



APPLE VALLEY SCHOOL

A simulation of pioneer life in a one-room schoolhouse

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Teacher Guide

PURPOSE

APPLE VALLEY SCHOOL is a simulation which allows students to pretend to go to a one-room schoolhouse in the last half of the 19th century. Students work to earn points in order to graduate from Apple Valley School. One hard-working student graduates at the Top of the Class. A beginning sense of history is developed as they learn about schools of long ago and compare them to today's schools. On their journey toward graduation, students experience the following:

Knowledge

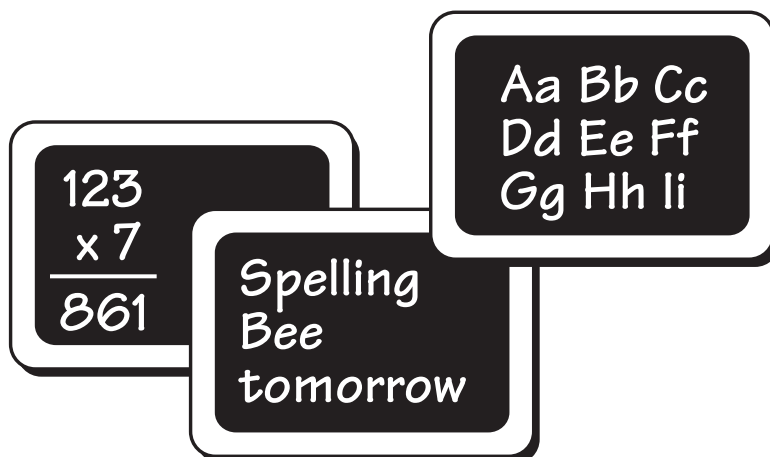
1. The beginnings of the public school system
2. A physical description of the one-room schoolhouse
3. Life as a student in a one-room school
4. Life as a teacher in a one-room school
5. Other types of schools c. 1850–1900

Feelings

1. Excitement as they role play life in the past
2. Appreciation of a different period of history
3. Empathy for students and teachers of the past
4. Appreciation of progress made in education

Skills

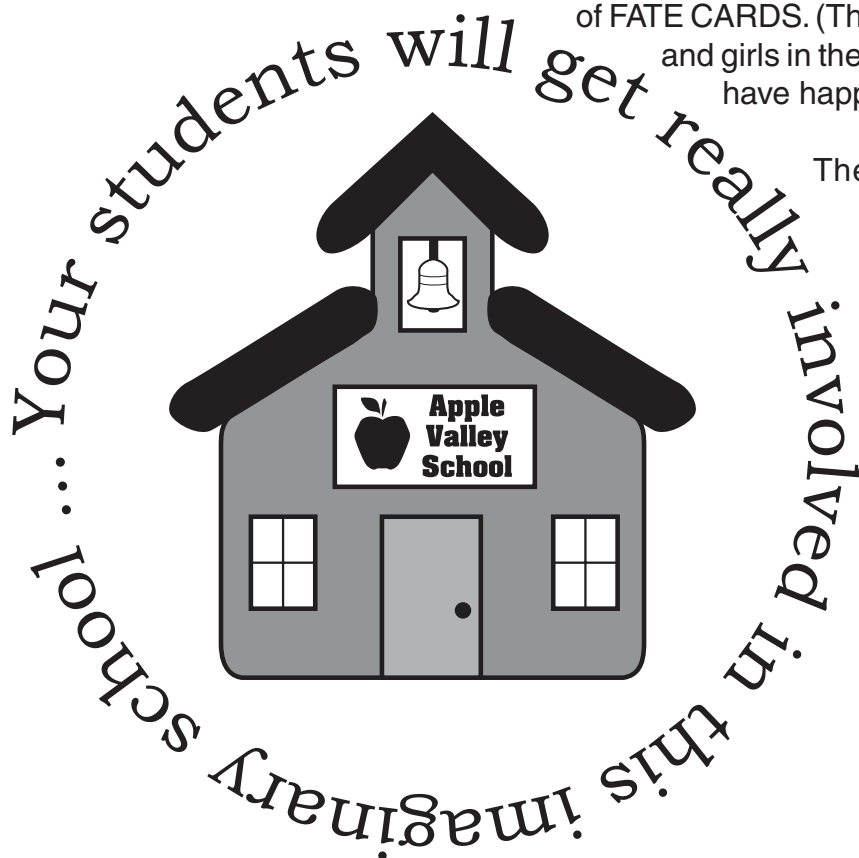
1. Highlighting main ideas
2. Writing diary entries
3. Conducting an interview
4. Cooperating in a small group to make a poster
5. Making decisions about simulated problem situations
6. Choosing and completing an extension project



After coloring and posting on their classroom wall the large APPLE VALLEY map, students begin their journey back in time when they are given a new STUDENT IDENTITY. After they are assigned this new name, age, and family history, they meet with their new family group to create a poster portraying their family members at work and play in their new home.

