



Take it forward.®

Teacher's Guide

One-Room School Self-Guided Program

Miller and McGuffey Schools
Greenfield Village®





Advertisement for "School Shoes," circa 1885. From the collections of The Henry Ford. Object ID: 89.0.541.337

Thank you for choosing The Henry Ford's One-Room School self-guided program. Using this Teacher's Guide and other resources provided by The Henry Ford, you can conduct your own class in a one-room school in Greenfield Village. This learning experience encourages students to participate and imagine themselves as learners from the past. We also suggest your students visit other buildings in Greenfield Village to understand how people took great steps in the name of education, whether that meant changing the school system or learning outside of a classroom.

Inside this Teacher's Guide you'll find background information with pre- and post-visit activity suggestions to assist you and your students in your visit to either Miller or McGuffey one-room school in Greenfield Village. Please note that this is a self-guided experience; **you will be your students' teacher** following a brief introduction by Greenfield Village staff. We recommend dividing your students and chaperones into small groups to explore related village buildings.

ONE-ROOM SCHOOL PROGRAM GOALS

During this program students will:

Experience what school was like in rural 19th-century America inside the Miller and McGuffey Schools in Greenfield Village by:

- Reading and reciting from McGuffey Readers
- Writing on slates
- Participating in lessons from the 1800s, such as a spelling bee, elocution exercises or arithmetic
- Playing games of the 1800s

See examples of people who had to take great steps in the pursuit of knowledge, by visiting these buildings in Greenfield Village:

- Print Shop
- Webster Home
- Hermitage Slave Quarters
- Ford Home

These resources have been created for a wide range of ages, abilities and background levels. Teachers are encouraged to use them as appropriate by scaling activities up or down to best meet students' needs.

A Brief Introduction to Education Before 1900

This background information will help you prepare your students and lead your one-room school experience. You will see underlined links to digitized artifacts from the collections of The Henry Ford related to one-room schools. [Click here](#) to access the entire group in an “Expert Set” or click on the individual underlined links. We recommend sharing the artifacts with students to prepare for your visit or to review after your visit.

School, 1700s-1850

In colonial America and the early United States, people learned the skills needed for success in life from their parents, neighbors, churches and others around them. Those whose [parents could afford](#) it did attend school. Boys usually were given more schooling than girls. And there were a lot of differences in school buildings, supplies and quality, depending on how wealthy the students’ parents were. In addition to wealth and gender, geography influenced education.

School, 1850s-1900

By the 1850s Americans were busy setting up schools, equipping them with teaching materials, training teachers for the classroom, and debating school funding. Urban areas with larger enrollments frequently had [graded](#), multi-room school buildings. But in frontier and rural schools, all children, regardless of age or grade level, were taught in a single classroom — [a one-room schoolhouse](#).

There was often a shortage of teaching materials, especially in frontier schools. Children were often asked to bring books from home or to share books in the classroom. Books like the [McGuffey Readers](#) and Webster’s Blue-Backed Speller were passed down from generation to generation. The typical curriculum included reading, penmanship, arithmetic, spelling, geography, and music.

In addition to lessons, certain regular chores were assigned to specific pupils, often on a weekly or monthly basis. A boy may have been given the responsibility of bringing in firewood or fresh drinking water. Others may have been assigned to washing the blackboards or cleaning snow from the school doorstep.

In the 19th century the school year was divided into summer and winter terms. During the summer term many older children stayed home to help on the farm. Classes were separated by gender and age: boys on one side, girls on the other, youngest children in front, oldest in back.

Children frequently had to walk to get to school. In the 1870s, some communities began organizing transportation with wagons. If children arrived early, they [played in the schoolyard](#) until the teacher rang the bell to summon the students to class.

In the 1870s, kindergarten was the latest innovation in education. The idea was developed in Germany. Young children were taught cooperation, hand/eye coordination, and other skills through games, stories, play and informal learning.

School for Minority Groups

But not all children could attend public school together. By the 1840s, many Roman Catholic immigrants, primarily the Irish, had come to America. Their children encountered textbooks which were biased against Catholics and the Irish. Eventually Roman Catholics chose to create a separate school system to avoid this prejudice.

African Americans faced huge discrimination in education both before and after the Civil War (1861-1865). Enslaved African Americans were forbidden by law to learn to read and write; white Americans feared that learning and communication would lead to a slave revolt. While a few slave owners allowed or taught their own slaves to read, most slaves who learned these skills did so in secret, risking their lives.

