Grand Prairie Rural School Day

Teacher’s Packet



**Grand Prairie Rural School Day**

The Brown County Historical Society is delighted that you and your class are scheduled to be with us for a day of living history through our Grand Prairie Rural School Day program. This program is designed to provide students with a unique opportunity to experience history by participating in a rural one-room schoolhouse set in the year 1910. Your class will meet in a schoolhouse replica of District #40 Grand Prairie, which was established northeast of Powhattan in 1869 and operated there until consolidation in 1962.

The goal of our program is to give students the opportunity to participate in a class that uses similar methods and an environment of learning that was typical to a rural one-room schoolhouse. Children will walk to school, wear clothing items similar to the time period and use some of the tools used in classrooms during this time. Learning materials, such as textbooks and slates, for the classroom and some clothing attire will be provided by us. Students will need to bring a sack lunch, but that will be covered in more detail later.

We have created this packet to assist you in preparing for your visit and while you are at the site. In the packet you will find a schedule, a list of items to bring, rules for children, lesson plans, and information on why slates and copybooks were used along with instructions for making the copybooks. All of these items will help you and your students get the most out of this living history program.

One of our main objectives in creating this program is to not only offer a living history program, but a program that will assist teachers in meeting more than just their history standard. The lesson plans we have designed for you to use are aligned to meet Kansas State Board of Education standards. The lesson plans in this packet are to help you teach the class, but if you would like to make alterations to them please feel free. However, if you make changes to the lesson plans, please keep them in the spirit of a rural classroom in 1910.

We hope you find this packet useful in preparing for your visit and if you have any questions or concerns before you visit please call the BCHS office at 785-742-3330 and talk with Eric.

Sincerely,

Brown County Historical Society

**Schedule**

**Time** **Activity**

9:00 Bus arrives at Fisher Center (north end of parking lot), dress in period clothing, put lunch in pails (BCHS rep. will meet you with these items)

9:10 Walk to school

9:20 Group picture in front of school; Bathroom break

9:45 Opening Exercises; Pledge, song “My Country, ‘Tis of Thee”, Memory Gem

10:00 Writing

10:30 Reading

11:15 Arithmetic

12:00 Lunch/Recess/Bathroom

1:00 Geography

1:20 Recitation from Reading Exercise and Memory Gem

1:45 Music

2:00 Spelling/Spelling Bee

2:45 Wrap Up and get ready to return to school (have bus come to Ag Museum)

**What to Bring to the Grand Prairie School**

For the all day living history day each participant should bring:

* Outdoor clothing appropriate for the weather. (Period clothing items will be provided)
* A sack lunch with foods appropriate for the date represented provided by the respective school district (sandwich, fruit, vegetables, cookie).
* The copybook.

Recommended items for teachers to bring:

* Lesson plans.
* A cell phone for use in case of emergency.

Brown County Historical Society provides:

* Use of the school grounds and building.
* Facsimile textbooks, pencils, slates and slate pencils.
* Appropriate seating for twenty students. (Please contact us if you have more because we can add a few additional seats.)
* Portable toilet.
* Hand sanitizer for cleaning hands.
* A first aid kit.
* Broom and dustpan
* A guest book for all visitors to sign.
* Period costumes consisting of aprons for the girls and vests for the boys. (see note below on clothing)
* Metal lunch pails for the lunches.

**Clothing**

Students participating in the living history day are encouraged to dress the part for their visit to the Grand Prairie school. However, no child should go out and buy clothing items just for this experience. The standard outfit for boys was bibbed overalls with cotton or flannel shirts. Blue jeans or old suit pants would also be appropriate. Sneakers were not introduced until 1917 and most boys wore leather work shoes. Tennis shoes or boots would work fine for the boys to wear. Girls wore cotton or wool dresses that came just below the knees. White or black cotton tights were worn with leather shoes. Tennis shoes or Keds would work just fine for the girls to wear.

We will provide a pull over apron for the girls to wear if they don’t have a dress. Boys will have a vest to wear over there shirt if they don’t have bibbed overalls. For the teacher who would like to dress the part, we have access to several women’s outfits that could possibly fit. If you would like to wear one please get in touch with us and we will make arrangements. Contact Eric at the BCHS office, 785-742-3330.

