

One-Room School

in Greenfield Village



One-Room School in Greenfield Village

Dear Educator:

Thank you for choosing our *One-Room School* experience. This unique learning experience encourages students to participate, imagine, think, compare, contrast and immerse themselves in a 19th-century one-room schoolhouse.

Inside this Teacher's Guide, you'll find introductory and background information to assist you in preparing your students for their visit to either of our one-room schools in *Greenfield Village* and suggestions for activities and "lessons" that can be conducted before and during your visit.

One-Room School Program Goals

During this program students will:

- Experience what education was like in rural 19th-century America inside the Miller or McGuffey Schools in *Greenfield Village*.
- Increase historical awareness of the changes that have occurred in American education over the past 200 years by:
 - Reading and reciting from *McGuffey Readers*
 - Participating in lessons from the 1800s such as a spelling bee, elocution exercises or arithmetic
 - Writing on slates
 - Playing games of the 1800s



Connections to the Michigan Curriculum Framework

- SS.I.1.3** Students will distinguish between the past, the present and the future.
- SSI.2.2** Students will describe the past through the eyes and experiences of those who were there.
- ELA.3** Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social, occupational and civic contexts.
- MA.IV.1.4** Students will apply their understanding of number systems to model and solve problems.
- MA.V.1.4** Students will apply operations efficiently and accurately in solving problems.

Background Information

By the second half of the 19th century, Americans were busy setting up schools, equipping them with teaching materials, training teachers for the classroom and persuading legislators to appropriate enough money to fund schools. Urban areas with larger enrollments frequently had graded multiroom school buildings. But in frontier and rural schools, all children, regardless of age or grade level, were taught in a single classroom — a one-room schoolhouse.

Children frequently had to walk to get to school. In the 1870s, some communities began organizing transportation with wagons. By the turn of the century, school wagons as well as early buses became common. If children arrived early, they played in the schoolyard until the teacher rang the bell to summon the students to class.

In the 19th century, the school year was divided into summer and winter terms. Female teachers generally taught younger children during the summer term while older children helped on the farm. Then, male teachers taught in the winter months when the older children joined the class and made the classroom more crowded. There generally was no such thing as boy-girl-boy-girl seating. Classes were separated by gender and age: boys on one side, girls on the other, youngest children in front, oldest in back.

There was often a shortage of teaching materials, especially in frontier schools. Children were often asked to bring books from home or to share books in the classroom. Books like the *McGuffey Readers* and Webster's *Blue-Backed Speller* were passed down from generation to generation. The typical curriculum included reading, penmanship, arithmetic, spelling, geography, history, music and art.

In addition to lessons, certain regular chores were assigned to specific pupils, often on a weekly or monthly basis. A boy might be given the responsibility of bringing in firewood or fresh drinking water. Others may have been assigned to washing the blackboards or cleaning snow from the school doorstep.

Miller School

Though he was first a student at Scotch Settlement School (now located in *Greenfield Village*), Henry Ford attended the Miller School in 1873 and 1874. He followed his favorite teacher, John Brainard Chapman, when he transferred to Miller School.

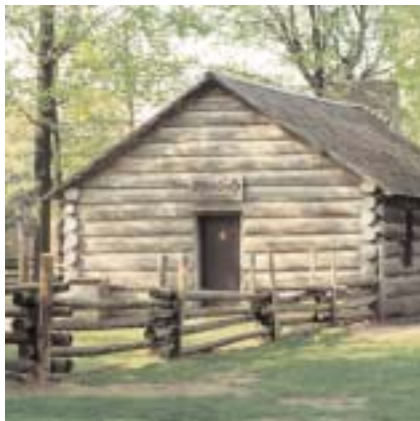
Young Henry was lucky since the Miller School was not far from his home. It was located on the corner of what is now Michigan Avenue and Lois Street in

Dearborn, Michigan, and attended by children of School District No. 6 in Springwells and Greenfield townships. The parents of these children shared the cost of the teachers' salary as well as the maintenance of the school. They also donated wood to heat the school in the winter.

