



**Lanesfield Historic Site
Field Trip Guide
Living History Program
Recommended Grades:
Spring of 3rd – 5th**



Contact Information

For payment questions, scheduling, or cancellations, call the Johnson County Museum at (913) 715-2552 or (913) 715-2570. For directions to the site, to inform museum staff that you are running late, or to cancel a program due to weather, call the Lanesfield Historic Site directly at (913) 893-6645. The school is located at 18745 S Dillie Rd, Edgerton, KS 66021.

Class List Registration Form

Please submit your class list registration form online at:

<https://www.jocogov.org/webform/mus-living-history-registration>

Payment and Cancellation

The Lanesfield Living History program is \$130 per group. (\$150 for groups registering after August 1, 2019). This fee includes all students, teacher, and chaperone adults. We will send an invoice before the program, and ask that payment be made by calling 913-715-2570 or mailing to 8788 Metcalf, Overland Park, KS 66212. We accept checks (**make checks out to JCPRD**) or credit card (Visa, MasterCard, or Discover). If you must cancel for any reason, except in the case of weather, please notify the Curator of Education at least 2 weeks in advance. We will reschedule if dates are available.

What to Bring

Each child will need to bring a sack lunch. There are drinking fountains available at the site. There are no microwaves or vending machines at the site. Lunches will be taken to the visitor center in the morning. If the weather prevents having a picnic outside, lunch will be eaten in the school. No gum is permitted in the school.

What to Wear

During the school day, children will be playing outside and using permanent ink, so dress accordingly. Encourage children to wear historically accurate clothing, such as overalls, dresses, caps, bonnets, or lace-up boots. We suggest that children not wear an excess of jewelry – rings, necklaces, earrings – since farm children would not have possessed such things in 1904. Lunches can be packed in pails – coffee cans or other large tins are great ideas!

Restrooms

Restrooms are located in the Visitor Center. There will be time to use the restrooms before school begins, during a 15-minute recess, and during the “noon hour.” Please assign an adult to be responsible for children using the restrooms during these times.

In the school

We have asked you to divide your class into four groups, in order to simulate a one-room school experience. While one group is reciting to the teacher, the other groups will work on assigned lessons. The recitation periods are approximately 15 minutes long.

Role of teacher and adult supervisors

Teachers and adults supervising the children are asked to participate and play the role of “8th graders.” We ask that they be responsible for helping supervise children at recess, lunch and in the Visitor Center during breaks. Please prepare “8th graders” to set an example for the younger children.

Cameras and Cell Phones

To insure the best possible living history experience, we ask that use of technology is limited in the schoolhouse. Photography is allowed in the visitor center and outside, and after the program ends.

Materials

All materials used in the school are provided by the museum. The Lanesfield copybook is a variation from what would have been used in 1904. We have created our own copybook for students to use and keep as a souvenir. Although it is based on the writing style actually taught at Lanesfield School, it is not authentic. We have taken liberties with the past to make your visit more enjoyable.

Discipline

We do not anticipate any discipline problems with our visitors, but if such an instance should occur, it is the responsibility of the classroom teacher to intervene. Please advise students that disrespect toward people and/or property will result in removal from the school.

Injury or illness

We have a small first aid kit for the care of minor cuts and abrasions. Be advised that the school has no screens, and flying insects may be in the classroom. If a student is allergic to insect bites, please bring appropriate instructions/medication in case of emergency. We assume the teacher will be informed and prepared to handle any emergency concerning a chronically ill child.

Gift Shop

If you would like your group to make purchases in the gift shop, please let museum staff know when you arrive. He/she will allow for time at the end of your visit. We have items ranging from 25¢ candy sticks to \$14 Memory Kits (shown). We carry a variety of slates, ink, pens, reproduction documents, small toys, and gold and silver and arrowheads in bottles. Tax is included and all items are subject to availability.



Education Standards

Your class field trip program was designed to meet state and national curriculum standards, including Kansas Early Learning and History, Government, and Social Studies Standards, National Curriculum Standards for Social Studies, and the College, Career, and Civic Life (C3) Framework for State Social Studies Standards.

Our programs teach children to find a sense of place and discover ideas, people, places, and events in their local community, become thoughtful and engaged citizens, and think like historians.

Kansas History, Government, and Social Studies Standards

- 3 Community
- 4 Kansas and Regions of the United States
- 7 Kansas History

Standard #1 Choices have consequences.

Standard #2 Individuals have rights and responsibilities.

Standard #3 Societies are shaped by beliefs, ideas, and diversity.

Standard #4 Societies experience continuity and change over time.

Standard #5 Relationships among people, places, ideas, and environments are dynamic.

By the end of grade 5

D2.His.2.3-5. Compare life in specific historical time periods to life today.

