

# Carter Historic Farm School Trip and Curriculum Handbook

A Resource for Educators



Revised December 2022

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### **Carter Historic Farm**

Address: 18331 Carter Rd. Bowling Green, OH 43402

Phone: 419 – 601 – 3653

Email: [office@wcparks.org](mailto:office@wcparks.org)

Open for Tours Fri-Sat-Sun 1pm – 4pm or by appointment

## 1. A Living History Farm

Carter Historic Farm is a Great Depression-era working farm and living history center focused on the agricultural and rural experiences in Wood County, Ohio. We use a living history interpretative method to bring history to life through immersion and active education. The experience facilitates connections between the present and the past, allowing learners to see how different rural life was then and reflect on shared experiences that connect with today.

At Carter Historic Farm, we are not actors but stewards of history. We seek to provide a historically accurate visitor experience. With our living history programming, we present the experiences of Wood County residents during the Great Depression, which often differs from the popular national narrative. We do not depict Hoovervilles, the Dust Bowl, nor the stock market crash of 1929. We depict the experiences of area farmers and their families. In many ways, Wood County, like many other rural communities, was spared from some of the harshest effects of the Great Depression, particularly farmers. Rich, productive soil and good accounting skills sustained established farmers, enabling them to feed their families and community. Therefore, your visit to Carter Historic Farm will not portray poverty nor hardship, rather bounty, frugality, and ingenuity on a bustling farm.

Relocated to the farm's property, the Zimmerman one-room schoolhouse emphasizes the experiences of rural children during the early 20<sup>th</sup> century. However, schoolhouse programming is not only an immersive, living history experience for students, but also shows teachers how their profession has evolved over time. In addition to the farm and schoolhouse, the property includes trail paths within a 20-acre wetland, restored by the Black Swamp Conservancy, and a 10-acre woodlot. These natural spaces not only represent an environmental history of Wood County and the Great Black Swamp, they also promote responsible stewardship of the land.

Carter Historic Farm aims to engage visitors in a living history experience. Through our living history approach to farming and rural life, visitors are transported to a time before the modern conveniences we enjoy today. From daily chores to programs and large events, Carter Historic Farm's stewardship preserves and maintains an accessible link to Wood County's rustic and rural beginnings.

## 2. Brief Histories

### Carter Historic Farm

The Carter Historic Farm plot was first purchased in the 1870s by Wood County businessman, C.W. Evers. In 1901, it officially entered the Carter family when it was purchased from Evers by Jeremiah “Jerry” Carter. Jerry worked to improve the land by further clearing trees and other swamp debris from the plot. He also worked to improve the area, successfully petitioning for improvements to the road on which he and his neighbors lived. Upon completion of improvements, it was named *Carter Rd.* Jerry farmed the land until his retirement in 1909 when he divided the land among his two sons, Irvin and Everett, giving each 80 acres. The sons purchased their plots for \$1, the land being considered wedding gifts from their father.

Jerry’s son, Everett, moved onto his 80 acres with his wife, Edith May. Over the years, the couple farmed the land with their young family. During this time, many farm families hoped to have at least one son to help with the farming; however, Everett and Edith May only had three daughters: Marguerite, Marcella (Sally), and Gertrude. Marguerite and Sally worked with their father around the farm while Gertrude helped their mother with household responsibilities. While each of the girls were responsible for their chores on the Carter farm, they also attended school at the Zimmerman one-room schoolhouse down the road from their home.

In 1925, Zimmerman School was closed when the Bowling Green School District consolidated the one-room schoolhouses outside the city into a central school in Bowling Green. Rural students were bussed into town, and it was on this school bus that Sally Carter met her future husband, Lyle Loomis. Together, the two attended Bowling Green Normal College (now Bowling Green State University). Lyle received a Bachelors in Science, later becoming a pastor. Sally earned college certificates in Early Childhood Education and Homemaking, a serious academic study during the time. Shortly after, the couple married and had four children: Joseph, Rose Marie, Jerry, and John.

The Loomis Family moved many times for Lyle’s pastoral ministries in Ohio, Michigan, and Indiana, often returning to visit Sally’s family farm. Her father, Everett, continued to farm, relying on the help of hired workers. As Everett’s arthritis began to make his work increasingly challenging, he decided to construct a home just south of the farm and rent the farmhouse to a

family who could help him work the fields. Everett and Edith May lived in this new house for the remainder of their lives, renting their old home to various families. It was during the tenancy of one of these families, the Winters, when the original Carter farmhouse was destroyed in a fire in the early 1940s. The farmhouse currently standing on the property was moved in 1942 from Gibsonburg. The house was transported in three pieces, including the removal of the second floor to clear the telephone wires. Another family, the Wachters, moved into the reconstructed farmhouse, raising their 11 children there for the next three decades. Everett continued to farm with the help of the Wachters until 1950, the year the farm also received indoor plumbing and electricity.

The Wachter family continued to occupy the property until Edith May Carter's passing in 1974, and the farm was left in the care of Lyle and Sally. The couple officially moved to the farm in 1976 and lived there throughout their retirement. During that time, the Loomis' leased their farm land to a local farmer while they, with their children, grandchildren, and other extended family, raised extensive gardens and some livestock. Sally and Lyle also volunteered in the community through the Wood County Park District, providing educational tours of their farm and the Zimmerman Schoolhouse.

Sally and Lyle were introduced to the Wood County Park District through the renovation of the Zimmerman Schoolhouse in the 1990s. Sally was one of several individuals who helped to restore the school and continued to assist in the creation of a living history curriculum for local teachers. School group visits to the Zimmerman schoolhouse also included the farm, where Sally shared her personal childhood stories. Observing the sale of neighboring properties to real-estate developers, Sally and Lyle began to deliberate on the future of their beloved farm.

In 2000, to preserve the property and its agricultural integrity, Lyle and Sally donated the farm to the Wood County Park District. It was agreed that the couple could live on the farm for as long as they wished. However, after Lyle's passing in 2004, Sally moved to a nursing home in Bowling Green and the Wood County Park District began to restore the property. Sally continued involvement with school visits and talking about her childhood until her death in 2009. Following her passing, the Park District continued to renovate the property until, in 2015, the park officially opened as a 1930s Depression-era farm and house museum.

