A Day in a One-Room Schoolhouse
Marathon County Historical Society Living History Learning Project

Reading Lesson
Activity Packet For Virtual Visits

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Mary Forer: Executive Director

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Note to Students, Parents, and Teachers

This packet contains information students can use to prepare for an off-site experience of a one-room school. They may be used by classroom teachers to approximate the experience without traveling to the Little Red Schoolhouse. They are available here for students who might be unable to attend in person for any reason. In addition, these materials may be used by anyone interested in remembering or exploring educational experiences from more than a century ago.

The usual lessons at the Little Red Schoolhouse in Marathon Park are taught by retired local school teachers and employees of the Marathon County Historical Society in Wausau, Wisconsin. A full set of lessons has been video-recorded and posted to our YouTube channel, which you can access along with PDFs of accompanying materials through the Little Red Schoolhouse page on our website. These PDFs may be printed for personal or classroom educational purposes only.

* If you have any questions, please call the Marathon County Historical Society office at 715-842-5750 and leave a message for Anna or Sandy, or email Sandy at sblock@marathoncountyhistory.org

On-Site Schoolhouse Daily Schedule

9:00 am  **Arrival Time.**
If you attended the Schoolhouse in person, the teacher would ring the bell to signal children to line up in two lines, boys and girls, in front of the door. Everyone would recite the Pledge of Allegiance to the flag. Students would then file into school, girls first. They would take their places in rows of desks, girls on one side, boys on the other side.

9:30 am  **Reading and Recitation** using McGuffey’s Eclectic Readers.

10:00 am  **Arithmetic** problems using lap slates.

10:30 am  **Recess** with turn-of-the-century games and bathroom break.

11:00 am  **Penmanship** exercises using dip pens and ink.

11:45 am  **Lunch** with free play and bathroom break.

12:30 am  **Geography and Current Events** using a turn-of-the-century map.

1:00 pm  **Old-fashioned Spelling Bee.**

1:45 pm  **Chores** including re-stocking of wood stove and general clean-up of the classroom and schoolhouse grounds.

2:00 pm  **School Dismissed.**
### POETRY SUGGESTIONS FOR MEMORIZATION & CHORAL READING

<table>
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<th>The Children's Hour</th>
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Between the dark and daylight,  
When the night is beginning to lower,  
Comes a pause in the day's occupations,  
That is known as the Children's Hour.

I hear in the chamber above me,  
The patter of little feet,  
The sound of a door that is opened,  
And voices soft and sweet.

### The Barefoot Boy

By John Greenleaf Whittier

Blessings on thee, little man,  
Barefoot boy, with cheek of tan!  
With thy turned-up platoons,  
Any thy merry whistled tunes;  
With thy red lips, redder still  
Kissed by strawberries on the hill;  
With the sunshine on they face,  
Through thy torn brim's jaunty grace;  
From my heart I give thee joy—  
I was once a barefoot boy.

### June

By James Russell Lowell

And what is so rare as a day in June  
Then if ever, come perfect days;  
Then heaven tries earth if it be in tune  
And over it softly her warm ears lay,  
Whether we look, or whether we list,  
We hear life murmur, or see it glisten.

### The Arrow and the Song

By Henry W. Longfellow

I shot an arrow into the air;  
It fell to earth, I knew not where;  
For, so swiftly it flew, the sight  
Could not follow it in its flight.

I breathed a song into the air,  
It fell to earth, I knew not where;  
For who has sight so keen and strong  
That it can follow the flight of song.

Long, long afterward, in an oak  
I found the arrow, still unbroke;  
And the song, from beginning to end  
I found again in the heart of a friend.
October’s Bright Blue Weather
By Helen Hunt Jackson

O sun and skies and clouds of June,
And flowers of June together,
Ye cannot rival for one hour
October’s bright blue weather

When loud the bumblebee makes haste,
Belated, thriftless vagrant,
And goldenrod is dying fast,
And lanes with grapes are fragrant.

The Landing of the Pilgrim Father
By Felicia Dorothea Hemans

The breaking waves dashed high
On a stern and rock-bound coast;
And the woods, against a stormy sky,
Their giant branches tossed;

And the heavy night hung dark
The hills and waters o’er,
When a band of exiles moored their bark
On a wild New England shore.

Trees
By Joyce Kilmer

I think that I shall never see
A poem lovely as a tree.

A tree whose hungry mouth is prest
Against the earth’s sweet flowing breast;

A tree that looks at God all day,
And lifts her leafy arms to pray;

A tree that may in Summer wear
A nest of robins in her hair;

Upon whose bosom snow has lain;
Who intimately lives with rain.