Some time after the turn of the century, the Miller School was torn down and the lumber discarded. However, using photographs of the original building, a replica of the school was constructed in *Greenfield Village* and dedicated in 1943.



Miller School, *Greenfield Village*



McGuffey School, *Greenfield Village*

McGuffey School

In 1934, a schoolhouse was constructed in *Greenfield Village* from the logs of the Holmes farmstead barn in western Pennsylvania, the birthplace of educator William Holmes McGuffey. This log schoolhouse is designed to represent the kind of schools found in frontier areas of Michigan in the 1840s.

Visit the newly reopened and restored McGuffey Birthplace next to the McGuffey School.

The Blue-Backed Speller of Noah Webster

Today, when you think of Noah Webster, you think of looking up definitions and pronunciations in the *American Dictionary*. However, during his lifetime (1757-1843)

and for several generations beyond, he was more widely recognized for his spelling book series.

Until the late 1700s, most schools in America used textbooks imported from England, Scotland and Europe. Noah Webster, a teacher by profession and ardent nationalist, believed that it was time for students in American schools to use American textbooks.

Concerned with the English language and its standardization, Webster reviewed contemporary spelling books and selected the best qualities of two English spellers used in America during the 1770s. He then modified them with his own ideas to produce a new American spelling system.

Webster's new spelling book proved to be more practical than the imported spelling books that relied on words such as "nebuzaradum" or "satigistime" to challenge students. Instead, Webster chose to stress correct spelling of common, everyday words. He advocated the standardization of spelling and pronunciation. His spellers included pronunciation tables to assist students and teachers in developing a uniform sound system.

His first spelling book was printed in 1783 and was entitled *The First Part of the Grammatical Institute of the English Language*. In 1786, the speller's title was changed to *The American Spelling Book*. The title changed again in 1829 to *The Elementary Spelling Book*. It was the spelling book's light blue linen cover that gave it the nickname of the *Blue-Backed Speller*. The popularity of Noah Webster's spelling books continued for over a century in this country. It is estimated that 62 million copies were sold by 1889 and used by five generations of schoolchildren.

While the spellers greatly contributed to the standardization of spelling and pronunciation, they also nurtured an American craze for spelling contests. The "spelling bee" was born! Prior to Webster, spelling was considered a minor subject in the curriculum. After the publication of his books, a school's best speller was considered

the equivalent of its brightest mathematics students. Champion students were often recognized with prizes or necklaces worn until forfeiture of their championship status. Spelling matches within and among schools became very common in the 19th and early 20th centuries.

The McGuffey Readers and William Holmes McGuffey

Born in Washington County, Pennsylvania, in 1800,

William Holmes McGuffey achieved what few educators have — he spread his educational philosophies to thousands of schoolchildren over a number of decades. Throughout his lifetime he served as a teacher, professor, college president, preacher and philosopher. He is best remembered for his school textbook series, the *McGuffey Readers*.

The *Readers* were demanding and the range of subject matter was wide. Emphasis was placed on the funda-

mental skills of reading and writing. Students learned from the textbooks by repeating verses over and over and committing them to memory.

The *Primer* and six *Eclectic Readers* were second only to the Bible in shaping the minds and morals of American youth from 1836 through the 1920s. *McGuffey Readers* presented a world in which punishment for bad behavior and reward for good behavior were dealt out quickly. The McGuffey child always received an immediate return for his or her virtue. There was an overtone of religion in the *Readers*. Textbooks were intended to develop character and "proper principles" in children.



McGuffey Birthplace, Greenfield Village

Henry Ford, fondly remembering the *McGuffey Readers* he used as a child, began collecting *Readers* in 1914. By the 1930s, he had amassed 468 copies of 145 editions, one of the three best collections in the world. Condensed from: *Of Truants, Insolent Boys and Greedy Girls. The World According to McGuffey*: by John L. Wright; Herald v.9:3, Summer 1980.

Pre-Visit Classroom Activities

To add to the authenticity of the day and enhance your 19th-century immersion experience, we suggest the following:

1. “Shop” for Back-to-School Clothes

It’s a fun idea to ask your students to dress in period clothing for the day. We have included suggestions, complete with historical descriptions, to assist you in instructing your students before they go “shopping” for their clothes.

