



## Post-Trip Lesson Plan School

- I. Grade level: grades 3-5
- 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.
  - c. To discuss the history of the Pledge of Allegiance.
- III. Standards:
  - a. Sunshine State Standards (2006):
    - i. Social Studies: Time, continuity, and change: Standard 4: Knows significant historical documents and the principal ideas expressed in them.
    - ii. Language Arts: Reading: Standard 1: Uses simple strategies to determine meaning and increase vocabulary for reading, including the use of prefixes, suffixes, root words, multiple meanings, antonyms, synonyms, and word relationships. Clarifies understanding by rereading, self-correction, summarizing, checking other sources, and class or group discussion.
- 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 chalk 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 carts 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: Pledge of Allegiance

- VI. Materials:
- Worksheet: Pledge of Allegiance
  - Writing utensil
- VII. Procedures: Hand out worksheet: Pledge of Allegiance to each student. Have each student read the instructions on the worksheet and then complete the worksheet.
- 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.
- 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.
  - 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: The worksheet should be graded based on reading skills, defining words based on context, effort, and completion of the worksheet.
- X. Open-Ended Questions:
- Why was the Pledge of Allegiance written?
  - When do we say the Pledge of Allegiance?
  - When did children say the Pledge of Allegiance in 1898?
  - How has the Pledge of Allegiance changed over the last century?

Activity 2: School Lesson: Modeling

- XI. Materials:
- 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 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.
  - Then he would see them returning after a long march, all tired out, ready to lie down, some on the ground (Fig. 2)
  - 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 plans from 1898 similar?
- d. In what ways are your lesson plans and lesson plans from 1898 different?

#### Activity 3: Worksheet: School Life Vocabulary

XVI. Materials:

- a. Worksheet School Life Vocabulary
- b. Writing utensil
- c. Crayons, Pencil Crayons, or Markers

XVII. Procedures: Hand out worksheet: School Life Vocabulary and have students read the instructions and complete the worksheet.

XVIII. Assessment: Students should be graded based on accuracy and completion.

XIX. Open-Ended Questions:

- a. What types of school supplies do we use for our lesson plans?
- b. What types of school supplies did children use in 1898?
- c. Explain your favorite types of lesson plans we use.
- d. Explain the most interesting lesson plan that is used in 1898.

#### Activity 4: Paper Folding

XX. Materials:

- a. 1 sheets of paper per student

XXI. Procedures: Hand out 1 sheets of paper per student. Then explain that you are going to fold 1) a crown 2) a Child's Hat and 3) a General's Hat. Have each student begin by making their sheet of paper into a square. Instructions come from The Baldwin Primer copyright 1899 by the American Book Company, and are tricky to follow, please consult the diagrams below.

- a. Crown: Fold Ground Form, and open. Place the square on the desk with a diagonal vertical. Fold the upper and lower corners to center. Fold the lower edge thus obtained to the upper edge and hold firmly together between the thumb and finger at the middle of the two folded edges. Fold the front upper corners down to the middle of the lower folded edge in front, and the back upper corner to the middle of



the edge at the back. This brings the extreme right and left corners up even with the corners now made at the middle of the top.

- b. Child's Hat: Fold the crown and fold back the upper right and upper left corners to the lower right and lower left corners.
- c. General's Hat: Fold one diameter of a square, open and turn the paper over. Fold one diagonal, open and fold the other. Take the square at the ends of the diameter and bring them together backwards, with the outside of the fold toughing. Press down together the front and back triangles. Place on the desk with the long edge of the triangle at the base and horizontal. Fold the right and left corners of the upper triangle to the apex, and crease. This gives two triangles meeting at their long sides, forming a square in the center of the large triangle. Fold the right and left corners of this oblique square to the center.

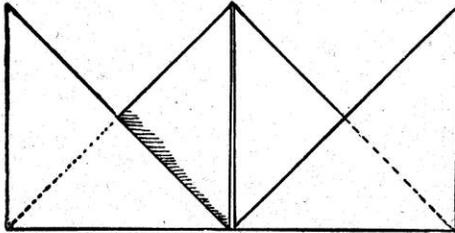
XXII. Assessment: The students should be graded based on participation and effort.

XXIII. Open-Ended Questions:

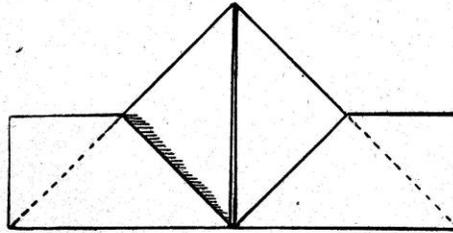
- a. What kinds of skills does folding paper practice?
- b. How do we learn these skills (coordination, following instructions, ect.)?

Diagram:

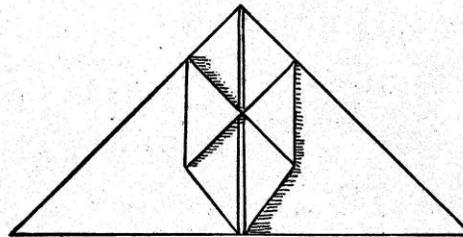
## PAPER FOLDING.



Crown.



Boy's Hat.



General's Hat.

**NOTE.**— *Ground form*: Fold the diameters and the diagonals of a square. Fold each corner to the center and do not open. Fold the new corners under to the center and do not open. Ground Form shows four squares on the upper side and eight triangles on the under side.

*Crown*: Fold Ground Form, and open. Place the square on the desk with a diagonal vertical. Fold the upper and lower corners to center. Fold the lower edge thus obtained to the upper edge and hold firmly together between the thumb and finger at the middle of the two folded edges. Fold the front upper corners down to the middle of the lower folded edge in front, and the back upper corner to the middle of the edge at the back. This brings the extreme right and left corners up even with the corners now made at the middle of the top.

*Boy's Hat*: Fold the crown and fold back the upper right and upper left corners to the lower right and lower left corners.

*General's Hat*: Fold one diameter of a square, open and turn the paper over. Fold one diagonal, open and fold the other. Take the square at the ends of the diameter and bring them together backwards, with the outside of the fold touching. Press down together the front and back triangles. Place on the desk with the long edge of the triangle at the base and horizontal. Fold the right and left corners of the upper triangle to the apex, and crease. This gives two triangles meeting at their long sides, forming a square in the center of the large triangle. Fold the right and left corners of this oblique square to the center.