

2019 - 2020

Free
Admission

*The Rogers Historical Museum proudly
thanks the Rogers Museum Foundation for
sponsoring the Rocky Branch One-Room
Schoolhouse Fieldtrip Program.*



Rogers Historical Museum

313 South 2nd Street

Rogers, AR. 72756

2019 - 2020

Greetings:

Thank you for your participation in our Rocky Branch One-Room Schoolhouse Field Trip program. The current schoolhouse was built in 1905 and served students until 1954. This program is focused around the early time period of education, at the schoolhouse and America, and shows students the differences & changes schools have experienced. Lessons, games, activities, and the recitation of the original version of the 'Pledge of Allegiance' will enhance the student's immersion into our wonderful heritage we all share.

Rogers Historical Museum: Mission

The Rogers Historical Museum serves Rogers and all of Northwest Arkansas, a rapidly growing metropolitan area that shares a rich natural and cultural heritage, a vibrant entrepreneurial spirit, and an increasingly diverse population. Our mission is to enrich lives through education, experience, and exploration of our heritage. We fulfill that mission through:

- Collecting and preserving artifacts, archival materials, and research materials which document the history and cultural heritage of Rogers and Benton County;
- Offering exhibitions, programs, publications, and web-based resources which foster an appreciation of our region's heritage and enable area residents to create a better future for themselves, their families, and their communities;
- Offering family-friendly exhibitions and programs which allow people of all ages to engage the past, imagine the future, and find joy in learning; and
- Offering loan exhibitions and related programs which broaden the cultural horizons of area residents and help place our region's natural and cultural heritage in a broader context.

The Rogers Historical Museum, an [American Alliance of Museums accredited institution](#), is proud to be a department of the City of Rogers and pleased to serve all of the people of Northwest Arkansas. As a fully tax payer funded institution we are able to offer free admission to all of our exhibits, tours and field trips.

We are supported by an outstanding non-profit organization: the Rogers Museum Foundation. The Museum is governed by a five member commission appointed by the city council and is responsible for maintaining policies, standards, and operational continuity. Thanks!!!



Rogers Historical Museum: Field Trip Benefits

The Rogers Historical Museum strives to make each fieldtrip a memorable experience for the students while providing a fundamental learning experience. This museum is a community-wide investment in our children where they lead the process of discovery in an educational atmosphere. It is a place where teachers, parents, and museum staff all share in the student's joy in learning about the world around them. The benefits for children participating in a museum visit include:

- Handling real artifacts and high quality replicas
- Developing thinking skills: problem solving, inquiry, observation, empathy
- Acquiring new knowledge, understanding, and skills
- Enjoyment, inspiration, and creativity
- Changing their perception of and attitude toward museums
- Social benefits, e.g., team working, meeting other students
- The opportunity to participate actively as citizens and develop social skills with other people outside of the school environment

Arkansas Department of Education: Arkansas Curriculum Frameworks¹:

By participating in the program students will understand the role of the public schools in the past; will be able to compare and contrast education today with education long ago; and will be able to compare and contrast the lives of children today with their lives long ago.

- C.3.1.1 Explain why rules, laws, and consequences are needed
- C.3.1.2 Describe ways people improve communities
- C.3.1.3 Describe ways classrooms/schools accomplish tasks & responsibilities
- C.3.2.1 Interpret rules and laws as they relate to students
- C.3.2.2 Examine successful and unsuccessful attempts to improve communities
- C.3.2.3 Describe ways communities accomplish tasks & responsibilities
- E.4.1.1 Explain ways scarcity necessitates decision making
- E.4.1.2 Identify benefits and costs of making a decision
- E.4.2.1 Discuss the importance of scarcity in relation to choices and opportunity cost
- E.4.2.2 Explain a decision in terms of costs and benefits
- E.4.3.1 Ill. ex. of scarcity/opportunity cost within the community/diff. regions in the state
- E.4.3.2 Identify problems, alternatives, and trade-offs involved in making a decision
- E.4.4.1 Compare examples of scarcity from different regions in the state and nation
- E.5.1.1 Explain ways human resources earn income
- E.5.1.2 Cat. Human, natural, & capital resources used in production of goods/services
- E.5.1.3 Recognize markets exist wherever buyers and sellers exchange goods and services
- E.5.2.1 Discuss skills and education that human resources need for jobs
- E.5.2.2 Describe goods/services people in communities prod. & also in other communities
- E.5.2.3 Describe ways markets exist in various places
- E.5.3.1 Examine the relationship between human capital and productivity
- E.5.3.2 Articulate ways entrepreneurs and businesses organize human, natural, and capital resources to produce goods and services in Arkansas

