

# Guidebook for the Little Red School House

Mill Hill

Norwalk, Connecticut

**A project of collaboration between the Norwalk Historical Society and  
Norwalk Public Schools**

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## INTRODUCTION

This guidebook is designed to encourage teachers to use the historical buildings at the Mill Hill complex and, in particular, the Schoolhouse.

We hope to promote an appreciation for Norwalk's past by involving children in an active exploration of the Schoolhouse. From this base of reference, the children can measure their own experiences in school today.

We hope this guidebook will be a source of inspiration, providing starting points on ways to use a visit to the Schoolhouse both there and in your classroom. We also hope this guidebook will give you many useful ideas and activities as well as a background for planning your visit.

And it is our hope that this guidebook will change and grow because teachers like yourself will add to it from your own experiences.

## EXPLORING THE SCHOOLHOUSE

### PRE-VISIT IDEAS

1. Brainstorm with your class what happens during a school day.
2. Using the above, ask the children to work in small groups to speculate what may have been the same for a Norwalk school in 1820.
3. Ask the children to explore their own school classroom and building making inventories of what they find - from their own pockets and desks to mapping the school building.

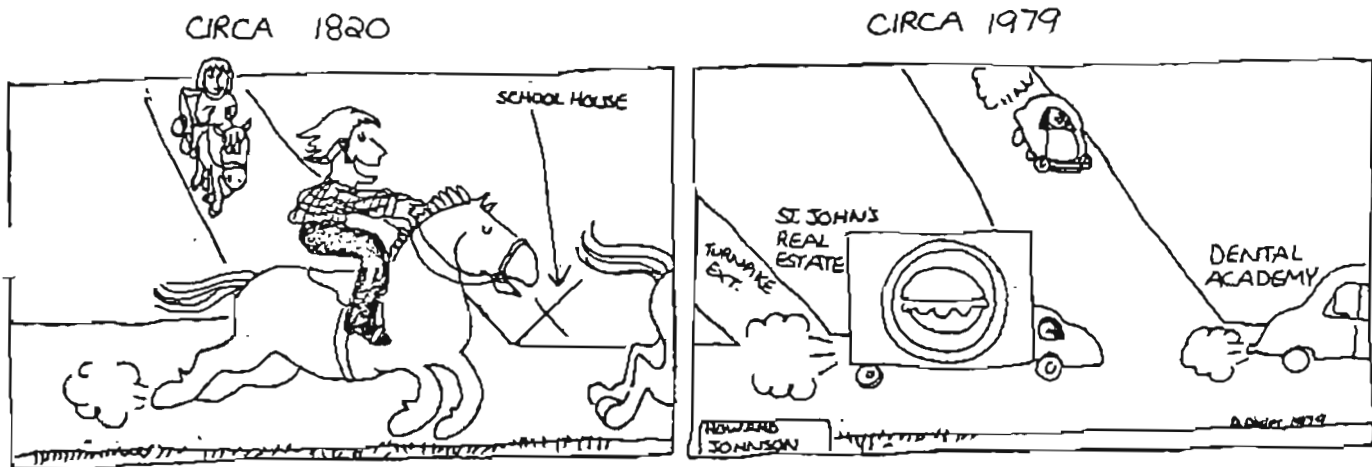
### POST-VISIT IDEAS

1. Continue the discussion of what was the same for a school today and in 1820.
2. List with the children their continuing questions about schooling in 1820. Decide on possible ways of finding answers to these questions.
3. Ask the children to work in small groups to fantasize their ideal school.

# EXPLORING THE SCHOOLHOUSE

## INTRODUCTION

Background: The schoolhouse was built circa 1820 and stood on East Avenue on the corner of Willow Street.



In 1969 it was moved to it's present spot.

### **MATERIALS:**

Copybooks (or paper), pencils

### **WHAT TO DO:**

1. Read EXPLORING THE SCHOOLHOUSE: FOCUSING ACTIVITY card.
2. Choose one or more activities

# EXPLORING THE SCHOOLHOUSE

## A FOCUSING ACTIVITY



**MATERIALS:** Copybooks (or paper), pencils.

### WHAT TO DO:

1. Have the children look at a **WINDOW** in the schoolhouse.

Encourage discussion:

- How many **PANES** does it have?
- How is it like the windows in your home?
- How is it different?
- Does it have a **LOCK**?
- What is the window made of?

2. Have the Children:  
Choose something that interests them in the schoolhouse (the building, furniture, the structure, anything they see). Ask them to find a way to remember it. They can use a copybook to record information about it - they can draw, write words, write a story, etc.

Have the children share information about the schoolhouse at this time or back in your classroom.

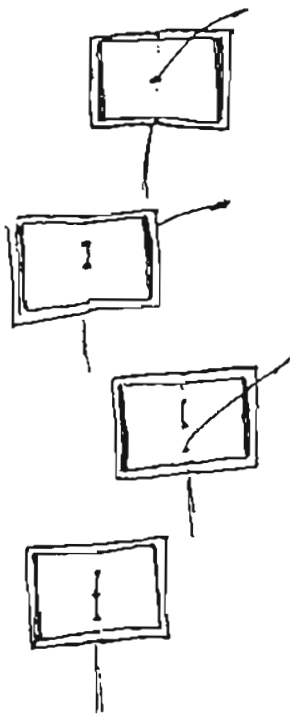
3. Have the children map the floor plan of this schoolhouse in their copybooks.