**Rules for Children at Grand Prairie School**

* The general rules of the visiting school are in effect as always.
* Children enter the school when the teacher gives permission, not before.
* Coats and hats belong on the hooks on the wall.
* Lunches may be placed on the shelves or the floor of the cloakroom as space permits.
* Children should not bring backpacks to the Grand Prairie School (please leave them in your classrooms)
* Only the teacher may ring the bell.
* No gum is permitted inside the building.
* The facsimile textbooks are for reading only. Written work must be done on the slate with slate pencil or in the copybook. Please—no writing in books.
* Please leave the building as clean or cleaner than you found it.
* Please do not play in the farmer’s field next to the schoolhouse.

**Arrival and Opening Exercise Suggestions**

* Teacher can ring the school bell to have students line up in a single file line by the front door and wait for teacher to admit them in.
* When entering building have children put coats on hooks provided and place lunch pails on shelf or floor of cloakroom.
* Students should then enter classroom and find a seat, but they should stand next to seat until instructed to sit.
* Ring the bell to call the class to order and greet the class (e.g., “Good Morning Class”) upon which they will return the greeting in unison (e.g., “Good Morning Mrs. or Mr. \_\_\_\_\_\_\_).
* Open up with the Pledge and sing “My Country, ‘Tis of Thee”.
* Briefly tell your students about the activities planned for the day: writing, reading, arithmetic, geography, spelling bee, songs, and games at recess.
* Remind students to raise their hands and not talk without the teacher’s permission, then stand when given permission to talk.
* Students should address the teacher as ma’am or sir.
* Children should sit up straight, put their hands on the desk, and their feet on the floor.

**Why Slates and Copybooks?**

Before the middle of the twentieth century, paper was a precious commodity reserved for important governmental, business, and scholarly functions. Costly to produce and difficult to ship, paper products were simply too expensive to be used indiscriminately in public schools. Therefore, most seatwork was done with slate and slate pencil. The slate would be checked at recitation time, wiped clean with a soft rag, and then reused for the next study session. The slate pencil, not to be confused with the chalk used on the chalkboard, is a slender rod of pressed clay held like a wooden pencil. Although the slate pencil breaks easily under pressure, it is popular with visitors reenacting a day in a one-room school.

The copybook, pen, and ink were reserved for more permanent work in the last and previous century. The teacher would write a line, perhaps of spelling words or arithmetic problems, in the scholar’s copybook, and the scholar would then copy the material repeatedly until the work was committed to memory. This form of rote learning, now deemed as punitive, was then common practice. Juvenile pranks, perhaps born out of boredom and involving the ink well, abound in the folklore of the one-room school. Nevertheless, the use of the copybook can be a valuable part of the school day, and the book itself becomes a souvenir for the youthful visitor. (We will provide a pencil rather than pen and ink since pencil is less likely to damage either persons or artifacts.)

Traditionally, copybooks were made by hand using pen knife, darning needle, linen thread, and cut paper. Today, the same effect can be achieved using a paper punch, waxed cotton thread or dental floss, and two weights of legal sized paper. The heavier weight stock makes the cover to the copybook; the lighter weight stock makes the pages on which to write.

**Materials for making Copybook:**

* Three or four sheets of light to medium weight legal sized copy paper for each book.
* One sheet of heavier legal sized copy paper for each book.
* You may want to add the copies of the words to songs to be sung during the Music lesson.
* Waxed thread (cotton or linen) or waxed dental floss.
* Broad winged paper punch or darning needle.

