

The Locust Grove Schoolhouse: 1870 to 1923
(Locust Grove School, ca. 1856 to 1923)
A One-Room Public School in Southeastern Pennsylvania
Pocopson Township, Chester County

Lessons and Activities Aligned with Pennsylvania State and Unionville-Chadds Ford Curriculum Standards for Local Pennsylvania and United States History, Civics and Government, and Math for Grades 3 and 4

Table of Contents:

- I. Activity One Page 2
Locust Grove Schoolhouse Photo and Document Analysis:
What is the same: what is different, and how do we find out?
- II. Activity Two Page 18
Locust Grove Schoolhouse School Students, Families, and Work:
How did Pocopson Township families earn their living over 100 years ago and were the parents and adults the only ones working?

Visit the Locust Grove School House

The Pocopson Township Historical Committee offers a 75-minute, hands-on, educational program at the restored Locust Grove Schoolhouse. Groups are welcome to bring lunches and picnic on the grounds before or after their program (weather permitting).

- III. Activity Three Page 34
One-Room Schoolhouse Day at Your School:
Cool clothes, fun food, and rad rules in the comfort of your own classroom.
- IV. Activity Four Page 44
To Preserve or Not Preserve:
Do you need to visit the Locust Grove Schoolhouse to understand its history?

Teachers Please Note: Activities One and Two are perfect *pre-visit* activities, if you are planning a visit to the Locust Grove Schoolhouse. Activities III and IV are perfect *post-visit* activities once you have visited the Locust Grove Schoolhouse. The activities also work as stand-alone lessons, if you cannot visit the Locust Grove Schoolhouse in Pocopson Township. Activities One and Two require a bit more time and teacher supervision than the other two activities. Activity Three is the most child-centered and open-ended. Nearly all activities utilize primary source research.

I. Activity One

Locust Grove Schoolhouse Photo and Document Analysis:

What is the same: what is different, and how do we find out?

In this lesson, children will use photographs and copies of a historic primary source document to compare and contrast the experience of going to school in the past and present.

Curriculum Alignment:

8.1.3.A: Understand chronological thinking and distinguish between past, present and future time.

8.1.3.B: Develop an understanding of historical sources.

8.1.3.D: Understand historical research.

8.2.3.B: Identify and describe primary documents, material artifacts and historic sites important in Pennsylvania history.

8.1.4.B: Distinguish between fact and opinion from multiple points of view, and primary sources as related to historical events.

8.2.4.C: Explain how continuity and change in Pennsylvania history have influenced personal development and identity (technology and social organizations).

2.6.3.C: Describe data displayed in a diagram (e.g., Venn) a graph or a table.

Objectives:

Students will be able to:

Name four differences between their schoolroom today and the Locust Grove Schoolhouse. Name four similarities between their schoolroom and the Locust Grove Schoolhouse. Understand the difference between historic and contemporary resources (primary and secondary resources).

Setting the Stage: Guided Discussion

Help the students to think about Chester County schools, over 100 years ago. Generate some guesses and predictions about students, lessons, and classrooms, over 100 years ago.

Ask the students:

1. Where could you go to learn about students and classrooms in Chester County, 100 years in the past? [*Discussion leaders are looking for students to brainstorm answers like: public libraries, a school library, an old schoolhouse, or a museum.*]

2. What objects might help you to learn about a local schoolhouse, local children, and what they did over 100 years ago? [*Leaders are looking for answers like photos, old school books, newspapers, old journals, and a schoolhouse building.*]

3. What was probably different in school 100 years ago? What was probably the same in school 100 years ago? [*Get students to think about what students did and what the classroom looked like: students wrote on slates and used quill pens and ink; students were not grouped by age or grade; students walked long distances to school; there was only one room, no gym, art room or science lab.*]

If possible, record students' guesses and predictions for all to see.

Lesson:

Activity 1:

After the students have brainstormed about one-room schoolhouses or common [*ungraded: all ages learning together*] school, ask them to draw a school scene over 100 years ago. Tell the students that it can be a scene at lunch, or during a lesson, or it can be getting to or going home from school; it can even be a picture of an old desk or books or a slate. Tell them to look at the list of items written down during the discussion for ideas.

Activity 2:

List of Materials:

Group One:

Three historic photos showing students and the Locust Grove Schoolhouse in the background.

Three contemporary photos showing the interior of the Schoolhouse while being restored.

One architectural drawing of the Locust Grove Schoolhouse.

[Historic photos are primary sources. In this set of resources, the contemporary photos are also primary sources, as they document the Locust Grove Schoolhouse building, in 2011.]

Group Two:

Four contemporary photos showing one-room schoolhouse restorations.

[These photos show an opinion, versus fact, of how the one-room schoolhouse looked in the past. They are not primary sources; they are resources, based on primary source and secondary source research.]

Group Three:

Three newspaper articles from the West Chester Local Daily Times and two notes from the Teacher's Monthly Reports that describe events at the Locust Grove Schoolhouse.

[All are primary sources.]

Divide students into three groups (or guide the entire class through each activity). Have students work together to conduct an in-depth analysis of the resources.¹ When reviewing photos, it can be helpful to cover up half of the photo with a piece of paper to notice more details. Have all groups answer these questions while looking at their resources:

What activities or objects in our classroom could not exist in a one-room schoolhouse 100 or more years ago?

What activities or objects are the same as your school or classroom?

How many children do you think went to a one-room school?

What is different and the same about the building?

What is different and the same about the children, lessons, and classroom policies from/as your school or classroom?

¹ EDSITEment! Lesson Plans: Reading, Writing, and 'Rithmetic in the One-Room Schoolhouse, October 6, 2010 at <http://edsitement.neh.gov/lesson-plan/reading-writing-and-rithmetic-one-room-schoolhouse> (accessed August 2011).

Give each group about 15 minutes to look at their resources and to discuss similarities and differences.

Based only on their resources, have each group create one Venn diagram² to compile what is only historical, what is only current and what is common between the one-room schools like the Locust Grove School and Schoolhouse and the students' current school.

Complete the lesson by rotating all resources through each group (instruct each group to add information to their existing Venn diagrams with each new group of resources) OR have each group teach the other students about their resources by sharing their observations and Venn diagram.

Reinforce and expand the observations (guided discussion):

Ask the students that had the exterior class photos (group one resources) to share how many students there were and what they guess their ages were. Explain to them that a typical one-room schoolhouse (or "common school") like Locust Grove would have had students from all ages together in one class. Ask if they think it was easy or hard to teach different ages together? Ask them to picture all their sisters and brothers being in their class with them. Ask them how they think it worked?

Ask students to point out the teacher. After the students have identified the teacher explain to them how the teacher would have taught the class. Explain the differences in responsibility then and now. For example, in the nineteenth century the teacher was not only responsible for teaching, but also the maintenance of the schoolhouse, including taking care of the wood stove and bringing in water from the well.³ Students may want to discuss the clothing and hairstyles of the teacher and students.

Describe the responsibilities for students, including how it was typical for students to help with getting the chores done to maintain the schoolhouse. Explain that the school day began at 8:00 and ended at 4:30; the students had an hour for lunch and 15 minutes for play in the morning. Ask the students to read aloud the teacher's notes (group three resources) about skating at lunch hour and to share their thoughts on that.

Did the students find a dunce cap in more than one photo (group two's resources)? Ask them what they think about using a dunce cap.

Closing:

Finally, ask the students, how they might change or add to their original drawings of the one-room school, now that they have examined the photos and other resources.

² Explore PA History: Teach PA History, One Room Schoolhouse in Pennsylvania, Venn Diagram Activity:

http://explorepahistory.com/kora/files/1/13/1-D-46-265-ExplorePAHistory-a017n2-a_496.pdf (accessed August 2011).

³ EDSITEMent! Lesson Plans: Reading, Writing, and 'Rithmetic in the One-Room Schoolhouse, October 6, 2010 at <http://edsitement.neh.gov/lesson-plan/reading-writing-and-rithmetic-one-room-schoolhouse> (accessed August 2011). [teacher photo activity]

Group One Resources:

1 of 7: Locust Grove Schoolhouse Class Photo, date unknown

Image: 1.HistoricLGSH.jpg



Group One Resources:

2 of 7: Locust Grove Schoolhouse Class Photo, date unknown

Image: 2.HistoricLGSB.jpg



Group One Resources:

3 of 7: Locust Grove Schoolhouse Class Photo, 1908, with Christian Sanderson, teacher
Image: 3.1908HistoricLGSH.jpg



Group One Resources:
4 of 7: Locust Grove Schoolhouse Interior Photo, 2011
Image: 1.2011LGSB.jpg



Group One Resources:
5 of 7: Locust Grove Schoolhouse Interior Photo, 2011
Image: 2.2011LGSH.jpg



Group One Resources:
6 of 7: Locust Grove Schoolhouse Interior Photo, 2011
Image: 3.2011LGSH.jpg

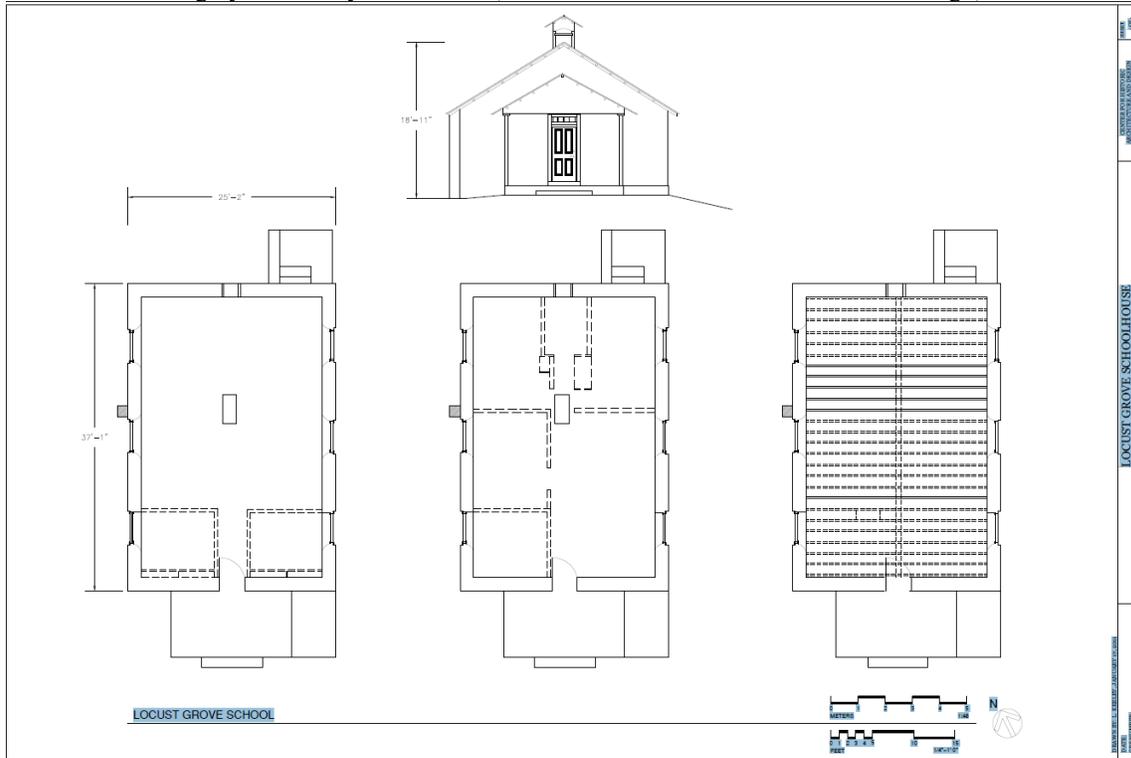


Group One Resources:

7 of 7: Locust Grove Schoolhouse Architectural Drawing, 2011

Front Elevation, Floor Plan, and Framing [UPDATE TO FINAL VERSION]

AutoCAD drawing by University of Delaware, Center for Historic Architecture and Design, 2011



Main Floor

Cellar

Overhead Framing

Please note: If students would like to know what the divisions on the Main Floor Plan are, refer them to the Daily Local News article, dated, September 5th, 1910. Ask them to read the article to learn more about the floor plan. This article is in the resources for Activity II, image 4, page 26.

