

FRANCES WILLARD SCHOOL EXPERIENCE



Grade 3

Teacher's Resource

Frances Willard School Experience

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<http://www.rchs.us/>

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Dear Third Grade Teachers,

Today, creating engaging educational opportunities is vital to our community and our children's future. What better way to spend a few hours than giving the students a fun learning experience while highlighting one of the most important educators in 19th century America – Frances Willard. Imagine giving your students the chance to step back in time. What was it like to be a student in the 19th century? Find out by visiting Southern Wisconsin's premier one-room school and experience pioneer life in Rock County!

Students will enjoy this hands-on, interactive experience and will participate in activities ranging from typical 19th century English language and spelling exercises, to mathematics, Wisconsin state history, and even some typical classroom games! This interactive program lasts for a little over an hour and fulfills Common Core, Wisconsin, and Illinois content area learning standards for Language Arts, Mathematics, Arts, and Social Science. The Frances Willard School Experience is ideal for 3rd grade classes and we welcome students to dress up in pioneer costumes to make the experience more immersive.

We are currently offering a Spring session each year. The school tour season lasts several weeks and we have two sessions available each day, Monday to Friday.

Morning session: 10:00 – 11:30 AM

Afternoon session: 12:30 – 2:00 PM

\$30 per session

Thank you for considering this program and we would love to help you book a session or answer any questions about this unique learning opportunity. If interested please contact Nathan Fuller, (608)756-4509 ext. 304, or at nfuller@rchs.us.

Thank you,



Education Curator

Introduction, Goal, and Objectives

Introduction: The activities included in this resource guide will help educators lead their students through the Frances Willard School program. This will be accomplished through both pre-visit and post-visit activities that will challenge students and their teachers to think about life during the 19th century and for them to get a feeling for what school was like. Each activity that will be presented during the actual program, correlates with the *Wisconsin Model Academic Standards*, *Illinois Learning Standards*, and the *Common Core State Standards*. It is our hope that the activities and information contained within this packet are helpful, immersive, and interesting to those participating in this program. Furthermore, we hope that this packet can be a gateway to historical inquiry, helping students view the past with fresh eyes and an eagerness to experience history in a whole new way.

Overall Program Goal:

Students will experience a typical 19th century school day and will be able to draw connections between modern schooling and one room schools of the past.

The specific objectives are:

- 1.) Students will recite the original Pledge of Allegiance and be able to identify changes to the wording between the modern and historical pledge.
- 2.) Students will describe the attributes of the flag of the United States (how many stars/stripes and their symbolism) and be able to compare & contrast the school's flag with the modern U.S. flag.
- 3.) Students will read a short 19th century poem and be able to recite it out loud with minimal prompting from the teacher to a chosen partner.
- 4.) Students will try their hands at 19th century cursive handwriting and will demonstrate their understanding by writing their names upon a slate board and in a souvenir booklet.
- 5.) Students will experience 19th century recess activities and will be able to compare & contrast between these historical games and the ones they play today.
- 6.) Students will solve specific mathematics questions tied to their particular grade

level and will demonstrate their understanding by completing their work in a prompt manner.

7.) Students will become familiar with a 19th century “Spell Down”, a word recognition and spelling activity, and will demonstrate their understanding by participating in the activity.

8.) Students will learn basic Wisconsin, United States, and world geographic material and be able to draw connections between how our state appears on a map and how other geographic places look. This will be accomplished through fun mnemonic devices.

9.) Students will learn some historical information about Wisconsin, its culture, industry, and establishment as a state and will be able to identify the reason behind Wisconsin’s nickname, “the Badger State”.

10.) Students will be able to discuss and analyze the experiences of people in the past and compare those experiences to their own.

Frances Willard School Experience Scenario

The setting is a one-room school house in 19th century Rock County. Participating students and teachers are encouraged to take on the role of a 19th century student and to immerse themselves in the world of one-room school houses. Teachers should encourage their students to follow 19th century classroom rules, participate in all classroom activities, and to follow the directions of the volunteer teacher. Dressing up to play the part is certainly encouraged! Picture taking is always welcomed!

Frances Willard School Experience

Program Overview

Program is offered yearly in the Spring Semester (During the month of May)

There are two sessions a group can choose from:

Morning Session: 10:00 AM to 11:30 AM

Afternoon Session: 12:30 PM to 2:00 PM

The price for the program is \$30 per session. (To help defray costs and for upkeep)

Due to limited space, please limit class size to **no more than 30**

Students will receive a souvenir card as a keepsake of the program, and it will be used during the writing exercise portion of the presentation.

Teachers are encouraged to give their students 19th century names to make the experience more immersive. For more info check out this website at

<https://www.ssa.gov/oact/babynames/decades/names1880s.html>

Daily Schedule (Variable)	Activities (All times are approximate)
10:00 – 10:45 AM or 12:30 – 1:15 PM	1.) Greetings and enter School 2.) Introduction and the rules of the school 3.) Pass out materials and toeing the line 4.) Flag Salute and Pledge of Allegiance 5.) Frances Willard motto call and response 6.) Introduction to recitation with partner and then out loud 7.) Handwriting practice and exercise 8.) Arm stretches and minimal physical exercise
10:45 – 11:00 AM or 1:15 – 1:30 PM	1.) Toe the line and talk about lunches, water, and outhouse 2.) Bathroom break if needed (encourage visit at beginning) 3.) Recess activities (indoor/outdoor)
11:00 – 11:30 AM or 1:30 – 2:00 PM	1.) Mathematics practice (students will use slate boards) 2.) Spelling activity 3.) Wisconsin geography and shapes activity 4.) Wisconsin history & story of the Badger State activity
Ending	1.) Any questions? Feel free to talk about/show school punishments

Important Reminder to Teachers:

The volunteer teacher will try to cover as much material as possible within the allotted time. They may not get to every activity outlined above. Our number one priority is engagement and we want students to have fun above all else. If there are activities you absolutely want to do, please ask the volunteer teacher when you arrive. Thanks!

Frances Willard School Experience

Suggested Pre-Visit Activities

To better prepare students for the Frances Willard School experience, the following are a list of suggested activities that will begin to immerse students in the lives of 19th century students. We hope to enliven and educate the students before their visit.

Suggested Pre-Visit Activities



A.) **Namesake School Story:** Read the book “Pioneer Girl” out loud to your class and discuss the early life of Frances Willard. If there is limited time, read the chapter “A Real School” (pages 59 to 65). [SEE also attached page and Appendix 2]



B.) **Raise your hand:** Have students try out 19th century school discipline for a day, then ask them at the end of the day how is discipline different?



C.) **Lunch time!** Have the students pack 19th century school lunches and compare what everyone brought. Compare and contrast these items with lunches eaten today.



D.) **Uphill both ways!** Have students tie their shoelaces together and hang their shoes around their necks. Then, have the students walk around the classroom to get a feel for what it was like to have to walk to school, without ruining their fine shoes. Explain to them that students would then have to wash their feet (if dirty) before entering the school.



