

The Teacher's Guide to

THE SCHOOLHOUSE MUSEUM

Smithfield, Virginia



Prepared for Elementary and Middle School Students
With Emphasis on 4th, 5th, and 7th Grade Social Studies

Packet Includes:

Related Standards of Learning
Historical Data
Research/Study Guides
Learning Activities/Games

CONTENTS

Preface	iii
Virginia Standards of Learning, Grades 4 and 5	1
Virginia Standards of Learning, Grade 7	2
Introduction to the Schoolhouse Museum	3
Brief Summary of Public Education in IOW County	3
About Rosenwald Schools	4
The Evolution of the Schoolhouse Museum	6
Background Information	
Colored Schools on Record with Teachers Paid with Public Funds	7
Existing Colored Schools	7
Colored Schools Not Standing	7
First superintendent of free public schools in IOW County	8
Former Educators and Local Supporters' Biographies	8
Research/Study Questions	10
Answer Sheet to Research/Study Questions	11
Recommended Reading/Research List	13
Games Students Played	14
Student Activities	15
Student Research Activities	
Schoolhouse Museum Treasure Hunt	27
Map of Isle of Wight County	28

PREFACE

The Teacher's Guide to The Schoolhouse Museum provides valuable information about the importance of the African-American legacy in education in Isle of Wight County, Virginia from the late 1800s through the first half of the twentieth century. Students of history at all grade levels, but specifically 4th, 5th, and 7th grade students, will be able to identify events in history which directly affected the education of African-Americans during the early part of the 20th century, and gain an appreciation of the plight of African-Americans throughout the country and in Isle of Wight County, in seeking an education.

By visiting The Schoolhouse Museum, completing reading and research projects, and participating in discussion sessions, students will have an opportunity to learn about the area's heritage, gain information about individuals who contributed to education in this county, recognize the hardships experienced by African-American students seeking an education in the early 1900s, learn about the history of education in Isle of Wight County, and develop an appreciation for the past and a desire to continue to conserve this part of history which was so vital to the development of this county.

Virginia Standards of Learning Grades 4 and 5

- VS.1 The student will develop skills for historical and geographical analysis including the ability to
- a) identify and interpret artifacts and primary and secondary source documents to understand events in history;
 - b) determine cause and effect relationships;
 - c) compare and contrast historical events;
 - d) draw conclusions and make generalizations;
 - e) make connections between past and present;
 - f) sequence events in Virginia history;
- VS.8 The student will demonstrate knowledge of the reconstruction of Virginia following the Civil War by
- a) identifying the effects of Reconstruction on life in Virginia;
 - b) identifying the effects of segregation and “Jim Crow” on life in Virginia;

Virginia: 1900 to the Present

- VS.9 The student will demonstrate knowledge of twentieth century Virginia by
- a) describing the economic and social transition from a rural, agricultural society to a more urban, industrialized society, including the reasons people came to Virginia from other states and countries;
 - b) identifying the social and political events in Virginia linked to desegregation and Massive Resistance and their relationship to national history;

Virginia Standards of Learning Grade 7

- USII.1 The student will demonstrate skills for historical and geographical analysis, including the ability to
- a) analyze and interpret primary and secondary source documents to increase understanding of events and life in United States history from 1877 to the present;
 - b) make connections between past and present;
 - c) sequence events in United States history from 1877 to the present;
- USII.3 The student will demonstrate knowledge of how life changed after the Civil War by
- a) describing racial segregation, the rise of “Jim Crow,” and other constraints faced by African Americans in the post-Reconstruction South;
 - b) explaining the rise of big business, the growth of industry, and life on American farms;
- USII.5 The student will demonstrate knowledge of the social, economic, and technological changes of the early twentieth century by
- a) identifying the causes of the Great Depression, its impact on Americans, and the major features of Franklin D. Roosevelt’s New Deal.
- USII.7 The student will demonstrate knowledge of the economic, social, and political transformation of the United States and the world between the end of World War II and the present by
- a) describing the conversion from a wartime to a peacetime economy;

INTRODUCTION TO THE SCHOOLHOUSE MUSEUM

The Schoolhouse Museum was originally the one-room addition built in 1932 and connected to the Christian Home School, which was a Rosenwald School, circa 1924, built on two acres of land in the Chuckatuck area in the eastern part of Isle of Wight County (see **About Rosenwald Schools**). The first building used as Christian Home School was actually a former warehouse building that Kirk Lumber allowed the African-American community to use. By 2003, Christian Home School had deteriorated to the point that it could not be saved or repaired. The 1932 addition was moved to the historic district on Main Street in Smithfield. This building now stands as a reminder of all one- two- and three-room schools in the county, especially in African-American communities. In addition to being used as schools, these buildings were significant because they were used by African-Americans as meeting places before desegregation.

