State of Iowa 1935 -21-15-07

A Guide for Teaching History in the Elementary Grades GRADES ONE TO FIVE INCLUSIVE

Issued by the Department of Public Instruction Agnes Samuelson, Superintendent

Prepared by

CLARA M. WALLACE Normal Training Supervisor

OLIVE PEARL RITTER Demonstration Teacher

3-514

Published by THE STATE OF IOWA Des Moines State of Iowa 1935

A Guide for Teaching History in the Elementary Grades

GRADES ONE TO FIVE INCLUSIVE

Issued by the Department of Public Instruction Agnes Samuelson, Superintendent

Prepared by

CLARA M. WALLACE Normal Training Supervisor

OLIVE PEARL RITTER Demonstration Teacher

Published by THE STATE OF IOWA Des Moines Copyright, 1935

1291

Copyright, 1935 By the STATE OF IOWA

TABLE OF CONTENTS SECTION ONE-COMMUNITY LIFE

Unit Page Introduction 7 I How Workers on the Farms and in the City Depend Upon One II III IV V VI VII VIII

SECTION TWO-INDIAN LIFE

	Page
Introduction	
The Indian Baby	
Houses	
Clothes	
Fire Making	
Food	
Dishes	40
Health	41
Education	42
Recreation	
Language	
Ways of Thinking and Living	
Tools and Weapons	
Trade	
Travel	
Indians of Today	48
Bibliography	
	The Indian Baby Houses Clothes Fire Making Food Dishes Health Education Recreation Language Ways of Thinking and Living Tools and Weapons Trade Travel Indians of Today

SECTION THREE-EARLY COLONIAL AND PIONEER LIFE

The American Colonists and How They Lived Early Explorers

Unit		Page
I	Trade in Early Days	54
II	Why We Are Interested in Columbus	
III	Discoverers from Other Countries	

A GUIDE FOR TEACHING HISTORY

The Southern Colonies

Unit	Page
IV	Settlement of Virginia
v	Settlement of the Carolinas
VI	Settlement of Maryland
VII	Settlement of Georgia
VIII	How the People of Virginia and the Other Southern Colonies
	Lived

The New England Colonies

IX	Settlement of Plymouth
X	Settlement of the Massachusetts Bay Colony
XI	Settlement of Rhode Island and Other New England Colonies66
XII	How the People in the New England Colonies Lived

The Middle Colonies

XIII	Settlement of New York6	9
XIV	Settlement of Pennsylvania and Other Middle Colonies	0
XV	How the People in the Middle Colonies Lived	2

Pioneer Life

Early Pioneer Life

XVI	Why the People Moved West	72
XVII	Home Life	
XVIII	Schools	
XIX	Churches	
XX	Recreation	77
XXI	Travel, Transportation, and Communication	

Later Pioneer Life

How Our Country Grew
Inventions and Conditions Which Changed Home Life and Work 82
Inventions and Conditions Which Changed Food and Clothing
Inventions and Conditions Which Changed Travel, Transporta-
tion and Communication
Schools and Churches
Recreation
Government

Comparison of the Ways in Which the Pioneers Lived with the Way We Live Today

XXIX	Bibliography	

4

FOREWORD

This bulletin has been prepared for the use of teachers in the early elementary grades. It is supplemental to the Iowa elementary course of study and intended to be used with the text and reference books available in the schools. The units of work to be covered deal with the community, Indian, colonial, and pioneer life and include informational materials, teacher procedures, pupil activities, and informal tests.

The emphasis in the state program for the improvement of instruction will continue to be focused upon the social studies. This history bulletin should have a place in the working equipment of teachers and supervisors of instruction along with the elementary course of study and the supplementary materials previously distributed for reading, language, safety, geography, dictionary use, physical education, and music. Since this bulletin will serve as the basis of the history program in the lower and intermediate grades, its use in professional meetings, study centers, and for credit for certificate renewal is highly recommended.

Schools may take advantage of their library funds to add new and up-todate materials each year for use in teaching the social studies. State aid funds may be expended this way. The state traveling library commission and local libraries may also be drawn upon for supplying helpful materials for instruction in the social studies.

The purpose in organizing this bulletin has been to provide workable materials directly related to classroom needs and which would be helpful in directing pupils' reading and study. No attempt has been made to make it complete. It is intended that teachers will work out additional units for use in their own departments. With this objective in mind the authors have drawn upon available sources and have advised with leaders in the fields of United States history and elementary education. Special acknowledgment is made to Miss Mabel Snedaker, extension supervisor, State University of Iowa; Dr. Howard R. Anderson, head of social science, University Experimental School, State University of Iowa; Professor I. H. Hart, director of extension, Iowa State Teachers College; and staff members of the department of public instruction. The cooperation of textbook publishers in supplying books and references is also much appreciated.

> AGNES SAMUELSON Superintendent of Public Instruction

SECTION ONE COMMUNITY LIFE

Typical Units for First and Second Grades

INTRODUCTION

The units on community life outlined for first and second grades may be divided between these two grades. The first grade may for example cover the work outlined in the first two units and the second grade the remaining five units. In rural schools it is suggested that the two grades be combined for this work.

Each unit of work in the outline should be carefully planned by the teacher before attempting to teach it. She should first of all know the subject matter she wishes to teach. Next she should have a definite plan as to how she is going to present it to the children. She should have at hand the necessary references. The organization of the units on Community Life is as follows:

A. Major Objectives

B. Informational Material and Teacher Procedure

C. Some Things for Children to Do

D. Evidences of Mastery

E. Other Topics Which May Be Developed in Connection with the Units Outlined

A possible plan for carrying out the different units of work outlined here might include the following steps:

Introducing the topic

Formulating questions

Planning a trip, if necessary, to secure needed information

Taking the trip

Discussion after the trip, such as

The most interesting things

What questions were answered

What else we would like to find out

How we can record what we found out so others may enjoy it

What things we can find out by reading

Making composite stories for reading table booklets

Enriching the children's experiences through

Pictures and signs on the bulletin board

Books on the reading table

Reading stories and poems to the children

Construction activities

Culminating activity such as

Showing and explaining pictures of a trip taken, to parents on visitors' day or to another class

Explaining the booklet made by the class to another group

Answering questions asked by others over the unit

The approaches to the units are merely suggestive. The teacher should feel free to use others if she desires. She may organize the teaching of a unit in the way she wishes for carrying out the unit planned. The outline given should help to direct the thinking of the teacher. References on each unit may be selected from available materials. Other topics in these units may be developed in a similar manner by the teacher.

I. Our Community

The Home

- A. Major Objectives
 - 1. The important elements of home life are love, kindness, cooperation, and companionship.
 - 2. Each member of the home should contribute to making the home a happy place by helping to keep it cheerful, clean, and attractive.
 - 3. It is not the kind of house in which one lives but rather the relationships of those within, which make a happy home.

B. Informational Material and Teacher Procedure

The approach to this unit may be made through pictures of homes or a discussion following observations of homes in the community made by the children.

- 1. Can you tell why we build houses to live in? Get from the children such reasons as:
 - To shelter us when it storms

To shelter us from the hot rays of the sun

To keep us warm in cold weather

To have a place to store food and clothing for winter

2. People of our community live in many kinds of houses

bungalows	hotels
two-story houses	duplexes
apartment houses	

3. Talk with the children about materials used in making houses and where we get these materials.

lumber	brick
stucco	concrete
stone	tar paper

- 4. The teacher may show pictures of different homes of the types found in the locality. Have children point out the roofs, the outside walls, and the foundations of the houses in the pictures.
- 5. Let children list the various rooms which they have observed in homes.

6.	Talk with the	children about the	workers who help to build our homes:
	carpenter	painter	plumber
	architect	mason	glass fitter
	electrician	paper hanger	

- 7. Talk about how we beautify our homes. Some ways may be: curtains wall paper or paint draperies pictures flowers and plants pillows rugs or carpet what-nots
- 8. Let children help list the kinds of work to be done in the home by various members of the family as the teacher writes them on the board. Some of these may be:

cooking meals caring for the children washing clothes ironing clothes washing dishes cutting the grass carrying out the ashes shoveling snow hanging up wraps wiping dishes

sweeping dusting scrubbing and cleaning sewing and mending making the beds going to market washing the car picking up toys

going on errands

carrying in fuel

Ask the children to tell which member of the family does the above work. Bring out the fact that mother's work in the home is very important if the family is to be happy. Father's work is important. He usually works away from home to earn money for supporting the family.

9. Help children to list things which are brought into the home as a result of father's work:

groceries clothes newspapers and books house furnishings

gas and oil for the car telephone fuel toys and games

10. Some workers outside the home who contribute to our comfort and well being:

milkman	launderer	garbage man
postman	ice man	bakery boy
mail carrier	grocery boy	huckster
paper boy	plumber	electrician

Let children tell how each of the above contributes to the home. Which serve the city home, the town home, and the country home? Who takes the place of many of these workers in the country home? Talk about how these people get help from us. Bring out the interdependence of the members of the home and these workers.

- 11. Talk about things we can do to make one another happy in the home: Working together Visiting with one another Playing games Being polite Reading to one another Being considerate of others
- 12. Things we can do to make our workers happy: Understanding how they help us Being polite and courteous

C. Some Things for Children to Do

1. Let children make booklets of homes for the reading table. Let them put the following into their booklets:

Snapshot pictures of their own homes Snapshots or cut-outs of members of the family Pictures of the following rooms:

9

A GUIDE FOR TEACHING HISTORY

kitchen	dining room
bedroom	bathroom
attic	pantry •
solarium	front porch
den	basement or cellar
Pictures of thing	gs used in the home

living room closets library back porch

Pictures showing work of different members of the family

(Children may label these pictures.) Sentences telling why we have homes

Sentences telling things we do in our homes

Sentences telling for what each room is used

List of materials used in making the home

2. Construct a playhouse for the primary department. The following may be made for the playhouse:

Collect and dye rags for a rug.

Weave a rug for one room using a loom at least two feet by four feet and strips of eloth two inches wide.