¹ Grades K-4 Social Studies Curriculum Framework Arkansas Department of Education Revised 2014

- E.5.4.1 Examine ways human capital impacts productivity and future incomes
- E.5.4.2 Articulate ways entrepreneurs and businesses in Arkansas and the United States organize human, natural, and capital resources to produce goods and services
- E.5.4.3 Explain effects of supply and demand on prices
- G.9.1.1 Explain positive and negative effects humans have on the environment
- G.9.1.2 Discuss how cultural char. create diversity in a community, place, or region
- G.9.1.3 Describe ways weather, climate, and other environmental char. affect daily life
- G.9.2.1 Interpret effects of human activities on the local environment
- G.9.2.2 Describe ways diff. cultures help shape diversity of a community, place, or region
- G.9.2.3 Explain ways weather, climate, & other environmental char. affect people's lives
- G.9.3.1 Examine environmental problems and ways in which these problems are addressed
- G.9.3.2 Describe effects of cultural char. on population distribution in a specific place
- G.9.3.3 Investigate ways environmental characteristics influence people's decisions in Arkansas and the United States
- G.9.4.1 Analyze effects over time of human generated changes in the physical environment
- G.9.4.2 Analyze ways cultural characteristics influence population distribution in regions of the United States and the world
- G.9.4.3 Analyze ways environment char. affect pop. Distribution in Arkansas/U.S./world
- G.10.1.1 Explain ways people use natural resources in the community they choose to settle
- G.10.1.2 Discuss reasons and ways that people, goods, and ideas move from place to place
- G.10.2.1 Examine ways that natural resources influence where people settle
- G.10.2.2 Examine reasons and ways that people, goods, and ideas move from place to place
- G.10.2.3 Identify diverse groups that have come to Arkansas and where they settled
- G.10.3.1 Analyze ways natural resources influence where people settle in Arkansas & US
- G.10.3.3 Describe diverse groups and reasons why they settled in Arkansas
- G.10.4.1 Compare natural resources in regions to influence human settlement patterns
- G.11.1.1 Discuss how the consumption of products connects communities to distant places
- G.11.1.2 Identify ways to help people going through natural and human-made disasters
- G.11.2.1 Examine how the consumption of products connects people to the world
- H.12.1.1 Explain ways family and school have changed using chronological terms
- H.12.2.1 Create hist. narratives using chron. sequences of events in the community/region
- H.12.3.1 Create hist. narratives using chron. seq. of events in the community/region/state
- H.12.1.3 Compare present day families, objects, and events with those in the past using visual representations, news stories, and artifacts
- H.12.1.4 Retell stories of historical events, American legends, and people in history
- H.12.2.3 Compare life in your community past and present using maps, photographs, news stories, artifacts, or interviews
- H.12.2.4 Investigate individuals/groups/events shaped our community/communities in US
- H.12.3.3 Compare spec. regions of Arkansas in the past with regions today noting changes
- H.12.2.5 Explain historical symbols & landmarks & the people & events associated with them
- H.12.3.5 Analyze relationships of national symbols, holidays, and historic places
- H.12.4.5 Reference historic places and national parks to guide inquiry about history
- H.13.1.3 Draw conc. about family/school life in the past using historical records & artifacts
- H.13.1.4 Identify aspects of a source that establish time, place and credibility
- H.13.4.4 Discuss why historians use a variety of primary and secondary sources
- H.13.1.6 Identify changes in the classroom/school in terms of cause and effect
- H.13.2.6 Examine changes in the community in terms of cause and effect

Rogers Historical Museum: Field Trip Expectations

The following requirements will need to be adhered to while touring:

- 1) The historic Rocky Branch One-Room Schoolhouse allows for groups of 56 or less visitors according to the fire code. **Please no infants.**
- 2) Due to the limited size of the schoolhouse sound will become enhanced and will make it difficult for the presenter to teach the students. **No loud talking.**
- 3) Lessons, recess, and fun activities will provide a visitor with hands-on learning experiences and lifetime memories, but please remember to gently use them for the purpose they were intended as instructed. Students who use them in other ways will not be allowed to further participate in the schoolhouse program.
- 4) Remember that in all public facilities the act of running, use of tobacco products, profanity and weapons is strictly prohibited.

Rogers Historical Museum: Field Trip Schedule Example

Schedule times & program order are very flexible and are based on the needs of the visiting classes & the flow of the presentation. For example, we will try & show the punishments when the timing seems right due to the fun and excitement this will bring to the students as well as the presenters.