E.) **Speak up!** An important skill for 19th century students was **elocution**, the art of speaking clearly and distinctly. Help your students hone their skills with the following sentence, which is to be practiced out loud with a partner.

“Elocution is the solution to better speech. Slowing words down and having no frown is your resolution.”

All of these are merely suggestions and the teacher is welcome to come up with their own engaging activities for their specific classrooms. If you have any fun, new ideas please consider sharing them with us!

An excerpt from “Pioneer Girl: The Early Life of Frances Willard”

The following is from the chapter titled “A Real School”, pages 59-65. ©1939

Something every bit as important as the arrival of the railroad engine was to happen in the spring – a new school. A school where Frances was to have her dream of studying the same subjects that Oliver did. Of course school in the living room with Mother or pretty Miss Burdick had been fun. Lessons on the melodeon, in singing and musical composition given by teachers at the Institute for the Blind were delightful. And when the elegant Mrs. Whitman of Georgia had come to the Institute and urged Mr. Willard to buy a real piano instead of the old-fashioned melodeon and then had given Frances and Mary piano lessons, they felt very up-to-date. But all that wasn't what Frances yearned to know; she wanted *real* lessons.

Then the Hodge family moved to Wisconsin from Oberlin, bought land from Mr. Willard, and settled quite near. Professor Hodge was a Yale graduate and Mr. Willard liked him; he and his three sons, John, Willie, and Clifton were fine neighbors. And about the time their house was finished two nephews, Johnnie and George, came from Australia for a long visit. This made quite a group of children in the neighborhood, and both fathers thought a school was important. Of course the girls knew nothing of the long conferences the parents were having, and of Mr. Willard's efforts to persuade Professor Hodge to teach the school.

“I have news for you, daughters,” their father announced one morning about a month after the trip to Janesville. “Professor Hodge has consented to teach a neighborhood school. I have agreed to build the house just where our land adjoins his in the grove by the river.”

“Down past Whales back,” interrupted Frances, her eyes fairly popping.

“Right there,” confirmed her father. “And you will learn more if you will listen instead of interrupting, Daughter.”

“Excuse me, Father! I'll listen quietly.”

“I shall use my supply of logs – fortunately some are already cut – and next time I go to Janesville I shall order doors and windows made so there will be no delay. Professor Hodge is well qualified to instruct you in all branches, and I hope both you and Mary will take advantage of this opportunity to the best of your ability.”

Frances was so happy she thought it would be impossible to wait the weeks for the building to be finished. Mrs. Willard suggested that instead of fretting it would be better to write a series of compositions to show her new teacher. Each morning Frances dashed through her daily stints of work and then, well bundled against the cold, she climbed to Eagle’s Nest, and wrote fast and furiously. So the time went more quickly and the building grew daily.

On the first warm day of early spring, Mrs. Willard called from the house, “Frank! Frank! Can you spare time for a picnic?”

Frances tucked away her papers and pencils and slid down the tree in record time.

“A *picnic*, Mother? Mary, too?”

“Oh, yes, all of you. This is the last afternoon of Oliver’s vacation, and he and Loren are to help your father oil and polish the pine desks that they finished making yesterday. The Hodge boys have come to help carry over materials. I thought since it’s such a fine day you and Mary might like to go too. You may take a basket of the fresh cookies and make it a picnic. You might even find some early spring beauties or buttercups and we could decorate the table for supper.”

“Oh, Mother! You do make the best plans!” Frances threw her arms around her mother happily. “I’m ready this very minute!”

It seemed almost a parade that set off down the road a little later. Five Hodge boys, so near of an age that one expected twins rather than cousins, Olive and Loren – all loaded down with tools, brushes, lumber, and whatnot. And the two girls with the napkin-covered basket, and of course Carlo and Fred capering about.

Down the road, over the hill they walked together, then John ran toward the river to get willow for making whistles, and George and Johnnie, unsuspected by

the girls, went bird-nest hunting. Johnnie came dashing back to show Frances a blue jay's nest.

"I've found the first nest! I've got it! Three eggs. Think they're pretty? Silly! This is what I do with bird's nests in Australia." Quickly, one by one, he tossed the eggs in the bushes, then dropped the nest and stamped on it.

Such destruction horrified Frances and Mary. Never in their lives had they seen anything but tenderness for animals. Birds' nests especially were watched and sheltered. Frances' temper flashed. "Johnnie Hodge! You're a bad bot and I hate you!"

Johnnie laughed with delight. This was something like – to see a girl in such a temper. "Red head! Lot of good it'll do you to hate me!" he taunted. "Want to fight?"

Sobered by his glee, Frances looked at him carefully. "No, I *can't* fight you, Johnnie. I'd like to. But you're a boy. And I'm not allowed to fight. But I don't have to walk with you, and I won't."

She whirled around and started back toward home. Silently Mary followed. Near the top of the hill Frances turned and called, "And I've got the cookies."

The Hodge boys stared. Oliver and Loren were out of sight in the grove, John would go from the river to the schoolhouse. Willie, Clifton, and George fidgeted uncomfortably. The picnic that had promised such fun was suddenly spoiled.

"I-I-What shall I do?" asked Johnnie, all his bluster gone.

"Run and tell her you're sorry," said Clifton. "You are, aren't you? We don't act that way in the States, Johnnie."

Johnnie raced up the hill. "Frank! Frank! Don't go! I'm sorry."

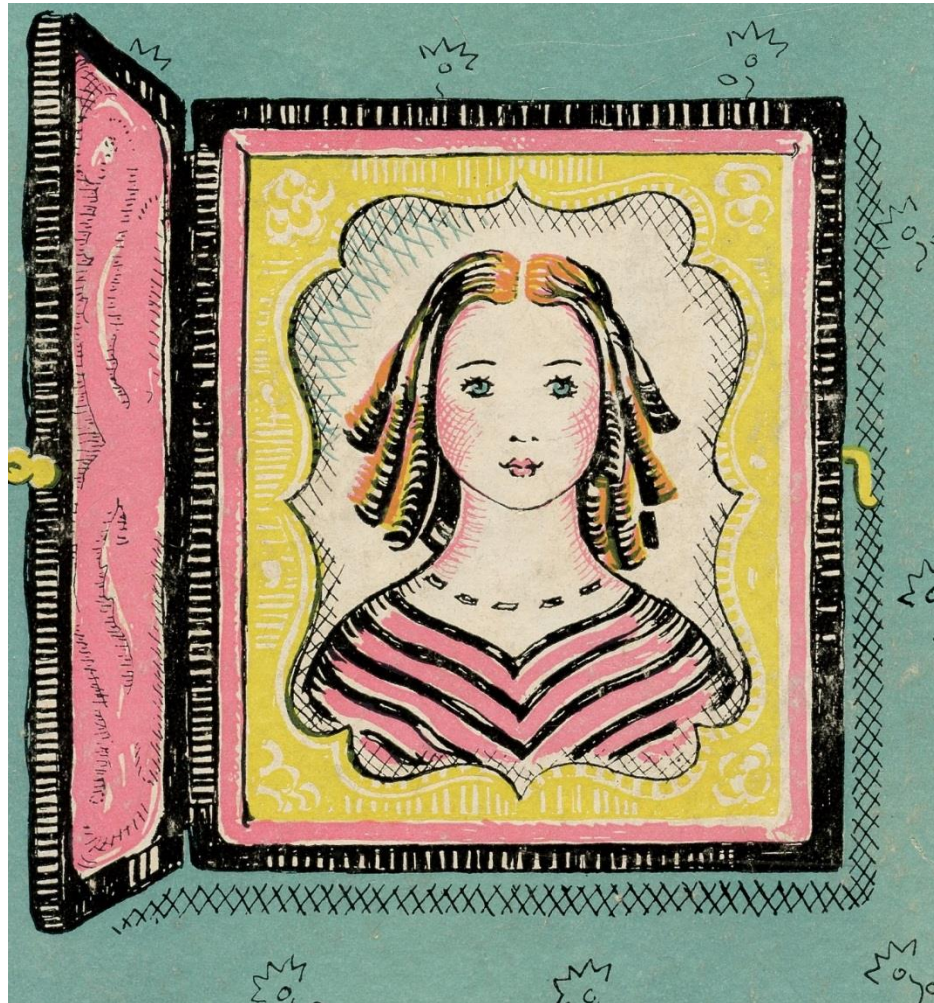
"He's sorry, Frank," panted Mary. "He's calling."

