

Log Cabin Village
FORT WORTH · TEXAS

Pioneer School

1880s

Log Cabin Village Pioneer School

Teacher's Guide

3rd - 4th Grades
(may be appropriate for other grades)

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OVERVIEW OF PIONEER SCHOOL PROGRAM

This program is designed to allow you, the teacher, to help your class step back 100 years and experience a school day in the late 1800s. Pioneer school can be an important lesson for our twenty-first century children. We hope to help you make it as authentic as possible.

We have gathered together facts, fiction and fun to help you create a wonderful learning adventure. Please adapt this information, ideas and activities to your individual teaching style. Many of the games, songs and rules should be introduced to your class before your visit. Feel free to do your own research.

When you and your class arrive at the Village, you will be ushered to the school house and familiarized with the grounds and facilities. It is up to you from that point on, to conduct class, 1800s style. Village staff members are readily available if problems or questions arise.

RATIONALE

Children have varying concepts of what life was like over a 100 years ago.

The first process is to assess their knowledge and feelings about a one-room school. Then, through group discussions and the materials in this booklet, students can learn about the family life of a typical pioneer child as well as their songs and games.

During their participation in a fairly authentic day in a one-room school, the children will observe and experience what being a student was like in the 1800s.

Back in your own 21st century classroom, the students can share thoughts and feelings, compare past with present and explore ideas about schools of the future.

PIONEER SCHOOL SCHEDULE

(Typical Day)

Feel free to adjust subjects and time studied to your teaching style. This is just a suggested order of subjects and allocation of time.

Penmanship (15 minutes)

Reading aloud (15 minutes)

Geography (15 minutes)

Break (15 minutes)

Arithmetic (30 minutes)

Recitation (30 minutes)

Lunch (30 min.)

Recess (historic games & songs) or Spelling Bee (30 minutes)

**Your "Meet the Pioneers" tour time will start at either 9:30 a.m. (if touring first) or 12:30 p.m. (if touring second)*

Important Instructions

Please help us preserve our historic schoolhouse by following the rules below:

- Leave the schoolhouse as you found it (straighten benches, clean up trash, chalk, erase the chalkboard, and sweep the floor if necessary). **DO NOT WRITE ON THE WALLS WITH THE CHALK!**
- Lunch must be eaten *outside of the Village grounds* and across the street at Bobo Woods unless the weather does not permit outdoor activities.
- Because the floorboards in the school are over one hundred years old, no water or other liquids will be permitted inside.
- Please report any damages to the front desk (broken slates, benches, etc.).
- Since there will be other museum visitors during your stay, please ensure that noise level is kept under control.
- No running or climbing is allowed throughout the entire Village, and everyone must stay on the asphalt pathways.
- Students should not be left or allowed to roam unattended.

Thank you!!

INTRODUCTION TO PIONEER SCHOOLS

Texas settlers were interested in providing a good basic education for their children, boys and girls alike. Home schooling was the rule until several pioneers settled in the same area. They then banded together to provide or build a school house and hire a school-master from the East. The local families shared the cost of the teacher's salary, which might be paid in food, clothing or land.

THE SCHOOL HOUSE

The school house was commonly a one room building where all ages and grades levels were taught together. As the community grew in size, separate classes were created for different age levels. Schools were often built on land that was not suitable for farming or other productive use.

Dirt floors were not uncommon in early schools, and desks and benches consisted of rough plank furniture. The first buildings had fireplaces, but by the mid-1800s wood stoves were common. Chalk boards were made by painting a smooth board black. The school yard usually contained "privies" (outhouses) and a flat area for playing games. Water came from a well or nearby creek. There was usually a bucket and dipper near the door that provided drinking and washing water.

The school house also served other community functions. Social and holiday gatherings were the highlight of each year. The building was the site of box socials, community spelling bees and seasonal activities.

TEACHERS

Qualified teachers were prized in the community. Until one could be hired, a parent of one of the children might take on the duties. Until the late 1800s, male teachers were predominant. Teacher salaries were typically low (\$15 - \$30 per month). Many young women entered the teaching field because salary was not the issue - starting a career was. Rural teachers often began at the age of 16.

Teachers were expected to be virtuous and have extremely high morals (see Teacher Rules). They were also expected to keep the school house clean, draw each day's water supply and keep the wood stove fired up on cold days. The community would provide the fuel for the fires.

SCHOOL SUPPLIES

Most students had to furnish their own supplies, including books, writing slates and chalk. Children were asked to bring whatever books were at home, which generally meant a Bible, an almanac or old textbooks brought on the westward trip.

SCHOOL DAYS

The school term was constructed around the needs of the community. The farm family needed all available hands for spring planting and fall harvest, therefore school was not held during this time period. Most rural children attended shorter sessions than city children. The nine month school term was fashioned for urban communities.

A typical school day would begin with a patriotic song, a salute to the flag and possibly a scripture reading or prayer. The main subjects were spelling (orthography), reading, penmanship, grammar, vocal music, arithmetic and geography. There were no tests as we know them today; students memorized long poems and had figuring races. Spelling bees were often social events.

Due to the shortage of books, students often shared texts. A book would be studied at school from cover to cover before another would be issued. If there were no more available, students would start on the same book again.

Little or no playground equipment existed. Younger children played games which had been popular since the early colonial (1750s) period - drop the handkerchief, hide and seek, and blind man's bluff. Older pupils favored playing ball games which included ante over, dodge'em, and work up.

RULES AND DISCIPLINE

SCHOOL DISCIPLINE—1800s Style

Although the frontier was famous for its pure democracy, the pioneers had a different standard for their schools. The teacher was in charge and they expected him/her to enforce rules to keep order. Discipline was strict!

Children were made to stand in line and march to and from their desk. Pupils had to stand in line in front of the teacher to recite. In some classes, they could not even smile or turn their heads.

If the student broke one of the many rules, there were several forms of punishment. A ferule, which was a rod or ruler 15 to 18 inches long, was used by the teacher on children who misbehaved. If they giggled were inattentive, or recited poorly, they received three or four light blows on the meaty part of the palm.

Really bad behavior was punished by sharp raps across the shoulders and back. Usually, it was the older boys who received the whippings. Girls were made to sit in the corner on a one-legged stool called the "uni-ped".

Some of the other forms of punishment were:

1. The dunce cap for pupils who did not recite well.
2. Loss of recess for those who were tardy.
3. Cleaning the floor if the pupil littered or spit.
4. Writing a sentence "I will not..." 100 times after misbehaving.
5. Standing with one's nose inside a circle drawn on the blackboard.
6. Worst of all, a boy made to sit by a girl if he misbehaved.

RULES FOR TEACHERS — 1800s Style

- Teachers each day will fill lamps, clean chimneys.
- Each teacher will bring a bucket of water and a scuttle of coal for the day's session.
- Make your pens carefully. You may whittle nibs to the individual taste of the pupils.
- Men teachers may take one evening each week for courting purposes, or two evenings a week if they go to church regularly.
- After ten hours in school the teachers may spend the remaining time reading the Bible or other good books.
- Women teachers who marry or engage in unseemly conduct will be dismissed.
- Every teacher should lay aside from each pay a goodly sum of his earning for his benefit during his declining years so that he will not become a burden on society.
- Any teacher who smokes, uses liquor in any form, frequents pool or public halls, or gets shaved in a barber shop will give good reason to suspect his worth, intention, integrity, and honesty.
- The teacher who performs his labor faithfully and without fault for five years will be given an increase of twenty-five cents per week in his pay, providing the Board of Education approves.