Group Two Resources:

1 of 4: Restored One-room Schoolhouse Interior, North Carolina

Image: 1.Hargan.jpg

Courtesy of Jim Hargan*



Copyright Jim Hargan
www.harganonline.com

* Note to future editors of the lesson plan: the web-link for Jim Hargan must be printed with each photo, as it substitutes for a usage fee.

Group Two Resources:

2 of 4: Restored One-room Schoolhouse Interior, Tennessee

Image: 2.Hargan.jpg

Courtesy of Jim Hargan*



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www.harganonline.com

* Note to future editors of the lesson plan: the web-link for Jim Hargan must be printed with each photo, as it substitutes for a usage fee.

Group Two Resources:
3 of 4: One-room Schoolhouse Interior, North Carolina
Image: 3.Hargan.jpg
Courtesy of Jim Hargan*



Copyright Jim Hargan
www.harganonline.com

* Note to future editors of the lesson plan: the web-link for Jim Hargan must be printed with each photo, as it substitutes for a usage fee.

Group Two Resources:

4 of 4: One-room Schoolhouse Interior

Image: 4. HomesteadNationalMonumntAmer.jpg



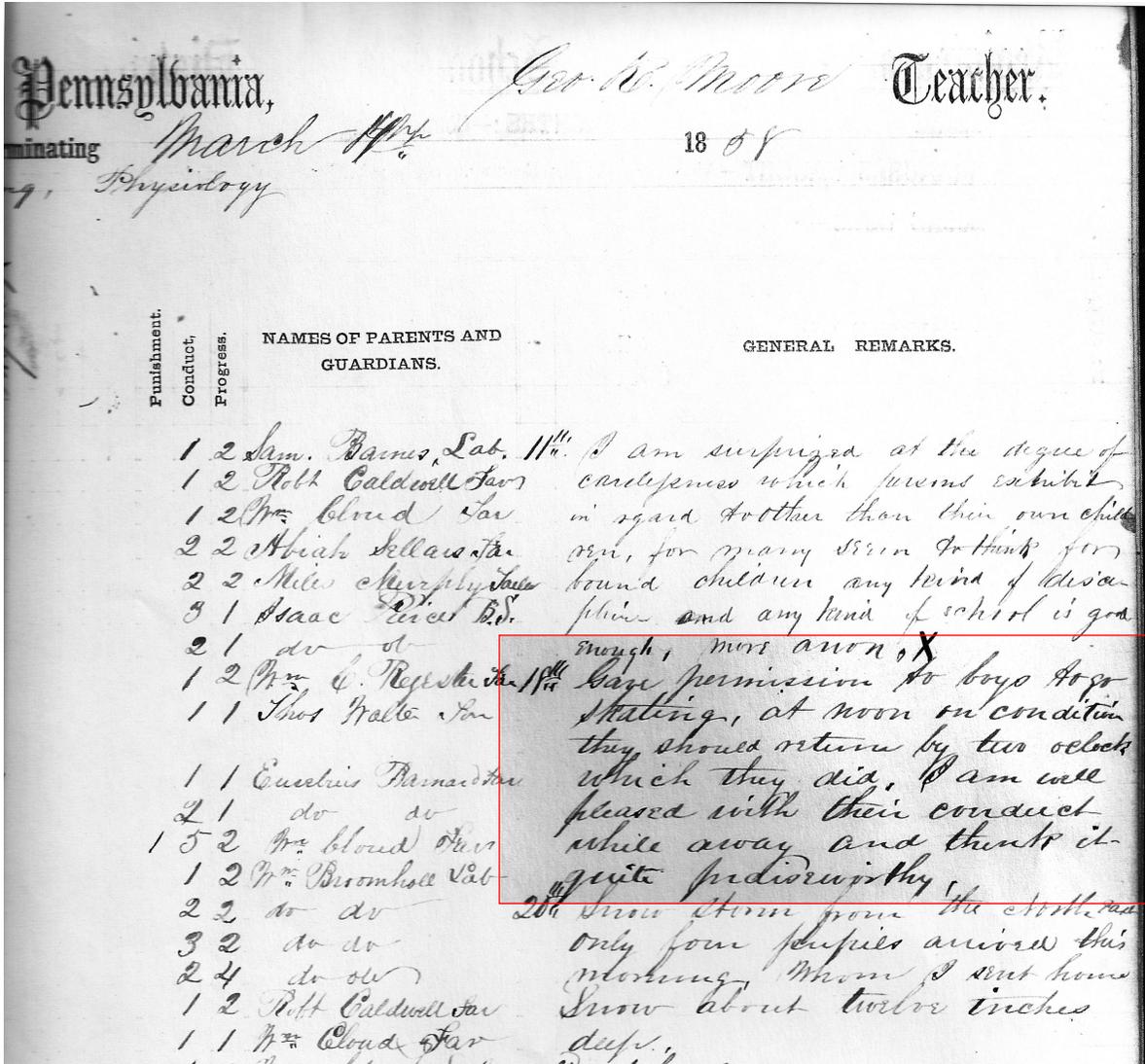
Homestead National Monument of America, Teaching with Historic Places

<http://www.nps.gov/nr/twhp/wwwlps/lessons/80homestead/80visual4.htm>

Group Three Resources:

1 of 5: 1858 Teacher's Note

Image: 1.1858LunchSkatingNote.jpg



2 of 5: 1859 Teacher's Note

Image: 2.1859LunchPunishmentNote.jpg

Pennsylvania, During January Edw. M. Teacher.

terminating February 10th 1859

Arithmetic, Analysis, Declamation, Composition and Etymology & Mensures. Poets, Columbian Calculator and Gary Arithmetic

Punishment.	Conduct.	Progress.	NAMES OF PARENTS AND GUARDIANS.	GENERAL REMARKS.
			11 th	School rather smaller than usual owing to the weather. I find some of the pupils are laboring under a great disadvantage on account of irregular attendance.
			Thos. Waller Esq.	<p>I find a disposition on the part of the pupils not to bring up their lessons as I would like. I therefore must adopt some rules of punishment, have concluded that they shall keep their seats during noon hours until the lesson shall be perfectly known.</p> <p>Genl. Darlington visited the school and spent part of the after noon.</p> <p>The Director Stephen Baker called in, and spent the principal part of the forenoon.</p>
			Enochus Barnard do	
			George Marling "	
			William Reeseter "	
			Bonah W. Hays "	
			Richard W. Hays "	
			Joshua Pierce	
			Robert Caldwell.	
			B. F. A. Hays "	
			William Hays "	
			George Hays "	
			Miles Murphy Stone do	
			Isaac Pierce Esq.	
			William Hays do	
			Joshua Pierce do	
			Abiel Hays "	
			Thomas Waller do	
			Benedict Hays do	
			do do	
			" " 25 th	
			James Hays do	
			Joseph Hays do	
			John Hays do	
			William Hays do	
			Joseph Hays do	
			William Hays do	
			Miles Murphy Stone do	

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Ben
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and Martin

Group Three Resources:

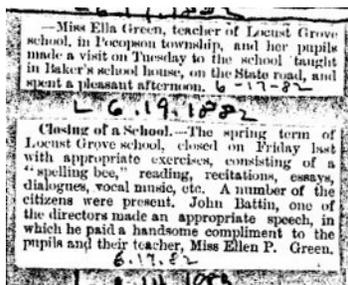
3 of 5: Local Daily News of West Chester article, dated, December 14, 1908

Image: 1.1908LGSHNewsClippings.jpg



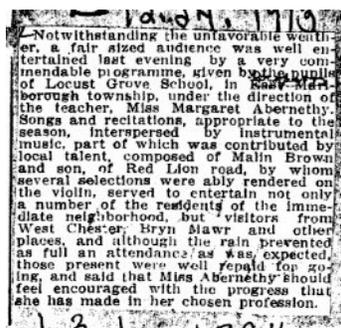
4 of 5: Local Daily News of West Chester article, dated, June 19, 1882

Image: 1.1882LGSHNewsClippings.jpg



5 of 5: Local Daily News of West Chester article, dated, December 24, 1913

Image: 1.1908LGSHNewsClippings.jpg



II. Activity Two

Locust Grove Schoolhouse School Students, Families, and Work: How did Pocopson Township families earn their living over 100 years ago, and were the parents and adults the only ones working?

After the students have learned about one-room schoolhouses, including the Locust Grove Schoolhouse in Activity One, they will begin to learn about the community that the school served. In this lesson, children will use copies of primary source documents—the Census, newspaper articles, and Teacher’s Monthly Reports—to learn about Pocopson Township’s occupations.

Curriculum Alignment:

8.1.3.A: Understand chronological thinking and distinguish between past, present and future time.

8.1.3.B: Develop an understanding of historical sources (data in historical maps; visual data from maps and tables).

8.1.3.D: Understand historical research.

8.2.3.D: Identify conflict and cooperation among social groups and organizations in Pennsylvania history (ethnic and racial; labor relations; immigration).

8.1.4.A: Identify and describe how geography and climate have influenced continuity and change over time.

8.2.4.B: Locate historical documents, artifacts, and places critical to Pennsylvania history.

8.2.4.C: Explain how continuity and change in Pennsylvania history have influenced personal development and identity (commerce and industry, technology, and physical and human geography).

2.6.3.B: Organize and display data using pictures, tallies, charts, bar graphs and pictographs.

Objectives:

Students will be able to:

Name six different occupations of students’ families in the late 1800s in Pocopson Township. Answer whether school children had occupations or jobs. Understand that the Census, maps, newspaper articles, and attendance books are primary sources and all record information about occupations and industry, even though that was not the main purpose of these documents.

Setting the Stage: Guided Discussion

Help the students to think about Chester County occupations over 100 years ago. Generate some guesses and predictions about children’s and families’ work over 100 years ago.