While living their new identities from ages four to 19, students attend school in a one-room schoolhouse called Apple Valley School. Students and their pioneer school teacher work together to come up with a list of ways to earn points toward graduation. In order to graduate from Apple Valley School, students need to do many things they normally do in school. They are given points for getting to school on time, for completing and returning homework, and for showing good citizenship. They also earn graduation points by writing DIARY ENTRIES, by making good DECISIONS, by completing CHALLENGE TASKS, by conducting SCHOOL DAYS INTERVIEWS, and by calculating the consequences of FATE CARDS. (The latter are used to involve boys and girls in the good and bad things that might have happened in pioneer schools.)

The simulation concludes with students, parents, and others from your school attending a special graduation ceremony and picnic celebrating your Apple Valley School students' achievements.





*When during the year
... and for how long?*

Before you begin, carefully read the Student Guide, browse through all of this Teacher Guide, and then *carefully* read this Initial Preparation section.

Decisions regarding time

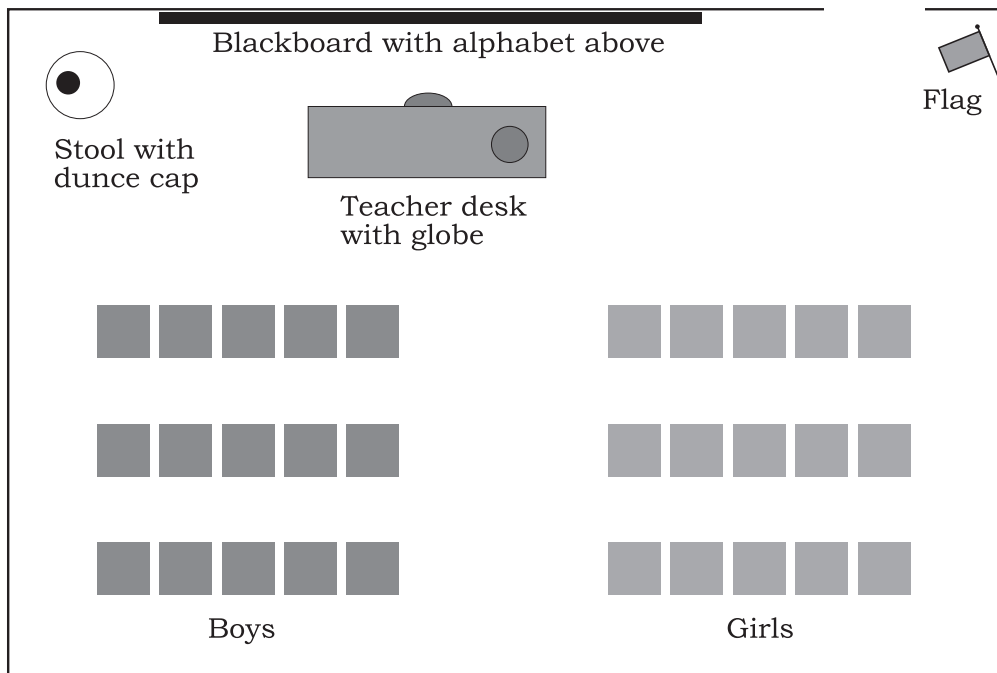
1. This simulation can be done anytime during the school year. Scheduling it for the last few weeks of school, however, has several advantages. The room alterations recommended below are an easy way to get a head start on end-of-the-year room clean up. In addition, the graduation points are an excellent means of classroom control for the hectic last weeks of school. Finally, scheduling students' graduation from APPLE VALLEY SCHOOL on the last day of real school makes an especially memorable culmination to the school year.
2. Consider three main time options when designing your APPLE VALLEY SCHOOL unit.
 - The BASIC UNIT TIME CHART on page 8 outlines 10 one-hour lessons that are completely contained within this guide. These lessons focus on the history of the one-room schoolhouse experience.
 - A LITERATURE BASED UNIT TIME CHART on page 21 outlines 10 optional one-hour literature based lessons requiring outside resource materials. These lessons focus on the history of the period and details of pioneer home life.
 - An additional page of TEACHING OPTIONS on pages 31-33 outline optional suggestions for teaching pioneer themes in the areas of math, spelling, music, art, and physical education.
3. Study the DAILY LESSON PLANS, OPTIONAL LITERATURE BASED LESSON PLANS, and TEACHING OPTIONS before making your decision. APPLE VALLEY SCHOOL is easily adapted from a daily one-hour lesson to a full day experience.