## MAKING A COPY BOOK

**MATERIALS NEEDED:** Construction paper or wallpaper samples for covers  
Unlined paper for inside pages (3-5 sheets per book)  
Needle and thread  
Scissors

### WHAT TO DO:

1. Fold paper for cover in half
2. Cut paper for inside pages so that when it is folded in half it is slightly smaller than the cover
3. Put inside pages - folded - inside cover
4. Sew inside pages to cover in these steps:



FIRST - sew up from back through middle leaving several inches of thread hanging

SECOND - push needle down through inside pages and cover - about 1 1/2 inches above center

THIRD - bring needle and thread up through cover and inside pages - about 1 1/2 inches below center

FOURTH - bring needle and thread down through center hole and tie ends together



5. Children may want to decorate their covers.



## GAMES

The school day was usually nine to ten hours long. Recess was provided.

### PRE-VISIT IDEAS

1. Perhaps the children can compare their own recess activities to the ones from the colonial period. They can list all of the activities and equipment they have available to them today. Have them take notebooks to the playground and make observations about what takes place on the playground. How does it compare to the way they imagine the colonial times to be?
2. Children from the past often had to provide their own resources for the games they invented. Therefore, they made many of their own toys and games. Given a few resources, (i.e. recyclable materials), how many games or toys can your class invent? How do they compare to the games invented in the past? Are the rules the same? Is the game reflective of the changing times? In what ways?

### POST-VISIT

Now that the children have seen the limited space at the schoolhouse, they have a better feeling for the amount of restlessness that might have occurred in a long day at school.

1. How long is their school day and when do they notice a need to move about? Perhaps they can graph the different rhythms of their school day - play, seat work, conversation time, etc.
2. What has the influence of computers been on the world of games? Perhaps they can list all of the games in their household today. You might like to create a museum exhibit in your classroom of games from home that are from the past.

# GAMES

**BACKGROUND:** Here's a game children of this time would play during recess time.

**PLAYING AREA:** School yard

**MATERIALS:** Children

## WHAT TO DO:

1. All players form a circle. The extra player stands in the center.
2. Players in the circle skip around singing any song they know. As soon as they have finished, all must **STOOP DOWN**. The player in the center tries to tag any player before he stoops.
3. The tagged player joins the circle, and the game continues.

STOOP  
TAG



## CEMETERY SEARCH

### PRE-VISIT IDEAS

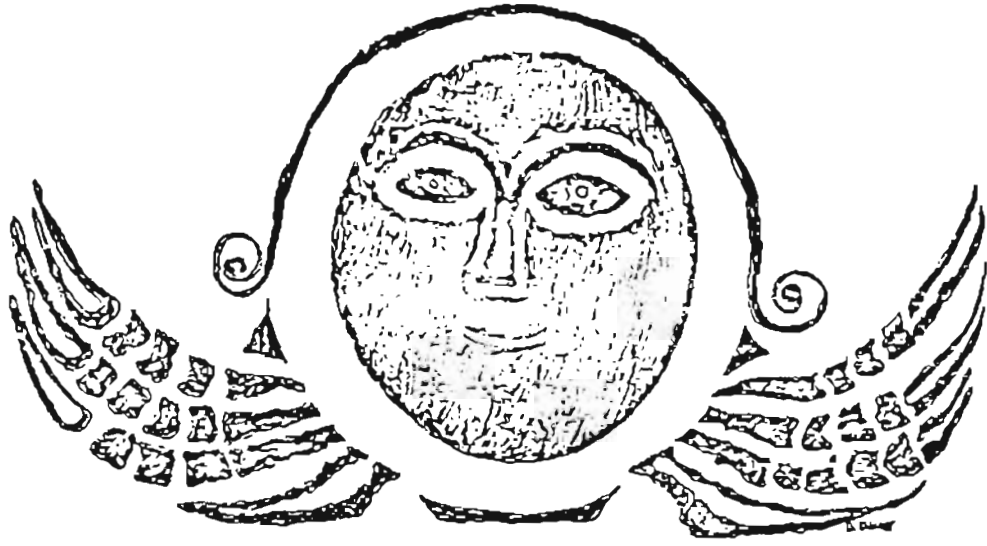
NOTE: Please encourage children to walk through the cemetery with great care. Ask them not to walk on fallen gravestones or to touch the stones unnecessarily.

Gravestone rubbings are best done at the East Norwalk Cemetery. This cemetery has gravestones where the markings have eroded away and rubbings are no longer permitted.

1. Discuss with students how you commemorate the dead; Memorial Day, Veteran's Day, naming of public buildings and streets.
2. Have children discuss streets, parks and schools in Norwalk and whom they were named after.
3. Discuss what an epitaph is.

### POST-VISIT IDEAS

1. Design a headstone.
2. Write an epitaph.
3. Take children on a visit to the East Norwalk Historical Cemetery:
  - a.) Locate famous Norwalk families buried there.
  - b.) Do grave rubbings.
  - c.) Locate monument to first families of Norwalk -
    - Record their names.
    - Find a street named for each one of first families on street map of Norwalk.



# CEMETERY SEARCH

**BACKGROUND:** This cemetery was originally connected with the congregational church on the Green which was originally located where Collins Funeral Parlor is now. After the church was destroyed (during the burning of Norwalk), it was relocated.