The Museum holds a growing collection of over 100 oral history tapes, textbooks, game items, certificates, and audio/visual tapes of individuals who attended the one- two- and three-room schools that once served Isle of Wight County and neighboring towns. The names and locations of many of those schools, grades taught, and the teachers at the various schools are included. This should interest both young and old as they look for information about their own heritage.

BRIEF SUMMARY OF PUBLIC EDUCATION IN IOW COUNTY

The new settlers at Jamestown and other local area spent most of their time colonizing the new land from 1607-1634. Wealthy white settlers sent their boys to England for higher education while white girls received their education from local private schools or academies. This continued through the period of 1635-1865. Colored children were mostly slaves, and the institution of slavery forbade any education for them. Slaves were not allowed to go to schools, and they were punished if they were taught to read or write. Education for slaves opened many doors, including freedom.

Four years after the Civil War, Virginia adopted a new state constitution that provided for a system of "public" schools. Colonel E. M. Morrison became the county's first superintendent of public schools in 1870. The county was then made up of three districts: Newport, Hardy, and Windsor. Colonel Morrison established independent boards for each district to operate its schools. By 1871, Isle of Wight had 25 schools: 20 white and 5 colored. Boys and girls often attended separated schools. By 1891, all the schools had the basic materials needed for operation: blackboards, wall maps, and methods of discipline in place. Taxes were assessed to pay teachers' salaries and supplies, but not to purchase buildings. Many of the school-age children went to school in private homes. Some buildings were constructed by teachers themselves at their own expense such as the one near Windsor, which was built by George Gwaltney, a colored teacher.

The school year was only four months, but by 1900, the school year was increased to seven months. The next five years brought the introduction of the "high school" concept. By 1922, the independent district system was replaced by the centralized county system and all 43 schools in the county came under the control of the superintendent. A few years later, Isle of Wight County had only 15 schools because many of the white schools were consolidated and many of the one- two- and three-room schools were abandoned. The story of the remaining schools, mostly colored, is what the Schoolhouse Museum hopes to illustrate, since education between 1607 and 1922 is already documented by other means and in other history books. It is important to note that during the years of 1871-1930, it was difficult to find qualified teachers for the colored schools because there was no base from which to draw; therefore, many teachers hired had little education beyond high school. The salaries of colored teachers averaged \$40 a month while whites received \$85 and up.

ABOUT ROSENWALD SCHOOLS

Rosenwald schools blossomed as a result of the poor state of education for colored in the South after 1900. In the 1910s, an unlikely partnership took place between Booker T. Washington, a black ex-slave, who believed in a hands-on self-help approach to education, and Julius Rosenwald, a white German-Jew, who believed in Washington's vision for educating Negroes. Together they developed an approach which is commonly used today: the matching grant. If the rural colored community could raise funds, and if the white school board would agree to operate the facility, Rosenwald would contribute cash--usually about 1/5 of the total project, to help with the building of schools. African-Americans enthusiastically embraced this school construction plan—even though it meant considerable sacrifice on top of taxes they were already paying.

By 1932, when the construction grants ended, 5,357 new buildings stood in 883 counties throughout fifteen Southern states. Most were schools, but workshops and teachers homes also occasionally received funding. North Carolina boasted 813 Rosenwald-assisted structures, Mississippi had 637, Texas 527, South Carolina 500, Louisiana 435, Alabama 407, Arkansas 389, Virginia 381, Tennessee 373, Georgia, 261, Oklahoma 198, Kentucky 158, Maryland 153, Florida 125, and Missouri 4.

The schools came in all sizes from little one-room units all the way up to seven-room facilities that offered instruction from first grade through high school. In the program's early years, wooden two-room and three-room structures seem to have been most common. By the mid 1920s, brick construction and larger buildings began to appear.

Large rows of windows characterized these schools, a simple but powerful innovation in an era when electricity seldom reached into rural areas. The schools were carefully designed, blackboards and desks placed, and paint colors used to make the best use of natural light.

Rosenwald buildings were not only used to teach the young, but the schools were also used as community centers, where the rural communities could come together. In many instances, families often built homes clustered around the schools, creating settlements that persist today.

THE EVOLUTION OF THE SCHOOLHOUSE MUSEUM



Christian Home, pre 1924



Christian Home School, built 1924.
Pictures from the Library of Virginia Archives.