OPENING EXERCISES

- Let your class play outside while you set up the room.
- Build a fire in the heating stove if necessary.
- Fetch a bucket of drinking/washing water from the "well."

Beginning the Day

- Ring the bell and greet the students with a ruler.
- Have the students line up, with "ladies" on one side, and "gentlemen" on the other.
(Call them ladies and gentlemen throughout the day)

Explain the following rules before they enter the school building:

1. The teacher will appoint the seats.
2. It is polite to remove hats when entering a building, but ladies may wear bonnets in the class today because it's a special day.
3. Absolutely no talking once you enter the school. Students will not speak unless spoken to. (Talking will be allowed at lunch.)
4. Be seated in your assigned seat with your hands folded.
5. Maintain proper posture at all times.
6. Rules are given only one time.
7. If you're not looking, you're not listening. If you're not listening, you're not learning.
(Repeat this several times throughout the day.)

Inside the school

- The children march into the school single file.
- Directions are given as to where to store lunch pails and hang coats.
- The teacher assigns seats and the students remain standing.
- Pledge of Allegiance - (omit "under God" - that phrase was not added until the 1950s)
- Sing one verse of "America" - (children should learn this prior to visit.)
- Students can be seated.
- Teacher takes roll—(instruct the children to stand and answer "present!")

SCHOOL HOUSE RULES

After the children are seated, explain these rules:

1. There will be no looking out of the doors and windows. There will be many distractions throughout the day.
2. At Pioneer School we follow the Golden Rule, "Do unto others as you would have others do unto you."
3. Female students will conduct themselves as ladies, males as gentlemen. Good manners will be expected.
4. This is a day of serious listening and learning. School was not fun 100 years ago. Children worked very hard. Time was never wasted, it was too precious. A real pioneer school day started at 8 AM and ended at 4 PM.
5. Students are not allowed out of their seats.
6. Good posture will be assumed by all students.
7. When you wish to speak, you must raise your hand, wait to be recognized and then stand beside your desk before speaking.
8. When speaking, proper language will be used at all times.
9. If there is a need to use the restroom, you can only ask "May I be excused?" The pioneer teacher did not like the words toilet, bathroom or outhouse.
10. Directions are given only one time in Pioneer School, so you must listen carefully.

STUDIES

PENMANSHIP

Penmanship was in many ways was more important in early schools than other subjects. Beautiful penmanship was the mark of an educated person.

Goose or other bird quills and ink were used until the middle of the 19th c. when dip pens with steel nibs came into popularity. Dip pens are messy and will not come off clothes and desks. If your students have not practiced with dip pens, it would be better to pretend using modern fountain pens. Practice sheets for copybooks are located in the Appendix. Due to our historic floors, we ask that you practice penmanship in your classroom rather than the one-room school.

Teacher should begin by showing children how to hold their pens and the correct posture. She should emphasize ...drill... drill...drill!

Teacher's instructions to students:

1. Hold your pen like a pencil.
2. Do not push down.
3. Use soft light strokes.

Push-Pull - (this is the hardest stroke; make sure the students are holding their copy books at an angle)

1. Start at the bottom. Push up... then pull down... at a slant.
2. Count strokes and make 7 to 10 (no more, no less).
3. Speed doesn't count, NEATNESS does!
4. When you are finished, turn the page, fold your hands and listen...

Oval (not a circle)

1. This has 4 stokes for each letter.
2. It begins at the top of the line and ends at the top.
3. Make a line of ovals.
4. When you are finished, turn the page, fold your hands and listen...

Capital S

1. Pioneer children strive for great beauty and neatness in their work.
2. Make a row of neat S's.

Sentence

1. Copy the maxim (see Appendix for examples) one or two times.

READING

When pioneer schools were first started, books were in short supply. All available books were brought from home, including Bibles. Since the students were each using different books or sharing books, the teacher had to individually assist each child.

By the mid-1800s, 'readers' were available. The most popular was *McGuffey's Reader* which consisted of four books of increasing difficulty. The third and fourth readers are the most appropriate for grades four through seven.

Silent reading was minimal. As a rule, reading aloud was favored with stress on articulation, inflection, pauses and emphasis. The teacher was careful to listen for errors in pronunciation, unnatural tones and drawling. The child read in front of the classroom and was corrected on the spot.

While reading, each child must stand. Everyone kept their eyes on the page. There was no excuse for losing a place.

LITERATURE

The literature read by children in the schoolhouses of the late 1800s was considerably different than the children's literature of today. It was read for the moral or lesson and little discussion of the material was encouraged. Fables were popular reading material.

Books suggested for 4th graders by an 1896 state education committee include:

1. Robinson Crusoe
2. Ulysses Among the Phoenicians
3. Gulliver's Travels
4. Story of the Iliad
5. Arabian Nights
6. Tales of Troy
7. Homer's Iliad. Books 1-8
8. The Odyssey (Homer)

STUDIES—Continued

GEOGRAPHY AND TEXAS HISTORY

Suggested Activities:

1. Show the original colonies on a map or globe; name them and talk about why this part of the United States was settled first.
2. Talk about the progression of the pioneers across America and discuss why they moved where they did.
3. Include as much about Texas history as time allows: original American Indian tribes/bands in area; Texas as part of Spain; Mexico fighting for independence from Spain; Texas under Mexican rule; the Republic of Texas; annexation of Texas into the U.S.; Texas in the Civil War and life after reconstruction.

RECITATION

Poetry was recited orally (in unison or individually) with corresponding hand gestures. You may want to have interested students memorize some of the poems in the Appendix and recite them during your day at Pioneer School.

Other suggestions not in hand-outs:

1. "Hiawatha" by Longfellow
2. "Barefoot Boy" by Whittier
3. "In School Days" by Whittier
4. "Which Loved Best" by Joy Allison
5. "Who Has Seen the Wind" by Christina Rossetti
6. "Only One Mother" by George Cooper

ARITHMETIC

Arithmetic was a fundamental part of education in the late 1800s. It was necessary that the students be able to add and subtract so they could deal with simple problems in everyday life.

Peas, beans, or corn were used as devices for counting, adding or subtracting. Story problems and mental arithmetic were stressed. Multiplication tables were practiced aloud in a "singsong" fashion. In fourth grade, addition and multiplication of a number with more than one figure was begun.

Oral Problems

(these directions should be given once)

1. (Stress) These will be thinking and listening problems. Common sense will tell you if you have the right answer.
2. The problem will be read twice.
3. Slates (or copybooks) will not be used.
4. When you know the answer, quietly raise your hand.
5. If you are called on, stand by your seat and answer.

Written Problems:

(these directions should be given once)

1. The problem will be read twice.
2. The entire problem must be written on the slate (or copybook).
3. Not everyone will have time to work the problem.
4. No erasing (until the teacher says to).
5. After the problem is worked, cover it with your slate rag and fold your hands (this shows the teacher that your work is finished).
6. He who copies does not learn!

Move around the room, checking slates (or copybooks). If the problem is correct, draw a star in the upper corner of the work. If the problem is wrong, put a circle at the top. Remind the children "Always check your work. Never take the first answer for granted."

When arithmetic is over, tell the students to put their slates and slate rags away and fold their hand in their laps.