**MATERIALS:** Pencils, copybooks (or paper) to record responses.

**WHAT TO DO:** Allow the children to wander through the cemetery and find the answers to the following questions:

1. Find 3 family names that appear in the cemetery more than once.  
(Examples: Kellogs, Selleck, Hill, St. John, Scribner, Betts, Lockwood)
2. List 5 girl's names from the stones.
3. List 5 boy's names from the stones.
4. Find the oldest grave marker.  
(Answer: Eliphalet Lockwood, October 4, 1753)

5. Whose gravestone has this on it?

In his Death, Religion, Literature and Humanity have to lament the loss of one of their greatest ornaments.

(Answer: Thaddeus Betts Esq. MD)

6. The children may choose one gravestone with an angel on it and copy it in their copybooks.

### EPITAPHS

7. Find this epitaph and fill in the last line:

Behold and see as you pass by  
As you are now so once was I  
As I am now you soon shall be

(Last line: Prepare for death and follow me)

8. Whose gravestone has this on it?

He had just gone through a course of liberal education - was a youth of amiable temperament, promising abilities, very dear to parents and relatives - and beloved of all his acquaintance.

(Answer: William Walker)

Other questions: When was he born? When did he die?

## GEOGRAPHY

### PRE-VISIT IDEAS

1. Teacher will find it helpful to acquaint her/himself with early industries of Norwalk in 1820.

See - Norwalk by Deborah Wing Ray and Gloria F. Stewart (available in the school library)

2. Review map skills with children. Include directions, physical features.
3. Share with students excerpts from American Universal Geography by Jedidean Morse, D.D. on New England and Connecticut (circa 1790)

### POST-VISIT IDEAS

1. Compare Norwalk, geography and industries today with 1820's.
2. On a current map of Connecticut, label major products of the state.
3. On a current map of Norwalk, identify the main sections of Norwalk, i.e.
  - South Norwalk
  - East Norwalk
  - Silvermine
  - Rowayton
  - Cranbury
  - West Norwalk

## GEOGRAPHY

Excerpts from the American Universal Geography by Jedidean Morse, D.D. This book was one of the first geography books and was used in Connecticut schools.

### CONNECTICUT

Connecticut is the most populous, in proportion to its extent of any of the 13 states. It is laid out in small farms from 50 to 300 or 400 acres each, which are held by the farmers in see simple and are generally cultivated as well as the nature of the soil will admit. The state is chequered with innumeral roads or highways crossing each other in every direction. A traveler, in any of these roads, even in the most unsettled parts of the state will seldom pass more than two or three miles without finding a house or cottage and a farm...the whole state resembles a well cultivated garden.

### NEW ENGLAND OR THE NORTHERN EASTERN STATES

"New England has a very healthful climate, as is evidenced by the longevity of the inhabitants. It is estimated that about one in seven of the inhabitants live to the age of seventy years; and on in thirteen or fourteen to eighty years and upward.

#### Population, Character, and Diversions

New England is the most populous part of the United States. It contains according to the census of 1790 1,009,522 souls. the great body of these are landholders and cultivators of the soil. As they possess, in see simple, the farms they cultivate they are naturally all attached to their country; the cultivation of the soil makes them robust and healthy, and enables them to defend it.

New England may, with propriety, be called a nursery of men, whence are annually transplanted into other parts of the United States, thousands of its

natives. Vast numbers of the,, since the war, have emigrated into northern parts of New York, into Kentucky and the Western Territory, and into Georgia; and some are scattered into every State, and every town in the Union.

.....

The New Englanders are generally tall, stout and well built. Their education laws and situations serve to inspire them with high notions of liberty.

Learning is more generally diffused than in any other part of the globe; arising from the excellent establishment of schools in almost every township and smaller district.

A very valuable source of information to the people is the newspapers, of which not less than 30,000 are printed every week in New England, and circulated in almost every town and village in the country.

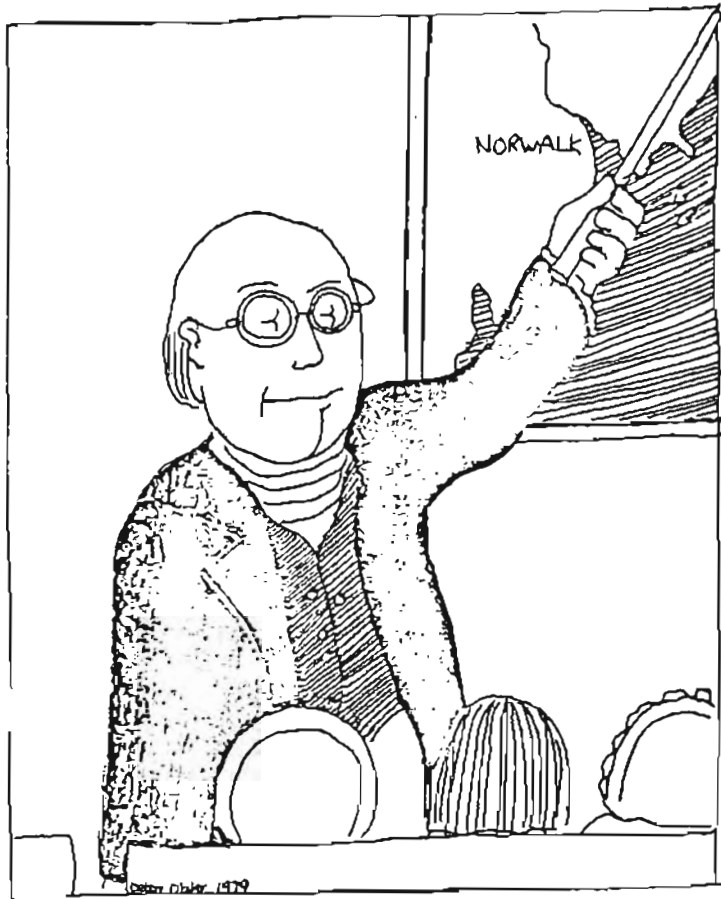
There is one distinguishing characteristic in religious character of these people...that is the custom of annually celebrating Thanksgiving. In autumn, after harvest, that gladsome era in the husbandman's life, the governors issue their proclamations appointing a day of public thanksgiving enumerating the public blessings received in the course of the foregoing year.