McGuffey School

Boys – Graphics and documents of the 1840s suggest that boys often wore Eton suits to class. These consisted of broad tall trousers, matching military-type jackets and white loose-fitting blouses, worn with or without suspenders. They might also have worn a jacket with trousers that did not match.

Suggestions: Long trousers, loose fitting if possible; white shirt, blousy if possible; suspenders; short jacket; ribbon tied at the neck; cap; basket for books.

Girls – Girls usually wore a one- or two-piece frock of roller-printed cotton, or heavier fabric in the winter, with some shirring at the waist. Pantalettes would also have been worn.

Suggestions: Cotton dress, knee or midcalf length, with apron oversmock; small hat with ribbon; short jacket; straw basket to carry books.

Miller School

Boys – In the 1870s, boys often wore loose-fitting blouses, suspenders, button-front trousers, sturdy copper-toed boots, or they might even have come to school barefooted!

Suggestions: Long or midcalf trousers; loose-fitting blouse; suspenders; boots.

Girls – The girls wore cotton frocks, below the knee, with or without a pinafore. Their shoes would have been of a button-up type or lace front.

Suggestions: Cotton dress with apron oversmock (pinafore) worn below the knee; ribbons in the hair or hats.

2. Pack a Nineteenth-Century Lunch!

Our research shows that before the days of commercial and home refrigeration, food variety consisted of regional produce, meats, fish and fowl. Get your fill of fun by trying these lunch suggestions:

- meat sandwiches
- jelly sandwiches (peanut butter was actually a scarce commodity, except in local growing areas!)
- homemade bread
- home-churned butter
- root beer
- hard-boiled eggs (children often carried warm boiled eggs in their mittens to keep their fingers warm!)
- fruit (fresh or dried)
- raw vegetables
- cheese
- beef jerky
- pickles
- milk
- ginger ale
- grape juice
- doughnuts
- cakes

Children would have carried their lunches to school in a basket, cloth bundle, pockets, or later in the 19th century, a tin lunch kettle. The Owl Night Lunch Wagon, located across the street from the Miller School, sells reasonably priced and period-appropriate food.

3. Make Your Own School Supplies

To prepare for your visit to either McGuffey or Miller School, you don't have to buy school supplies - your class can make their own!

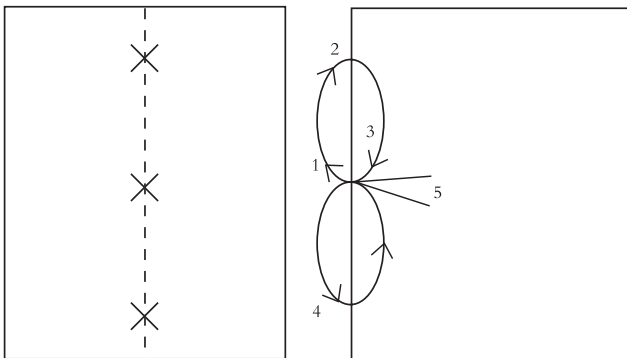
Copy Books

For use during your visit and for students to keep as souvenirs of the day.

Materials

- a piece of construction paper for the cover
- two pieces of writing paper the same size as the construction paper
- heavy thread (drapery or carpet thread)
- needle with large eye
- pencil

Procedure



You may want each student to make a copy book. Refer to these illustrations when following directions.

- Cut all paper to the size of 6" x 10"
- Fold evenly in half so booklet measures 6" x 5"
- Mark three Xs on inside of center fold. One in the middle and the other two 1/2" from the top and bottom
- Repeat marks on the outside fold in the same places
- Thread needle with single thread (no knot)
- Go through inside fold at middle X, leaving a tail about 3" long
 1. Go through outside top X
 2. Go through inside middle X again
 3. Go through outside bottom X
 4. Meet starting tail and knot firmly
 5. Trim thread

Quills and Homemade Berry Ink

Before your students visit McGuffey School, try having them write with quills and homemade berry ink. Purchase pre-cut quills in a local store.

