



Phone: 319-351-5738

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Website: www.johnsoncountyhistory.org

Be a Guest of the Past: Teacher's Guide

Letter to Teacher

Dear Teacher:

The purpose of the experience at the Coralville School is to allow students to time-travel back to the 1870s and attend an Iowa one-room school. One way to give the study of history meaning is to demonstrate how local historical events have shaped the community. Through a hands-on exploration of local history students can develop a sense of place, and they will realize that they are a part of the historical continuum.

Students will be assuming the role of an actual student who attended the Coralville School. The assigned family is historical fiction, but the occupations are accurate for the times. The pre-visit activities are designed to prepare the students to gain background information that will make the school visit more enjoyable for them. It is strongly recommended that students engage in the required lessons. These are indicated with an asterisk. The Student Notebook will be the collection of final copy writings from various pre and post visit activities. There is also a place in the notebook for autographs collected at the schoolhouse and a group photo that will be taken at the time of the visit. Teachers are invited to assume the role of a student at the school for the pre-lunchtime activities. It is expected that you will return any borrowed materials to the schoolhouse at the time of your visit so that others may have access to it. The pre-visit timeline suggests approximately 10 lessons of about 30 minutes each.

Students should bring a sack lunch and drink. They should be dressed appropriately for the weather. They should also bring their Student Notebook and a pencil. Articles of period clothing are available at the museum for students. Backpacks will not be allowed in the schoolhouse.

At the school house a docent will assume the role of the teacher. The pre-lunch activities will be in actual roles that the students have developed in the pre-activities. These will be as historically accurate as possible. The afternoon sessions will give students a deeper understanding of the 1870s time period. Students may bring cameras to the schoolhouse, but they may not use them during the role-play. Teachers are asked to bring a flash drive or disk with them for the group photo. It will be taken with a digital camera so that the teacher can take it back to school and print the photo from a computer. Copies can be made for each student's notebook.

Upon returning to the home school, students should complete the two post journaling activities when the memories and experiences at the schoolhouse are fresh in their minds.



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There is a place in the notebook for students to sketch or draw a floor plan of the schoolhouse. The student projects are to be submitted to the museum within two weeks of the visit. These will be on display at an open house to which the students and their parents are invited.

Please contact the Johnson County Historical Society Executive Director and Curator, [Alexandra Drehman](#), for information about accommodations for persons with special needs (319-358-0195).



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Learning About Local History: The One-Room School

Goals:

- The school brings together people of various ethnic, religious, and socioeconomic backgrounds to build a community within a geographic area.
- The functions of the school include: developing good citizens, providing a common language, teaching basic literacy, and building a community with common cultural experiences.
- Exploring local history develops a sense of place and an active involvement in constructing and preserving history.

Key Questions:

- What subjects were taught in one-room schools?
- Was there homework?
- How did the teachers know at what level students should be working?
- How old was a typical teacher?
- What was a teacher's salary?
- What type of training did a teacher need?
- Was there recess?
- Where was the bathroom?
- What type of supplies did students have?
- What did they write with?
- Who cleaned the schoolhouse?
- What was a typical lunch like?
- When did school start and end during the year?
- How long was a school day?
- How did people get to school?
- What were the punishments if someone broke a rule?
- Was there a choice whether or not to go to school?
- Were there assigned seats in school?
- Was there a dress code?
- What were the after school activities?



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Social Studies Standards and Benchmarks

Culture: Understand the nature of culture, cultural diversity, cultural change across time and space, and the multiple perspectives which emerge from varying cultures, as well as demonstrate a respect for human differences and an appreciation of human commonalities.

Identify the impact of culture as it relates to Iowa history

- Research and develop an historic character role of people who lived in Johnson County, Iowa
- Read a variety of materials about early Iowa immigrants

People, Places, and Environment: Learn critical geographic thinking skills as well as key themes, concepts, spatial relationships, and geographic perspectives and abilities and apply them to an understanding of human behavior in relation to the physical and cultural environment.

Explain how people, places, and environment influence Iowa history

- Examine historic documents and photographs of Iowa's past
- Explore geographic history of Johnson County
- Identify contributions of various ethnic groups to Iowa's history

Production, Distribution, and Consumption: Develop and demonstrate an understanding of the various ways in which people organize and maintain systems to deal with the problem of scarcity and how they deal with the desire of people to have their wants and needs met through a system of production, distribution, and consumption of goods and services.