Skills:

Understand how life was in the past through an immersive first-person interpretation program at a historical site.

Compelling questions:

What was life like for early Kansans?

How has life for Kansans changed over time?

How has life for students changed over time?

POST-VISIT ACTIVITIES

These will support your students in unpacking their experience at Lanesfield School and extend their learning.

1. Teachers of one-room schools during this time would compile a book with examples of students work for the county superintendent. Each child was given a page on which to write a story or essay, draw a map or diagram, or create a picture. These pages were then bound in a book and submitted to the superintendent. To commemorate your visit to Lanesfield, have each student prepare a page for a class scrap book. Some suggested topics for essays and drawings are:

Why I would like/not like to go to school in 1904
How schools have changed/not changed since 1904
My favorite lesson at Lanesfield School
“Noon Hour”

2. Design a copy book for your class. In preparing the living history program we designed a special copy book to tell the history of the school. Design a copy book to tell the history of your school or class, and be sure to design a cover for your book.
3. Be a 1904 pen pal: Write a letter to a friend in the 21st century describing your school as if you were a student at Lanesfield in 1904. Things you may want to include:
 - Ages of the children in your class
 - Your teacher
 - Your lessons
 - Games you play at recess and the noon hour
 - How you get to school
4. Design a classroom of the future: Include in your plan a drawing of the room and write about:
 - Subjects taught
 - Classroom furniture and layout
 - The role of the teacher
 - Expected student behaviors
 - Recess choices

Background Historical Information

Lanesfield: The Town and School

The history of the area began before the town or the school was built. Beginning in the 1820s, the Santa Fe Trail served as a trade route between Independence, Missouri, and the Spanish Southwest. This important trade route continued until the early 1870s. Students at Lanesfield School in these later years remembered watching the wagon trains as they passed by.

In 1855, Kansas was open for settlement. At that time, the territory of Kansas had a choice to make – it could join the Union as a slave state or a free state. Because of the fighting between people on both sides of the issue, the new territory was called “Bleeding Kansas.”

One small battle took place just north of where the school now stands. In 1856, James Lane led a small band of free staters to stop a larger group of pro-slavery men. With Lane that day was James Butler Hickok, who later became famous as “Wild Bill” Hickok. Lane tricked the pro-slavery group into believing that he had a large army, and the pro-slavery men retreated. The skirmish became known as the Battle of Bull Creek.

The town of Lanesfield was started in 1858 by William Gans, a friend and neighbor of James Lane’s from Indiana. The town was built opposite the pro-slavery town of McCamish, but from the beginning Lanesfield was the larger and more successful of the two towns.

The first school was held in William Gans’ home. In 1867, a log schoolhouse was built. The building was torn down after the stone structure was completed in winter of 1869-1870.

In the 1870s, the town of Lanesfield suffered a great calamity – the railroad did not stop at the town. The depot was built at nearby Edgerton, and because towns depended on the railroad, the town of Lanesfield was moved, building by building, to Edgerton. The school continued to serve farm families in the area until 1963 when it finally closed its doors.

How Did One-Room Schools Work?

One-room schools were built approximately every four miles in Johnson County. Each was run by a three-man school board elected by the community. Once a year, the entire community would meet to decide how long the school year would be, how much to pay the teacher, and what supplies to buy for the school. Even though the school board reported to the County Superintendent, each school was independent to run its own affairs.

Why 1904?

Why did we select 1904? The best answer to that question is that we know more about what the school looked like in 1904 than at any earlier time. In 1903 the interior of the school was destroyed by fire. The school was immediately repaired, and we have records showing what was done to the school and what supplies were purchased.

History

THE PROGRESSIVE MOVEMENT

The 1890s had been a time of hardship for many Americans. A depression had hurt workers and farmers. People blamed trusts, big business, for their hardships. They wanted the power of trusts limited, and this spirit of reform spread to other things as well. Workers wanted shorter work weeks; most of them were working 12 hours a day, 6 days a week. Americans wanted to limit the number of hours that children and women could work in factories. Hard labor on farms, however, was considered healthy for children.

These sweeping reforms were part of the Progressive Movement and Theodore Roosevelt was its leader. Roosevelt was the youngest man ever to become president. In 1900, he had been elected William McKinley's vice president and in September of 1901, when McKinley was assassinated, Roosevelt became the nation's leader. He was so popular that in 1903 Richard Steiff designed a new toy that he named for the President – the "Teddy" bear.

Roosevelt had big plans for the nation. He began by limiting the power of trusts for which he was named the "Trust Buster." Since Roosevelt loved the West, he wanted more people to be able to enjoy its beauty. So he set aside land for public parks, and Yellowstone National Park was opened. He also thought the United States needed a faster way to travel from its east coast to west coast, so in 1904 he began construction on the Panama Canal.

