**Created By:** Erika Lees, Cody Bix, and Brent Martin

**GRADE LEVEL:** Lower Elementary

**SUBJECT(S):** Social Studies

**LESSON & UNIT TOPIC:** Rural Schools of Nodaway County – Local History

**TIME FRAME:**

Hook: 5 minutes

Content: KWL chart (K & W only) 10 minutes

 Explanation of McGuffey Readers 5 minutes

Guided Practice: Lessons from McGuffey Readers 10 minutes

 Game Time 10 minutes

Content: KWL (L) 5 minutes

Closure: 5 minutes

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50 minutes

**MISSOURI STATE STANDARDS:**

 Expectation 6, Concept D: Knowledge of How Needs of Individuals are Met

**ENDURING UNDERSTANDING:** We want the students to learn about what it was like to be in school during the days of the one-room schoolhouses.

**ESSENTIAL QUESTION(S):** What and how did the students learn in one-room schoolhouses? How is it similar to and/or different from your experience in school?

**PERFORMANCE OUTCOME:** The students can articulate the similarities and differences in the two experiences at school.

**LIST OF STUDENT MATERIALS:**

* + - * Students will have to visit the Hickory Grove Schoolhouse at the Nodaway County Historical Society Museum (contact the museum to set up a visit) and use this website: <http://nodawaycountymus.wix.com/schoolsandeducation>
			* Students will need either paper copies of pages from the McGuffey readers or computers to access the book themselves.

***LEARNING EXPERIENCE***

**STEP-BY-STEP PROCEDURE:** This lesson will show the students the way one-room schoolhouses functioned, how students learned, and what curriculum was used by the teachers.

*Hook* –

* The teacher will ask the students what they remember about going to the schoolhouse in order to have them recall the experience.

*Content* –

* The teacher will draw a KWL chart on the board.
* The teacher will ask the students what they know about one-room schoolhouses and the students’ experience at the school in order to fill in the “K” portion of the KWL chart.
* Then, the teacher will ask the students what they want to know about one-room schoolhouses and the students’ experience while filling in the “W” portion of the KWL chart.
* Depending on the access to computers, the teacher will either hand out paper copies of pages from McGuffey’s Eclectic Readers to the students or they can go to this website. [McGuffey's Eclectic Readers](http://books.google.com/books?id=5QYCAAAAYAAJ&printsec=frontcover&source=gbs_atb#v=onepage&q&f=false)
* The teacher will explain the purpose of the McGuffey’s Readers and lead the students through some of the lessons.

 Background Information about McGuffey’s Readers:

 [Social Ideas in McGuffey Readers](http://www.jstor.org/stable/2744701)

 [William Holmes McGuffey and his Readers](http://www.nps.gov/jeff/historyculture/upload/mcguffey.pdf)

*Checking for Understanding* –

* Teachers should ask the following questions during the lesson to check for understanding:

 What did the students learn in one-room schoolhouses?

 How did they learn?

*Guided Practice* –

* The teacher will lead the class in a game that students played at recess in the days of one-room schoolhouses. Depending on the weather and access to a large space for the outdoor game, either of these games can be played.
* Indoor Games

 Hide the Thimble: Pick one student to hide a thimble in the classroom while the other students have their heads down. The thimble must be in plain sight. As students find the thimble, they quietly sit down at their seats. The first student to find the thimble will write down the location on a piece of paper given by the teacher and will become the next person to hide the thimble.

* Outdoor Games

 Fetch the Bacon: The students will be split into two teams. The teams will be numbered off. An object representing the bacon will be placed between the two teams. The teacher will call out a number and the students with that number will try to fetch the bacon. Once a student has the bacon they have to run back to their team to score a point. If a student from the other team tags them, the bacon has to be put back in the middle. The team with the most points at the end wins.

* The teacher should ask these questions to illustrate what the students learned from playing these games:

 Once you found the thimble, what did you want to do? This game teaches us patience and to be observant.

 What happened if you did not hear your number when it was called? This game teaches us to listen carefully.

*Content –*

* The teacher will ask the students what they learned about one-room schoolhouses and the students’ experience while filling in the “L” portion of the KWL chart.

*Closure* –

The teacher will ask what the students thought was the same and/or different about their experience in school versus the one-room schoolhouse.