To improve visitor safety for visiting schools, the Park District relocated the Zimmerman Schoolhouse building from Carter Road to the farm property in 2016. Two years later, the mission of Carter Historic Farm was revised, and the property began to take shape as a working, Depression-era living history farm. In 2019, twenty-acres of the property was dedicated to a Black Swamp reconstruction project with the Black Swamp Conservancy. In 2020, farm staff began farming on limited acres, while continuing to lease the majority of the cropland to a local farmer, as had been done for decades. As of 2022, however, the land is no longer leased to outside farmers, and Carter Historic Farm staff and volunteers alone farm the land with heritage crops and historic methods.

### Zimmerman One-Room Schoolhouse

The Zimmerman Schoolhouse, formerly known as District 10, was originally established by Daniel and Emma Jane Zimmerman. In the absence of a school for the local children, Emma Jane began teaching her children and those of her neighbors in the parlor of the Zimmerman's home. Emma Jane's classes grew so quickly that the Zimmermans built a small wooden schoolhouse in 1872. The current structure, a large brick one-room school building, was constructed in 1891 and in operation until 1925 when Bowling Green City Schools consolidated all of the area's one-room schoolhouses. The Zimmerman Schoolhouse remained vacant for several years afterwards, occasionally used for the storage of farm equipment and grains. In 1940, the Wachters and their 11 children lived in the schoolhouse while waiting for the restoration of the fire-destroyed Carter farmhouse.

After the Wachters' tenancy, the school was vacant again until the mid-1980s when John Zimmerman (grandson of Daniel and Emma Jane) and his wife, Eleanor, began restoration of the schoolhouse. The project was completed in 1991 and the school was donated to the Wood County Part District where it served as a field trip site for area schools. In 2016, the Zimmerman Schoolhouse was moved to the Carter Historic Farm property.

## The Great Depression in Wood County

What do you think of when you think about the Great Depression? You may think of the stock market crash, unemployment, Hoovervilles, the Dust Bowl, and financial devastation. While this was the unfortunate reality for many Americans at the time, not all experienced these extreme hardships. In fact, some lives remained unaltered and others even improved. This was particularly true for Wood County farmers.

The Agricultural Recession of the 1920s is key to understanding how numerous farmers survived, and even thrived, during the Great Depression the following decade. The First World War brought forth great progress and innovation for American farmers due to the country's position as the world's "bread-basket," producing food for war torn countries. Once these countries began to rebuild, they no longer needed American crops. By 1920, farmers in the United States had a surplus of goods they were unable to sell. Along with this, many had taken out large loans to purchase equipment to farm these large quantities of crops. Unsold goods soon led to unpaid loans. Tariffs and rising prices on seeds further added to the financial devastation. Many farmers struggled to make ends meet, having to sell their new equipment, and some, sadly, lost their farms.

To prevent a crisis like this from happening in the future, County Extension Offices stepped in to help. County Extension Offices were important for farmers in the early 20th century. These offices presented the newest discoveries and innovations in agriculture to farmers in their area. These offices offered classes, as well, to educate the rural population in the ways of farming techniques, technological advancements, and housekeeping. One of these services that proved to be the most beneficial to farmers were classes on account management and bookkeeping. Bookkeeping helped farmers, and their wives, budget their farming and family expenses so they could keep afloat during times of hardship. Along with watching finances, bookkeeping encouraged farmers to make more stable choices with what crops they grew, what animals they raised, and whether or not they should decrease or expand production. Once the Great Depression hit, many farmers were able to survive and even thrive. They purchased reliable and affordable equipment, budgeted their spending, and, aside from those in the Dust Bowl states, were able to continue producing crops. Even if they were not able to sell

their crops, they were still able to use them to feed their families and community. The Carters were one of these families that were largely spared from financial ruin during the Great Depression. According to Sally (Carter) Loomis, living during the Depression was not so different from how she and her family had always lived. Smart budgeting, living sustainably, and having a well-established farm operation is what most likely kept the Carters afloat during that time.

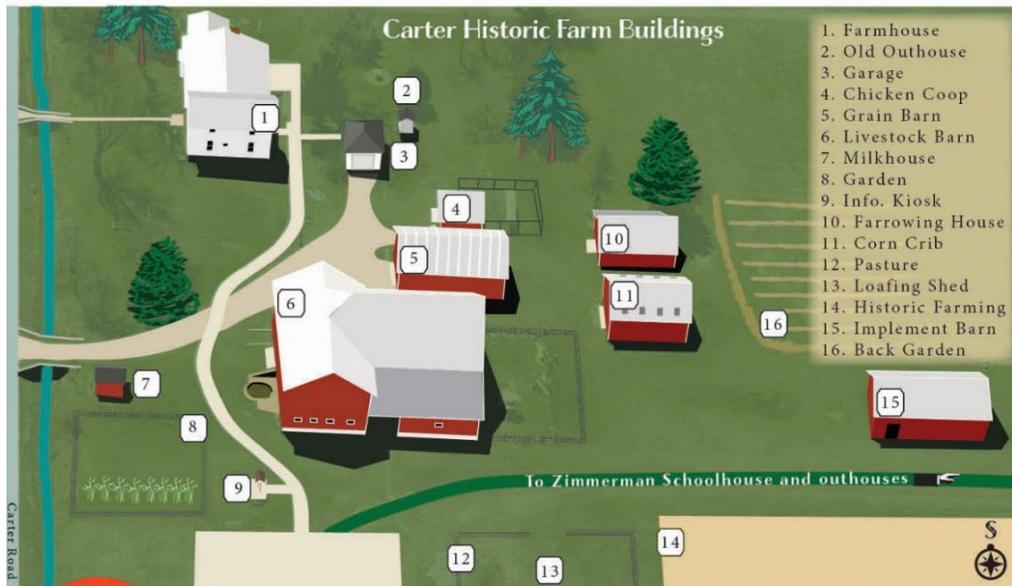
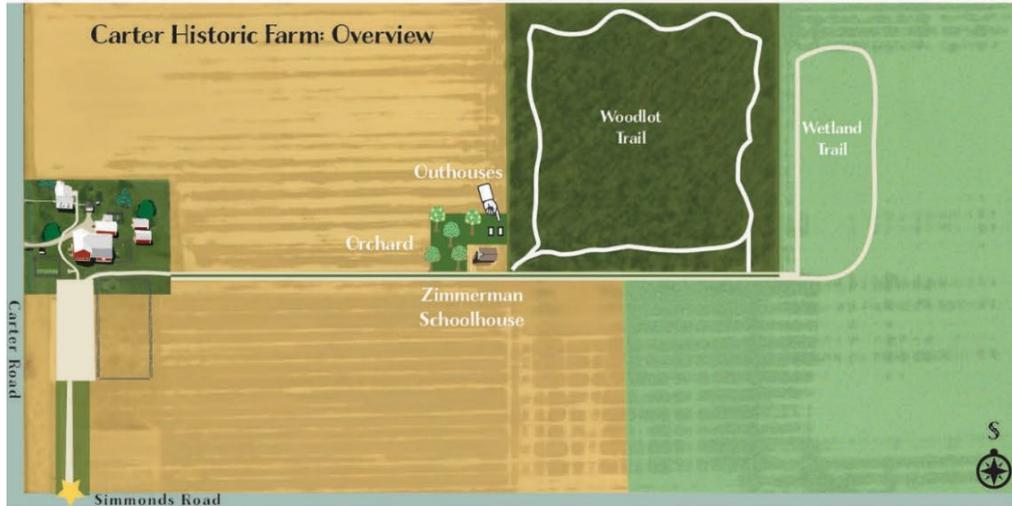
Carter Historic Farm focuses on life in northwest Ohio during the Great Depression. This means that our programming and tours not only reflect the major events of the Great Depression and early 20th century, but more specifically show the smaller occurrences that had an effect on people in Wood County. The agricultural recession shaped these farmer's spending habits, innovation in farming equipment improved their productivity, and the arrival of electricity through the Rural Electrification Act helped to improve the lives of many in the area during the 1930s.