Many of the women in New England are handsome. They generally have fair, fresh and healthful countenances, mingled with much female softness and delicacy. Employment at the needle, in cookery, and at the spinning wheel is honourable. Idleness, even in those of independent fortunes, is universally disreputable.

Dancing is the principal and favorite amusement of the young people of both sexes. Gaming is practiced by none but those who cannot, or rather will not, find a reputable employment.

Apples are common, and cider constitutes the principal drink of the inhabitants.

## GEOGRAPHY



### **BACKGROUND:**

Geography was taught through teacher lectures. Excerpts were also read by the students as a reading lesson, when geography books became available. (Teacher should be prepared to lecture on Norwalk industries; resource NORWALK, by Ray & Stewart)

### **MATERIALS:**

Wood pointer

Wall map of Old Norwalk on the wall

Wall map of New England in the schoolhouse

### **WHAT TO DO:**

Using a map of Old Norwalk and pointer, call upon pupil to identify the following (according to direction: N, E, S, W)

- a. Old well (South Norwalk)
- b. The Green
- c. East Norwalk
- d. Winnipauk

Using map of New England, the teacher will identify six New England states (their capitals, etc.)

Teacher will lecture on Norwalk industries of the period - as they were related to the geography of Norwalk (its proximity to Long Island Sound).

# DISCIPLINE

## PRE-VISIT

You may choose to discuss discipline in the 1820's with your students prior to your visit to the Little Red Schoolhouse.

Set the scene:      Long Day, 8:00am to 5:00 pm  
                            Crowded classroom  
                            Dusty being near a road  
                            Noisy because of passing cars, wagons, animals, people  
                            Inadequate lighting  
                            Either poorly ventilated or drafty  
                            Few books, no videos, no cd's  
                            Hot near stove and cold farther away  
                            Children of all ages (4 to 17) in one room  
                            Hard benches

Explain that children were told to keep silent unless reciting a lesson.

Discipline was interlaced with all activities and consequences were known to all students.

You will find each of the following at the schoolhouse:

Uniped - one legged stool  
Ferule - long flat ruler  
Dunce cap - a cone shaped hat for the head  
Placard - sign with "I am idle"

## POST-VISIT

1. Read this paragraph to the children:

A schoolmaster would sit with his feet on the table and call up all the boys to march around the table in single file. As they passed in front of him, he hit them each in turn with his ruler. In this way, though some of the innocent may have suffered, he made sure that none of the guilty escaped.

Was this fair? What would the children have done if they were the schoolmaster?

2. Draw pictures illustrating and comparing the methods of discipline between the past and the present. This may include predictions for future methods of discipline.

## DISCIPLINE

### **BACKGROUND:**

In cramped, crowded classrooms where children who ranged in age from 4 to 17 years were expected to sit long hours in silence, teachers often had to resort to severe forms of punishment to maintain order.