Ask the students:

1. Think about your parents’ or grandparents’ or neighbors’ jobs. Do the people you just thought of work with their bodies and muscles in their jobs? How do they do that? If they do not, what work do they do? Do they work at a desk in an office? [*Help the students to see how technology allows people to expend less physical energy. Discuss how occupations have changed over time.*]

2. Can you think of any careers or occupations that people had a long time ago, that do not exist today? [*Try to get the students to consider millers that ground grain or sawed lumber or ran looms with water power. Also students may think about blacksmiths and*

shoemakers. These were local businesses in each village a long time ago; now these items are made in large-scale factories, often far away.]

3. How could we find out what people's jobs were over 100 years ago? [*Discussion leaders can help students think about old documents and old writing from 100 years ago. Possibly a student will suggest the Census. In this activity students will also use teachers' records, newspaper articles, and maps. Lead the children to think about these kinds of primary sources.*]

4. Do you know what the Census is? Have you heard about your family answering the Census questionnaire ever? For how many years do you think our country has been taking the Census? [*The first Census was taken in 1790. The Census records every resident's name and family members and race and birthplace, as well as their jobs.*]

If possible, record students' guesses and predictions for all to see.

Lesson:

Activity 1:

List of Materials:

Group One:

Two historic maps of Pocopson Township, 1873 and 1883 and two Local Daily News articles, 1883 and 1910.

[All primary sources.]

Group Two:

A page from a Teacher's Monthly Report dated, December 1861 and two pages from the 1860 Census.

[Both the page from the daily attendance book and the Census are primary source documents.]

Group Three:

A page from a Teacher's Monthly Report dated, December 1871. Three pages from the 1870 US Census for Pocopson Township.

[The Census is also a primary source document.]

Divide students into three groups (or guide the entire class through each activity). Have students work together to use the resources they are given to make statements and answer questions about the occupations and industry in Pocopson Township during different years.

Group One Activities:

By examining historic maps and reading newspaper articles, the students will be able to identify such places as farms, schools, mills, and more. Ask the students to be primary source detectives or history detectives to perform these tasks and answer these questions:

Using the 1873 map: How many mills can you find on the 1873 map? What is a mill; what does it need to operate? Decide where a mill might be located? This will determine where on the map you look for mills. What kinds of mills were in Pocopson Township, based on the map text?

When you find a mill, write its name on a piece of paper; describe where it is located in reference to the Locust Grove Schoolhouse (LGSH); and write its water source. Example, G & S mill, southwest of LGSH, on the Pocopson Creek.

Do you think there were many other jobs in Pocopson Township? Can you find any other business on the Map? Do you think there were other businesses or not?

Using the 1883 map: How many mills can you find on this map? This map has an additional tool to help you locate the mills? What is the tool? You may have seen this tool before and called it a “legend.” Use your answers regarding mills found on the 1873 map, to check to see if that same mill is still operating in 1883? How many Mills operated during both time periods? The legend can help you find another resource in Pocopson (besides mills and homes); what is it? Did many people have these resources? What job or occupation needs this resource?

Using the 1883 newspaper article: Write the names of five other jobs in Pocopson that year. Can you find a family name from the newspaper article on the 1883 map? [*There is one.*] These primary sources are from the same year in history.

Using the 1910 newspaper article: This article only mentions a few actual jobs or occupations. The article mentions events and places; can you deduce or infer all of the jobs or occupations that must exist based on the events and places talked about in the article? Can you name 10 jobs or occupations based on the article?

Keep a list of all the jobs or occupations that you found from each of the four resources.

Group Two Activities:

By examining a page from the Teachers’ Monthly Report, the students will be able to find the occupations of each of the students’ parents. Ask the students to locate this information. They will need to get accustomed to the old cursive writing for this activity. If the students have trouble, provide the following key to help them decipher the occupations. It is a bit like a puzzle. Again, they must work like detectives. [*The occupation appears after the parent name, as an abbreviation.*]

Bksm or B.S. = Blacksmith
Do or " = ditto (look up, if not familiar)
Far or Farm = Farmer
Lab or La = Laborer
Ma = Mason
Shma = Shoemaker
Tailor or tlo = Tailor

If the students are confused about a couple of the occupations, Census pages are included that show the occupations for a few parents. You may want to let the students know how the Census was compiled in street or house order, not alphabetically. They will just need to scan for the names.

Ask the students to answer these questions using only their primary source documents:

Count how many parents or guardians had a certain job. For example how many parents or guardians were farmers? Be careful, some parents' names repeat, when they have multiple children. Count each parent or guardian only once.

Now that you have the totals create a chart or a table with the totals. If you know how to calculate percents, add the percent of the class parents that belonged to each occupation.

Now assign each student in the group the identity of a parent. Try to mimic the composition of the parent group. If there was only one tailor in the group, make sure no more than one student is the tailor. Introduce yourselves to each other and tell each other what your job is. You can even make nametags with your name and job.

Think about why these people had these jobs? Do you know people who say they have a "busy season" or a "slow season" at work? Think about whether you would have those times as the parent/guardian with this job? Describe how this might have affected your school-aged children.

If you have time, you can find out how the children were behaving and achieving academically from the attendance book. A "1" in the first column means that the student received corporal punishment that term. Look up "corporal: if you're not familiar with that word. In the next columns, a "1" is the best and a "5," the worst.

Group Three Activities:

Ask this group of students to be primary source detectives or history detectives to learn about Pocopson occupations through the students and their families at the Locust Grove Schoolhouse in 1871. Ask this group if they think going to school is an occupation? Now give the group this list (below) of students to find on both of the primary source documents for group three.

Harry Entriken
Pennock Brown
Evan Lear
Eber Faucett
Charles Rudolph
John Duffy
James Lomax
John Rogan

First find the students on the 1871 attendance list, to make certain that they attended school that year, and then locate their name on the 1870 Census. (Remember the US Census is organized by house order not alphabetical order. The head of household appears next to the numbers that show the house and family order, at the left. Both documents list the children's age. Why is the age different on the two documents?

Write each student's occupation and age at the time of the Census next to his name.

Notice whether the student lives in their parent's home or in someone else's home (check the head of household, next to the numbers). Can you explain what is going on? Look at the head of the household's occupation too. Can you make some conclusions?

Check on each group after 15 minutes to see if any group has finished the tasks requested. Some groups may finish before others. If a group is finished ask them to assign jobs for sharing their findings with the class.

Complete the lesson by rotating all primary sources through each group OR have each group teach the other students about their resources by sharing their experience and findings.

Reinforce and expand the observations (guided discussion):

Ask the students to name six different occupations in Pocopson Township between the years 1873 and 1910. Ask if the students can see any trends? Did any one job or occupation stay consistent through those years?

Ask the students to predict what jobs Pocopson residents have today. Explain to the students that throughout the decades, the dominant industry continued to be general agriculture, with dairy-farming increasing in the early twentieth century. The geography of Pocopson Township afforded waterpower for mills in the 1800s. The map of 1873 shows five mills on the borders of Pocopson Township. By 1883, only two [CHECK] survived, and by 1920, the last remaining mill closed as Pocopson Township moved toward dependence on gasoline and electricity. The 1870 census indicates other occupations within Pocopson Township such as: blacksmith, shoemaker, merchant, laborers, masons, housekeepers, and domestic servants. Children, as young as age 12, sometimes worked as laborers, apprentices, and domestic servants.

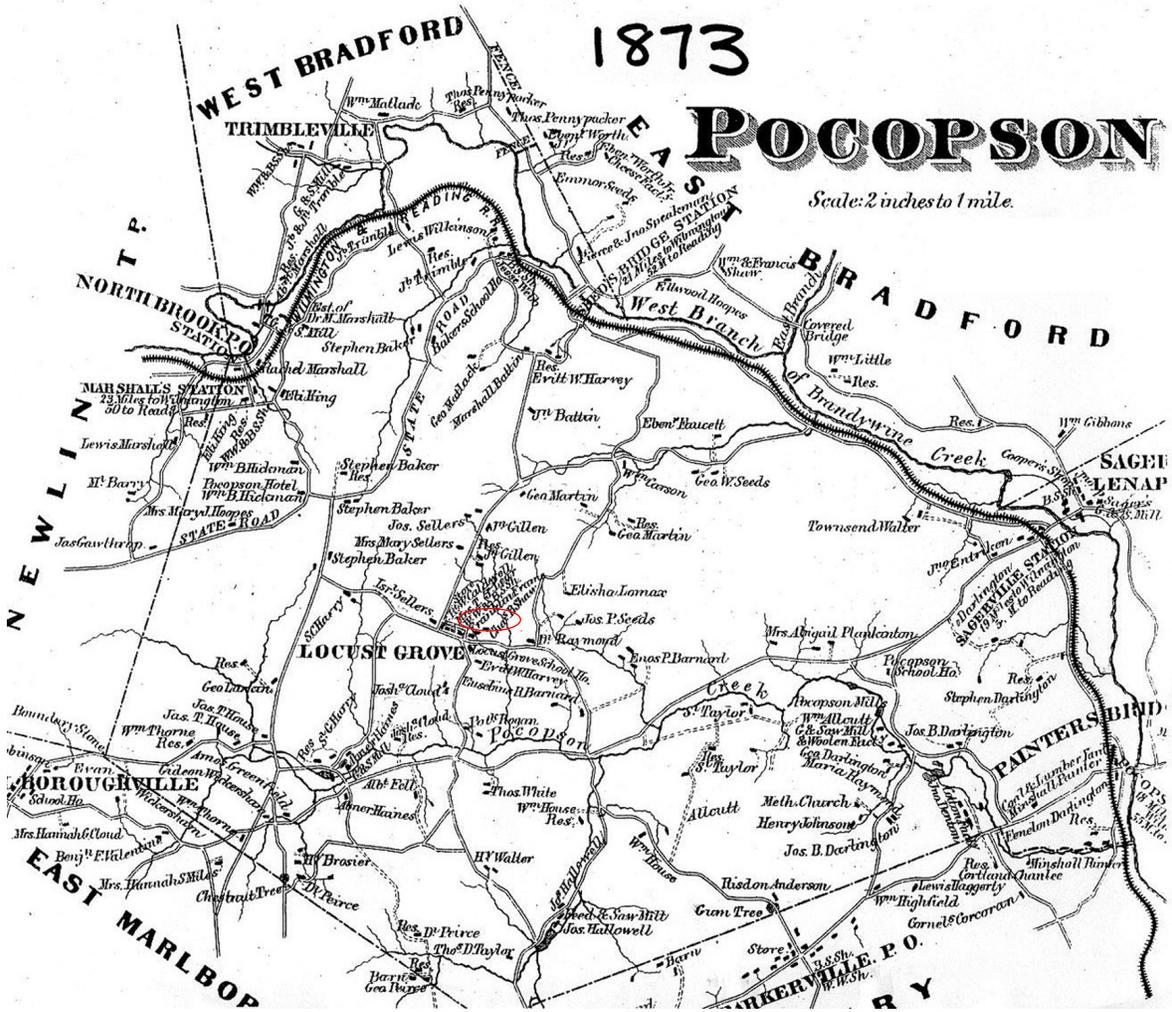
Ask the students about living away from home and working while also sometimes going to school. Do children still do that today? When do they typically do that?