OTHER CHANGES ON THE WAY

The 1800s had been the century of steam power, but the 1900s would rely on a new energy source – electricity. The 1904 World's Fair, which was held in St. Louis, was completely lit by electric lights to the wonderment of its visitors.

There were 45 states in the union in 1904. Oklahoma, Arizona, New Mexico, Alaska and Hawaii had not yet been admitted. The country had just gained the new territories of Puerto Rico and the Philippine Islands as a result of the Spanish-American War in 1898.

In 1903, Orville and Wilbur Wright had successfully flown an airplane and there was much excitement over this new invention.

Willis Bailey was the governor of the state of Kansas in 1904. During his administration, the state capitol was completed.

In Kansas in 1904, it was against the law to make or sell alcoholic beverages, although some reformers thought the law was not enforced as strongly as it could be.

Women had the right to vote in city and school elections in 1904, although most women in the nation had no right to vote at all. As part of the reform movement, women were demanding this right.

In Johnson County, William Strang was beginning to develop Overland Park. He planned this new community as a place to live for those tired of living in the overcrowded city. He built the Strang Line of his Missouri and Kansas Interurban Railroad to take people to their jobs in Kansas City.

There were also changes taking place in education. In 1903, the state legislature passed a law requiring all students to stay in school until the age of 15 or until they had earned an eighth grade diploma. This was to stop the practice of children staying home to work on the farm.

In 1904, Johnson County was agricultural. The fastest means of transportation was the train. Most people used wagons and buggies pulled by horses for their personal transportation. Telephone, electricity, and indoor plumbing did not extend into rural homes, but were present in Kansas City and Olathe.

One Room School

Recitations

Recitations were the primary teaching method of the early 1900s. Teachers emphasized correct answers rather than the method students used to solve problems. Memorization was considered to be important, and mental exercises in which students analyzed sentences or worked complicated arithmetic problems in their head were stressed.



Recitations took many forms:

- The teacher asked a student a question about the assignment, and the student answered. The student answering the most questions correctly received a mark.
- The students stood in line, and as a student answered a question correctly, he moved in front of those students who had not answered correctly. The student at the head of the line at the end of the lesson received a mark for that day's lesson. This was known as "head marks."
- Students were often asked to memorize a poem, a famous speech, or a quotation and they were called to the recitation bench to recite that.
- Students were called to the board and the teacher read the students' arithmetic problems. The student who worked the problem the fastest and correctly received a mark. Primary students worked simple problems on their slates, which they held up for the teacher to see.
- Mental arithmetic was considered an all important skill. Often a class was asked to do long multiplication and division in their heads. Then the teacher asked for the answer. The student with a correct answer for the day received a mark.

- For geography lessons, students were called to the board and asked to draw detailed maps of the countries or continents they were studying.
- Students were also expected to memorize the names of states, countries, and continents, as well as oceans, rivers and capitals. Geography bees were held to quiz the students on this information.

At the end of each recitation, the teacher gave the students a new lesson to study for the next recitation.

While one group of students was with the teacher, the other children worked at their desks on assignments. Older children helped younger children with their lessons, and the younger children learned from hearing the older children recite. Since recitations took about ten to fifteen minutes each, students had plenty of time to complete their lessons. Homework was not assigned; the children were expected to finish their work in class.

There was one thing that all did together and that was penmanship. Young children were taught cursive writing from their first day, and they could participate with the older children. The primary grades practiced on their slates, while the older children used pens, nibs, and ink. The children had copy books in which they practiced their writing.

Favorite Games and Pastimes

At Lanesfield, one game was played by many generations – Ante Over. The class divided into two teams. One team stood on one side of the school, while the other stood on the opposite side. Then one team threw a ball over the roof of the school and the other team tried to catch it. If the team did catch it, the person with the ball ran around the school and tried to tag as many of the opposing team as was possible. To confuse the other team, all the members of the team ran around the school with the student who had the ball. Often this led to collisions with other students, and it was common for children to be knocked down or even knocked unconscious.

Other popular games from this time included Pom, Pom, Pull Away; Drop the Handkerchief; Flying Dutchman; Dare Base; and Red Rover, Red Rover.

A favorite winter pastime was sliding on Dillie pond. The Dillie family owned the farm directly across the street from the school and at one end of their property was a pond. Before school and during the “noon hour,” children from Lanesfield would spend their time sliding on the ice.

Discipline in a One-Room School

In the early 1900s, Americans lived by the rule “Spare the rod, spoil the child.” Teachers kept leather straps, paddles, or switches with which to spank children. Often, if a child received a spanking in school, he would receive another when he got home. Being kept in, either during the noon hour or after school, was the punishment most hated by children. Being kept after school could result in a spanking at home because a child would be late for his chores. Children were always expected to be quiet and respectful.