Poems are made by fools like me,
But only God can make a tree.

The Village Blacksmith
By Henry W. Longfellow

Under a spreading chestnut-tree
The village smithy stands;
The smith, a mighty man is he,
With large and sinewy hands;
And the muscles of his brawny arms
Are strong as iron bands.

His hair is crisp, and black, and long,
His face is like the tan;
His brow is wet with honest sweat,
He earns whate’er he can,
And looks the whole world in the face
For he owes not any man.

It Couldn’t Be Done
By Edgar A. Guest

Somebody said that it couldn't be done,
But he with a chuckle replied
That “maybe” it couldn’t, but he would be one
Who wouldn't say so till he’d tried.
So he buckled right in with the trace of a grin
On his face. If he worried he hid it.
He started to sing as he tackled the thing
That couldn't be done, and he did it.
The poor widow looked glad, and said
and turned along with merry hearts.

"Yes, we are going the same way you are.

Her rent was paid. She wanted the money to pay
the rent. She wanted them that she was a widow,
and had a home to support.

"Thank you," repeated the woman, "you
are very kind: you see I am weak and ill."

"Your basket? If you are, we will carry
it for you."

The boys thought the woman looked
along the road, they overtook a woman carrying
a large basket of apples.

Lesson XLIX.

DEEDS OF KINDNESS.
Reading and Oral Recitation

All readings are from the McGuffey’s Reader. Normally, each student would have a copy of this book in his or her desk. The McGuffey’s Reader was considered the best reading text of the late 19th and early 20th centuries. The stories in the reader were intended to teach not only language skills but also morals. Each story features a lesson to teach the student the difference between right and wrong. NOTE: Some of the stories may have religious elements. If you are teaching a class that is not from a parochial school, please explain to the students that there may be religious references and that this was common in 1904.

You may choose any of the stories from the reader. Before the students begin reading, discuss the vocabulary words printed above each story. The stories in the reader are divided into sections. Each student should stand and read a section aloud. After the students finish reading, ask them discussion questions about the story, to reinforce comprehension.
A great many sheep. Among them was a nest. John cried in dismay, "Help! help!"

The wolf broke into the flock, and killed four. John cried out, "Help, help; the wolf is coming!"

"The wolf is coming!" the men shouted. "Help, help; there is danger!"

The wolf, which had been near the shepherds, now attacked them. The men ran to help John.

Lesson XIII.
his parents were ignorant of his danger.

James Brown, the tenant, at this time, were all thrown into the water. Think of them and they became as great as the wind and the tide. At least, they become so great that they could row no longer.

For some time, they struggled against the wind and the tide. After they passed the place where the boats were last seen, they went on to his aunt's. She had come back to take him to make haste home from school, for she wished to go into the fields, or to spend this time with him by himself.

"Oh! the morning! the mother told James, the boys found that James Brown was ten years old when.

THE TREATY.

THE TRACT.

3rd Reader.
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LESSON XLIII.

SPEAK GENTLY.

1. Speak gently; it is better far
   To rule by love than fear;
   Speak gently; let no harsh words mar
   The good we might do here.

2. Speak gently to the little child;
   Grieve not the careworn heart;
   Teach it in accents soft and mild;
   It may not long remain.

3. Speak gently to the aged one;
   They have enough they must endure,
   They must have toiled in vain;
   Perhaps unkindness made them so.

4. Speak gently, kindly, to the poor;
   Let no harsh tone be heard;
   They must have toiled in vain;
   Oh, win them back again.

5. Speak gently to the erring; know
   They have enough they must endure;
   They have enough they must endure;
   Without unkindness make them so.

6. Speak gently; tis a little thing
   Dropped in the heart's deep well;
   The good, the joy, which it may bring;
   Eternity shall tell.

Exercises.

1. Mix, injure, hurt.
2. Admire, admire, suffer.
3. Enrile, enriole, the endless.

THIRD READER.

He was struggling in the water, on the point
of being drowned.

11. Some men, however, saw the boys, and
went out to them in a boat. They reached
them just in time to save them from a
watery grave.

12. They were taken into a house, where
their clothes were dried. After a while, they
were sent home to their parents.

13. James was very sorry for his conduct,
and he was never known to be guilty of the
same thing again.

14. He became regular at school, learned
to attend to his books, and above all, to
obey his parents perfectly.
Charley asked him whether he was drawing.

Chairman one day to inquire about this boy, who was making marks with a piece of chalk, which were Joe, sitting by the table, on which were the names of the little boys whose names were there.