"Yes, I know," Frances whispered as she straightened her back and her determination. "But don't look. Let him be *sure* he's sorry."

At the top of the hill Johnnie caught up with her, and Frances listened to his apology. On his promise never, never, *never* to ruin a bird's nest again, she and

Mary agreed to continue the picnic. But the incident wasn't forgotten. The boys looked at Frances with a new respect she found thrilling.

A week later the schoolhouse was finished and nine children – Willard, Inman, and Hodge – began lessons. The boy's desk was on one side of the room, the girl's on the other, the teacher's on a platform in front. Professor Hodge was a skillful teacher, and the lessons studied with him in the tiny schoolhouse were just what Frances had wanted.



19th Century One Room School Rules

- 1.) Any time the teacher or an adult enters or leaves the room, all students stand up as a sign of respect to the teacher/adult.
- 2.) Begin and end classes by having students line up in single file lines, one for girls and one for boys.
- 3.) School bells are used at the teacher's discretion.
- 4.) The teacher can select a bell ringer if need be.
- 5.) Ladies will go first when entering or leaving the classroom.
- 6.) When answering questions from the teacher, a student must:
 - a. Raise their hand
 - b. Stand up from their desk
 - c. Answer the question in a complete sentence
 - d. Wait until the teacher says they may sit down
- 7.) All students must sit up straight and no slouching is allowed.
- 8.) No side conversations are permitted while the teacher is speaking or classmate is presenting.
- 9.) No drinks are permitted at the school desk.
- 10.) No gum chewing or candies of any kind.
- 11.) All students must wash hands after recess.
- 12.) All school materials are to be treated with respect.

What rules are different and what are the same?

What rules does your teacher have for your class?

Which of these rules do you think is the most important?

School Punishments

Above all else, keeping a disciplined class was the biggest priority for many school teachers in rural areas. Classroom discipline was key to the teacher handling several ages and grades at a time and often older students assisted the teacher with keeping discipline and adherence to the rules. Discipline was of the strictly humiliating sort.

“Light” punishments included:

- Light corrections for not speaking properly and perhaps the child’s name on the board to inspire awareness of issue.
- Wearing signs around your neck that said “truant”, “liar”, “thief”, or “ignoramus” and related to the student’s case (being late to school, lying to the teacher, stealing, or failure to pay attention).
- Having the student sit in the corner, facing the wall and having them stay there part of or all of the day (Essentially shunning them).
- Standing on one foot, while balancing a heavy textbook.
- Sitting on a peg and board and attempting to balance.
- Drawing a circle on the chalkboard and having the student place their nose in the middle of that circle for a short or long time (draw the circle up high if they are short, and down low if they are tall).
- School chores (clapping erasers, cleaning slates, dusting, sweeping).

These lighter punishments worked most of the time but harder punishments often had to be meted out to students (usually older ones). Physical punishments were usually the norm and ordinarily the punishments at home were worse than the ones that were received at school.

“Harsh” punishments included:

- Striking a student with a “switch”, a stripped willow branch that would be used on the knuckles, palm of the hand, and at the back of the leg (three very sensitive and often moved areas of the body).
- Expelling a student from the school house and forcing them to walk back home and explain why they were removed from the school.

There really isn’t much evidence to suggest that the dunce cap was used broadly in the U.S. This was a European invention and largely unnecessary when it came to punishing students. Simply telling the students’ parents what they had done was enough to correct behavior!

How are punishments different or the same today?

Packing a 19th Century Lunch!

The school house was often a long distance from their homes and most students could not go home for lunch. Students always brought their lunches to school, and could not purchase it from a school cafeteria. This is very similar to students “brown bagging” their lunches today. All food items brought to school had to be portable and was often carried to school in cloth bundles, baskets, pails, or in pockets. Lunches were not full meals per se, and we would probably consider these lunches more of a midday snack.

Here are some popular choices for 19th century school lunches:

- Sandwiches (meat, jelly, or jam)
- Homemade cookies, cakes, pastries, or doughnuts
- Homemade bread and butter
- Hard-boiled eggs
- Baked potatoes
- Fruit (apples, oranges, pears, peaches, etc...)
- Dried fruit (raisins, prunes, cranberries, apricots)
- Raw vegetables (celery, carrots, radishes, cucumbers)
- Cheese (mostly hard cheeses like cheddar)
- Pickles (or pickled vegetables like asparagus or beets)
- Beef jerky or sausages
- Ginger ale, milk, root beer, lemonade, or fruit juices
- Water was drank at school (shared dipper and pail)



Try packing your own lunch with some of these items and have a show and tell day at school about what items you brought.

If the weather cooperates try having your lunch outside and get a feel for what lunch was like in the 19th century! Remember: unless the weather was bad or the temperature was frigid most lunches would be outside, so as to not mess up the learning environment and to not attract ants!

Frances Willard School Experience

Visit Instructions

Please dress for the weather (raincoats, umbrellas, hats and gloves).

The Frances Willard School house is located at:

The Rock County Historical Society Campus
426 N. Jackson Street
Janesville, WI

WHEN YOU ARRIVE AT THE CAMPUS:

Bring your confirmation forms! Teachers will be expected to show proof of tour confirmation the day of the tour. If the teacher is unable to provide this proof if asked, RCHS reserves the right to not execute the tour. This is to avoid any confusion the day of.

Tours start at the front desk of the Helen Jeffris Wood Museum Center, located at 426 N. Jackson Street. The museum center is a white building with green trim, and is located two doors to the south of the Lincoln-Tallman House, as you look at the house from Jackson St. We request that students stay on the bus and 1 adult is sent in to notify us of the group's arrival. The teacher will then come and get the students off of the bus to begin the session.