Materials

- 1/2 cup ripe berries (blueberries, blackberries, raspberries, elderberries)
- 1/2 teaspoon salt
- 1/2 teaspoon vinegar
- measuring cup and spoons
- strainer
- bowl
- wooden spoon
- small jar with tight-fitting lid

Procedure

- Fill strainer with berries.
- Hold strainer over bowl and crush berries using the back of the wooden spoon.
- Let berry juice go into bowl.
- Discard pulp when all the juice is strained from berries.
- Add salt and vinegar.
- Stir well. (If too thick, add a tablespoon of water.)
- Store in jar with lid tightly closed. DO NOT EAT!

NOTE: Multiply recipe by half the number of students requiring ink.

During Your Visit: Lesson Plan Suggestions

Reminiscing about her days as a student in the Scotch Settlement School, Henry Ford's sister, Margaret Ford Ruddiman, relates that the teacher did not have a predictable lesson plan except for the opening and closing activities. With this in mind, go ahead and mix and match these lesson plan suggestions to meet your curriculum needs and student learning styles.

For additional lesson ideas, visit our website at www.historyfieldtrips.org for 19th-century textbook excerpts.

Opening Activities

To get your school day off to an authentic start, ring the bell and have your students line up at the door; boys on

the left and girls on the right. Boys may file into the room staying to the left and girls may file in to the right.

Once inside, students can hang their coats on the pegs and place their lunches on the shelves to enjoy later.

In a one-room school, the youngest students were seated in the first rows, so you may wish to simulate grades with your class by dividing your students according to height or age.



Quills



Sounds of America Gallery exhibit, Greenfield Village

Assign students to distribute slates, cloths, slate pencils and copy books if your class has made some for its visit. Don't forget to assign someone to bring in wood from outside and to take it outside at the end of the day!

Visual Exploration

Before you begin a simulated 19th-century school day, you may ask your students to look around and see if they notice "anything different."

Discuss their new environment — the seating, heating, lighting and teaching materials (slates, slate pencils, switches and dunce cap).

Ask them to compare this school to their school.

Music

During the 19th century, music was incorporated into many schools' curriculums. You may wish to include

popular songs of the period in your opening exercises or as a separate topic during the day.

19th century songs that you may recognize include:

- Camptown Races (1850)
- Oh! Susanna (1848)
- She'll Be Comin' Round the Mountain (1870)
- I've Been Working on the Railroad (1880)

You may find other period music pieces in your own school music books. Visit the Sounds of America Gallery in *Greenfield Village* to learn and hear more about music from the past.

Reading

There were many different reading books available in the 19th century. The *McGuffey Readers* appear to have been the most popular in the Midwest and the South. In the classroom you will find the McGuffey series numbered from the Primer through the sixth. The numbers were not designed to correspond to grade levels.

Today, many teachers use *Readers* whose numbers are one less than your grade level. The vocabulary tends to be difficult for some children, so this approach seems to provide the most appropriate reading assignment.

Discuss William Holmes McGuffey as an introduction to the reading lesson. Read aloud to the class.

Conduct a “blab school,” where all the children read aloud simultaneously, sometimes assigned to different selections.

For additional reading lesson ideas visit our website at www.historyfieldtrips.org for 19th-century textbook excerpts.



Noah Webster House, Greenfield Village



Noah Webster House, interior, Greenfield Village

Spelling

Assign a spelling lesson from one of the Readers.

Since spelling bees were very popular during the 19th century, challenge your students to a spelling contest.

After their one-room school visit, you may even wish to hold a spelling bee among your class members or between different classes back at your school.

Elocution

Correct pronunciation of a word was as important to Webster as correct spelling. As a way of practicing elocution, we've included a series of tongue twisters for your students to try! Remember: the faster, the more difficult.