Schoolhouse Museum, 2007

BACKGROUND INFORMATION

COLORED SCHOOLS ON RECORD WITH TEACHERS PAID WITH PUBLIC FUNDS (1922-23)

- | | |
|--------------------------|------------------------|
| 1. Allens' School | 11. Gravel Hill School |
| 2. Beales School | 12. Holly Grove School |
| 3. Carrollton School | 13. Livy Neck School |
| 4. Carrsville School | 14. McCelland School |
| 5. Central Hill School | 15. Mitchell School |
| 6. Christian Home School | 16. Muddy Fork School |
| 7. Davis Hall School | 17. Rising Star School |
| 8. Ebenezer School | 18. Sandy Mount School |
| 9. Eley School | 19. Trinity School |
| 10. Godwin School | 20. Windsor School |

EXISTING COLORED SCHOOLS THROUGH APRIL, 2007

- | | |
|--------------------------|-----------------------|
| 1. Carrollton School | 8. Holly Grove School |
| 2. Carrsville School | 9. Lawnes School |
| 3. Christian Home School | 10. Mitchell School |
| 4. Ebenezer School | 11. Moonfield School |
| 5. Fair View School | 12. Muddy Fork School |
| 6. Gay School | 13. New Hope School |
| 7. Godwin School | |

COLORED SCHOOLS NOT STANDING TODAY

- | | |
|------------------------|-------------------------|
| 1. Beale School | 10. Macedonia School |
| 2. Bridger School | 11. McClelland's School |
| 3. Camptown School | 12. Rising Star School |
| 4. Central Hill School | 13. Sandy Mount School |
| 5. Davis Hall School | 14. Shiloh School |
| 6. Eley School | 15. Trinity School |
| 7. Fair Oaks School | 16. Walnut Grove School |
| 8. Gravel Hill School | 17. Windsor School |
| 9. Livy Neck School | 18. Allens School |

FIRST SUPERINTENDENT OF FREE PUBLIC SCHOOLS IN ISLE OF WIGHT COUNTY

COLONEL EDWIN M. MORRISON -

Colonel Morrison was born on August 21, 1841 in Smithfield. He was a graduate of Virginia Military Institute where he studied under “Stonewall” Jackson. Before the War Between the States he served as assistant principal and later as principal of Smithfield Academy. With the outbreak of the war he entered the military, rising to the rank of colonel and commanding the 15th Virginia Infantry of Pickett’s Division. At the end of the war he returned to Isle of Wight County to resume his profession as surveyor and teacher in Smithfield. He was appointed by the Virginia Senate the first superintendent of public schools for the county, and was qualified October 1, 1870. He served until 1882.*

**Historical Notes on Isle of Wight County, Virginia* by Helen Haverty King

FORMER BLACK EDUCATORS/LOCAL SUPPORTERS BIOGRAPHIES

BERRY, ELOISE D. - Teacher, assistant principal, and principal of Camptown Elementary School; assistant principal of Windsor and Smithfield Elementary Schools. Deceased.

BLOUNT, LELIA S. - Student at Smithfield School and Isle of Wight Training School (IOWTS) prior to 1936. Taught grades 1-3 for five years at the Windsor School. Deceased.

BLOUNT, LUCY E. - Taught at Lawnes School; became the head teacher at Carrollton School before becoming the principal at Hardy Elementary when it first opened. Deceased.

BLOWE, ALTON - First Black Isle of Wight school board member.

BUTLER, LAURA RIDDICK - Former schoolteacher at Holly Grove School (one- room) and Isle of Wight Training School.

BYRD, JOSEPH - Principal of Westside High School from 1968-1970 when it was renamed Smithfield Elementary School. Deceased.

CHAPMAN, GLADYS - Taught at Central Hill School and Georgie Tyler/Windsor Elementary School. Retired.

CHAPMAN, JOSEPHINE - Taught at Beales, Fair View, and other schools for over 25 years. Deceased.

CORPREW, OLA PRETLOW - Taught at Riverview School, the first high school for colored, and the Isle of Wight Training School when it opened. Deceased.

EVANS, NETTIE WHITEHURST - Taught at the one-room Windsor School from 1930-31, at Walnut Grove School until 1950, then at Georgie Tyler until retiring in 1970. Deceased.

GILLIS, CLARENCE - Social Studies teacher, guidance counselor, assistant principal at Westside High from 1948-1954. Was principal of Westside High School from 1954-1968. Deceased.

GILLIS, ELIZABETH - Taught at Westside High School. Was the elementary supervisor for Isle of Wight County Schools until 1968.

GOSS, JOCELYN PRETLOW - Sister of Ola P. Corprew and Clarice Pretlow. Taught at Gravel Hill (1933-34) and Godwin School (1934-35).

GWALTNEY, GEORGE W. - Built a school near Windsor in the 1870s at his own expense. Made his own blackboards and maps. Taught for over forty years. Retired in the 1920s and died a few years later.

LOWE Sr., ELGIN M. – Taught in Sussex County in 1934. Came to IOW County in 1936-37. Taught at the Christian Home School, Windsor Elementary School, Camptown School, and Isle of Wight Training School. Principal of Georgie Tyler Elementary School 1950-51. Deceased.

PRETLOW, ARINTHEA – Teacher in Isle of Wight County. Would often house boys so they could be close enough to school to further their education. Wife of Kenneth Pretlow. Mother of Clarice Pretlow, Olga Pretlow Corprew, and Jocelyn Pretlow Goss.

PRETLOW, CLARICE - Taught at the Christian Home School, Gravel Hill School, and Ebenezer School. Principal and teacher of grades 5-7 at Lawnes School. Retired in 1945. Deceased.