Closing: Ask the students what was the most challenging thing about reading old documents. Ask them what was the most fun about working with the old documents?

Group One Resources:

1 of 4: 1873 Map of Pocopson Township

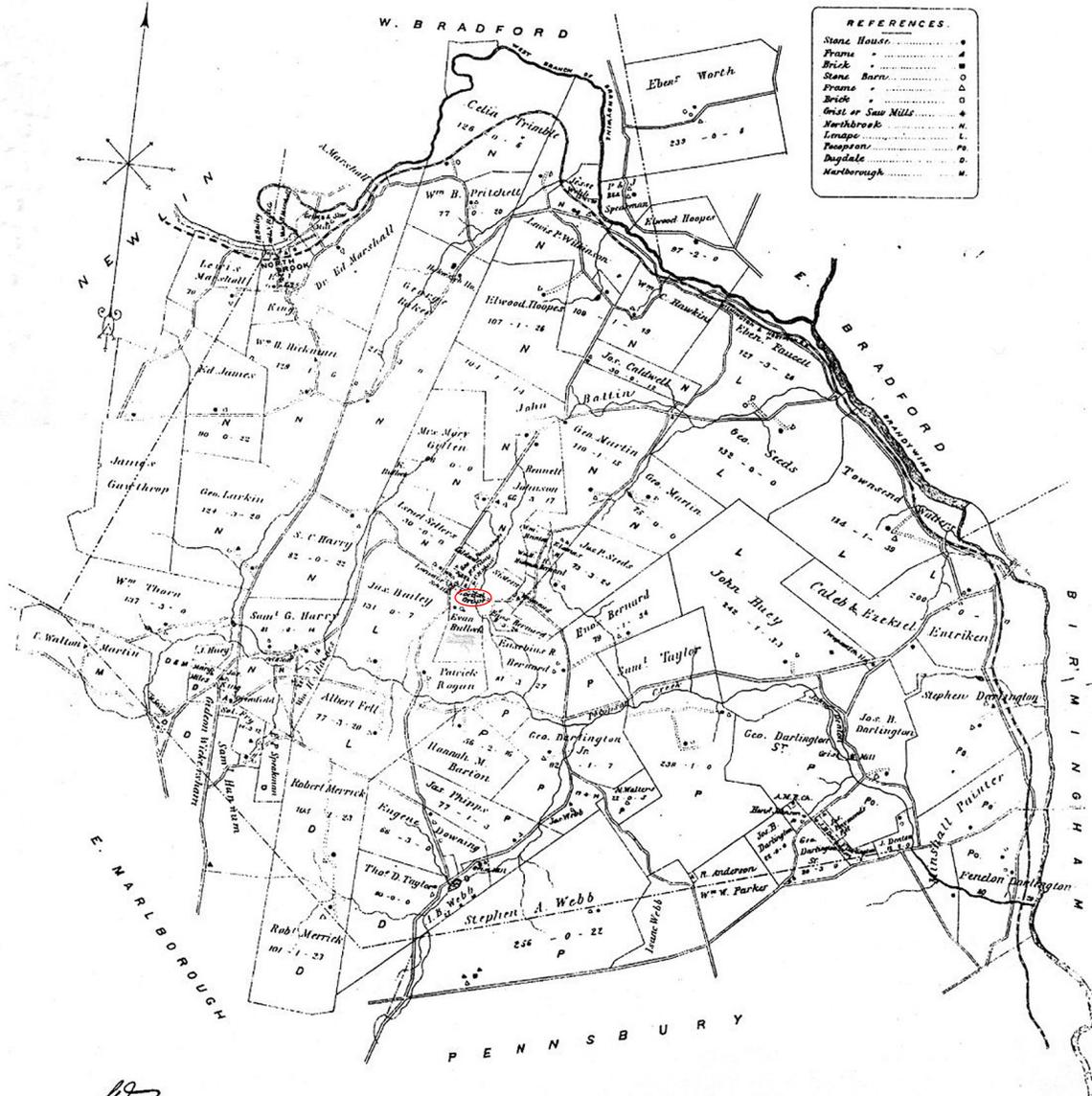
Image: 1.1873PocopsonMap.jpg



Group One Resources:
2 of 4: 1883 Map of Pocopson Township
Image: 2.1883PocopsonMap.jpg

1883 POCOPSON

Scale 100 Perches to 1 inch.



We believe this to be an accurate map and it gives us pleasure to affix our official endorsement

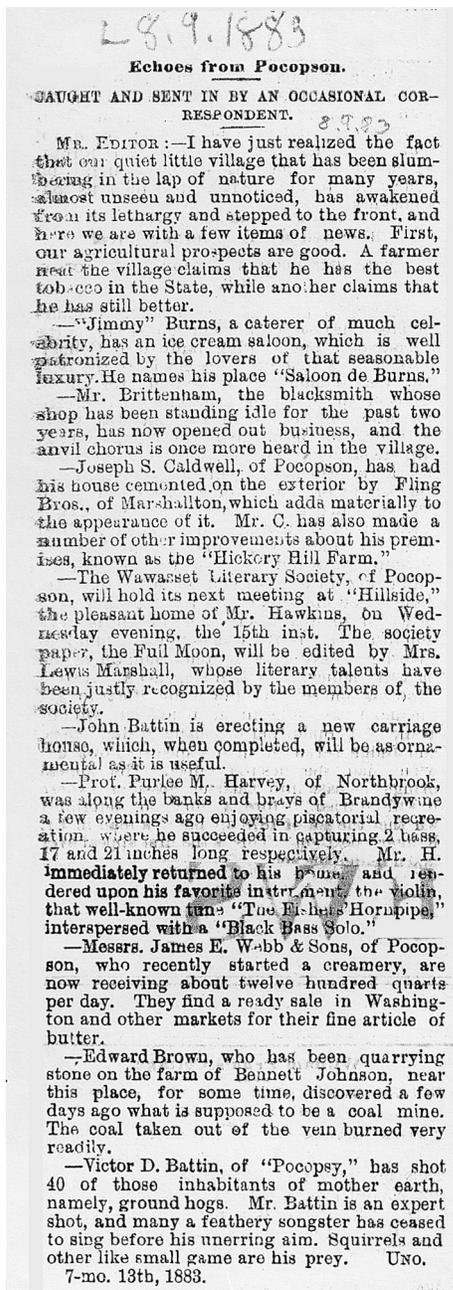
Thos. B. Chandler Comptroller

Joseph Reynolds
W. C. James
W. M. A. ... } *County Commissioners*

Group One Resources:

3 of 4: 1883 Local Daily News of West Chester, article dated August, 9, 1883

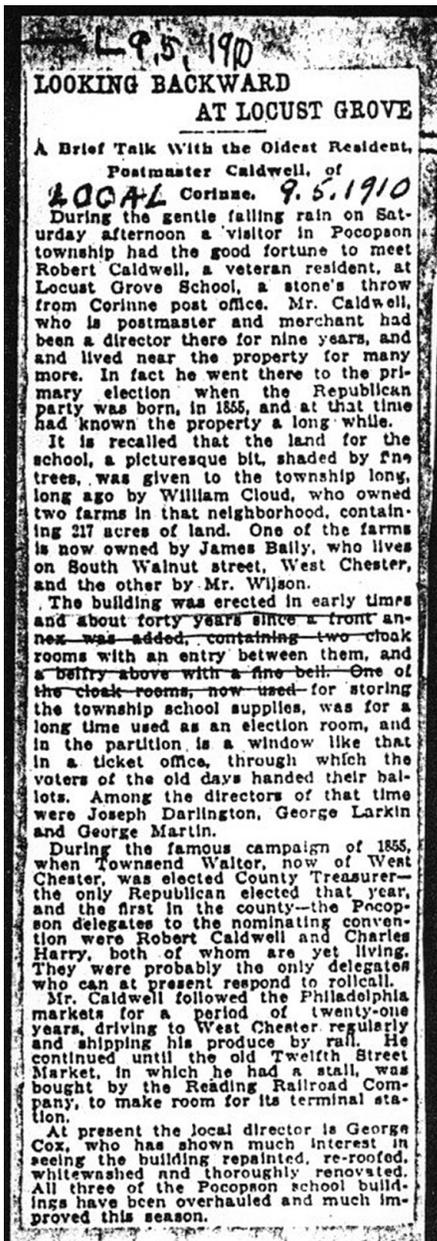
Image: 3.1883DailyLocalNews.jpg



Group One Resources:

4 of 4: 1910 Local Daily News of West Chester, article dated August, 9, 1910

Image: 4.1910DailyLocalNews.jpg



Group Two Resources:

1 of 3: Page from State of Pennsylvania Teacher's Monthly Report, dated December 1861
 Image: 1.1861TeacherReport.jpg

State of Pennsylvania, During December *E. Martin*
 and terminating *December 29th* **18 61**

Continued **Declamation Composition and Etymology**
Mental, Greenleaf, Emerson's Arithmetic, Mitchell Montuik & McKelley