Free African Americans could attend school, but even in the North the schools were usually separate from other races and had inferior buildings and supplies. Several laws were passed in the 1800s that abolished segregation in schools in some states, including Michigan, but [school segregation and inequality](#) continued into the 20th century.

In the West, Asian Americans and Spanish-speaking Mexican Americans were also forced to learn in separate, inferior schools. In the last decades of the 1800s, the government forced many Native American children to move away from their families to boarding schools where their traditional language, dress and customs were forbidden.



A one-room school under segregation, circa 1940. From the Collections of The Henry Ford. Object ID: P.B.35145

People Who Changed Education

Several leaders made a lasting impact on the American education system in the 19th century. [Noah Webster](#) wrote the famous American Dictionary of the English Language, but before that he was a teacher who changed daily classroom life. Right after the American Revolution, Webster became concerned about American schools. He saw that the schools were disorderly, with unqualified teachers and often in run-down buildings. The textbooks were from Britain and Europe, not America; this especially bothered Webster since the Americans had recently won independence from Britain. So Webster decided to create a textbook to improve American education.

But before he wrote his spelling textbook, Webster designed a standard, American way to spell and pronounce common, everyday words. First published in 1783, Webster’s book was nicknamed the “Blue-Backed Speller” for its light blue

linen cover. The popularity of Noah Webster's spelling books continued for over a century in this country. It is estimated that 62 million copies were sold by 1889 and used by five generations of schoolchildren. The "Blue Backed Speller" also nurtured an American craze for spelling "bees."

You can visit [Noah Webster's home](#) in Greenfield Village; the house was moved here from Connecticut. Webster lived in this home when his dictionary was published in 1828, and he wrote many other publications here.

Horace Mann influenced the school systems Americans still use today. He was very upset by the inequality and terrible conditions of the schools in the 1830s and 40s.

Mann promoted the idea of giving all children the same education, even those whose parents could not afford school. Not everyone agreed, but all states eventually made this the law. Michigan Territory passed a law like this in 1827.

Mann had other popular ideas, too, which we still use in schools today. Students should have [chairs with backs](#), instead of hard benches without backs. Class could begin and be dismissed with the ringing of a [bell](#). Lessons should be taught using a blackboard and standardized textbooks.

William Holmes McGuffey spread his educational philosophies to thousands of schoolchildren over a number of decades. McGuffey is best remembered for his school textbook series, [the McGuffey Readers](#). The books were first published in the 1830s and 40s.

McGuffey had found it difficult to teach on the American frontier; children were wild and unruly, and their parents often did not value education. He kept this audience in mind when writing his Readers. The books emphasized the fundamental skills of reading and writing but included entertaining stories on a wide range of subject matter with detailed illustrations. Many stories had a moral or character lesson.

Students learned from the textbooks by recitation - repeating verses over and over and committing them to memory. After completing the lessons in a Reader to the teacher's satisfaction, the student could move on to the next Reader, at the next level.

Henry Ford, fondly remembering the McGuffey Readers he used as a child, began collecting Readers in 1914. By the 1930s, he had amassed 468 copies of 145 editions, one of the three best collections in the world.

Greenfield Village's One-Room Schools

The One-Room School Program takes place in either:

[McGuffey School](#)

This log schoolhouse represents the design of schools found in frontier areas of Michigan in the 1840s. It was constructed in Greenfield Village in 1934 from the logs of the Holmes family's barn in western Pennsylvania, the birthplace of educator William Holmes McGuffey. This is one of the two one-room schools in Greenfield Village where groups can spend the day. Visit the [McGuffey Birthplace](#) next to the McGuffey School.

[Miller School](#)

This small building is typical of rural schools throughout the United States in the late 1800s. Some time after the turn of the century, the original Miller School was torn down and the lumber discarded. However, using photographs of the original building, a replica of the school was constructed here and dedicated in 1943. This is one of two one-room schools in Greenfield Village where groups can spend the day.

[Henry Ford attended the Miller School](#) in 1873 and 1874.

He followed his favorite teacher, John Brainard Chapman, when he transferred from Scotch Settlement School. Young Henry was lucky since the Miller School was not far from his home. It was located on the corner of what is now Michigan Avenue and Lois Street in Dearborn, Michigan, and attended by children of School District No. 6 in Springwells and Greenfield townships. The parents of these children shared the cost of the teachers' salaries as well as the cost of maintenance for the school. They also donated wood to heat the school in the winter.