PRETLOW, KENNETH – An advocate for education. Helped to establish Isle of Wight Training School, the first real high school for colored in the county. Sent all his children to college and helped to finance the college education of others. Died in the 1940s.

THOMPSON, FRED – Taught mathematics at Georgie Tyler Elementary School. Became assistant principal of Georgie Tyler High School, principal of Windsor Elementary, and director of transportation of Isle of Wight County Schools. Deceased.

TYLER, GEORGIE D. – Began teaching at Muddy Fork, a one-room school in 1912. Taught at Blooming Light Hall and Windsor School, sometimes called Sugar Hill, with George Gwaltney. Was appointed a Jeanes supervisor with the responsibility of visiting 27 schools twice a month. Retired in 1946. A new school was named for her in 1950-51. Deceased.

RESEARCH/STUDY QUESTIONS

(Select questions appropriate for your class after visiting the Museum.)

1. Did colored and white students attend separate schools in the early 1900s? Why or why not?
2. What is a Rosenwald School?
3. Who was George Gwaltney and what did he do?
4. What was The Schoolhouse Museum used for in the past?
5. How did students get to school?
6. Did one- two- or three-room schools have cafeterias?
7. Did they have restrooms?
8. How were these schools heated during the winter?
9. How were they kept cool during the warm months?
10. Compare the matching grant program of today to Rosenwald's method of funding the construction of schools in the early 1900s.
11. What jobs were given to older students who attended one-, two-, or three-room schools?
12. Why was the location of windows important in the design of school buildings in the early 1900s?
13. Why did the number of one-, two-, or three-room schools decrease between 1940 and 1950?
14. Why were colored children not allowed to go to school prior to the 1880s?
15. Why did many children attend schools in private homes up to the 1920s?
16. Was it difficult to find qualified colored teachers between 1871-1930? Why?
17. Who was Booker T. Washington and what vision did he share with Rosenwald?
18. Name another way school buildings were used when they were not being used as a classroom.
19. Name two schools located in the Hardy district of Isle of Wight County.
20. Was there a one-, two-, or three-room school located near where you live today?

RESEARCH/STUDY QUESTIONS

ANSWER SHEET

1. Yes. The races were segregated.
2. A Rosenwald school is a school built with funds raised by the rural colored community with matching or additional funds donated by Julius Rosenwald.
3. George Gwaltney was a teacher in the 1880s who built a school for colored children near Windsor at his own expense.
4. The Schoolhouse Museum was used as a school room. It was an addition added to the Christian Home School, a Rosenwald school.
5. There were no school busses. Students either walked to school or got a ride.
6. There were no cafeterias. Students brought their lunch from home. Sometimes the teacher made soups or cocoa on the stove.
7. There were no restrooms. They had outhouses.
8. Schools were heated with wood-burning stoves.
9. Schools were cooled by open windows and/or doors.
10. The matching grant means whatever funds are raised, the same amount or a portion of that amount is donated by someone else. Rosenwald would donate money to build schools if the local community raised funds.
11. Older students attending school had the responsibility of getting wood, starting the fire, cleaning the classroom and boards, and helping to teach the younger children.
12. The location of windows was important because there was no electricity and windows let in natural light. Some schools had wall lanterns.
13. One-, two-, and three-room schools decreased between 1940 and 1950 because many of the schools were consolidated and others were abandoned as the population decreased/changed due to World War II.
14. Colored children could not go to school prior to the 1880s because slaves were not allowed to get an education.
15. Some children attended school in private homes prior to 1920 because there were no schools in many rural areas.
16. Yes. It was difficult to find qualified colored teachers between 1871 and 1930 because the education of slaves was forbidden up to the 1870s. Schools for colored were slowly being built and years of study were needed.
17. Booker T. Washington was a former slave who believed colored should

be taught the trades. Rosenwald was a white German-Jew who believed in Washington's vision for educating colored and donated money to help build schools to train colored .

18. School buildings were also used as community gathering places.
19. Schools located in the Hardy district of IOW County were Trinity, Gravel Hill, Livy Neck, Ebenezer, Godwin, and Lawnes.
20. Individual Answer.

RECOMMENDED READING/RESEARCH LIST

<u>Age Group</u>	<u>Author and Title</u>
9.12	Armstrong, William H. <u>Souder</u> . p. 224. Fox, Paula. <u>Slave Dancer</u> . Hopkinson, Deborah. <u>From Slave to Soldier: Based on a True Civil War Story</u> . p. 48.
5.10	Hopkinson , Deborah. <u>Under the Quilt at Night</u> , p. 40.
6.10	Hopkinson, Deborah. <u>Sweet Clara and the Freedom Quilt</u> . p. 32.
6.8	Howard, Elizabeth F. <u>Virgie Goes to School with Us Boys</u> , p. 32. Paulson, Gary. <u>Nightjohn</u> .
6.11	Raven, Margot Theis. <u>Night Boat to Freedom</u> . p. 40.
8.12	Taylor, Mildred. <u>Roll of Thunder, Hear My Cry</u> . p. 276.
6.8	Woodson, Jacqueline. <u>Coming On Home Soon</u> .
Grades 7-10	Haskins, Jim. <u>Separate But Not Equal</u> .
High School	King, Helen Haverty. <u>Historical Notes on Isle of Wight County, VA</u> .

