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Goals and Materials

<u>Goals</u>

Kit users will:

- learn how South Dakotans were educated in one-room schools
- compare going to school in a one-room schoolhouse with attending school today
- gain knowledge and experience in learning from objects

Materials

(kit 1)

This kit contains:

8 schoolbooks

Newson Readers Book Four: Book Friends Progress in Spelling 1-8 We Grow Up World Folks The Masters Classics Poems McGuffey's Eclectic Spelling Book McGuffey's Second Eclectic Reader McGuffey's Fifth Eclectic Reader

1 globe 25 blackboards

- 3 blackboard erasers
- 1 school bell

25 dip pens

1 ink bottle

- 1 kerosene lamp
- 1 metal cup
- 1 metal dipper
- 1 Karo syrup pail
- 1 lunch box
- 1 button jar
- 1 cigar box

1 Map of the World 1 United States Physical Map 1 World Elevation Map 1 The World Map 1 United States Map 1 George Washington portrait 1 Abraham Lincoln portrait 1 baseball 1 baseball glove 1 bag of marbles 3 corncob darts 1 CD of folk songs 1 thimble 1 addition flashcard set 1 subtraction flashcard set 8 color-coded spelling word lists K-8 1 handwriting flashcard set Palmer 1 handwriting flashcard set D'Nealian 1 handwriting flashcard set Zaner-Bloser 15 photographs 1 teachers guide

Teacher Resource: South Dakota Rural Schools

The First Schools

Schools in the Dakotas started small. The first settlers taught their children at home. As communities developed, parents cooperated to build schools and hire teachers. The first public school in Dakota Territory was in Bon Homme County, built in 1860. The 14x16 rough log structure had nine students with Emma Bradford as the teacher.¹ Three hundred and eighty-five public schools existed in Dakota Territory by 1883. By 1889, the number of schools had mushroomed to three thousand. Almost all were one-room schoolhouses.²

South Dakota's first school districts were about two by three miles in size. Brookings County developed an average of five schools per standard congressional township of thirty-six square miles. District sizes ranged from four square miles to twelve square miles.³ Since many students were walking, the school had to be located close to their homes. Local citizens established district boundaries that typically put one-room schools within two or three miles of the homes of elementary-aged students.⁴

School Funding / General Beadle

One vital step in establishing South Dakota's small schools was the funding provided for education by the state constitution. General William Henry Harrison Beadle was instrumental in establishing educational funding as a part of the constitution. A civil war veteran, Beadle served as the Territorial Superintendent of Public Instruction from 1879 to 1885. When the constitution was being written, he insisted that the 16th and 36th section of each township be set aside for public school use. No school land could be purchased for less than \$10 per acre, an extremely high price for the time. Proceeds from the sale or lease of common school lands had to be deposited in a permanent trust fund with interest from the trust used for funding education. General Beadle's foresight continues to fund public education in South Dakota today. Each year the South Dakota Office of School and Public Lands returns approximately \$12 million to school districts and endowed

¹ Norma C. Wilson and Charles L. Woodard, eds., *One-Room Country School: South Dakota Stories* (Brookings, SD: South Dakota Humanities Foundation, 1998), xiii.

² Ibid., xv.

³ Dorothy Rankin, ed., *Country School Legacy: Humanities on the Frontier* (Silt, CO: Country School Legacy, 1981), 10. ⁴ John E. Miller, "Education in South Dakota Since WW 2: A Statistical Portrait," *South Dakota History* 33, no. 1 (2003): 47.

institutions. The money is generated from grazing, mineral, oil and gas leases, interest on the Common School Permanent Fund, and interest on land sales contracts.⁵

Teachers

Most of Dakota Territory's early teachers came from back east. They may have had little or no formal teacher training. Teachers were often men who had other jobs and taught school just a few months of the year. Mortimer Crane Brown came to teach in Dakota Territory from Iowa in 1879. He homesteaded near Elk Point, and walked 5 miles to and from a little school that paid him \$20 per month to teach 10 pupils. Brown's schoolhouse did not keep all of the outdoors outside, so he incorporated the chipmunks and other animals that entered into natural science lessons.⁶ By the late 1800s, many of the girls who attended South Dakota's country schools taught in them as soon as they graduated. They often roomed with nearby farm families or lived in simple quarters in the schoolhouse itself. Women teachers soon outnumbered the men. In 1918, in South Dakota there were 686 men teaching in rural schools and 6,044 women teachers.⁷

In 1883, the law allowed any person eighteen years of age or older of good moral character who had graduated from a normal school to be certified as a teacher.⁸ Gradually the standards required prospective teachers to pass a county exam. Two different levels of certification were available. To earn a second grade certificate, candidates had to pass exams in orthography, reading, writing, geography, English grammar, physiology, hygiene, and United States history. A first grade certificate required exams in civil government, didactics, elementary bookkeeping and current events as well.⁹

Curriculum

Children in a country school learned independently. They progressed at their own pace. Most lessons were memorized. Students knew what to expect in the next grade because they had heard older pupils recite lessons the previous year.¹⁰ The curriculum included reading, writing, arithmetic, history, geography, grammar, orthography or spelling, and hygiene. During the day, pupils were called to the teacher's desk to read or recite. When not working with the teacher, students did

- ⁹Rankin, Country School Legacy, 27.
- ¹⁰ Ibid. 15.

⁵ History of School and Public Lands. http://www.sdpubliclands.com/history/index.shtm.

⁶ Mortimer C. Brown, "Teaching in a Territory," *The Monthly South Dakotan* IV, no. 11 (1902): 362.

⁷ Wayne E. Fuller, *One-Room Schools of the Middle West: An Illustrated History* (Lawrence, KS: University Press of Kansas, 1994), 59.

⁸ Sheridan Jones, *Common Schools of Dakota 1883-1885* (Olivet, DT: George W. William Printer, 1885), 11.

arithmetic problems on their slates, diagrammed sentences, drew maps, and memorized lessons.¹¹ Many students learned to read using McGuffey's Readers, compiled in 1830 by Presbyterian minister William McGuffey of Ohio. The books began with simple alphabet work and stories and advanced to excerpts from Shakespeare, the Bible, and English and American poets. The readers also included biographical sketches and excerpts from speeches.

Schools used examples from everyday life to create interesting lessons. For example, at Parkway School near Aberdeen students learned mathematics by forming a corporation and buying an imaginary farm. Primary students figured out the number of horses, cows, and workers needed to run the farm. Older students rented acres, purchased stock, and declared profit dividends.¹²

Eighth-grade graduation was the high point of educational achievement for many students. Passing the eight-grade examination was no small feat. Some of the questions on an 1889 exam included:

How much will eight carpenters earn in 6 2/3 days at \$2 ½ per day? Find the interest on \$895 for 7 months and 27 days at 9 per cent. Define orthoepy, vowel, dipthong, articulation, accent. Tell what you know of the following: Charles Dickens, Henry W. Longfellow, Washington Irving, and Benjamin Franklin. What are the functions of nerves? Give an outline description of the nervous system.¹³

Some eighth-grade graduates went on to high school but not all communities had a high school. The 1925 state legislature passed a law allowing students from communities with no local high school to attend the agricultural short course at State College with their home communities paying tuition.¹⁴ For many students eighth-grade graduation signaled the end of formal education and the start of their working life.

School Buildings

School buildings varied depending on what local citizens could afford. White painted wooden structures were common, and some rural schools were made of brick. Cane Creek School at Pine Ridge during the 1930s was made of cottonwood logs chinked with cement.¹⁵ In the mid-1900s, a typical one-room schoolhouse consisted of one room 20x26 feet, with a basement the same size. A coal stove in the basement heated the classroom above. The basement could also be used as a

¹¹ Fuller, One-Room Schools, 46.

¹² The Rural Light VI, no. 3 (1929): 2.

¹³ Fuller, One-Room Schools, 55.

¹⁴ M. M. Guhin, ed. "School Legislation of 1925," *Better Rural School Bulletin* 3, no. 9 (1925): 3.

¹⁵ Wilson and Woodard, One-Room Country School, 22.

playroom in cold weather.¹⁶ Lighting came from kerosene lamps and windows. Electric lights replaced kerosene over time. In 1924, the South Dakota Department of Public Instruction specified that windows should be located on one side of the classroom, preferably the east side. If possible, translucent shades and screen doors should be installed to control the sunlight and allow for bug-free air circulation.¹⁷ With no running water, students dipped water from a shared bucket for drinking and went to the bathroom in the outhouse behind the school. The school grounds could have a ball field and some simple playground equipment such as a teeter-totter or a swing.

School Day

The day for many students began with a walk to the schoolhouse. The school day started with the Pledge of Allegiance, and possibly a song. With one teacher for all eight grades, the day had to be well organized to get all the lessons in. Older students helped younger ones. In *Memoirs of South Dakota Retired Teachers*, Floyd Cocking recalled his first year at Pringle School in Custer County:

It seems we were to teach about six or eight subjects to each grade level. . . . That would make twenty-five or thirty classes a day during a period from eight till three. Could you believe our shortest class was only five minutes? That was spelling. And our longest was twenty minutes. That was because I believe in a good math background. Some other doubling up had to be done so I put the fifth and sixth grades together in the same class for history the first semester and covered the fifth grade work. The second semester we did the sixth grade work.¹⁸

Typical lessons could be studying state boundaries and memorizing state capitals for geography. In hygiene, students could memorize the bones of the body, or study the circulation system. Science might involve an impromptu field trip to gather and identify leaves, grasses or insects. Poems were learned by heart and recited for programs. Stories of famous battles or accounts of historical scenes served as history lessons. Reading aloud for the teacher, doing arithmetic problems on the chalkboard or slate, creating art projects – the school day was busy!

Lunchtime brought a welcome break. School lunches varied depending on local customs and preferences. Packed in gallon or half-gallon syrup cans, lunch might be a sandwich, a cookie or piece of cake, and an apple. Biscuits, cornbread, or cold pancakes also found their way into the lunch pail. Other students' lunches always looked better, and much trading took place. In one community, five or six mothers took turns sending the ingredients for a hot dish that the teacher heated up and everyone

¹⁶ Jeannette Kinyon, South Dakota Rural Schools And Their Architect: 1912-1953 (s.n., 1983), 4.

¹⁷ M. M. Guhin, ed. "The Health of the Rural School Child," *Better Rural School Bulletin* 3, no. 1 (1924): 7.

¹⁸ Rankin, *Country School Legacy*, 15.

shared. It was often plain potato soup, but sometimes it was vegetable soup, macaroni and cheese, or hot cocoa.¹⁹ After lunch, students played recess games, often with the teacher joining in. In the wintertime, sledding, building snow forts, snowball fights and playing fox-and-geese filled recess time. In warmer weather, there were ball games, tag, and hide-and-seek.