- *A big black bug bit a big black bear and the big black bear bled blood.*
- *A skunk sat on a stump; the stump thunk the skunk stunk and the skunk thunk the stump stunk.*
- *She's so selfish she should sell shellfish shells but shells of shellfish seldom sell.*
- *Two tutors who tooted the flute tried to tutor two tooters to toot. Said the two to the tutors, "Is it harder to toot or to tutor two tooters to toot?"*
- *Cross crossings cautiously.*

Penmanship

Have your students get their slates and slate pencils ready. They can practice their penmanship on the slates or on the board.

If they made copy books, have them transfer their writings into the copy books.

Several verses excerpted from 19th-century penmanship manuals are listed below. These may be used in penmanship and/or elocution:

Nothing so much cherishes learning as the memory.

Let virtue and innocence accompany all your diversions.

Zeal should be tempered with charity and prudence.

Idleness and ignorance are the parents of many vices.

A sense of our ignorance is the first step towards knowledge.

Utility should be the leading motive of all publications.

For additional penmanship lesson ideas visit our website at www.historyfieldtrips.org for 19th century textbook excerpts.

Arithmetic

A number of arithmetic textbooks were available in this country during the 19th century. The books taught the basic elements of arithmetic: addition, subtraction, multiplication and division, as well as fractional and percentage problems written in common problem situations.

A review of 19th-century arithmetic textbooks provides insight into prices, products and lifestyles of the period. Imagine getting a pound of cheese for just 8 cents! If texts were not available, teachers would create their own arithmetic problems using trade catalogs or other price lists. We have provided you with a few arithmetic problem examples from 1840s and 1870s textbooks.

Arithmetic problems of the 1840s

1. A wagoner drove 15 miles in the forenoon and 6 in the afternoon. How many miles in the day?
2. 8 drams of medicine, weighed by the apothecary, is the same as 1 ounce of medicine. How many ounces are there in 46 drams?
3. A gentleman who had been away on a journey for 9 days found on his return that he had spent 36 dollars. How much did he spend a day?
4. If a ship sails 7 miles an hour, how many miles will she sail in 7 hours?
5. A market man sold 10 pounds of cheese at 8 cents a pound and received his pay in sugar at 10 cents a pound. How many pounds of sugar did he receive?
6. A hunter in Michigan sold 7 pelts at 5 dollars a pelt, agreeing to take his pay in muskets at 8 dollars apiece. The purchaser counted out as many muskets as the pelts would pay for, and finding there was still a balance due to the hunter, he paid this in money. How many muskets and how much money did the hunter receive?
7. A farmer went to the city with 8 barrels of cider which he sold at 4 dollars a barrel. He then purchased 3 hogshead at 3 dollars per hogshead and paid an old debt of 12 dollars. How many dollars had he to carry home?
8. Ellen paid for the Young Ladies' Class Book, $\frac{3}{4}$ of a dollar; for the Boston School Atlas, $\frac{2}{4}$ of dollar; and for the National Spelling Book, $\frac{1}{4}$ of a dollar. What did the whole cost?



One Room School Lesson, trade card, about 1885

9. Suppose a railroad car can run $\frac{2}{3}$ of a mile in 1 minute, what distance will it run in 10 minutes?
10. A laborer earned \$53.75 by working at \$1.25 a day. How many days did he work?
11. If a man can hoe $\frac{7}{12}$ of an acre of corn in a day, and a boy $\frac{1}{5}$ of an acre, how much can they both hoe in a day? In what time can they both hoe 9 acres?
6. A farmer raised 8,288 bushels of corn, averaging 56 bushels to the acre; how many acres did he plant?
7. The President receives \$50,000 a year; how much is that a day?
8. My salary is \$800 a year. How much is that a day, there being 313 working days in the year?
9. A lady had \$20. She bought a dress for \$8.10, shoes for \$5.65, eight yards of delaine at 25 cents a yard, and a shawl for \$4. What sum was left?

From *The North American Arithmetic* by Frederick Emerson, Philadelphia, 1845.