ALSO EXPLORE

[Scotch Settlement School](#) (Visit only, no full day experience)

This one-room schoolhouse was built in 1861 in Dearborn Township, Michigan, in an area of Dearborn known as the Scotch Settlement because of the numerous Scotch-Irish immigrants who settled there.

Henry Ford attended this school from age seven to ten, his first years of schooling. Henry and his friend Edsel Ruddiman, were always playing pranks. To deal with mischievous students, the school hired the stern and heavy-set John Chapman, who was paid an extra \$5 a month because he could keep such boys in line. Because of Ford's fondness for his teacher John Chapman, he not only followed Chapman to Miller School but also brought Chapman's house to Greenfield Village later in life.

Though he had only a sixth grade education, Ford became known as an educational pioneer with his Greenfield Village school system. Scotch Settlement School, the first classroom of the school system, is open for you to explore. It also houses a seasonally-offered dramatic presentation portraying school in the 1860s, called "C is for Citizenship." Check your map for availability and times.

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Michigan Supreme Court Historical Society. "The *Workman* Case: Racial Equality in Nineteenth-Century Michigan." Michigan Bar Journal Supplement. Lansing, MI: December 2008.

Suggested Pre-Visit Classroom Activities

1. Introduce your students to the big idea of the program: “There were, and are, many different ways to learn. In order to be successful, many people have had to take big steps to learn what they want.” Ask them to find examples of this before, during and after your visit. You might like to have them keep a notebook, and take photos during your visit.
2. Read the Background Information for your own knowledge. Share information relevant to your curriculum goals with your students. Advanced readers could read portions for themselves. The text is written at Lexile level 1090L (in the Common Core State Standards text complexity range for grades 6-8).
3. Access The Henry Ford’s Online Collections “expert set” on one-room schools at <http://collections.thehenryford.org/Collection.aspx?collectionid=8607>. Share the artifacts with your students as background and as a preview of things they may see on their visit.
4. To maximize your time in Greenfield Village, you may prefer to complete some of the Reading lessons described in the During Your Visit Section at school. Use the links within the lesson plan to access The Henry Ford’s digitized McGuffey Readers.

To add to the authenticity of the day and enhance your 19th-century immersion experience, we suggest the following:

5. “Shop” for Back-to-School Clothes

Dress in period clothing for the day. We have included historical descriptions and modern suggestions to assist you in instructing your students before they go “shopping” for their clothes.

Clothes for McGuffey School

Boys – At a one-room school in the 1840s, boys would have worn a loose-fitting blouse, [fall-front full-length trousers](#), and a [short jacket](#).

Suggestions: Long trousers, loose fitting if possible; a white or printed shirt, blousy if possible; suspenders; short jacket; ribbon tied at the neck; cap.

Girls – Girls usually wore a [dress of printed cotton](#) (in warmer weather) or of a heavier fabric like wool (in colder weather), with some gathering at the waist. Under their dresses, young girls wore pantalettes, made of either matching fabric or embroidered white cotton or linen.

Suggestions: Cotton dress, mid-calf length; cotton pants or leggings; small hat with ribbon.

Clothes for Miller School

Boys – In the 1870s, boys often wore loose-fitting blouses, suspenders, button-front trousers ([length depended on age](#)), and sturdy leather boots.

Suggestions: Long or mid-calf trousers; loose-fitting shirt; suspenders; boots.

Girls – The girls wore [below-the-knee frocks](#) made of cotton or a heavier fabric for winter, with or without a pinafore. Their shoes would have been of a button-up type or lace fronted.

Suggestions: Cotton dress worn below the knee with a full apron or pinafore; either ribbons in the hair or hats.

6. Pack a Nineteenth-Century Lunch!

Children would have carried their lunches to school in a basket, cloth bundle, pockets, or later in the 19th century, a tin lunch kettle. Our research shows that before the days of commercial and home refrigeration, food variety consisted of regional produce, meats, fish and fowl. Get your fill of fun by trying these lunch suggestions:

- meat sandwiches
- jelly sandwiches (peanut butter was actually rare, except in local growing areas!)
- homemade bread
- home-churned butter
- hard-boiled eggs (children often carried warm boiled eggs in their mittens to keep their fingers warm!)
- fruit (fresh or dried)
- raw vegetables
- cheese
- beef jerky
- pickles
- milk
- root beer
- ginger ale
- grape juice
- doughnuts
- cakes

7. Make Copy Books

[Copy books](#) were bound books of blank pages into which students copied examples of their best work, including math problems or poetry. Books were often used for several years, and students dated their work so teachers could monitor their progress. Copy books were not used as diaries or journals. Using a needle and thread for binding, make your own copy books for use during your visit and to keep as souvenirs of the day.