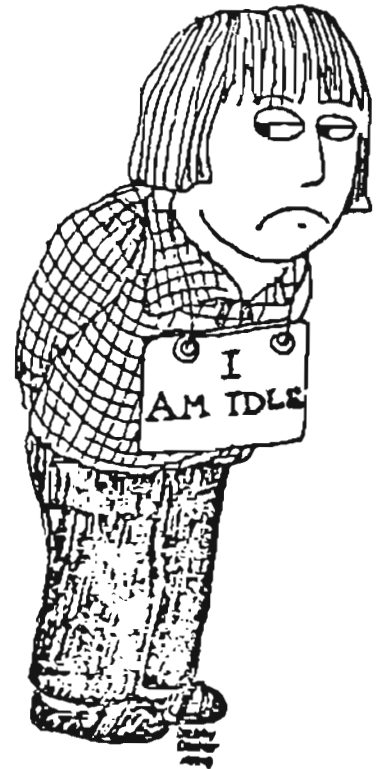
### **MATERIALS:**

Ferule

Dunce Cap

Uniped

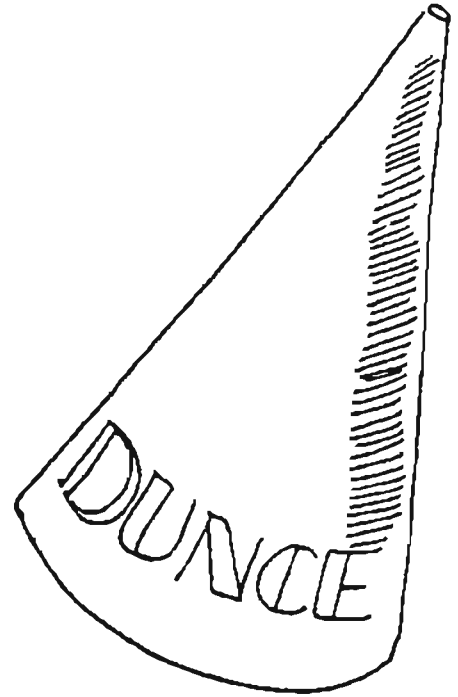
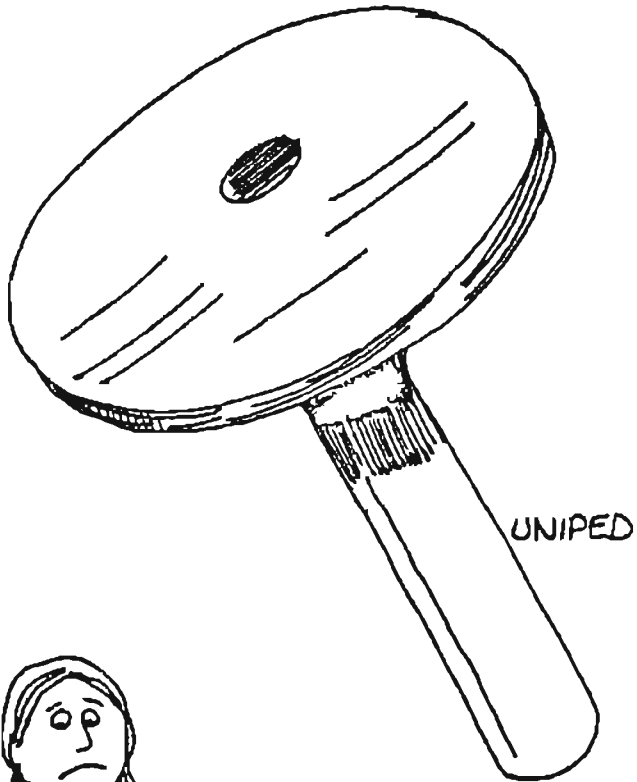
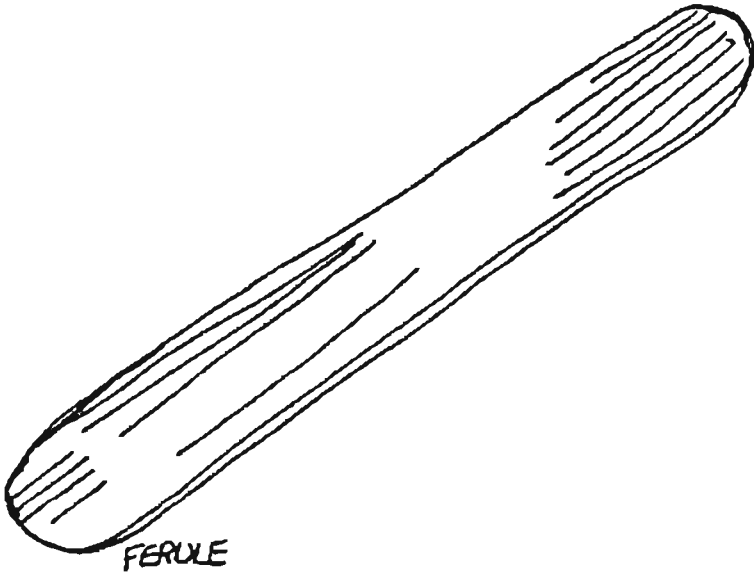
Cards: "TELL TALE: and "I AM IDLE"



### **WHAT TO DO:**

Using materials and volunteers among the children, explain ways a teacher used punishment to maintain order:

- a. A TATTLE-TALE must stand before the class wearing a placard "TELL-TALE".
- b. A pupil who does not do his lesson will be made to wear a placard "I AM IDLE".
- c. A pupil who does not know the lesson must wear the DUNCE CAP.
- d. An unruly child will be told to stand in the corner on just one leg and to stand still.
- e. A mischievous pupil will have to put his arm out straight and hold a heavy book; if his arm should sag, the teacher warns him he will be tapped on the elbow with the FERULE.
- f. a whispering pupil must sit in the corner on the UNIPED for a long period of time.
- g. An unruly boy must SIT WITH THE GIRLS.



## MATH

### PRE-VISIT

Pre-visit activities - copy book

Present word problems orally to student. Be sure students understand how to solve word problems in addition, subtraction, multiplication and division.

Please review these exercised as presented in your own math book.

### POST-VISIT

Follow-up activities for the classroom:

1. Students select a current song and use it for recitation of math tables. (See arithmetic recitation task card).
2. Write a poem that would explain a simple math fact.
3. Students make up word problems to reflect modern life-styles. (See arithmetic dictation task card).
4. Research project on the currency and/or measurement during the 1800's. (See arithmetic currency and measurement task card).

## ARITHMETIC RECITATION

### **BACKGROUND:**

Arithmetic books were not used by students. Facts were learned by rote.