Design wall paper for one room of the house.

Choose from these designs the one most desirable.

Make wall paper and paste it on the walls of the house.

Make curtains, bedding, pillows, tablecloths, napkins, and dish towels from eloth.

Make clay dishes and paint them, using simple patterns.

Make or improvise other articles needed for the home, such as flower boxes, scrapbooks, and picture books for the bookcase in the living room.

Make baby clothes for the baby doll.

Make a baby doll.

D. Evidences of Mastery

1. An understanding of why we build houses

- 2. A knowledge of materials used in building houses
- 3. An appreciation of the work of the workers who build houses

4. An appreciation of cleanliness and beauty in the home

- 5. An understanding and appreciation of work carried on in the home
- 6. An understanding of why father must work away from home
- 7. An interest in contributing to the happiness of the home

II. How Workers on the Farm and in the City Depend upon One Another

A. Major Objectives

1. Most of our food supply comes from the farm.

2. Those who live on the farm and in the city depend upon one another.

B. Informational Material and Teacher Procedure

The approach to this unit may be made through a discussion of foods as, for example, what we had for lunch. Did any of the food which we had for lunch come from the farm?

1. Let children list as many food products as possible which come from the farm.

2. Talk about the different kinds of farms which the children may have observed:

truck farms	stock farms	grain farms
poultry farms	fruit farms	apiary
dairy farms	general farms	

3. Discuss the various farm buildings and their uses: house poultry house garage barn hog house wood and coal house

cattle barn

cornerib

- granary silo 4. Talk about the surroundings for these buildings—yard with grass, trees, and flowers.
- 5. Discuss with the children the different kinds of products coming from farms in our own community.

Field crops: corn, oats, clover, timothy, soy beans, alfalfa, cow peas

machine shed

- 6. Discuss the work necessary for raising grain and hay crops such as: fertilizing harrowing cultivating plowing rolling harvesting discing planting marketing and storing selecting seeds for another year
- 7. Talk over with the children what makes it possible for the farmer to do the necessary work for raising crops at the proper time—horses, mules, machinery.
- 8. Help children list the vegetables which grow in their gardens. Let them name the vegetables which they have eaten that were not raised in their gardens. Here are the names of some common vegetables:

Swiss chard		lettuce	celery	pumpkins
tomatoes		pinach	cauliflower	asparagus
potatoes	T	cucumbers	greens	melons
peas		cantaloupe	sweet corn	squashes
beans		sweet potatoes	beets	onions
cabbage		radishes	ćarrots	turnips

- 9. Talk with the children about things which it is necessary to do in order to have a good garden.
- 10. Talk about how vegetables are preserved for winter use.
- 11. Help the children list fruits which grow in their orchards. Let them name fruits which they have eaten which were not grown in their orchards. Here are the names of some common fruits grown in Iowa:

apples	plums	strawberries
pears	grapes	mulberries
peaches	blackberries	gooseberries
cherries	raspberries	currants

12. Talk with the children about animals and insects which are helpful and also those which are destructive to farm crops, gardens, and orchards. Let them tell why the following are friends of the farmer or gardener: robins, wrens, toads, butterflies, earthworms, bees. Let them tell why the following are not friends of the farmer: weeds, insects, cutworms, chinch-bugs, army worms. 13. Let children tell about the animals on farms in their communities. They may tell what the baby animals are called, as:

The baby goat is a kid.

The baby goose is a gosling.

Children may tell where farm animals sleep at night; for example, "Pigs stay in a pigpen or a pigsty at night."

Children will enjoy telling the kind of food the farm animals eat; for example, cows eat grass, silage, ground grains, shredded corn, root crops, and pumpkins. Horses eat grass, oats, clover, and alfalfa hay.

14. Talk with the children about the care necessary for animals on the farm. Let them tell what the farmer does to care for the animals. These may be:

The farmer provides homes for the animals.

He keeps the homes in which these animals live clean.

He waters and feeds the animals every day.

He milks the cows.

He raises food for the animals.

He curries and brushes the horses.

Sometimes he calls a veterinarian to care for animals which are ill.

15. Let the children tell why farmers raise animals. Some of these reasons may be:

Some animals are raised for food.

Some animals are raised for feathers and wool.

Some animals are raised for sale.

The dog is often kept for protection and help.

Some animals are kept for pets.

- Some animals are kept for work.
- 16. Talk about the work of the farmer and his family. The sentences dictated by the children telling about the work on the farm may be grouped under three headings:

The work of the farmer

The farmer's wife

The farmer's children

17. Let children list experiences which they have had which they might not have had if they had been reared in a large city. Some of these may be:

Seeing the homes of all of the farm animals Feeling the sheep's wool Sliding down straw stacks Riding a horse Gathering eggs Milking a cow Feeding chickens and pigs Seeing the horses drink Seeing baby pigs eat their dinner Seeing horses pull heavy loads Watching ducks go into the water and swim Watching baby chicks hatch Feeding horses Seeing milk separated Making butter Seeing oats threshed Seeing wood sawed

(Some of the children may have incidents to relate about some of these experiences.)

- 18. Discuss ways for having good times on the farm with the children.
- 19. Help the children to make a list of the products that the farmer sells. The farmer sells these products for money. With this money the farmer buys many things from the city. One store the farmer is almost certain to visit when in town is the grocery store.
- 20. Let children list foods we can buy at a grocery store. Bring out in the discussion the following:

We can get most of our food at a grocery store.

The grocer sells canned fruits and canned vegetables.

He sells fresh fruit, such as bananas and oranges.

He sells fresh vegetables, such as tomatoes, lettuce, and turnips.

He sells bakery goods, such as bread, cookies, and cakes.

He sells dairy products, such as milk, cream, and butter.

He sells some kinds of meat.

He sells groceries, such as sugar, salt, flour, rice, cocoa.

Some grocery stores sell more kinds of food than others.

21. Bring up the question as to where the grocer gets all the food in his store. Let the children suggest as many as they can. Some of these may be:

The grocer gets some foods from the farm.

He gets eggs and chickens from the farm.

He gets milk, cream, and butter from the farm.

He gets fresh vegetables from the farm.

He gets some fresh fruits from the farm.

The grocer gets some milk and cream from the dairy.

The grocer gets butter from the creamery.

The grocer gets bacon and ham from the packing house.

The grocer gets flour from the flour mills.

The grocer gets bread from the bakery.

The grocer gets some foods from the wholesale house such as: fresh fruits salt

iresn iruits	salt
fresh vegetables	sugar
canned goods	rice
	0 0

The grocer gets some foods from far away.

22. The grocer must keep the groceries clean and fresh. Have children tell of ways in which they have observed this being done. Some of these may be:

By placing foods in a refrigerator

By placing foods in air-tight cans

By putting some foods in glass cases

By wrapping some foods in waxed paper

By sorting fruit to keep the bad from the good

23. Let children name foods sold by the dozen, pint or quart, pound, bunch, box, can, peck, or bushel. Bring out in the discussion that the reason groceries are handled and sold in these different ways is because of the form they have.

Such things as grapefruit and oranges are measured by counting. Such things as meat, lard, and butter are measured by weighing. Such things as spices and oatmeal are sold in cartons.

- Such things as liquids are measured by the pint or quart.
- 24. Let children suggest what work the grocer, his clerks, and the delivery boy have to do in a store. Some of these may be:
 - Keeping the store clean
 - Ordering food from the wholesale house, the dairy, the mill, and the farm
 - Taking bread from the baker
 - Exchanging empty milk bottles for full bottles
 - Examining and buying fruit and vegetables that the farmer brings Waiting on customers
 - Taking orders over the telephone
 - Delivering groceries
- 25. Let children give reasons why it is very necessary for everyone who works in a grocery store to be courteous, careful, thoughtful, honest, and clean.
- 26. Lead children to name the workers upon whom the grocer depends, and tell how each helps the grocer. Some of these workers may be:

clerks and delivery boy	farmer
traveling salesman	baker
iceman	workers at the mills
workers in the wholesale houses	workers at the dairy
postman	truck drivers
workers on the train	telephone operators
electrician	housewife

- 27. Talk with the children about how groceries are paid for. At a cash store groceries are paid for at once. At some grocery stores butter, eggs, fruit, and so on may be exchanged for other groceries. The grocer charges a little more for the groceries than he pays for them so that he can pay his rent, pay his help, pay for his groceries, and buy clothes, food, and shelter for his family.
- 28. Develop the meaning that without the grocer to collect and distribute food we could not have the variety of foods that we do, and without the workers to help the grocer he could not keep a grocery store. Even though workers may be miles apart, they are dependent upon one another.

C. Some Things for Children to Do

- 1. Collect samples of different kinds of grain and hay.
- 2. Collect products or pictures of products made from corn, wheat, and so on. Keep a record of some kind, either in the form of a labeled exhibit or a reading unit.