GAMES CHILDREN PLAYED

Some of the games children played during the first half of the twentieth century included **rag ball**, **hopscotch**, and **marbles**. Here is a summary of each game. Additional rules and information about these games can be researched online.

RAG BALL

Rag balls were used to play ball during the early part of the twentieth century. They were made by filling a sock with rags, corn cobs or scraps of material to form a ball, then securing it with either string, strips of material or by stitching. Broom handles or sticks were used as bats.

HOPSCOTCH

This is a hopping game that was played on a bare patch of ground or on some flat surface. A diagram with 8 sections, each numbered, is drawn. Each player has a marker such as a stone, bottle cap, shell, etc. The first player stands behind the starting line to toss his or her marker in square 1, then hops over square 1 to square 2, and continue hopping to square 8, turns around, and hops back again. The player pauses in square 2 to pick up the marker, hops in square 1, and out. This player continues by tossing the stone in square 2 and so forth. All hopping is done on one foot unless the hopscotch design is such that two squares are side-by-side. Then two feet can be placed down with one in each square. A player must always hop over any square where a marker has been placed. A player is out if the marker fails to land in the proper square, the hopper steps on a line, the hopper loses balance when bending over to pick up the marker and puts a second hand or foot down, the hopper goes into a square where a marker is, or if a player puts two feet down in a single box. The player puts the marker in the square where he or she will resume playing on the next turn, and the next player begins.

MARBLES

A circle is drawn 2 to 3 feet wide on asphalt, concrete, or dirt. Each player selects a shooter (A large marble used to knock targets or smaller marbles out of the ring). When a player's turn comes, the shooter, which is placed outside the ring, is flicked out of the fist with the thumb and aimed at any marble inside the ring. Any marbles knocked out of the ring are kept and you shoot again. If no marbles are knocked out of the ring, your shooter remains in the ring and the next player shoots. Players continue shooting until the ring is empty. Marbles are counted at the end of the game and the winner is the player with the most marbles. Marbles may be returned to the original owner unless you're playing "keepsies" in which case, each player keeps the marbles he or she won during the game.

WORD GAME

Time Limit 15 minutes

Can you find 20 or more words in **SCHOOLHOUSE**?

Rules of the Game:

Words must be of three or more letters.

The letter "s" may not be added to a word to form another word.

Only one form of a verb can be used. For example, either "pose" or "posed," not both.

Proper nouns are not used.

Slang words are not used.

ANSWERS

school
she
loose
chose
cool
shoe
soot
hue

house
soul
lose
less
chess
hoe
cuss
clue

use
hole
choose
loss
hose
ouch
cue

WORD GAME

Time Limit 10 minutes

Can you find 15 or more words in **HISTORY**?

Rules of the Game:

Words must be of four or more letters.

The letter "s" may not be added to a word to form another word.

Only one form of a verb can be used. For example, either "pose" or "posed," not both.

Proper nouns are not used.

Slang words are not used.

WORDS

hist	history
hoist	host
riot	rosy
shirt	short
shot	sort
stir	story
this	tiro
tosh	tosy
toyish	trio
tyro	

WORD SEARCH

Words can be found horizontally, vertically, reversed, and diagonally

The Schoolhouse Museum

C	S	U	P	E	R	I	N	T	E	N	D	E	N	T
K	H	L	U	J	A	M	E	S	T	O	W	N	O	Y
T	Z	R	A	S	A	I	N	I	G	R	I	V	I	T
R	H	A	I	V	M	S	D	P	T	V	C	R	T	I
K	E	G	A	S	E	I	K	O	A	M	C	O	A	N
N	C	B	I	Y	T	M	T	R	H	O	O	S	G	U
A	R	U	M	W	K	I	Y	H	C	R	L	E	E	M
M	R	M	T	U	F	L	A	T	F	R	O	N	R	M
P	H	T	U	A	L	O	C	N	V	I	R	W	G	O
A	I	D	I	E	K	K	E	A	H	S	E	A	E	C
H	S	Q	B	F	S	C	R	L	R	O	D	L	S	Q
C	T	T	G	Z	A	U	U	I	S	N	M	D	D	Y
L	O	O	H	C	S	C	M	H	K	I	V	E	P	I
P	R	U	R	A	L	Z	T	P	C	I	L	B	U	P
N	Y	B	M	O	O	R	S	S	A	L	C	H	K	Z

WORDS

Artifacts
Chapman
Christian Home
Chuckatuck
Classroom
Colored
Community
History
Isle of Wight
Jamestown
Kirk Lumber
Morrison

Museum
Philanthropist
Pot belly
Public
Rosenwald
Rural
School
Segregation
Slave
Smithfield
Superintendent
Virginia

WORD SEARCH

Words can be found horizontally, vertically, reversed, and diagonally.