Alphabet.	Spelling.	Reading.	Writing.	L. Arithmetic.	W. Arithmetic.	Geography.	Grammar.	Algebra.	Punishment.	Conduct.	Progress.	NAMES OF PARENTS AND GUARDIANS.	GENERAL E
-	-	-	-	-	-	-	-	-	2	2			
-	-	-	-	-	-	-	-	-	2	2		<i>Wm. Register</i>	<i>Far</i>
-	-	-	-	-	-	-	-	-	3	2		<i>Thos. Monks</i>	<i>La</i>
-	-	-	-	-	-	-	-	-	3	2		<i>Thos. Monks</i>	<i>do</i>
-	-	-	-	-	-	-	-	-	2	2		<i>Capt. Barnard</i>	<i>Far</i>
-	-	-	-	-	-	-	-	-	2	1		<i>Patrick Stuffles</i>	<i>La</i>
-	-	-	-	-	-	-	-	-	2	2		<i>John Hobbins</i>	<i>La</i>
-	-	-	-	-	-	-	-	-	2	2		<i>Robert Caldwell</i>	<i>Ag</i>
-	-	-	-	-	-	-	-	-	1	1		<i>Thos. Monks</i>	<i>Me</i>
-	-	-	-	-	-	-	-	-	1	1		<i>Capt. Barnard</i>	<i>Far</i>
-	-	-	-	-	-	-	-	-	2	2		<i>Thos. Monks</i>	<i>La</i>
-	-	-	-	-	-	-	-	-	2	2		<i>Capt. Barnard</i>	<i>Far</i>
-	-	-	-	-	-	-	-	-	2	2		<i>John Griffith</i>	<i>Shm</i>
-	-	-	-	-	-	-	-	-	2	2		<i>Geo. H. Martin</i>	<i>Far</i>
-	-	-	-	-	-	-	-	-	2	2		<i>Geo. Seeds</i>	<i>do</i>
-	-	-	-	-	-	-	-	-	1	3	4	<i>Kathryn Edwards</i>	<i>Me</i>
-	-	-	-	-	-	-	-	-	1	3	4	<i>do do</i>	
-	-	-	-	-	-	-	-	-	2	2		<i>Saml. W. Sellers</i>	<i>Far</i>
-	-	-	-	-	-	-	-	-	2	3		<i>Thos. Monks</i>	<i>La</i>
-	-	-	-	-	-	-	-	-	2	2		<i>Joshua Pierce</i>	<i>La</i>
-	-	-	-	-	-	-	-	-	2	1		<i>Robt. W. Caldwell</i>	<i>La</i>
-	-	-	-	-	-	-	-	-	2	3		<i>Joseph Seeds</i>	<i>Far</i>
-	-	-	-	-	-	-	-	-	2	3		<i>Wm. Register</i>	<i>do</i>
-	-	-	-	-	-	-	-	-	2	3		<i>John Griffith</i>	<i>Shm</i>
-	-	-	-	-	-	-	-	-	2	3		<i>John Hobbins</i>	<i>La</i>
-	-	-	-	-	-	-	-	-	1	2	4	<i>do do</i>	
-	-	-	-	-	-	-	-	-	2	3		<i>Job Pierce</i>	<i>Fa</i>
-	-	-	-	-	-	-	-	-	2	4		<i>Joseph Brown</i>	<i>La</i>
-	-	-	-	-	-	-	-	-	1	2	4	<i>Taylor Brown</i>	<i>La</i>
-	-	-	-	-	-	-	-	-	2	3		<i>Job Pierce</i>	<i>Fa</i>
-	-	-	-	-	-	-	-	-	2	3		<i>Robt. Mace</i>	<i>La</i>
-	-	-	-	-	-	-	-	-	2	3		<i>Benajah Harry</i>	<i>Fa</i>
-	-	-	-	-	-	-	-	-	2	1		<i>John Taylor</i>	<i>Fa</i>
-	-	-	-	-	-	-	-	-	2	1		<i>Elaska Lomax</i>	<i>La</i>
-	-	-	-	-	-	-	-	-	1	2	2	<i>Thos. Jones</i>	<i>La</i>

Group Two Resources 2 of 3: Page one from the Pocopson Township Census of 1860
 Image: 2.PageOne1860.jpg

Page No. 1

SCHEDULE 1—Free Inhabitants in Pocopson Township in the County of Chester State 731
 of Pennsylvania enumerated by me, on the 4th day of June 1860. James McLean Ass't Marshal
 Post Office Marshallton

Dwelling-house in the order of visitation.	Family numbered in the order of visitation.	The name of every person whose usual place of abode on the first day of June, 1860, was in this family.	DESCRIPTION.			Profession, Occupation, or Trade of each person, male and female, over 15 years of age.	VALUE OF ESTATE OWNED.		Place of Birth, Naming the State, Territory, or Country.	Married within the year.	Attended School previous to the first day of June, 1860, and is able to read and to write.	Whether deaf and dumb, blind, insane, idiotic, pauper, or convict.	
			Age.	Sex.	White, Colored, or Indian.		Value of Real Estate.	Value of Personal Estate.					
1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	1	B Franklin Cheever	35	M		Farmer ✓	5000	1300	Penn				
		Margaret	32	F					"				
		Milfred	7	M					"		1		
		Hannah	68	F					"				
		Stephen Johnson	19	M	B	Farm laborer ✓			"				
	2	Nathan Edwards	36	M		carpenter ✓	1000	400	"				
		Emeline	36	F					"				
		Joseph M	15	M					"		1		
		Amos H	14	M					"		1		
		William H White	19	M		carpenter ✓			Del				
	3	Marshall Taylor	47	M		black smith ✓		300	Penn				
		Rachel	46	F					"				
		Susanna	18	F					"				
		Isaac J	16	M		Apprentice blacksmith			"		1		
		Mary E	11	F					"		1		
	4	Saml M Harvey	48	M		Farmer x	12000	4000	"				
		Elizabeth	55	F					"				
		Perlee	23	M		Farmer x			"				
		Thomas J	22	M		Farmer x			"				
		Sarah E	15	F					"		1		
		Anna White	14	F					"		1		
		Joseph Fisher	19	M	B	Farm laborer ✓			"				
	5	Lewis Wilkinson	43	M		Farmer ✓	11000	2000	"				
		Sarah D	40	F					"				
		Mary	15	F					"		1		
		Phoebe	13	F					"		1		
		Francis	7	F					"		1		
		Bethanna	3	F					"				
		Pusey	1	M					"				
		John Bat	50	M	B	Farm laborer ✓			"				
		Gracia Spencer	41	M	M	Farm laborer ✓			Del				
		Lewis Hercules	13	M	B				Penn		1		
		Mary E Davis	17	F	M	Domestic x			"				
	6	James Lancaster	40	M		Farmer ✓	15000	4000	"				
		Rebecca H	40	F					"				
		Hannah M	12	F					"		1		
		James P	17	M					"				
		George Todd	50	M		Farm laborer ✓			"				
		Mary E Hatch	8	F					"		1		
		Ephraim Wilson	43	M	B				"		1		
No. white males, <u>16</u> No. colored males, <u>6</u> No. foreign born, _____ No. blind, _____							44000	12000	No. idiotic, _____				No. convicts, _____
No. white females, <u>17</u> No. colored females, <u>1</u> No. deaf and dumb, _____ No. insane, _____													

Group Two Resources 3 of 3: Page nine from the Pocopson Township Census of 1860
 Image: 3.PageNine1860.jpg

Page No. 9

SCHEDULE 1—Free Inhabitants in Pocopson Township in the County of Chester State 727
 of Pennsylvania enumerated by me, on the 7th day of June 1860. James W. Simon Ass't Marshal
 Post Office Marshallton

Dwelling-house or the order of visitation	Family number or order of visitation	The name of every person whose usual place of abode on the first day of June, 1860, was in this family	Description			Profession, Occupation, or Trade of each person, male and female, over 15 years of age.	VALUE OF ESTATE OWNED.		Place of Birth, Naming the State, Territory, or Country.	Married within the year	Attended School within the year	Whether deaf and dumb, blind, insane, idiotic, pauper, or convict.
			Age	Sex	Color		Value of Real Estate.	Value of Personal Estate.				
1	2	3	4	5	6	7	8	9	10	11	12	13
		Windle J	41	M					Penn			
		Harlan L	1	M					"			
56	59	Stephen C Harry	53	M		Farmer X	4200	1600	"			
		John B	21	M		Farmer X			"			
		Eugene	19	M					"			
		William B	17	M					"			
		Jesse	55	M		Cattle dealer			"			
		Sarah	18	F					"			
57	60	Abia Sellers	29	M		Farmer X	2600	800	"			
		Mary	24	F					"			
		Ella F	3	F					"			
58	61	Robert W Caldwell	37	M		Market man		2000	Col			
		Sarah	40	F					Penn			
		Emley	15	F					"			
		Anna M	14	F					"			
		Edward	12	M					"			
		Sallie W	8	F					"			
		Joseph	5	M					"			
		Robert F	2	M					"			
59	62	Thomas Markis	40	M		Plasterer L		150	"			
		Mary A	34	F					Ind			
		Anna M	16	F					Penn			
		Sarah E	14	F					"			
		Lydia G	12	F					"			
		John W	10	M					"			
		Isabella	8	F					"			
60	63	John Hestins	50	M		Farm laborer X		200	"			
		Mary Ann	41	F					"			
		George	10	M					"			
		Sarah Ann	8	F					"			
		Washington	6	M					"			
		Martha Scharen	16	F		Domestic X			"			
		Sarah Bagg	50	F		Domestic X			"			
61	64	Samuel Sellers	45	M		Farmer X	3200	2000	"			
		Jane	72	F					"			
		Jane P	15	F					"			
		Leod S	14	M					"			
		Samuel W	8	M					"			
62	65	John Griffith	42	M		Master Boat & Ship	1000	360	"			
		Ann G	35	F					"			
No. white males, <u>21</u> No. colored males, _____ No. foreign born, _____ No. blind, _____ No. white females, <u>19</u> No. colored females, _____ No. deaf and dumb, _____ No. insane, _____							15200	7155	No. idiotic, _____	No. paupers, _____	No. convicts, _____	

Group Three Resources:

2 of 4: Page four from the Pocopson Township Census of 1870

Image: 2.1870CensusPage4.jpg

Page No. 4 } Inquiries numbered 7, 16, and 17 are not to be asked in respect to infants. Inquiries numbered 11, 12, 15, 16, 17, 19, and 20 are to be answered (if at all) merely by an affirmative mark, as /.

SCHEDULE I.—Inhabitants in Pocopson Township 165th Census, in the County of Chesler, State of Pennsylvania, enumerated by me on the 21st day of June, 1870.

Post Office: Parkerville Wool Marshall, Ass't Marshal.