In addition to lessons, school gave students civic and social outlets. They could join clubs like the Young Citizens League. As club members, students worked on service projects such as cleaning the school grounds as well as singing patriotic songs. Regional school publications such as *The Rural Light* published student poetry and other writings in the 1920s and 1930s. Students could also compete in essay contests and spelling bees, with prizes sometimes provided by local merchants.²⁰

Special Occasions

The Christmas program and end-of-school picnic were highlights of the school year. The Christmas program let pupils show off their speaking skills to proud parents and onlookers. Programs often included a nativity play and singing. Everyone attended the program whether they had children in the school or not. After the program, refreshments would be served. Charlene Taylor of Beresford, SD, described one Christmas program:

But last Friday night was an important night for the 12 students who attended the Brule Elementary School near Beresford. It was the night of their Christmas play, and parents, relatives, and friends, important people all, turned out in high numbers to applaud their performance and reward their efforts with appreciative ovations. . . . The last skit of the evening, 'At the Village Post Office,' brought the house down with laughter and cheers as the audience watched the youngsters act out a drama dealing with gossiping and nosiness. . . . 'We Wish You a Merry Christmas,' sung by the entire cast, brought the final curtain down on the most enjoyable hour and a half I've experienced in a good long while.²¹

The last day of school was celebrated with a picnic. The community came together for one last celebration before summer. A student program with speaking and singing was often part of the festivities. Sometimes the school picnic took place at the school, but often the party was held at a nearby lake or grove. Ball games, plenty of good food, and visiting marked the end of the year for the students and their families.

¹⁹ Ibid., 18.

²⁰ The Rural Light, VI, no. 6 (1930): 1.

²¹ Rankin, *Country School Legacy*, 43.

Serving the Community

A wide variety of community events took place in the schoolhouse. Often the largest building available, the school served as a social gathering place and political town hall. Dances, church services, elections, fundraisers, box socials, debates and spelling bees were held in schools. If something important was happening in a community it was likely to be happening at the schoolhouse. Since the school belonged to all the people, everyone was welcome.

On January 1, 1881, the Rapid City school challenged the people of the town to a spelling match. The *Black Hills Journal* wrote, "Believing that an entertaining as well as amusing evening might be spent by the people of our town in an orthographical contest, I.S. Pitts Wells, the schoolmaster hereby in behalf of the Rapid City school, challenges the people of this town or as many as which to participate to meet said school in a spelling match. . . ." A week later the paper reported on the outcome of the match,"The ease, grace, and rapidity with which the school thinned the ranks arrayed in opposition was beautiful and wonderful to behold." ²²

Consolidation

The number of rural schools in South Dakota hit its peak in 1916 when there were over 5,000 such schools in the state. South Dakota lost over 1,000 of its schools during the depression from 1931 to 1944.²³ Loss of population hit rural schools hard. In many places, consolidation did not happen because people believed larger schools were better but because their districts ran out of children.²⁴ Other factors such as improved roads and vehicles also hastened school consolidation. Busses could carry students from a wide area to a centrally located school. Fewer teachers could teach more students in bigger schools at less cost. Students in larger schools met more people and had different social experiences. Financially, school boards could not justify having one teacher for a handful of students.

To start the consolidation process, state boards were established to set standards and oversee the move from small to larger school districts. County committees drew up plans for redistricting their county and held meetings to explain the consolidation plan to the public. A referendum was then held to either approve or reject the proposed reorganization plan.²⁵ Although no small common school *districts* remained after reorganization in the 1960s, this did not mean the end of one-room schools in the state. The one-room schools that exist today are part of large school districts that may cover

²² Ibid., 40.

²³ Wilson and Woodard, *One-Room Country School*, xv.

²⁴ Fuller, One-Room Schools, 122.

²⁵ Ibid., 119.

hundreds of square miles.²⁶ These rural schools continue to educate students in all grades. Instead of being isolated, telephone lines and computer links connect one-room schools to the larger world.

Conclusion

Education quality varied from one rural school to the next, depending largely on the education and ability of the teacher. In 1885, Superintendent of Public Education C. S. Richardson reported that many teachers were deficient in the rudiments of teaching, and he stressed the urgency of providing more substantial professional training.²⁷ Teachers in rural schools were usually younger and less experienced than their city counterparts. Their training improved over time. One-room schoolteachers faced the challenge of teaching a wide range of subjects and age groups with limited supplies. The difficulties did not deter teachers or their students. Communities took pride in their schools and the chance education offered their children for a better life. Today, many South Dakotans look back on their personal one-room schoolhouse experiences with fondness and gratitude.

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²⁶ Rankin, *Country School Legacy*, 52.

²⁷ C.S. Richardson, *1885 Annual Report of the Board of Education of the State Normal School at Madison*, (Madison, SD: Madison Leader, 1885)

Photograph List

1. Christopher Morris, a 5th-grader at Bison Elementary School, took this photo of a one-room schoolhouse. The photo won the Grade 1-5 Division in the South Dakota Archaeology and Historic Preservation Student Photo Contest in 2007. Of his photo, Chris says, "I took a picture of this one room schoolhouse because it may be one of the last you may see in South Dakota. A long time ago you could hear the laughter of children, but now you can only hear the creaking of the swing set chains blowing in the wind."

Photo from the South Dakota State Historic Preservation Office.

2. One-room schools taught more than academics. Games like Annie Over and Dare Base taught pupils of all ages how to get along. Students at Powell School engage in a lively tug-of-war, 1911. Photo from the South Dakota State Archives.

3. Mission schools educated many on the reservations. Thomas Riggs started the Oahe Mission near Pierre in 1874. The interior of the mission is shown here in 1952. Photo courtesy of the Library of Congress, LC-39622-33.

4. Third and Fourth Grade work is shown on the blackboard in this photo of Ipswich School, Edmunds County, 1904. Working on the blackboard was common practice in one-room schoolhouses. Photo from the South Dakota State Archives.

5. A young man takes aim at a prairie dog near Provo School, 1914. Provo School uses common one-room school architecture with windows on the two long sides of the building and an entry at the back.

Photo from the South Dakota State Archives.

6. Not every student in South Dakota attended a one-room schoolhouse. These students are at the Model School in Aberdeen, a teacher training facility for student teachers at Northern Normal and Industrial School (now Northern State University.) Undated photo. Photo from the South Dakota State Archives.

7. First Pierre school, 1880. Miss Louise Cavalier taught 17 pupils in this building. By 1910, the building became a shoe shop on Dakota Avenue in Pierre. Photo from the South Dakota State Archives.

8. A replica of the first schoolhouse in Bon Homme. The log building this replica is modeled on was built in 1860.

Photo from the South Dakota State Archives.

9. Students and teacher pose outside the Bon Homme School in 1915. The outhouse is just visible behind the school. This school building burned down in 1923. Photo from the South Dakota State Archives.

10. After the Bon Homme School burned in 1923, the wood building was replaced by this modern brick building in 1924. Undated photo. Photo from the South Dakota State Archives.

11. Although formal education for many pupils ended with 8th grade graduation, other students who started their academic careers in one-room schoolhouses went on to high school. Brookings High School juniors and seniors are shown here, ca. 1920. Photo from the South Dakota State Archives.

12. Improved roads and vehicles made it possible to consolidate schools. It became more costeffective to transport students to one building rather than have many small schools scattered throughout a district. Here drivers pose by the school buses used by the Cresbard Consolidated School District, ca. 1932.

Photo from the South Dakota State Archives.

13. School could be held in any building available. Miss Allison taught her seven pupils on the second floor of this house, making it the first school in Jensen Flat. Photo taken near Wasta, SD, in 1907. Photo from the South Dakota State Archives.

14. A one-room schoolhouse near Swan Lake in Turner County, 1947. Note the bell in the tower and the merry-go-round in the background. An outhouse is visible behind another building in the back of the schoolhouse.

Photo from the South Dakota State Archives.

15. Teacher F. H. Callaway and the students of Pioneer School near Isabel, SD, enjoy lunch under the trees at a creek ¼ mile away from the schoolhouse one hot July day, 1911. Note the syrup can lunch pails on the white cloth.

Photo from the South Dakota State Archives.

Quick Lessons

<u>Arithmetic</u>

- Sort buttons from the button jar by color and put them in groups of five or ten. How many groups do you get? Do addition and subtraction problems by moving buttons.
- Measure the distance that corncob darts can fly. Take the darts outside and take turns throwing them. Measure how far they fly by having one student step off the distance between the throwing line and the dart. Keep track of the distances on a slate.
- Use addition and subtraction flash cards for math fact review. As a group, have one person hold up the flash card so the others can see it and write the answer on a slate. How many flash cards can they answer correctly in 2 minutes?

English / Language Arts

- Take one long word from the 7th or 8th grade spelling word list. Write it on the top of a slate. How many other words can be made from the letters in the long word? Write them below the long word.
- Sort the spelling word lists into piles of different parts of speech nouns, verbs, adjectives, adverbs. Draw one word from each pile and write one sentence on a slate using all the chosen words.
- Create original poems using the words in the colored spelling word lists.
- Choose one poem or stanza of a poem from the kit schoolbooks. Write the poem or stanza out on a slate or on paper with pen and ink and memorize it. Recite it for the group.

History / Geography

- Write a 5-sentence letter to George Washington or Abraham Lincoln in pen and ink.
- List the names of all the countries found on one continent.
- Write the names of the states or their capitals in alphabetical order on a slate.