The Schoolhouse Museum

S	C	H	O	O	L	D	I	S	T	R	I	C	T	Y
Y	T	I	C	I	R	T	C	E	L	E	L	Y	T	X
E	S	U	O	H	T	U	O	D	L	S	D	N	W	C
M	K	U	F	F	M	Q	S	L	M	R	H	A	Y	J
Z	S	S	W	F	X	D	A	T	A	U	S	Y	J	O
M	E	T	L	L	E	B	L	O	O	H	C	S	K	S
I	D	J	C	J	G	D	B	F	I	V	L	R	E	N
U	N	N	G	A	I	K	S	N	Z	A	E	E	G	L
R	Z	K	R	W	C	F	G	O	T	X	V	B	D	B
E	M	N	W	A	U	T	E	E	C	W	F	N	X	D
A	A	K	L	E	O	N	B	Q	D	K	F	K	R	V
D	T	B	K	N	L	O	N	E	-	R	O	O	M	X
E	W	B	C	H	A	L	K	B	O	A	R	D	U	K
R	E	M	I	R	P	K	E	E	P	M	G	L	D	W
G	R	A	D	E	V	H	J	M	D	Y	H	F	R	Z

WORDS

Blackboard

Chalkboard

Desks

Electricity

Grade

Ink Well

One-room

Outhouse

Primer

Rag ball

Reader

School Bell

Stove

Stuffed Sock

Washington

WORD SEARCH

Words can be found horizontally, vertically, reversed, and diagonally.

The Schoolhouse Museum

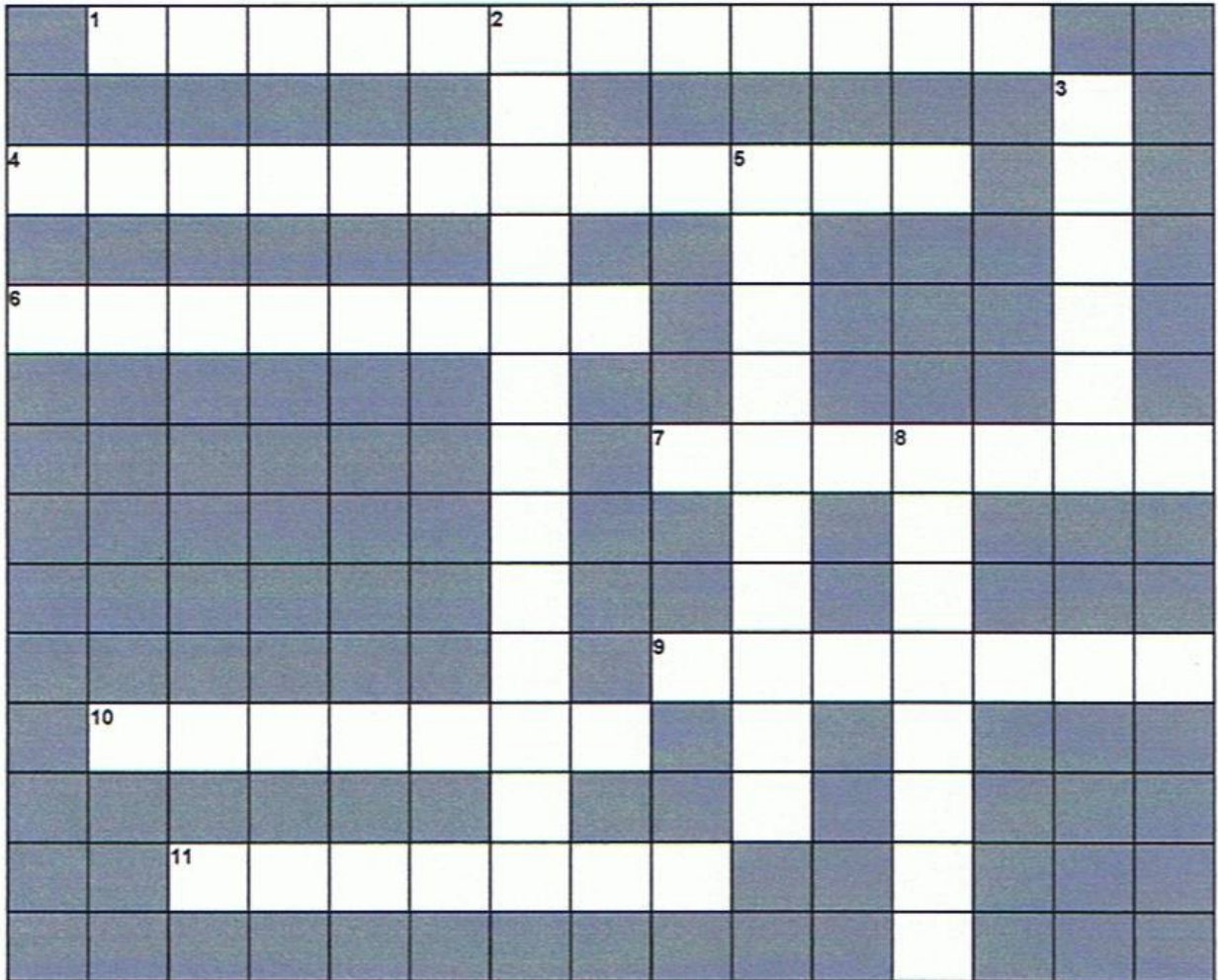
E	T	R	O	P	W	E	N	K	J	T	A	X	E	S
M	K	Y	N	H	I	G	K	I	A	N	I	D	S	M
O	C	L	O	I	S	Z	O	R	M	O	N	T	E	I
H	U	L	I	L	L	T	I	K	E	I	T	D	G	T
N	T	E	T	A	E	N	N	L	S	T	E	D	R	H
A	A	B	A	N	O	O	D	U	T	A	R	L	E	F
I	K	T	V	T	F	T	U	M	O	C	V	A	G	I
T	C	O	R	H	W	G	S	B	W	U	I	W	A	E
S	U	P	E	R	I	N	T	E	N	D	E	N	T	L
I	H	Q	S	O	G	I	R	R	P	E	W	E	I	D
R	C	J	E	P	H	H	I	E	K	L	S	S	O	F
H	P	B	R	I	T	S	A	H	D	P	A	O	N	S
C	M	C	P	S	X	A	L	C	O	L	O	R	E	D
G	R	A	N	T	S	W	E	S	U	O	H	T	U	O
U	R	O	T	A	N	I	D	R	O	O	C	F	S	R