### **MATERIALS:**

No student materials are needed, as this is a recitation lesson. Teacher shall choose one recitation example at a time.

### **WHAT TO DO:**

1. Have students sit together on front benches.
2. Teacher will recite the chosen example (see back of this sheet)
3. Students will repeat the example.



## ARITHMETIC DICTATION

### **BACKGROUND:**

The teacher dictated the arithmetic word problems orally.

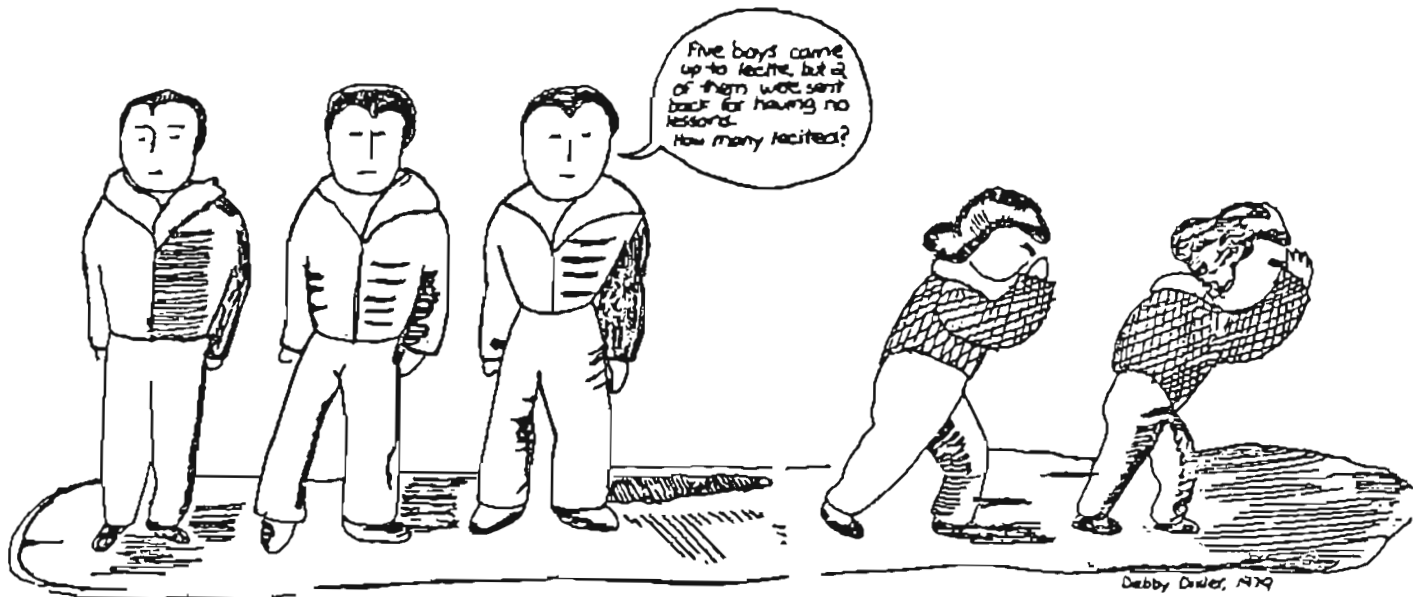
These problems usually involved addition, subtraction, multiplication and division.

### **MATERIALS:**

Pencils and copybooks (or paper)

### **WHAT TO DO:**

1. Teacher reads each problem twice orally to the whole class. Allow time for student response.
2. Teacher may adapt each word problem to class ability.



(Sample word problems on next page)

## SAMPLE WORD PROBLEMS

1. Jonathan made 3 marks on 1 leaf of his book, and 6 marks on another. How many marks did he make?

Answer: 9

2. Jonathan's teacher punished him for soiling the book by giving him 4 blows on one hand and 5 on the other. How many blows did he receive?

Answer: 9

3. Seven boys laughed at him on one side of the house when he was punished, and three laughed on the other. How many boys laughed at him?

Answer: 10

4. Five boys came up to recite, but 2 of them were sent back for having no lessons. How many recited?

5. What is the difference between twice twenty-five and twice five and twenty?

Answer: 20

6. One stage has 4 horses. How many horses have 2 stages?

Answer: 8

7. There are 3 boats and each boat contains 3 men. How many men in all?

Answer: 9

# ARITHMETIC DICTATION

## CURRENCY AND MEASUREMENT

### BACKGROUND:

Many different currencies and measurements were used because there was no set standard by the government.

### MATERIALS:

Pencils, copybooks (or paper)

### WHAT TO DO:

Teacher reads each problem (on the next page) twice orally - and allows time for student response. Teacher may adapt each problem to class ability.



## READING

### PRE-VISIT

1. Have children practice reading in unison. (choral reading)
2. Have children practice saying syllables:  
ab, ac, ad, ba, ed (p.76 of old time schools and school books)

### POST-VISIT

1. Have children make up their own version of a New England primer with rhyming alphabet verses reflecting today's life-styles. (See Reading - New England-Primer task card.)
2. Teach children to construct their own horn book or draw a replica. (See horn book task card).
3. Children can study McGuffey's readers. (Available at the Norwalk Public Library Readers - Primer to VI)

WORD PROBLEMS  
INVOLVING CURRENCY AND MEASUREMENT

1. Harvy told Thomas that he had \$5.00 in his hat and twice as much in his book-bag. He had \$2.80 in his pocket and 5¢ slipped out. Pray tell me how much money he had?

