

## **UNIT BACKGROUND**

This unit examines the history of education, including the teaching profession, as Wyoming transitions from a territory to its early decades as a state. Students will learn about the history of Wyoming and relate it to their own education and experiences. The unit includes three segments with progressively advanced student activities. While designed as a learning progression, any of the student activities and accompanying resources may be used as stand-alone lessons.

Journey through the beginning decades of education in Wyoming from the establishment of the Wyoming constitution in 1889 and statehood in 1890 through the 1920's. Glimpse the challenges of communities and settlers as they work to provide an education for their children.

An accompanying instructional PowerPoint presentation\* is provided along with copies of historical documents and student handouts.

*\*Note slide 17 of the accompanying PowerPoint presentation contains a historical account that addresses the requirement of County Superintendents to report the number of "white" children attending school. This unit does not address the inequities concerning the education of minority children or the very complex and tragic experiences of Native American students in boarding schools.*

**Unit Length:** 2-7 class periods

### **Wyoming Content Standards – Social Studies Grades 3-5**

Standard 4 - Time, Continuity, and Change - Students analyze events, people, problems, and ideas within their historical contexts.

SS5.4.4 Discuss different groups that a person may belong to, including Indigenous Tribes of Wyoming, (e.g., family, neighborhood, cultural/ethnic, and workplace) and how those roles and/or groups have changed over time. RL.3.2, RL.4.7, RL.4.9 RI.3.3, RI.4.3, RI.5.3 W.3.2, W.3.7, W.4.2.b W.5.2.b, W.5.7 SL.3.4 CV5.1.2 CV5.2.3 CV5.5.2

SS5.4.5 Identify differences between primary (e.g., historical photographs, artifacts, and documents, including treaties) and secondary sources. Find primary and secondary sources about an historical event (e.g., creation of reservations, Sand Creek Massacre, and creation of national parks). Summarize central ideas in primary and secondary resources. RL.3.2, RL.4.7, RL.4.9 RI.3.3, RI.4.3, RI.5.3 W.3.2, W.3.7, W.4.2.b W.5.2.b W.5.7 SL.3.4

Social Studies Content Standard 5 - People, Places, and Environments - Students apply their knowledge of the geographic themes (location, place, movement, region, and human/environment interactions) and skills to demonstrate an understanding of interrelationships among people, places, and environment.

SS5.5.4 Describe how the environment influences people in Wyoming and how we adjust to and/or change our environment in order to survive (e.g., natural resources, housing, and food).

### **Wyoming Content Standards – English Language Arts Grade 4**

ELA 4.3.1.a-d – Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- b. Provide reasons that are supported by facts and details.
- c. Link opinion and reasons using words and phrases (e.g. for instance, in order to, in addition).
- d. Provide a concluding statement or section related to the opinion presented.

ELA 4.3.2.a-e – Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic clearly and group related information in paragraphs and sections; including formatting (e.g. headings), illustrations, and multimedia when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Link ideas within categories of information using words and phrases (e.g. another, for example, also, because).
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Provide a concluding statement or section related to the information or explanation presented.

ELA 4.3.8 – Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

### **Essential Questions**

- Many of the aspects of education today are similar to education in early Wyoming. What are these similarities? Do they continue because they are beneficial or out of habit?
- Many of the aspects of education today are different than education in early Wyoming. What are these differences? What caused these things change?
- Are traditions important? Why? Why not?

### **Student Activities**

- Creating a 1920 Teacher's Household Budget
- Persuasive Letter Writing
- Compare and Contrast Venn Diagram using Primary and Secondary Sources

### **Materials**

Education in Early Wyoming 1870's – 1920's PowerPoint presentation

Teacher's Budget Student Worksheet, included

Venn Diagram Student Worksheet, included

Grading Rubrics

### **Vocabulary**

enterprising

indispensable

territory

statehood

compulsory

taxes

widow

homesteader

respectable

amenities

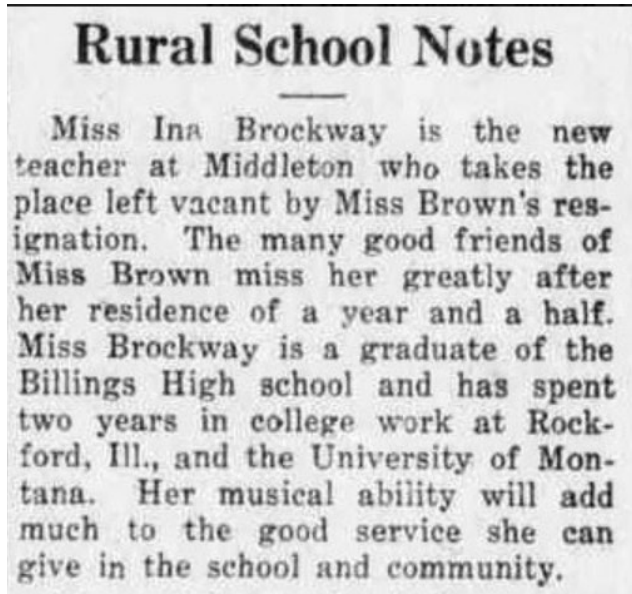
room and board

teacherage

## Creating a 1920's Teacher's Household Budget

### **Description:**

Students will work in collaborative groups to review historical documents such as teacher contracts and newspaper clippings to set up a teacher's household budget. Students may also utilize the library or online materials to search for additional information. [1920 Food Prices](#)