Timely arrivals are ESSENTIAL! Please allow enough travel time to account for weather, traffic, road conditions, etc. If your group is going to arrive later than the scheduled arrival time, please call (608) 756-4509 to inform us. Please be advised that late arrivals may result in the cancellation of scheduled sessions and/or activities, regardless of reason behind the tardiness, even issues with busing. No refunds or credits will be given for missed sessions and activities.

When ready, the teacher volunteer will ring the school bell and the group is expected to line up in two lines (one for boys and male chaperones and the other for girls and female chaperones). Girls will enter the building first.

Please follow the instructions given by the teacher volunteer and have the students and adults adhere to school house rules. Be respectful.

BUS PARKING:

There is a bus loading zone in front of the Helen Jeffris Wood Museum Center at 426 N. Jackson St. for North bound traffic. There is also a bus loading zone located on Mineral Point Ave on the North side of campus, although this loading zone does not have direct access to the museum center.

CAR PARKING:

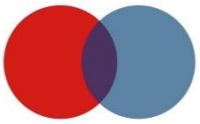
There is street parking located on Jackson St.

CANCELLATIONS OR ROAD TROUBLE: Please call us one week in advance of any cancellations. If you are having travel trouble please call us at 608-756-4509 ext. 304 so we may accommodate your group the best we can.

Frances Willard School Experience

Suggested Post-Visit Activities

Now that your class has had a chance to visit the Frances Willard School and step into the 19th century, please consider the following post-visit activities. These activities are designed to extend the experience and is a chance for teachers to have the students continue to engage in historical material. Again, feel free to use your own activities and share with us if you want to!



- 1.) Compare and Contrast:** On a Venn diagram students will be able to compare and contrast school life in the 19th century versus today. Teachers should engage students in a class discussion about what was different and what was the same, and ask the students what they liked and disliked about the classroom experience.



- 2.) Letter to your teacher:** School children often would write letters to their teacher once they graduated from their school. Now is your chance to do so! Using this form, students can write a thank you letter to the teacher, telling them what they liked about their experience. Feel free to draw and color along the borders!



- 3.) Picture this!** In the era before photographs, silhouettes were quite common for kids, essentially an outline of a person's face or figure meant as a keepsake to help people remember what a person looked like. Try making a silhouette of your students using an overhead projector or bright light, and then post all of them in your classroom and play a guessing game as to which silhouette belongs to which student.



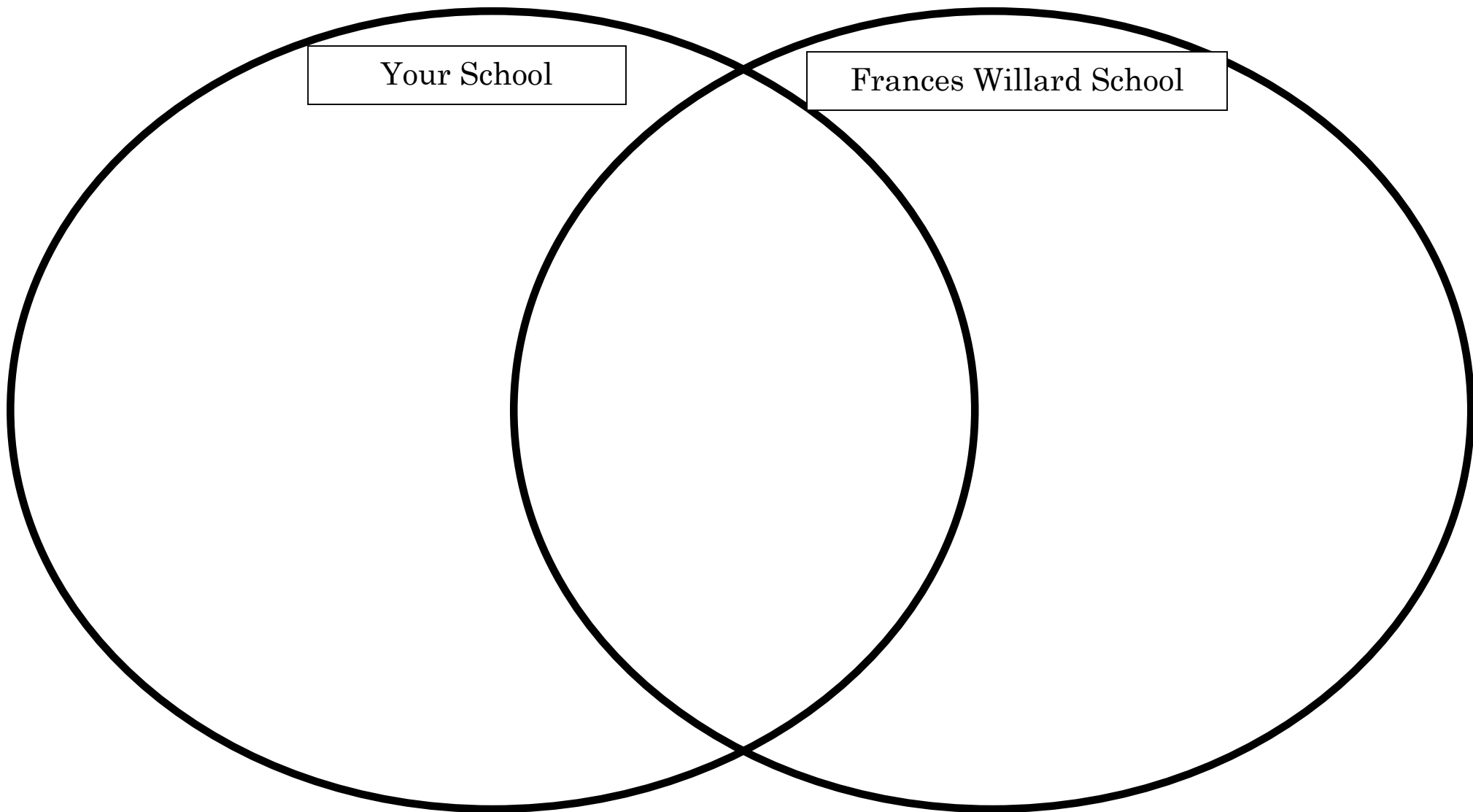
- 4.) Off to College?** Now that your students have graduated from their one-room school experience, see if they are ready for college! It was not unheard of in the 19th century for students as young as 12 or 13 to go to college, mostly because -historically speaking- grades were determined based on aptitude and how quick you progressed through grade books. Some students progressed quickly, while many did not pass the sixth grade. Have your students try taking [this 1869 Harvard Entrance Exam](http://graphics8.nytimes.com/packages/pdf/education/harvardexam.pdf) and then lead a discussion about school subjects (what's different/same) based on the questions. Yes, the exam is really hard!

("1869 Harvard Entrance Exam." *New York Times*. Accessed January 19, 2015.

<http://graphics8.nytimes.com/packages/pdf/education/harvardexam.pdf>)



School Comparison: Which is better?



In your opinion, which one is better? Why?

A decorative border with a repeating scroll pattern, featuring stylized acanthus leaves and scrolls, framing the entire page.