14

 3. Use magazine pictures to make charts showing the following:

 How cows help us
 How chickens help us

 How pigs help us
 How sheep help us

4. Read stories about farm life from supplementary and basic readers used at school and from books found in the library.

- 5. Stories, riddles, poems, lists of materials utilizing the children's experiences in connection with the unit of work on farm life should be used. These may be composed by the teacher, the children, or both.
- 6. Captions for movies or for booklets may be made.
- 7. Plant grains and watch germination of seeds. (It is interesting to plant them in boxes filled with soil and also in glasses.) To plant seeds in a glass, first roll a blotter and put it inside the glass. Place the seeds between the blotter and the outside of the glass and put a small amount of water in the bottom. The blotter will absorb enough water to make the seeds sprout that are wedged between the blotter and glass. It is a good way to watch the root and leaf development. They may be observed for two or three weeks in this way.
- 8. Make pictures in crayons or paints illustrating farm life.
- 9. Make scrapbooks containing farm pictures and stories.
- 10. Enjoy stories and poems read by the teacher.
- 11. Enjoy picture books pertaining to this unit.
- 12. Build a store.
- 13. Play store.
- 14. Make grocery lists at home.
- 15. Keep account of changing prices.
- 16. Read stories about selling in supplementary and basic readers used at school and books found in the library.
- 17. Take a trip to a grocery store either with the group or with parents.
- 18. Make booklets containing pictures and sentences based on this unit.
- D. Evidences of Mastery
 - 1. An understanding of the interdependence of workers on the farm and city workers
 - 2. A knowledge of the products the farmer raises, the use and value of each of them
 - 3. An appreciation of the work of the farmer and his family
 - 4. A knowledge about farm animals and their care and usefulness
 - 5. A knowledge of farm implements and their uses
 - 6. A knowledge of the ways plants and animals prepare for winter
 - 7. An understanding of how the farmer disposes of the surplus of farm products
 - 8. A knowledge of the value of birds, frogs, and earthworms to the farmer
 - 9. Some idea of the different kinds of farms
 - 10. A knowledge of the products the grocer sells and where he gets some of the most common products
 - 11. A knowledge and appreciation of the work of the store keeper
 - 12. Knowledge of how the grocer gets and delivers his products
 - 13. A knowledge of how the grocer gets rid of his surplus stock
 - 14. A knowledge of how the grocer prevents waste

- 15. Familiarity with the kinds of food which are preserved by evaporation, refrigeration, and sprinkling
- 16. A knowledge of the reasons some foods are sold in boxes, paper, and cellophane
- 17. An understanding of the importance of the telephone in the running of a grocery store
- 18. A knowledge of the various methods by which food is transported to and from a store
- 19. Ability to classify the various foods for sale in a store, such as fruit, vegetables, cereals, and meat
- 20. A knowledge of foods sold by the pound, dozen, box, sack, and can at the grocery store
- 21. An understanding of the value of a penny, nickel, and dime in terms of some needed food
- 22. Ability on the part of the pupils to find information for themselves
- 23. Development of the power to share information with others
- E. Other Topics Which Teachers May Develop in Connection with This Unit These may be: dairy farm, poultry farm, market, bakery, creamery

III. Transportation

Trains

- A. Major Objectives
 - 1. The workers who carry on any single enterprise are bound together by their need for cooperation in carrying forward their duties and by their interdependence in the creation of the social conditions which exist within that enterprise.
 - 2. Rural and urban workers must depend upon each other for the necessities of life as well as for comforts and cultural luxuries.
 - 3. Group of workers within a community are interdependent.
 - 4. Communities are interdependent which makes the social well being of each important to the other.

B. Informational Material and Teacher Procedure

An approach to this unit may be through vacation experiences, excursion to see a train or depot, pictures of trains and busses, travel folders, stories about trains, or a discussion on discovering that many children have never been inside a depot and have never been on a passenger train. See how many of the following problems you can lead the children to suggest:

1. What kinds of trains do we have?

Two important kinds of trains are freight trains and passenger trains.

2. What is the difference between a passenger train and a freight train? A train that carries people is called a passenger train.

A train that carries mostly goods and materials is called a freight train.

3. What kinds of passenger trains are there?

There are two kinds of passenger trains—express and local. An express train stops only at very important stations. They go very

fast. A local stops at all stations—those in small towns as well as cities.

4. What kinds of cars would one find on an express train?

An express train usually has one or more pullman cars, which can be made up at night into berths on each side with an aisle down the center. Usually an express train has a dining car called a diner. Meals are served here. It also has a baggage car. This car carries the passengers' baggage which they do not wish to carry with them. An express train has a mail car for carrying mail. Some of them have parlor cars. An express train has a car for carrying goods sent by express. Express means "hurry."

5. What kinds of cars would one find on a local train?

Local trains are usually made up of chair cars and day coaches, baggage, mail, and express cars. Some of them have diners.

6. What kinds of cars are on a freight train?

There are flat cars which are like platforms on wheels and carry logs, lumber, and large machinery. There are box cars, shaped like boxes, which carry loads such as furniture which must be protected from the weather. There are cattle cars made of boards with wide spaces between, and which are made for hauling live stock. Some box cars have several floors like the ones made to haul sheep and poultry. There are refrigerator cars which are traveling caves or ice boxes. They have double walls and doors and spaces filled with ice. These cars are used to carry goods which spoil easily. There are gondola cars without roofs, but with low sides which can be let down while the loads of coal or sand are shoveled out. There are oil cars which look like long barrels on wheels. These carry kerosene and gasoline.

7. What goods are carried by freight?

Freight means different kinds of goods sent from one place to another. Help children make a list of goods sent by freight.

8. What signals are used by railroads?

Whistles are used as signals to men working on trains. They are also blown at crossings to warn pedestrians and drivers of the approach of a train. Numbers and lengths of whistles mean different things to railroad workers. Lights and bells are used as signals. A semaphore along the tracks gives signals. Green light means "ahead," red light means "stop," and an orange light means that a train is between signals. Red lights down low, close to the track are used on derails. If an engineer ran over a derail light, it would derail his train. Lights are used at crossings to warn pedestrians and drivers when a train is coming. The "stop" man sometimes gives the warning. In the daytime he uses a stop sign and at night a lantern. At some crossings gates are lowered when a train is approaching. At night lanterns are hung on these gates. A train also rings its bell when starting and when approaching a crossing.

9. What is the difference between a depot and a round house?

A round house is the building where engines are put when not in use and where they are oiled and cleaned. The building is called a round house because its walls form a circle. A depot has a ticket office, a waiting room, a baggage room, toilets, and washrooms. Some stations have travelers' aid, a lunch room, lounging room, and a news stand.

10. Who are some of the workers in the depot and roundhouse and what do they do?

Ticket agent (depot)

He sells tickets.

He delivers orders to the conductor.

He acts as telegraph operator in small towns.

Engine-wiper (round house)

He cleans engines and gets them ready for use.

11. Where do trains come from and where are they going?

They are bound for different places. They cover a wide territory north, south, east, and west—transporting people and materials everywhere.

12. Who works on trains and what work does each one do?

Engineer

Operates locomotive

Watches the track

Watches for signals (semaphore)

Watches the crossings

Blows whistles for crossings

Oils the engine

Makes out a report sheet

Fireman

Watches water gage in boiler

Keeps fire to keep a full head of steam

Watches for signals on his side of the train

Baggage man

Looks after baggage as well as express

Makes a report of baggage received and of its destination Conductor

Checks number of engine of train

Checks number and class of each car

Oversees the whole train

Takes tickets

Pulls signal cord to signal engineer

Brakeman

Assists conductor

Assists passengers on and off trains

Opens and shuts windows

Hangs signal lanterns on rear of train (if there is no flagman) Opens and closes track switches

Uncouples cars

Assists in loading and unloading freight

Porter-one in each pullman car

Makes up beds

Assists passengers in his car

Flagman-manages signals

Mail clerk-sorts and cares for the mail

News agent-sells newspapers and magazines

- Waiters and cook-cook and serve meals on the train
- 13. Who gets the money we pay for tickets and for goods transported? The money spent in this way goes to the company who owns the railroad. It is then used to pay for the trains, stations, tracks and their upkeep, and to pay the people who work for the company.
- 14. Could we get along without trains? The railroads help support the cities, towns, and country through which they pass by payment of taxes. They give transportation service to a wide territory. They furnish work for many people.
- C. Some Things for Children to Do
 - 1. Take excursions to see all types of trains, both before and during the time when they are being studied. These trips may be with either the parents or teacher.
 - 2. Find out about "streamline trains" and collect pictures of them. Put the pictures on the bulletin board.
 - 3. Make movies, booklets, friezes, and charts in which are expressed some ideas the children have about trains.
 - 4. Make a collection of pictures of trains for the bulletin boards and booklets.
 - 5. Make a collection of folders about trips for the reading table.
 - 6. Read stories about trains from supplementary and basic readers used at school and from public library books.
 - 7. Make stories, riddles, poems, and lists of materials utilizing the children's experiences about trains and train workers.
 - 8. Make and read time tables.
 - 9. Make and read train signs and signals.
 - 10. Give written suggestions about railroads such as informal tests, drawing pictures, and so on.
 - 11. Make captions for movies or for booklets on trains.
 - 12. Make up original stories and poems pertaining to this unit.
 - 13. Read stories to the children for information and enjoyment.
 - 14. Make a large class booklet about trains which contains the best work of each child in the room.
 - 15. Invite guests to see the movie about trains, and to hear charts and booklets read.
 - 16. Find satisfactory answers to such questions as arise. Some of these may be:

What makes a train go?

Is an electric engine like a street car?

What keeps a train on the track?

Why is sand used on the tracks?

- 17. Make composite stories for reading charts.
- 18. Make pictures to illustrate new words.

19. Give "Train Talks" for parent-teacher association or visiting day.

D. Evidences of Mastery

- 1. An appreciation of trains as a means of transportation
- 2. A knowledge of how railroads help communities in other ways
- 3. A knowledge of the different kinds of trains

4. Some understanding of the work the railroad men do

5. A knowledge of the safety measures to use in and about trains

- 6. An understanding of the signals used by railroad men
- 7. Some idea of the wide territory covered by trains and the speed at which they travel
- 8. A knowledge of why we pay for traveling and transporting goods.
- 9. Ability to express clearly ideas gained as the result of experiences.
- 10. Ability to take part in group enterprise
- E. Other Topics Which Teachers May Develop in Connection with This Unit: airplanes, automobiles, busses, and street cars

IV. Communication

The Post Office

A. Major Objectives

- 1. To gain a better understanding of the services rendered by the post office
- 2. To gain a degree of understanding of how the post office operates
- 3. To gain an appreciation of and a respect for different kinds of work
- 4. To develop an enlarged and enriched vocabulary
- 5. To strengthen the curricular subjects
- 6. To grow in proper social behavior

B. Informational Material and Teacher Procedure

The approach to this unit may be made through writing and mailing letters or cards, through celebration of special days, through pictures, through stories or poems.

- 1. Let children tell the different ways we can send letters.
- 2. What happens to a letter we send by ordinary mail?