**Pre-requisite Knowledge/Skills:** Students will need addition and subtraction skills.

**Instruction:** Education in Early Wyoming ppt – Part I and II

**Student Instructions:** See student handout titled, "Creating a 1920 Teacher's Household Budget."

### **1920 Teacher's Household Budget Grading Rubric**

Category	4	3	2	1
Budgeting Decisions	Students worked collaboratively to investigate beyond the food list provided to make spending decisions that are thoughtful and cover basic life needs.	Students worked collaboratively to investigate beyond the food list provided to make spending decisions.	Students worked collaboratively to establish spending decisions based on information provided.	Student work did not reflect thoughtful budgetary decisions based on the information provided.
Accuracy	Students fully completed the budget worksheet with no mathematical or spelling errors.	Students fully completed the budget worksheet with 1-2 minor mathematical or spelling errors.	Students fully completed the budget worksheet budget worksheet with 3-4 mathematical or spelling errors.	Budget worksheet incomplete or contain multiple spelling and/or mathematical errors.

# Creating a 1920 Teacher's Household Budget

The year is 1926 and you have been hired to be the teacher at the Grass Creek School, a country schoolhouse in rural Wyoming. Read your employment contract carefully and prepare a budget for you to buy the items you will need for your home as well as your school. What will you need for food and household items? Will you raise or grow some of your own food? What might you need for



teaching supplies? You may make a grocery list on the back with prices to add up for one "Food" purchase. What will you do for entertainment – read, sew, etc? Don't forget to include the cost of the rent for your house. *Note: Most often, a rural teacher lived with a family and paid room/board but, for this activity, you will plan to pay rent.*

Use your primary and secondary resources. An example of a primary resources are copies of original historical documents. Secondary resources include what experts have researched and written about the 1920's. You may find both primary and secondary resources online but remember to make certain your sources are credible.

**Income - Monthly Salary** \$ \_\_\_\_\_

**Purchases:** **Cost:**

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**Total Expenses:** \$ \_\_\_\_\_

**Money left for the rest of the month or savings** \$ \_\_\_\_\_

Are there things that you found that you would like to purchase but will need to save you money in order to buy at a later time? If so, list them on the back. Remember, there is no such thing as credit cards so you will have to wait until you have saved enough money to purchase these things. List primary and secondary sources on a separate sheet of paper.

TEACHER'S CONTRACT.

RECORD PRESS, THERMOPOLIS

This agreement, entered into this 20th. day of May 1926, between School District No. 5, in the County of Hot Springs and State of Wyoming, and Dora Bender a qualified teacher of said County.

Witnesseth: That the said Dora Bender agrees to teach the school, or Primary grade in Grass Creek school of said District in a faithful and efficient manner for the term of Nine months, commencing on the 6th. day of September 1926, and agrees to keep her self qualified, and agrees in all things to observe the rules and regulations of this District Board.

In consideration whereof, said School District No. 5 agrees to pay said teacher the sum of One Hundred Fifty Dollars (\$ 150.00 ) per month for said services and agrees to keep the school house in good repair and to provide the necessary fuel and supplies.

Provided, That in case said Dora Bender shall be discharged for sufficient cause by the District Board, or shall have her certificate annulled, she shall not be entitled to any compensation from and after such dismissal or annulment.

In witness whereof, we have hereunto subscribed our names this 20th. day of May A. D. 1926.

Dora Bender Teacher.

E. D. St. Elaw Director.

J. A. Henry Treasurer.

Burr Farn Clerk.



Dora Bender-teacher



Dora Bender--W R Mann--Elsie T Mann

Courtesy of Glen Lee

## Writing a Persuasive Letter

**Description:**

Students will write a persuasive letter to their parent/guardian convincing them to either ALLOW or DON'T ALLOW his/her new school teacher to rent a room and live at his/her house.

**Pre-requisite Knowledge/Skills:** Students will need direct instruction or review of friendly letter format and structure. Students will need direct instruction or review on making clear and organized persuasive arguments by taking a position and providing supporting information.

**Instruction:** Education in Early Wyoming ppt – Part II

**Student Instructions:**

The year is 1920 and you are a student in a one room country school house. School starts in a few weeks and a new teacher will be arriving in three days. The new teacher will need a place to live. Choose a position. Do you want the new teacher to live in your home or do you not want to have your teacher live with your family? Write a letter to you parents/guardians convincing them to either rent a room to the new teacher or talk them out of it, depending on the position you take.

Make certain your letter is persuasive and gives specific reasons that support your position. What will get your parents/guardians to agree with your position?

Remember this is a letter and must have all the components and form of a friendly letter. Also remember to check your spelling and punctuation.