Answer: \$17.75

2. If the farmer's wife wanted to dye her wool red, and needed one quart of pokeberries boiled in one quart of water for every 20 yards of thread. How many poke berries must she gather to dye 100 yards of thread?

Answer:  $100 \div 20 = 5$

3. When hen's eggs cost 2 cents for 3 eggs, what will be the price of 6 dozen eggs?

Answer: 48¢

4. Farmer Smithe needed lumber for his hog pen. If he planned to make the pen ten feet on each side, how much fence rail would he need to cut for all 4 sides?

Answer: 40 feet

5. Farmer Allen hired a man to harvest his corn. If the man worked for 40¢ a day, how much would he earn after 5 days of work?

Answer: \$2.00

## READING THE HORN BOOK

### **BACKGROUND:**

The HORNBOOK was the first book made for children to handle themselves. It was not a book at all but a piece of wood cut into the shape of a PADDLE to be held in the hand.

The lesson, printed in the type of the period, was surrounded by a printed border and pasted to the wood with a piece of HORN (transparent material) laid over it.

### **MATERIALS:**

HORNBOOKS (15 are stored in the closet)  
(Hornbooks must be returned at the end of the class)

### **WHAT TO DO:**

Students read alphabet and lesson from hornbook - alone or in unison.



# READING

## THE NEW ENGLAND PRIMER

R



### BACKGROUND:

The NEW ENGLAND primer was used for over 100 years until the early 1800's. Every primer contained the alphabet, easy syllables, and vocabulary words ranging from 1 to 6 syllables.

The rest of the book was almost entirely a religious and moral miscellany of verse and prose gathered from all sorts of sources. A rhyming method was used for teaching the alphabet.

### MATERIALS:

NEW ENGLAND PRIMER - 35 copies are stored in the closet and must be returned at the end of class.



### WHAT TO DO:

1. Distribute copies of NEW ENGLAND PRIMER
2. Students read lessons alone or in unison.

G



As runs the Glass,  
Our Life doth pass.

H



My Book and Heart  
Must never part.

I



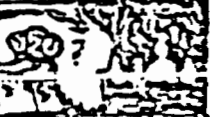
Job feels the Rod,  
Yet blesses GOD.

K



Proud Korah's Troop  
Was swallow'd up.

L



Lot fled to Zoar,  
Saw fiery Show'rs  
On Sodom pour.

M



Moses was he  
Who Israel's Host  
Led thro' the Sea.

N



Noah did view  
The old World and new.

O



Young Obadiah,  
David, Jehos,  
All were pious.

P



Peter deny'd  
His Lord and cry'd.

Q



Queen Esther saves,  
And saves the Jews

R



Young pious Ruth  
Left all for Truth.

S



Young Samuel dear,  
The Lord did fear.

The New England primer

## SPELLING

### PRE-VISIT

1. The teacher could read fables with morals to the students.
2. Check the school library and I.M.C. for filmstrips on fables.

### POST-VISIT

1. Have children make up and illustrate stories with a moral ending.  
Collect stories to make a class booklet.  
(See spelling task page)
2. Children have a spelling bee using spelling words from the spelling book.  
(See spelling task page)
3. Children can have a spelling bee using spelling words on the back of the Spelling task page.

## SPELLING

### **BACKGROUND:**

Webster's AMERICAN SPELLING BOOK or Delsworth's SPELLING BOOK were the textbooks used during the early 1800's for spelling. The schoolmaster probably had the only copy of the book. The SPELLING BOOK included fables, pronunciation, charts, and lists of words. The teacher presented the words and the children spelled them in unison.

### **MATERIALS:**

1. List of spelling words (on next page)
2. Laminated page of the fable "OF THE BOY THAT STOLE APPLES"  
(35 copies are stored in the closet. Must be returned at the end of the lesson)

### **WHAT TO DO:**

1. Teacher distributes laminated pages. Children read the fable together.
2. Notice the Old English script s (f)
3. Teacher shows the words on the back of the card and the children spell them in unison.



SPELLING WORDS

peddler

morsel

chintz

dwarf

freight

pamper

fraud

victor

brawl

parlor

# SPELLING

# BEE

## BACKGROUND:

The purpose of the SPELLING BEE was to practice spelling and to select the best speller.

## MATERIALS:

1. List of SPELLING WORDS
2. Prize (Medal is in closet and must be returned at the end of the lesson)

## WHAT TO DO:

1. Two students choose teams.
2. Teacher alternately presents spelling words to each of them.
3. Student spells the word. If spelled CORRECTLY, the teacher presents the next word to the next member of the other team.

If spelled INCORRECTLY, the student returns to his seat and the same word is presented to the next team.

4. The one child who remains standing is declared the winner and is given the PRIZE MEDAL which he or she will wear for the duration of the visit.