Arrive: 900a

- Greetings by the staff. Teachers will be briefed on the day's activities.
- Staff will acquire lunch time, departure time, and restroom times.

915a:

- Staff will gather the students around the water pump and explain the use of the object.
- Proceed up to the boy's outhouse for description and tour. May divide into groups.

930a:

- Students will gather around the outside of the schoolhouse bell tower.
- Staff will explain when the building was built, why the bell is on the side of the building, when and why the schoolhouse was moved to its current location.
- We will choose a single student to ring the bell (student chosen by the birthday closest to the day of the fieldtrip) to have the kid's line up and enter the schoolhouse.

945a:

- Girls will be seated on the left side (south) and boys will be on the right side (north).
- The 'Pledge of Allegiance' by Francis Bellamy will be led by a student (chosen randomly). The original version used from 1892-1922 will be recited by the presenter:

**"I pledge allegiance to ²my Flag and to the republic for which it stands: one nation³
indivisible, with liberty and justice for all."**

² The words 'of the United States of America' were added during the years 1922-1923.

³ The words 'under God' were added by Act of Congress June 14th, 1954 under U.S. Code Title 4 Chapter 1 Section 4.

- Photo of first class, in 1905, will be passed around.
- Explanation of differences of schoolhouse building, setting, atmosphere, equipment, procedures, grades, etc.
- Explanation of desks, books, slates, pencils, pens, etc. Ink well passed around.
- Oral history reading of formal student by visiting student (chosen randomly).

1000a:

- Lesson in spelling book, writing on their slates, history of other famous Americans in schoolhouses.
- Lesson in reading book, writing on slates, tongue twisters.
- Lesson & demonstration of punishments for the students, rules for the Teachers.

1050a:

- Lesson on lunch, recess and the toys for use on the grass area, explanation of the portable toilet, soap and water bucket and hand sanitizer.
- General rules for students while outside.

1100a:

- Student lunch (not provided) outside on the picnic tables, grass, and rocks unless rainy.
- Staff lunch inside the building as teachers would have long ago.
- Lunch time must be the same as normal school period of visiting district.⁴

1130a:

- Recess on the grass area only. Trees are on other residences property.

1200p:

- Students will gather all toys, line-up and re-enter the schoolhouse.
- Students will participate in a water cup activity: make paper cup to drink water.
- Students will line-up one row at a time to receive water.

1230p:

- Brief history of One-Room Schoolhouses in America.

1245p:

- Presentation of 'Rocky Branch' booklet containing facts, photos, rules, class photo page.
- Staff thanks to all students, teachers, parents, etc. for visiting.
- One class takes photos at your choice (front, stage, water pump, desks, outhouse, etc.)
- Second class lines up and rings school bell. Classes switch to take photos & ring bell.

Depart: 115p

⁴ U.S. Code Title 7, Subtitle B, Chapter II, Subchapter A, Part 210, Subpart (C), Section 210.10, Sub-Section (L) Requirements for Lunch Periods (1) Timing (2) Adequate Lunch Periods.

Rogers Historical Museum: Additional Information

- 1) Fieldtrip schedules will vary based on the amount of students, time of arrival, time of departure, or other requirements set-up by the contact person making the booking.
- 2) The Rocky Branch One-Room Schoolhouse Fieldtrip program will be cancelled due to the safety of the students, teachers, museum staff, and contract educators due to the following conditions:
 - a) Rain, snow, ice, wind, lightning, temperatures or any other weather condition that's ongoing, predicted, has an issued warning or is a detriment to the safety of the visitors and the staff.
 - b) Flood watches that are issued during recent flooding events.
- 3) When booking the fieldtrip please provide the following information:
 - a) Name of school or group attending
 - b) Amount of classes attending and student participation totals
 - c) Contact information (name, phone number, email)
 - d) Additional needs for students, teachers, parents, etc.
- 4) The historic Rocky Branch One-Room Schoolhouse is on the National Register of Historic places and has **no wheel-chair accessibility**. However, every possible means will be undertaken to accommodate all visitors inside the schoolhouse. Please contact us so accommodations can be worked out in advance of your visit so we can make this fun and enjoyable for everyone.
- 5) Directions: From down town Rogers take Hwy. 12 East approx. 10 miles to Hwy. 303 North. Approx. 3 miles, at the Y intersection, the school house will be on the left. Parking is at the Rocky Branch Baptist Church (just over the crest of the hill) for the buses and parents.

Address: 8134 County Road 85, Rogers, AR. 72756

G.P.S. Coordinates: 36.326097, -93.941426

Thank you!!!

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