STUDIES — Continued

SPELLING (ORTHOGRAPHY)

There were no specific spelling textbooks. The teacher selected and wrote words on the board for the students to learn. They wrote the words neatly three times on their slates or copy books to reinforce the correct spelling as well as to practice penmanship.

Spelling bees were used by teachers to promote friendly competition of spelling skills and to allow a break from the strict classroom setting.

SPELLING BEE RULES

1. The class is divided into two teams.
2. The teams line up on opposite sides of the room with the teacher in the middle.
3. Straws are drawn or a coin is tossed to see which team goes first.
4. The first person in line on the selected team goes first.
5. A word is pronounced by the teacher and used in a sentence.
6. The word is then repeated by the student.
7. The student spells the word.
8. If the student realizes that he/she has made a mistake before the teacher says so, they may politely ask for a second try. The student then repeats the word and tries again.
9. The student who misspells a word must sit down and the same word is given to the next person in line on the opposite team.
10. The teacher moves back and forth between each team until only one team is left standing.
11. Although there are teams, the spelling effort is an individual one and no talking or whispering is allowed between team members.

MUSIC

Music was not a part of the formal curriculum of the pioneer school. It was left up to the discretion of the teacher as to when and what the class would sing. If the teacher happened to be musically inclined, the class might have music each day and tunes would be some of the teacher's favorites.

Before your visit to the one-room school, the children should learn the first and last verse of "America" (My country 'tis of thee) to be sung during opening exercises. "Yankee Doodle," "Wait for the Wagon," and "My Bonnie" were among the most popular songs.

Other songs are listed that were popular during this period of time. They sang patriotic songs, religious songs, and happy melodies. The children might enjoy learning some of them throughout the year. Perhaps your music teacher or a parent (volunteer) who is musically inclined will aid you with this project.

Other songs of this period:

"She'll be Comin' Round the Mountain"
"Annie Laurie"
"Whistle, Mary, Whistle"
"Columbia, the Gem of the Ocean"
"School Days"
"Camptown Races"
"Long, Long Ago"
"Hail Columbia"
"Old Folks at Home"
"Home Sweet Home"
"Oh Susannah"
"In the Gloaming"
"Reuben and Rachel"
"Little Brown Church in the Vale"
"Battle Hymn of the Republic"
"When You and I Were Young, Maggie"
"My Darling Clementine"
"When Johnny Comes Marching Home"
"Polly Wolly Doodle"

Many of these songs may be found in music textbooks, Golden Book of Songs, and American Song Book (Robbins) 1942.

LUNCH TIME

PREPARING FOR LUNCH:

Children should wash their hands before lunch. Have the students line up outside. With the bucket and dipper, pour a little water over each child's hands. Let the student soap their hands and then pour another dipper over their hands to rinse. Dry hands on school towel (soap and towel not provided).

Hands were checked by the teacher. If there wasn't time to check, students were told to hold their hands up to their noses. If you could smell soap, your hands were clean enough.

While each student washed up in turn, the rest of the class could sing pioneer songs.

Lunch pails stored in classroom were passed out. Each student was allowed to get drinking water in their cup, but only what they needed. Pioneers never wasted water. During good weather, lunch was generally eaten outside, under a shade tree. Your group will eat lunch across the lane in Bobo Woods (adjacent to the Log Cabin Village parking lot).

Pioneer games were played during the lunch recess. Each teacher should select a few games that she/he feels the children would enjoy playing and are appropriate for seasonal conditions.

PIONEER FOOD

What you ate, as a pioneer, depended greatly on the season of the year, the soil and climate of the area, where you lived and your ability to farm or hunt. There were no corner grocery stores and the closest mercantile (which might be a day's or week's ride away) carried only basic staples.

CORN

Corn was the pioneer's main food. The Indians taught the settlers how to grow and use native foods such as corn. The pioneers prepared it in many ways. They ate corn nearly every day. White flour (made from wheat) was scarce.

They ate the corn fresh or dried and ground it into meal using a grinder or two stones. From cornmeal they made corn bread mush and other foods.

American Indians and pioneers sometimes cooked their cornbread in the ashes of their campfire. They called the bread "ash cakes." If they cooked the batter on the blades of their hoes over open fires, they called this bread "hoe cakes."

FRUIT, NUTS, AND SWEETENERS

Pioneers gathered fruits and berries that grew wild in the Texas wilderness: plums, persimmons, grapes and elderberries. They ate them fresh and preserved the rest for winter by making jams, jellies and by drying the fruits. Eventually apple and peach tree seeds were brought to Texas and home orchards added some variety to the pioneer menus.

Certain nuts and acorns are very nutritious, and they will keep for long periods of time in the shell. The pioneer children would often have the job of gathering the wild nuts in the woods. In winter, these could be roasted or used in baking when the food larder was low.

Food was sweetened with honey found in a local "bee tree" or with molasses made from a sorghum crop. Cane sorghum was a common field crop in the central states and the more fertile parts of Texas. White sugar, made from tropical sugar cane, was scarce.

VEGETABLES

As the pioneers settled in permanent homes, they began to work the family vegetable garden. Common crops were sweet potatoes, Irish potatoes, turnips, cabbage, carrots, black-eyed peas, beans, pumpkins, squash and melons.

Since the pioneers had no refrigeration, crops that would 'keep' for long periods of time, like potatoes, pumpkins and squash, became the main part of their diet. Other crops like beans and peas were preserved by drying them in the sun.

MEAT, MILK, AND EGGS

Early pioneers depended almost entirely on wild game they could hunt or trap like bison, deer, squirrel, possum, wild turkey, fish or rabbit. As homesteads developed, domesticated livestock was common.

Hogs were the mainstay of the homesteader's diet. They were easy to raise and their meat could be preserved for long periods of time by salting (curing) and smoking.

LUNCH TIME

1800S GAME IDEAS

NOTE: Several games were omitted from this list because of safety factors (e.g. Crack the Whip, Ante- Ante Over, etc.)

OUTDOOR GAMES

DARE BASE - Any number of children may play this game, but the two teams must have the same number of players. Two bases are made about 30 yards apart. The teams are called A and B. Members of team A see how close they can go to the base of team B without getting tagged. This is continued by each team alternately with the opposite team. Any person tagged must go to the opposite base as a penalty. The object of each team is to see how many members or players they can get for their base. The team capturing the largest number of players at the end of a given time wins.

BLINDMAN'S BLUFF - A blindfolded player is led into the center of the circle. As the player turns around three or four times, the people in the circle chant:

"How many horses has your father got?"

"Three."

"What colors are they?"

"Black, blue and gray."

"Turn about, and turn about, and catch whom you can."

The blindfolded player then tries to capture someone and guess their name. If the player does not guess the right name, they must try again with a new person. When successful, the person captured and named correctly must in turn be blindfolded.

CAT AND RAT - Two players are selected, one as the cat and one as the rat. The other players stand in a circle holding hands, with arms outstretched and held high. The Cat and the Rat start on opposite sides of the circle. The following exchange precedes the game:

Cat: I am the Cat

Rat: I am the Rat

Cat: I will catch you

Rat: You can't

Rat: Ready

The chase begins. The rat runs in and out of the circle of players, underneath their arms. The Cat must follow the exact course of the Rat or he is "crowned" and another Cat is chosen. If the Rat is caught, the cat becomes the rat and chooses another cat.

FOLLOW THE LEADER - One player is the leader and runs at the head of the line. He runs in and out, hopping and clapping his hands. Any player who fails to follow the leader and do as he does must drop out of the game. The game continues until all have been eliminated.