Name_____

Word Find

В	М	E	S	S	А	Y	S	Y	Q	В	L	K	E	R	0	S	E	N	E
W	U	V	Х	K	Ζ	0	U	G	E	D	Р	Ν	Т	L	Ζ	U	V	Μ	Р
Н	U	S	Η	Р	Т	U	В	R	W	Μ	L	U	Ν	С	Н	Р	А	Ι	L
С	Ι	Т	Ι	Ζ	Е	Ν	S	Η	Ι	Р	V	J	Q	Х	Е	E	Р	Μ	Y
Η	L	Ι	G	С	А	G	R	Р	U	Ι	R	Μ	Ν	D	0	R	Q	L	V
А	Н	А	Η	В	С	С	0	Ν	S	0	L	Ι	D	А	Т	Ι	0	Ν	D
L	Y	Ι	S	R	Η	Ι	Ν	С	V	U	С	0	Μ	Μ	0	Ν	Ζ	Ζ	А
K	Р	0	С	S	Е	Т	F	W	E	Ν	В	R	Μ	Е	L	Т	Κ	Ι	K
В	R	Т	Η	Ζ	R	Ι	E	Ζ	Q	Р	L	J	Y	С	R	E	W	0	0
0	Т	Y	0	S	Ι	Ζ	K	L	R	Р	В	S	E	Р	Ζ	Ν	Ι	Ζ	Т
А	Y	Р	0	W	L	E	E	Х	С	Ζ	В	Р	Y	С	Р	D	W	Р	А
R	K	А	L	U	Ν	Ν	E	Х	R	0	W	E	Η	Р	Т	E	Q	Ι	Т
D	U	V	L	Р	Т	S	Х	W	Ζ	Ζ	А	L	А	U	Q	Ν	L	Μ	E
Y	С	R	E	V	W	L	Η	Х	Μ	Μ	Р	L	Ζ	D	Ι	Т	Η	L	R
0	Ι	U	А	V	Ν	E	L	Ι	Μ	Q	Μ	Ι	S	V	L	С	Ν	Ζ	R
J	S	Y	Р	L	Ι	А	W	Ζ	Р	Μ	Q	Ν	Η	Т	D	Е	S	K	Ι
V	Т	Р	L	А	Y	G	R	0	U	Ν	D	G	Y	R	0	U	Х	Μ	Т
E	Е	Ν	Μ	0	Х	U	Ζ	Ζ	R	U	L	В	В	Η	Q	V	Y	Т	0
С	R	Р	Х	0	Ν	E	R	0	0	Μ	Ι	E	R	Ν	Μ	0	E	V	R
Q	Ν	В	Μ	R	0	U	Т	Η	0	U	S	E	R	Т	Т	С	Ζ	Р	Y

YOUNG CITIZENS LEAGUE	CITIZENSHIP	HIGH SCHOOL	COMMON	BUS
DAKOTA TERRITORY	PLAYGROUND	ONE ROOM	SUBJECT	CLASS
CONSOLIDATION	CHALKBOARD	OUTHOUSE	TEACHER	DESK
SUPERINTENDENT	LUNCH PAIL	TOWNSHIP	CISTERN	RURAL
SPELLING BEE	KEROSENE	ESSAYS	PRIMER	
COAL STOVE		BEADLE		

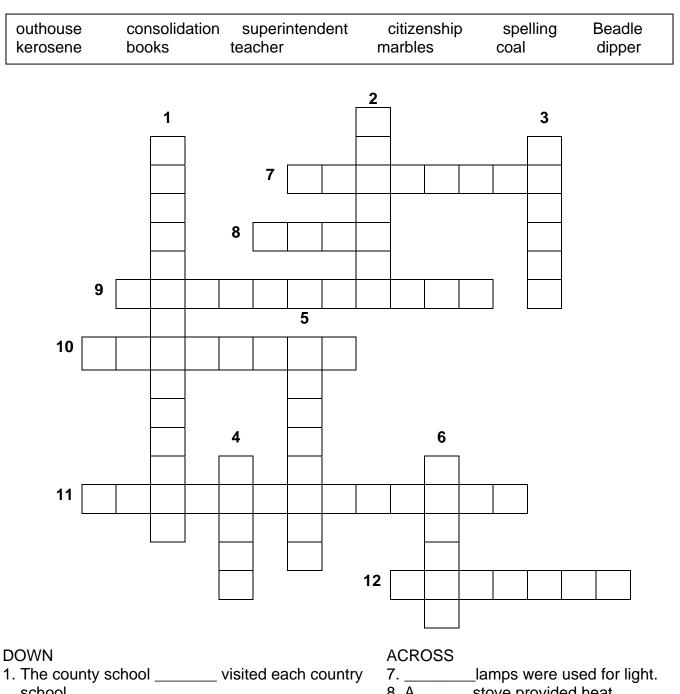
Name_____

Word Find Key

В	М	Е	S	S	Α	Y	S	Y	Q	В	L	Κ	Е	R	0	S	Е	Ν	Е
W	U	V	Х	K	Ζ	Ο	U	G	E	D	Р	Ν	Т	L	Ζ	U	V	Μ	Р
Н	U	S	н	Р	т	U	В	R	W	Μ	L	U	Ν	С	н	Ρ	Α	Т	L
С	I	т	I	Ζ	Е	Ν	S	н	I	Ρ	V	J	Q	Х	Е	Е	Р	Μ	Y
н	L	Ι	G	С	Α	G	R	Р	U	Ι	R	Μ	Ν	D	0	R	Q	L	V
Α	Η	А	н	В	С	С	0	Ν	S	0	L	Т	D	Α	т	Т	0	Ν	D
L	Y	Ι	S	R	Н	I	Ν	С	V	U	С	0	Μ	Μ	0	Ν	Ζ	Ζ	Α
Κ	Р	0	С	S	Е	т	F	W	Е	Ν	В	R	Μ	Е	L	т	Κ	Ι	Κ
В	R	т	н	Ζ	R	Т	Е	Ζ	Q	Р	L	J	Y	С	R	Е	W	0	0
0	Т	Y	0	S	Ι	Ζ	Κ	L	R	Р	В	S	Е	Р	Ζ	Ν	Ι	Ζ	т
Α	Y	Р	0	W	L	Е	E	Х	С	Ζ	В	Ρ	Y	С	Р	D	W	Р	Α
R	K	А	L	U	Ν	Ν	Е	Х	R	0	W	Е	Η	Р	т	Е	Q	Ι	т
D	U	V	L	Р	Т	S	Х	W	Ζ	Ζ	Α	L	Α	U	Q	Ν	L	Μ	Е
Y	С	R	Е	V	W	L	н	Х	Μ	Μ	Р	L	Ζ	D	Ι	т	Η	L	R
0	Т	U	Α	V	Ν	Е	L	Т	Μ	Q	Μ	Т	S	V	L	С	Ν	Ζ	R
J	S	Y	Р	L	Ι	Α	W	Ζ	Ρ	Μ	Q	Ν	Η	Т	D	Е	S	Κ	I
V	т	Ρ	L	Α	Υ	G	R	0	U	Ν	D	G	Y	R	0	U	Х	Μ	т
E	Е	Ν	Μ	0	Х	U	Ζ	Ζ	R	U	L	В	В	Η	Q	V	Y	Т	0
С	R	Р	Х	0	Ν	Е	R	0	0	Μ	Ι	Е	R	Ν	Μ	0	Е	V	R
Q	Ν	В	Μ	R	0	U	т	н	0	U	S	Е	R	Т	Т	С	Ζ	Р	Y

YOUNG CITIZENS LEAGUE	CITIZENSHIP	HIGH SCHOOL	COMMON	BUS
DAKOTA TERRITORY	PLAYGROUND	ONE ROOM	SUBJECT	CLASS
CONSOLIDATION	CHALKBOARD	OUTHOUSE	TEACHER	DESK
SUPERINTENDENT	LUNCH PAIL	TOWNSHIP	CISTERN	RURAL
SPELLING BEE	KEROSENE	ESSAYS	PRIMER	
COAL STOVE		BEADLE		

Name

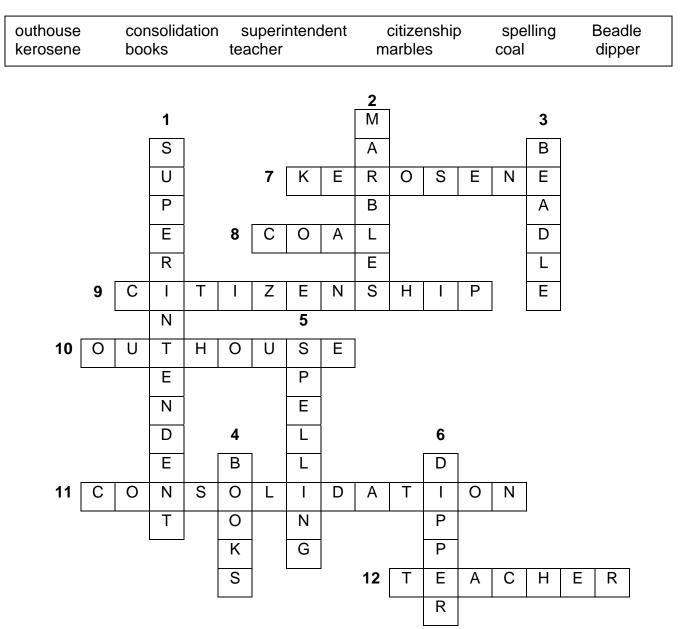


Crossword Puzzle

- school.
- 2. Students could play _____at recess.
- 3. General ______helped set up school funding.
- 4. Students carried their to school.
- 5. A _____bee was fun for all.
- 6. Pupils used a _____to get a drink.

- 8. A stove provided heat.
- 9. Students learned good _____.
- 10. The bathroom was an _____
- 11. Combining small schools into bigger schools was _____.
- 12. One taught all the grades.

Name



Crossword Puzzle Key

DOWN

- 1. The county school _____ visited each country school.
- 2. Students could play _____at recess.
- 3. General _____helped set up school funding.
- 4. Students carried their _____ to school.
- 5. A _____bee was fun for all.
- 6. Pupils used a _____to get a drink.

ACROSS

- 7. ____lamps were used for light.
- 8. A _____stove provided heat.
- 9. Students learned good _____.
- The bathroom was an _____.
 Combining small schools into bigger schools was _____.
- 12. One ______taught all the grades.

Name_____

School Subjects Word Scramble

Word List:
Science Arithmetic History Geography Handwriting Composition Reading Literature
1. We write by hand in this class. N H G I N D R I T A W
2. In this class, we write our own papers or stories. O O O I I P C S M T N
<u> </u>
3. We study the natural world around us in this class. C S N C E I E
4. In this class we study the works written by different authors. E R U E T R A T I L
<u> </u>
5. We add, subtract, multiply, and divide numbers in this class. C A I R T H E M I T
7 10
6. Maps are useful as we study the earth's surface in this class. E O G Y G A R P H
<u></u>
7. We study events and people from the past in this class. H O R T Y S I
<u> </u>
8. We study words written in books in this class. I N A G E D R
$\frac{1}{8}$ $\frac{1}$
9. This is an old-fashioned word for spelling.
$\begin{array}{c ccccccccccccccccccccccccccccccccccc$

Name_____

School Subjects Word Scramble Key

Word List:
Science Arithmetic History Geography Handwriting Composition Reading Literature
1. We write by hand in this class. NHGINDRITAW
<u>HANDWRITING</u>
2. In this class, we write our own papers or stories. O O O I I P C S M T N
<u>СОМРОЅІТІОN</u> 9 1
3. We study the natural world around us in this class. C S N C E I E
<u>S C I E N C E</u>
4. In this class we study the works written by different authors. E R U E T R A T I L
LITERATURE 3 2
5. We add, subtract, multiply, and divide numbers in this class. C A I R T H E M I T
A RITHMETIC 7 10
6. Maps are useful as we study the earth's surface in this class. E O G Y G A R P H
<u>GEOGRAPHY</u> 4
7. We study events and people from the past in this class. H O R T Y S I
<u>HISTORY</u> 5 11
8. We study words written in books in this class. I N A G E D R
READING 8

Find the answer below by filling in the letters from the numbered spaces above.

