

Ohio History Teachers Field-Trip Workshop

SCHOOL DAYS! SCHOOL DAYS! (Grades 3, 4 & 5)

Description: Students attend a typical, late nineteenth century, school day in the Ohio Village School House. The day's activities and course of studies includes breathing exercises, reading and writing lessons, spelling lesson, arithmetic, history, geography, schoolyard amusements, and lunch. Students will read from McGuffey's Reader identify the main idea and draw conclusions about the passage. Students will practice penmanship as developed by Spencer and analyze and solve multi-step arithmetic problems.

The students are asked to dress in the clothes of the time for this program. This includes a long skirt and blouse for the girls. It could also include a bonnet, a shawl, or petticoats. For boys, the typical clothing is either long or short pants with a button-down shirt and suspenders. Boys might also choose to wear a straw hat. Finally, we ask that the students bring with them a period lunch. Some of the items in a typical lunch might include (but are not limited to) jerky, cold chicken, bread and butter, a piece of fruit, cornbread, cookie, milk, juice or water. Please pack your lunch in a basket and try to avoid using plastic or other modern materials for packing your lunch.

Please visit <http://www.ohiohistoryteachers.org/03/03/c07t.shtml> to download the REQUIRED Prerequisite Activities.

Location: Ohio Village next to the Ohio Historical Center

Availability: March – 4, 5, 6, 12, 13. (This program is offered during the season that nineteenth century children would have attended school. During the Spring, Summer, and Fall, they would have been needed on the farm.)

Special Homeschool Day March 11, 2009.

Time Allowance: 2 ½ hours

Maximum: 30 students

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|--------------|------------|---------------------------|
| Cost: | Students | \$7.00 includes admission |
| | Chaperones | \$3.00 |
| | Teachers | Free |

What will the students do? Activities include:

Students will experience a typical school day in a one-room schoolhouse under the direction of a schoolmaster or school marm. The lessons address modern-day Academic Content Standards while allowing the students to take part in a piece of Ohio's history. The students will be expected to listen, follow directions, and act according to nineteenth century codes of conduct. This is a great way for the students not only to connect with the past, but also to *EXPERIENCE* it!

In addition, Grade 3 students may engage in a discussion about changes in the transportation, communication, technology, education, religion, and recreation over



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time based on a reading of Chapter 51, “The Good Old Times” in Edward S. Ellis’s *The Eclectic Primary History of the United States*, 1884, page 135-141.

Grade 4 students may review the settlement of Marietta and the causes and effects of the frontier wars of the 1790s using Edward S. Ellis’s *The Eclectic Primary History of the United States*, 1884, Chapter 45, Sections 6-8 on page 157 and Chapter 43, Sections 1 and 2 on page 146 to experience what schoolchildren of the time would have learned about these topics.

Grade 5 students may review “The causes of the American Revolution”, “The Boston Tea Party,” “The Eve of the Revolution,” and/or “The First Battle of the Revolution,” using Edward S. Ellis’s *The Eclectic Primary History of the United States*, 1884 to experience what schoolchildren of the time would have learned about the process by which the United States became independent.

Vocabulary:

Absolute Location – The location of a point on the Earth’s surface which can be expressed by a grid reference (e.g., latitude and longitude).

Artifact – A material object of a culture such as a tool, an article of clothing, or a prepared food.

Cardinal Directions – The four main points of the compass (north, east, south, west).

Compass Rose – An element of a map used to show direction, usually showing cardinal directions and frequently intermediate directions.

Culture – Learned behavior of a group of people, which includes their belief systems and languages, their social relationships, their institutions and organizations, and their material goods such as food, clothing, buildings, tools, and machines.

Goods – Objects that are capable of satisfying people’s wants.

Human Characteristic/Feature – An aspect of a place or a quality of the Earth’s surface constructed by people including cities, parks, buildings, and roads.

Intermediate Directions – The points of the compass that fall between north and east, north and west, south and east, south and west (e.g., NE, NW, SE, and SW).

Physical Characteristic/Feature – A natural aspect or quality of the Earth’s surface that includes land formations and vegetation zones.



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Physical Map – A portrayal on a flat surface of the physical features of the Earth (e.g., landforms, elevations).

Political Map - A portrayal on a flat surface of the political features of the Earth (e.g., international boundaries, capitals, political subdivisions).

Primary source – an account of an event by someone who was present at the event.

Relative Location – the location of a place in relation to other places (e.g., northwest, downstream).