DROP THE HANDKERCHIEF - All the players but one stand about a foot apart in a circle. One player, who is "it" passes around the outside of the circle and drops the handkerchief behind someone. The players may not look behind until the dropper has passed by them. The one behind whom the handkerchief has been dropped picks it up and chases the dropper, who tries to reach the vacant place in the circle - - left by the one who now has picked up the handkerchief - - without being touched by him. If he is touched, he must enter the center of the circle, called by tradition the "mush pot." The only way he can then get out is to seize the next dropped handkerchief before the receiver discovers it behind him. Then he becomes the chaser, and the receiver who did not discover the handkerchief must go to the "mush pot."

INDOOR GAMES

BUTTON, BUTTON - The players sit in a semicircle with their hands in front of them and their palms together. The person who is "it" holds a button between the palms of his hands. He moves around the circle in front of each person and puts his hands on top of theirs. He secretly passes the button to one person, but continues around the circle. He then says, "Button, button, who has the button?" Everyone guesses, in no particular order, and the one who guesses correctly passes the button next.

CROSS QUESTIONS AND CROOKED ANSWERS - The players, each with two slips of paper (two different colors of paper work best), sit in a circle. Everyone writes down a question on one slip (one color) of paper. In turn, each player whispers their question to the person on his right and writes the answer down on the other slip (other color) of paper.

The questions and answers are gathered separately and passed back to the players in mixed order. Each player asks (out loud) the player to the right the question he has on the slip of paper. But this time, the other player must read the answer found on the slip of paper he just received.

CLOSING THE DAY

End the day with words of wisdom to send the students off on their long hike home across the prairie, such as:

"If you have not said a kind word to someone today, or you have not done a kind deed, consider it a day lost and do better tomorrow."

LEAVING THE SCHOOL

At the end of your time in the school house, the class will gather their belongings, pick up any trash around the school and return all items inside the school to their original setup.

Teacher's Note: There is a General Store (Museum Store) located in the Foster Cabin. If you wish to let your students purchase a Pioneer School souvenir, please allow an extra 15-20 minutes before bus pickup time. Pre-made souvenir bags are also available by pre-order. Please call 817-392-5881 for more information and to order.

**We hope you have enjoyed your
day at Pioneer School!**

PRE-VISIT ACTIVITIES

Activity 1

Discuss One-Room Schools:

1. Have you seen a one-room schoolhouse?
2. Have you read any stories or seen any television shows about one-room schools?
3. Do you know someone who attended such a school?

Activity 2

Compare old and new classrooms:

Divide the children into small groups and have each select a scribe. Each group should list the things in their classroom that they think would not be in a one-room school of the 1800s.

Have the groups come together and compare lists. They may add to or delete items from their lists. Collect them to review after the visit to the schoolhouse.

Activity 3

Discuss who went to one-room schools:

1. How many children do you think went to one school?
2. What do you think their ages were and what grades were taught?
3. Do you suppose they lived near the school like most of us do?
4. How do you think they got to school?
5. Did most children plan to go on to high school and college?
6. Where could we get more information to answer our questions?

Activity 4

Prepare for Pioneer Arithmetic:

1. Multiplication tables are used in Pioneer School for oral arithmetic
2. Practices for written arithmetic
3. Complete problem must be shown on slate or blackboard.
4. Proper process sign (- + x /=)
5. Answers always labeled.

Activity 5

Prepare Copybooks for Penmanship Lessons:

1. Duplicate three copy book sheets (in appendix) for each child.
2. Let each child organize the pages and create/design a cover. (Back cover should be sturdy cardboard and the front a soft paper).
4. Punch holes at top and lace copybooks together with cord.

Activity 6

Study and Practice Pioneer Games:

1. Select and familiarize your class with a few of the games (on page 11). Learn the rules before coming to Pioneer School.
2. Assign each game to a pair or group of children to learn and then let them teach the rest of the class.
3. Have children ask parents, grandparents or other older people to teach them the games they played as a child. The student could present the game idea to the class.

Activity 7

Make Lunch Pails:

For generations children have taken their lunches to school. Pioneer boys and girls usually carried their noon meal in a tin syrup pail or lard can.

A replica of these lunch pails can be made from a large shortening or coffee can. If coffee cans are used, they should be painted silver or covered with brown paper. Punch holes in the can for the handle using a nail and hammer. A piece of wire or heavy twine is fastened through the holes for a handle. A scrap of cloth makes the cover. (An extra scrap of cloth will be needed for a slate rag). The school cafeteria may be a good source for large cans. Check the edges of all cans for sharp metal. Unused gallon paint cans also work well.

Suggestion: Make the lunch pails at school at least a week before Pioneer School is scheduled and send the pail home with lunch suggestions.

PRE-VISIT ACTIVITIES

Activity 8

Discuss and Plan Pioneer Lunches:

The lunch that the children take to school in this lunch pail should be as authentic as possible. Discuss with your class, for example:

1. What do you think pioneer children took to school for their lunches?
2. What fruits did they have?
3. Why didn't they have oranges and bananas?
4. What was the food wrapped in?

Bring out the idea that pioneer lunches contained whatever there was in the house (there were no neighborhood grocery stores). Poor children sometimes took molasses or lard and sugar sandwiches or cold pancakes left over from breakfast.

Write the children's ideas on the chalkboard so that they may be added to the suggestion list (in the Appendix) and sent home with the children.

Remind the children that canned pop and other modern convenience foods are inappropriate for this study. Cloth and brown paper are appropriate for wrapping foods.

Activity 9

Discuss Pioneer Clothing:

(See Appendix - Pioneer Clothing Hand-out)

Although our Pioneer School is set in the 1880s, the people who lived here, on the fringe of an isolated new frontier, were not likely to keep up with fashion trends.

Their clothing reflected the styles of the mid-1800s. The settlers were mostly farmers, hunters or tradesmen and usually very poor. Their clothes reflected their lifestyle - simple, practical and made for work. Many pioneers were lucky if they had two sets of clothing to their name - one for work and one for church.

Men and Boys

Pants - dark colored, loose-fitting, canvas weight material. Suspenders were common. Pant legs were generally rolled up or tucked into work boots to keep them from getting dirty.

Shirts - loose fitting with dropped shoulders, almost smock-like, made of light colored plain or striped material. All had full long sleeves with or without cuffs. Shirts opened down the front to about mid-chest with buttons or rawhide ties. Collars were simple and not too wide.

Shoes - dark leather boots or high-topped shoes that laced up the front.

Hats - country men and boys generally wore wide, flat-brim straw hats. (It was not considered polite for a gentleman to wear his hat indoors).

Ladies and Girls

Dress - pioneer style was simple, plain and very functional. Dresses were made from cotton calico or dark wool material. The prevailing style was dropped shoulders with full long sleeves (3/4 length sleeves were acceptable for a work dress) and several widths of material gathered for the skirt. The skirt length varied - girl's dresses were hemmed to about mid-calf ladies wore floor-length skirts in public and ankle-length hems at home for chores. Many outfits were two-piece (skirt and blouse).

Aprons - were worn every day. When you only had two outfits, you definitely wore an apron to keep your dress clean. Half aprons were the most common but pinafores (full aprons) were popular for girls to protect the entire dress.

Hats - sun bonnets were worn when working outside. Suntans were not popular. Dust caps were worn when doing inside chores. Pioneers washed their hair very seldom (they took very few baths per year) and hats helped keep their hair clean.