9. This is an old-fashioned word for spelling.

 O
 R
 T
 H
 O
 G
 R
 A
 P
 H
 Y

 1
 2
 3
 4
 5
 6
 7
 8
 9
 10
 11

Learning from Objects

Objectives:

- Participants will examine objects.
- Participants will draw conclusions based on direct observation.
- Participants will recognize that much information can be acquired about an object from direct observation.

South Dakota Social Studies Standards

К	1st	2nd	3rd	4th	5th	6th
K.E.1.2	1.E.1.1	2.US.1.2 2.US.2.1 2.E.1.1	3.E.1.1	4.W.2.1	5.US.1.1 5.W.1.1	6.W.1.1 6.E.1.1

South Dakota Communication Arts Standards

К	1st	2nd	3rd	4th	5th	6th
K.LVS.1.2 K.LVS.1.6	1.LVS.1.2 1.LVS.1.6	2.LVS.1.2 2.LVS.1.4 2.LVS.1.5 2.LVS.1.6	3.LVS.1.1 3.LVS.1.2 3.LVS.1.3 3.LVS.1.4	4.LVS.1.1 4.LVS.1.3	5.LVS.1.1 5.LVS.1.2 5.LVS.1.3	6.LVS.1.2 6.LVS.1.3

South Dakota Science Standards

К	1st	2nd	3rd	4th	5th	6th
K.P.1.1		2.P.1.1	3.P.1.1 3.E.1.2			

Timeframe: 30-60 minutes

Materials:

Included in kit All objects Object Identification Sheet

Why Learn from Objects?

There are many way to learn about the world. One way is to listen and hear information – auditory learning. Another way to get information is by reading, watching a TV or video program, or looking at photographs – visual learning. This kit lets participants learn in another important way – by handling three-dimensional objects. This develops kinesthetic skills, or learning by touch. Participants can see physically how objects are alike and how they are different. They can consider what use an object may have – is it a stand-in for something, like a live animal or a physical place? Is it an object that was made or used by people from a different culture? The kit's written information, photographs and three-dimensional objects allow participants to practice all three learning styles.

Activity Steps:

- 1. Arrange the participants so that it is easy to pass objects from one to another. Pass the objects around one at a time, allowing the participants to handle and examine them.
- 2. While the participants are examining the objects, use the points below to start discussion about the materials, construction and history of the objects. Encourage the participants to share the visual and tactile information they get from the objects. You may ask each participant to consider a different aspect of the object-history, material, etc. Have the participants respond so the entire group can hear and enter into the discussion.
- 3. After an object has been examined, share the information found on the Object Identification Sheet with the group.

Materials & Construction:

- What material is the object made out of? (wood, paper, plastic, rubber, metal, fabric, feathers, straw)
 - -Is the material made by man or by nature?
 - -If it is natural, has it been changed by people? (carved, cast, molded, glued, sewed)
- Is the object sturdy or fragile?
- Is the object light or heavy?
- Is the object hard or soft?
- How would you describe the texture of the surface of the object?

History & Function:

- What might be the purpose of the object?
 - Why might it be included in the kit? What might the object be trying to show?
- Does the object look or feel like something from long ago, or is it something from recent times?
- Is this object still used today?
- What has changed about the object today?
- Was the object used for a special task or occasion or was it an everyday item?
- What questions do you have about the object?
- Where could you find the answers to your questions?

Object Identification List

(Kit 1)

T-2007-110: Newson Readers Book Four: Book Friends T-2007-111: Progress in Spelling 1-8 T-2007-112: We Grow Up T-2007-113: World Folks

Schoolbooks: In early schools, pupils brought whatever books they had at home to school as textbooks. Over time, textbooks specifically written for school use replaced the hodgepodge of books. Schoolbooks have changed over time. How are these schoolbooks different from the ones in your classroom today?

T-2007-109

Schoolbook "The Masters Classics Poems": Memorizing was an important learning tool in one-room schools. Poems could be learned by heart and recited for special programs. Poetry provided good material for reciting.

T-2007-119: McGuffey's Eclectic Spelling Book T-2007-120: McGuffey's Second Eclectic Reader T-2007-121: McGuffey's Fifth Eclectic Reader

McGuffey's Readers: William Holmes McGuffey, born in 1800, became a roving teacher at the age of 14. Later on, he was a professor at Miami University in Oxford, Ohio, and a Presbyterian minister. In 1835, a Cincinnati publisher asked him to create a series of graded Readers for primary level students. McGuffey compiled the first four Readers with the fifth and sixth created by his brother Alexander during the 1840s. McGuffey's Readers contained stories, poems, essays and speeches. The Readers taught morality and good character and provided children with a common knowledge and worldview. It is estimated that at least 120 million copies of McGuffey's Readers were sold between 1836 and 1960.

T-2007-092

Globe: A globe is a round model of the earth that shows the various surfaces and elevations of the planet. Seas and oceans are usually blue. Mountain ranges are brown. Some globes show the borders of countries or states. A globe was a useful learning tool for geography lessons in a one-room schoolhouse.

T-2007-087 (25 individual boards)

Blackboards: Blackboards were originally made of thin sheets of black slate stone. Other small pieces of slate were used as chalk. They were good for schoolwork because a student could do a problem on a slate, have it checked by the teacher and then erase it. Slates have been around for a long time. There are ads for them in newspapers from the 1730s! These modern blackboards made from masonite with a dark coating rather than slate.

Over time, a large board in front of the room replaced individual slates. With the large board, teachers taught the entire class at once rather than writing individual problems on the slates. Most schools today use whiteboards or dry-erase boards rather than blackboards to eliminate chalk dust.

T-2007-131, 132, 133

Blackboard erasers: Chalk, a white limestone, replaced bits of slate for writing on slates. A small rag (or a shirtsleeve) worked fine to wipe the chalk marks off slates. Dust flew everywhere when large blackboards were wiped with rags. Blocks of felt that could erase the chalk marks without creating so much dust replaced rag erasers. At the end of the school day, the erasers had to be taken outside and beaten together or against the side of the building to remove the chalk dust.

T-2007-103

School bell: The school day started when the teacher rang the school bell. Some schools had larger bells that hung outside or in alcoves on the school roof. Students who heard the bell ringing before they reached the schoolhouse could expect to be marked tardy.

T-2007-129 (25 individual pens)

Dip pens: Before metal dip pens were invented in the 1800s, students wrote with quills made from bird feathers. Quill pens lasted about a week before they had to be replaced. Metal dip pens lasted much longer. A dip pen or "nib" pen had a metal nib or end mounted on a holder. Like quills, dip pens had to be repeatedly dipped into an ink bottle to pick up the ink for writing. Eventually fountain pens that held their own ink supply replaced dip pens. Ballpoint pens replaced fountain pens in the 1930s.

T-2007-127

Ink bottle: Before fountain pens and ballpoint pens were invented, ink bottles sat on many students' desks. To write, the student would dip their pen or quill into the bottle to pick up ink and then write on a sheet of paper. Writing neatly with pen and ink took practice. Ink bottles came in different shapes and colors. Some school desks had a hole in the top designed specifically to hold an ink bottle.

T-2001-071

Kerosene lamp: Before electricity, kerosene lamps lit many one-room schools in South Dakota. Large windows in schoolhouses also provided natural light.

T-2007-099; T-2007-101

Cup and dipper: Without running water for bathrooms or water fountains, students in oneroom schools shared drinking water. A metal cup or dipper by a water pail or crock let everyone help themselves. To cut down on the shared germs, pupils sometimes folded paper into disposable cups for drinking.

T-2007-093

Karo syrup pail: Everyone brought their own lunch in a one-room school. Metal syrup or lard pails served as lunch boxes. They were durable, and easy to wash. A gallon-size pail, like this one, could be packed with lunch for two or three siblings. If you did not like what was in your lunch pail, you might trade lunch items with your classmates.

T-2007-125

Lunch box: Square metal lunch boxes took the place of syrup pails over time. Hungry students looked forward to the peanut butter and jelly sandwich, oatmeal cookie and crisp apple that waited for them in their lunch box. This lunch box is from the 1950s.

T-2007-105

Button jar: One-room schoolhouse teachers used the items around them to help their students learn. Hands-on tools did not have to be expensive. A simple button jar let students practice counting or sorting by colors. Having a visual aid could make adding and subtracting easier to learn and fun, too.

T-2007-108

Cigar box: Everyday items could be pressed into service at the one-room school. Cigar boxes were handy containers for a wide variety of items. Students could use cigar boxes to hold their pencils, chalk, and other school supplies.

T-2007-143: Map of the World

T-2007-149: United State Physical Map

T-2007-147: World Elevation Map

T-2007-145: The World Map

T-2007-151: United States Map

Maps: One-room schoolhouse students used maps to learn about the wider world around them. Physical maps showed the landforms and oceans on the earth. Political maps showed the boundaries of countries or states. Some maps showed both physical and political aspects.

T-2007-153: George Washington portrait

T-2007-155: Abraham Lincoln portrait

George Washington and Abraham Lincoln portraits: Along with the American flag, pictures of George Washington and Abraham Lincoln hung in many one-room schools. Their birthdays could be marked by memorizing and reciting poems about them or doing special art projects focused on the two great men.

T-2007-095, 097

Baseball glove and baseball: Recess meant time for playing ball at many one-room schoolhouses. Students could bring their gloves and balls from home for the game. The school might have some old gloves, balls, and other equipment for the pupils to use. The teacher often joined in recess games of all kinds.

T-2007-157

Marbles: Marbles provided recess fun for many one-room schoolhouse pupils.

T-2001-238,239,240

Corncob darts: Everyday items became toys and games for children. Corncobs and turkey feathers became darts for recess fun.

Other kit items

CD of folk songs Thimble (for Recess! activity) Addition flashcards Subtraction flashcards Color-coded spelling word lists Handwriting flashcards

Mad Math Relay

Objectives:

- Participants will perform mathematical functions to numbers on a slate.
- Participants will use listening skills to get relay numbers and functions.
- Participants will compare final answers and recognize mathematical errors.

South Dakota Communication Arts Standards

К	1st	2nd	3rd	4th	5th	6th
K.LVS.1.1	1.LVS.1.1	2.LVS.1.1	3.LVS.1.1	4.LVS.1.2	5.LVS.1.3	6.LVS.1.3

South Dakota Mathematics Standards

К	1st	2nd	3rd	4th	5th	6th
K.N.1.1 K.N.3.1	1.N.1.1 1.N.2.1 1.N.3.1	2.N.1.1 2.N.2.1 2.N.3.1	3.A.2.2 3.N.2.1	4.N.2.2	5.N.2.3	6.N.2.1

Timeframe: 30-45 minutes

Materials:

Included in kit Chalkboards Erasers <u>Provided by instructor or participants</u> Chalk

Activity Steps:

1. Give each participant a slate and piece of chalk. Work in teams if there are not enough slates for the entire group. Have participants form a circle so they can easily pass their slates from one person to another.