### The Black Swamp

Long before the red barns, the schoolhouse, gardens, and fields, the Carter Historic Farm property was once part of a dense wetland, encompassing the majority of Wood County and much of Northwest Ohio, known as the Great Black Swamp. Caused by the buildup of sediment from melting glaciers, this area was viewed as uninhabitable by Native Americans and, later, white settlers. As land in drier areas was claimed, subsequent newcomers were forced to reconsider the Black Swamp.

As migration to the area increased during the mid-1800s, settlers began to alter the land by draining the Black Swamp. This process began with digging deep ditches and trenches in fields. Hollowed logs were then buried underground to transport water from the fields to waterways. However, these logs deteriorated quickly and required frequent replacement. Settlers soon found that the European method of using clay pipes (known as tile) lasted longer in the ground, saving on labor. The clay tile was also more effective. The drainage of the swamp led to an influx of immigrants to Northwest Ohio. It also led to many business opportunities from farming, to oil drilling, to simply acquiring land.

### 3. Map of Carter Historic Farm



#### Carter Historic Farm

Farm grounds are open to visitors daily from 8:00 am until 30 minutes past sunset.

Guided or self-guided tours of the Farmhouse, Schoolhouse, & outbuildings may be available. Call for details. (419) 353-1897

Facebook.com/CarterHistoricFarm

QR Code-  
Google Map  
of property

wcparks.org



#### **4. Rules of the Farm**

1. Children must have adult supervision.
2. Respect closed doors and gates (with the exception of the Farrowing House).
3. Do not touch or approach the animals unless invited by staff.
4. Do not feed the animals.
5. Do not touch farm tools or implements.
6. Do not climb in hay lofts or on farm equipment.
7. Enjoy the buildings and grounds, but please leave them as you found them. Do not litter or leave trash in any of our buildings.

Please, remember this is a working farm. We are actively farming, tending to animals, and using large, dangerous equipment on a daily basis. We kindly ask you to respect the space of our animals and staff as they work.

## 5. Visiting the Farm

### Choose your Adventure!

We welcome all schools, classes, groups, clubs, co-ops, etc. to visit and take advantage of the programming opportunities we offer. However, we understand the work and effort that field trips require. That is why accessibility of the farm is our priority!

The following are group tour and visit options, any of which can be tailored to your specific needs upon request:

- **Half-day Carter Historic Farm Visit (1 – 2 Hours)**
  - Students receive a guided tour and learn about what life was like on a Wood County farm during the Great Depression. They will also experience school prior to the arrival of electricity with their visit to our Zimmerman schoolhouse!
- **Half-day Wetlands and Woodlot Visit (1 – 2 Hours)**
  - Great option for science classes! Students receive a historical overview of the Great Black Swamp from \*Carter Historic Farm staff during a guided walk on the Wetland and Woodlot trails. *\* Note: for a more thorough nature walk or advanced tour with an environmental focus, please request one of our Wood County Park District Naturalists.*
- **Full Day Carter Historic Farm Visit (2+ Hours)**
  - Students receive in-depth guided tours of the farm and schoolhouse with a lunch break on the farm grounds (lunch not provided). They will also participate in hands-on activities and group games.
- **Full Day Carter Historic Farm Living History Experience (2+ hours)**
  - It's almost like traveling back in time! Like the full day Carter Historic Farm visit with the addition that participants are encouraged to dress in early 20<sup>th</sup> century style clothing and a bring a period typical lunch. Students are immersed in historical roleplay during their participation in activities and tour of the farm and schoolhouse.

- **Carter Historic Farm Staff Classroom Visit (30 min-2 Hours)**
  - When a visit to the farm is not possible, have the farm come to you! One of our friendly staff members will visit your class/group utilizing props, crafts, and other hands-on activities along with a small presentation on the topic of your choice:
    - A day in a one-room schoolhouse
    - Life during the Great Depression
    - The life of a girl named Sally
  - Classroom visit requests must be made at least two weeks in advance.

All lessons and curriculum are up to date with The Ohio Department of Education's Standards.

## 6. Ohio Department of Education Standards

**K-4 Social Studies:** Carter Historic Farm fulfills all the topics under Ohio's Learning Standards for Social Studies:

1. History: looks at a child's place in time. Utilizing historic objects, photographs, and a living history presentation, we illustrate comparisons between modern day and the past. Using a specific era in history, the Great Depression, we demonstrate time as linear and how past events shape today. By offering a living history style tour/field trip, students connect with a time and culture that is different from their own of today. Ultimately, they are introduced to the concept that people come from various backgrounds and that we all have our place in history.
2. Geography: For some children, rural landscapes and farms are very different from their own environment and daily routines. Students learn about the local environmental history, specifically the Great Black Swamp, and how the landscape has changed over time. The farm exhibits the effects humans have, both positive and negative, to the environment.
3. Government: The Great Depression was a time of considerable hardship which initiated the development of numerous resources provided by local, state, and federal levels of government. In addition, the significance of community support and engagement are also emphasized.
4. Economics: The farm highlights the causes and effects of the Great Depression. This provides the platform for teaching students the basics of an economy, like providing goods or services in exchange for money. Farms are an excellent example of a business operation for the production and sale of a product.