Shoes - dark leather, lace up boots or high topped shoes.

POST-VISIT ACTIVITIES

Activity 1

General Ideas

1. After visit, have class do an authentic pioneer craft like making corn husk dolls.
2. Prepare a short skit to perform when you return to the class room.
3. Bring and share an old Sears catalogue to enrich understanding of the period.
4. Make dioramas of the inside of a one-room school.
5. Start a scrapbook of the history of your school. Include pictures, clippings, etc. and make it a permanent possession for your school library.
6. Make an exhibit of early school teaching materials like slates, quill pens, penmanship samples and copies of primers.
7. Interview or invite a pioneer to tell about school experiences.
8. Have children write an autobiography of their school experiences.

Activity 2

Compare Schools:

1. List three advantages and three disadvantages of the one-room school.
2. List three advantages and three disadvantages of your own school.
3. Write at least one paragraph telling why you did or did not like attending the Pioneer School.
4. Make believe you are a pioneer student and write journal (diary) entry describing your day at school. Include a description of where you might have lived your family and your chores before and after school.
5. Complete the chart (in Appendix) comparing the past, present and future.

Activity 3

Old and New Structures:

1. Make a drawing of the outside of each of the following:
 - a. a one-room school
 - b. your present school
 - c. a school of the future
2. Make a floor plan for each of the above showing location of seats, equipment, etc.
3. Or make models of all three schools with floor plans.

Activity 4

Working with Pioneer Maxims:

1. Have each student pick one maxim (from the Appendix) and give their interpretation of what it meant to pioneer children and what it means to them today.
2. As a class or individually, write down all the other sayings or maxims you have heard from your parents or grandparents ("A stitch in time...", "Rolling stones gather...", etc.)
3. Have your class create a new fable, either individually or as a group, using a maxim as the moral of the story.

Activity 5

Using Pioneer Measurements:

1. Copy the Pioneer Measurement Sheet (Appendix) for each student.
2. Discuss units of measure that are not currently in use and why.
3. Make up math problems using Pioneer Measurements. -- (Advanced Student Note: Very few people who purchase a cord of wood actually know how to check to see if they have been short- changed!)
4. Bring a cup, pint, gallon, bushel, etc. into class and discuss how new measurements differ from the old.
5. Have each student write a short story (one page) about their life as a pioneer child. Each story should use at least three Pioneer Measurement words.

APPENDIX
Class
Materials,
Handouts
Miscellaneous
Information

—-READING—-

(sample text from McGuffey's Third Reader)

LESSON XLIII. SPEAK GENTLY.

1. Speak gently; it is better far
To rule by love than fear:
Speak gently; let no harsh word mar
The good we might do here.
2. Speak gently to the little child;
Its love be sure to gain;
Teach it in accents soft and mild;
It may not long remain.
3. Speak gently to the aged one;
Grieve not the care-worn heart;
The sands of life are nearly run;
Let such in peace depart.
4. Speak gently, kindly, to the poor;
Let no harsh tone be heard;
They have enough they must endure,
Without an unkind word.
5. Speak gently to the erring; know
They must have toiled in vain;
Perhaps unkindness made them so;
Oh, win them back again.
6. Speak gently; 'tis a little thing
Dropped in the heart's deep well;
The good, the joy, which it may bring,
Eternity shall tell.

David Bates.

DEFINITIONS. - 1. Mär, *injure, hurt*. 2. Ac' cents, *language, tones*. 4. En dure', *bear suffer*: 5. Err' ing, *sinning*. 6. E ter' ni ty, *the endless hereafter; the future*.

LESSON XLIV. THE SEVEN STICKS.

1. A man had seven sons, who were always quarreling. They left their studies and work, to quarrel among themselves. Some bad men were looking forward to the death of their father, to cheat them out of their property by making them quarrel about it.

2. The good old man, one day, called his sons around him. He laid before them seven sticks, which were bound together. He said, "I will pay a hundred dollars to the one who can break this bundle."

3. Each one strained every nerve to break the bundle. After a long but vain trial, they all said that it could not be done.

4. "And yet, my boys," said the father, "nothing is easier to do." He then untied the bundle, and broke the sticks, one by one, with perfect ease.

5. "Ahr' said his sons, "it is easy enough to do it so; anybody could do it in that way."

6. Their father replied, "As it is with these sticks, so is it with you, my sons. So long as you hold fast together and aid each other, you will prosper and none can injure you.

7. "But if the bond of union be broken, it will happen to you just as it was to these sticks, which lie here broken on the ground."

Home, city, country, all are prosperous found,
When the powerful link of union bound.

DEFINITIONS - 1. Cheat, *deceive, wrong*. Prop' er ty, *that which one owns - whether land goods, or money*. 2. Bun' dle, *a number of things bound together*. 3. Nerve, *sinew, muscle*. 6. Pros' per, *succeed, do well*. 7. Un' ion, *the state of being joined or united*.

—FABLES—

THE FOX AND THE STORK

At one time the Fox and the Stork were on visiting terms and seemed very good friends. So the Fox invited the Stork to dinner, and for a joke put nothing before her but some soup in a very shallow dish. This the Fox could easily lap up, but the Stork could only wet the end of her long bill in it, and left the meal as hungry as when she began.

"I am sorry," said the Fox, "the soup is not to your liking."

"Pray do not apologize," said the Stork. "I hope you will return this visit, and come and dine with me soon."

So a day was appointed when the Fox should visit the Stork, but when they were seated at the table all there was for their dinner was contained in a very long-necked jar with a narrow mouth, in which the Fox could not insert his snout. So all he could manage to do was to lick the outside of the jar.

"I will not apologize for the dinner," said the Stork.

"One bad turn deserved another:"

THE LION AND THE MOUSE

Once when a Lion was asleep, a little Mouse began running up and down upon him. This soon wakened the Lion, who placed his huge paw upon the little Mouse, and opened his big jaws to swallow him.

"Pardon, O King," cried the little Mouse, "let me go this time and I shall never forget it. Who knows but what I may be able to do you a good turn some of these days?"

The Lion was so tickled at the idea of the Mouse being able to help him, that he lifted up his paw and let him go.

Some time later the Lion was caught in a trap. The hunters, who desired to carry him alive to the King, tied him to a tree while they went in search of a wagon to carry him on. Just then the little Mouse happened to pass by and, seeing the sad plight in which the Lion was in, went up to him and soon gnawed away the ropes that bound the King of Beasts.

"Was I not right?" said the little Mouse.

"Little friends may prove great friends. "

THE CROW AND THE PITCHER

A crow, half-dead with thirst, came upon a pitcher which had once been full of water; but when the Crow put his beak into the mouth of the pitcher he found that only very little water was left in it, and that he could not reach far enough down to get at it. He tried and he tried, but at last had to give up in despair.

Then a thought came to him, and he took a pebble and dropped it into the pitcher.

Then he took another pebble and dropped it into the pitcher.

Then he took another pebble and dropped that into the pitcher.

Then he took another pebble and dropped that into the pitcher.

Then he took another pebble and dropped that into the pitcher.

At last, at last, he saw the water mount up near him, and after casting in a few more pebbles he was able to quench his thirst and save his life.

"Little by little does the trick."

THE DOG AND HIS SHADOW

A Dog took a bone from the butcher, and ran off with it. On the way home, he came to a river.

He looked in the water, and there he saw another dog with another bone, bigger than his. When he stopped, the other dog stopped. When he ran on, the other dog ran on.