2. Instructor calls out a number for participants to write at the top of their slate.

3. Call out another number along with the function to be performed, i.e. "add 27", "multiply by 30", etc. Use numbers and functions suitable to the grade level. Give participants a set time to perform the function. Once completed, have participants pass their slates to the right.

4. Call out another function, pass slates again. Do this five times.

5. Compare the slates. Does everyone have the same answer? Have participants check the work on the slate they are holding.

6. Erase the slates and begin a new relay.

Option:

Instructor calls out the first number to start the relay. Participants take turns calling out subsequent numbers and functions as the relay progresses.

Practice Your Handwriting

Objectives:

- Participants will identify three penmanship methods.
- Participants will compare alphabet letters in the three methods.
- Participants will practice writing alphabet letters on slates.

South Dakota Communication Arts Standards

К	1st	2nd	3rd	4th	5th	6th
K.W.2.2 K.W.2.3 K.LVS.1.1 K.LVS.1.6	1.W.1.2 1.W.2.3 1.LVS.1.1 1.LVS.1.6	2.W.2.4 2.LVS.1.5 2.LVS.1.6	3.R.5.2 3.R.5.3	4.R.5.2	5.R.5.1 5.R.5.3 5.LVS.1.3	6.R.4.1 6.R.5.1

Timeframe: 45-60 minutes

Materials:

Included in kit Chalkboards Chalkboard erasers D'Nealian alphabet flashcards Zaner/Bloser alphabet flashcards Palmer alphabet flashcards

Provided by instructor or participants Chalk

Background Information:

For many years, South Dakota schoolchildren learned to write using the Palmer method of handwriting. It was developed by A.N. Palmer during the late 1800s, and was used in schools well into the 20th century. Palmer believed that writers should use the muscles in the arms and not just hand muscles to write. In Palmer handwriting, hand muscles held onto the pen while the arm muscles glided the pen smoothly across the paper. With practice, this produced a pleasant cursive style that flowed easily from word to word. Almost every handwriting method used today is a direct descendent of the Palmer method.

The Zaner-Bloser handwriting method is based on the older Palmer method with some improvements. In 1904, Zaner-Bloser published *The Zaner Method of Arm Movement*. The text incorporated into handwriting the knowledge that young children did better at manual tasks like handwriting if they could use the large arm movements that were natural to them in the early stage of motor skills development.

Don Neal Thurber developed the D'Nealian handwriting method in the 1960s. He sought to make it easier to transition from manuscript (printing) to cursive writing. Using the D'Nealian method, users keep their pencil on the paper much more than they do when forming letters in circle-and-stick printing. The smooth flow of printing the D'Nealian letters makes the move to cursive writing, where all the letters are connected to each other, easier.

Activity Steps:

1. Share the background information on handwriting methods. Have the participants identify the three methods.

2. Give each participant a slate and piece of chalk. There are 25 slates, so if the group is larger than than some participants will need to work in teams. Have each participant or team choose an alphabet letter from each of the three flashcard piles. The flashcards are marked on the back – P for Palmer, D for D'Nealian, and Z-B for Zaner-Bloser.

3. Have participants practice writing their alphabet letters on their slates. Write each letter at least eight times.

4. When they have completed their first letter, participants can exchange letters with another person, erase their slate, and practice the new letter.

5. Discuss:

- Is there much difference between letters on the three handwriting method flashcards? Which letters look the most different?
- Which letter was the most fun to write? Why?
- Identify the three handwriting methods used in this activity.

Pen & Ink Writing

Objectives:

- Participants will recognize different writing tools
- Participants will compare writing with pen & ink, ballpoint pen, and pencil
- Participants will practice writing with pen & ink

South Dakota Communication Arts Standards

К	1st	2nd	3rd	4th	5th	6th
K.W.2.3 K.LVS.1.6 K.LVS.1.9	1.W.1.2 1.W.2.3 1.LVS.1.3 1.LVS.1.6 1.LVS.1.7	2.W.2.2 2.W.2.4 2.LVS.1.3 2.LVS.1.4 2.LVS.1.6	3.LVS.1.2 3.LVS.1.4	4.LVS.1.1 4.LVS.1.2 4.LVS.1.3	5.LVS.1.1 5.LVS.1.2 5.LVS.1.3	6.LVS.1.3

South Dakota Visual Art Standards

	Κ	1	2	3	4	5	6
Std. 2: Use of different Media and Materials, benchmark 2	Х	Х	Х	Х	Х	Х	Х

Timeframe: 30-45 minutes

Materials:

Included in kit 25 pen & ink pens Provided by participants or instructor Writing paper Poster paint (dark colors work best) Ballpoint pen Pencil Small paper cups Access to soap & water for cleanup

Background Information:

Schoolchildren learned to write using a slate, or chalkboard. They also wrote using a pen dipped into ink. Early pens were made from bird feathers. These "quill" feathers were sharpened and then dipped into ink for writing. The steel-tip pens used in this activity work the same way. Old-fashioned school desks had a hole at the top of the desk for an inkwell. In this activity, participants will write with a pencil, a ballpoint pen, and pen and ink (washable paint is used for this activity rather than permanent ink) and compare the three writing instruments.

Activity Steps:

1. Before class, mix poster paint. A ratio of one tablespoon of liquid poster paint with ½ teaspoon of water makes a good ink. You may need to thin the paint a bit more to get good flow from the pen. 2. Give each participant a sheet of writing paper (regular copy machine paper is fine). Have them write their name three times in the top third of the paper using a pencil. Underneath their penciled name, have them write their name three times in ballpoint pen.

3. Each participant can use a small cup of paint or two can share one cup. Have participants dip their ink pen tips into the paint and write their name underneath the ballpoint pen writing. It takes a bit of practice!

4. Discuss:

- What three writing instruments did they use for the activity?
- Were some writing tools easier to use than others? Why?
- Imagine writing an entire letter using pen and ink. How long might it take?
- Which writing tool did they enjoy using the most? Why?

Please wash the pens with soap and water when you are finished with them.

Tell Your Tale: Creative Writing

Objectives:

- Participants will observe the photographs included in the kit.
- Participants will choose one photo to write about.
- Participants will write a minimum of eight sentences in a story about the photo.

K	1st	2nd	3rd	4th	5th	6th
K.W.1.1 K.LVS.1.1 K.LVS.1.6 K.LVS.1.7	1.W.1.1 1.W.1.2 1.LVS.1.1 1.LVS.1.3 1.LVS.1.4 1.LVS.1.6	2.W.1.1 2.LVS.1.1 2.LVS.1.3 2.LVS.1.4	3.W.1.2 3.W.1.3 3.LVS.1.3 3.LVS.1.4	4.W.1.1 4.W.1.2 4.W.1.3 4.LVS.1.3	5.W.1.1 5.W.1.2 5.W.2.1 5.W.2.2 5.LVS.1.4	6.W.1.1 6.W.2.2 6.LVS.1.2 6.LVS.1.3 6.LVS.2.2

South Dakota Communication Arts Standards

Timeframe: Determined by instructor. Set up as an activity center unit, participants can work individually.

Materials:

Included in kit: 15 photographs Provided by participants: Writing paper and pencil

Background Information:

Photos provide wonderful fodder for the imagination. In this activity, participants will use photos as a springboard to create an original story.

Activity Steps:

1. Have participants look over all of the photographs from the kit and choose one as their story inspiration.

2. Have participants write a short story about the photo. Write at least eight sentences.

- 3. Consider:
 - What point of view will the participant take? Are they a person in the photo? An object? A gopher looking out of their hole? A cloud?
 - Where is their story set? Is it in South Dakota? On another planet? What is the day like?
 - What action is taking place? What are they doing? Why?
 - How do they feel? Are they happy? Sad? Confused? Angry? Joyous? Why do they feel that way?
- 4. Have participants share their stories with the group.

Name the State Capitals

Objectives:

- Participants will identify the capitals of at least ten different states.
- Participants will match a drawn outline of the state to each state capital.
- Participants will compare memorizing information in a one-room school setting with learning methods today.

South Dakota Social Studies Standards

К	1st	2nd	3rd	4th	5th	6th
	1.G.1.2	2.G.1.2	3.G.1.1 3.G.1.3	4.G.1.3	5.G.1.2	

South Dakota Communication Arts Standards

К	1st	2nd	3rd	4th	5th	6th
K.W.1.1	1.W.1.1	2.LVS.1.1	3.LVS.1.1	4.LVS.1.1	5.LVS.1.1	6.LVS.1.3
K.LVS.1.1	1.LVS.1.1	2.LVS.1.4	3.LVS.1.2	4.LVS.1.2	5.LVS.1.2	
K.LVS.1.6	1.LVS.1.6	2.LVS.1.6	3.LVS.1.4	4.LVS.1.3	5.LVS.1.3	

South Dakota Visual Art Standards

	Κ	1	2	3	4	5	6
Std. 1: Visual arts as communication, benchmark 3	Х	Х	Х	Х	Х	Х	Х
Std. 3: Relationship of art and history/culture, benchmark 1	Х	Х	Х	Х	Х	Х	Х

Timeframe: 30-45 minutes

Materials:

Included in kit: Chalkboards United States Map

Provided by instructor or participants: chalk

Background Information:

Students have been memorizing information in school for many years. Learning multiplication tables, state capitals, or all of the presidents of the United States can be done by reviewing the information over and over. One-room school students memorized the names of all the states and their capitals. This activity combines drawing state outlines on slates with memorizing state capitals.

Activity Steps:

1. Pair up the participants so everyone has a partner. Give each pair a slate and piece of chalk.

2. Put the United States Map in a place where participants can approach it easily.

3. Have one partner in each team look the map over and draw the outline of one state on their slate. Put a star where the state capital is located. Have them give the slate to their partner. Their partner reviews the map and tries to identify the state and its capital.

4. Have partners take turns drawing and identifying states until they have completed at least ten states.

5. Gather as a large group. As the instructor, draw a state outline with its capital star on a slate and have the group try to identify the state and its capital. Continue through as many states as time allows.

6. Discuss:

- What types of information do participants memorize in school now? What tools do they use to help them?
- What could participants use today other than a map to find state capital information?
- Is memorizing an important skill? Why or why not?

Landform Lookout

Objectives:

- Participants will identify seven continents.
- Participants will distinguish between three landform elevations.
- Participants will match North American landform elevations with those on other continents.