## SPELLING BEE WORDS

<b>Rounds 1 &amp; 2</b>	cab	dab	rub	job
	bad	pig	wig	leg
<b>Round 3 &amp; 4</b>	rope	cage	race	mice
	file	game	tame	hope
	bake	wide		
<b>Round 5</b>	torn	print	sharp	lamp
	left	ramp	smart	plant
	turn	bolt		
<b>Round 6</b>	baker	tulip	spider	paper
	flavor	hero	label	dial
	fever	ruin		
<b>Round 7</b>	flag	grim	chop	ship
	plum	skip	shed	strap
	slug	sled		
<b>Round 8</b>	bulb	pond	mild	bold
	wind	fold	mend	ground
	bench	wild		
<b>Round 9</b>	debate	enjoy	recite	devout
	dismay	turmoil	decay	obey
	relax	polite		
<b>Round 10</b>	deed	brood	deer	queen
	peel	speed	bee	cheer

<b>Round 11</b>	loom	look	snack	brink
	proof	choose	bloom	bland
<b>Round 12</b>	twirl	quill	purl	cross
	barn	bush	glass	guess
	roll	egg		
<b>Rounds 13 &amp; 14</b>	banquet	rivet	velvet	habit
	orbit	beggar	spirit	collar
	parrot	muddy		
<b>Round 15</b>	badge	pledge	twinge	lounge
	plunge	verse	birch	clinch
	batch	notch		
<b>Round 16</b>	hoist	pouch	void	sour
	noise	crown	prowl	loud
	coin	browse		
<b>Round 17</b>	maid	chief	peace	heave
	leaf	crease	bean	sneak
	cheese	squeak		
<b>Round 18 &amp; 19</b>	botany	burglary	larceny	witchery
	revelry	tyranny	cookery	butler
	mastery	colony		
<b>Round 20</b>	brace	glade	spade	globe
	tribe	shame	swine	stride

## WRITING

### PRE-VISIT

1. Have children make a copy book.
2. Assist children to choose a colonial name for use during their visit and use script to write their colonial name.

### NAMES:

#### Girls

Elisa  
Margaret  
Abigail  
Patience  
Faith  
Hope  
Charity  
Amy  
Amelia  
Penelope  
Agatha  
Tabatha  
Samantha

Ella  
Isabella  
Jemima  
Dinah  
Ruth  
Elizabeth  
Mercy  
Sarah  
Martha  
Mary  
Mary Ann  
Caroline  
Ethel  
Caddie  
Ann

#### Boys

Thomas  
William  
Stephen  
Thaddeus  
Epenetus  
Moses  
Elephalet  
George  
Elisha  
Joseph  
Jonathan  
Robert  
John  
Justus  
Silvanus

Jeremiah  
Jedediah  
Nathaniel  
Ebenezer  
Ezekial  
Charles  
Benjamin  
Noah  
Jabez  
Isaiah  
Andrew

3. Teacher may use copy of script alphabet and fly-leaf scribbling that appears in this teacher's guide book to make a thermal master and then give copies to each student.

### POST-VISIT

1. Have children design their own alphabet  
(See writing lesson - Script alphabet task page)
2. Have children write their own moral verses. These can be illustrated and collected into a class book. (See writing lesson - verses task page)
3. Children may design own fly-leaf pattern. Use these as a bulletin board or display. (See writing lesson - Fly-leaf task card)

## WRITING LESSON

### **BACKGROUND:**

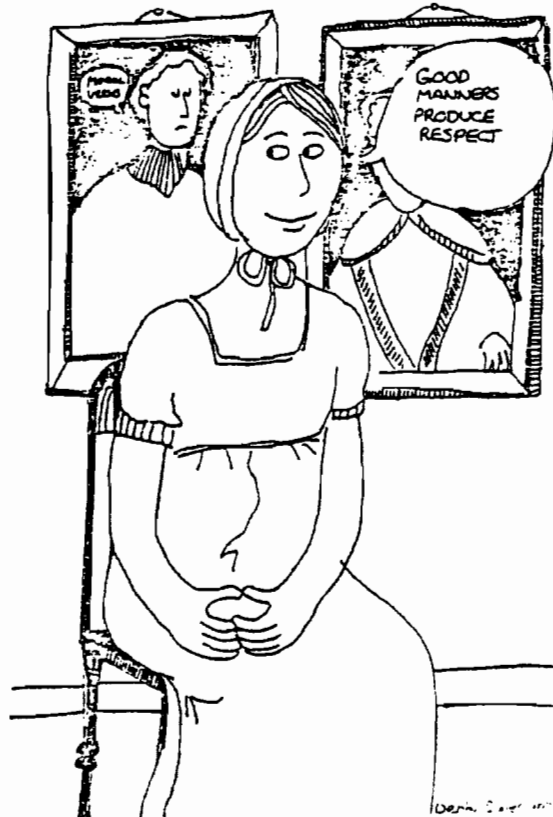
Children often practiced writing by copying moral verses that the schoolmaster wrote in each child's copybook. These verses stressed the necessity of being good and consequences of being bad.

### **MATERIALS:**

1. Copybooks (made in advance) or paper
2. Pencils
3. Moral verses - on next page

### **WHAT TO DO:**

1. Teacher holds up back of the list of moral verses for the class to see.
2. Children may copy verses into copybook or onto paper.



# MORAL VERSES

1. Honour parents
2. Hear with attention
3. Honour the aged
4. Banish evil thoughts
5. Honesty is the best policy
6. A stitch in time saves nine
7. A penny saved is a penny earned
8. Children should be seen and not heard
9. Idle hands are the devil's playthings
10. Good manners produce respect