1	2	3	4			7	8		10	11		13	14	15	16	17	18	19	20
			Age	Sex	Color		Value of Real Estate	Value of Personal Estate		Father of foreign birth	Mother of foreign birth								
<small> 1 Dwelling house, inhabited in the census of 1870. 2 Family of inmates. 3 The name of every person whose place of abode on the first day of June, 1870, was in this family. 4 Age last birthday, or under 1 year, 1 year to 5 years, 5 years to 10 years, 10 years to 15 years, 15 years to 20 years, 20 years to 25 years, 25 years to 30 years, 30 years to 35 years, 35 years to 40 years, 40 years to 45 years, 45 years to 50 years, 50 years to 55 years, 55 years to 60 years, 60 years to 65 years, 65 years to 70 years, 70 years to 75 years, 75 years to 80 years, 80 years to 85 years, 85 years to 90 years, 90 years to 95 years, 95 years to 100 years. 5 Sex—male (M), female (F). 6 Color—White (W), Black (B), Mulatto (Mu), Chinese (Ch), Indian (In), Other (O). 7 Profession, Occupation, or Trade of each person, male or female. 8 Value of Real Estate. 9 Value of Personal Estate. 10 Place of Birth, naming State or Territory of U. S.; or the Country, if of foreign birth. 11 Father of foreign birth. 12 Mother of foreign birth. 13 If born within the year, state month (Jan., Feb., etc.). 14 If married within the year, state month (Jan., Feb., etc.). 15 Attended school within the year. 16 Cannot read. 17 Cannot write. 18 Whether deaf and dumb, blind, insane, or idiotic. 19 Male Children of U. S. of 15 years of age and up to 18 years of age and up to 21 years of age and up to 24 years of age and up to 27 years of age and up to 30 years of age and up to 33 years of age and up to 36 years of age and up to 39 years of age and up to 42 years of age and up to 45 years of age and up to 48 years of age and up to 51 years of age and up to 54 years of age and up to 57 years of age and up to 60 years of age and up to 63 years of age and up to 66 years of age and up to 69 years of age and up to 72 years of age and up to 75 years of age and up to 78 years of age and up to 81 years of age and up to 84 years of age and up to 87 years of age and up to 90 years of age and up to 93 years of age and up to 96 years of age and up to 99 years of age and up to 100 years of age. 20 Whether of foreign birth. </small>																			
1		Robertson Lewis	19	M	W	Apprentice to mill			Penna										
2	22	23	Edie William	28	M	13	Work on Farm		Penna										
3			Anna	18	F	15	Keepsing house		Penna										
4	28	29	Oliver Joshua	44	M	W	Farmer	15200	5000	Penna									
5			Susan	42	F	W	Keepsing house		Penna										
6			Raymond	16	M	W	Work on Farm		Penna										
7			Junie	12	F	W	Goes to school		Penna										
8			Mary	8	F	W	Goes to school		Penna										
9			Sally	5	F	W	At home		Penna										
10			Esther Nancy	14	M	W	Work on Farm		Penna										
11			Clark Johanna	26	F	W	Domestic Servant		Ireland										
12			Mary	1/2	F	W	At home		Penna										
13	24	25	Banks Aaron	60	M	W	Work on Farm		Penna										
14			Maria	41	F	W	Keepsing house		Penna										
15			Brown Penneck	16	M	W	Goes to school		Penna										
16	25	26	Edward Lewis	24	M	W	Work on Farm		Penna										
17			Maggie	25	F	W	Keepsing house		Penna										
18			Isabel	2	F	W	At home		Penna										
19	26	27	Harvey Thomas	52	M	W	Farmer	800	Penna										
20			Anna M.	22	F	W	Keepsing house		Penna										
21			Thomas	2	M	W	At home		Penna										
22			Sally	7	F	W	At home		Penna										
23	28		Maria Elizabeth	18	F	W	Domestic Servant		Penna										
24	27	28	Clara William	63	M	W	Work on Farm	800	Penna										
25			Susan	12	F	W	Keepsing house		Penna										
26			Samuel Hamilton	31	M	W	Work on Farm		Penna										
27			Elizabeth	8	F	W	At home		Penna										
28			Leah Theresa	29	F	W	House Keeper	1000	Penna										
29			Charles	12	M	W	Goes to school		Penna										
30			Elizabeth	10	F	W	Goes to school		Penna										
31			Carrie	8	F	W	Goes to school		Penna										
32			Evan	7	M	W	Goes to school		Penna										
33	28	29	Caroline Robert	45	M	W	Farmer	8000	1000	Penna									
34			Leah	42	F	W	Keepsing house		Penna										
35			Emily	21	F	W	Work on Farm		Penna										
36			Ann	18	F	W	Work on Farm		Penna										
37			Sally	15	F	W	Work on Farm		Penna										
38			Joseph	17	M	W	Goes to school		Penna										
39			Franklin	12	M	W	Goes to school		Penna										
40			Harry	7	M	W	Goes to school		Penna										
		No. of dwellings, <u>7</u>		No. of white females, <u>21</u>		No. of males, foreign born, <u>2,220</u>		<u>1,570</u>		No. of insane, <u>2</u>		<u>2</u>		<u>2</u>		<u>10</u>		<u>3</u>	
		" families, <u>7</u>		" " colored males, <u>3</u>		" " females, " " <u>1</u>													
		" white males, <u>14</u>		" " females, <u>7</u>		" " blind, " " <u>1</u>													

Group Three Resources:
 3 of 4: Page fourteen from the Pocopson Township Census of 1870
 Image: 3.1870CensusPage8.jpg

Page No. 8 } Inquiries numbered 7, 16, and 17 are not to be asked in respect to infants. Inquiries numbered 11, 12, 15, 16, 17, 19, and 20 are to be answered (if at all) merely by an affirmative mark, as /.

SCHEDULE 1.—Inhabitants in Pocopson Township 168th Dist, in the County of Chester, State of Penna, enumerated by me on the 24 day of June, 1870.
 Post Office: Parkersville W. C. Marshall, Ass't Marshal.

1	2	3	4			7	8		10	11		13	14	15			18	19	20
			Age	Sex	Color		Value of Real Estate	Value of Personal Estate		Place of Birth	Married			Attended School	Whether deaf and dumb, blind, insane, or idiotic.				
		Mary Ann	34	F	W	Keeping house	/		Penna										
		Edw. Cox	7	M	W	at home	-		Penna										
		Isaac Ann	4	F	W	at home	-		Penna										
57	58	Sturcott Elbr	38	M	W	Farmer	12000	3000	Penna										
		Deborah	34	F	W	Keeping house	/		Penna										
		Lucian	4	M	W	at home	-		Penna										
		Elbr	8	M	W	goes to school	-		Penna										
		Rudolph Adams	16	M	W	works on farm	/		Penna										
53	54	Decca George	32	M	W	Farmer	18000	3000	Penna										
		Elijah H. H.	23	M	W	Keeping house	/		Penna										
		Bonnie Ann	21	F	W	domestic servant	/		Penna										
		Burns James	20	M	W	works on farm	/		Penna										
		Rudolph Adams	14	M	W	works on farm	/		Penna										
54	55	Walton Townsend	38	M	W	Farmer	12000	4000	Penna										
		Mary Ann	43	F	W	Keeping house	/		Penna										
		Samuel	32	M	W	no occupation	9000	400	Penna										
		Anna Martha	28	F	W	no occupation	/	1500	Penna										
		Calit M.	19	M	W	no occupation	/		Penna										
		Charles J.	17	M	W	goes to school	/		Penna										
		William	37	M	W	Pottery Shopper	/	8000	Penna										
		Marion	32	F	W	no occupation	/		Penna										
		Gallego Herman	30	M	W	Domestic Pot.	/		Secand	/	/								
		Joseph	1	M	W	at home	-		Penna	/	/								
		Pelliss Robert	26	M	W	works on farm	/		Virginia										
		Blueford Albert	19	M	W	works on farm	/		Virginia										
		Eliz. Mary J.	48	F	W	Nurse	/		Penna										
55	56	Hill Wilson	26	M	W	works on farm	/		Penna										
		Anna E.	27	F	W	Keeping house	/		Penna										
		Matilda	15	F	W	at home	-		Penna										
		George H.	1/2	M	W	at home	-		Penna										
56	57	Orlakin Cralt	45	M	W	Farmer	8000	2000	Penna										
		Kosier	43	F	W	Keeping house	/		Penna										
		Philo E.	19	M	W	no occupation	/		Penna										
		John E.	14	M	W	goes to school	/		Penna										
		Jesse M.	11	M	W	goes to school	/		Penna										
		Esther P.	2	F	W	at home	-		Penna										
57	58	Emmett Cyril	33	M	W	Farmer	/	3000	Penna										
		Ann	28	F	W	Keeping house	/		Penna										
		Joseph	9	M	W	goes to school	-		Penna										
		Hannah	1/2	F	W	at home	-		Penna										

No. of dwellings, 6 No. of white females, 12 No. of males, foreign born, 1 65,300 26,900 No. of insane, 3 3 2, 6 7 4 9
 " families, 6 " colored males, 6 " females, " "
 " white males, 18 " " females, 4 " " blind, " "

Group Three Resources:
 4 of 4: Page eight from the Pocopson Township Census of 1870
 Image: 4.1870CensusPage14.jpg

Page No. 14 } inquiries numbered 7, 16, and 17 are not to be asked in respect to infants. Inquiries numbered 11, 12, 16, 17, 19, and 20 are to be answered (if at all) merely by an affirmative mark, as /.
 SCHEDULE 1.—Inhabitants in Pocopson Township, 165 Acre, in the County of Chester, State
 of Pennsylvania enumerated by me on the 28th day of June, 1870.
 Post Office: Parkersville Coolman, Ass't Marshal.

1	2	3	4			7	8		10	11		13	14	15		18	20		
			Age	Sex	Color		Value of Real Estate	Value of Personal Estate		Native born	Foreign born			Attended school within the year	Cannot read		Cannot write	Whether deaf and dumb, blind, insane or idiotic	Male Children of 10 years of age and up
101	96	Seedes Joseph	46	M	W	Farmer	11000	2000	Penna										
		(Phebe)	41	F	W	Keeping house			Penna										
		Crosby, Mary	28	F	W	Domestic servant			Penna										
		Edworthy, Alroy	11	M	W	works on farm			Penna										
		Duffy John	15	M	W	works on farm			Penna										
102	97	Sandra Claska	56	M	B	works on farm	700	100	Penna										
		Deborah	35	F	B	Keeping house			Penna										
		JAMES	10	M	B	goes to school			Penna										
		Claska	9	M	B	goes to school			Penna										
		Mary	8	F	B	at home			Penna										
		Sarah	5	F	B	at home			Penna										
		William	2	M	B	at home			Penna										
		Ida	4 1/2	F	B	at home			Penna										
103	98	Way Lydia	78	F	W	Keeping house		15000	Penna										
		William Alvar	47	M	W	no occupation		500	Penna										
		Neelwell Lydia	40	F	W	no occupation		200	Penna										
104	99	Martin George	66	M	W	Retired Farmer	2000	3000	Penna										
		Annie	56	F	W	Keeping house			Penna										
		Edward	32	M	W	Farmer			Penna										
		Maggie	27	F	W	School Teacher			Penna										
		Marta	22	F	W	no occupation			Penna										
		Lydia	17	F	W	no occupation			Penna										
		Rechel	15	F	W	goes to school			Penna										
		Brown Wesley	17	M	B	works on farm			Penna										
105	100	Raymond David	40	M	B	works on farm	600	100	Penna										
		Williamina	33	F	B	Keeping house			Penna										
		Allen	14	M	B	goes to school			Penna										
		Cross J	4	M	B	at home			Penna										
		Sarah	2	F	B	at home			Penna										
		Leewis	1/2	M	B	at home			Penna										
106	101	Rogan Patrick	40	M	W	Farmer	5000	1500	Scotland										
		Mary	40	F	W	Keeping house			Scotland										
		Mary Ann	18	F	W	no occupation			Penna										
		Kate	16	F	W	goes to school			Penna										
		John W.	14	M	W	goes to school			Penna										
		Annie	10	F	W	goes to school			Penna										
		Ellie	8	F	W	goes to school			Penna										
		Joseph	5	M	W	at home			Penna										
		Margret	4	F	W	at home			Penna										
107	102	Boouis Henry	46	M	W	Farmer	12500	300	Penna										
		No. of dwellings	7			No. of white females	15			No. of males, foreign born		1		39800		9000		No. of insane	
		" " families	7			" " colored males	9			" " females		1							
		" " white males	10			" " females	6			" " blind									

III. Activity Three

One-Room Schoolhouse Day at Your School:

Cool clothes, fun food, and rad rules in the comfort of your own classroom.

In this lesson, children will plan a special day at school to experience and share the one-room classroom. Children will compare and contrast clothing, lunch carriers, foods and schoolhouse rules 100 years ago with those of today. They will learn about changes in lunch carriers over a chronological period. They can even make their own lunch pails if desired.

8.1.3.A: Understand chronological thinking and distinguish between past, present and future time (time lines; continuity and change).