South Dakota Social Studies Standards

К	1st	2nd	3rd	4th	5th	6th
K.G.1.1	1.G.1.1 1.G.1.3	2.G.1.2	3.G.1.1 3.G.1.3	4.G.1.3	5.G.1.2	

South Dakota Communication Arts Standards

К	1st	2nd	3rd	4th	5th	6th
K.W.1.1 K.LVS.1.1 K.LVS.1.4	1.W.1.2 1.LVS.1.1 1.LVS.1.6	2.LVS.1.1 2.LVS.1.4 2.LVS.1.6	3.LVS.1.1 3.LVS.1.2 3.LVS.1.4	4.LVS.1.1 4.LVS.1.2 4.LVS.1.3	5.LVS.1.1 5.LVS.1.3	6.LVS.1.3

South Dakota Visual Art Standards

	Κ	1	2	3	4	5	6
Std. 1: Visual arts as communication, benchmark 3	Х	Х	Х	Х	Х	Х	Х

Timeframe: 45-60 minutes. Can also be set up as an activity center.

Materials:

Included in kit: World Elevation Map Chalkboards <u>Provided by instructor or participants</u> Chalk

Background Information:

A continent is one of several large landmasses on Earth. Seven landmasses are commonly named as continents: Asia, Africa, North America, South America, Antarctica, Europe, and Australia. The elevation or height of the land in the world varies from sea level to mountains well over 6000 feet tall. Using the colors on the World Elevation Map participants will be able to find the highest (brown) and the lowest (bright green) areas of the world.

Activity Steps:

1. Divide the group into partners and give each pair a slate and piece of chalk. Have the World Elevation Map set out so participants can access it easily. Review the seven continents and the elevation scale with the participants.

2. Have one partner from each pair look at the map and draw one continent on the slate. Have them give the slate to their partner who reviews the map and writes on the slate the name of the continent drawn. Switch off, having one partner draw and one name continents until all seven continents have been covered.

3. Have the partners divide their slates into three sections labeled 0, 1000, and 6000. Have them review the North American continent. Using the elevation scale as a guide, write down one place in North America that is at sea level (bright green), one place with an elevation of 1000 (yellow), and one place with elevation of 6000 (brown). Do the same for the other continents except Antarctica.

Drawing Class

Objectives:

- Participants will identify the four seasons of the year.
- Participants will draw a picture depicting the four seasons.
- Participants will use photographs as aids in developing their season pictures.

South Dakota Communication Arts Standards

К	1st	2nd	3rd	4th	5th	6th
K.W.1.1 K.LVS.1.1 K.LVS.1.6 K.LVS.1.7	1.W.1.2 1.LVS.1.1 1.LVS.1.4 1.LVS.1.6	2.LVS.1.1 2.LVS.1.3 2.LVS.1.4 2.LVS.1.6	3.LVS.1.1 3.LVS.1.4	4.LVS.1.1 4.LVS.1.3	5.LVS.1.1 5.LVS.1.3	

South Dakota Visual Art Standards

	Κ	1	2	3	4	5	6
Std. 1: Visual arts as communication, benchmarks 1 & 2	Х	Х	Х	Х	Х	Х	Х

Timeframe: 30-60 minutes

Materials:

Included in kit: 15 Photographs Provided by instructor or participants: Drawing paper Pencils, crayons, markers Scissors Glue Colored paper, other decorative materials

Background Information:

Art projects had a place in one-room schoolhouses. In this project, participants use kit photographs as inspiration for their original work of art depicting some aspect of a one-room school in each of the four seasons.

Activity Steps:

Give each participant a sheet of drawing paper. Have them fold the paper in half, and then in half again, forming four equal parts. Spread the paper out so the four parts can be decorated.
 Participants will make an image of some aspect of one-room schoolhouse life in each of the four squares. Each square should depict a different season – spring, summer, autumn, and winter. They may look at the kit photographs to get ideas for their artwork. Some one-room schoolhouse aspects they may think about for their pictures include:

- Recess what does the playground look like in different seasons?
- The school building
- Traveling to and from school in different seasons
- Parties or picnics held at the school
- Student's clothing is it different from one season to another?

3. Discuss:

- How did their one-room schoolhouse image change from season to season?
- What shows the change of seasons in the artwork?
- Did they have a favorite season? Why?
- If they did the same art project using their current school as inspiration, how would it be different from the one-room school art project? How might it be similar?
- 4. Hang the finished projects up to create your own one-room schoolhouse art gallery.

Spelling Bee

Objectives:

- Participants will demonstrate their spelling ability.
- Participants will practice speaking in front of a group.

South Dakota Communication Arts Standards

К	1st	2nd	3rd	4th	5th	6th
K.R.1.1 K.R.1.2 K.R.2.1 K.LVS.1.6	1.W.2.2 1.R.1.1 1.LVS.1.6	2.W.2.3 2.R.1.1 2.R.2.1 2.LVS.1.4 2.LVS.1.6	3.R.1.1 3.LVS.1.4	4.R.1.1 4.4.2.2 4.LVS.1.3 4.LVS.1.4	5.R.2.1 5.LVS.1.3	6.R.2.2

Timeframe: 45-60 minutes

Materials:

Included in kit Kindergarten Word Cards (purple) First Grade Word Cards (pink) Second Grade Word Cards (gold) Third Grade Word Cards (red)

Fourth Grade Word Cards (gray)

Fifth Grade Word Cards (yellow) Sixth Grade Word Cards (orange) Seventh Grade Word Cards (green) Eighth Grade Word Cards (blue)

Background Information:

Spelling bees, contests to see who the best speller in a school was on any given week, were common in one-room schoolhouses. A simple contest, students lined up and took turns trying to spell words. When they misspelled a word, they sat down. The last student standing earned the honor of being the top speller for the week. Adults entertained themselves with spelling bees, too. At an adult spelling bee, children were usually spectators unless they were such good spellers they could hold their own against the adults. The bee could be a contest with two teams spelling against each other. Bragging rights served as the usual reward for the victors. Today spelling contests are held at local, regional and national levels.

Activity Steps:

1. Choose the Word Cards to use for the bee. Cards are color-coded by grade level.

2. Have participants line up in front of the room.

3. Shuffle the Word Cards and state the first word to the first speller in line, speaking slowly and clearly. The speller spells the word out loud. If they misspell a word, the participant returns to their seat. If they spell the word correctly, they move to the end of the line.

4. Continue until only one speller is left standing.

5. Discuss:

- Did participants enjoy the bee? Why or why not?
- Why is spelling a good skill to develop?
- What might participants do to improve their spelling skills?

Kindergarten Word List (purple)

FUN	RED
CAT	ON
SUN	DOG
JAM	GUM
BAT	NET
PIG	FIX
FUN	IN
SAT	END
TOP	BAT
PLAN	RAN
AT	BEST

Kindergarten Word List (purple)	
BIG	BOX
CUP	CLUB
RUB	NOT
HOT	DID
BED	JET
SAD	YES
TUB	US
BEE	TEN
ALL	ASK
ATE	BELL
EAT	FELL

Kindergarten Word List (purple)	
HAND	HIDE
HOP	SAW
TREE	WET

First Grade Word List (pink)

BLUE	MILK
HAND	STOP
FAST	BROWN
NAME	BAKE
KITE	HOME
FIVE	HIS
NOSE	GREEN
ASK	GIRL
BIRD	DOWN
GLAD	BABY
NEST	SING

First Grade Word List (pink)	
MADE	GATE
JOKE	WITH
EGG	BALL
SHELL	TOOL
BOOK	CRY
WANT	TWO
THIN	DISH
DEEP	PLAY
DRAW	CAR
STAR	SANG
GRAPE	BOY

First Grade Word List (pink)	
THROW	HAPPY
SNOW	GROW
MOON	COAT

WATER	STORE
SISTER	DREAM
GIANT	PRETTY
ORANGE	DRAW
CHAIR	FIRST
PEOPLE	CLEAN
SLEEP	HAPPY
THANK	SHINE
UNDER	FRESH
BRING	START

Second Grade Word List (gold)	
LUCK	CARRY
TASTE	CRISP
HOBBY	COST
EASY	FIELD
STING	NEVER
BRUSH	THIRD
STOVE	FLEW
WHITE	WON
YARD	LEAP
PASS	TINY
SMILE	MEAT

Second Grade Word List (gold)	
SOON	DRINK
TWO	NOON
MILK	GLUE
SHOOK	TEETH

SCHOOL PAINT BECAUSE SPACE TROUBLE WORRY HURRY PLEASE SMELL CLIMB SHOULD EARTH SUGAR CATCH EARLY CORNER LEARN LARGE WHOLE FAMILY TWICE QUICK

Third Grade Word List (red)

Third Grade Word List (red)	
NEVER	ALMOST
POINT	WATCH
SPEAK	WRONG
SCARE	PLACE
NEIGHBOR	BRIGHT
YOUNG	COIN
PROUD	BUILD
STAIRS	CHOOSE
TEACHER	SPECIAL
AFRAID	BELOW
ENJOY	QUIET

Third Grade Word List (red)	
SPRING	HUGE
TEASPOON	MAGNET
TOMATO	CRAYON

Fourth Grade Word List
(gray)

STRETCH	WRONG
TRUST	MONTH
SHADOW	CHOICE
OCEAN	NOISE
RADIO	CROWD
KITCHEN	LIBRARY
JUDGE	KNOCK
FOLLOW	CHASE
ENOUGH	ANGRY
REMOVE	USUAL
KNIFE	LAUGH

Fourth Grade Word List (gray)	
TICKET	KNOT
ALPHABET	INSIST
FORECAST	THROAT
VACATION	CELERY
SATELLITE	GENTLE
GEOGRAPHY	WIDTH
SURPRISE	FUDGE
ANSWER	ANNOY
CENTRAL	CHARGE
TWELVE	SERVE
BORROW	49