"This will not do," thought the Dog. "I will take his bone away from him."

So he opened his mouth to take the other's bone, and he dropped his bone into the river.

He sprang at the other dog, and fell into the water.

So he got no bone at all, and had to go home, wet and hungry.

"Beware lest you lose the substance by grasping at the shadow."

—FABLES—

THE ANT AND THE GRASSHOPPER

Once an Ant and a Grasshopper lived in the same garden. The Ant was busy laying up food for the winter.

"Why do you work so hard?" asked the Grasshopper. "Just look at me. I don't work. I dance and sing and have a good time."

The Grasshopper laughed. "Oh, winter is a long way off," he said. "I never think about that." Then he danced away.

After a time the summer was gone. The ground was white with snow. The ant was warm and happy in her little house. And it was full of food. But the poor Grasshopper had no home. He had no food. He was shaking with cold, and oh, so hungry!

"Dear me," he said. "What shall I do? I am very cold, and I can find no grass to eat. Maybe the Ant will help me. I will go and ask her."

So he looked all about for the Ant's house. When he found it, he called to her. "Please, dear Ant, may I come in? I am very cold and hungry."

"Poor Grasshopper!" said the Ant. "Come in and have some food. But you laughed at me for working. You danced and played all summer long. If you had worked then, you would not be asking for food now."

"That is so," said the Grasshopper, "and I am sorry. Thank you for the food. Good-by."

He went out into the cold.

And the Ant never saw him again.

*"Work before Play."
"It is best to prepare for the days of
necessity."*

—POETRY—

The Swing

How do you like to go up in a swing,
Up in the air so blue?
Oh, I do think it the pleasantest thing
Ever a child can do!

Up in the air and over the wall,
'Til I can see so wide,
Rivers and trees and cattle and all
Over the countryside -

'Til I look down on the garden green,
Down on the roof so brown - -
Up in the air I go flying again,
Up in the air and down!

Robert Louis Stevenson

The Children's Hour

Between the dark and the daylight,
When the night is beginning to lower,
Comes a pause in the day's occupations,
That is known as the Children's Hour.

I hear in the chamber above me
The patter of little feet,
The sound of a door that is opened,
And voices soft and sweet.

From my study I see in the lamplight,
Descending the broad hall stair,
Grave Alice and laughing Allegra,
And Edith with golden hair.

Robert Louis Stevenson

—-POETRY—-

The Land of Story Books

At evening when the lamp is lit,
Around the fire my parents sit;
They sit at home and talk and sing,
And do not play at anything.

Now, with my little gun, I crawl
All in the dark along the wall,
And follow round the forest track
Away behind the sofa back.

There, in the night, where none can spy,
All in my hunter's camp I lie,
And play at books that I have read
Till it is time to go to bed.

These are the hills, these are the woods,
These are my starry solitudes;
And there the river by whose brink
The roaring lions come to drink.

I see the other far away
As if in firelit camp they lay, And
I, like to an Indian scout, Around
their party prowled about.

So when my nurse comes in for me,
Home I return across the sea,
And go to bed with backward looks
At my dear Land of Story Books.

Robert Louis Stevenson

My Shadow

I have a little shadow that goes in and out with me,
And what can be the use of him is more than I can
see.
He is very, very like me from the heels up to the
head;
And I see him jump before me, when I jump into my
bed.

The funniest thing about him is the way he likes to
grow –
Not at all like proper children, which is always very
slow;
For he sometimes shoots up taller like an Indian-
rubber ball,
And he sometimes get so little that there's none of
him at all.

He hasn't got a notion of how children ought to play,
And can only make a fool of me in every sort of way.
He stays so close beside me, he's a coward you can
see;
I'd think shame to stick to nursie as that shadow
sticks to me!

One morning, very early, before the sun was up,
I rose and found the shining dew on every buttercup;
But my lazy little shadow, like an arrant sleepyhead,
Had stayed at home behind me and was fast asleep
in bed.

Robert Louis Stevenson

—-POETRY—-

The Milk Jug

(The Kitten Speaks)

The Gentle Milk Jug blue and white
I love with all my soul.
She pours herself with all her might
To fill my breakfast bowl.

All day she sits upon the shelf,
She does not jump or climb –
She only waits to pour herself
When 'tis my supper-time.

And when the jug is empty quite,
I shall not mew in vain,
The Friendly Cow, all red and white,
Will fill her up again.

Oliver Herford

Twenty Froggies

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."

Master Bullfrog, brave and stem,
Called his classes in their turn,
Taught them how to nobly strive,
Also how to leap and dive.

Polished in a high degree,
As each froggies ought to be,
Now they sit on other logs,
Teaching other little frogs.

George Cooper

The Village Blacksmith

Under a spreading chestnut tree
The village smithy stands;
The smith, a mighty man is he,
With large and sinewy hands;
And the muscles of his brawny arms
Are strong as iron bands.

His hair is crisp, and black, and long,
His face is like the tan;
His brow is wet with honest sweat,
He earns what're he can,
And looks the whole world in the face,
For he owes not any man.

Week in, week out, from morn till night,
You can hear his bellows blow;
You can hear him swing his heavy sledge,
With measured beat and slow,
Like a sexton ringing the village bell,
When the evening sun is low.

Henry Wadsworth Longfellow

—SONGS—

AMERICA

My country tis of thee
Sweet land of liberty,
Of thee I sing.
Land where my fathers died,
Land of the Pilgrim's pride,
From every mountain side,
Let freedom ring!

My native country thee,
Land of the noble free,
Thy name I love.
I love thy rocks and rills,
Thy woods and templed hills,
My heart with rapture thrills,
Like that above.

Let music swell the breeze,
And ring from all the trees,
Sweet freedom's song.
Let mortal tongues awake,
Let all that breathe partake,
Let rocks their silence break,
The sound prolong.

Our father's God to Thee,
Author of liberty,
To Thee we sing.
Long may our land be bright,
With freedom's holy light,
Protect us by Thy might,
Great God our King!

America was written by Rev. Samuel F. Smith, a Baptist minister, who was born in Boston, October 21, 1808.

Polly- Wolly-Doodle

Oh, I went down South to see my Sal,
Singing Polly wolly doodle all the day,
My Sally is a spunky girl,
Singing Polly wolly doodle all the day.

(Chorus)

Oh, my Sal, she is a maiden fair,
Singing Polly wolly doodle all the day,
With curly eyes and laughing hair,
Singing Polly wolly doodle all the day.

(Chorus)

I came to a river and couldn't get across,
Singing Polly wolly doodle all the day,
I jumped on a donkey and tho't he was a hoss,
Singing Polly wolly doodle all the day.

(Chorus)

A grasshopper sitting on a railroad track,
Singing Polly wolly doodle all the day,
A picking his teeth with a carpet tack,
Singing Polly wolly doodle all the day.

Chorus:

Fare thee well, Fare thee well,
Fare thee well, my fairy fay,
For I'm goin' to Louisiana,
For to see my Susyanna,
Sing Polly wolly, doodle all the day.

—SONGS—

THE PRESIDENTS

(Tune of "Yankee Doodle")

George Washington, the choice of all
By Adams was succeeded.
And then came Thomas Jefferson,
Who bo't the land we needed.

Next Madison was called upon,
To keep our Nobleman.
And James Monroe then ushered in,
The Era of Good Feeling.