Arithmetic problems of the 1870s

1. If one orange costs 2 cents, what will 3 oranges cost?
2. A speculator bought three houses. For the first he gave \$4,875; for the second, \$2,250 more than the first; and for the third he gave \$3,725. He afterward sold them all for \$20,838. How much did he gain?
3. The following is Mr. Brown's private account for two weeks: First week received \$50 for salary, and spent \$25 for clothing, \$7 for board, \$2 for washing and \$5 for sundries. Second week received \$50 for salary, loaned \$35 to Tom Jones, paid \$7 for board, \$2 for washing and \$8 for sundries. How much did Mr. Brown have at the end of two weeks?
4. How far will a ship sail in 56 weeks at the rate of 1,512 miles per week?
5. The yearly income from a railroad is \$379,600; how much is that a day? (365 days = 1 yr.)
10. How many yards of calico, at 8 cents a yard, can be bought for \$2.80?
11. A man worked 3 days for \$3.75; what were his daily wages?
12. Bought... 4 pounds prunes at .18 per lb., 8 pounds peaches at .23 per lb., 7 pounds rice at .11 per lb., 6 pounds oatmeal at .09 per lb., 13 pounds java coffee at .35 per lb. and 26 pounds sugar at .12 per lb. What is the whole amount?



Image from McGuffey Reader



McGuffey School, Greenfield Village

From *Ray's New Practical Arithmetic* by Joseph Ray, M.D. Cincinnati and New York: VanAntwerp Braggard Co., 1877.

For additional arithmetic lesson ideas visit our website at www.historyfieldtrips.org for 19th-century textbook excerpts.

Geography

Boundaries, the number of states, place names – they've all changed since the 19th century. Reference the maps in your one-room school classroom.

Discuss with your class the number of states in America during these periods and the other geographical features of the country during the 1840s and 1870s.

Discuss world geography, i.e., the differences in country boundaries and names of countries as we know them today.

For additional geography lesson ideas visit our website at www.historyfieldtrips.org for 19th-century textbook excerpts.

History

If you decide to teach history during the day, you may wish to teach only the history up to the date of the one-room school. Or, you may want to discuss “current events” of the 1840s or 1870s.

Recess

As the 19th century progressed, a new awareness of recreation as education entered the teacher’s lesson plan. We have listed several games popular in the 19th-century that require little or no equipment to play.

In each school room you will also find an assortment of 19th-century game equipment along with instructions for its use. See if your students can develop “grace” and fine motor skills with a round of “Jacks” or the “Cup and Ball.”

Some games you may know:

- Hide-and-Seek
- Follow-the-Leader
- Tag Games
- Mulberry Bush
- London Bridge

And some you may not:

The Story Game

One of the players starts an original story and leaves off in an exciting place. His or her left-hand neighbor instantly must continue it, also stopping at an exciting place. The game continues until the story is ended by the last player. By the end, the story is usually quite a tall tale!

Twenty Questions

One player is sent out of the room, while the others agree upon a subject. The first player returns and must guess the subject without asking more than twenty questions. Questions must be of a “yes” or “no” nature. You need your thinking cap for this one!

Leapfrog Relay

Form two or more lines. The last person in each line leapfrogs over the others who are squatting in line. Once they have reached the front, they squat and the last person begins moving up the line. The team whose players have all moved up the line the fastest wins.

Hunt the Slipper

Try this game on for size: The children sit close together on the ground with their knees crossed. A

slipper is handed to someone in the circle and is passed around on the outside of the circle (behind the children’s backs). One child stands in the center of circle holding the other slipper and says “Cobbler, cobbler, mend my shoe, get it done by half-past two.” The child then attempts to guess who has the matching slipper until it is found. Whoever is caught with the slipper stands in the center and the game is repeated.



Schoolyard Games, trade card. ca. 1880



One Room School, Harrison, Michigan, about 1888

Telegraph

Players sit in a circle and a leader whispers an anecdote or quotation to his left-hand neighbor, who repeats the message to the person next to him, and so on. The last player repeats what has been told to him and the original is then repeated for comparison. You'll be surprised how different they sound!

Earth, Air, Fire and Water

Players form a circle and one stands in the center holding a handkerchief knotted into a ball. He or she counts to 10 and throws the ball into someone's lap calling out either, "Earth," "Air," "Fire" or "Water." If they cry "Earth," the person in whose lap the handkerchief has fallen must instantly name an animal that lives on the Earth; with the word "Water," some type of fish must be named; with "Fire," something that can exist in fire; with "Air," some kind of bird. If the player allows the ball-thrower to count to 10 before answering successfully, that player must move into the center. So think fast!