8.1.3.C: Understand fundamentals of historical interpretation (difference between fact and opinion; multiple points of view).

5.1.4.A: Examine school rules and consequences.

5.1.4.B: Explain rules and laws for the classroom, school, community, and state.

5.2.4.A: Identify individual rights and needs and the rights and needs of others in the classroom, school, and community.

5.2.4.B: Describe the sources of conflict and disagreement and different ways conflict can be resolved.

8.3.4.B: Locate historical documents, artifacts, and places critical to United States history.

Objectives for Activity III:

Students will be able to:

Describe the different articles of clothing that school students wore. Identify past and present lunch choices and describe a student's lunchbox from the late 1800s and early 1900s. Be able to show a chronology of lunch pails to peers. List rules and discipline in a one-room classroom.

Setting the Stage: Guided Discussion

Help the students to think about all students over 100 years ago. Generate some guesses and predictions about children and school in the United States over 100 years ago.

Ask the students:

1. Do you think school students, 100 years ago, dressed like you do now? Why or why not? When you see different clothing, how do you know if the clothes are from a long time ago or are designed for the future? Describe the differences? Can you guess how old they are or what period in the future they are for? [*Guide the students to consider what types of fabrics could be made a long time ago, like cotton and wool and linen. Lead them to think about where the raw materials were sourced, like wool from local sheep, cotton and linen from local plants or plants from the southern states (linen from flax plants)? Guide them to think about contemporary fabrics and fabrics of the future. Contemporary fabrics use man-made raw materials like polyester and lycra; some are very high-tech, like a local fabric product called Gore-Tex®. Lead the students to consider how clothing was made and who made it over 100 years ago and today.*]

2. Do you think school students, 100 years ago, ate the same foods that you eat now? Why or why not? Guess whether you or the families over 100 years ago have/had more food choices? Explain why you chose your answer? [*Lead children to think about how people got their food over 100 years ago, growing it, trading it, or buying it from*

markets and traveling merchants. Lead children to understand that there were more varieties of fruits and vegetables because they didn't need to ship them so far. Today's food is selected to travel and store well. Ask them if they see black, red, or white carrots at the grocery store? Tell them that they can still grow such carrots, if they'd like. Lead children to talk about foods today versus foods a long time ago.] Ask them to describe an Oreo® to a school student in 1870. How could they explain the taste, texture, and appearance using words and comparisons that would be familiar to them.

Ask students how they think schoolchildren carried their lunches to school. [*If they visited the Locust Grove Schoolhouse, they should have an idea about the carriers.*]

3. Who do you think has/had more rules to follow, students today or students in one-room schoolhouses, over 100 years ago? Who do you think had harder consequences, students today or students over 100 years ago? Who do you think has/had more fun, students today or students over 100 years ago? [*Remind the children that the rules and discipline were created to maintain order and safety for a community of children aged 5 through 18 in one classroom. Ask them to consider how their own classroom runs; ask them to imagine their classroom, but every day there were new and different students, and some days the class would have 10 students and other days 35 or more.*]

4. What date would you like to schedule for our One-Room Schoolhouse Day? [*Help the children to select a day and put it on the calendar. Schedule time to plan and organize events, and coordinate help from parents and teachers if any purchases are necessary. Motivate the children to publicize their event in their school.*]

If possible, record students' guesses and predictions for all to see.

Lesson:

Students plan and execute a One-Room Schoolhouse Day in their own school. Students will decide how to bring the one-room schoolhouse to their own school using dress, food, and rules from over 100 years ago. Students can brainstorm ideas for sharing their day with other ages and groups in their school. For example, possibly invite another classroom to share lunch or to visit their room to learn about dress, food, and rules.

Divide students into three planning committees: one for dress, one for food/lunch, and the last group for determining rules for the day. Resources are provided to help the students begin their planning. Don't forget to ask the students to plan for any clean up and permissions they'll need.

One-Room Schoolhouse Day—Cool Clothes

Group One:

History Fashionistas (a.k.a. the Dress Committee)

Responsibilities:

Create a special dress code for the day and educate your peers about late 19th and early 20th-century dress.⁴

First look at the following photos and the photos provided for Activity One, Group One Resources (images 1, 2, and 3; pages 5, 6, and 7). These show a range of historic dress for school children. Read the following list of historical dress for children. After studying these resources, make your own dress code for the One-Room Schoolhouse Day. You may want to restrict clothing items, like, “No Sneakers, only hard shoes, boots, and dress shoes.”

Good Luck, History Fashionistas!

Resources:

Photos of School Students, Northeast PA, US

Copyright by Nepa Photos (NEPA = Northeast PA)

<http://freepages.genealogy.rootsweb.ancestry.com/~nepaphotos/people.htm>

Learning Centers at Ancestry.com; an Ancestry.com Community

Students from the 1900s:



⁴ Harn Homestead & 1889ers Museum: Wearing Historical Clothing and Historical Lunch Activity, p. 13-14. Rules and Behavior, p. 18.

<http://www.harnhomestead.com/LinkClick.aspx?fileticket=pCJkKhB1t5c%3D&tabid=68>

Students from 1909:



Students from 1915:



19th-Century Clothing for Boys:

Dark pants; overalls; white, plaid or striped shirt; suspenders; bandanas (as neck scarf or handkerchief); dark shoes and socks; flat caps or straw hats. Short pants and dark knee socks.

19th-Century Clothing for Girls:

Mid-calf or ankle length skirts or dresses in solid colors or calico prints; aprons; white blouses; knee socks and dark shoes; shawl; bonnet; handkerchief; hair in braids.⁵

⁵ Harn Homestead & 1889ers Museum: Wearing Historical Clothing and Historical Lunch Activity, p. 13-14. Rules and Behavior, p. 18.

<http://www.harnhomestead.com/LinkClick.aspx?fileticket=pCJkKhB1t5c%3D&tabid=68>

One-Room Schoolhouse Day—Fun Food

Group Two

History Hash-Slingers (a.k.a Lunch Committee)

Responsibilities:

First you'll need to determine whether you'll provide lunches or ask students to bring in their own. Then create a special lunch code or menu for providing lunch. Decide what kind of lunch carriers to use for the day. Educate your peers about late 19th and early 20th century lunches and carriers.

First check out the following photos to learn about lunch pails from over 100 years ago. Read the activity for making your own historical lunch pail. Share the information with the entire class and/or other classes.

Next read the following list of foods that children might have eaten at a one-room schoolhouse and the information on the foods likely to be in the homes of one-room schoolhouse students. After studying these resources, make your own suggestions for lunch for your One-Room Schoolhouse Day. You may want to restrict food items, like, "No packaged foods, only home-made foods."

Good Luck, History Hash-Slingers!

Resources:

What kinds of lunch carriers did students have?

Students brought lunches in **lunch pails** in the nineteenth century. These were made for the purpose of carrying food. Once factory baked biscuits and cookies became popular, families saved the "tins" to use as colorful lunch pails. They also repurposed other packages for coffee and cigars as lunch pails.⁶

If you cannot make lunch pails, consider using brown paper or brown paper bags and waxed paper for all foods. There were no plastic bags in the late 19th and early 20th-centuries. "Food was wrapped in cloth or butcher paper. Students had a tin cup or used the dipper in the classroom to get a drink of water."⁷

⁶ Smithsonian Museum of American History, Behring Center: Taking America to Lunch at <http://americanhistory.si.edu/lunchboxes/index.htm> (accessed August 2011).

⁷ Harn Homestead & 1889ers Museum: Historical Lunch Activity, p. 13-14. <http://www.harnhomestead.com/LinkClick.aspx?fileticket=pCJkKhB1t5c%3D&tabid=68>

Photos of Lunch Pails

Smithsonian Museum of American History, Behring Center

Taking America to Lunch at <http://americanhistory.si.edu/lunchboxes/index.htm>

Late 19th-Century Miner's Tin:



Late 19th-Century Miner's Lunch Pails:



Coffee Tin, Lunch Pail from 1880s:



Cigar Tin, Lunch Pail from 1890s:



Tobacco Tin, Lunch Pail from 1890s:



Tobacco Tin, Lunch Pail from 1890s:



Make your own Lunch Pail Idea

(Inspired by Harn Homestead One-Room Schoolhouse)

Materials needed: shortening cans or coffee cans; heavy string; construction paper; glue; scrap of fabric for a cover; hammer, nail, & scrap wood for pounding.

1. Glue construction paper to cover can. Keep plain or illustrate as old-fashioned coffee or cookie tins, like the Smithsonian photos show.
2. **With teacher's help:** using a nail and hammer, punch two holes on opposite sides of the top of the container. Place nail inside can; pound nail through can onto scrap wood. Turn can over and repeat to create a 2nd hole opposite the 1st.
3. Cut the string and tie a knot at one end. Carefully pull the string through the two holes to form a handle for the bucket and knot the other end.
4. Use a scrap of fabric to cover the food in the lunch bucket.⁸

⁸ Harn Homestead & 1889ers Museum, p. 15.

19th Century Food Possibilities:

Foods that children brought to school needed no refrigeration and were not messy. A typical food might have been a baked sweet potato; cold pancakes from breakfast; or a piece of bread spread with lard and sugar; or a piece of cake.⁹

History hash slingers, read the following excerpt, explaining food resources, before working on your list of approved or suggested foods for your class.

“Most families had a cow. From the cow came butter, milk and cheese. Many farms had pigs to slaughter for meat. Every farm had chickens and there were usually plenty of eggs. Women baked breads. They could make a sandwich on a slice of loaf bread, a biscuit, a cold roll, or on a cold pancake.

There were lots of fruits and vegetables from the garden. Some, such as peaches and green beans, were canned. The orchards generally had apple, cherry, peach, pear and plum trees. Apples and plums could be dried and eaten as a sweet food. Carrots and cabbage stayed fresh in a cold room. Garden vegetables were both canned and pickled.”¹⁰

⁹ Harn Homestead & 1889ers Museum, p. 14.

¹⁰ Harn Homestead & 1889ers Museum, p. 14.

One-Room Schoolhouse Day—Rad Rules

Group Three:

History Police (a.k.a. the Rules Committee)

Responsibilities:

Create a special behavior and responsibility code for the day and educate your peers about late 19th and early 20th-century one-room schoolhouse rules and consequences. Educate your peers about the rules and discipline of one-room classrooms.

Read the lists of rules and discipline. Remember that your rules and discipline must be appropriate for all students aged 5 through 18. Also remember that the rules should help to create a safe and orderly environment. Think about whether you'll enforce the rules all day, or only for an hour or so. It may be hard to sit up straight with both feet flat on the floor—all day!

Good Luck, History Police!

Resources:

One-Room Schoolhouse Rules:¹¹

1. All students will be polite and considerate and will demonstrate good manners at all times.
2. Students will sit at their desks, unless given permission to leave their seats.
3. Students will sit straight with both feet flat on the floor.
4. Hands will be folded on the desk when not engaged in schoolwork.
5. Students will raise their hands for permission to speak. When permission is granted, students will stand before speaking.
6. Students will not talk or pass notes among themselves.
7. Students will follow instructions and work without interruptions.
8. Students will not turn around in their seats, or in any manner let their attention wander from their studies.
9. Students will not chew tobacco or spit tobacco in schoolhouse or on grounds.
10. Students will not smoke tobacco in schoolhouse or on grounds.