**Procedures:**

1. Select a design for the cover. Include a line for the student's name.
2. Lay out the cover design horizontally, with the back cover to the left and the front cover to the right.

|  |  |
| --- | --- |
| (Back of Copybook Cover)  (Your School & Copyright Date) | **Front of Copybook**  (Optional Picture or Design)  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  (Scholar’s Name) |

1. Using the heavier of the two legal sized paper stocks selected for the cover, photocopy the cover design for each book to be made.
2. Take three sheets of the lighter weight stock for each copybook. Fold each horizontally precisely in half. Do this separately for each sheet so that the creases will be sharp and the pages precisely divided.
3. Measure precisely one-quarter, one-half, and three-quarters of the way down along the crease of one of these pages. Lightly mark these points with pencil.
4. Place all sheets, including the cover, together with the pencil markings facing you. (You may want to add the copies of the song list and words for the Music Lesson.)
5. Use a paper punch or darning needle to produce symmetrical holes where the measured marks are located.
6. Take a length of thread or dental floss about twenty-four inches long. Run it from the middle hole of the page side of the copybook through to the cover side. Leave about six inches hanging inside the book.
7. Run the thread from the cover side through the top hole to the page side.
8. Pass the thread back through the middle hole to the outside of the cover.
9. Pass the thread through the bottom hole from the cover through to the page side of the book.
10. Pick up the excess thread left hanging on the inside and tie a simple square knot to secure the thread.
11. Trim excess thread if desires.

|  |  |
| --- | --- |
| O  O  O | 2 Pass thread through from outside back then from inside through #1 again  1 Start thread here from inside. Leave a few inches inside.  4 Tie a square knot with excess thread.  3 Pass thread through from outside |

**Product Evaluation:**  
Use the copybooks and pencil during your day at Grand Prairie School. Each scholar should keep his or her own copy as a memento.

(Thanks to Storrowtown Village Museum, West Springfield, Massachusetts, Nancy Powers and Ann Haverstock of Geneva, Illinois for ideas on copybook design.)

The Memory Gem

**Goals:** One of the purposes of American public education has always been instruction in social values, morals, and healthy practices. Today such instruction often takes the form of social studies or “wellness” classes. In the day of the one-room school it typically belonged in the part of the day dedicated to copy work and recitation. For a modern class visiting the one-room school, such copy work also acquaints students with the use of slate and slate pencils.

**Materials:**

* Sample memory gems are scattered throughout the various levels of the *McGuffey’s Eclectic Readers*, including piece with no title (*Primer*, p. 53), “How Doth the Little Bee,” (*Second Eclectic Reader*, p. 48) and “Try, Try Again” (*Fourth Eclectic Reader*, p. 28).
* Others can be taken from poetry anthologies, volumes of famous quotations, or philosophic texts, such as Emerson’s “Self Reliance.”
* Slate and slate pencils, chalk and chalkboard.
* Copybook and pencil.

**Procedures:**

* For the memory gem exercise the teacher writes a single short passage or poem on the chalkboard before the students arrive in the morning. This will give students opportunity to read the memory gem upon entering the classroom. (If you would like this already on the board when you arrive, contact us a few days before and let us know what you would like us to write on the board.)
* Following the Pledge of Allegiance and singing of “My Country ‘Tis of Thee”, the teacher asks the students to remove their slates, slate pencils and rag erasers from their desks.
* Next, the students copy the memory gem exactly as it appears on the chalkboard without breaking the slate pencil. You should also instruct your students to copy it in their copybook so they can practice on it during seat work times.

**Recitation and Evaluation:**

* Once this is achieved, a short recitation of the memory gem and its meaning(s) should take place. To encourage several different responses the teacher should call first upon a volunteer, then ask, “Who has another interpretation?”
* Responding students must stand, address the teacher as “Ma’am” or “Sir” and explain. Once everyone who wishes to speak has had the opportunity to do so, the teacher tells the students to study the memory gem as time permits because they will be asked to recite it from memory during the recitation part of the day.
* The chalkboard is then erased, but the students still have their copies on the slate and in their copybook. By being written in the copybook students will be able to erase their slate for use during other lessons.

**Writing**

**Goals:** to practice handwriting with slate and slate pencil, to learn the importance of good handwriting a century ago, to practice writing words from specific letter choices, use basic writing skills to communicate learning/impressions to target audience.