Letters which we drop into the mail box on the street corner or into the mail box on a rural route are carried to the post office by the postman or by a mail carrier in a truck in the city and by the rural mail carrier in the country. When the outgoing mail is ready to leave the post office, it is taken to the train. Much of the mail that leaves the post office goes by train and travels in mail cars. A mail car is very much like a post office on wheels. The mail clerk sorts the letters, packages, and newspapers in this mail car just as the post office employees do at the post office. There is a slot in the side of the mail car where letters may be mailed just as they are at the post office.

3. What happens to a letter we send special delivery?

When we put a special delivery stamp on a letter, we know that it will be delivered as soon as it reaches the place where the person to whom it is sent lives. When just the usual postage is put on the letter, it has to wait until time for the postman to deliver it. Special delivery letters are delivered by boys who usually ride bicycles. They wear badges and special kinds of caps.

A special delivery stamp costs ten cents. Other stamps equalling ten cents in value may be used instead of a special delivery stamp. "Special delivery" must be marked on the letter. A letter must have the usual postage on it as well as the special delivery stamp in order to go by special delivery.

4. What happens to a letter we send by air mail?

An air-mail letter must have a six-cent stamp on it. Letters sent by air mail are separated from the rest of the mail and sent by truck to the nearest airport where they are picked up by airplanes. These letters travel much more quickly than in any other way. They may go a long distance in a very short time. Mail crosses the ocean in ships and sometimes in airplanes.

- 5. Discuss with the children the right way to mail letters and packages.
- 6. Let children mail letters. Let them dictate sentences telling the proper way to mail letters and packages. Some of these sentences may be similar to the following:

We must pay postage on everything that we send through the mail. We pay postage by buying stamps which we stick on the letter,

package, or paper we are mailing.

We must have heavy letters and packages weighed at the post office to see how much postage to pay.

When mailing a letter to someone in our town, we put a two-cent stamp on it.

When mailing a letter to someone living in another town, we must put a three-cent stamp on it.

An air-mail stamp costs six cents, and is put on all air-mail letters. It needs no other stamps.

We must always be sure that letters and packages are addressed correctly. A return address should be placed on the envelope.

We must be sure that packages are wrapped and tied securely.

7. Talk with the children about the work of the people who work in a post office. After visiting a post office, let children tell about the work of the post office employees. Some of these duties may be:

Selling stamps

Giving people their mail

Weighing letters and packages

Sorting the mail by hand to find overweight letters and dead letters Putting the mail through a machine to cancel the stamps

Sorting the mail according to the places it is going

Putting the mail in bags and the bags in trucks

Taking the mail to the train or airport

Sending letters addressed incorrectly to the dead letter office Returning unstamped letters and torn letters to the senders

8. Discuss with the children how the postal employees are paid. Bring out the fact that some of the money we pay for stamps is used to pay these workers.

C. Some Things for Children to Do

- 1. Write a letter and address the envelope.
- 2. Mail a letter or package.
- 3. Booklets which tell about the post office may be made.
- 4. Children may build a miniature post office.
- 5. Work out group compositions about the post office.

- 6. Make up stories about pictures relating to the unit and put under the pictures.
- 7. Make riddles and put into booklets.
- 8. Make lists of postal employees, ways of carrying mail, and so on.
- 9. Build experience stories.
- 10. Read stories and poems about mail or post offices.
- 11. Bring in letters for an exhibit which have been received through the mail in different ways—by train, by airplane, by board, and so on.
- 12. Bring in different kinds of canceled stamps, such as three-cent stamps, two-cent stamps, air-mail stamps, special delivery stamps.
- 13. Go to the post office and buy a stamp, mail a letter, and then follow the letter through the post office to see what happens to it there.
- 14. Read to get certain informational materials prepared by the teacher and written on charts or blackboard.
- 15. Refer to a model on the bulletin board if not sure how to address a letter.
- 16. Refer to a list of words prepared and posted by the teacher for words needed in writing letters.
- 17. Dictate group compositions, recording the most important happenings on a trip to the post office.
- D. Evidences of Mastery
 - 1. Knowledge of the different ways a letter may be mailed
 - 2. Knowledge of the proper way to mail letters and packages
 - 3. Knowledge of the work the postal employees do
 - 4. Knowledge of the way the postal employees are paid
 - 5. Knowledge of the methods of carrying mail
 - 6. Ability to write a simple note correctly and neatly when the time to write it arises and to stamp it correctly
 - 7. Ability to tell the following different kinds of stamps and to tell how they are used:

One, two, and three-cent stamps

Air-mail stamp

Special-delivery stamp

- 8. Some idea of the group of workers who work together to give us postal service
- E. Other Topics Which Teachers May Develop in Connection with This Unit: telephone and telegraph, radio, newspapers, and magazines

V. Safety The Fire Department

- A. Major Objectives
 - 1. To lead children to see that each individual has certain responsibilities with regard to the group or groups of which he is a part
 - 2. To develop respect for and sympathetic understanding of workers in this field
 - 3. To help children to see the part science has played in safeguarding our lives
 - 4. To help children to understand why people in the cities must depend upon eivic agencies for protection of life and property

B. Informational Material and Teacher Procedure

The approach to this unit may be made through a discussion of a recent fire, a visit to a fire station, stories about firemen and their work, an experiment to show how fire cannot burn without air, or pictures.

1. Discuss with the children what to do in case of a fire in a public building. Talk to them about:

Public buildings which may eatch fire while people are in them (schools, theaters, churches, hotels, and so on)

Why doors in public buildings are made to open outward

Meaning of "exit" and red lights

Importance of always locating exits and fire escapes upon entering a public building

Being quiet in case of fire alarm

Leaving the building by the nearest exit

Walking rapidly rather than running or pushing

Going far away from the burning building when outside

Keeping the face near the floor in case the building is filled with dense smoke

2. Talk over with the children the qualifications for being a fireman: Firemen must be strong, brave, prompt, and honest.

A man must pass an examination before he can be a fireman.

This examination shows that he knows what to do and that he is brave enough to be a fireman.

- 3. Discuss the duties and work of the fireman.
- 4. Visit a station, if possible, and have the firemen talk to the children.
- 5. Make a list of things firemen must do, such as:

Keep the station clean and neat.

Keep the trucks in good condition.

Drive the trucks to the fire.

Ring the bell and sound the siren.

Fasten the hose to the hydrant.

Rescue people from burning buildings.

Fight fires and put them out.

Be ready to go to a fire the minute they hear the alarm.

6. Who pays the firemen for the work?

The firemen in eities earn their living by working just as the grocers, the farmers, and the train crew earn their living, by working. The firemen in the cities work for everyone and thus all the people pay for their work. People pay taxes and rent and some of this money goes to pay the firemen. In small towns the firemen do other work for earning a living. They either volunteer their services or receive a small sum for each time they are called for duty.

7. Help children to make a list of the things that help the firemen to fight fires. Such a list might include:

telephones

large hose

life nets

axes

fire alarm long ladders chemical tanks oxygen tanks fire trucks fire boxes water gas masks chemicals 8. Discuss how each item in the list helps the firemen to fight fires.

- 9. How do people fight fires in the country where there are no firemen? Many country homes are today equipped with chemicals for putting out fire. Sometimes fires are put out by water carried in buckets. The building is usually destroyed if the fire gets much start.
- 10. Fires are put out more quickly now than they were in former times because:

People have been taught what to do in case of fire.

Alarms can be given faster.

Trucks and cars go faster than horses.

Firemen have better equipment for fighting fires.

Firemen are better informed as to how to keep fires from spreading.

C. Things for Children to Do

- 1. Keep a record of the questions which come up from time to time during discussions.
- 2. Make a list of things which the group wishes to see at the fire station.
- 3. Practice responding quickly and without confusion to the fire alarm.
- 4. Read stories such as "Jip and the Firemen."
- 5. Make a trip to a fire station.
- 6. Ask and have answered questions which the children have listed.
- 7. Find the number in the telephone to call in case of fire.
- 8. Listen to the fireman tell about fire prevention and what one should do in case of fire.
- 9. Dictate a composite composition telling of experiences while working on this unit.
- 10. Discuss causes of fires.
- 11. Draw pictures to illustrate these compositions.
- 12. Dramatize the turning in of a fire alarm.
- 13. Look at pictures of firemen at work and pictures of fire apparatus.

14. Discuss what the pictures tell.

D. Evidences of Mastery

- 1. An understanding of how firemen protect the lives and property of individuals
- 2. An understanding of how firemen give protection to public buildings and people who use them
- 3. Some knowledge of the way the firemen live at the station
- 4. Some idea of the necessity of paying those who work to protect others
- 5. Some knowledge of the things firemen use to fight fires
- 6. A knowledge and appreciation of the dangers of fire and an interest in the prevention of fire
- 7. A realization that science has played a great part in giving man more control over fire
- 8. Ability to think clearly and quickly when confronted with an emergency
- 9. An attitude of cooperation with others in the school in matters of safety
- 10. An appreciation of the need for rules and laws

11. Ability to express clearly ideas gained as the result of experiences 12. Ability to help state rules for the welfare of the group

E. Other Topics Which Teachers May Develop in Connection with This Unit: police department and boy patrols

VI. Education

Our Schools

- A. Major Objectives
 - 1. To help the children understand more about their own school and thus develop a greater appreciation of it
 - 2. To keep the patrons informed about their school, its pupils, its officers, its equipment, and the school community
 - 3. To strengthen the curricular subjects

B. Informational Material and Teacher Procedure

The materials for a detailed report of a given school should be collected from the opening day of school. Every grade will enjoy sharing in this project. Through a discussion with the group help them to formulate an outline of what this report should include. The outline may look something like this:

- 1. History of our school
- 2. Names of the board members (past and present)
- 3. Names of the teachers (past and present)
- 4. Names of all the pupils who have at one time attended our school
- 5. Our school roll (names and kodak pictures)
- 6. Our schoolground (drawing to scale)
- 7. Our schoolhouse (kodak picture)
- 8. Our schoolroom (drawing to scale)
- 9. List of school equipment
- 10. List of material which we could use
- 11. A detailed paragraph of how we would use each
- 12. The present school census
- 13. How our school is supported
- 14. A calendar of school events for the year with a short description of each, such as:
 - School begins
 - Schoolhouse cleaned
 - Schoolyard cleaned
 - Visitors' day

Reading parties with parents as guests

Reading tests

Eighth grade examinations

Our Christmas party

School closes

15. Individual pupil achievements

Speed and comprehension score in reading each six weeks (graphs to show these)

Lists of books read this year

Name of my favorite book

A GUIDE FOR TEACHING HISTORY

Name of my favorite fiction friend

Names of poems I know .