Dear _____

Creating Your Very Own Silhouette

In the days before photography, silhouettes were given as a memento to help remember what a person looked like in profile. Silhouettes would often be hung in prominent places and people would sometimes try to guess whom the portrait belonged to. Now's your chance to make your own! Just follow the instructions below.

For this activity you will need:

- An overhead projector or bright light
- Pencil or pen
- Black and White construction paper (18 X 24 inches)
- Masking tape
- White poster board (22 by 28 inches)
- Scissors and glue



Instructions:

- 1.) Tape one sheet of black paper to a sheet of white paper
- 2.) Have the student sit on a chair or stool and then hang that double sided paper behind them on a wall or chalkboard, making sure that the paper and the student are at the same height.
- 3.) Turn off the lights, close the shades, and make the room extremely dark. Turn on the overhead projector/light and position it so that the student is casting a shadow onto the paper.
- 4.) Have the student turn, so that you can just see the side of their face in profile. Make sure to leave a little room between the student and the wall so that the shadow will appear.
- 5.) With the pencil, trace the outline of the student's shadow onto the paper. Try to be as detailed as possible!
- 6.) Turn off the projector and take down the paper. Have the student then cut out the profile. Discard all scraps of paper and the duplicate white paper profile.
- 7.) Glue the silhouette onto white poster board and display!

Frances Willard School Experience

Standards Alignment

The following is a complete listing of Common Core, Illinois, and Wisconsin Model Academic Standards which are tied to both the overall goal and specific objectives of the Frances Willard School Experience. Both the goal and objectives are listed below, along with the corresponding standard it meets. Every activity ties to grade level standards and it's our hope that this will help educators in their decision to choose our program and have their students exposed to this interactive experience.

For more information regarding standards please see:

<https://dpi.wi.gov/standards>

(WI Model Academic Standards)

<https://dpi.wi.gov/ela/standards>

(Common Core Standards)



<https://www.isbe.net/Pages/Learning-Standards.aspx>

(IL Learning Standards)

Overall Program Goal:

Students will experience a typical 19th century school day and will be able to draw connections between modern schooling and one room schools of the past.

WI. Social Studies. E.4.5 = Identify and describe institutions such as school, church, police, and family and describe their contributions to the well-being of the community, state, nation, and global society.

WI. Social Studies. E.4.8 = Describe and distinguish among the values and beliefs of different groups and institutions.

CC. Language Arts. C.C. L. Grade 3.3 = Use knowledge of language and its conventions when writing, speaking, reading, or listening.

IL. Social Science. CV.3.3 = Compare procedures for making decisions in the classroom, school, and community.

IL. Social Science. H.2.3 = Describe how significant people, events, and developments have shaped their own community and region.

Learning Objectives:

1.) Students will recite the original Pledge of Allegiance and be able to identify changes to the wording between the modern and historical pledge.

CC. Language Arts. C.C. SL. Grade 3.3 = Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

CC. Language Arts. C.C. SL. Grade 3.6 = Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

2.) Students will describe the attributes of the flag of the United States (how many stars/stripes and their symbolism) and be able to compare & contrast the school's flag with the modern U.S. flag.

WI. Art/Design.B.4.3 = Know that works of art and designed objects relate to specific cultures, times, and places

WI. Art/Design.G.4.3 = Talk and write about the meanings of artworks and design

IL. Media Arts: Re8.1.3 = Determine the purposes and meanings of media artworks while describing their context.

IL. Visual Arts: Re7.2.3 = Determine messages communicated by an image.

3.) Students will read a short 19th century poem and be able to recite it out loud with minimal prompting from the teacher to a chosen partner.

CC. Language Arts. C.C. RF. Grade 3.4 = Read with sufficient accuracy and fluency to support comprehension.

CC. Language Arts. C.C. SL. Grade 3.1 = Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

CC. Language Arts. C.C. SL. Grade 3.2 = Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

4.) Students will try their hands at 19th century cursive handwriting and will demonstrate their understanding by writing their names upon a slate board and in a souvenir booklet.

CC. Language Arts. C.C. W. Grade 3.4 = With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

5.) Students will experience 19th century recess activities and will be able to compare & contrast between these historical games and the ones they play today.

WI. Social Studies. E.4.3 = Describe how families are alike and different, comparing characteristics such as size, hobbies, celebrations, where families live, and how they make a living.

IL. Social Science. H.1.2 = Summarize changes that have occurred in the local community over time.

6.) Students will solve specific mathematics questions tied to their particular grade level and will demonstrate their understanding by completing their work in a prompt manner.

CC. Mathematics. C.C. 3.OA.7 = Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows that $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

CC. Mathematics. C.C. 3.NBT.2 = Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

CC. Mathematics. C.C. 3.NBT.3 = Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g., 9×80 , 5×60) using strategies based on place value and properties of operations.

7.) Students will become familiar with a 19th century “Spell Down”, a word recognition and spelling activity, and will demonstrate their understanding by participating in the activity.

CC. Language Arts. C.C. RF. Grade 3.3 = Know and apply grade-level phonics and word analysis skills in decoding words.

8.) Students will learn basic Wisconsin, United States, and world geographic material and be able to draw connections between how our state appears on a map and how other geographic places look. This will be accomplished through fun mnemonic devices.

WI. Social Studies. A.4.2 = Locate on a map or globe physical features such as continents, oceans, mountain ranges, and land forms, natural features such as resources, flora, and fauna; and human features such as cities, states, and national borders.

WI. Social Studies. A.4.7 = Identify connections between the local community and other places in Wisconsin, the United States, and the world.

WI. Social Studies. B.4.1 = Identify and examine various sources of information that are used for constructing an understanding of the past, such as artifacts, documents, letters, diaries, maps, textbooks, photos, paintings, architecture, oral presentations, graphs, and charts.

IL. Social Science. G.1.2 = Construct and interpret maps and other graphic representations of both familiar and unfamiliar places.

IL. Social Science. G.1.3 = Locate major landforms and bodies of water on a map or other representation.

9.) Students will learn about the story of Wisconsin, its culture, industry, and establishment as a state and will be able to identify the reason behind Wisconsin's nickname, "the Badger State".

WI. Social Studies. B.4.3 = Examine biographies, stories, narratives, and folk tales to understand the lives of ordinary and extraordinary people, place them in time and context, and explain their relationship to important historical events.

WI. Social Studies. B.4.6 = Explain the significance of national and state holidays, such as Independence Day and Martin Luther King, Jr. Day, and national and state symbols, such as the United States flag and the state flags.

IL. Social Science. H.3.2 = Explain how different kinds of historical sources (such as written documents and oral accounts) can be used to study the past.

10.) Students will be able to discuss and analyze the experiences of people in the past and compare those experiences to their own.

WI. Social Studies. B.4.4 = Compare and contrast changes in contemporary life with life in the past by looking at social, economic, political, and cultural roles played by individuals and groups.

WI. Social Studies. C.4.3 = Explain how families, schools, and other groups develop, enforce, and change rules of behavior and explain how various behaviors promote or hinder cooperation.

IL. Social Science. IS.6.3-5 = Construct and critique arguments and explanations using reasoning, examples, and details from multiple sources.