More than one class in your school?

1. If you have colleagues teaching the same grade level in your school, consider asking them to join you in using this simulation at the same time. All the second grade teachers in the author's school regularly use APPLE VALLEY SCHOOL in the few weeks before the school year ends.
2. If you do the above, you will find that you teachers planning together will energize one another. The students will also enjoy trading stories of what happens to them. Finally, the ending graduation and picnic just may become rather spectacular!

Preparing the classroom

1. One or more weeks before beginning, select several capable students to "paint" with colored marking pens the APPLE VALLEY MAP included in this kit. Give them several days (hours) to do this task. They'll enjoy getting it ready to post on the wall. As the map comes to life, all students will get excited about starting the simulation.
2. Store away as many pieces of modern equipment as possible (projectors, tape recorders, record players, televisions, electric pencil sharpeners, etc.).
3. Remove as many decorative items as possible (colorful bulletin boards, posters, maps, etc.). An alphabet, a flag, and a globe should remain in the class—as well as the APPLE VALLEY MAP discussed in #1 above.
4. If the simulation is scheduled for the last several weeks of school, collect unnecessary textbooks.
5. Move the teacher's desk to the front center of the classroom.
6. Arrange student desks in rows facing forward. Seat girls on one side and boys on the other.
7. **Optional:** Place a stool with a dunce cap on it in a corner.



8. **Optional:** Provide students with individual chalkboards or slates to do some work on to emphasize scarcity of paper. Appropriate slates may be purchased from commercial vendors. Students can also make their own slates by painting a heavy piece of cardboard or plywood with blackboard paint. A frame can be made by edging the board with masking tape or narrow strips of wood.

"Students, here is how I came to be your teacher at ..."



Teacher preparation

1. Generate your own pioneer school teacher identity by changing your own name, age, family history. For authenticity, you might choose a name and background of an actual teacher from the historical records of your area. If this type of information is unavailable, invent your own past. Add plenty of detail and drama as you tell your students your "life story."

Sample teacher identity:

Miss Flora White was born in Cave City, Kentucky, the oldest of a family of seven children. Her mother and father were poor farmers who moved west in search of better land. Flora's mother was kidnapped by Indians on the journey west, leaving 13-year-old Flora to act as mother for the large family. At age 17 Flora became engaged to Johnny Pritchard, a neighboring farmer. Before they could marry, however, Johnny was killed in battle during the Mexican War. Flora was heartbroken and vowed that she would never marry. She raised her younger brothers and sisters and then decided to teach school because of her love for children. She is now 35 years old and lives with her brother, Tom, and his family. Flora knows that if she ever decided to marry, she would have to give up her teaching job since the school board has rules against married teachers.

2. Dress in a period costume for at least the first and last days of the simulation. If you are female, your wearing a simple bonnet, an apron, and a skirt will help children make the transition to the past.

Duplication Make copies of the following pages at the end of this Teacher Guide. (The number of copies to make is indicated in parentheses.)

1. STUDENT IDENTITIES (1 copy per student)
2. STUDENT ID sheets (half a class set run off on heavy paper. Cut apart so that each student will have one ID half-sheet. You, the student, or an aide can fill out each "ID tag" and attach the string or twine so that the student can wear it—at least at the beginning of the simulation)
3. PARENT LETTER (1 copy per student)
4. GRADUATION POINTS (Copy 40 on colored paper. Cut apart and separate into like denominations. You may need to copy more if you have an industrious class that earns many points.)
5. SAMPLE DIARY ENTRIES (1 copy per student)
6. FATE CARDS (Make one copy of each page, mount on oaktag or cardboard, possibly laminate, and cut apart. You and/or



Place what you duplicated in separate folders so that they will be readily available for you when you need them.

your students may create additional FATE CARDS later on in the simulation, if desired.)