**Materials:**

* Slate
* Slate pencil
* Eraser rag
* Chalkboard and chalk
* Copybook and Pencil

**Procedures:**

* Explain the importance of good handwriting in an age without computers. Explain how good handwriting (or penmanship) was required for many jobs, including secretarial and bookkeeping positions. It was often the key to employment.
* Have children clear desk of everything except the slate, slate pencil and eraser rag.
* Instruct children that they will need four lines on one side of the slate for writing on. For a visual you may want to do the same on the chalkboard.
* For line one, make a continuous line of short loops. This is the cursive letter e. (Demonstrate on chalkboard.)
* For line two, make a continuous line of tall loops. This is the cursive letter l.
* For line three, make a continuous line like tiny corn stalks growing early in the season. Dot the top of each stalk. This is the cursive letter i.
* For line four, make a continuous line of taller cornstalks. Cross each one close to the top. This is the cursive letter t.
* Finally, have students write on the backside of their slate as many words as they can that are spelled with only these letters.

**Recitation and Evaluation:**

* Call on students to stand up and pronounce word and spell it for the class. You can do this until you are out of words or need to move on with the lesson.
* The teacher is able to evaluate the students by the words used, the spelling, the quality of the handwriting and the ability to effectively communicate the desired message.

**Seat work and/or post-visit activity:**

* Have students continue to work on cursive letters on the slates.
* In their copybooks, have students write at least three sentences describing today’s experience. Assign them an “audience” so the students write for that person(s) who know little or nothing about Brown County or a rural one-room schoolhouse.
* Have students use vivid descriptions (adjectives).
* Have the students discuss whether they think handwriting is more or less important today compared to early 1900’s. How do we communicate today that is different from early 1900’s?

**Kansas State Curriculum Standards Met:** 3rd Grade

**Writing**

* Standard 3, Benchmark 4: The student writes a paragraph containing at least three sentences.
* Standard 3, Benchmark 5: The student uses authentic and appropriate voice (writes expressively; writes with an awareness of the reader).
* Standard 3, Benchmark 6: The student uses effective word choice.
* Standard 3, Benchmark 9 (Indicator 1): The student writes for a specific purpose and audience.

**Environmental Education**

* Standard 3, Benchmark 3: Observe and describe the natural and cultural characteristics of their community or region.

**Reading**

**Goal:** to have the students experience reading instruction as it was done circa 1910 and be able to use basic reading skills to identify words and to comprehend ideas.

**Materials:**

*McGuffey’s Eclectic Educational Series, Revised Edition.*

**Procedure:**

* Divide the class into three or four groups, with no more than six children in a group and no one working at or above their frustration level. We suggest having your groups predetermined before participating so as to not loss time during the program. If you would like to, you can assign these groups a different grade level to get the essence of the normal one-room school that had students ranging from first to eighth grade.
* Select the levels of *McGuffey’s Readers* appropriate to the students’ levels in the class. For example, students reading at third grade level would use *McGuffey’s* level one or two.
* Ideas for passages to use for groups:
* Primer: study and read aloud pages 16 &17
* First Reader: lesson XXIX, pages 36 & 37
* Second Reader: lesson XXI, pages 46-48
* Third Reader: lesson III, pages 18-19, or lesson XXIV, pages 62-64

(If you would like to borrow a set of the readers before your visit to look over please call the BCHS office and we can loan you a set.)

* Read selections from *McGuffey’s Readers* omitting words and asks students what they think could be the omitted word based on their understanding of the context.
* Students individually read aloud various portions of the text.

**Additional Ideas:**

* A Choral Exercise: having students experience reading aloud in unison for pleasure.
* Using the same reading groups, have students prepare one of these selections as seat work while you are working with other groups:
* Second Reader: “The Little Star”, page 16; “Baby Bye”, pages 22-23; “Song of the Bee”, pages 49-51; “The Sparrow”, pages 59-60.
* Third Reader: “The Blacksmith”, pages 38-39; “The Little Bird’s Song”, pages 44-45; “A Moment Too Late”, pages 56-57; “The Old Clock”, pages 137-138.
* These are only suggestions; there are a number of passages in these Readers that will work well for this exercise.
* Call in turn each group to the front of the room for the reading in unison. **(This would be a good activity during the Recitation portion of the schedule.)**
* A Blab School Exercise: teachers used this method to make sure that all students were actually reading from their various texts.
* This exercise allows your students to experience a different mode of reading and to develop coping strategies when interference takes place.
* Have your students in their groups or as a whole read a selection from their Readers quietly aloud until you give them the signal to stop.
* Discussion points with students-pros and cons of this style of blabbing and strategies for overcoming distractions.