Frances Willard School Experience

Suggested Reading

The following is a short list of suggested materials educators can use to extend the school house visit and place the school within an historical context. If you have any suggestions we would love to hear them! Please contact the Education Curator at (608) 756-4509 ext. 304.

Adler, Judith and Den, *Images of America: Janesville*

Adler, Judith and Den, *Postcard History Series: Janesville*

Apps-Bodilly, Susan, *One Room Schools: Stories from the Days of 1 Room, 1 Teacher, 8 Grades*

Century of Stories: A 100 Year Reflection of Janesville and Surrounding Communities (1900-1999)

The History of Rock County Wisconsin

Janesville's Early History

Judson, Clara Ingram, *Pioneer Girl: The Early Life of Frances Willard*

McGuffey Readers: Primer to Grade 6

McGuffey's Eclectic Spelling Book

Portrait and Biographical Album of Rock County, Wisconsin

Wilder, Laura Ingalls, *Little House of the Prairie Series*

Websites

[Janesville History Post Card Collection](#)

[Janesville Public Library Digitized Collection](#)

[Our Story: American History Stories and Activities You can Do Together.](#)

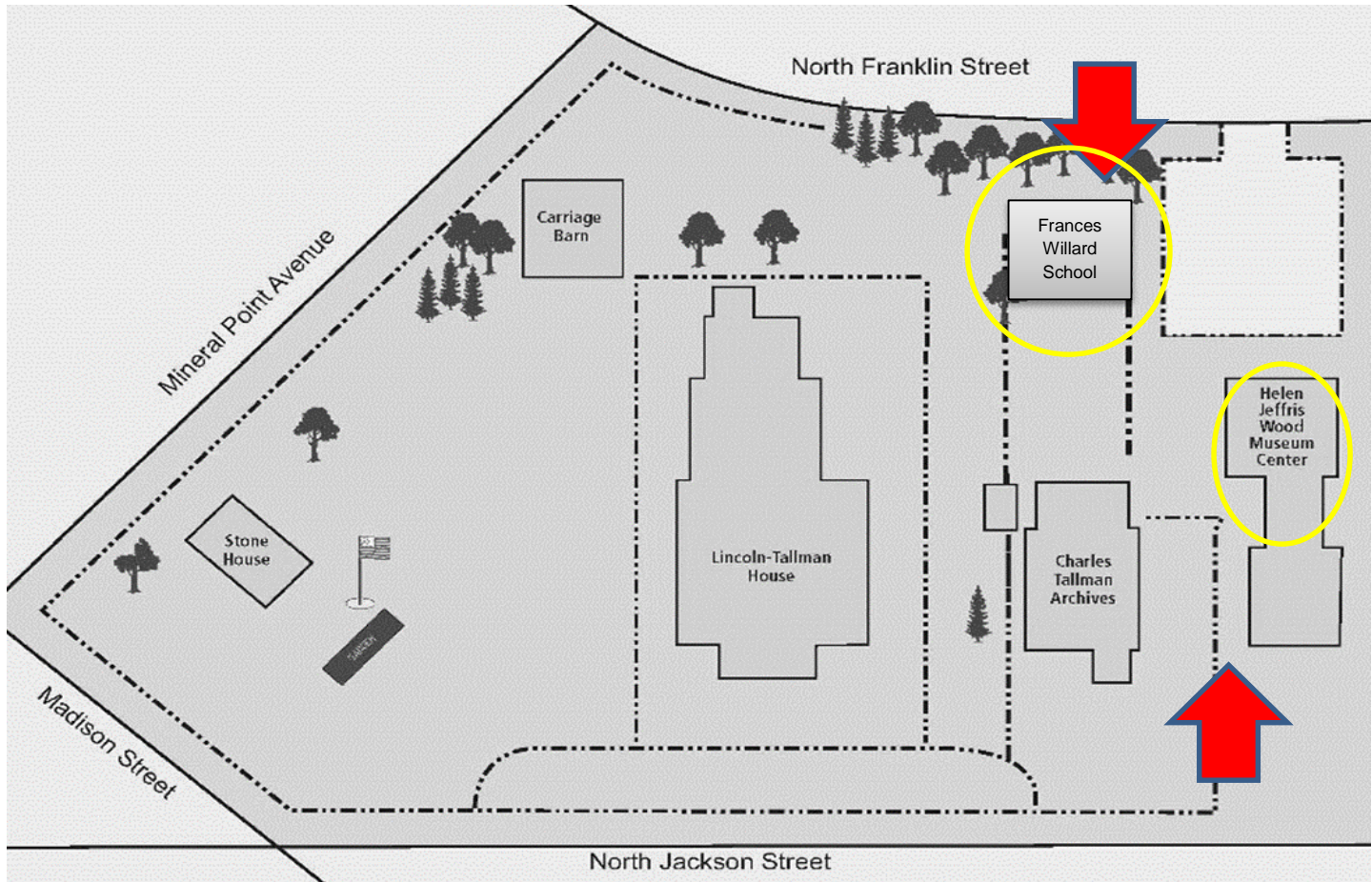
<http://oneroomschoolhousecenter.weebly.com/>

Frances Willard School Experience

Appendix 1: Map and Directions

The street address of the Frances Willard School house is:

Rock County Historical Society
426 N. Jackson Street
Janesville, WI



From I-90

- Take exit 175 off of I-90
- Turn on to BUS 14 towards Janesville
- Follow BUS 14
- Turn right on S. Main St.
- Turn left on W Centerway
- Turn right on N. Jackson St.
- Arrive at RCHS Campus.

All buses should park along North Jackson Street.

The **Helen Jeffris Wood Museum Center** (white building) is where the experience begins. Bathrooms and a drinking fountain are located in this building.

The **Frances Willard School** is the dark brown building. The teacher will greet you there with a bell.

Appendix 2: Frances Willard Information

Here you will find a great deal of information about the school's namesake, Frances Willard and this material is for educators who wish to discuss the legacy of Ms. Willard and her role in history.

Frances Elizabeth Caroline Willard (1839-1898)

Frances Willard was the middle child of Josiah and Mary Thompson Willard, a cabinet maker/farmer and teacher. She was born September 28, 1839 in Churchville, N.Y. When Francis was only two years old, the family moved to Oberlin, Ohio where her parents attended Oberlin College. Five years later, due to poor health (he contracted Tuberculosis) and orders from his doctor to lead an outdoor life, Mr. Willard moved his family to a farm on the Rock River, six miles south of Janesville, WI which they called "Forest Home." They lived at the farm from 1846 to 1858.

Mrs. Willard taught her three children: Oliver, Frances, and Mary at home since there was no school near their farm. When Frances was nine years old, she got to attend school for the first time when the family moved to Madison temporarily because of Mr. Willard's term in the State Legislature in 1848. When Frances turned twelve, the Willard Family hired a young lady from the East named Miss Burdick to teach the girls geography, drawing, poetry, and the writing of stories during the summer months spent at the farm. Oliver, the eldest child, soon attended the Janesville Academy, a school for boys. Miss Burdick taught the girls for two summers in 1851 and 1852. When she left, the girls begged their parents to let them go to school. Mr. Willard and his neighbor, Mr. Inman, built a frame, one room school house in the autumn of 1853. The "Willard School" opened on a cold winter morning. Fourteen year old Frances and eleven year old Mary rode to school in a bob-sled on the first day, arriving before the teacher Nelson W. Hodges.