My favorite poem

Names of songs I can sing

My favorite song

Names of favorite pictures

Sample of my best handwriting in September and one for every three months afterwards

Health rules observed

Achievement record in arithmetic

Achievement record in spelling

Achievement test in science such as birds I know, trees I know, insects I know, and flowers I know

Games I know how to play

My favorite game

The joke I have enjoyed most this year

An original piece of work (puzzle, drawing, poem, story, joke, and so on)

A description of a kind deed performed

16. An outstanding news item of the year

17. People in our community who are largely responsible for giving our school to us this year:

Our director Our teacher Our parents

Our neighbors

- 18. Some things we have tried to do this year to show our appreciation for our school
- 19. Some people outside of our own community who have worked hard to give us a better school

Our county superintendent

Our state superintendent

20. Educational quotations

21. Our motto

C. Some Things for Pupils to Do

1. Collect information needed for the topics in the outline.

2. Make graphs showing progress in different subjects.

3. Make up original puzzles, jokes, games, and stories.

4. Make illustrations of poems, stories, and books read and enjoyed.

5. Make a map of the school district.

6. Make lists of books, poems, and stories read.

7. Keep a school diary.

8. Take pictures.

9. Make drawing of schoolyard to scale.

10. Make a blue print of our schoolroom.

11. Make a list of all school equipment.

12. Write paragraphs telling the use made of each piece of equipment.

13. Write paragraphs telling about some equipment needed and how it would be used.

14. Collect educational quotations.

15. Collect mottoes.

- 16. Write sentences telling what we have tried to do to show our appreciation for our school. Some of these may be similar to the following:
 - We have taken care of our schoolhouse.
 - We have kept our outbuildings clean.
 - We have tried to make our schoolyard attractive.
 - We have taken very good care of all the books.
 - We have taken very good care of everything in our schoolroom.
 - We have tried to be polite and helpful at all times to all of our friends and neighbors.

We have worked hard to help you to know us better through letters, programs, visitors' day, and this report.

D Evidences of Mastery

- 1. A growing appreciation of one's school on the part of the pupils, the teacher and the patrons
- 2. The desire to see how much progress in the curricular subjects can be made in a year
- 3. A growing interest in local history
- 4. An appreciation for original ideas and work
- 5. A growing desire to show the people of the community that we like our school and appreciate having it .
- 6. A growing desire to give something back to the community to show that we are worthy of the money invested in us

VII. Recreation

The Library

A. Major Objectives

- 1. To help the children to realize that the library offers to the people through books, a means by which their lives may become more meaningful and enjoyable
- 2. To lead each child to desire to read for recreation as well as to find answers to questions
- 3. To encourage children to possess libraries of their own
- B. Informational Material and Teacher Procedure

The approach to this unit may be made through books on the reading table, stories read or told to the children from library books, an excursion to a library, a visit of a librarian or the county superintendent, or the arrival of a set of books from the traveling library.

- 1. Discuss with the children the problem of how we can best take care of the books in our room. Some of the suggestions offered may be similar to the following:
 - We should have a place to keep our books.
 - We shall make a library corner in our room.
 - We shall add some low shelves to the library corner.

We shall add a table and some chairs.

- We should paint the furniture in our library corner.
- We should place certain books together in a designated place: Books for the primary grades in one place
 - Books for the intermediate and grammar grades in one place

Story books for the primary grades placed together

- Story books for the intermediate and grammar grades placed together
- Mother Goose books and poetry books for the lower grades placed together

Poetry books for the upper grades should be placed together

2. Explain and show the children how public libraries take care of their books for children. Some points which may be discussed are:

The special room for children's books

The attractiveness of this room

The number marked on the back of each book

The card in each book and how used

Who can take books home

How to get a library card

The work of the librarian

3. Talk with the children about how we can best take care of our library. Some of the suggestions given may be:

We can best take care of our library if everyone understands where the books belong and helps to keep the library neat and clean.

- We can arrange the books of a kind on shelves or tables, or between book ends so that everyone can find them.
- We can always put a book back where it belongs.
- We will keep our library quiet if we remember why children go there.

We can make our library inviting by arranging the chairs and table so that we can read comfortably.

4. Visit with the children about what everyone should know in order to get the most from a library. Some of the items to be brought out may be the following:

The books in our room are for our use.

We must know something about the kinds of books we have in our room in order to enjoy them.

We should know something about the parts of a book, such as: Cover-has the name of the book, the author, and publisher

Preface—a message to the reader

Table of contents—contains the names of the stories and the numbers of the pages

List of illustrations

Test-main part of the book

5. Talk with the children about how to take care of books. We should know why we never:

Lay an open book face downwards Mark a library book Turn down the corner of a leaf for a bookmark Moisten the finger to turn the page Leave pencils in books

6. We should understand and obey the library rules. Some of these are: Be quiet so as not to disturb those who are reading. Beturn backs and meaning to their places

Return books and magazines to their proper places.

Be courteous to librarians.

Take good care of books and magazines.

Return borrowed books promptly.

7. We should understand how to share our books and ideas with others: We should share our own books at school.

It is nice to tell others about books we like.

- Sometimes it is nice to draw or paint pictures of some of the things in books which we like.
- We should use the books, magazines, and pictures which we have at home to find out about the things we are studying.
- C. Some Things for Children to Do
 - 1. Visit the city or town library.
 - 2. Take out library cards.
 - 3. Make a room library.
 - 4. Make over an old library corner.
 - 5. Paint shelves, tables, and chairs.
 - 6. Find suitable color combinations such as soft green and rust, turquoise and gold.
 - 7. Make furniture for the library corner.
 - 8. Find how books should be arranged on shelves.

Backs of books to the front so titles may be read

Books near the front edge so there will be no ugly space in front of the books

Books arranged in alternating colors to make them look more inviting

- 9. Use the school library at all times.
- 10. Make book markers.
- 11. Make book ends.
- 12. Make a magazine rack.
- 13. Make a bulletin board
- 14. Make bookshelves.
- 15. Make a card catalog.
- 16. Make picture books and story books.
- 17. Make labels, signs, and notices.
- 18. Make a clay paper weight for the desk.
- 19. Mend books.
- 20. Make library cards for members of our school.
- 21. Write a letter to the librarian to make an arrangement for an excursion.
- 22. Write a letter of thanks after the trip has been taken.
- 23. Write stories about experiences had in connection with the unit and put in booklet form.

D. Evidences of Mastery

- 1. An understanding of how public libraries take care of their books
- 2. An understanding of how public libraries serve the community
- 3. A growing desire to possess books of one's own
- 4. The habit of always putting books back where they belong
- 5. A knowledge of how to arrange books so that they are readily accessible and at the same time attractive

6. The habit of considering others when in the library

- 7. A knowledge of the parts of a book
- 8. A knowledge of how to care for a book properly
- 9. A willingness to share our books and ideas with others
- 10. A habit of spending some time each day in reading for enjoyment
- 11. A habit of coming to books to find answers to questions

E. Other Topics Which Teachers May Develop in Connection with this Unit: the circus, the park, and the playground

VIII. Bibliography

This compilation of reading material for teachers and children is necessarily incomplete. It is intended to be suggestive merely and is offered only as a nucleus of bibliographical material to which each teacher will constantly add as she carries on the different units of work. The various readers have not been listed but the primer, first, second, and third grade readers will furnish much material on the various topics. Each teacher should list for herself the materials in each of the readers in her school library which she wishes to use when teaching a given unit.

Children's References

- 1. Andress, J. M. and Brigg, M. C., Sunshine School, Ginn & Co., Chicago, 1928
- 2. Balch, Annie G., Good Times at Grandpa's, Newsom & Co., Chicago, 1926
- 3. Beskow, Elsa, Pelle's New Suit, Harper & Bros., New York
- Brooke, L. L., Johnny Crow's Garden, Frederick Warne & Co., New York, 1926
- Burns, Annie J., Stories of Shepherd Life, American Book Co., Chicago, 1934
- 6. Carpenter, Frances, "The Story of the Stamp," Ourselves and Our City, American Book Co., Chicago (to be read to the children)
- 7. Carpenter, Frank, Foods We Eat, American Book Company, Chicago, 1925
- Carpenter, Frank, Clothes We Wear, American Book Company, Chicago, 1926
- 9. Carpenter, Frank, Houses We Live In, American Book Company, Chicago, 1926
- Carpenter, Frances, Ourselves and Our City, American Book Co., Chicago, 1928
- 11. Carpenter, Frances, *The Ways We Travel*, American Book Co., Chicago, 1929
- Chamberlain, James Franklin, How We Travel, Macmillan Company, Chieago, 1934
- 13 Clark, Bertha, Belle River Friends in Wings and Feathers, Lyons & Carnahan, Chicago, 1928
- Clark, Bertha, The Climbing Twins and Other Stories, Ginn & Co., Chicago, 1929
- 15. Darby, Frances, Jack and Susan Stories, Macmillan Co., Chicago, 1928
- 16. Dobias, Picture Book of Flying, Macmillan Company, Chicago, 1928
- 17. Dootson, A.L.L., The Riddle Book, Rand McNally Co., Chicago, 1925