**Kansas State Curriculum Standards Met:** 3rd Grade

**Reading**

* Standard 1, Benchmark 2: The student reads fluently.
* Standard 1, Benchmark 3: The student expands vocabulary.

**Post-Visit Activity Suggestion**

Teakettle Game

For this game the class would be divided into two groups. One team selects (or is given) a pair of homonyms, such as “night” and “knight”. Students take turns using the word or words in a sentence, saying “teakettle” instead of the chosen homonyms. For example, one student may state “The brave (teakettle) fought the dragon well into the dark of (teakettle). The student who correctly guesses the words must spell the answers. The teams then switch roles. Some useful homonyms:

* Horse, hoarse
* Two, too, to
* Their, there, they’re
* For, four
* Do, dew
* Blue, blew
* Days, daze
* Nose, knows
* Knew, new
* Know, no
* Write, right
* Son, sun
* Pale, pail
* Pane, pain

Sentence Examples:

* The (teakettle) in shining armor sleeps at (teakettle). [knight/night]
* I bought (teakettle) pieces of candy and gave them (teakettle) my brother. [two/to]
* (Teakettle) you think there is (teakettle) on the grass this morning? [do/dew]
* I am eating (teakettle) cookies (teakettle) dessert. [four/for]
* Your face looks as (teakettle) as the water in the (teakettle). [pale/pail]

Another version of this game involves using homographs—words with several meanings—instead of homonyms. For example, a team may choose the word “arm”. Possible sentences include “My (teakettle) is sore from playing baseball” and “The (teakettle) of the chair is broken”.

**Arithmetic**

**Goal:** to have the students experience arithmetic instruction as it was done circa 1910 and be able to use appropriate level math skills to work problems from the textbooks of that time.

**Materials:**

* Slate
* Slate Pencil
* Eraser rag
* Ray’s New Intellectual Arithmetic
* Chalkboard and chalk

**Procedure:**

* For this lesson you can either use small groups or work with the class as a whole. If you divide the class, make three or four groups, with no more than six children in a group and no one working at or above their frustration level. We suggest having these groups predetermined before participating so as to not loss time during the program.
* Ideas for textbook work:
* Addition pages 6-16
* Subtraction pages 17-26

**Ciphering Match:**

Divide class into two teams, Team A and Team B, with the same number of students on each team, as nearly as possible. Have each team sit in a line facing the chalkboard. One student from each team goes to the board, ready to write the problem given; solve it, and turns around. The first one finished, with the correct answer, scores a point for their team. The teacher is pronouncer of problems to be solved, is judge and score keeper. When the teacher announces the winner and writes the point scored on the board under the team’s score, both participants go to the end of the line and the next in line repeats the routine in typical relay fashion. The team with the most points when all have had a turn wins the match. If time permitted, a score could be determined before starting, as the first team to 30, or when all have had 2 turns, or whatever suits the situation

**Recitation:**

* Call on students to stand up and answer math problem for the class. You can do this as little or as much as you would like.
* The teacher is able to evaluate the student’s ability to work problems as they are presented in the textbook.

**Kansas State Curriculum Standards Met:** 2nd Grade

Math

* Standard 1, Benchmark 4: The student uses numerical and computational concepts and procedures in a variety of situations.

**Geography**

**Goal:** to have students be able to draw a map of Kansas along with a Compass Rose, locate their own County and County seat, and be able to identify where the State Capitol and the Missouri River are located on map they have created.

**Materials:**

* Copybook
* Pencil

**Procedure:**

* List on blackboard County your students reside in, County Seat, State Capitol, and Missouri River
* Refer students to list and to Kansas’s location on the USA map in the schoolhouse.
* Instruct students to draw the state of Kansas along with a Compass Rose in their copybook.
* Have students identify their County, the County Seat, State Capitol, Missouri River and construct a Compass Rose.

**Extension:**

* Have students label the neighboring states of Kansas. (Nebraska, Missouri, Colorado, and Oklahoma)
* Add these words to the list on the blackboard.