**K-12 Science:** Carter Historic Farm and the restored wetland and woodlot trail on the property are engaging resources for learners of all ages to explore and understand the world around them. Educators can use them to teach the basic themes of science required by the Ohio Department of Education (Observation of the Environment; Interconnections within Systems, Order, and

Organization) as well as engage with the 5E Learning Cycle (Engage, Explore, Explain, Elaborate, Evaluate).

How do we achieve this?

1. *Wetlands*: The west end of the Carter Historic Farm property is reconstructed wetland and illustrates the environmental history of the region, specifically, the Great Black Swamp that once covered much of Northwest Ohio. Carter Historic Farm can provide a historical overview of the swamp, including man-made changes through its drainage in the late 19<sup>th</sup> and early 20<sup>th</sup> centuries and the effects these changes had on our ecosystem, and highlight the environmental benefits of wetland conservation.
2. *Gardens, fields, orchard, and compost*: Carter Historic Farm is a working farm which grows heritage fruits, vegetables, and grains. All are produced with 1930s-era machinery, exhibiting the evolution of agricultural technology and how that evolution has influenced farm operations and rural life. Furthermore, it offers a hands-on experience to identify natural resources and understand plant and soil cycles.
3. *Animals*: The farm also raises animals and affords an engaging introduction to animal husbandry and animal products (milk, meat, and/or fiber). For more advanced learners, our animals can also be used for lessons in genetics.
4. *Farm to table*: The farm demonstrates where our food comes from and how it gets to grocery stores and onto our plates. Overall, it shows our dependence on and connection to our natural environment.

**K-12 Health Education:** Our outdoor spaces and programs incorporate health education topics, such as nutrition, mental wellness, food security, and use of food additives and preservatives. Because farm work requires physical labor, physical education lessons can also be accomplished.

**Ohio's Learning Standards-Extended:** Carter Historic Farm's Living History format can also engage those with significant cognitive handicaps. Our objects, buildings, grounds, and animals can help individuals connect to their past and understand the world around them. Our guided tours accommodate all cognitive capabilities and our property is accessible.

**Pre-K - 3 Learning and Development Requirements:** We are an interactive space that encourages curiosity and learning. While Carter Historic Farm focuses on rural life and culture of the Depression era, we can help students engage with and understand the world around them. Students can connect to a past of which they are only becoming aware, see where their food comes from, learn about various environments (i.e., urban vs. rural), and activate natural curiosity to lay the foundation for critical thinking.

**Homeschooled Students:** As part of the Park District, the grounds are accessible to the public, providing a unique resource for homeschooled students. Our curriculum can be adapted for your child's current lessons and the property utilized to create a fun learning environment. We also accommodate homeschool co-op groups of various sizes, ages, and grade variations.

## 7. Field Trip Itinerary

The following are general itineraries that can be adapted to your needs (such as focus on a specific topic or alternate time schedule) upon request. While we offer the option for games at the end of each day, you are free to decline if you feel it is not appropriate or practical for your class/group. Large classes/grades may be split into groups suitable for the small spaces inside our buildings.

### Half-day Carter Historic Farm Visit (am/pm options)

9:30 am/12:30 pm	Arrive at Carter Historic Farm. Introductions and tour of the farmhouse.
10:00 am/1:00pm	Walk to schoolhouse. Write on slates, play a game, look at old schoolbooks.
10:30 am/1:30 pm	Tour of the outbuildings. Meet the animals, see farm equipment in action, shell and mill corn, feed the chickens.
11:00 am/2:00 pm	Play bowling in the Farrowing house!
11:30 am/2:30pm	Depart Carter Historic Farm. ( <i>Optional</i> : eat a packed lunch at the farm after/before tour)

### Half-day Wetlands and Woodlot Visit\* (am/pm options)

9:30 am/12:30 pm	Arrive at Carter Historic Farm. Introductions and brief history of the Black Swamp in Wood County.
10:00 am/1:00 pm	Walk the trails of the reconstructed wetland and woodlot. Look for wildlife.
11:30 am/2:30 pm	Depart Carter Historic Farm. ( <i>Optional</i> : eat a packed lunch at the farm after/before tour)

(\* *Note*: for a more thorough nature walk or advanced tour with an environmental focus, please, request one of our Wood County Park District Naturalists.

### Full Day\*\* Carter Historic Farm Visit (Regular and Living History Experience\*\*\*)

9:30 am	Arrive at Carter Historic Farm. Introductions and tour of the farmhouse.
10:00 am	Tour of the outbuildings and grounds.
10:30 am	Walk to schoolhouse (bring packed lunches). Complete a school lesson, learn about a one-room schoolhouse experience. The lesson can be taught by the teacher or farm staff. ****
11:30 am	Lunch at the schoolhouse. Take class photo.
12:00 pm	Tour of wetlands then walk back to farm.
12:30 pm	Play 1930s games. *****
1:00 pm	Depart Carter Historic Farm.

(\*\*) *Note:* for large or multiple classes, we can divide into two groups starting one at the house and the other at the schoolhouse.

(\*\*\*) *Note:* The Regular visit and Living History Experience are identical with the exception that students are encouraged to dress in “old timey” period-style clothing and bring an old-fashioned lunch (see *Section 10: Permission Slips, Printouts, and Worksheets* for details). Carter Historic Farm has a limited assortment of costumes for students to use who do not have access to one but would like to participate. Please, let us know in advance. There can also be an optional roleplay scenario (based on true events) where the class is interrupted by a farmer who takes two of his/her “children” back to the farm to help with harvest/planting/animals etc. Instructors may select in advance which two students will roleplay as the “children” who leave school. Afterwards, these selected students will share how it felt to be taken out of school to go to work on the farm.

(\*\*\*\*) *Note:* Lesson ideas for one room schoolhouse will be in *Section 9* of Handbook. Let us know what option you choose.

(\*\*\*\*\*) *Note:* Descriptions of games will be in *Section 10* of Handbook. Please let us know what game you would prefer for your class/group.