- Dopp, K. E., Bobby and Betty in the Country, Rand McNally Co., Chicago, 1926
- 19. Dopp, K. E., Bobby and Betty with the Workers, Rand McNally Co., Chicago, 1926
- 20. Eaton, J., The Story of Transportation, Harper & Bros., New York, 1927
- 21. Hanthorn, Alice, Billy Boy on the Farm, Benj. Sanborn Co., Chicago, 1929
- 22. Harder, B. & E., Picture Book of Travel, Macmillan Co., Chicago, 1928
- 23. Hardy, Evelyn, At the Farm, Thos. Nelson & Sons, New York, 1925
- 24. Hardy and Johnson, Helpers, Newson & Co., Chicago, 1931
- 25. Hewey and Hix, Friends on the Farm, Longmans, Green & Co., New York, 1929
- 26. Hill, Helen and Maxwell, Violet, Charlie and His Puppy Bingo, Macmillan Co., Chicago
- 27. Holt, Nelle A., The Story-a-Day Book, Holt Publishing Co., New York, 1927
- 28. Hamer, O. S. and Hamer, M., *Our Farm Babies*, McKnight and McKnight, Bloomington, Ill.
- 29. Hamer, O. S. and Hamer, M., Other Farm Babies, McKnight and Mc-Knight, Bloomington, Ill.
- 30. Huber, Miriam, Skags the Milk Horse, American Book Co., Chicago, 1931
- Krueger, Louise and Sandergaard, Arensa, A Valentine Surprise, World Book Co., New York
- 32. Kuh, Charlotte, The Fireman, The Macmillan Company, Chicago, 1929
- 33. Kuh, Charlotte, The Postman, The Macmillan Company, Chicago, 1929
- 34. Kuh, Charlotte, The Engineer, The Macmillan Company, Chicago, 1928
- 35. Kuh, Charlotte, The Policeman, The Macmillan Company, Chicago, 1929
- 36. Kuh, Charlotte, The Motorman, The Macmillan Company, Chicago, 1929
- Kuh, Charlotte, The Deliveryman, The Macmillan Company, Chicago, 1929
- 38. LaRue, Mabel, The Fun Book, Macmillan Co., Chicago, 1923
- Lucas and Bedford, Four and Twenty Toilers, McDevitt Wilson Co., New York
- 40. Manly, Griswold, Summer on the Farm, Scribner's Sons, Chicago, 1926
- 41. Manly, Griswold, Winter on the Farm, Scribner's Sons, Chicago, 1926
- Martin, Cora M., and Hill, Patty S., At Home, Chas. Scribner's Sons, 1930
- Matthews, Florence E., and Coffin, Rebecca, J., City Stories, The Macmillan Co., Chicago, 1928
- Meigs, Cornelia, The Wonderful Locomotive, The Macmillan Co., Chicago, 1928
- 45. Methley, A. A., How the World Travels, F. A. Stokes Co., New York, 1922
- Mitchell, Lucy Sprague, "Where Am I," North America, The Macmillan Co., Chicago (to be read to children)
- 47. Moeschlin, Elsa, The Red Horse, Coward McCann Inc., New York, 1930
- 48. Nelson, Thomas, Farmyard A B C, Thomas Nelson & Sons, New York
- 49. Nelson, Thomas, Friends at the Farm, Thomas Nelson & Sons, New York
- 50. Nelson, Thomas, Uncle's Farm, Thomas Nelson & Sons, New York
- 51. Nelson, Thomas, Ships at Sca, Nelson & Sons, New York, 1927
- 52. Nida, Wm., and Nida, Stella, Our Pets, D. C. Heath & Co., Chicago, 1928

A GUIDE FOR TEACHING HISTORY

- 53. Nida, Wm., Fleetfoot, the Cave Boy, Laidlaw Bros., Chicago, 1929
- 54. Nida, Wm., Taming the Animals, Laidlaw Bros., Chicago, 1930
- Nida, Wm., Dan-Hur and the First Farmers, Laidlaw Bros., Chicago, 1931
- 56. Nida, Wm., The Tree Boys, Laidlaw Bros., Chicago, 1929
- Orton, Helen F., Bobby of Cloverdale Farm, F. A. Stokes Co., New York, 1922
- 58. Orton, Helen F., Queenie, F. A. Stokes Co., New York, 1929
- 59. Pitman & Dearborn, A Week with Andy, Ginn & Co., Chicago, 1928
- 60. Potter, E., The Tale of Peter Rabbit, Warne & Co., New York
- Reed, Helen and Lee, Eleanor, Jip and the Firemen, Chas. Scribner's Sons, Chicago, 1929
- 62. Reed, Helen S., Billy's Letter, Chas. Scribner's Sons, Chicago, 1929
- 63. Reed, Helen S., An Engine's Story, Chas. Scribner's Sons, Chicago, 1929
- Reed, Helen S., Grandfather's Farm, Chas. Scribner's Sons, Chicago, 1928
- Reed, Helen and Lee, Eleanor, A Story About Boats, Chas. Scribner's Sons, Chicago, 1929
- Reed, Helen and Lee, Eleanor, Mary and the Policeman, Chas. Scribner's Sons, Chicago, 1929
- Reed, Helen and Lee, Eleanor, An Airplane Ride, Chas. Scribner's Sons, Chicago, 1928
- 68. Searl, Emma, Johnny and Jenny Rabbit, American Book Co., Chicago, 1926
- 69. Searl, Emma, Work-a-Day Doings on the Farm, Silver, Burdett & Co., Chicago
- Searl, Emma, Everyday Doings at Home, Silver, Burdett & Co., Chicago, 1926
- Siegel, William, Around the World in a Mail Bag, Robert M. McBride & Co., New York, 1932 (to be read to children)
- Smalley, Jeannette, Rice to Rice Pudding, W. Morrow & Co., New York, 1928
- Smalley, Jeannette, Plum to Plum Jam, W. Morrow & Co., New York, 1929
- 74. Smith, E. B., The Railroad Book, Houghton, Mifflin Co., Chicago
- 75. Smith, E. B., Chicken World, G. P. Putnam Sons, New York, 1910
- 76. Smith, E. B., The Farm Book, Houghton, Mifflin Co., Chicago, 1910
- 77. Smith, E. B., The Seashore Book, Houghton, Mifflin Co., Chicago
- Swift, Hildegarde H., Little Blacknose, Harcourt, Brace & Co., New York, 1929
- 79. Tippett, James S., I Go a Traveling, Harper & Bros., New York, 1929
- Tippett, James S., The Singing Farmer, World Book Co., New York, 1927
- 81. Tippett, James S., Busy Carpenter, World Book Co., New York, 1929
- Troxel, Eleanor and Dunn, Fanny, Baby Animals, Row, Peterson Co., Chiago, 1928
- Troxel, Eleanor, Pammy and His Friends, Chas. Scribner's Sons, Chicago, 1928
- Vannest, Chas. G., Social Studies for the Lower Grades, Webster Publishing Co., St. Louis, Mo., 1930

32

- 85. Wright, Isa L., Having Fun, Houghton, Mifflin Co., Chicago, 1929
- 86. Wright, L. E., The Magic Boat, Ginn & Co., Chicago, 1927
- Zirbes, Laura and Wesley, M. J., Workers, Keystone View Co., New York, 1928
- Zirbes and Keliher, The Book of Pets, Keystone View Co., New York, 1928
- Zirbes and Wesley, The Story of Milk, Keystone View Co., New York, 1928

Teacher's References

- 1. Allen, N. B., Our Cereal Grains, Ginn & Co., Chicago, 1928
- 2. Allen, N. B., How and Where We Live, Ginn & Co., Chicago, 1924
- 3. Bailey, Carolyn S., Firelight Stories, Milton Bradley Co., New York
- 4. Bailey, Carolyn S., Tell Me Another Story, Milton Bradley Co., New York
- Beeby, Daniel J., and Beeby, Dorthea, How the World Grows Smaller, Chas. E. Merrill Co., Chicago, 1924
- Beeby, Daniel J., and Beeby, Dorthea, Community Life Today and in Colonial Times, Chas. E. Merrill Co., Chicago, 1925
- 7. Bigham, Madge, Little Folks Land, Mentzer Bush Co., New York, 1925
- 8. Bulletins from the Department of Agriculture, Washington, D. C.
- 9. Camp, Rutherton, The Story of Markets, Harper Bros., New York, 1929
- Carpenter, F. G., How the World Is Fed, American Book Co., Chicago, 1923
- Carpenter, F. G., and Carpenter, Frances, The Foods We Eat, American Book Co., Chicago, 1925
- 12. Carpenter, Frances, Ourselves and Our City, American Book Co., Chicago, 1928
- 13. Carpenter, Frances, The Clothes We Wear, American Book Co., Chicago, 1926
- 14. Chamberlain, James F., Feeding a City, The Macmillan Co., Chicago, 1924
- 15. Chamberlain, James F., How We Are Fed, The Macmillan Co., Chicago
- Chamberlain, James F., How We Are Clothed, Macmillan Co., Chicago, 1928
- Chamberlain, James F., How We Are Sheltered, Macmillan Co., Chicago, 1924
- 18. Chamberlain, James F., How We Travel, Macmillan Co., Chicago, 1924
- 19. Crissey, Forest, The Story of Foods, Rand McNally Co., Chicago
- Crump, Irving, Boy's Book on Railroads, Dodd, Mead & Co., New York, 1921
- Crump, Irving, The Boys' Book of the United States Mails, Dodd, Mead & Co., New York, 1926
- 22. Crump, Irving, Boys' Book of Firemen, Dodd, Mead & Co., New York, 1916
- 23. Eaton, Jeanette, The Story of Transportation, Harper Bros., New York, 1927
- 24. Fox, Florence C., How the World Rides, Chas. Scribner's Sons, Chicago, 1929

A GUIDE FOR TEACHING HISTORY

- 25. Fox, Florence C., Main Streets of the Nation, Government Printing Office, Washington, D. C.
- 26. Freeman, Ella M., A Home Vegetable Garden, Macmillan Co., Chicago, 1922
- 27. Fyleman, Rose, Forty Good-night Tales, G. H. Doran Co., Garden City, New York
- 28. Harlow, Alvin F., Old Post Bags, D. Appleton & Co., New York, 1928
- 29. Hartman, Gertrude, Home and Community Life, E. P. Dutton Co., New York, 1923
- 30. Holland, R. S., Historic Railroads, Macrae Smith Co., New York, 1927
- 31. Orton, Helen, Queenie, Frederick A. Stokes, New York, 1929
- Rush and Winslow, Science of Things About Us, Little, Brown & Co., Boston, 1926
- State of Iowa, Safety Education Bulletin, Department of Public Instruction, Des Moines, 1932
- 34. Tappan, Eva March, Travelers & Traveling, Houghton, Mifflin Co., Chicago
- 35. Thompson, Ruth, Type Stories of the World for Little Folks, Harr Wagner Publishing Co., New York, 1922
- 36. Van Metre, T. B., *Trains, Tracks and Travel*, Simons-Boardman Co., New York, 1926
- State Fire Marshal, Fire Prevention Materials, Statehouse, Des Moines, Iowa, 1934 and 1935

34 .