**Evaluation:**

The teacher will be able to evaluate the student’s work to check for understanding and skill level.

**Kansas State Curriculum Standards Met:** 3rd Grade

**Geography**

* Benchmark 1 (Indicator 1 & 7): The student uses maps, graphic representations, tools, and technologies to locate, use, and present information about people, places, and environments.
* Benchmark 2 (Indicator 1): The student analyzes the spatial organization of people, places, and environments that form regions on the Earth’s surface.

**Recitation**

**Goal:** have students experience speaking in front of class as a group and as an individual.

**Materials:**

* *McGuffey’s Eclectic Educational Series, Revised Edition*
* Copybook with Memory Gem written down

**Procedure:**

* Call in turn each reading group to get up in front of class and recite the assigned text from their Readers.
* After all groups have read their passage you can call upon students to recite the memory gem from the start of the day. This should be done from memory and students can either stand at their desk or go in front of the classroom for this exercise.
* If time allows and students have finished their paragraphs from the writing portion earlier in the day, students can read their descriptive paragraphs to the class.

**Music**

**Goal:** to have the students experience songs children sang circa 1910.

**Materials:**

* List of songs and words that is a part of this packet. You may want to make enough copies for your students so they can better sing along during this portion of the schedule. When you do your copybook project you may want to attach the words to the songs in the students’ copybooks so you don’t have to carry a lot of loose papers.

**Procedure:**

* Call on your students to stand next to their desk.
* Lead students in singing the songs provided or other songs appropriate to the time.

**Song List and Words:**

* As Follows

**BINGO**

**There was a farmer had a dog,  
And Bingo was his name-o.  
B-I-N-G-O!  
B-I-N-G-O!  
B-I-N-G-O!  
And Bingo was his name-o!  
  
There was a farmer had a dog,  
And Bingo was his name-o.  
(Clap)-I-N-G-O!  
(Clap)-I-N-G-O!  
(Clap)-I-N-G-O!  
And Bingo was his name-o!  
  
There was a farmer had a dog,  
And Bingo was his name-o.  
(Clap, clap)-N-G-O!  
(Clap, clap)-N-G-O!  
(Clap, clap)-N-G-O!  
And Bingo was his name-o!  
  
There was a farmer had a dog,  
And Bingo was his name-o.  
(Clap, clap, clap)-G-O!  
(Clap, clap, clap)-G-O!  
(Clap, clap, clap)-G-O!  
And Bingo was his name-o!  
  
There was a farmer had a dog,  
And Bingo was his name-o.  
(Clap, clap, clap, clap)-O!  
(Clap, clap, clap, clap)-O!  
(Clap, clap, clap, clap)-O!  
And Bingo was his name-o!  
  
There was a farmer had a dog,  
And Bingo was his name-o.  
(Clap, clap, clap, clap, clap)  
(Clap, clap, clap, c b09 lap, clap)  
(Clap, clap, clap, clap, clap)  
And Bingo was his name-o!**

**The Farmer in the Dell  
  
The farmer in the dell  
The farmer in the dell  
Hi-ho, the derry-o  
The farmer in the dell  
  
The farmer takes a wife  
The farmer takes a wife  
Hi-ho, the derry-o  
The farmer takes a wife  
  
The wife takes a child  
The wife takes a child  
Hi-ho, the derry-o  
The wife takes a child  
  
The child takes a nurse  
The child takes a nurse  
Hi-ho, the derry-o  
The child takes a nurse  
  
The nurse takes a cow  
The nurse takes a cow  
Hi-ho, the derry-o  
The nurse takes a cow  
  
The cow takes a dog  
The cow takes a dog  
Hi-ho, the derry-o  
The cow takes a dog  
  
The dog takes a cat  
The dog takes a cat  
Hi-ho, the derry-o  
The dog takes a cat  
  
The cat takes a rat  
The cat takes a rat  
Hi-ho, the derry-o  
The cat takes a rat  
  
The rat takes the cheese  
The rat takes the cheese  
Hi-ho, the derry-o  
The rat takes the cheese  
  
