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### Be a Guest of the Past: Lesson Plans

<b>Lesson One</b>	I	Explore Johnson County History – video
Objective	I	TLW view video of historic documents and sites of Johnson County
Materials		Voices: A Brief History of Johnson County (video available in the trunk)
Introduction		Students will be introduced to an overview of Johnson County history
Student Activity		As students watch the film, they will choose three interesting facts from the video that they will share with their peers.
Culmination		Students will share information from the film.



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<b>Lesson Two</b>	1	Explore Johnson County History – map reading
Objective	I	<ul> <li>TLW identify the construct of Iowa townships and counties</li> <li>TLW examine the Northwest Ordinance</li> <li>TLW explore the way Iowa was transferred</li> </ul>
Materials	I	<ol> <li>Masters of Johnson County map packet (the narrative for teaching this lesson and materials are included in the trunk)</li> <li>Cobblestone edition on the Northwest Ordinance of 1787 (October 1998)</li> <li>Iowa maps (included)</li> </ol>
Introduction	I	Show progression of U.S. land division from nation, to state, to county, to township, to section (using map packet)
Student Activity	I	Students read teacher-selected articles from the Cobblestone edition of the Northwest Ordinance. Background information: If you look at the East coast, that area was settled and then surveyed. George Washington was a surveyor and helped formulate the surveying system used in the Northwest Ordinance to organize the Northwest Territories (including the states of Ohio, Illinois, Indiana, Michigan, and parts of Wisconsin). The rectangular survey system set up political divisions that were called counties and were 24 miles square. Teacher will illustrate and demonstrate concepts. See map packet. Students will listen to presentation and answer calculation questions.
Culmination	I	Check for understanding. Lesson will be applied on the visit to the one-room school.



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<b>Lesson Three</b>		Attic History: Reading Primary Source
		Documents
Objective Materials Introduction	   	TLW understand the concept of primary source documents Dice, paper, and pencil What happens to documents when we introduce the element of time? Chance takes a hand: water, fire, war, carelessness, etc. There are many things that conspire to destroy documents.
Student Activity	l	Each student creates a primary document by writing about what happened the previous morning. Their written accounts are the only primary documents about yesterday's happenings. The teacher "speeds up time" on the documents. Students roll the dice and write the number rolled on the top of their primary documents. If student rolled a:  #1 The document was destroyed by water damage, perhaps it was stored in a damp basement or a leaky roof in the
		attic was the culprit.  #2 The document was destroyed by fire.
		#3 The document was destroyed by me. #3 The document was destroyed in a war.
		#4 The document was lost by carelessness.
		#5 The document was nibbled on by mice.
		#6 The document was the only account of the previous morning's activities.
		Read the surviving account out loud, and the class determines what details were lost. (From: <u>Teaching History</u> , John Fines, Ed., Holmes McDougall Seminar Series, Edinburgh, 1983) This is only the beginning of what we call the life cycle of a primary document. This document requires careful attention to adequately save and store it. It is valued because it has survived.
Optional Activity	I	Using knowledge that students have acquired from previous map lesson, they will use a historic deed or land grant to determine the location of the land on a map.
Materials		Copy of deed or Johnson County map



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#### **Lesson Four Develop an Historic Character Role**

Objective TLW research, write, and role-play an early resident/immigrant to

Johnson County

identity cards Materials

student questionnaire

student notebook

original class lists

teaching certificate

schoolroom packet

ethnic packet

Introduction Students will draw out of a bucket one of the historic characters

who have attended school in the Coralville School house. The teacher should to allow for one boy bucket and one girl bucket. The teacher explains to students the information on the card: Child's name, parents' names and occupations, religion, relative's occupation, child's age, ethnicity, terms in school. The students will be researching the occupations in another lesson, so a brief overview of the information is adequate. This is a time for the teacher to give an overview of the types of students who would

typically have been in the school during the 1870s.

Note: The teacher may wish to have each student check the room

for "siblings" who will be in school with them.