### Persuasive Letter Grading Rubric

Category	4	3	2	1
Ideas/Persuasive argument x2	Ideas are expressed in a clear and organized fashion. Persuasive arguments are compelling with arguments fully supported.	Ideas are expressed are clear and persuasive and arguments supported. Organization has minor errors.	Ideas are expressed on topic and generally persuasive with some arguments missing supporting evidence or information. Lacking organization.	Ideas lack clarity and organization. Persuasive arguments lack supporting evidence or information.
Salutation and Closing	Used one salutation and closing with correct formatting and no errors in capitalization and punctuation.	Use one salutation and closing with correct formatting and has 1-2 errors in capitalization and punctuation.	Used one salutation and closing with minor errors in formatting and 1-2 errors in capitalization and punctuation.	Salutation and .or closing missing or major errors
Sentences & Paragraphs	Sentences and paragraphs are complete, well-constructed and of varied structure. Each new ideas start a new paragraph.	All sentences are complete and well constructed (no fragments, no run-ons). Paragraphing is generally done well. Most new ideas start new paragraphs.	Most sentences are complete and well-constructed. Paragraphing need some work. Some new ideas start new paragraphs.	Many sentence fragments or run-on sentences Paragraphing needs improvement. All ideas are grouped into one paragraph.
Grammar, Spelling, Capitalization & Punctuation	Writer makes no errors in grammar, spelling, capitalization and punctuation.	Writer make 1-2 errors in grammar, spelling, capitalization and/or punctuation.	Writer makes 3-4 errors in grammar, spelling, capitalization and/or punctuation.	Writer make more than 4 errors in grammar, spelling, capitalization and/or punctuation.



## **Compare and Contrast – Interview, Venn diagram, Essay**

### **Description:**

Students will use primary and secondary sources to compare and contrast teaching and education in the 1920's and 2020's. Students will use historical records regarding teaching and education in early Wyoming to develop interview questions. Students will gather primary source information by interviewing a teacher regarding teaching and education in 2020's. Students will take notes and complete a Venn diagram to articulate similarities and differences. Students may write an informative essay and/or create a graphic to use in an oral presentation on Teaching & Education 1920's vs. 2020's.

**Pre-requisite Knowledge/Skills:** Students will need direct instruction or review on obtaining credible source documents, interviewing, and notetaking. Students will gain experience in the use of Venn diagrams and writing informative essays.

**Whole Group:** If students have limited experience with compare and contrasting, a Venn diagram may be created as a whole group guided practice based on information learned during the unit and student knowledge/experience.

Alternatively, after students work individually or in pairs to develop questions, conduct interviews, and complete a Venn diagram of their findings, it is suggested the class engage in a guided whole group activity to create a comprehensive Venn diagram for the class.

**Instruction:** Education in Early Wyoming ppt – Part I, II, III

### **Student Instructions:**

For this assignment, you will work with a partner to investigate the similarities and differences between being a teacher in the 1920's and a teacher in the 2020's.

1. Use what you have learned in this unit and credible sources in the library or online to write 3-4 interview questions about being a teacher in the 2020's compared to the 1920's.
2. Arrange to interview a teacher in your school. Decide roles with your partner to ask the interview questions and take notes. Remember – If you choose to record the interview, you must ask permission from the person you are interviewing.
3. Use the information you have learned to create a Venn diagram comparing and contrasting teaching in the 1920's and one hundred years later in the 2020's.
4. Use a highlighter to identify the most important and interesting pieces of information on your Venn diagram.
5. Write a compare and contrast essay using the most important and interesting information you highlighted. Try to use one quote from your teacher interview in your essay.

## Informational Essay Grading Rubric

Category	4	3	2	1
Information x2	Information is expressed in a clear and organized fashion. Information is factual with some primary sources referenced (e.g. according to).	Information is provided in a clear fashion. Information is factual. Organization has minor errors.	Ideas are expressed on topic and generally clear. Majority of information is factual with minor lapses of writer's opinion/feelings. Lacking organization.	Ideas lack clarity and organization. Information and writer's opinions/feelings are not clearly separated.
Sentences & Paragraphs	Sentences and paragraphs are complete, well-constructed and of varied structure. Each new ideas start a new paragraph.	All sentences are complete and well constructed (no fragments, no run-ons). Paragraphing is generally done well. Most new ideas start new paragraphs.	Most sentences are complete and well-constructed. Paragraphing need some work. Some new ideas start new paragraphs.	Many sentence fragments or run-on sentences. Paragraphing needs improvement. All ideas are grouped into one paragraph.
Grammar, Spelling, Capitalization & Punctuation	Writer makes no errors in grammar, spelling, capitalization and punctuation.	Writer make 1-2 errors in grammar, spelling, capitalization and/or punctuation.	Writer makes 3-4 errors in grammar, spelling, capitalization and/or punctuation.	Writer make more than 4 errors in grammar, spelling, capitalization and/or punctuation.

# Similarities and Differences between Teaching in 1920's and 2020's

Use information from this unit, the library, credible online resources, and your teacher interview to complete the Venn diagram comparing and contrasting teaching in the 1920's and 2020's.



**1920's**

**2020's**