The cheese stands alone  
The cheese stands alone  
Hi-ho, the derry-o  
The cheese stands alone**

**She’ll Be Coming Round the Mountain**

She'll be coming round the mountain when she comes   
She'll be coming round the mountain when she comes  
She'll be coming round the mountain, she'll be coming round the mountain,  
She'll be coming round the mountain when she comes   
  
She'll be driving six white horses when she comes   
She'll be driving six white horses when she comes  
She'll be driving six white horses, she'll be driving six white horses,  
She'll be driving six white horses when she comes   
  
Oh, we'll all go out to meet her when she comes   
Oh, we'll all go out to meet her when she comes  
  
Oh, we'll all go out to meet her, we'll all go out to meet her,  
We'll all go out to meet her when she comes   
  
She'll be wearing red pajamas when she comes   
She'll be wearing red pajamas when she comes  
  
She'll be wearing red pajamas, she'll be wearing red pajamas,  
She'll be wearing red pajamas when she comes   
  
She will have to sleep with Grandma when she comes  
She will have to sleep with Grandma when she comes  
She will have to sleep with Grandma, she will have to sleep with Grandma,  
She will have to sleep with Grandma when she comes

**I've Been Working on the Railroad**  
  
**I've been workin' on the railroad,  
All the live long day.  
I've been workin' on the railroad,  
Just to pass the time away.  
Don't you hear the whistle blowing?  
Rise up so early in the morn.  
Don't you hear the captain shouting  
"Dinah, blow your horn?"  
  
Dinah, won't you blow,  
Dinah, won't you blow,  
Dinah, won't you blow your horn?  
Dinah, won't you blow,  
Dinah, won't you blow,  
Dinah, won't you blow your horn?  
  
Someone's in the kitchen with Dinah.  
Someone's in the kitchen, I know.  
Someone's in the kitchen with Dinah  
Strumming on the old banjo.  
  
Fee, fie, fiddle-e-i-o.  
Fee, fie, fiddle-e-i-o-o-o-o.  
Fee, fie, fiddle-e-i-o.  
Strumming on the old banjo.**

**Star Spangled Banner**

Oh, say can you see by the dawn's early light  
What so proudly we hailed at the twilight's last gleaming?  
Whose broad stripes and bright stars thru the perilous fight,  
O'er the ramparts we watched were so gallantly streaming?  
And the rocket's red glare, the bombs bursting in air,  
Gave proof through the night that our flag was still there.  
Oh, say does that star-spangled banner yet wave  
O'er the land of the free and the home of the brave?

**Spelling**

**Goal:** to practice and develop spelling, so students will be able to correctly spell common words.

**Materials:**

* List of spelling words that you are currently working on in your class.
* Slates
* Slate Pencils
* Copybook
* Pencil

**Procedure:**

* Assign students to copy words either on their slates or in their copybooks and to study each word carefully.
* Announce that there will be a large group activity at the end of the study period using the words in the spelling list.
* At the end of the study period (15 minutes or so) do the following activity.

**Spelling Bee:**

Students close their copybooks and erase their slates of any words. All stand. The teacher reads from the assigned list providing correct sentences for each, if needed. In turn, the individual student must correctly spell the word from the list. Anyone who fails to spell a word correctly is “out” and must sit down. He or she does not get another turn. The last students standing when all words have been exhausted are the winners and may be awarded a prize if the teacher so desires.

**Kansas State Curriculum Standards Met: 3rd Grade**

**Reading**

* **Standard 3, Benchmark 8 (Indicator 4): The student correctly spells commonly used words.**

**Lunch/Recess**

**Materials:**

Each student will need to bring a lunch with them. You might check with your cafeteria to see if they would pack lunches for your students. Lunch will be eaten outside of the schoolhouse, unless there is inclement weather. There are tables on the grounds near the schoolhouse and inside the corn crib building that are available for your students to use. Water will be provided for your group. Lunches in 1910 were often carried in simple tin pails, usually recycled lard pails or syrup cans. Upon arrival, we will have pails for your students to place their lunch into instead of carrying them in the paper bag.