Lesson X.
Beating with joy,
His hands tilled with parents, and his heart
world when he came home. He ran to Joe,
28. Charles was the happiest boy in the
Joe, with writing paper, pens, and ink
town, and gave him books for himself and
22. The next day, his father took him to
was delighted,
his brother. was spinning in the corner.
mother was sitting at the table, writing a copy-
and met his eyes.
which was open. There a pleasant sight
19. He put his head in at the window,
thing of him, he went to the hall
of our Ill! to learn without learning some-
though Charles must have gone a long way
18. Not seeing it, he grew uneasy. He
of seeing the boat,
the door, and walked up and down in hope
17. He went in search of his son. He went to
16. The moment the gentleman left, Mr.
him,
on the river, and he thought he could trust
THIRD READER

10. "Then I will make you happy,” said

KOELOE'S SERIES

19. Mr. Rose, and asked him if he knew where
Mr. Rose, and asked him if he knew where
he was.
Mr. Rose said that he was
Charles was. Mr. Rose, and asked him if he knew where
him. and Charles soon began to teach him
12. Both Joe and his mother were ready to
you shall soon know how to read and to
for myself. Now, if you will try to learn
Mr. "My father gives me an hour every
teach you that
Charles. "I am only a little boy," but I can
10. "Then I will make you happy,” said
You know, when you play with your ball, "you should not do this, said his mother.

"No, ma'am, what is it?" asked his mother.

"Did you never hear an echo?" asked Robert. "Did you never hear an echo?"

"Why, mother, how can that be?" asked Robert.

"Why, mother, how can that be?"

"Oh, Robert, said his mother, you are such a fool."

Robert, said his mother, "you are such a fool.

For the purpose of mocking him, he told that same boy, he told himself in the wood, "you are such a fool, my dear."

"Why, Robert," said his mother, "you are such a fool.

Robert became angry, and with loud and angry words, he said, "Robert, now, listen to me, you are such a fool.

Robert, you are such a fool.

"Why, Robert, you are such a fool."

Robert became angry, and with loud and angry words, he said, "Robert, you are such a fool.

Robert, you are such a fool."

"Why, you are such a fool."

Robert became angry, and with loud and angry words, he said, "Robert, you are such a fool.

Robert, you are such a fool."

"Why, you are such a fool."

He then went into the thicket, and the echoes went toward the spot where the sound came from. The echoes went toward the spot where the sound came from.

"Tell me!" came back from the hill.

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"Tell me!" came back from the hill.

"Tell me!" came back from the hill.

Robert was a fool, and he had forgotten about the echoes.

THE ECHO.

LESSON XXXIII.

THIRD READER.
WILL dwell with the fair and the lovely.
By kindness their love ever-growing.

The Good and the Kind.

Abroad, remember, the woods, at school or at play, at home or in the fields or in the open air, by the side of a hill or on a large brain, and should speak very loud, my voice would be sent back, so that I could hear again the very words which I spoke, and I caught it again, "If I were he, and I catch it again!"

"Well," said his mother, "If I were he, and I catch it again!"

Which bounds back to you. "Yes, mother!" said

And throw it against the side of a house, it

THIRD READER
BIBLIOGRAPHY

Fiction and non-fiction accounts of one-room school experiences

STUDENTS


TEACHERS


THANK YOU TO THE CHIPPEWA VALLEY MUSEUM OF EAU CLAIRE, WISCONSIN, FOR THEIR ASSISTANCE IN PREPARING OUR ACTIVITY PACKET.
EVALUATION SHEET

Thank you for participating virtually in the One-Room Schoolhouse Learning Program!

Please fill out and return to: Marathon County Historical Society
Attn: Anna Chilsen-Straub
410 McIndoe Street
Wausau WI 54403

DATE PARTICIPATED: ____________ SCHOOL: _________________________________
AGE/GRADE LEVEL: ____________

Please check here _____ if you participated “on your own” and not as a school-related function.

1. Please describe briefly your method using these lessons. For example, did you watch the videos at school or at home? All in one day or over time? In a group or individually?

2. How did you use the activity packets? Please list any comments you may have.

3. Which aspects of the materials provided were the most effective in understanding what it was like in a one-room school environment?

4. Which materials were the least effective, and how do you think they could be improved?

5. What follow-up activities do you plan to use to reinforce or extend this learning experience?

6. How would you rate the overall virtual materials?
   □ Excellent  □ Very Satisfactory  □ Satisfactory  □ Fair  □ Poor

7. Any additional comments?