



**Brattonsville Academy  
Teacher Resource Packet**

## **Pre- and Post-Visit Materials**

### **Table of Contents**

Pre-Visit Activities

Post-Visit Activities

Primary Document: Brattonsville Female Seminary

Primary Document: Letter from Martha Bratton

Activity Sheet – Trading Places

Handout: What Will it Be Like at Brattonsville Academy?

Handout: What Will I Learn at Brattonsville Academy?

Handout: School Supplies in 1840

Handout: Brattonsville Academy Glossary

Resource List



## **Brattonsville Academy Teacher Resource Packet**

### **Pre-Visit Activities**

Note to teachers: The background information needed to do these activities can be found in this packet. For additional resources, see the resource list found at the end of this section. We suggest that you start these activities at least six days before the actual visit to the academy. Please pick the activities that will be most meaningful for your students.

- Read out loud and discuss the following pages from this packet: “What will it be like at Brattonsville Academy?” and “What will I learn at Brattonsville Academy?”
- Paint the cover of your copy book with watercolor paints and put together your copybook.
- Make a chart showing the rules in your classroom and the rules a teacher may have had in an 1840 classroom. Practice using 1840 rules in your classroom.
- Read Martha Bratton’s letter. Using the “Trading Places” worksheet, make a comparison between yourself and Martha Bratton.
- Using the glossary, show that you know what the words mean by drawing a picture or writing a sentence.
- Study the words in the glossary, and then practice using 1840s words in everyday conversation instead of modern words.
- You are getting ready for your first day of school in 1840. You are putting everything on a table that you will take to school. Draw a picture of the top of the table with all of your supplies.
- Write down your questions about school in 1840. Try to write at least one question in each of these categories: Who, What, When, Where, and Why.



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**Post-Visit Activities**

Note: These activities should be done after the visit and may take two or three days. Please pick the activities that will be most meaningful to your students.

- Pretend you are a student in the Brattonsville Academy in 1840. Write a letter home to your parents telling them what you studied. Think about how these subjects are alike or different from your lessons today.
- Think about your school and the Brattonsville Academy. Which school would you rather attend? List five reasons why.
- List 5 differences between your classroom today and a classroom in a one-room schoolhouse.
- Write a daily schedule/routine of what your day might be like at school in 1840. Notice the difference from your schedule today.
- You are the oldest child in your family in 1840. It is your chore to pack lunches. Draw a picture of the foods you would have packed in the lunches. Label each food and explain where those foods would have come from.
- Look at the questions you wrote before your visit to Brattonsville Academy. See if you can write answers to your questions.

# Primary Document: Brattonsville Female Seminary

Excerpts from an article published in *The Compiler*, Yorkville, SC, August 22, 1840

## *Brattonsville Female Seminary* *Mrs. C. Ladd, Principal*

This institution is situated midway between the Villages of Yorkville and Chesterville, on the main stage road.

Arrangements have also been made by Dr. Jno. S. Bratton whose residence is nearly opposite the Seminary to accommodate with board, all young ladies who may wish to become pupils of this institution. Board can also be had at the residence of Mr. Samuel Moore, situated about half a mile from the Seminary.

### RATES OF TUITION, PER TERM, OF TEN MONTHS

Orthography, Reading, & Writing	\$12.00
Arithmetic, Grammar, Geography, and History	\$20.00
The studies of this Class (including the above) will consist of the following Branches:	
Rhetoric, Astronomy, Natural and Moral Philosophy, Algebra, Geometry, &c	\$32.00
Modern Languages	\$35.00
Tuition in the Musical and Ornamental Departments, Music on the Piano Forte	\$50.00
Guitar	\$45.00
Pencil Drawing and Landscape Painting in the Water Colours	\$24.00
Oil and Miniature Painting	\$32.00
Ornamental, Needle, and Fancy Work	\$20.00
For the use of the Piano	\$ 4.00
Use of the Guitar	\$ 2.00
Tuition is required to be paid in advance	
Boarding including: Rooms, Fires, Washing, Candles, &c	\$ 8.00

No corporeal punishment will be allowed; and pupils over the age of twelve, who cannot be managed by the force of reason, will be expelled. No superfluous expense will be allowed in dress; and pupils will be required to be neat but plain. No pupil will be admitted for a less time than a half term of five months.

Persons wishing their children or wards instructed in Music, Painting, &c, as well as the English, and entering them by the Term, will only be charged \$100 per term. The above named sum if entered for the time specified, or until they graduate, shall cover every expense of Tuition per term.

Fuel in the Seminary 50 cts. Per quarter.

We feel no hesitation in saying that this Seminary will be equal to any in the State. The English Department will embrace a thorough collegiate course. The Ornamental Department will also include all the branches generally learned by young ladies.

John S. Bratton, M.D.  
James Moore

N.B. – No pupil who is a boarder will be allowed to go in debt for articles of clothing, beyond the sum of \$25 per term without orders from their parents or Guardians.