7. CHALLENGE TASKS (1 copy per student)
8. SCHOOL DAYS INTERVIEW (1 copy per student)
9. RULES FOR TEACHERS/RULES FOR STUDENTS (1 copy per student)
10. GRADUATION CERTIFICATE (1 copy per student) Copies in tan or goldenrod give a nice appearance of aging.

For the optional LITERATURE BASED UNIT, duplicate the following materials:

1. TRAVELING TRUNK (1 copy per student)
2. MAP OF WESTWARD MOVEMENT (1 copy per student)

Optional Field Trip

1. If an historical schoolhouse is nearby that is available for field trips, you may opt to take your students and extend the simulation for another day or two. Contact local historical societies or historical parks for information in your area.



Consider involving an education columnist from your local newspaper or TV station. You can generate considerable publicity for your school and the cause of helping the image of public education by contacting the media if you feel your students' simulation experience is going well. Students love to see themselves in print or in photos. Many users of Interact simulations have made local evening TV shows!

Establishing student identities

1. Thirty-two STUDENT IDENTITIES are provided with names, ages, and brief family histories. (See pages 39-41.)
2. You will assign each child in your class a role to play during the simulation in one of three ways.
 - a. Assign roles randomly or make careful judgments about who should play which role.
 - b. If you wish to personalize student identities to reflect local history or ethnic groups, create a set of family names and backgrounds using the blank STUDENT ID half-sheets.
 - c. For older students who need a challenge, let them create their own identities for the simulation based on the parameters you specify. You might read several of the ready-made STUDENT IDENTITIES to the children as samples before they create their own.
2. For smaller class sizes you may eliminate any of the families or children listed.
3. Children are not assigned to play the roles of parents or siblings who are not attending school. This information is provided as background material for children to draw upon as they speculate on what their family life would have been like. The children may, of course, refer to these family members during discussions and when writing diary entries.
4. Children should be encouraged to hypothesize the economic situation of their family from the other information given in the family profiles.

5. Assign roles randomly or with specific goals in mind. When assigning roles, use this opportunity to give a student a particularly challenging “life experience.” For example, a child in your class who is the youngest in a large family might be assigned the role of George Baker Jr. who is the oldest of a family of seven! A large family might also be a good choice for an only child.

Establishing graduation point system

1. Students can earn or lose graduation points in three basic ways:
 - a. **By following normal school standards** of work completion and citizenship. Tailor such standards to fit the needs of your individual classroom.

Sample:

- Arriving at school on time + 5 points
- Completing homework on time + 5 points
- Being a good citizen + 10 points
- Getting a perfect spelling test + 25 points
- Keeping hands and face clean + 5 points
(This one comes from an old list of school rules)
- Being tardy to school – 5 points
- Talking out – 10 points
- Fighting – 25 points

These classroom ways of earning points should be posted on the chalkboard for the duration of the simulation. Individual students may have suggestions for behaviors which should be rewarded with points or punished with the subtraction of points. Many of these suggestions make excellent additions to your point system.

- b. **By completing CHALLENGE TASKS** at home or in school. Refer to list of CHALLENGE TASKS which should be available to each child. Point awards are up to you and will most likely vary by the amount of time and effort the project took.
 - c. **By choosing FATE CARDS** which tell of good and bad things that might have happened to boys and girls in pioneer schools and specifies if points are to be added or subtracted.
2. Hold students responsible for keeping track of their own graduation points. Either give each student an envelope or help them make their own. (Encourage them to decorate it.) As they receive graduation points, have them carefully keep them in these envelopes so they can keep track of their totals and compare them with others. Thus, they will be practicing addition and subtraction skills during the course of the simulation.



TEACHING TIP

I was surprised to find my students fascinated by the idea of punishments. Guide students away from extensive lists of punishments, though, since students are not so excited that they actually have to subtract points!

BASIC UNIT TIME CHART

(Intended as an example of about one hour lesson per day. Alter as desired.)