SECTION TWO

INDIAN LIFE

Typical Units for Third Grade

INTRODUCTION

The study of the American Indian in his native environment should lead the children to understand how primitive man lived close to nature and how he made use of the forces of nature for food, clothing, and shelter. After a study of community life the third grade children may compare the lives and habits of the Indians with their own lives in terms of their own experiences.

It is possible to teach the units of this section in a rather abstract way by teaching about Indians as Indians. The way, however, which will no doubt arouse the greatest interest is to base the study on the life of an Indian child. The stories of several Indian children may be located from the bibliography on pages 49-52. It is suggested that the class will enjoy reading one or more of these books as the outline is used. Reference may then be made to finding out about the home, clothes, food, education, and so on of this particular Indian child or children being studied. Children like and are interested in other children and to build the study of Indian life around a particular child will do much to motivate the study. It is with this plan in mind that reference is made to the "Indian child about whom you are reading" in the various units of Indian life outlined here.

It is suggested that the teacher constantly keep before the children the sources of supplies in early days, the difficulties of living where there were no farms, stores, or houses such as we live in, and where there were no tools. There will be much opportunity to show how the Indians adapted the supplies of early days to their needs for food, clothing, and shelter. Constant comparison should be made between the ways in which Indians got materials for their clothing and shelter and the way we get ours, between the way the Indians procured and prepared their food and the way we procure and prepare ours. Comparison may also be made between the work and play of the Indian boy and girl and our work and play today.

The approaches to the units in this section are merely suggestive. The teacher should feel free to use others if she desires. She may organize the teaching of a unit in the way she wishes for carrying out the unit planned. This outline should help to direct the thinking of the teacher. References on each unit should be selected from the available materials. Other topics on the study of Indian life may be developed in a similar manner.

The organization of the units on the study of Indian life is as follows:

- A. Lesson Approach
- B. Some Things for Children to Do
- C. Summary

A GUIDE FOR TEACHING HISTORY

I. The Indian Baby

A. Lesson Approach

- 1. Some things to talk about Indians the children have seen Stories the children have read about Indians Pictures the children have seen of Indian life Indian articles collected
- 2. Read to see if you can find out how the Indian mothers care for their babies and children.

B. Some Things for Children to Do

- 1. Describe the Indian baby.
- 2. Tell how the father and mother looked.
- 3. Find out if all Indians look alike.
- 4. Find out three good reasons why the Indians painted their faces.
- 5. Below are given fifteen words. Write sentences with the ones which may be used in talking about an Indian baby:

chief	cradle	moccasins
yellow hair	beads	straight
wife	booties	town
skins	papoose	black eyes
slanting	squaw	war paint

6. Listen to the story "Five Little Babies" as your teacher reads it to you (In Here and Now Story Book, by Lucy Sprague Mitchell).

- 7. Find pictures of Indian babies.
- 8. Tell how the appearance of the Indian baby differs from the white baby.
- 9. Find and read the Indian legend "Why the Baby Says Goo."
- 10. Make a picture of an Indian baby.
- 11. Describe the naming of the Indian baby about whom you are reading. C. Summary

Write Yes or No before each of these sentences:

- 1. Indian babies grow to be straight and strong.

- 4. The Indian baby's mother and father paint their faces.
- 6. All Indians do not look exactly alike.

II. Indian Houses

A. Lesson Approach

- 1. Some things to talk about Why we have homes Kinds of homes we have Why we build the kinds of homes we do
- 2. Read to see if you can find out why the Indians in different parts of our country live in different kinds of homes.

36
- 1. Find out in what kind of homes some of the Indians of the forest lived.
- 2. Find out in what kind of homes the Indians of the plains lived.
- 3. Find out in what kind of homes the Indians of the southwest lived.
- 4. Find as many different kinds of Indians' homes as possible and tell what materials were used in making each.
- 5. Find out the difference between a tepee and a wigwam.
- 6. Find out who made the Indian house.
- 7. Find pictures of Indian houses.
- 8. Construct one kind of Indian house. Read to find out just how to do this.

9.	Use these words	in sentences	describing	Indian	homes:
	smoke-holes	adob	Ð		poles
	skins	decor	ated		tepee
	wigwam	sod			circle
			1 - 15.00		wooden pegs

10. Write a description of the home in which the little Indian child you are reading about lived. What was his home called?

C. Summary

Use these words and phrases correctly in the following sentences: buffalo skins, chief, smoke-hole, adobe, Long Houses, plains, ladder, flat roofs, paintings and drawings, twenty.

- 1. The Indians of the usually lived in homes called tepees.
- 2. Every tepee had a
- 3. was made by mixing water with clay, straw, and ashes.
- 4. A tepee was made of
- 5. The Indians gave their the best house.
- 6. The Pueblo Indian's lived in houses with
- 7. About buffalo skins were needed to make a tepee.
- 8. Some Indians in the East live in houses called
- 9. Tepees were sometimes trimmed with
- 10. The Indians climbed into their adobe houses with a

III. Indian Clothes

A Lesson Approach

- 1. Talk about the dress of Indian children and men and women about whom the pupils are reading.
- 2. Read to see if you can find out how the Indians in different parts of our country made their clothing.

B. Some Things for Children to Do

- 1. Make a list of the articles worn by the Indian men.
- 2. Make a list of the articles worn by the Indian women.
- 3. Make a list of the articles worn by the Indian children.
- 4. Make a list of materials used in making clothing.
- 5. Be able to tell how the Indians sewed.
- 6. Make a list of materials used for decorating the clothing.

B. Some Things for Children to Do

- 7. See if you can tell how the Indians prepared and used bird and porcupine quills.
- 8. Make a design for quill work.
- 9. Find out how the Indians used shells as clothing.
- 10. Make a list of the different kinds of skins used for clothing.
- 11. Find out how the Indians tanned skins.
- 12. Find out how the Indians dressed skins.
- 13. The Indians used skins for many different purposes. See how many you can find.
- 14. Dress the skin of a rabbit or squirrel.
- 15. The Indians make clothes by weaving. See how many different kinds of materials you can find that were used for weaving and tell how each was obtained.
- 16. Make simple looms and put warp on looms. Weave rugs with rags, yarn or raffia.
- 17. Weave mats and baskets cut of rushes, grasses, and pine needles.
- 18. Weave head bands and trim with beads.
- 19. Read about Indian designs. Find pictures of Indian designs and then make a design for a blanket.
- 20. Explain how the Indians made blankets and baskets.
- 21. Fill in the following to show from what materials the Indians made the colors named:

Red .	
Green	
Black	
Brown	
White	
Blue .	
Yellow	
Purple	

- 22. Find out how the Indians prevented the dye from washing out.
- 23. Find out how the Indians made paint and tell for what it was used.

C. Summary

- Use one of these words in each of the following sentences to make each statement correct: loom, design, warp, shirt, skins, needles, little, shirts, walnut bark, feathers.
- 1. Indians who lived in warm climates wore clothing.
- 2. Indians of all tribes liked to use in their dress.
- 3. Indians of the North wore clothes made of the of animals.
- 4. The Indians used for tanning hides.
- 5. The threads, which are stretched between the cross bars of a loom are called the
- 6. The Indian woman's dress was a long loosely-fitting
- 7. Each tribe had a different worked on the moccasins.
- 8. Indian women sewed with bone or wooden
- 9. In cool weather the Indian men wore long-sleeved which reached the knees.
- 10. The Indians use a for weaving.

IV. Indian Fire Making

A. Lesson Approach

1. Some things to talk about

How we use fire

How we could start a fire if we had no matches (Children, no doubt, have seen boy scouts start fires without matches).

2. Read the references that you have and see how the Indians used to make fire before the white men came.

B. Some Things for Children to Do

- 1. Make pictures to show four different ways in which the Indians made fire.
- 2. Label each picture.
- 3. Find stones which will make sparks when you strike them together.
- 4. Try to get fire in the way the Indians did.
- 5. Complete the following:

Tinder is

The nearth is made of

Flint is

The simplest kind of fire drill was called a

C. Summary

Use one of these words in each of the following sentences to make each statement correct: steel, palm, matches, sticks, tinder, flint, strap, bow.

- 1. When white men first came to America the Indians were not using
- 2. The Indians made fire by rubbing dry together.
- 3. The Indians used dry leaves, twigs, and grass for
- 4. The different drills which the Indians used for making fire were the drill, the drill, and the drill.
- 5. The white men used and for making fire.

A. Lesson Approach

V. Indian Food

- 1. What could Indians have found to eat where we are living now? Make a list of these foods on the board.
- 2. Read to see if you can find out what the Indians had for food in the different parts of our country:
 - On the plains

In the wooded north

In the desert region

Along the Atlantic seaboard

B. Some Things for Children to Do

- 1. Find out how the Indians secured game and fish.
- 2. Find out what kind of traps were used.
- 3. Find out how the Indians caught fish.
- 4. See how many descriptions of a buffalo hunt you can find.