### Classroom Visit

This is a 30 min – 1 ½ hour program that includes a presentation, object props, and an optional activity\*. We can adapt the visit to your current lessons, class size, and time restraints. The following are some available program options, best for grades 1<sup>st</sup> – 4<sup>th</sup>:

1. *A day in a one-room schoolhouse* (30 min)
  - a. Objective: Students will learn about the one-room school and how it compares to modern schools.
  - b. Optional Activity\*: Make a craft (copy book or paper quilt); weather permitting, can play “Kick the Can” or “Corn Darts” outdoors.
    - i. Paper quilt: 40 min. – 1 hr.
    - ii. Copy book: 30 min. – 1hr.
    - iii. Kick the can/Corn Darts: 20 min +
    - iv. Note: activities will occur after presentation
2. *The Great Depression* (30 min)
  - a. Objective: Students will learn about the Great Depression and early 20<sup>th</sup> century and how it compares to today.
  - b. Optional Activity\*: Make butter and Great Depression “Emergency Biscuits.”
    - i. Makes 15 – 20 small biscuits. 40 min. – 1 hr. total
    - ii. Note: presentation will occur during bake time.
3. *The life of a girl named Sally* (20 min)
  - a. Objective: Students will learn about the life and experiences of Sally (Carter) Loomis. (Ideal for an Ohio History class!)
  - b. Optional Activity\*: Make Sally’s recipe for cornbread and butter.
    - i. Makes 15-20 corn bread squares. 40 min. - 1 hr. total.
    - ii. Note: presentation will occur during bake time.

\* Please specify the presentation when scheduling. Activity must be requested for it to be a part of the program.

## 8. Pre/Post Visit Activities

The following activities are designed to complement your learner's visit to Carter Historic Farm with greater emphasis on lessons in a history, social studies, or reading class. For activities relating to the Black Swamp and environmental sciences ask our staff and we will direct you to one of our WCPD Naturalists.

### Discussion

- Great Depression: Ask students about the Great Depression. What do they think it is? Have they heard about it? How long ago do they think it was? Do they know people who lived during that time? Discuss economic influences and how they affected daily life.
- Early 20<sup>th</sup> Century Life: Define the term *century*. How long ago was the 20th century; what period of time does it represent? Do they know people who were born or lived during the early 20th century? Has technology changed since then, and if so, how is it different? What modern day items do you think existed during this time? Carter Historic Farm focuses on the great depression era (late 1920s-1940). How long ago was the Great Depression? Make a Venn diagram to compare and contrast the early 20<sup>th</sup> century/great depression era and present day.
- One-room Schoolhouse: Why do you think it is called a *one-room schoolhouse*? Think about the Zimmerman Schoolhouse, for example. How many students attended? How many teachers taught them? What were the student's ages and the grades that were taught? Did the children live nearby? How do you think students got to school? What kinds of objects were in a one-room schoolhouse? Compare and contrast school life of the present-day classroom and the one-room schoolhouse.

### Read

- Poetry: Assign students to read and/or memorize a poem (or line from a poem) to recite during your visit. The following are poem recommendations:
  - John Greenleaf Whittier: *In School Days* (3<sup>rd</sup>-6<sup>th</sup>)

- Robert Louis Stevenson: *My Shadow*(3<sup>rd</sup>-6<sup>th</sup>), *The Swing* (6<sup>th</sup>-8<sup>th</sup>), *Winter-time* (3<sup>rd</sup>-6<sup>th</sup>), *The Wind* (3<sup>rd</sup>-6<sup>th</sup>), *At the Seaside* (3<sup>rd</sup>-6<sup>th</sup>), *Rain* (3<sup>rd</sup>-6<sup>th</sup>), *Windy Nights* (6<sup>th</sup>-8<sup>th</sup>)
- Henry Longfellow: *The Children’s Hour* (4<sup>th</sup>-6<sup>th</sup>), *The Song of Hiawatha* (6<sup>th</sup>-12<sup>th</sup>), *Christmas Bells* (3<sup>rd</sup>-6<sup>th</sup>)
- Alfred Tennyson: *What Does Little Birdie Say* (2<sup>nd</sup>-4<sup>th</sup>), *The Princess: Sweet and Low* (2<sup>nd</sup>-4<sup>th</sup>)
- Phoebe Cary: *Don’t Give Up* (3<sup>rd</sup>-6<sup>th</sup>)
- Clement C. Moore: *A Visit from St. Nicholas* (3<sup>rd</sup>-6<sup>th</sup>)
- Christiana G. Rossetti: *Boats Sail on the Rivers* (3<sup>rd</sup>-6<sup>th</sup>), *Who Has Seen the Wind* (2<sup>nd</sup>-4<sup>th</sup>)
- Walter de la Mare: *The Cupboard* (3<sup>rd</sup>-6<sup>th</sup>)
- Books: Assign, or read, one of the following book suggestions:
  - Great Depression:

- <i>The Gardener</i> by Sarah Stewart (K-3 <sup>rd</sup> )	- <i>Christmas After All</i> by Kathryn Lasky (4 <sup>th</sup> -8 <sup>th</sup> )
- <i>Rose’s Journal</i> by Marissa Moss (3 <sup>rd</sup> -6 <sup>th</sup> )	- <i>Moon over Manifest</i> by Clare Vanderpool (5 <sup>th</sup> -8 <sup>th</sup> )
- <i>Turtle in Paradise</i> by Jennifer Holm (4 <sup>th</sup> -7 <sup>th</sup> )	- <i>Long Way from Chicago</i> by Richard Peck (4 <sup>th</sup> -8 <sup>th</sup> )
- <i>Potato: A Tale from the Great Depression</i> by Kate Lied (K-3 <sup>rd</sup> )	- <i>A Year Down Yonder</i> by Richard Peck (5 <sup>th</sup> -8 <sup>th</sup> )
- <i>Ruby Rides the Rails</i> by Dandi Daley Mackall (3 <sup>rd</sup> -6 <sup>th</sup> )	- <i>Bud, Not Buddy</i> by Christopher Paul Curtis (5 <sup>th</sup> -8 <sup>th</sup> )
- <i>Children of the Great Depression</i> by Russell Freedman (4 <sup>th</sup> -8 <sup>th</sup> )	- <i>Six Days in October</i> by Karen Blumenthal (7 <sup>th</sup> -12 <sup>th</sup> )
  - One-room schoolhouse:

