

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?

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).

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

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:

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-a0l7n2-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]

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.

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: 3.1908HistoricLGSB.jpg



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

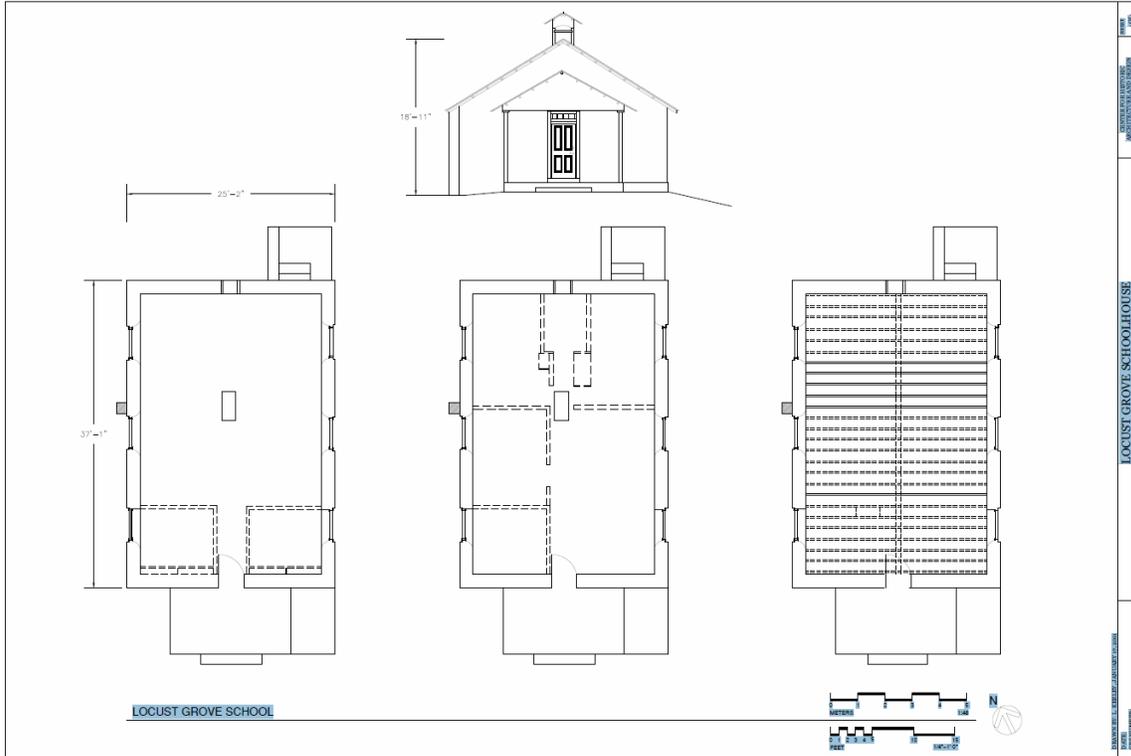


Group One Resources:

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*



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:

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

Pennsylvania, *March 11th* 18 *58* Teacher. *Geo. W. Moore*

terminating *Physiology*

Punishment.	Conduct.	Progress.	NAMES OF PARENTS AND GUARDIANS.	GENERAL REMARKS.
1	2		<i>Sam. Barnes, Lab. 11th</i>	<p>I am surprized at the degree of carelessness which parents exhibit in regard to their own children, for many seem to think for bound children any kind of discipline and any kind of school is good enough, more anon, X</p> <p>have permission to boys to go skating, at noon on condition they should return by two o'clock which they did. I am well pleased with their conduct while away and thank it quite judiciously.</p> <p>20th Snow storm from the North, and only four pupils arrived this morning, whom I sent home Snow about twelve inches deep.</p>
1	2		<i>Robt Caldwell Jan</i>	
1	2		<i>Mrs Cloud Jan</i>	
2	2		<i>Abiah Sellers Jan</i>	
2	2		<i>Miles Murphy Jan</i>	
3	1		<i>Isaac Fitch D.</i>	
2	1		<i>do do</i>	
1	2		<i>Mrs C. Repshid 11th</i>	
1	1		<i>Thos Walter Jan</i>	
1	1		<i>Eusebius Barnard Jan</i>	
2	1		<i>do do</i>	
1	5	2	<i>Mrs Cloud Jan</i>	
1	2		<i>Mrs Broomhall Lab</i>	
2	2		<i>do do</i>	
3	2		<i>do do</i>	
2	4		<i>do do</i>	
1	2		<i>Robt Caldwell Jan</i>	
1	1		<i>Mrs Cloud Jan</i>	

Pennsylvania, During January Edw. M. Teacher.

terminating February 10th 1859

Arithmetic, Analysis, Declamation, Composition and Etymology & Mensuration. Pencil, Columbian Calculator and Quary Arithmetic

Punishment.	Conduct.	Progress.	NAMES OF PARENTS AND GUARDIANS.	GENERAL REMARKS.
			Thos. Walter Jan 11 th	<p>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.</p> <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>Mr. Director Stephen Baker called in, and spent the principal part of the forenoon.</p>
			Enochus Barnard do	
			George Masten "	
			William Register "	
James			Benedict Hurry "	
			Samuel W. Addison "	
			Joshua Pierce "	
Ben			Robert Caldwell "	
			B. F. Chivers "	
			William Moor "	
of 9 by 10			George Sted "	
of 10 by 10			Miles Murphy Starcher "	
of 10 by 10			Isaac Pierce Bkiss "	
of 10 by 10			William Moore "	
of 10 by 10			Joshua Pierce La "	
of 10 by 10			Abiel Hally "	
of 10 by 10			Thomas Weller do	
of 10 by 10			Benedict Church do	
			do do	
			" " 25 th	
			James Moore do	
			Joseph Lewis do	
			John Griffith do	
			William Clavin do	
			Joseph Lewis do 27 th	
			William Howe do	
			Miles Murphy do	

Group Three Resources:

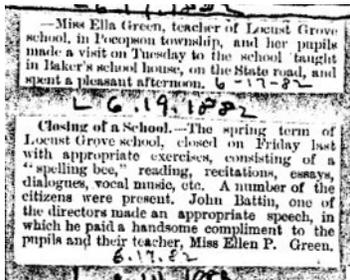
3 of 5: Local Daily News of West Chester article, dated, December 14, 1908

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