WORDS

Christian Home
Chuckatuck
Colored
Coordinator
Education
Grants
Industrial ed
Interviews
Isle of Wight
Jamestown
Kirk Lumber
Newport
Outhouse
Philanthropist

Pot belly
Preservation
Rosenwald
Rural
Segregation
Smithfield
Superintendent
Taxes
Washington

Schoolhouse Museum



Across

Down

- 1. free school
- 4. first superintendent
- 6. outdoor latrine
- 7. school district
- 9. stuffed sock
- 10. a school district
- 11. jar filled with ink

- 2. built in 1924
- 3. first grade
- 5. small chalkboard
- 8. stove

Schoolhouse Museum

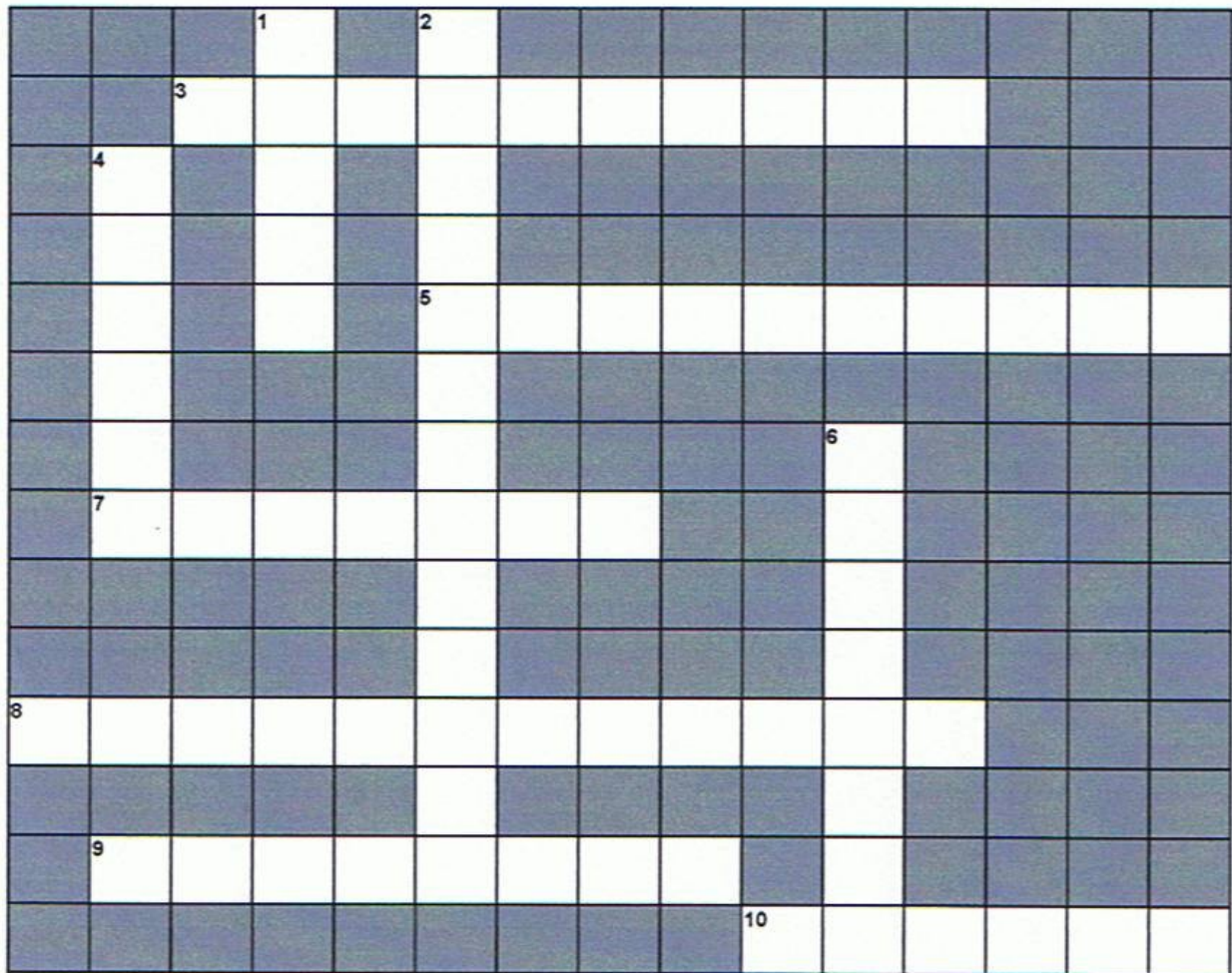
	¹ P	U	B	L	I	² C	S	C	H	O	O	L		
						H							³ P	
⁴	C	O	L	.	M	O	R	R	I	⁵ S	O	N		R
						I			L					I
⁶	O	U	T	H	O	U	S	E		A				M
						T			T					E
						I		⁷ N	E	W	⁸ P	O	R	T
						A			B		O			
						N			O		T			
						H		⁹ R	A	G	B	A	L	L
	¹⁰ W	I	N	D	S	O	R		R		E			
						M			D		L			
		¹¹ I	N	K	W	E	L	L			L			
											Y			