## Primary Document: Letter from Martha Bratton

Below is part of a letter written by Martha Bratton to her brother John in 1840. Martha was a student at Brattonsville Female Seminary, the girls' school that used to be at Brattonsville in the 1840s. John was a student at South Carolina College in Columbia, South Carolina. Pay special attention to the middle part, in which Martha talks about what she is learning at school.

Brattonsville, Jan 11 1840

Dear Brother

It with much pleasure that I write you these few lines and I am happy to inform you that we are all well and sincerely do I hope that these few lines may find you enjoying the same health

**the school is still going on usual and we expect two more schollars in the course of this week I have to study very hard these days and my studies are Geography Grammer History Rhetoric Reading and writing and I can play three pieces in music . . . .**

it would afford me the greatest delight imaginable if I could only see you all once more than I can well [express] and I hope you will not think my long silence proceeded from want of remembrance of you I would have written to you before now but I been so busy that I had not time . .

Yours most affectionately,  
Martha Bratton

## Activity Sheet – Trading Places

Martha Elizabeth Bratton (1825 – 1908) was the granddaughter of Col. William and Martha Bratton and the daughter of Dr. John and Harriet Bratton. She lived in the Homestead House at Brattonsville and was a student at the Brattonsville Female Seminary. Like most girls of her time, she went to school until her late teenage years.

Compare and contrast your school life to Martha Bratton's

**MARTHA BRATTON . . .**

**ME**

. . . was 6th of 14 children.

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. . . had many cousins, aunts, and uncles who lived near Brattonsville.

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. . . had likely learned to read and write from her mother.

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. . . read books purchased from her father's store.

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. . . attended school across the road in her grandparents' remodeled house.

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. . . had up to 30 classmates, mostly girls.

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. . . studied guitar, piano, geography, painting, rhetoric, spelling, reading, penmanship, and history.

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. . . gave music recitals in her home and probably took dancing lessons.

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. . . was expected to use her education to educate her children, especially her sons.

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## **What will it be like at Brattonsville Academy?**

When you go to Brattonsville Academy, it will be like going back in time. You will pretend that the year is 1840. That is about 170 years ago, when your Grandmother's Grandmother's Grandmother's Grandmother was a little girl!

Although your regular teacher will come with you, he or she will not be teaching your lessons. You will be taught by Brattonsville Academy teachers. These teachers will be dressed in 1840's clothing and will act as though the year is 1840. A lady teacher is called a schoolmistress and a man teacher is called a schoolmaster or professor.

Your schoolmistress or schoolmaster will talk a little differently, and use different words than you are used to. For example they will call you "scholars" instead of "students."

You will spend your school day in a one-room school house, which is a copy of a historic school house. You won't have your own desk. Instead, there will be long benches which you will share with your classmates. Your desk will be a long, slanted table attached to the wall. The bathrooms, called privies, are separate little buildings, away from the school house.

Instead of writing on a dry erase board with markers, the teachers will write on a blackboard with chalk. You will learn to write with a quill pen (that's a pen made out of a feather) and you will also write on a slate with a slate pencil.

You will have some modern things. The schoolhouse has electric lights and heating and air conditioning, and the bathrooms have flush toilets and sinks with running water. People did not have these things back in 1840, but they will help to keep you clean and comfortable.

### **Rules for the day**

The rules for the 1840 classroom are similar to rules in your classroom today:

1. Listen, pay attention, and follow directions.
2. Do not get out of your seat without permission.
3. Raise your hand before speaking.
4. Stand when answering questions or reciting.

You will have scheduled breaks when you may use the privy (bathroom.) If you need to go at a different time, raise your hand and ask for permission to use the privy.

### **What should I wear?**

To help you pretend that it is 1840, girls can borrow aprons and boys can borrow vests to wear for the day. You can also dress up at home. Girls will wear aprons and boys will wear vests that will be provided while at the Academy.

# What will I learn at Brattonsville Academy?

When you come to Brattonsville Academy, you will study some of these lessons:

## Language Arts:

You may have a spelling lesson or review grammar rules. You will complete this lesson by copying information in your copybook. Be sure to study hard during the lesson, because you may have an opportunity to recite what you've learned during the elocution exercise. (Note to teacher: This lesson comes from McGuffey's *Eclectic Second Reader*, a schoolbook from 1836.)

## Penmanship

Penmanship is an old word for handwriting. You will learn to write using a quill pen, which is a pen made out of a feather. One type of handwriting in 1840 was called roundhand. You will practice the letters O and C. These letters are written almost the same in roundhand as in the cursive writing you learn in school.

## Ciphering

You call them math problems, but scholars in 1840 called them ciphering. You will show your work by writing on a slate with a slate pencil. A slate is a little like having your own chalkboard to write on. Don't worry if you make a mistake. You can just erase it and start over! (This lesson comes from *A System of Practice Arithmetic*, by Stephen Pike, 1828. They are word problems about money and consist of simple addition of two-digit numerals using decimals.)

## Geography

For this lesson, you will show what you know about South Carolina and its neighboring states and rivers.