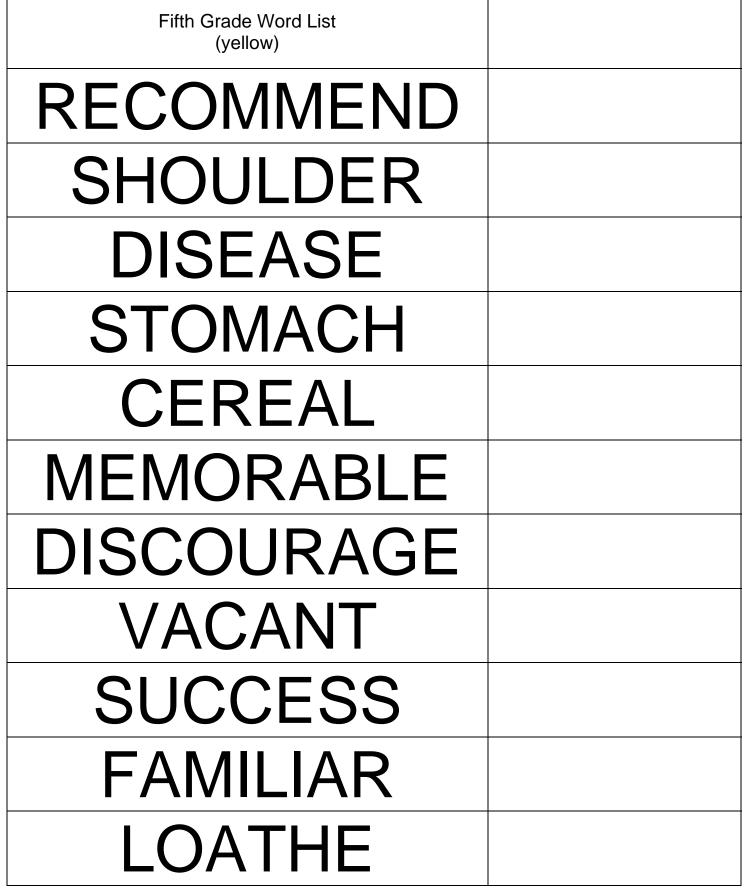
Fourth Grade Word List (gray)	
SCRATCH	
PENCIL	
POSITION	
TERRIBLE	
NAUGHTY	
AMOUNT	
VOYAGE	

Fifth Grade Word List (yellow)

DISGUISE	POLICE
EASIEST	INITIAL
OFFICIAL	DOUBT
EXERCISE	
REDUCE	
PIANO	
FUTURE	
DISTANCE	
WRINKLE	
JOURNEY	

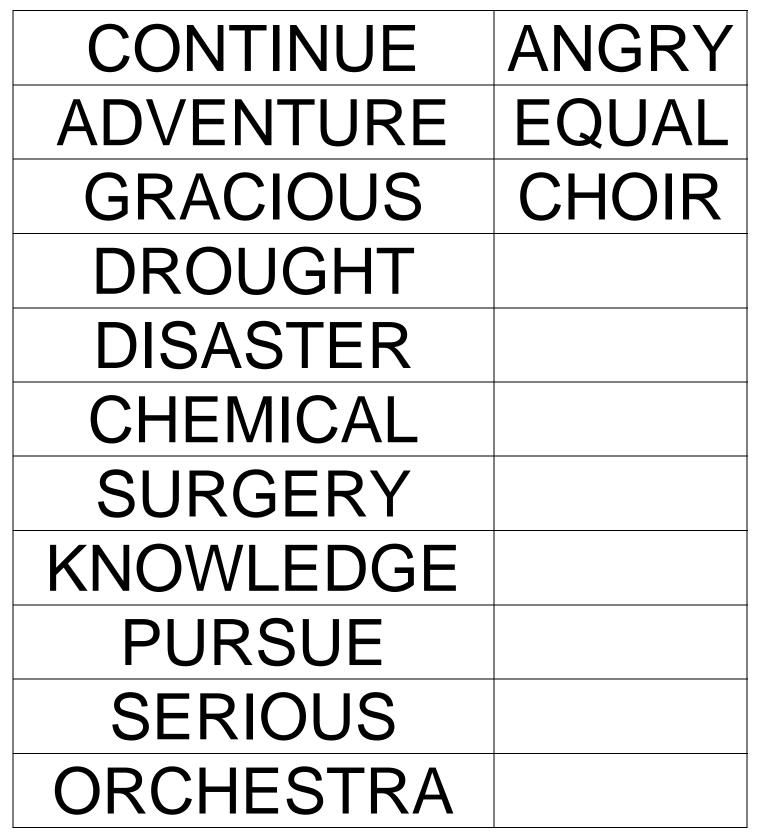
Fifth Grade Word List (yellow)	
BREATHE	
MUSEUM	
ACHIEVE	
ATTITUDE	
SWEATER	
PLEASANT	
JEALOUS	
AVERAGE	
NERVOUS	
SIMILAR	
CELEBRATION	

Fifth Grade Word List (yellow)	
ELECTRIC	
WREATHE	
PERCENT	
CONCERN	
REPETITION	
PRONOUNCE	
RESTAURANT	
DANGEROUS	
PLEASURE	
INSTRUCTION	
TOURNAMENT	



Fifth Grade Word List (yellow)	
DAMAGE	
GUITAR	
DECIDE	
EQUAL	

Sixth Grade Word List (orange)





Sixth Grade Word List (orange)	
PREFER	
RESEMBLE	
SCISSORS	
GOVERNMENT	
IGNORE	
COLUMN	
SCIENCE	
RESPONSIBLE	
CHARACTER	
SCHEDULE	
RHYTHM	

Sixth Grade Word List (orange)	
CONSCIENCE	
IMAGINARY	
SENTENCE	
COMPANION	
FASTEN	
INQUIRE	
AUTHOR	
CENTURY	
SCHOLAR	
COUSIN	
WHISTLE	

Sixth Grade Word List (orange)	
FORFEIT	
PREDICTION	
POSSIBLE	
SILENCE	
EVIDENCE	

Seventh Grade Word List (green)

ENVIRONMENT	
SYMPATHY	
IMAGINATION	
RECOGNIZE	
COMMITTEE	
COLLABORATE	
STRENGTH	
NONSENSE	
OPPORTUNITY	
ENORMOUS	

Seventh Grade Word List (green)	
ACCOMPLISH	
DISAPPEAR	
FAMILIAR	
BENEATH	
LOCATION	
INNOCENT	
GUARANTEE	
ANCIENT	
RECEIPT	
ENGINEER	
TONGUE	

Seventh Grade Word List (green)	
SPECIFIC	
MISERY	
STINGY	
COLLECTION	
ORDINARY	
HEADACHE	
FOREIGN	
INTERIOR	
PIERCE	
CIVILIZATION	
ENTRANCE	

Seventh Grade Word List (green)	
VARIETY	
CONGRATULATE	
HAPPINESS	
INVESTIGATE	
ASTONISH	
ORIGINAL	
PERSONALITY	
ESTIMATE	
GRADUATE	
DIALOGUE	
INFERIOR	

Seventh Grade Word List (green)	
INCREDIBLE	
STEREO	
CHEMISTRY	
FATIGUE	
ENVELOPE	
VEHICLE	
FUNCTION	

Eighth Grade Word List (blue)

CONSTITUTION	
GENEROSITY	
ECONOMIC	
ENDEAVOR	
CYLINDER	
ABBREVIATE	
PICTURESQUE	
MOLECULAR	
AMATEUR	
UNIQUE	
MISCHIEVOUS	

Eighth Grade Word List (blue)	
APPROXIMATE	
DESCENDANT	
EPIDEMIC	
COMMUNICATE	
SCHEME	
SUBSTITUTE	
ACKNOWLEDGE	
GIGANTIC	
CONTAGIOUS	
LEGISLATURE	
REHEARSAL	67

Eighth Grade Word List (blue)	
PROSPEROUS	
TRAGEDY	
SANCTUARY	
NECESSARY	
CUSTOMARY	
AERIAL	
CATEGORY	
DEFINITE	
BENEVOLENT	
POLITICIAN	
VOCALIZE	

Eighth Grade Word List (blue)	
THREATEN	
PRIORITY	
INTERCEPT	
ALTERNATE	
CERAMIC	
ESSENTIAL	
SUSTAIN	
POISONOUS	
INGREDIENT	
FREQUENCY	
DESOLATE	

Eighth Grade Word List (blue)	
APOLOGY	
DECEITFUL	
CONCEPT	
DURABLE	
PARTIAL	
DECLARATION	

Let's Sing!

Objectives:

- Participants will identify and repeat lyrics to folk songs.
- Participants will sing songs as a group.
- Participants will compare music class today with music class in a one-room school.

South Dakota Social Studies Standards

К	1st	2nd	3rd	4th	5th	6th
		2.US.1.2 2.US.2.1	3.W.1.1 3.E.1.2			6.E.1.1

South Dakota Communication Arts Standards

	K	1st	2nd	3rd	4th	5th	6th
K K	K.R.2.1 (.LVS.1.1 (.LVS.1.4 (.LVS.1.8	1.LVS.1.1 1.LVS.1.6	2.R.3.3 2.LVS.1.1 1.LVS.1.6	3.R.3.1 3.LVS.1.1 3.LVS.1.2 3.LVS.1.4	4.W.1.1 4.LVS.1.1 4.LVS.1.3	5.R.3.1 5.R.3.3 5.LVS.1.2 5.LVS.1.4	6.R.3.2

South Dakota Music Standards

	Κ	1	2	3	4	5	6
Std. 1: Music performance used for creative expression & communication	Х	Х	Х	Х	Х	Х	Х
Std. 4: Listening and Evaluation of Music.			Х	Х	Х	Х	Х
Std. 5: Understanding music's relationship to history and other disciplines	Х	Х	Х	Х	Х	Х	Х

Timeframe: 30-45 minutes

Materials:

Included in kit: CD of folk songs 8 folk song lyric sheets Provided by instructor: CD player

Background Information:

Before radios, cassette tapes, or CDs, people made their own music, including school children. Music was part of the one-room school curriculum. The teacher taught music along with every other subject. Students would know songs they had heard at home or at gatherings. Some were traditional folk songs, while others were religious or patriotic in nature. Later on, a phonograph may have provided sing-along music in school.

Activity Steps:

1. Make copies of the lyric sheets for participants. They can work as partners with one copy between them.

2. Discuss the songs on the lyric sheets. Do the participants know any of the songs?

As a group, choose one song to sing. Listen to the CD of the song. (On the CD, each song is sung without accompaniment first, then sung with instruments.) Sing as many songs as time permits. If you have percussion instruments such as rhythm sticks or a tambourine, have participants keep time with the music on the instruments. They can clap their hands to keep time, too.
 Discuss:

- Which songs did the group like best? Why?
- What is music class like for the group today?
- Is there a music teacher in their school? Do they do musical things other than sing?
- How would music class in a one-room school be different than music class today? How would it be the same?