¹¹ Harn Homestead & 1889ers Museum: Rules and Behavior, p. 18.
<http://www.harnhomestead.com/LinkClick.aspx?fileticket=pCJkKhB1t5c%3D&tabid=68>

One-Room Schoolhouse Discipline: ¹²

1. Sit in corner and wear the dunce cap when pupils do not recite well.
2. Lose recess when tardy.
3. Clean the floor if the pupil littered or spit.
4. Write a sentence “I will not...” 100 times after misbehaving.
5. Stand with one’s nose inside a circle drawn (rather high up) on the blackboard (for any misbehavior).
6. A boy will be made to sit by a girl if he misbehaves.
7. Students will stay in seats for lunch hour, if lessons are not learned.

This punishment was given at the Locust Grove Schoolhouse. Check out the primary source that records this punishment: it’s image 2 on page 16.

8. Receive a “rap” on the hands or backside for disrespect or severe misbehavior.

This is known as corporal punishment. One of the primary sources, for activity two, shows which students received corporal punishment in 1861 at the Locust Grove School. Check it out: image 1, page 27. *SORRY* History Police, you **can’t** add this one to your list, as it is now illegal in the state of Pennsylvania! Whew!

¹² Harn Homestead & 1889ers Museum: Rules and Behavior, p. 18.

<http://www.harnhomestead.com/LinkClick.aspx?fileticket=pCJkKhB1t5c%3D&tabid=68>

IV. Activity Four

To Preserve or Not Preserve:¹³

Do you need to visit the Locust Grove Schoolhouse to understand its history?

In this lesson, children will learn about the practice of historic preservation and the protection of historic cultural resources and will consider and possibly debate the importance of preserving the Locust Grove Schoolhouse.

Curriculum Alignment:

8.2.3.B. Identify and describe primary documents, material artifacts and historic sites important in Pennsylvania history (artifacts; architecture; and historic places).

8.1.4.B: Distinguish between fact and opinion from multiple points of view, and primary sources as related to historical events.

5.2.4.D: Describe how citizens participate in school and community activities.

5.3.4.F: Explain how different perspectives can lead to conflict.

5.3.4.G: Identify individual interests and explain ways to influence others.

Objectives:

Students will be able to:

Understand that the Locust Grove Schoolhouse building is a primary resource. Form an opinion on the historic preservation of one-room schoolhouses.

Setting the Stage: Guided Discussion

Help the students to think about how much they have learned about Chester County 100 years ago, and about preserving this history through historic buildings and landscapes.

Generate some guesses and predictions about saving or neglecting historic buildings.

First establish whether the group has visited, will visit, or will not visit the Locust Grove Schoolhouse. Follow the discussion guide appropriate for your group.

Ask the students that have visited:

How old are the walls of Locust Grove Schoolhouse that you actually touched? What was the best thing you learned at the Schoolhouse? Was the classroom bigger or smaller or the same as you thought it would be? Did anything become clearer or did you understand anything about the students or the Schoolhouse differently once you were there? Do you need to visit the Schoolhouse to understand the Locust Grove School? Do you need to see real old objects and old buildings to understand your local history? [*The schoolhouse is at least 141 years old. It took its current form in 1870. The architecture is a typical example of masonry (stone) one-room schoolhouse construction in rural Pennsylvania.*]

Why would someone tear down a historic one-room school? [*Guide the children to think about growth and development and modernizing a community.*] Do you think any

¹³ Inspired by activities created for the Freeman School in Nebraska, Teaching with Historic Places Lesson Plan: Historic Preservation Activity at <http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/80homestead/80putting.htm> (accessed August 2011) and Education World: Lesson Plans at http://www.educationworld.com/a_tech/webquest_orig/webquest_orig001.shtml (accessed August 2011).

builder or carpenter can fix up a historic building or do you need special workers?
[Lead the children to discuss the possibility of ruining or covering up historic parts of the building, and what happens when a historic element is lost?]

Ask the students that have not visited:

Does anything about the Schoolhouse or lessons confuse you? Estimate how big the one-room school is? Is it bigger or smaller than your classroom? If smaller, walk out the size you think the schoolroom was? If bigger, walk out the door and into the hallway to show the size of the Locust Grove Schoolhouse classroom? [*The one-room classroom is 22 by 34 feet.*] Do you think the blackboards were bigger or smaller than yours? Do you think the windows were bigger or smaller than yours? Give reasons why you made these guesses.

Why would someone tear down a historic one-room school? [*Guide the children to think about growth and development and modernizing a community.*] Do you think any builder or carpenter can fix up a historic building or do you need special workers?
[Lead the children to discuss the possibility of ruining or covering up historic parts of the building and what happens when a historic element is lost?]

If possible, record students' ideas for all to see.

Lesson:

Activity 1:

Ask the students to consider the Locust Grove Schoolhouse as a primary source like the Census or the attendance books. If the students visited the Schoolhouse, ask them to remember touching the outside of the building and sitting inside the building or on the porch. If they did not visit, ask them to think about the photos they saw, both old and new.

Now take a vote. Select three regions in the classroom for children to stand based on their opinion. Ask all the students who believe that the Locust Grove Schoolhouse (LGSH) should be preserved and restored to look like it may have looked in the late 1800s to stand in one location. Ask all the students that think the LGSH should be fixed up, but used for some other purpose, like a house or library or business, to stand in another location. Finally ask all the students who believe the LGSH should be torn down and not restored to stand in yet another location. Have a secretary record the vote results on a board for all to see.

If the groups are balanced proceed. If not, figure a way to reorganize by asking students to swap groups for the activity only—they don't have to really agree with the other group.

Read the following description of each group:

Group One is in favor of preserving the schoolhouse as a schoolhouse for the public to visit.

Group Two is unsure about what to do with the property; they want to keep the building but are open to different ideas about its use.

Group Three is in favor of demolishing the building, and using the land for another purpose.

Have the students sit in their new groups.

Have the students write down answers to the following questions:

Brainstorming:

What is the purpose of the historic Schoolhouse building?

How does it function in the community?

Does it help or hinder the community?

Does the building interest many or a few members of the community?

What would be lost (besides the building) if the building were demolished?

If the building were demolished or moved would the land have a different purpose or value?

What would you do with the land?

Would the land remain open?

Would a new building or buildings replace the Schoolhouse?

Would the new building or buildings be important to many or a few community members?

Is the building in good condition?

Does the building require lots of maintenance and upkeep?

What is the best purpose for the building?

What is the most creative use of the building?

Next:

After considering all the answers to the questions above, what does your group suggest should be done with the building? Plan to explain your ideas to the entire class. When you share your suggested use for the building and land, try to persuade others that your idea is the best. Do you need drawings to help explain it to others? Do you need a chart to convince others? Create any visual aids to help explain your suggestions.

Reinforce and expand the observations (guided discussion):

After each group has presented their conclusions, discuss the potential benefits and potential negative impacts of their proposed solutions. Consider the economic, social, and environmental impact of each solution. Try to help the children see how challenging preservation can be when one group sees value in the old and another group sees value in the new and modern only. Help the children to see that they were able (if they visited) to learn about the school by using the building just as children 140 years did, and so they might see that the building helps the community that way. While others, that did not get that experience, might see it as old or in the way.

Closing:

After each group has presented their ideas to the class and the guided discussion, complete the lesson by having the whole class vote again, as they did at the beginning. Have the secretary record the vote again. Have the numbers changed at all?

General Resources

1. Raymond Bial, *One Room School*. Houghton Mifflin Books for Children: City Unknown, September 1999. [For ages 8-12, grades 4-6.]
2. Paul Rocheleau and Verlyn Klinkenborg, *The One-Room Schoolhouse: A Tribute to a Beloved National Icon*. Publisher: City, October 2003.

Resources for Lesson Plan Activities

1. EDSITEment! Lesson Plans: Reading, Writing, and 'Rithmetic in the One-Room Schoolhouse, October 6, 2010 at <http://edsitement.neh.gov/lesson-plan/reading-writing-and-rithmetic-one-room-schoolhouse> (accessed August 2011). [For photo activity.]
2. Education World: Lesson Plans at http://www.educationworld.com/a_tech/webquest_orig/webquest_orig001.shtml [preserve or not to preserve]
3. Explore PA History: Teach PA History, One Room Schoolhouse in Pennsylvania at <http://explorepahistory.com/viewLesson.php?id=1-D-46> (accessed August 2011).
Artifact Lesson with photos:
http://explorepahistory.com/kora/files/1/13/1-D-46-274-ExplorePAHistory-a0l7n2-a_464.pdf
http://explorepahistory.com/kora/files/1/13/1-D-46-194-ExplorePAHistory-a0l7n2-a_514.pdf
People Lesson with photos:
http://explorepahistory.com/kora/files/1/13/1-D-46-272-ExplorePAHistory-a0l7n2-a_489.pdf
Worksheet for Comparing Schools:
http://explorepahistory.com/kora/files/1/13/1-D-46-263-ExplorePAHistory-a0l7n2-a_498.pdf
Venn Diagram Activity:
http://explorepahistory.com/kora/files/1/13/1-D-46-265-ExplorePAHistory-a0l7n2-a_496.pdf
Educational Artifacts:
http://explorepahistory.com/kora/files/1/13/1-D-46-198-ExplorePAHistory-a0l7n2-a_504.pdf
4. Harn Homestead & 1889ers Museum: Wearing Historical Clothing and Historical Lunch Activity, p. 13-14. Rules and Behavior, p. 18.
<http://www.harnhomestead.com/LinkClick.aspx?fileticket=pCJkKhB1t5c%3D&tabid=68>
[For Topics: old fashioned game ideas and procedural examples.]
5. Iron Hill School: An African-American One-Room School, Teaching with Historic Places Lesson Plan at <http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/58iron/58about.htm> (accessed August 2011). [For topics: oral histories and history of your school.]

6. Freeman School in Nebraska, Teaching with Historic Places Lesson Plan: Historic Preservation Activity at <http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/80homestead/80putting.htm> (accessed August 2011) [For topic: to preserve or not to preserve?]
7. Megan McMahon and Katie Jones, The One-Room Schoolhouse: An Educational Unit (seven days) for the Oak Grove School restoration, 2007, at <http://welcome.georgiasouthern.edu/garden/oakgroveschool.fullunit.pdf> (accessed August 2011).
8. Northern Illinois University, College of Education: Blackwell Museum Sample Lesson Plans (1900s) at <http://www.cedu.niu.edu/blackwell/oneroom/samplePlan1900s.shtml> (accessed August 2011) [For topics: games, lessons, and photo ideas.]
9. Smithsonian Museum of American History, Behring Center: Taking America to Lunch at <http://americanhistory.si.edu/lunchboxes/index.htm> (accessed August 2011).