Secondary Source – An account of an event by someone who was not present at the event.

Services – Actions that are capable of satisfying people's wants.

Territory – An area of land; the land and waters under the jurisdiction of a state, nation or sovereign.

Pre Visit Activity:

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Assessment Activity: Following the program the presenters will sit down with the students and engage in a conversation of what they learned because of their experience with the program.

Post Visit Assessment Activity:

Using Venn diagrams, students will compare the cultural practices and products of Ohio's One Room School and their present educational environment and draw conclusions.



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Social Studies Standards Connections (by Alignment of Benchmarks and Grade-Level

Indicators):

- Grade 3: History – C3; Geography – A1; Social Studies Skills and Methods – A1
- Grade 4: People in Societies – A1; Geography – A4; Social Studies Skills and Methods – A1, A3
- Grade 5: History – B5; People in Societies – A1; Social Studies Skills and Methods – A3

English Language Arts Connections

- Grade 3: Communication: Oral and Visual 2
- Grade 4: Communication: Oral and Visual 2
- Grade 5: Communication: Oral and Visual 2

Mathematics Connections

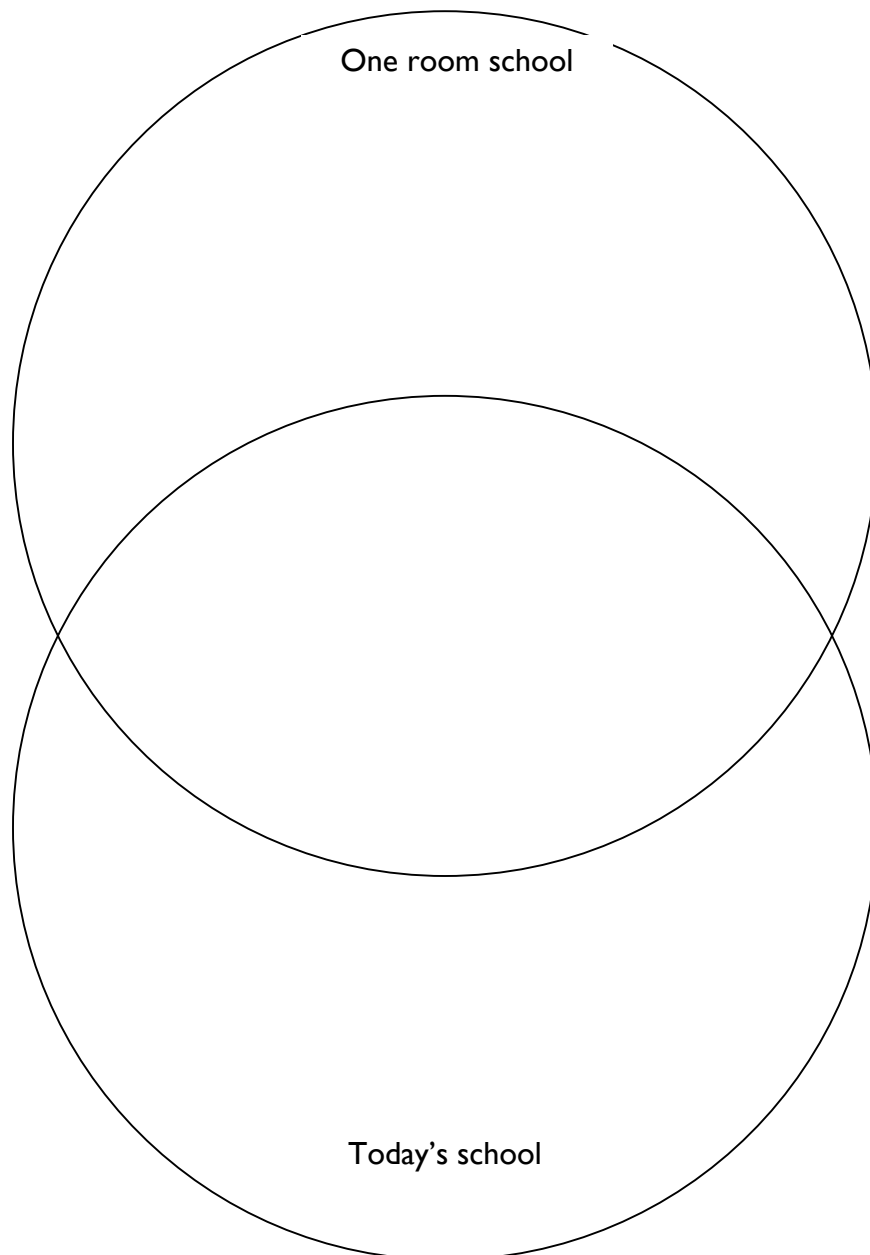
- Grade 4: Number, Number Sense and Operation Standard: 12



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School Days! School Days! Cultural Practices and Products

Using Venn diagrams, students will compare the cultural practices and products of Ohio's one room schools and your present school and draw conclusions.