Student Activity Students will read a selection of materials that will help develop

background for the character they are portraying. Teachers may

wish to ask media specialists to supplement the materials.

Students will also complete the questionnaire in order to create a character. The readings and questionnaire are to be used by the student in writing to give the character depth. Then they will draft and go to final copy with a written description of the person they will portray at the school. The final copy of this piece is to be written in the Student Notebook. Students may choose to share

their written products.

Final copy in the Student Notebook. Assessment



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#### **Lesson Five** | **Explore Occupations from the Past**

Objective

TLW examine the occupations found throughout Johnson County during early settlement

Materials

- Use of the historic character role cards
- Photos of sample occupations (included in trunk)

Note: This lesson provides an opportunity to team teach with your media specialist. Ask your media specialist for assistance in finding resources to research professions.

#### Suggested resources:

Bobbie Kalman's Historic Communities Series provides a great deal of information on daily life during the 19<sup>th</sup> century with photos and descriptions of projfessions, tools, activities, clothing, hygiene, and the practice of housekeeping.

The internet is a helpful research tool for this activity. The Living History Farms website (<a href="http://www.lhf.org">http://www.lhf.org</a>) provides information about occupations on its page describing the 1875 town of Walnut Hill.

In addition, the book on Coralville that is included in the trunk also provides some information on the history of the mills.

Introduction

What do you think an ice-man does? There are many jobs that were popular in early history that may not even exist today. Today you are going to find out about many historic professions that were common when you (your historical character roles) were alive.

Student Activity

Students will research the professions listed on their cards and share their findings with their classmates. They will make a drawing that represents the occupation or do a pantomime of the profession.

Culmination

Students will attempt to guess each other's professions from the pantomimes.



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## Lesson Six | Writing the Past – Creating an edition of the *Iowa*City Republican

Objective | TLW gain understanding of historical context of the founding of

the Coralville Schoolhouse by researching national and local

events.

Materials | Iowa City Republican template

Students become journalists and write short news items about the events of 1876. Although the Iowa City Republican was a daily newspaper, students will be writing an issue that will cover the entire year so that they can place the founding of the school within its historical context. At this time, Coralville did not have its own paper, so residents would have read the Republican or

one of the other Iowa City papers.

Student Activity | The classroom teacher will break students into small groups.

Each group will be assigned an 1876 event. Suggested news items broken down into national or local (Coralville, Iowa City, or the state of Iowa) listings are available on the Events of 1876

document available on the JCHS website.

Once the students have written their articles, paste the articles on the template provided. Photocopy the finished newspaper and give each student a copy to fold inside their Student Notebook. Bring one copy of the newspaper to the Schoolhouse on the day of the field trip. The teacher will review current events with the

students based on their newspaper.

Culmination | Final copy of the newspaper for the Student Notebook.

Knowledge of events tested on day of field trip.

Introduction



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# Lesson Seven Reflect on Then and Now – The Classroom through Photographs Objective The students will compare photographs of an old school classroom to our classroom today. Materials Readings: The Goldfinch, volume 16, Number 1, Fall 1994.

Photographs of old schoolrooms

Introduction

- Students can research to find changes that occurred over time in topics such as:
  - subjects taught,
  - rules,
  - behavior,
  - how long students attended school,
  - educational changes,
  - material changes,
  - technology changes,
  - the duties of the teacher, and
  - responsibilities of students.

#### Student Activity

#### **Discussion questions based on the Photos**

- 1. How does the classroom of the past differ from ours today?
- 2. If a student from the old picture could visit our classroom what questions would that person ask?
- 3. In what ways do the people in the old picture differ from us? How are they the same?
- 4. Did the students in the old photo study the same things as we do? How do you think the curriculum differed from ours? Why do you think so?
- 5. Do teachers today do the same things they did years ago? What things are alike? Different?
- 6. How do you think the community has changed since those students went to school?

#### **Activities based on the Photos**

Students can work in pairs to examine the photos and write their answers to the above questions. Discussion follows with the whole class. Students can share their photos and thoughts.