## Slave Education

Did you know that it was against the law for slaves to learn to read or write in 1840? A slave may tell you what slave children learned on a plantation. (Don't worry; this person is not really a slave. They are only pretending, so you can learn what life was like for slaves.)

## Philosophy

In 1840 the study of science was called philosophy and covered a wide variety of subjects, just as your science lessons do today. You may study objects from nature, or examine the relationship of the planets of our solar system, and learn how scholars used to study these things.

## Ornamental Subjects

These are lessons such as art or music. You might learn a song or paint with watercolors.

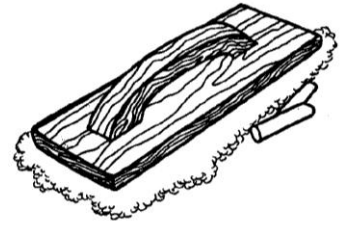
## Toys and Games

During recess, you can play with toys from 1840, such as hoops, the game of graces, Jacob's ladders, ball and cups, and bilbo catchers.

Children used to make toys from everyday things. You might make a simple toy, such as a buzz toy made out of string and a button.

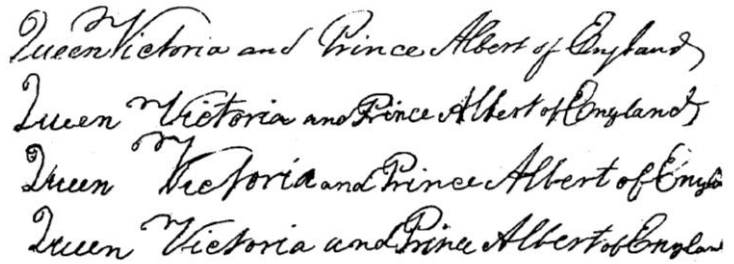
## School Supplies in 1840

**Chalkboards and chalk:** A chalkboard and chalk were like the dry erase boards and markers you have in your classrooms today. The schoolmistress (teacher) wrote on the board with a piece of chalk. She wiped the board clean with woolly sheepskin attached to a piece of wood. Sometimes chalkboards were made from cloth painted black. Chalkboards were also made from large pieces of slate. Slate is a kind of smooth dark rock.



A sheepskin “eraser” and chalk.

**Copybooks:** Students wrote in copybooks to practice their penmanship (handwriting). Copybooks usually had blank pages, like a notebook today. Teachers wrote a sentence at the top of each page. Students copied the sentences over and over again, imitating the teacher’s handwriting. Copybooks could be handmade or bought ready-made from the store.



Here is part of a page from an 1840 copybook. See how the teacher wrote the first line, and the student copied it three times to practice his penmanship.

**School books:** Children bought their own school books. Books were expensive, so children often shared their school books with their brothers and sisters. One popular series of school books was called McGuffey’s Eclectic Readers. These “readers” had stories to read and questions for students to answer.

**Quill pens:** Quill pens are made from feathers. The tip of the feather has to be cut into a point. Swan feathers make the best quill pens, but goose and turkey feathers are more common. You can use a crow’s feather to write very small letters.



A quill pen and inkpot

**Ink:** To write with a quill pen, you have to dip the pen into ink. Ink was kept in small bottles called ink pots. After writing with a quill pen, you can sprinkle the paper with sand. The sand helps the ink to dry faster. When the ink is dry, you can use the quill pen’s feather tip to brush off the sand.



A slate and slate pencil

**Slates and slate pencils:** Children used to practice their schoolwork on a slate. A slate is like a small chalkboard for students to use at their desks. You can write on a slate with a slate pencil, and then wipe it clean with a piece of cloth. Slates could be used again and again, so they were cheaper than pens, ink, and paper. One disadvantage was they were easily broken.

## Brattonsville Academy Glossary

<b>academy</b>	a school
<b>cipher</b>	to do math problems
<b>penmanship</b>	handwriting
<b>privy</b>	a bathroom
<b>quill pen</b>	a pen made out of a feather
<b>philosophy</b>	study of science
<b>roundhand</b>	a historic type of handwriting, similar to cursive
<b>scholar</b>	a student
<b>schoolmistress</b>	a lady teacher
<b>schoolmaster or professor</b>	a man teacher
<b>slate and slate pencil</b>	a small board and pencil made out of a smooth dark rock. Used to practice schoolwork.
<b>spell-down</b>	a spelling contest
<b>to learn by rote</b>	to memorize



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**Resource List**

Historic Communities Book Series. Crabtree Publishing Co. <http://www.crabtree-pub.com/>

Barnett, Anna. "19<sup>th</sup> Century Games." Conner Prairie's History Online, American History, 1800 – 1860. <http://www.connerprairie.org/HistoryOnline/19cGames.html>

Child, Mrs. L. Maria *The Girl's Own Book*. 1834. Bedford: Applewood, 1992.

Clarke, William. *The Boy's Own Book*. 1829. Bedford: Applewood, 1992.

Old Sturbridge Village. History Learning Lab. <http://www.osv.org/>