Identify the impact of production, distribution, and consumption on Iowa history

- Examine the occupations found throughout Johnson County during early years
- Read about life in early Johnson County
- Explore the role and life of a teacher in a one-room school



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Time, Continuity and Change: Develop and demonstrate the use of historic thinking skills and an understanding of life, culture, events, key documents, and personalities in past and current times and the process of change over time. Demonstrate the power of tradition and a personal perspective on how the past relates to the present as well as its implications for the future.

Identify how time, continuity, and change impact Iowa history

- Read and identify events of early Iowa
- Create a living history time line
- View videos of simulated life in Iowa
- Attend a day in a one-room school

Power, Authority and Governance: Develop and apply understanding of how people conceptualize, create, and modify power, authority, and governance systems to regulate the dynamic relationships between the basic rights and responsibilities of individuals and the needs of society. Demonstrate understanding of key principles and foundational documents associated with the American style of democracy.

Give examples of authority and governance in Iowa history

- Identify the construct of Iowa townships and counties
- Examine the Northwest Ordinance
- Explore the way Iowa land was transferred
- Read a deed of title and/or land grant document

Individuals, Groups and Institutions: Acquire and apply an understanding of the dynamic relationships between and among the individual, the family, the community, the world of work, and other social groups and institutions which exist in any community, culture, and/or society.

Give examples of civic ideals and practices related to Iowa history

- Create an artifact and/or document to contribute to Johnson County history
- Participate in lessons at a one-room school
- Identify the importance of preservation of historic buildings and artifacts



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Learning Activities

Pre-Visit Activities:

- Explore Johnson County History Lessons*
 - Video of Johnson County
 - Johnson County map reading
- Read a Deed or Land Grant Document
- Develop an Historic Character Role*
- Explore Occupations from the Past*
- Examine Current Events: a living history timeline*
- Reflect on Then and Now: The School Classroom through Photographs
- View *The One Room School* (video from Iowa Heritage Series)*
- Read aloud *A One-Room School*, by Bobbie Kalman
- Prepare to Visit the One-room schoolhouse*
 - a. museum etiquette
 - b. preparation of student notebook
 - c. sharing of roles students are portraying
 - d. explanation of student project for contribution to history
- Create an autograph book and examine an autograph book from the 1870s
- Experience Period Music

(* = required activities)

At the School Activities: (about 4 hours)

- Line-up, boys and girls
- Opening exercises and song
- Current events (read by selected student)
- Spelling Bee - volunteers
- Cipher Down - volunteers
- Grooming Lesson
- Three different activities at the same time:
 - Memorizing (i.e. poem, Preamble to the Constitution, states and capitals, presidents to 1870)
 - Elocution
 - Reading lessons



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- Group singing
- Group handwriting exercises
- Discussion of historically accurate lunches
- Handout students' lunches
- Restroom break and autograph time
- Recess, games for indoors or outdoors depending on the weather
- Return to the classroom
- Artifact exploration and teacher discussion about the 1870's
- Johnson County Geography Lessons
- Closing activities
- Group Photo outside on school steps
- Return to home school

Post-Visit Activities:

- Students will journal in the student notebook *about their day* in the one-room school (activities they completed, the daily schedule, etc.). This is to be written in the journal on one of the segments entitled, A Day in the One-Room School.
- Students will journal *about their experience* at the one-room school. The second writing will focus on personal reflections. This is to be written in the journal on one of the segments entitled, A Day in the One-Room School.
- Students will plan and create an artifact and/or document to be given to the museum. This artifact represents their personal contribution to the preservation and continuation of local history. It can be an original student project or something that can be used in the schoolroom. Suggested projects include:
 - a personal diary in the role they have assumed for the visit,
 - student writings, stories, and/or poems,
 - drawings,
 - maps,
 - plays, readers' theaters, and/or puppet shows,
 - dioramas and/or models,
 - videos and/or multimedia presentations,
 - window decorations for the schoolroom for various seasons (e.g. leaves for fall) or other items that could be used in the school,
 - or any other idea that the students contribute.
- Students will write a letter to the historical character that they have portrayed explaining an aspect of their life today.



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- Students will engage in a lesson about the preservation of buildings and other artifacts for the future.
- Students will listen to materials provided of one-room school attendees or conduct an oral history interview about school with a person over 20 years old (see Sample Questions for an Interview). The materials for listening are available for check out from the museum at the time of your visit. The Questions for an Interview can be used to help students focus on aspects of the taped interview.

Assessment:

Student work will be assessed through the writings and activities written in the student notebook and completion of the artifact and/or document developed for the museum (see rubric).