John Quincy Adams was the next,
And then came Andrew Jackson.
And after him Van Buren came,
And the Panics wild distraction.

Then Harrison for one month ruled,
And Taylor came in order,
And Polk and war with Mexico,
About a little border.

Then General Taylor was the choice,
But after one year only
Death called the hero to his rest
And left the chair to Fillmore.

The Pierce and James Buchanan came
And the War closed thickly lowered.
And Lincoln was the chosen one,
The statesman for the hour.

Then after Lincoln's martyrdom,
Johnson of Tennessee.
And Grant a war time hero
The Silent Man was he.

—MAXIMS—

A 'maxim' is defined as a concisely expressed principle or rule of conduct, or a statement of a general truth, a saying.

Maxims were an important part of passing-down moral lessons to children. They were framed and hung on walls, cross-stitched on household needlework projects and generally used in everyday conversation. Here are some maxims of the period:

"Lost time is never found."

"Silence is golden."

"If at first you don't succeed,
try, try again."

"One rotten apple
spoils the whole barrel."

"Never be afraid to do good,
but always fear evil."

"A soft answer turneth away wrath."

"Good, better, best,
never let it rest.
Until your better is your best!"

" A good name is far better
than great riches."

"The repeated stroke
will fell the mightiest oak."

"He is most powerful
who governs himself."

"An honest endeavor
is worth ten promises."

"Not I can't, but I will"

—HISTORY / GEOGRAPHY—

THE THIRTEEN ORIGINAL COLONIES

NAME OF COLONY	BY WHOM SETTLED	WHERE SETTLED	YEAR
Virginia	English	Jamestown	1607
New York	Dutch	New Amsterdam	1614
Massachusetts	English	Plymouth	1620
New Hampshire	English	Portsmouth	1623
Connecticut	English	Windsor	1633
Maryland	English	St. Marys	1634
Rhode Island	English	Providence	1636
Delaware	Swedes & Finns	Wilmington	1638
North Carolina	English	Chowan River	1650
New Jersey	English	Elizabeth	1664
South Carolina	English	Ashley River	1670
Pennsylvania	English	Philadelphia	1682
Georgia	English	Savannah	1733

—HISTORY / GEOGRAPHY—

HOW THE UNITED STATES DEVELOPED 1787 - 1880

#	COLONY /STATE	RATIFIED U.S. CONSTITUTION	CIVIL WAR SECEDED	RE- ADMITTED
1	Delaware	Dec. 7, 1787		
2	Pennsylvania	Dec. 12, 1787		
3	New Jersey	Dec 18, 1787		
4	Georgia	Jan. 2, 1788	1861	1868
5	Connecticut	Jan. 9, 1788		
6	Massachusetts	Feb. 6, 1788		
7	Maryland	Apr. 28, 1788		
8	South Carolina	May 23, 1788	1860	1868
9	New Hampshire	Jun. 21, 1788		
10	Virginia	Jun. 25, 1788	1861	1870
11	New York	Jul. 26, 1788		
12	North Carolina	Nov. 21, 1789	1861	1868
13	Rhode Island	May 29, 1789		

#	STATE	ADMITTED INTO UNITED STATES	CIVIL WAR SECEDED	RE- ADMITTED
14	Vermont	Mar. 4, 1791		
15	Kentucky	Jun. 1, 1792		
16	Tennessee	Jun. 1, 1796	1861	1866
17	Ohio	Nov. 29, 1802		
18	Louisiana	Apr. 30, 1812	1861	1868
19	Indiana	Dec. 11, 1816		
20	Mississippi	Dec. 10, 1817	1861	1870
21	Illinois	Dec. 3, 1818		
22	Alabama	Dec. 14, 1819	1861	1868
23	Maine	Mar. 15, 1820		
24	Missouri	Aug. 10, 1821		
25	Arkansas	Jun. 15, 1836	1861	1868
26	Michigan	Jan. 26, 1837		
27	Florida	Mar. 3, 1845	1861	1868
28	Texas	Dec. 29, 1845	1861	1870
29	Iowa	Dec. 28, 1846		
30	Wisconsin	May 29, 1848		
31	California	Sep. 9, 1850		
32	Minnesota	May 11, 1858		

Pioneer School Timeline

1800 1805 1810 1815 1820 1825 1830 1835 1840 1845 1850 1855 1860 1865 1870 1875 1880

TEXAS GOVERNMENT			
Texas part of Spanish lands which included Mexico	1821 Mexico gains independence from Spain Texas part of Mexico	Republic of Texas 1835-46	Texas annexed into United States Feb. 6, 1846
		Civil War 1861-65 Reconstruction 1865-69	Texas restored to Union

TEXAS GOVERNORS/PRESIDENTS		
PRESIDENTS	GOVERNORS	GOVERNORS
36-36 Burnet	46-47 Henderson	61-63 Lubbock
36-38 Houston	47-49 Wood	63-65 Murrell
38-40 Lamar	49-53 Bell	65-66 Hamilton
40-41 Burnet	53-57 Pease	66-67 Throckmorton
41-44 Houston	57-59 Rannels	67-69 Pease
44-46 Jones	59-61 Houston	
		GOVERNORS
		70-74 E. Davis
		74-76 R. Coke
		76-79 R. Hubbard
		79-83 O. Roberts

U.S. EVENTS	
War of 1812 (US & Britain)	1846-48 Mexican War (US & Mexico)
1803 Louisiana Purchase	1847 Mormons arrive at Salt Lake Valley
1807 Fulton's Steamboat	1858 First Message by Atlantic Cable
1813-17 James Madison	1832 Morse's Telegraph
1817-21 James Monroe	1834 Friction Match in California
1805-09 Thomas Jefferson	1829-33 Andrew Jackson
1809-13 James Madison	1833-37 Andrew Jackson
	1837-41 Martin Van Buren
	1841-41 William H. Harrison
	1841-45 John Tyler
	1845-49 James K. Polk
	1849-50 Zachary Taylor
	1850-53 Millard Fillmore
	1853-57 Franklin Pierce
	1857-61 James Buchanan
	1861-65 Abraham Lincoln
	1865-69 Andrew Johnson
	1869-73 Ulysses S. Grant
	1873-77 Ulysses S. Grant
	1877-81 Rutherford B. Hayes
	1863 Emancipation Proclamation
	1865 Lee Surrendered to Grant
	1865 Abraham Lincoln assassinated
	1867 Alaska purchased from Russia
	1871 Yellowstone National Park established
	1877 Edison Phonograph

U.S. PRESIDENTS	
1801-05 Thomas Jefferson	1861-65 Abraham Lincoln
1805-09 Thomas Jefferson	1865-69 Andrew Johnson
1809-13 James Madison	1869-73 Ulysses S. Grant
	1873-77 Ulysses S. Grant
	1877-81 Rutherford B. Hayes
	1845-49 James K. Polk
	1849-50 Zachary Taylor
	1850-53 Millard Fillmore
	1853-57 Franklin Pierce
	1857-61 James Buchanan
	1861-65 Abraham Lincoln
	1865-69 Andrew Johnson
	1869-73 Ulysses S. Grant
	1873-77 Ulysses S. Grant
	1877-81 Rutherford B. Hayes

—ARITHMETIC—

SUGGESTIONS FOR ORAL EXERCISES FOR FOURTH GRADE

(The following sample problems are from The Arithmetic Help.)