Lunch for students often meant leftovers from the evening before! An accurate 1910’s lunch could include:

A ham, bacon, cheese or egg sandwich fried chicken or ham

Hard-boiled eggs baked sweet potatoes

Cornbread or pancakes buttered bread

Biscuits with butter and jelly raw vegetables

Apples, pears or dried fruit pie, cake or cookies

(only fruit grown locally and in season)

Please have your students try to stay true to the time period by not bringing items such as:

Plastic bags or aluminum foil plastic containers

Potato chips paper napkins

Pop/soda pizza

Oranges Oreo cookies

Juice boxes candy bars

Lunchables Little Debbie or Hostess snacks

Waxed paper and brown paper was used to wrap food items in 1910.

**Games for Recess**

The following games can be used to provide a break from studies, as well as to teach students about recreation in early schools. The list below contains games that should be played outdoors and games for indoors if the weather is inclement.

London Bridge Drop the Handkerchief

Follow the Leader Farmer in the Dell

Ring-Around-the-Rosie Run Sheep, Run

Andy, Andy, Over Squat Tag

Simon Says (indoor or outdoor) Dominoes (indoor)

Hide the Thimble (indoor) Checkers (indoor)

These are just a few suggestions and if you have another that you would like your students to play please feel free.

**Examples of how to Play Games:**

**Hide the Thimble—**One person hides a thimble and the others come to look for it. The first one that sees it says, “I spy,” but doesn’t show anyone where it is until everyone finds it. The first one that finds it gets to hide it next time. If it is hard to find, sometimes the one who hides it will give clues, such as, “You’re getting warm,” or “You’re getting cold.”

**Squat Tag**—In this game, children can avoid being tagged by squatting whenever “It” is about to pounce. Each child is allowed only three squats. After using up the three squats, the child must depend on his/her running and dodging ability to escape.

**London Bridge**—Two players are chosen to be the bridge. They face each other and join hands holding their arms high so that they form an arch under which the other players can pass. The rest of the players form a single file, circle, and walk under the bridge. Everyone sings, and as soon as they come to the words, “My fair lady!” the bridge comes down over the player prisoner. The bridge person asks the prisoner secretly, “Which do you choose, gold or silver?” One bridge person has decided to be gold and the other silver and the players do not know which is which. When the prisoner whispers a preference of gold or silver, they must stand behind the corresponding bridge person. After each person has been made a prisoner and made a choice, all the players are standing behind the bridge persons in a long line facing toward the middle. Each person grabs the waist of the person in front, with the two bridge persons still holding hands, and there is a tug of war. Each side pulls. If the silver pulls the gold side over a mark under the bridge, then silver wins; if gold pulls silver, then gold wins. Below are the words to London Bridge.

London Bridge is falling down, falling down, falling down,

London Bridge is falling down, My fair lady! (arms come down)

Build it up with iron bars, iron bars, irons bars,

Build it up with iron bars, My fair lady! (arms come down)

Iron bars will bend and break, bend and break, bend and break,

Iron bars will bend and break, My fair lady! (arms come down)

Build it up with pins and needles, pins and needles, pins and needles,

Build it up with pins and needles, My fair lady! (arms come down)

Pins and needles rust and bend, rust and bend, rust and bend,

Pins and needles rust and bend, My fair lady! (arms come down)

**Andy, Andy, Over**—One needs a building over which a soft ball (not a softball) can easily be thrown and sufficient space on either side to make good playing territory.  You may use the corn crib as the building to play the game. Any number may play.  Choose two teams and place one team on each side of the building. A player starts the game by throwing the ball over the building, shouting, "Andy, Andy, over!"  The team on the opposite side tries to catch the ball.  If anyone does catch the ball, all run around to the opposite side of the building.  The team with the ball tries to tag as many of the other players as possible, while those on the other team try to escape to the other side of the building without being tagged.  Those who are caught, before getting to the other side, become players for the side catching them.

If the ball is not caught, the side missing it must return it across the building, calling out, "Andy, Andy, over!" as the signal to the other side.  The ball must be caught on the fly and not on a rebound.

The game ends when one team has captured all the members of the opposing team.

These are just a few examples of how to play the recess games. Instructions for the most of the other games can be found at www.ehow.com.