The Feather Game

Players sit close together and one of them takes a piece of down (a feather) and blows it into the air. The other players must keep it afloat by their breath. If anyone allows it to sink to the ground, they're "out" and must leave the game.

Hunt the Ring

Round and round it goes. Where it is nobody knows!
A ring is threaded on a long piece of string with the ends joined. Players stand in a circle, the cord passing through their closed hands. The ring circulates from one to another, while a player in the center of the circle endeavors to find it. When he or she does, the person in whose hands the ring is found takes their place.

The Drawing Game

The players are provided with paper and pencils and asked to make a rough sketch at the top of their paper illustrating a historical or well-known scene. Each player identifies the scene at the bottom of the paper and conceals what has been written by folding it under. He then passes the drawing to the player on his left, who writes what he thinks it represents at the bottom. The game continues until all have guessed at every drawing. The player then reads to the rest of the group what their scene represents.

Choosing "It" Rhymes

Just for fun, have your class recite these rhymes of the times!

1. Little boy driving cattle, don't you hear his money rattle? One, two, three, out goes he.
2. Aina, maina, ickery on, Feelsa, folsa, Nicholas John, Quever, quaver, English naver, Stingum, stangum, jollo buck.
3. One-ry, two-ry, discum dary; Hackibo, crackibo, Henry Lary; Discum dandy, American time, Humelum, jumelum, twenty-nine.
4. Apples and oranges, two for a penny, Take a good scholar to count as many. O-U-T, out goes she!

For additional game ideas visit our website at www.historyfieldtrips.org for 19th-century game and pastimes book excerpts.

Resources

There is an extensive array of resources that can be used to increase student knowledge and understanding. Below is a selection of resources highly recommended and successfully used by teachers to spark interest and enthusiasm in teaching and learning during the 1800s.

Print

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Heller, Steven and Guarnaccua, Steven. *School Days*. Abbeville Press, 1982.

Jackson, Richard. *Stephen Foster Songbook*. New York: Dover Publications, 1974

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Children's Books

Lenski, Lois. *Prairie School*. New York: Dell, 1969.

Porter, Connie Rose. *Addy Learns a Lesson: A School Story*. Middleton, WI: Pleasant Company Publications, 1993.

Shaw, Janet Beeler. *Kirsten Learns a Lesson: A School Story*. Middleton, WI: Pleasant Company Publications, 1986.

Wilder, Laura Ingalls. *By the Shores of Silver Lake*. New York: Harper Trophy, 1973.

Wilder, Laura Ingalls. *Little Town on the Prairie*. New York: Harper Trophy, 1973.

Wilder, Laura Ingalls. *Those Happy Golden Years*. New York: Harper Trophy, 1953.

Online

<http://www.historyfieldtrips.org>

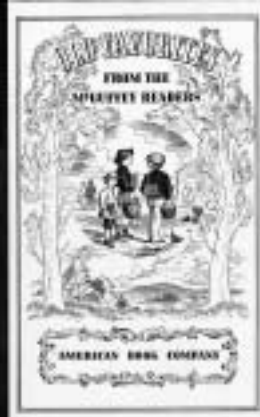
Excerpts from 19th-century textbooks from the Benson Ford Research Center to supplement your own one-room school lesson plans.

<http://www.lib.muohio.edu/mcguffey/biography/php>
Biography of William Holmes McGuffey.

<http://www.one-roomschools.org>
website for the Michigan One Room School Association.

<http://www.geocities.com/victorianlace12/games.html>
Collection of parlor games and outdoor games and activities with instructions for how to play.

You may purchase reprints of the McGuffey Readers, the Speller, slates, slate pencils, quill pens, games and publications about one-room schools at the *Greenfield Village Store*.





20900 Oakwood Boulevard ▪ Dearborn, Michigan 48124-4088 ▪ www.TheHenryFord.org

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