With only four years of formal education, Frances first attended the Milwaukee Female College and then transferred in 1858 to the North Western Female College in Evanston, IL (now Northwestern University) and graduated in 1859, with a "Laureate of Science" degree. It is reported that she returned to teach in her beloved one room school by the Rock River during her summer vacation in 1858. Frances became a country school teacher for the next 14 years following her graduation.

In 1866 she was teaching at Genesee Wesleyan Seminary School and later served as the President of a Methodist institution, the Evanston College for Ladies in 1871. The college suffered financially due to the 1871 Great Chicago Fire, which had burned up

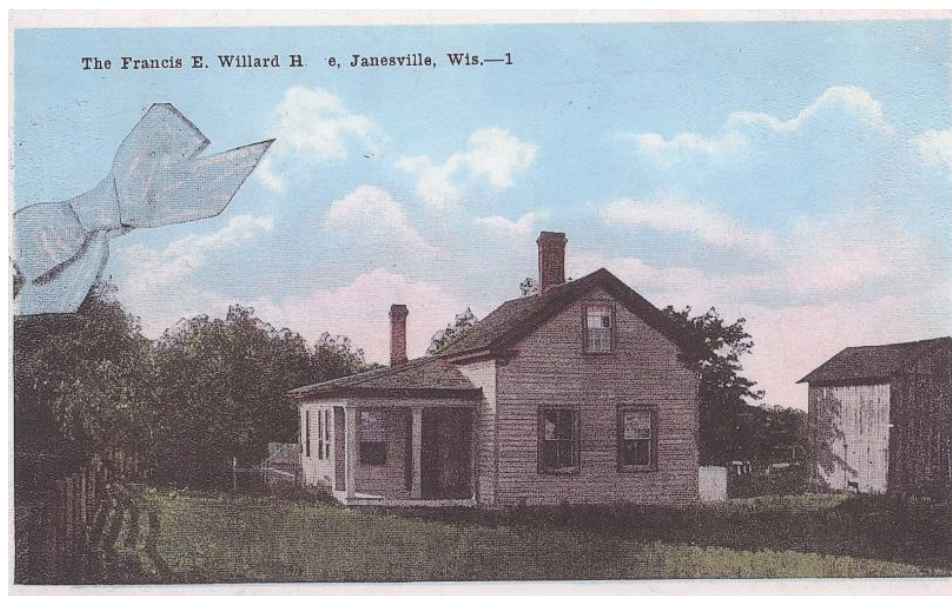
livelihoods and caused supporters to back out of their financial obligations for the school. In 1873 the Evanston College merged with Northwestern University, and Frances was appointed Dean of the Women's College, and also served as professor of English and Art.

By 1874, Frances Willard was a prominent educator and she decided to resign her post at Northwestern University to work as Corresponding Secretary for the newly formed, Women's Christian Temperance Union (W.C.T.U.). She was elected President of the National W.C.T.U in 1879 and served in this post until her death in 1898. Besides her active role in efforts to curb the excessive abuse of alcohol and drugs, she also supported Women's Suffrage, passing child labor laws, and supported Prohibition. She helped found the General Federation of Women's Clubs, and was a charter member of the Daughters of the American Revolution in 1891.

When Frances Willard died in a New York City hotel on February 17, 1898, she was credited with awakening the interests of thousands of women in political affairs and the political process. She was an educator, a feminist, an author, and a temperance leader. In 1905, the State of Illinois placed her statue in Statuary Hall, inside the Capitol Building of the United States. She was the first woman to have that honor. The State of Wisconsin passed a law that requires the Wisconsin public schools to observe her birthday on September 28th.

Quote from "The Dearborn Independent" – September 13, 1923

"...above all the volumes written about her life ...the little school building in the Rock River Valley haunts memory the most. By its dedication, the common school of America has been enshrined for its service; its high ideals glorifying the homes...of the children.



Frances Willard:

Temperance brings strength

The following story on Frances Willard is the second of a five-part series of excerpts from the book "Wisconsin Heroes."

By Mary Balousek

Frances Willard is mostly remembered as president of the Women's Christian Temperance Union, an organization not taken seriously since the fall of Prohibition.

But she also was a noted educator, a supporter of women's right to vote and an ancestor of today's feminists.

She fought for reforming prisons, abolishing slavery, establishing social welfare services, expanding public education and eliminating child labor.

Although the state of Illinois, where she spent much of her adult life, honored her by commissioning a statue in the U.S. Capitol, Willard's Wisconsin upbringing clearly contributed to her success.

She was born in Churchville, N.Y., on Sept. 28, 1839. Her mother had been a

teacher and her father was a storekeeper and part-time minister. Her brother, Oliver, feared young Frances would die because the family had lost an infant girl a year earlier. But Frances proved not only to be a healthy child but a precocious one, learning to talk before she could walk. When she was

2, the Willard family moved to Oberlin, Ohio, then to a farm near Janesville in 1846. The Willard property, known as Forest Home, grew into one of Wisconsin's most productive farms.

As a girl, Frances Willard was a tomboy. She once rode a cow after her father forbad her from riding horses, an escapade that persuaded her father to relent. She wanted to be called "Frank" because, she said, she "preferred a boy's name and a boy's care-free lifestyle."

Male and female roles were not clearly defined in the Willard family. Frances didn't learn to cook or sew until she was a teen-ager. Her mother, Mary, was a teacher for 11 years prior to



Frances Willard fought for many causes including women's rights.

her marriage, and she tutored her Frances and her sister.

When she left home to attend North-Western Female College in Evanston, Frances Willard brought her unusual view of the world with her. She was shy and more interested in academics than in men. After college, she taught school in River Forest and Kankakee, Ill. She became engaged to marry Charles Fowler, a Methodist minister, but returned his ring in early 1862. She

Please see **HEROES**, Page 5D



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From Wisconsin State Journal
January 15, 1996

Heroes

Continued from Page 1D

had one other relationship four years later but never married. A month after Frances broke off the relationship with Fowler, her sister died of consumption. In 1863, she wrote and had published a book about her sister, titled "Nineteen Beautiful Years."

Her first public service came in 1865, when she became corresponding secretary for the American Methodist Centenary Association, which was raising money to build an addition to Garrett Theological Seminary in Evanston. In 1866, she became a teacher at Genesee Wesleyan Seminary in Lima, N.Y.

After a two-year world tour with a colleague, Kate Jackson, Frances Willard returned to accept the presidency of Evanston College for Ladies, where she replaced a stringent set of rules for women students with an honor system. She also became an instructor of men's classes at Northwestern.

But male students didn't take kindly to a woman instructor of composition. They decorated her blackboard with graffiti and imprisoned a cat in her desk drawer. Fowler, her former fiance, became university president, and, after a merger of the College for Ladies with the university, he stripped her of authority, finally forcing her resignation in 1874.

