

**IOWA PAST TO PRESENT TEACHERS GUIDE**  
**Revised 3<sup>rd</sup> Edition**

**Chapter 10: Schools for a New State**

**CONTENT OBJECTIVES**

Following the completion of the readings and activities for this chapter, students will have acquired the following understandings:

- a. As soon as the first settlers arrived in Iowa, schools were set up for the education of children.
- b. Early Iowa schools were scheduled to accommodate the needs of children from farm families.
- c. Later high schools and academies were built to meet the needs of older students.
- d. Around 1900 some schools began to consolidate to offer better educational programs.
- e. The State of Iowa and many religious groups set up colleges and universities.

**VOCABULARY TO KNOW**

academy                      Land Ordinance of 1785

Chautauqua                *McGuffey's Readers*

Consolidation             property tax

grammar school          subscription schools

**PEOPLE TO IDENTIFY**

Dr. Isaac Galland        William H. McGuffey

Berryman Jennings     Puritans

## **FOR FURTHER STUDY**

1. Visit a reconstructed country school in your area. Many county or local historical societies across the state have been instrumental in preserving this part of Iowa's history. Provide students with an opportunity to observe and experience education in a one-room school.

2. Have a member of the local school board visit the classroom. Have students prepared to ask questions about his/her duties and the organization of the local school board.

## **Activity 10-1: COUNTRY SCHOOL MEMORIES**

**Skills.** Collecting information from a personal interview

**Materials.** Student copies of handout 10-1

### **Procedure**

1. Based on the reading of the material on education, discuss the differences students perceive between Iowa schools today and those in years past.

2. As a class, identify people students know who attended one-room or country schools. (Most one-room schools in Iowa were not in use after 1960.) Many senior citizens would vividly recall this experience.

3. Propose a project to interview a person who attended a country school. Distribute copies of handout 10-1. Read and discuss the four questions suggested on the sheet. Have students suggest at least three other questions they might ask the person they are interviewing.

4. When students have completed their interviews, provide class time for sharing and displaying interview results.

**Handout 10-1**

**Interviewer** \_\_\_\_\_

**Name** \_\_\_\_\_

**Date** \_\_\_\_\_

1. Where did you go to country school?

\_\_\_\_\_

2. For how many years did you attend country school? \_\_\_\_\_

3. How many other students were in your grade? \_\_\_\_\_

4. What activities or lessons were included in a typical school day? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. \_\_\_\_\_

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6. \_\_\_\_\_

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7. \_\_\_\_\_

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8. \_\_\_\_\_

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\_\_\_\_\_

## **Activity 10-2: COUNTRY SCHOOL SCHEDULE**

**Skills.** Comparing two sources of information

**Materials.** Chart paper, markers, student copies of handout 10-2

### **Procedure**

1. Introduce the lesson by reviewing the fact that nineteenth-century schools had a different schedule and list of courses than we generally have today. Have students assist in listing a daily schedule of courses for the class using chart paper and markers.

2. Distribute copies of handout 10-2. Have students copy their daily schedule in the right column using the information from the chart. (The class schedule for 1870 can also be found in the textbook.)

3. Compare the 1870 schedule with the class schedule, noting similarities and differences.

**Handout 10-2**

Name \_\_\_\_\_

<b>Class Schedule 1870</b>	<b>My Class Schedule</b>
9:00 a.m. Opening Exercises	
Lord's Prayer	
Patriotic Poems and Axioms	
9:15 a.m. Roll	
9:20 a.m. Reading	
9:40 a.m. Mental Arithmetic	
10:10 a.m. Geography and Mapping	
10:35 a.m. Recess	
10:50 a.m. Written Arithmetic	
11:15 a.m. History and Our Constitution	
11:45 a.m. Meal Break and Recess	
1:30 p.m. Reading	
2:00 p.m. Physical Geography	
2:30 p.m. Grammar	
3:15 p.m. Blackboard Exercise	
3:30 p.m. Recess for Day	

SOURCE: 1870 *Iowa State Almanac*, Explorations on Iowa History Project, Price Laboratory School, University of Northern Iowa, 1979, p. 33.

### **Activity 10-3: COUNTRY SCHOOL DAY**

**Skills.** Cooperative group planning

**Materials.** A camera to record the day's events

#### **Procedure**

1. Introduce the lesson by reviewing what students have learned about going to school in a country school.
2. Propose a project where students would plan a country school day for the class. The following items would need to be considered:

Room arrangement

Schedule

Dress

Lunch

Assignments

Classroom materials

After assigning specific jobs to committees or individuals, allow time for students to plan the country school day. Students may wish to dress in pioneer-type clothing, bring a lunch to school, and arrange the room to include a recitation bench, cloak room, and dunce's hat. Students may also wish to invite parents and/ or other classes to attend a country school program to be put on at the end of the day. A typical program would include plays, recitations, and of course, refreshments.

3. If pictures are taken, a scrapbook or bulletin board display might be created to highlight the major events of the day.