During Your Visit

Lesson Plan Suggestions

Reminiscing about her days as a student in the Scotch Settlement School, Henry Ford’s sister Margaret Ford Ruddiman related that the teacher did not have a predictable lesson plan except for the opening and closing activities. With this in mind, go ahead and mix and match these lesson plan suggestions to meet your curriculum needs and student learning styles.

Opening Activities

To get your school day off to an authentic start, ring the bell and have your students line up at the door; boys on the left and girls on the right. Boys may file into the room staying to the left and girls may file in to the right. Once inside, students can hang their coats on the pegs and place their lunches on the shelves to enjoy later. In a one-room school, the youngest students were seated in the first rows, so you may wish to simulate grades with your class by dividing your students according to height or age. Assign students to distribute [slates](#), cloths, [slate pencils](#) and copy books, if your class has made some. Have one or two students take the large bucket to collect water for the day. Don’t forget to assign someone to bring in wood from outside and to take it back outside at the end of the day!

Visual Exploration

Before you begin a simulated 19th-century school day, you may ask your students to look around and see if they notice “anything different.” Discuss their new environment — the seating, heating, lighting and teaching materials (slates, slate pencils, switches, dunce cap, bell). Ask them to compare this school to their school. Provide some historical context for the differences, for instance, settlement patterns.

Elocution

Elocution is a person’s manner of speaking. Correct pronunciation of a word was as important to Webster as correct spelling. As a way of practicing elocution, we’ve included a series of tongue twisters for your students to try! Remember: the faster, the more difficult.

- A big black bug bit a big black bear and the big black bear bled blood.
- A skunk sat on a stump; the stump thunk the skunk stunk and the skunk thunk the stump stunk.
- She’s so selfish she should sell shellfish shells but shells of shellfish seldom sell.
- Cross crossings cautiously.

Discuss with students why elocution was important. For instance, instead of communicating through videos or the radio, people had to raise their voices and speak clearly during a speech to a large crowd. What are some other ways communication has changed from the 1800s to now?

Penmanship

Have your students get their slates and slate pencils ready. Encourage sharing if necessary — students in one-room schools had to make due with available materials. Students can practice their penmanship on the slates or on the blackboard. If they made copy books, have them transfer their writings into the copy books. Ask students who are left-handed to only use their right hand and explain that all children were taught to use their right hand, for writing. Penmanship examples are noted in the McGuffey Reader suggestions below. For groups using Fourth and higher Readers, use the penmanship example from the Third Reader. The higher level Readers do not cover penmanship.

Ask your students why it was important to have good handwriting in the 1800s. Explain that very few things were printed with a machine, with the exception of books, handbills and newspapers. Most correspondence and communication in the early and mid-1800s was handwritten, and in order to conduct business and communicate with friends people needed to be able to read what one another wrote.

Reading

There were many different reading books available in the 19th century. The McGuffey Readers appear to have been most popular in the Midwest and the South. In the classroom you will find the McGuffey series numbered from the Primer through the Sixth; use the Reader Level recommended below.

Have students share as necessary; one-room schools made do with available materials.

Discuss William Holmes McGuffey and his readers (in the “People Who Changed Education” section) as an introduction to the reading lesson. Explain to students that Readers contain many different subjects that were taught together in the one-room school: reading, social studies, science and literature. Readers also provided lessons about morality and manners.

Recommended McGuffey & Blue-Backed Speller Exercises

Tips for The American Spelling Book (Blue-Backed Speller):

This book emphasizes elocution (pronunciation) and spelling. It also contains basic facts as well as moral or religious lessons. The best way to use this book in the One-Room School experience is for choosing spelling bee words.

Tips for the McGuffey Eclectic Readers:

How the Readers are set up:

- Information on elocution (pronunciation) and grammar is given at the front of most levels of the McGuffey Readers. Reading selections follow.
- Definitions and background information may be given at the beginning or end of the selection.
- Discussion or writing questions may be given at the end of the selection.
- Elocution (pronunciation) of certain words may be given at the beginning of the selection.
- For the upper levels, the Readers republished pieces by other authors.