My Conclusions: _____



OHIO HISTORICAL SOCIETY

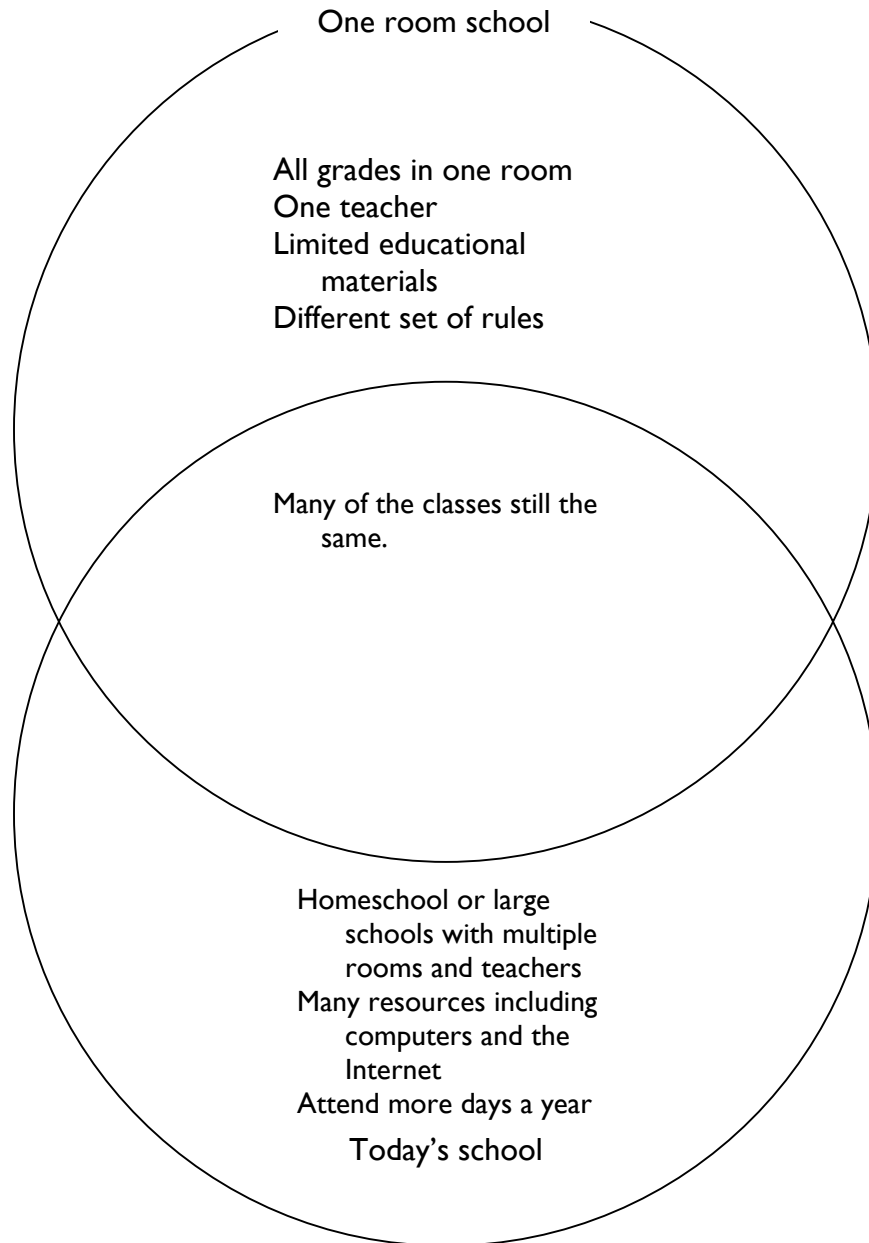
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School Days! School Days! Cultural Practices and Products

Venn diagram with some of the possible answers and conclusions

Using Venn diagrams, students will compare the cultural practices and products of Ohio's one room schools and your present school and draw conclusions.



My Conclusions: _____



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