- <i>One Room School</i> by Lawrence Pringle (preK-1 <sup>st</sup> )	- <i>The Belden Boy Series</i> by P.J. Hartenaus (2 <sup>nd</sup> - 4 <sup>th</sup> )
- <i>A One-Room School</i> by Bobbie Kalman (1 <sup>st</sup> -4 <sup>th</sup> )	- <i>School Then and Now</i> by Robin Nelson (K-2 <sup>nd</sup> )
- <i>Front Porch Stories at the One-Room School</i> by Eleanor E. Tate (3 <sup>rd</sup> -4 <sup>th</sup> )	- <i>Little House in the Big Woods</i> by Laura Ingalls Wilder (4 <sup>th</sup> - 7 <sup>th</sup> )

## **Primary sources for the classroom**

- Great Depression: Library of Congress source set <https://www.loc.gov/classroom-materials/dust-bowl-migration/>
- One-room Schoolhouse: Henry Ford Museum source set <https://www.thehenryford.org/docs/default-source/default-document-library/default-document-library/one-room-school.pdf?sfvrsn=0>

## **Show and Tell/Presentation**

Ask students if they know any family members that lived during the Great Depression and/or the early 20<sup>th</sup> Century (1900-1950). As a class, brainstorm ideas of some questions to ask this identified relative. Instruct students to tailor their interview questions and conduct an interview with the identified relative. If this relative is no longer living, interview another family member who knew the identified relative. Are there any items, such as photographs, clothing, letters, or other personal objects, from the identified relative they can ask about and share with the class? Instruct students to compare and contrast their life experiences to those of their identified relative.

## **Guest Speaker**

Invite an individual who lived during the Great Depression/early 20<sup>th</sup> century to share stories about life during this time with students. Encourage students to ask the guest speaker questions, such as whether they had similar experiences to the characters in the books they have read.

## **Video**

Show a video that includes interviews and voice-overs of Sally and Lyle Loomis. Two videos are available on the Carter Historic Farm Website.

## **Worksheets**

See *Section 10: Permission Slips, Printouts, and Worksheets*.

## 9. One Room Schoolhouse Lesson for Teachers

This is a guide for teachers who would like to lead their own lesson in Zimmerman one room school, but may not know where to start. You can bring your own props or use the slates and blackboard we have in the schoolhouse. You are also free to create your own lesson plan for the schoolhouse.

### **Lesson Plan Ideas:**

#### **I. What is a one room school/Zimmerman school?**

- a. It was a small building where grades 1st – 8th would gather for school.
  - i. Q: Would you be scared being in in the same room learning with 8th graders?
- b. They were taught by one teacher.
  - i. Q: How many teachers are at your school?
- c. The schools were very small, sometimes only 6 kids in the entire school!
  - i. Q: How many kids are at your school?
- d. Communities and states made it a goal to have a school within 5 miles of every home.
  - i. Sometimes there were only 6 kids who lived within this 5-mile radius.
  - ii. Imagine how remote of a school that would be!
- e. Were the most popular type of school from the 1860s – 1920s.
  - i. Q: Do you think one room schools still exist today?
    1. Yes! About 400 are still in operation in North America today
- f. History of Zimmerman School in *Section 2* of Handbook.

#### **II. How teachers get ready for the school day.**

- a. The teacher would get up early to head over to the school. They would start a fire (if it was cold), light the oil lamps (if it was dark) and get a water pail for the kids to drink during the day.
  - i. Q: How is your school heated?

- ii. Q: How would you feel about drinking water from a pail? How would you feel sharing the water with everyone in the school?
- b. Many teachers would live in the homes of families that lived near the school.
  - i. Q: Imagine if your teacher lived in YOUR house!
- c. The teacher would then ring the bell to let the kids know school was ready to begin.
  - i. Q: How do you think kids got to school? How do you get to school?

### **III. Students arrive at school.**

- a. The kids would gather in their seats and before class started, they would say the Pledge of Allegiance.
  - i. Q: Do you recite this at your school?
- b. The youngest kids would sit toward the front, the oldest kids would sit in the back.
  - i. Q: How do you sit in your classroom?
- c. The teacher would call up each grade one at a time to the front bench for school work while the rest of the students worked silently at their desks. If kids had a question, they would ask the older kids for help.
  - i. Q: Do you have helpers in your classroom? Are they your fellow classmates?
- d. Pledge of allegiance (Bellamy version used from 1892-1923)
  - i. "I pledge allegiance to my Flag and the Republic for which it stands, one nation, indivisible, with liberty and justice for all."
  - ii. *This can be written on the board or printed out on paper and passed out to students.*

### **IV. How the teacher taught the students.**

- a. Classroom rules:
  - i. Students will not speak unless spoken to.
  - ii. No giggling, whispering, or squirming when at your desk.
  - iii. Proper language used at all times.

- iv. Abide by the Golden Rule. “Do unto others as you would have others do unto you.”
- v. Boys will remove all hats before entering the building.
- vi. Good posture when sitting at your desk:
  - 1. Feet will be on the floor.
  - 2. Hand will be folded and placed on top of the desk, when not working on lessons.
  - 3. Students should face forward at all times.
- vii. When you wish to speak, raise your hand, wait until called on, then stand beside your desk before speaking.
- viii. At all times, students will behave as young ladies and gentleman.
- b. To do work in class, students would use slate tablets.
  - i. Q: Is that like an Apple tablet?
  - ii. Q: Why do you think they used slate tablets?
    - 1. They used slates as a way to save money instead of buying paper.

**V. What classes were taught**

- a. At the end of each quarter or semester, kids would be sent home with a grade card that showed their progress in each class.
  - i. Q: How do you view your grades for each class?
- b. What classes do you think kids had to take in the one room schoolhouse? Are they the same as your classes?
- c. List of classes students in one room schoolhouses took:
  - i. Spelling (part of language arts today)
  - ii. Reading (part of language arts today)
  - iii. Writing (part of language arts today)
  - iv. Arithmetic (known as math today)
  - v. Language (part of language arts today)
  - vi. Geography (part of social studies today)
  - vii. History (part of social studies today)

- viii. Hygiene (known as health today)
- ix. Citizenship (part of social studies today)
- x. Drawing (known as Art today)
- xi. Music
- xii. Industrial arts (known as science/STEM today)

## **VI. Punishment**

- a. When kids got in trouble, they would be punished. Some kids were made to wear dunce caps, some had to do chores around the school at the end of the day, some would be made to write phrases like “I will be good” on the board multiple times, and some would be physically disciplined.
  - i. Q: What does physically disciplined mean?
    - 1. Types of physical discipline included spanking, hitting with sticks or rulers, slapping on the head, etc.
  - ii. Q: What happens to you/your class when someone gets in trouble?