<p>Put up large APPLE VALLEY MAP</p> <p>Introduce Student Guide</p> <p>Establish Student Identities</p> <p>Organize family groups</p> <p>Create family poster</p> <p style="text-align: right;">1</p>	<p>Explain rules for earning graduation points</p> <p>Develop point system for class work and behavior</p> <p>Complete DIARY ENTRY 1</p> <p>Award citizenship points</p> <p style="text-align: right;">2</p>	<p>Award attendance and homework points</p> <p>Begin reading BACKGROUND ESSAY</p> <p>Practice highlighting</p> <p>Draw 4 pictures to show seasons of school attendance</p> <p style="text-align: right;">3</p>	<p>List things found in today's classroom. Cross out things unavailable long ago.</p> <p>Continue reading BACKGROUND ESSAY</p> <p>Introduce FATE CARDS</p> <p style="text-align: right;">4</p>	<p>Continue reading BACKGROUND ESSAY</p> <p>Introduce CHALLENGE TASKS; choose one to complete in class</p> <p>Optional: Walking historical tour of your school.</p> <p style="text-align: right;">5</p>
<p>Attendance and homework points</p> <p>Continue reading BACKGROUND ESSAY...</p> <p>Choose FATE CARD...</p> <p>Complete DIARY ENTRY 2 ...</p> <p>Prepare for SCHOOL DAYS INTERVIEW...</p> <p>Award citizenship points...</p> <p style="text-align: right;">6</p>	<p>Continue reading BACKGROUND ESSAY</p> <p>Work on CHALLENGE TASK</p> <p>Present completed CHALLENGE TASK to class</p> <p style="text-align: right;">7</p>	<p>Do DECISION 1 and calculate consequences</p> <p>Read Early Education of Girls</p> <p>Debate different treatment of girls</p> <p>Choose FATE CARDS</p> <p style="text-align: right;">8</p>	<p>Do DECISION 2 and calculate consequences</p> <p>Conclude reading BACKGROUND ESSAY</p> <p>Make posters advertising favorite school</p> <p style="text-align: right;">9</p>	<p>Write and share DIARY ENTRY 3</p> <p>Total graduation points and declare Top of the Class winner</p> <p>Graduation ceremony and picnic celebration</p> <p style="text-align: right;">10</p>

Hour 1

Materials

1. The large wall map of APPLE VALLEY (has been colored and possibly laminated)
2. Class set of Student Guides
3. STUDENT IDENTITIES
4. One class set of name tags
5. One tag board or large piece of butcher paper for each family
6. Crayons and/or marking pens

Procedures

1. Dressed in costume, if possible, introduce yourself to your students: Give your pioneer schoolteacher name, age, and family history. *Be dramatic!*

I was very dramatic in my school marm role. Imagine my principal's surprise when she opened the door to bring unexpected visitors to my class and found me in complete pioneer outfit costume, lecturing to my children in a shrill voice and smacking their desks with a yardstick! It took a few moments to remember it was a simulation.

2. Write the date on the chalkboard using an appropriate date from the past (e.g., June 12, 1854).
3. Give each student a Student Guide and have them read together the top half of column 1, page 1.
4. Pass out STUDENT IDENTITIES. Read the second paragraph aloud together. Read through each family description and assign roles.
5. Discuss each family briefly. Students should compare the number of school age students to the number of readers and slates to infer the economic condition of the family.
6. Pass out STUDENT IDs and have students write their name, age, and family history on them. Students should wear their name tags for the rest of the day.
7. Tell the students that they will be meeting with their new family to create a poster depicting what their family home would look like. Caution them that they must use the information they have been given. They cannot, for example, draw a mansion for a poor family. Posters should include a title, the family home, family members, land around home, pets, livestock, etc.
8. Give the poster making materials to the oldest child in each family. The oldest child takes his /her younger brothers and sisters to a clear spot in the room to work on the poster. The oldest child acts as group leader for this activity.
9. While students are working on posters, call one family group at a time up to the large map of APPLE VALLEY. There members choose an appropriate location for their home. Put the family name on a sticker and attach it to the map. The Allens, for example, should live near the church, since this is the minister and his family.
10. When posters are finished, ask each family to assign a spokesperson to describe their poster in front of the class.
11. After each presentation, allow a few minutes for compliments, comments, and questions. Ask if there is anything in the poster which is inappropriate for the time or the information given about the family.
12. Put up posters in room.
13. Send home PARENT LETTER introducing simulation.

Note: *Students will have lots of questions which you can tell them will be answered as the simulation progresses. For now they should concentrate on learning everyone's new name and enjoying the experience of their journey into the past.*



TEACHING TIP

A simulation is like a game. You learn it as you play it.