. Penmanship lesson on the individual chalk trays. (Use script.) Share information about paper, pencils, quills, chalk, charcoal and slates. (There should be a cursive lesson on the chalkboard.) Use 1900 teacher text to have students practice strokes in method used.
8. During any of these activities, discipline a student modeling the punishment that has a student standing on a block of wood. This activity is dependent on taking into account students in the group and how they will react to this attention.
9. Conduct a choral reading/reading lesson of the examples in the early teacher’s guide. Provide some simple props and costumes.
10. Rap the stick sharply, and using the script, have kids line up to go to recess. Dismiss by marching to the door, then group them in front of the school to explain recess options.
11. Divide students into small groups to do the following activities:
  - a. Jump rope
  - b. Marbles
  - c. Cat’s cradle
  - d. Whirligig
12. Ring school bell to group students for next rotation,

## **Time Schedule:**

Line up/Seating Arrangement	5-7minutes
Pledge of Allegiance	5 minutes
Choral reading	5-7
Math lesson	10 minutes
Penmanship	5-7 minutes
Reading lesson	5-7 minutes
Recess	5-7 minutes
Total	40 min/50 minutes

(All times are estimates....activities can be condensed or eliminated)

### Resources:

*Early Schools: The Early Settler Life Series*, Bobbie Kalman, Crabtree Publishing Company, 1982, New York.

*Children of the Wild West*, Russell Freedman, Clarion Books, New York, 1983

One Room School Lessons -

[http://www.michigan.gov/hal/0,1607,7-160-17451\\_18670\\_18793-96515--,00.html](http://www.michigan.gov/hal/0,1607,7-160-17451_18670_18793-96515--,00.html)

### Pre-visit activities:

1. Measure a space 14x18 feet with only two or three small windows labeled.
2. Tell students there are only candles to light the room. (Have two or three for display purposes only.) Describe the floor as wood and the roof of the school is sticks laid closely together and then covered with foot.