1. I bought candy for 10¢ and a knife for 25¢. What was the cost of both?
2. On my way into the country I passed 7 wagons and on my way home I passed 11. How many wagons did I pass in all?
3. My father has 7 Jersey cows and 9 Holstein cows. How many cows has he in all?
4. My age is 14 years. My brother is only 5. How many years am I older than he?
5. I used 10 sheets of paper in school last week and only 4 this week. How many more did I use last week than this?
6. Ralph told his papa that he had 20¢ and wanted to buy a tablet for 7¢. How many cents will he have left?
7. What do I pay for 2 pairs of shoes at \$4 a pair?
8. I eat 3 times a day. How many times do I eat in a week? in 2 weeks? in 3 weeks?
9. How many ears have 8 cats?
10. I have 5 nickels and I buy a book for 25¢. How much change should I get back?
11. A farmer bought 9 sheep for \$54. What was the cost of each?
12. George earns 9¢ every day selling papers. How long will it take him to earn 72¢?
13. My chum and I saw 3 cords of wood each week after school hours. How long will it take us to saw 18 cords?

EXAMPLES OF WRITTEN EXERCISES FOR FOURTH GRADE

*(from Ray's New Practical Arithmetic -
to be figured on slates or copybooks)*

1. January has 31 days; February, 28; March, 31; April, 30 and May, 31. How many days are there in these five months?
2. I bought 4 pieces of muslin; the first contained 50 yards, the second, 65 yards, the third, 42, and the fourth, 89. How many yards in all?
3. General Washington was born in the year 1732 and lived 67 years. In what year did he die?
4. A carriage cost \$137, and a horse \$65. How much more than the horse did the carriage cost?
5. A tree 75 feet high was broken; the part that fell was 37 feet long. How high was the stump?
6. Columbus landed in America in 1492. How many years had elapsed in 1837?
7. What will 15 oranges cost at 8¢ each?
8. How much will 5 pounds of coffee cost at 34¢ a pound?
9. A farmer bought 6 horses for \$75 each. How much did he pay for his horses?

—MEASUREMENTS—

Pioneer Measurements

(many carried over from European ancestors—some may vary)

MEASUREMENTS OF QUANTITY

Barrel (measurement depended on commodity)

liquid	=	31 gal (sometimes 31 1/2 gal)
flour	=	196 lbs
meat/fish	=	200 lbs
butter/lard	=	224 lbs

Firkin = 1/4 barrel

Keg (small type of barrel measurement again depended on commodity)

liquid	=	10 gal (or less)
nails	=	100 lbs

Gill	=	Noggin	=	1/2 cup
Pint	=	4 gills	=	2 cups
Quart	=	2 pints	=	4 cups
Pottle	=	2 quarts	=	15 cups
Gallon	=	2 pottles	=	16 cups

Cord = 128 cu. ft. - Used to measure firewood,
(when stacked the measure of the length X width X height should equal 128 cu. Ft)

Bushel	=	4 pecks	=	2150.42 cubic inches
Peck	=	1/4 bushel		

MEASUREMENTS FOR LENGTH, HEIGHT AND AREA

Hand	=	4" Used to describe the height of a horse, ground to shoulder. Based on the width of a hand measured across the knuckles
Span	=	9" Based on the distance from tip of the thumb to the tip of the little finger when outstretched.
Rod	=	5 1/2 yards
Chain	=	4 rods = 22 yards
Furlong	=	10 chains = 220 yards
Mile	=	15 furlongs = 1760 yards (5,280 feet)
Acre	=	43,560 sq. ft. = 1/640 square miles
Section	=	640 acres = 1 square miles
Township	=	36 sections = 36 square miles

—SPELLING WORDS—

quill
loom
churn
weave
slate
yoke
recite
plow
husk

barter
larder
fodder
dipper
supper
cellar
candle
spindle
whittle
bridle
pickle
heddle
kettle
barrel
lantern
bonnet

arithmetic
molasses
pioneer
settler
blackberry
pasture
cupboard
buttermilk
handkerchief
scythe
pitcher

Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday

January
February
March
April
May
June
July
August
September
October
November
December

—ACTIVITIES—

Complete the following chart comparing the past, present, and future.

	Pioneer School	Current School	Future School
Food Eaten			
Games Played			
Learning Tools and Equipment			
Textbooks			
Discipline			
Students Clothing			
Transportation to and from School			

—HANDOUTS—



PIONEER CLOTHING

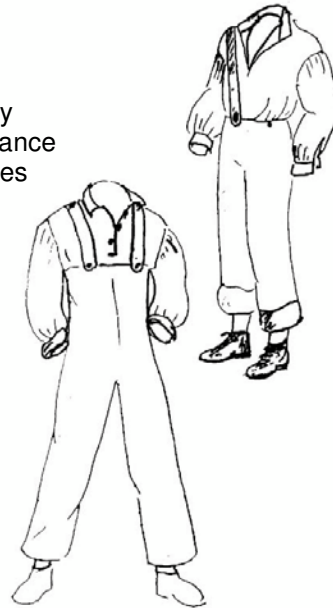
Authentic clothing is not mandatory at Pioneer School, but it does enhance the experience. If your class decides to wear 1800s style clothing, here are some simple ideas.

Girls

Small print, dark-colored cotton skirts borrowed from Mom can be pinned or belted at waist. Light colored cotton plain or print blouses with high neck will look authentic. Don't forget dark leather shoes with dark knee socks. If you know someone who can sew, there are several patterns in the costuming section of pattern books for dresses, aprons and bonnets.

Boys

Dark, loose fitting trousers were common with or without suspenders. Overalls and jeans are acceptable, with the pants legs rolled up or tucked into lace-up boots (not cowboy!). Shirt ideas include long sleeve light colored cotton button up the front or plaid flannel. Handkerchiefs can be worn around the neck like a tie. Hats were usually straw with round top and flat brim.



—-HANDOUTS—-

Parents:

Please help your child pack an authentic pioneer lunch in his/her lunch pail for our day at Pioneer School. Thank you.

SUGGESTIONS FOR PIONEER LUNCHES

(with some pretending)

- Corn muffins, cold pancakes, homemade bread
- Cheese (if the family had a milk cow)
- Jelly or jam sandwiches (from wild plums or grapes)
- Meat sandwiches (from homestead pork or chicken, wild game, deer, rabbit or squirrel)
- Dried meat, jerky (from range beef or buffalo)
- Hard-boiled egg (if homestead had chickens)
- Fresh fruits (if homestead orchard had planted apples or peaches, or wild plums, & grapes)
- Fresh vegetables (carrots, tomatoes and cabbage from homestead garden)
- Cookies
- Tin cup, enameled cup or small glass jar for drinking water (water will be provided)
- Wrap lunch items in cloth or brown paper (no plastic or aluminum please)

—-HANDOUTS—-

(Sample Letter)

School

Date

Dear Parents,

Your child will have the opportunity to spend a day in an authentic 1880s one-room Log school house at Log Cabin Village in Fort Worth on _____. The students will experience a typical pioneer school day and relive a fascinating slice of Texas history. Our class will be reenacting a school day as it might have been 100 years ago and we will be pretending that we are pioneer children.

We are making plans for our day at Pioneer School and we need your assistance to make this experience as authentic as possible. The cost for this full-day field trip is \$6 per child. We need to collect the money by _____.

Your child will need to pack a pioneer lunch in their lunch bucket for this day. Attached please find a sheet of suggestions. Also attached is a list of ideas for pioneer costumes to make our day more realistic.

Thank you so much for your help.