Camptown Ladies

Camptown ladies sing this song Doo-da, doo-da Camptown racetrack five miles long Da-doo-da day

Chorus:

Gonna run all night Gonna run all day Bet my money on a bob-tail nag Somebody bet on the bay

Oh the long tall filly and the big black hoss Doo-da, doo-da Run like the wind but they both cut across Da-doo-da day

Repeat chorus

I went to the track with my hat caved in Doo-da, doo-da I came back home with a pocket full of tin Da-doo-da day

Oh My Darling Clementine

In a cavern, in a canyon Excavating for a mine Lived a miner forty-niner And his daughter Clementine

Chorus:

Oh my darling, oh my darling Oh my darling, Clementine! You were lost and gone forever Dreadful sorry, Clementine

She was lighter than a feather And her shoes were number nine Herring boxes without topses Sandals were for Clementine

Repeat chorus

Drove her ducklings to the water Ev'ry morning about nine Stubbed her toe upon a splinter Fell into the foaming brine

Sweet Betsy From Pike

Did you ever hear of sweet Betsy from Pike? Who crossed the wide prairie with her husband Ike With two yoke of oxen and a big yellow dog A tall Shanghai rooster and one spotted hog

Chorus:

Singing Two Ra-Lay Two Ra-Lay Two Ra-Lee-Aye

They came to the Badlands all burnin' and bare And Ike cried in fear "we are lost I declare" My dear old Pike County, I'll come back to you Said Betsy "you'll go by yourself if you do"

Repeat chorus

They swam wide rivers and they crossed the high peaks They camped on the prairies for weeks upon weeks They fought for survival with the musket and ball And they reached California in spite of it all

Oh Suzanna

I come from Alabama With a banjo on my knee Going to Louisiana my true love for to see It rained all night the day I left The weather it was dry Sun so hot I froze myself Susanna don't you cry

Chorus:

Oh, Susanna Don't you cry for me I come from Alabama With a banjo on my knee

I had a dream the other night When everything was still I thought I saw Susanna a-coming down the hill A buckwheat cake was in her mouth A tear was in her eye Says I, I'm coming from Dixie Land Susanna don't you cry

She'll Be Coming 'Round the Mountain

Chorus:

She'll be coming 'round the mountain when she comes She'll be coming 'round the mountain when she comes She'll be coming 'round the mountain She'll be coming around the mountain She'll be coming 'round the mountain when she comes

She'll be driving six white horses when she comes She'll be driving six white horses when she comes She'll be driving six white horses She'll be driving six white horses She'll be driving six white horses when she comes

Oh, we'll all go out to meet her when she comes Oh, we'll all go out to meet her when she comes Oh, we'll all go out to meet her We'll all go out to meet her And we'll all go out to meet her when she comes

She'll be wearing red pajamas when she comes She'll be wearing red pajamas when she comes She'll be wearing red pajamas She'll be wearing red pajamas She'll be wearing red pajamas when she comes

Skip to My Lou

Chorus:

Skip, skip, skip to my Lou Skip, skip, skip to my Lou Skip, skip, skip to my Lou Skip to my Lou, my darlin'

Flies in the buttermilk shoo-fly-shoo Flies in the buttermilk shoo-fly-shoo Flies in the buttermilk shoo-fly-shoo Skip to my Lou, my darlin'

Repeat chorus

Cows in the cornfield what'll I do? Cows in the cornfield what'll I do? Cows in the cornfield what'll I do? Skip to my Lou, my darlin'.

Go Tell Aunt Rhody

Chorus:

Go tell Aunt Rhody Go tell Aunt Rhody Go tell Aunt Rhody The old gray goose is dead

The one she's been saving The one she's been saving The one she's been saving To make a feather bed

Repeat chorus

The goslings are crying The goslings are crying The goslings are crying Because their mammy's dead.

Repeat chorus

She died in the mill pond She died in the mill pond She died in the mill pond From standing on her head

I've Been Working On the Railroad

I've been workin' on the railroad All the live long day I've been workin' on the railroad Just to pass the time away Don't you hear the whistle blowing? Rise up early in the morn Don't you hear the captain shouting Dinah won't you blow your horn?

Dinah won't you blow Dinah won't you blow Dinah won't you blow your horn? Dinah won't you blow Dinah won't you blow Dinah won't you blow your horn?

Someone's in the kitchen with Dinah Someone's in the kitchen I know Someone's in the kitchen with Dinah Strumming on the old banjo.

Fee, fie, fiddle-e-i-o Fee, fie, fiddle-e-i-o-o-o Fee, fie, fiddle-e-i-o Strumming on the old banjo

Recess!

Objectives:

- Participants will identify and describe eight games that were played in one-room schoolhouses.
- Participants will play one-room schoolhouse games.
- Participants will compare one-room schoolhouse games to recess activities today.

South Dakota Social Studies Standards

К	1st	2nd	3rd	4th	5th	6th	
		2.US.1.2 2.US.2.1				6.E.1.1	

South Dakota Communication Arts Standards

K	1st	2nd	3rd	4th	5th	6th
K.LVS.1.1 K.LVS.1.6	1.LVS.1.1	2.LVS.1.1	3.LVS.1.1	4.LVS.1.1	5.LVS.1.1	

South Dakota Physical Education Standards

	Κ	1	2	3	4	5	6
Std. 3 Students Participate in Physical Activity	Х	Х	Х	Х	Х	Х	Х
Std. 5 Understanding that Physical Activity Provides Opportunities for Enjoyment and Social Interaction	Х	Х	Х	Х	Х	Х	Х

Timeframe: Determined by instructor. Each game can be set up as a separate activity center.

Materials:

Included in kit:	Provided by instructor:				
11 Game Instruction Sheets	Empty can				
Corn cob darts	Tape, string, chalk				
Marbles	Blindfold				
Thimble	Scarf				

Background Information:

Children who attended one-room schools worked hard but had time to play, too. With playground equipment scarce, they had to make their fun from whatever was at hand. Corn cobs and feathers made corn cob darts. Many games required no equipment at all, just a few willing players. Marbles were relatively inexpensive and widely available. This activity provides instructions for eleven simple games that can easily be adapted to participants' abilities and individual preferences.

Activity Steps:

1. Choose one game to play as a group, or set up game stations for each game. Some are indoor games, others are suitable for a gym or outdoors.

2. Name each of the eleven games and briefly describe the game to the group. If desired, have the group choose which game they would like to play. Alternatively, assign individuals to each game station and have them play that game for a designated amount of time and then switch to another game station.

One-Room Schoolhouse Learning South Dakota State Historical Society Education Kit

3. Discuss:

- Which games did participants like best? Why?
- Have participants name at least 8 of the 11 games used in the activity.
- Are these games similar to games played today? How are they alike? How are they different?

Bear in the Pit

Players stand in a circle and hold hands to form the pit.

One person is chosen it and stands in the middle of the circle as the bear. The bear tries to break through the circle and escape. If the bear does not break out after three tries, they may choose another person to be it and become the bear in the pit.

If the bear escapes, the others recapture the bear by tagging them. No tackling allowed! Whoever tags the bear becomes the next bear in the pit.

Hide the Thimble

One player is chosen it and the others leave the room.

It hides a thimble in the room. The thimble must be public view, not in a desk drawer or totally out of sight.

It calls out "find the thimble," and the other players return to the room. It doesn't say anything as they search for the thimble.

As the searchers see the thimble, they don't give away its location. They sit down silently at their desks and wait for the others to find the thimble on their own.

The first searcher to find the thimble can write its location on a piece of paper to confirm their find. If they are correct, they become it for the next round.

Corn Cob Darts

Using tape or string, make a target on the floor.

Decide how far away from the target players will stand and make a tape or string line on the floor.

Standing behind the line, players take turns throwing all three corn cobs at the target. Mark the closest throw with tape.

After all the players have had a turn, the one with the dart closest to the target wins.

Hide the Chalk

One players is chosen to be it.

It is shown a piece of chalk that will be hidden somewhere in the room in public view. It leaves the room and the others hide the chalk.

It comes back and starts searching. As it moves closer to the chalk, the group claps their hands loudly. As it moves away from the chalk, the others clap more softly. When it finds the chalk, they choose the next player to be it.

Statues

This game is similar to freeze tag.

One player is chosen to be it. They chase the other players around, tagging them. As the players are tagged, they must stay in position, or freeze.

When all players are frozen, it chooses the statue that has stayed in the most interesting or funny pose. The chosen statue becomes it for the next round.

Kick the Can

This game is a variation on hide-and-seek.

An empty can is set up as home base. A player chosen to be it covers their eyes and counts to 100 near home base. The other players hide.

It tries to find the other players. When it sees a hiding person, it calls out their name. If it has correctly identified the person hiding, the hider must run from their hiding place and try to kick the can before it can tag them.

Others hiding also run for the can and try to kick the can before it catches and tags them. Those who have been captured by it go free when someone successfully kicks the can.

The kicker becomes the next it.

Fetch the Bacon

Divide the group into two teams. Teams face each other across the gym or playground.

A scarf is the bacon. The bacon is put in between the two groups. Members of each group are numbered consecutively so each team has a member numbered1,2,3, etc.

The leader calls out a number. That number player from each group runs to fetch the bacon and return to their team. The other side's player tries to tag the player who has the bacon before he/she gets back to their team.

The bacon goes back in between the teams, another number is called and the players with those numbers make their scramble. The team that fetches the bacon the most times wins.

Marbles

Two or more players can play this game. They'll need a flat spot of ground about 3-5 feet across.

Draw a circle for a playing area. Each player puts 4 to 6 small marbles in the center of the circle.

Each player takes their turn shooting at the smaller marbles with a larger shooting marble. Each kneels down at the outside of the circle and flicks their shooter with their thumb (like flipping a coin) while knuckling down (touching one knuckle to the ground on the shooting hand).

The aim is to capture the little marbles by knocking them out of the circle with the bigger shooting marble. The winner has the most marbles at the end of the game.

Rachel and Jacob

Players stand in a circle and hold hands.

Two persons are chosen to be Rachel and Jacob. They are put in the center of the circle and Jacob is blindfolded.

Jacob must try to tag Rachel by following the sound of her voice. He asks her three questions to help locate her. After each question, Jacob gets one lunge at Rachel. She can duck out of the way.

If Jacob tags Rachel, he joins the circle and Rachel chooses another Jacob.

If Rachel survives all three tries, she returns to the circle and Jacob chooses another Rachel.

Clap in, Clap out

Players are divided into two teams. Quietly, so the other team can't hear, each team numbers off, 1, 2, 3, etc. It is vital that the other team not know who has what number.

To start, one team sits down and the other stands.

The leader calls out a number and the stander with that number goes over to the sitting side. The stander tries to guess which person on the sitting side has their matching number. If the guess is wrong, the sitter with the guessed number claps their hands and the stander tries again until they have found their match.

Once a match is made, the leader calls out another number until all have found their match.

Both teams renumber themselves, and the sitters become standers for the next round.

Pom-Pom-Pull-Away

This game is played in a gym or outdoors with plenty of space.

Players line up on one side of the playing space.

One player is chosen to be it and stands in the middle of the space.

It calls out "Pom-Pom-Pull-Away" or "Pom-Pom-Pull-Away, Come on out or I'll Pull You Away", which is the signal for the other players to run and dodge their way to the other side of the field without being tagged by it.

Those tagged join it and help tag others on the next run. The game ends when all players are tagged. The last person tagged becomes it for the next round.