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Students can list school equipment that was not invented when the earlier picture was taken.

Students can compare old and new classrooms for safety features.

Students can write about, draw, or discuss what a future school may be like? Do they think technology will eliminate schools, as we know them?

Students can use a Venn diagram to identify items in the schoolroom photos and items in their classroom today

Students can compare/contrast physical features and artifacts of the old classrooms and theirs of today.

#### **Reflection questions for Photos**

- 1. What would you prefer to be: a student today or one in the photo? Why?
- 2. "School days are the happiest days of your life." Do you agree with this quote? Would the students in the photo agree with the quote? Why? Why not?
- 3. What kind of world were the students in the old photo being trained to live in? What kind of world are we being trained to live in? Does our education meet its need? In what ways can it be improved?



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#### One-Room School – video **Lesson Eight** Objective TLW view video of life in early Iowa and explore the role and life of a teacher in a one-room school Materials Video from Iowa Heritage Series (on JCHS website) Introduction Today we will watch a video about life in early Iowa. Students will view video and discuss the one-room school Student Activity experience. Suggested questions/topics for discussion: (the teacher may prefer to use the handout available on the JCHS website with these questions already listed) What subjects were taught in one-room schools? Was there homework? How did the teachers know at what level students should be workina? 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?

Students will share information from the film.

Culmination



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#### **Lesson Nine** | Learning about One-Room Schools (read aloud)

Objective | TLW explore the one-room school experience

Materials | A One-Room School by Bobbie Kalman

Introduction | Today we will listen to a story about a one-room school.

Student Activity | As the teacher is reading, students will write down two questions

to be discussed at the end.

Culmination | Students will share information from the book.



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#### **Lesson Ten**

#### **Preparing to Visit the One-Room School**

Objective Materials TLW will be oriented to the visit to the one-room school

- Review teacher letter (in notebook)
- Johnson County Historical Society brochure (included)
- Master copy of letter to parents and caregivers to attach to student permission slips
- Documents: Rules and Guidelines for visiting the museum, and General Timeline for fieldtrip (both included)

Introduction

The one-room schoolhouse still stands and is preserved for our use because past generations treated the schoolhouse and the artifacts inside it with care. As visitors to an historic site, we are guests of the past. We need to preserve the schoolhouse so that future school groups and visitors can also enjoy and learn from it. Before reviewing the schedule for the field trip, the teacher should discuss with students how to conduct oneself at a historic site. Unlike other museums where precious objects are hanging on the walls or placed on pedestals, the schoolhouse recreates the 1870s experience by the artifacts that are displayed throughout the space. The teacher should explain that students will be surrounded by artifacts and historic reproductions in the one-room schoolhouse, so they need to be aware of how they treat the objects around them.

The teacher should review the rules and guidelines for visiting the museum and the general timeline for the day.

Student Activity

In preparation for their visit:

- Students will write their expectations for the one-room school experience in their Student Notebooks.
- Students will continue to practice their historic character roles.
- Students will be introduced to the post-visit assignment to complete an original work that will be displayed at an open house event at the schoolhouse. Students should be thinking about the assignment during their visit and can record their ideas in their Student Notebooks. See post-visit activities for more information.



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Lesson Eleven		Creating historic autograph books (optional lesson)
Objective	I	TLW will create their own autograph book to bring and use at the schoolhouse.
Materials		<ul> <li>Autograph template (from JCHS website)</li> <li>Colored construction paper and oaktag to make books</li> <li>Note: This could provide an opportunity to team teach with your art teacher</li> </ul>
Introduction		Just as today students sign each other's yearbooks or notebooks, students in the past had autograph books in which other students would write short messages and poems.
Student Activity		Students will identify the differences between modern and historic autograph books. They will create their own autograph books to be used on the field trip. T
		At the Schoolhouse, students will have time to sign the books. They should sign each other's books and write messages that would be appropriate coming from their historic character roles.
		Students will also have the opportunity to look at historic

wrote to each other.

autograph books and see the types of messages that students