Across

Down

- | | | | |
|-----|----------------------|----|------------------|
| 1. | free school | 2. | built in 1924 |
| 4. | first superintendent | 3. | first grade |
| 6. | outdoor latrine | 5. | small chalkboard |
| 7. | school district | 8. | stove |
| 9. | stuffed sock | | |
| 10. | a school district | | |
| 11. | jar filled with ink | | |

SCHOOLHOUSE MUSEUM



Across

Down

- | | | | |
|-----|----------------------|----|-------------------|
| 3. | ex-slave | 1. | a school district |
| 5. | small chalkboard | 2. | built in 1924 |
| 7. | stuffed sock | 4. | first grade |
| 8. | first superintendent | 6. | outdoor toilet |
| 9. | stove | | |
| 10. | textbook | | |

SCHOOLHOUSE MUSEUM

			¹ H		² C													
		³ W	A	S	H	I	N	G	T	O	N							
	⁴ P		R		R													
	R		D		I													
	I		Y		⁵ S	L	A	T	E	B	O	A	R	D				
	M				T													
	E				I					⁶ O								
	⁷ R	A	G	B	A	L	L			U								
					N					T								
					H					H								
⁸ C	O	L	.	M	O	R	R	I	S	O	N							
					M					U								
	⁹ P	O	T	B	E	L	L	Y		S								
										¹⁰ R	E	A	D	E	R			

Across	Down
---------------	-------------

- | | |
|--|---|
| <ul style="list-style-type: none"> 3. ex-slave 5. small chalkboard 7. stuffed sock 8. first superintendent 9. stove 10. textbook | <ul style="list-style-type: none"> 1. a school district 2. built in 1924 4. first grade 6. outdoor toilet |
|--|---|

SCHOOLHOUSE MUSEUM TREASURE HUNT

1. Name one of three teachers who taught at Christian Home School.

2. Mrs. Nettie Whitehurst Evans taught at several schools before retiring from this school. _____.
3. How many sets of windows are located on the front of the Schoolhouse Museum building? _____
4. This teacher built his own school and made blackboards and teaching materials in the 1880s. He is seen in a picture with one of his classes. Who is he? _____
5. In the display case there is an item used for writing. What is it?

6. Unlike most students today, before 1940, children often made their own toys. Find two of those toys in the Museum. Name them?
_____ and _____
7. Report cards were used in these schools, too. Name the student who donated her cards to the Museum _____
8. Often students received Certificates of Promotion when moving on to the high school level. Name two students who have certificates in the Museum. _____ and _____
9. Over 150 students who attended these 30+ schools in the county gave interviews. Name two of those students and the school they attended.

10. The school day always started with what activity? _____

Teachers are requested to make copies of this sheet for each student and bring the copies to the Museum when visiting. A prize will be given to the first student who answers all questions correctly.