## **VII. Lunch**

- a. Students would pack their lunch for school.
  - i. Q: Why do you think that is? Do you think they had a cafeteria?
    - 1. Everything would be homemade. Nothing was purchased from the store (ex: Lunchables, juice boxes, GoGurt, Little Debbie snack cakes, Uncrustables).
  - ii. Q: What do you eat for lunch at school?
  - iii. Q: Where would they eat their lunch?
  - iv. Q: What do you think they packed in their lunches?
    - 1. Sally Carter, the girl whose family lived on Carter Historic Farm, loved having a baked potato for lunch. Other popular lunches at the time were sandwiches, sausage, bacon, fried chicken, biscuits and butter, hardboiled eggs, cheese and crackers/bread, fresh fruit and vegetables, cake, pie, and cookies.

## VIII. Recess

- a. Kids would have 3 recesses a day!
  - i. 10 min in the morning, 1 hour lunch/recess at noon, and 10 min in the afternoon.
    1. Q: How many recesses do you get?
  - ii. The short recesses were a way to prevent fidgeting and restlessness.
    1. Q: How do you keep from fidgeting?
  - iii. Q: What do you think they played during recess?
    1. In the days of the one room schoolhouse, kids played on jungle gyms, if the school had one, and other games such as red rover, tag, hop scotch, baseball, kick ball, jacks, marbles, kick the can, etc. (examples of games in *Section 10* of Handbook)
  - iv. Q: What do you play during recess?

## IX. Graduation test

- a. Kids would have to take a test to pass the 8<sup>th</sup> grade and go on to high school.
- b. Getting an 8<sup>th</sup> grade education was the equivalent of a high school diploma today.
  - i. Do you think you could pass this test?
  - ii. Example of test in *Section 10* of Handbook

## X. Farm Kids

- a. For kids who lived on a farm, attending school could be a challenge. Many kids, usually boys, would have to stay at home to help with planting and harvest. Because of this, many young boys' grades would suffer. They would often be held back or have to drop out of school completely.
  - i. **OPTIONAL:** one or two kids could be pulled from class to "help back home". They will be pulled aside in front of the class and once out of the school, can be asked about how it felt to be taken away from their friends.
    1. This must be approved by a teacher.
    2. The teacher must pick the students ahead of time.

- ii. Grade Cards: Marguerite Carter was often the one who would have to stay behind to help on the farm. On her grade card (on the teacher's desk) you can see how her grades suffered in the fall and spring.

**XI. Props:**

- a. Things we have:
  - i. Black board with chalk and erasers, 40 slates with chalk and cloths for erasing, dunce cap, examples of textbooks, 36 school desks, 1 large bench (holds 4-6 people), and 6 extra chairs.
- b. Props you could bring:
  - i. Water bucket, example of a lunch pail (if not doing living history visit), jacks, marbles, string for cat's cradle, examples of clothing from the time period.

**XII. More Resources:** *Section 10* of Handbook, "Books for Teachers"

**Note:** whether you or staff leads the lesson in the schoolhouse, please be sure to clean the school of any trash, crumbs, paper, etc. before leaving.

## **10. Permission Slips, Printouts, and Worksheets**

This section includes the following printable documents for your visit to Carter Historic Farm and optional pre/post visit activities for your class:

- a) Field Trip Permission Slip
- b) Living History Experience Field Trip Permission Slip
- c) Carter Historic Farm Visit - Teacher Evaluation
- d) Carter Historic Farm Visit – Student Evaluation (3<sup>rd</sup> +)
- e) Carter Historic Farm Classroom Visit - Teacher Evaluation
- f) Carter Historic Farm Classroom Visit – Student Evaluation (3<sup>rd</sup> +)
- g) Carter Historic Farm Visit/Classroom Visit - PreK-2nd Evaluation
- h) List of books for teachers
- i) Pre/Post Visit Worksheets and Coloring Pages (PreK-4+)

Dear Parents/Guardians,

On \_\_\_\_\_, your child will have the opportunity to participate in a field trip to Carter Historic Farm in Bowling Green. Carter Historic Farm is operated through the Wood County Park District and is a fully operational living history farm. On this trip, students will learn about life during the Great Depression, early 20<sup>th</sup> century farming, and the student experience of attending a one-room schoolhouse.

Students will depart school at \_\_\_\_\_

Students will return to school at \_\_\_\_\_

Students **will / will not** need to pack a lunch

\_\_\_\_\_ I give my child permission to participate in this field trip.

\_\_\_\_\_ I do not give my child permission to participate in this field trip. They will attend school as usual.

Student name: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

-----  
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Students will depart school at \_\_\_\_\_

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Student name: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

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This field trip is unique because students will take part in a living history experience. Along with a tour and activities, students are encouraged (but not required) to dress in an early 20<sup>th</sup> century costume and bring an old-fashioned style lunch.

Students will depart school at \_\_\_\_\_

Students will return to school at \_\_\_\_\_

**Students will need to pack a lunch.**

### Costume

Carter Historic Farm focuses on the Great Depression and farming during the early 20<sup>th</sup> century (1900-1940). We want to ensure every student can participate; therefore, costumes can be as simple or as extravagant as you would like. Please, do not feel obligated to buy something for your child to wear; simply use what you already have. Some clothing examples that could be used to make an early 20<sup>th</sup> century inspired costume include:

Clothing:

- Floral, plaid, checkered, or solid color knee length dresses
- Floral, plaid, checkered, or solid color skirt with solid colored polo or blouse
- Denim overalls with a solid color polo or button-up shirt
- Black or brown shorts or slacks with a solid color polo or button up shirt
- Black, brown, or white crew socks/tights with black or brown shoes (loafers, clogs, Mary Janes, saddle shoes, or boots are suggested; however, plain tennis shoes will also work.)