For any selection, read to the class, ask students to read in unison, or ask one student to read aloud. Emphasize correct pronunciation (elocution) — this was very important to McGuffey and Webster.

For poetry selections, challenge students to a recitation: they should memorize the poem and recite it in front of the class (or a portion, for longer poems).

Questions to discuss:

- When was this piece written? By whom? For whom? What is the main idea of the reading selection? What are some examples that support the main idea?
- Are there any words that are new to you, or unusual? What do you think they mean? Is the grammar different than ours today? Overall, is the language different from the textbooks or articles you read in school today?
- Is there a moral lesson in this reading selection? If so, what? Why might McGuffey have wanted to teach that lesson?
- Have you learned about this subject in your 21st-century school? What is similar or different about what the Reader says, compared to textbooks and lessons you have studied? Has our scientific or historical information changed? Have our values changed?
- How are the McGuffey Readers similar and different to books you used when you were learning to read?

Grade 1 - McGuffey's Primer

Penmanship: "Lesson V. - Review" (p. 11)

Reading: "Lesson XXXIII (The Goat Cart)" (p. 39)

Science: "Lesson XLIV (The Bee)" (p. 51)

Grade 2 - McGuffey's First Reader

Penmanship: "Slate Work" (p. 15)

Science: "Lesson XL (The Bee)" (p. 52-53)

Reading: "Lesson XLII (The Nest)" (p. 56-57)

Geography: "Lesson LIII (The Beach)" (p. 74-75)

Grade 3 - McGuffey's Second Reader

Reading: "Lesson IX. Kitty and Mousie" (p. 26-27)

Science/Penmanship: "Lesson XXI. The Bee and Slate Work"(p. 46-48)

Reading: "Lesson XX. The Quarrel" (p. 44-46)

Grade 4 - McGuffey's Third Reader

Reading/Penmanship: "Lesson VI. Lend a Hand" (p. 25-26)

Science: "Lesson XXI. Humming Birds" (p. 57-59)

Science/History: "Lesson XXXIX. I Will Think of It" (p. 101-103)

Grade 5 - McGuffey's Fourth Reader

Reading: "II. Try, Try Again" (p. 28-29)

Science: "XXIX. The Eagle" (p. 84-85)

History: "LXXVII. Alfred the Great" (p. 216-219)

Grade 6 - McGuffey's Fifth Reader

Reading: "VI. The Singing Lesson" (p. 52-53)

History: "LXXV. The Boston Massacre" (p. 241-245)

Science: "XCI. Transportation and Planting of Seeds" (p. 278-282)

Grade 7 and up - McGuffey's Sixth Reader

History: "LII. North American Indians" (p. 209-211)

Reading: "CIX. The Raven" (p. 382-389)

Science/Geography: "CXXIV. The Falls of the Yosemite" (p. 426-429)

Arithmetic

A number of arithmetic textbooks were available in this country during the 19th century. They taught the basic elements of arithmetic: addition, subtraction, multiplication and division, as well as fractional and percentage problems written in common problem situations. A review of 19th-century arithmetic textbooks provides insight into prices, products and lifestyles of the period. If texts were not available, teachers would create their own arithmetic problems using trade catalogs or other price lists. We have provided you with a few arithmetic problem examples from 1840s and 1870s textbooks. This is a good time to talk with students about why it was so important to know math. Everyone had to calculate their earnings and spending, and business owners had to maintain accounting books because there were no computers or calculators to do it for them. You may also need to ask students to use context clues to determine the meanings of words that we do not use often anymore, like "wagoner" and "apothecary."

Arithmetic problems of the 1840s

1. A wagoner drove 15 miles in the forenoon and 6 in the afternoon. How many miles in the day?
2. 8 drams of medicine, weighed by the apothecary, is the same as 1 ounce of medicine. How many ounces are there in 46 drams?

3. A gentleman who had been away on a journey for 9 days found on his return that he had spent 36 dollars. How much did he spend a day?
4. If a ship sails 7 miles an hour, how many miles will she sail in 7 hours?
5. A hunter in Michigan sold 7 pelts at 5 dollars a pelt, agreeing to take his pay in muskets at 8 dollars apiece. The purchaser counted out as many muskets as the pelts would pay for, and finding there was still a balance due to the hunter, he paid this in money. How many muskets and how much money did the hunter receive?