By 1874, the temperance movement was taking hold in America as women were organizing to seek bans on liquor sales and saloon closures. It may be difficult for us to understand today the prevailing attitudes of the time. The failure of Prohibition may color our historic view of the temperance movement.

In Frances Willard, biographer Ruth Bordin writes: "Drink was one great enemy. Americans had wrestled with the personal and social dislocation produced by their society's tendency toward excessive use of alcohol for over half a century when Willard adopted it as her cause. . . . All through the 19th-century Americans were heavy users of alcohol, heavier users than they have ever been since."

Willard attended the Women's Congress in October 1873 in New York and presented a paper titled "New Departures in Education." The congress, the beginnings of a campaign for women's suffrage, convened to organize a group called the Association for the Advancement of Women. She was elected vice president for Illinois.

She also made contacts in the temperance cause and, instead of seeking another teaching job, she became a lecturer and organizer for the Chicago chapter of the fledgling Women's Christian Temperance Union. After serving as national correspondence secretary, Willard challenged national president Annie Wittenmyer and won in 1879.

In Boston, she also met Annie Gordon, who would become her lifelong companion. Gordon later served as president of the temperance union before and during Prohibition.

During the 1880s, Willard saw a

parallel between the separate movements for temperance and women's suffrage. Her annual convention speeches were widely reported and she became a popular national figure. A speech with a "do everything" theme emphasized using every tactic to work for temperance but also alluded to the fact that women should organize to tackle other issues as well.

In 1883, she foresaw an emancipation of women from domestic chores, imagining meals delivered from a central kitchen by pneumatic tubes and houses heated by central gas and water supplied by public reservoir.

Willard also spoke against exploitation of women: "When we reflect — that in Massachusetts and Vermont it is a greater crime to steal a cow than to abduct and ruin a girl, and that in Illinois seduction is not recognized as a crime, it is a marvel not to be explained, that we go the even tenor of our way, too delicate, too refined, too prudish to make any allusion to these awful facts."

After her mother's death in 1892, Willard joined Lady Henry Somerset in England, and the two women worked to bring the temperance movement to a worldwide scale. But Willard, now in her mid-50s, began to suffer ill health, which was aggravated by her regular trips between America and England. Note to be stopped, however, in 1895 Willard became involved in lobbying the British and American governments to intervene in the wholesale slaughter of Armenian Christians by Turkish soldiers.

Frances Willard died on Feb. 17, 1898, in a New York City hotel room. She had asked that her body be cremated, which at the time was considered a defiant act in itself.

Biographer Ruth Bodin writes that Willard was the most popular and famous woman of the 19th century and Chicagoans mourned her death:

"The flags of the nations second-largest city floated at half mast. Throngs of silent Chicagoans, 30,000 in one day, filed by the bier for a parting look at their city's most famous citizen."

In the context of feminism today, Willard may seem somewhat out of date. But the temperance movement provided a catalyst for women to organize and was an important precursor to the suffrage movement and other critical social changes of the early 20th century.

LOOKING BACK

Frances Elizabeth Willard was born in New York on Sept. 28, 1839. The family moved to Ohio, then to Janesville. Frances celebrated her 7th birthday shortly after moving here. Her family's farm was where Cedar Crest Nursing Home is now, and it was called Forest Home.

Frances and her younger sister, Mary, were taught at home by their mother. When Frances was 9, she remembered asking her mother to write out her name, which Frances copied. Frances thought this might have been her best autograph.

Frances did not think it was fair that her older brother, Oliver, went to the Academy in Janesville, while she and Mary had to stay home. Her parents hired a Miss Budick to teach the girls for a few summers, and this appeased Frances for a while.

With other children now living nearby, Mr. Willard and his neighbor Mr. Inman decided to build a little schoolhouse.

"It was plain and uninviting, that little bit of a building, standing under the trees on the river bank," Frances wrote in her autobiography. "No paint has ever brightened it, outside or in, from that day to the present. It looks like a natural growth; like a sort of big ground-nut. Inside the pine desks were arranged around the wall, boys on one side, girls on the other, a slight platform with rude desk taking up the end nearest the door. But this schoolhouse was a wonder in our eyes, a temple of learning, a telescope through which we were to take our first real peep at the world outside of home."

It was a cold winter morning when school opened. Frances, 14, and Mary, 11, were up very early as they were anxious to get to school. They packed their own lunch of bread and butter, apples and fried cakes in tin dinner pails. They were taken to school in a bob sled. The doors were not



Frances Elizabeth Willard, in a photo from the collection of the Rock County Historical Society. March is Women's History Month.

open, so they went to Professor Hodge's home to get the key, made the fire and were the first to take possession.

Prof. Hodge announced no rules and offered no prizes. He expected the children to behave. He taught there for four months, and later a Mrs. Hovey taught for six months.

The Frances Willard School, built in 1853, is probably the oldest school building still standing in Rock County. It was closed in 1920, and the Woman's Christian Temperance Union bought it the next year to save it from destruction. In December 1950, it was put into use again as a classroom because the River Valley School was overcrowded.

In late 1969, the school was donated to the Rock County Historical Society. It was moved temporarily to the Lincoln-Tallman site, then to its current home on the Rock County 4-H Fairgrounds in Janesville.

In 1977, it was placed on the National Register of Historic Places.

Frances Willard School Experience

Appendix 3: Assessment Sheet

We want to know how you feel about our program! Feel free to fill out this small evaluation about the program and send it back to us. Thank you!

Date of visit: _____

School name: _____

Name of School House Teacher Volunteer: _____

What was your overall experience with the program? Fantastic OK Not enjoyable

Was the instructor helpful and knowledgeable? Yes Somewhat No

Was the program interesting and interactive? Yes Somewhat No

Were the material and activities appropriate for your class? Yes Somewhat No

Do you feel that the program contributed to your class? Yes Somewhat No

How do you feel the students responded to the lessons?

Would you recommend this experience to a fellow educator? Yes No

Is there anything that could have been done differently? If so, what was it? Yes No

Please feel free to include any additional comments or questions for our instructor and the museum staff.

Please send this form back to:

Rock County Historical Society
C/O Education Curator
426 N. Jackson Street
Janesville, WI 53548



ROCK COUNTY
HISTORICAL SOCIETY

Frances Willard School Experience

Note to Homeschool Groups

The Frances Willard School is also available for limited homeschool engagements throughout the year. In this case, any group wanting to conduct classes at the school will pay the same price (\$30 per group) that a public school would pay. Teaching will be conducted by the participants, with assistance & direction from an RCHS staff member. If interested please contact the Education Curator at nfuller@rchs.us

Frances Willard School Experience

Thank you to all our contributors for making this resource guide a success. Specifically, we would like to thank:

Murray Ryan
Kathy Boguszewski
Paul Stengel
Mike Reuter
Laurel Fant
Nathan Fuller

A big thank you to all the volunteer teachers who make this program a reality and for all their hard work that makes this program such a success. Thank you!