Accessories:

- Hats and hair accessories: Bonnets, Berets, Brim slouch hats, Newsie caps, Fedoras, Straw hats, Hair ribbons
- Misc.: Suspenders, Ties (bolo, neck, bow, ribbon), Aprons



## Lunch

Students will need to bring a packed lunch. To create the full effect of the living history experience, it is recommended to prepare your child's lunch in the style of the early 20<sup>th</sup> century. The following are some simple lunch options:

- Meats: sausage, bacon, chicken, pork, ham, jerky, bologna
- Fruits and Vegetables: tomatoes, corn on the cob, baked potatoes, pickles, carrots, celery, broccoli, apples, grapes, pears, apple sauce, berries, peaches, cherries
- Bread: biscuits, corn bread, rolls, white or wheat bread
- Dessert: cookies, brownies, cake
- Snacks: popcorn, nuts, seeds, hard boiled eggs, cheese
- Sandwiches: egg salad, ham and cheese, peanut butter and jelly, chicken salad, ham salad, tomato and mayonnaise, butter and cheese/grilled cheese, bologna and cheese
- Drinks: water, milk, fruit juice, apple cider
- Lunch box/packing ideas: baskets, tin lunch box, coffee tin, brown paper bag, towels, beeswax wraps, parchment paper, wax paper, thermos or reusable bottle/canteen for drinks.

We recommend, if possible, to avoid processed and prepackaged food (chips, candy, snack cakes, juice pouches, etc.).



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\_\_\_\_\_ I give my child permission to participate in this field trip

\_\_\_\_\_ I do not give my child permission to participate in this field trip. They will attend school as usual.

Student name: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

**Carter Historic Farm Visit  
Teacher Evaluation**

Name of School: \_\_\_\_\_ Date of Visit: \_\_\_\_\_  
Number of Students: \_\_\_\_\_ Age Range/Grade: \_\_\_\_\_

1. Was this your first visit to Carter Historic Farm?    Yes                  No
  - a. If no, was your last visit:    Personal                  Class/School
  
2. Why did you choose Carter Historic Farm?
  
  
  
  
  
  
  
  
  
  
3. Did you find the School Trip and Curriculum Handbook useful? Why or why not?
  
  
  
  
  
  
  
  
  
  
4. Which activities in the Handbook were most successful?
  
  
  
  
  
  
  
  
  
  
5. Which activities in the Handbook were least successful?
  
  
  
  
  
  
  
  
  
  
6. How could the Handbook be improved?
  
  
  
  
  
  
  
  
  
  
7. Which part of the tour at Carter Historic Farm was most successful?

8. Which part of the tour was least successful?
  
9. How could the tour be improved?
  
10. Did the property/facilities meet your expectations? Why or why not?
  
11. On a scale of 1 to 5 (1 being least, 5 being most) how would you rate the overall effectiveness of the Carter Historic Farm curriculum and tours: \_\_\_\_
12. Would you recommend Carter Historic Farm to other educators?
13. Would you visit again?
14. Additional comments:

**Carter Historic Farm Visit**  
**Student Evaluation 3<sup>rd</sup> grade +**

Name of School: \_\_\_\_\_ Date of Visit: \_\_\_\_\_ Grade: \_\_\_\_\_

1. Did you learn something new today? If yes, what was it that you learned?
  
  
  
  
  
  
  
  
  
  
2. What was your favorite part of the field trip?
  
  
  
  
  
  
  
  
  
  
3. What was your least favorite part of the field trip?
  
  
  
  
  
  
  
  
  
  
4. On a scale of 1 to 5, how would you rate your overall experience:  

1	2	3	4	5
Hated it	Didn't like it	Meh	It was fun!	Had the time of my life!
  
  
  
  
  
  
  
  
  
  
5. Would you visit the farm again?
  
  
  
  
  
  
  
  
  
  
6. Would you recommend Carter Historic Farm to your friends and family?

## **Carter Historic Farm Classroom Visit**

### **Teacher Evaluation**

Name of School: \_\_\_\_\_ Date of Visit: \_\_\_\_\_

Number of Students: \_\_\_\_\_ Age Range/Grade: \_\_\_\_\_

1. Was this the first visit by Carter Historic Farm staff to your class? Yes No
2. Why did you choose a Carter Historic Farm classroom visit?
3. Did you find the School Trip and Curriculum Handbook useful? Why or why not?
4. Which activities in the Handbook were most successful?
5. Which activities in the Handbook were least successful?
6. How could the Handbook be improved?
7. Name(s) of the Carter Farm Staff who visited your class:

8. Which part of the Carter Historic Farm classroom visit was most successful?
  
  
  
  
  
  
  
  
  
  
9. Which part of the visit was least successful?
  
  
  
  
  
  
  
  
  
  
10. How could our classroom visits be improved?
  
  
  
  
  
  
  
  
  
  
11. Did the visit/presentation meet your expectations? Why or why not?
  
  
  
  
  
  
  
  
  
  
12. On a scale of 1 to 5 (1 being least, 5 being most) how would you rate the overall effectiveness of the Carter Historic Farm staff classroom visit: \_\_\_\_\_
  
  
  
  
  
  
  
  
  
  
13. Would you recommend the Carter Historic Farm classroom visit to other educators?
  
  
  
  
  
  
  
  
  
  
14. Would you have Carter Historic Farm staff visit your class again?
  
  
  
  
  
  
  
  
  
  
15. Additional comments:

## Carter Historic Farm Classroom Visit

### Student Evaluation 3<sup>rd</sup> grade +

Name of School: \_\_\_\_\_ Date of Visit: \_\_\_\_\_ Grade: \_\_\_\_\_

1. Did you learn something new today? If yes, what was it that you learned?
2. What was your favorite part of the classroom visit?
3. What was your least favorite part of the classroom visit?
4. Name(s) of the Carter Historic Farm staff who visited your class:
5. On a scale of 1 to 5, how would you rate your overall experience:  

1	2	3	4	5
Hated it	Didn't like it	Meh	It was fun!	Had the time of my life!
6. Did the classroom visit make you want to visit Carter Historic Farm in person?

**Carter Historic Farm Visit/Classroom Visit**

**PreK-2<sup>nd</sup> Grade evaluation (conducted by Teacher)**

Name of School: \_\_\_\_\_ Date of Visit: \_\_\_\_\_

Number of Students: \_\_\_\_\_ Age Range/Grade: \_\_\_\_\_

Ask students the following questions and record responses:

1. Raise your hand if you had a fun day:
2. Raise your hand if you did not have a fun day:
3. Raise your hand if you learned something new:
4. What was your favorite part of the day?

5. What part of the day did you not like?

### Books for Teachers

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