From The North American Arithmetic by Frederick Emerson, Philadelphia, 1845.

Arithmetic problems of the 1870s

1. If one orange costs 2 cents, what will 3 oranges cost?
2. A speculator bought three houses. For the first he gave \$4,875; for the second, \$2,250 more than the first; and for the third he gave \$3,725. He afterward sold them all for \$20,838. How much did he gain?
3. The following is Mr. Brown's private account for two weeks: First week received \$50 for salary, and spent \$25 for clothing, \$7 for board, \$2 for washing and \$5 for sundries. Second week received \$50 for salary, loaned \$35 to Tom Jones, paid \$7 for board, \$2 for washing and \$8 for sundries. How much did Mr. Brown have at the end of two weeks?
4. How far will a ship sail in 56 weeks at the rate of 1,512 miles per week?
5. The yearly income from a railroad is \$379,600; how much is that a day? (365 days = 1 yr.)

From Ray's New Practical Arithmetic by Joseph Ray, M.D. Cincinnati and New York: VanAntwerp Braggard Co., 1877.

Geography

Boundaries, the number of states, place names — they've all changed since the 19th century. Reference the maps in your one-room school classroom. Discuss with your class the number of states in America during the [1840s](#) and 1870s and the other geographical features of the country during these periods.



School desks circa 1900.
From the collections of the
Henry Ford. Object ID: 55.37.6

Spelling

Assign spelling words from the McGuffey Reader or Webster's Blue-backed Speller. Or, since spelling bees were very popular during the 19th century, challenge your students to a spelling contest. After their one-room school visit, you may even wish to hold a spelling bee among your class members or between different classes back at your school.

Music

During the 19th century, music was incorporated into many schools' curricula. You may wish to include popular songs of the period in your opening exercises or as a separate topic during the day. Nineteenth-century songs that you may recognize include:

- Camptown Races (1850)
- Oh! Susanna (1848)
- She'll Be Comin' Round the Mountain (1870)
- I've Been Working on the Railroad (1880)

Visit the Sounds of America Gallery in Greenfield Village to learn and hear more about music from the past.

Discipline

Engage students in a discussion about methods of punishment and why students would have been punished in the one-room classroom of the 1830s and 1870s. Was their punishment more severe than what we do today? Were the punishments helpful for students? How might students with learning disabilities have been treated in a one-room school? You may use the dunce cap provided in the school house to discuss the old-fashioned punishment.

Recess

Time for some fresh air and fun! A bag of games and instructions is provided in the one-room school. Students can share the toys for Jacob's Ladder, the Game of Graces, and Cup and Ball, or they can play the games that do not require toys.

Tour of Greenfield Village

Break the students into groups of ten or fewer per chaperone. Encourage groups to rotate so smaller buildings do not become overcrowded. Chaperones should discuss the tour and buildings' big ideas. Teachers may want chaperones or students to take photos or notes, too.

Tour's Big Idea:

There were, and are, many different ways to learn. In order to be successful, many people have had to take big steps to learn what they want.

Buildings' Big Ideas

Print Shop (1800s)

Some children learned how to do jobs by becoming apprentices.

Webster Home (1790-1830s)

Teacher Noah Webster wanted more children to attend school, and for schools to improve. He published the first American textbook in 1783 and later created Webster's Dictionary. Webster's books promoted American, not British, spelling and pronunciation as well as American values.

Hermitage Slave Quarters (1850s)

Enslaved people were not allowed to read and write. Still many learned these skills, in secret.

Ford Home (1870s-1910s)

Henry Ford was a hands-on, self-directed learner who tinkered with machines, like watches.



Post-Visit Classroom Activities

Have students create a project, for their families or others in the school, about how school/education has changed since the 1800s. Choose the option that best fits your students' age, time available, and technology available.

Audience	Project	Resources
The school community	Hallway display	<ul style="list-style-type: none"> Information from this packet The Henry Ford's Online Collections, including the One-Room School expert set
Families	<ul style="list-style-type: none"> Digital story Blog entry Written report 	<ul style="list-style-type: none"> Pre-visit and during-visit activities and discussions Photographs taken by your group Examples from students' copy books Students' own research

Connections to Michigan, Common Core, and Other National Standards

For detailed, full-text curriculum connections, visit: <http://www.thehenryford.org/education/erb/CurrConnOneRoomSchoolProgram.pdf>

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