- 5. Make a rabbit stick.
- 6. Find out how the Indians raised corn.
 - Who did the work?

How was the ground prepared?

What time of year was the corn planted?

What tools were used?

How was corn prepared for food?

7. Find out how the Indian women gathered wild rice.

How was it harvested?

How was it threshed?

How was it stored?

- 8. Write a list of all the foods you find that the Indians found growing wild.
- 9. Write a list of the ones you have seen.
- 10. Write sentences telling the different steps necessary to get sugar from maple trees.
- 11. Find out how the Indians kept sugar for use.
- 12. Find out how the Indians obtained salt.
- 13. Dissolve some salt in water and then let the water evaporate just as the Indians did.
- 14. Write a list of all foods you have found were eaten by Indians.
- 15. Find out all the different ways in which food was eaten.
- 16. Make a report on the different ways Indians cooked food.

 17. Tell how each of the following foods were cooked and eaten: vegetables (corn, beans, Indian turnip, pumpkins) soup pemmican fish

- 18. Find out if the Indians ate three meals a day as we do.
- 19. Find out why the Indians suffered at times from lack of food.
- 20. Prepare some dish of food similar to the way in which the Indians prepared it.
- 21. Make a list of all the food eaten by the Indian child about whom you are reading.

C. Summary

Write six paragraphs about how the Indians got food which they ate.

- You will find each paragraph started for you.
- 1. The Indian women got wild rice by
- 2. The Indians made corn cakes by
- 3. The Indians prepared a clam bake by
- 4. The Indians made maple sugar by
- 5. The Indian buffalo hunt
- 6. Pemmican was made by

VI. Indian Dishes

- A. Lesson Approach
 - 1. The children may name the kinds of dishes and utensils found in our homes today.
 - 2. Read the references and find out the kinds of dishes the Indian mother of long ago had.

- 1. Make a list of materials that the Indian women used in making dishes.
- 2. Make a list of things made by the Indians.
- 3. Explain three ways of making clay bowls.
- 4. Write sentences telling as many uses as you can find which the Indians had for dishes.
- 5. Make pictures to show some of the shapes of Indian dishes.
- 6. Tell how pottery was decorated.
- 7. Find out what ollas are and who makes them.
- 8. Make designs for pottery.
- 9. Make some clay dishes and put designs on them.

C. Summary

Use one of these words in each of the following sentences to make each statement correct:

- 2. To make birch-bark dishes water tight the Indians sometimes used to put over each seam and crack. (chewing gum, putty, pitch)
- 3. One of the oldest ways of making bowls was on a (brass knob, form of wicker, sugar bowl)
- 5. The Indians used to draw pictures and designs on their pottery. (pens, pencils, sticks)
- All Indians' dishes were made of _____, or _____, or _____, or _____
 (wood, silver, stone, gold, clay, tin, bronze)
- 7. Clay dishes were baked in (an open fire, a furnace, a brick kiln)

VII. The Indian and His Health

A. Lesson Approach

- 1. Talk with the children about
 - What we do to keep well
 - How the sick are cared for
- 2. Read the references you have and see if you can find out how the Indians took care of their health and what was done to help a sick Indian get well.
- B. Some Things for Children to Do
 - 1. Write five good health rules which the Indians observed.
 - 2. Fill in the outline about the medicine men:
 - a. How chosen
 - (1)
 - (2)
 - b. How dressed
 - (1) a solite part of the new parts of missingless as a 1 1 3
 - (2)

B. Some Things for Children to Do

c. Methods of helping the sick

- (1)
- (2)
- (3)
- (4)
- (5)
- (6)
- (7)
- 3. Find out:

Why all Indian men carried medicine bags How they got them

- now they got the
- What they were
- How they regarded them 4. Describe the work of a medicine woman.
- 5. If you are reading a book about some Indian child, tell or read the parts aloud which describe about what he did to keep well.
- C. Summary

Write Yes or No before each of these sentences:

- 1. The medicine man was the Indians' doctor.
- 2. The medicine men were warriors.
- 4. The medicine man's son usually became a warrior.
- 5. If a charm failed to work it was thought to be the fault of the patient.
- 6. Sweat lodges were used for the corn festival.
- 8. The medicine man's medicine was usually made from drugs.
-10. Medicine men told stories and chanted songs.

VIII. The Indian Child's Education

- A. Lesson Approach
 - 1. What are some of the things which boys and girls must learn to do in school? outside of school?
 - 2. There were no schools for Indian boys or girls to go to, yet they had many things to learn. Read the reference which your teacher will give you and find out what Indian children had to learn.
- B. Some Things for Children to Do
 - 1. Find ten things which an Indian boy must learn to do very well.
 - 2. Find ten things which an Indian girl must learn to do very well.
 - 3. Write sentences telling of ten things you must learn that the Indian child did not have to learn.
 - 4. Now make a list of ten things the Indian child must know that you do not have to know.
 - 5. See if you can tell why our education of today differs from that of the Indian children of the past.
 - 6. If you are reading a book about some Indian child, tell or read about how he was taught.

C. Summary

Take a piece of paper and draw a line in the middle of it. On one side write the things the Indian boys were taught to do and on the other side the things the Indian girls were taught to do. Your paper should look like this:

An Indian boy was taught to

An Indian girl was taught to

IX. Indian Recreation

A. Lesson Approach

- 1. Make a list of toys with which the Indian children played.
- 2. List some of the games we play today.
- 3. Read the references and see if the Indians enjoyed any of the same things that we enjoy today.

B. Some Things for Children to Do

1. Tell how the following games were played by the Indians:

A forfeit play	A guessing game
Hunt-the-button	Juggling
Shinny	Snow snake
Bowl game	An arrow game
Cup and pin game	Cats cradle
Football	Racing

2. Make a list of toys with which the Indian children played.

- 3. Make a top and spin it.
- 4. Make a pair of stilts and walk on them.
- 5. Make a sling shot and shoot it.
- 6. Read some Indian legends.
- 7. Find out about the big feasts which the Indians held.
- 8. Find out why the Indians danced.

9.	See	if	you	can	find	a	good	description	of:	
----	-----	----	-----	-----	------	---	------	-------------	-----	--

A	war	dance		A	buffalo dance	
Α	snake	e dance		A	medicine dance	
TTT						

- 10. Write a sentence describing each of the following: Rattles Drums Whistles Flute
- 11. Make a rattle and use it to keep time.
- 12. If you are reading a book about some Indian child, tell or read the parts which tell about his toys and the games he played.

C. Summary

Complete the following sentences:

1.	Every tribe had a man who could tell
2.	The story teller told stories about
3.	The game of Lacrosse was played with
4.	The wela was a hoop made of
5.	The Indians had great feasts after
6.	When Indian girls had leisure time they
7.	Indian children liked to play

X. The Indian Language

A. Lesson Approach

- Some things to talk about How could records be kept of people who could not write? How could messages be sent to each other if people could not write?
- 2. The Indians could not write as we do. They had no books or letters. Read the references and see if you can find out how the Indians sent messages and kept records.

B. Some Things for Children to Do

- 1. Fill in the following:
 - Smoke signals were used by Indians who lived on the.....

A fire of grass and weeds was made.

This fire made a smoke.

The person who wished to signal would take his blanket and it over the fire.

2. Write sentences telling what a smoke signal might mean.

3. Find out when and for what fire signals were used.

- 4. See if you can find out what the following motions and gestures meant to the Indians:
 - Shaking hands

Smoking the peace pipe or calumet

Riding in a circle

Holding a blanket by two corners with arms outstretched above the head and bringing the blanket to the ground

Waving an outstretched blanket several times over the head Waving blanket downward

5. Complete the following:

Wampum belts with pictures on them and sent to someone meant

- 6. Ask your teacher to show you a picture of a wampum belt which is very famous.
- 7. Report on the following:

How the Indians counted

How the Indians kept records How the Indians made their calendars

- 8. Make pictures which will tell messages much as the Indians did.
- 9. Do we use picture writing today?
- 10. See how many signs you can add to this list: Pig outside of a meat market Barber pole
- 11. Write a sentence using each of the words in the following list which came from the Indian language:

caribou	potato	moccasin
hound	tomato	silk
hickory	hammock	squash
elm	berth	deer
succotash	tobacco	rabbit

C. Summary

Put "T" before the statements below which are true and "F" before the statements which are false:

- 1. The Indians of North America all spoke the same language.

- 4. The Indians had a written ABC language.
- 5. Indians wrote letters much as we do today.
- 6. Well-trained Indian runners carried messages.
- 8. Piles of stones marked Indian paths.
- 9. Indians used picture calendars for keeping time.

XI. Indian Ways of Thinking and Living

- A. Lesson Approach
 - 1. Talk about customs we observe such as
 - Saying hello and goodbye

Saying grace at the table

Singing at funerals

Women passing in front of men

Saying excuse me when leaving the table

- 2. Read the references and see if you find out what customs the Indians had in their religious and social lives.
- B. Some Things for Children to Do
 - 1. Write the names of the things the Indians worshipped.
 - 2. Make an outline showing how the Indians worshipped.
 - 3. Make a list of the things which Indians believed.
 - 4. Tell what the Indians did when anyone in their tribe died. Follow this outline:

Burial places

What was buried with the dead and why

- What the relatives and friends did
- 5. Find as many ways as you can which show that the Indians were thoughtful and polite.

6. If you are reading a book about some Indian child, tell or read the parts which tell about his religious and social training.

C. Summary

Use one of these words in each of the following sentences to make each statement complete: displeased, father, Happy Hunting Ground, good, nature, thunder, gods, dogs-bows-arrows, many spirits, festivals.

- 1. Indians thought they went to when they died.
- 2. Indians believed in
- 3. The sun was thought of as the spirit.
- 4. When an Indian died were buried with him.
- 5. The Indian word "Hau" meant
- 6. The Indians worshipped everything in
- 7. The Indians gave presents to their
- 8. The Indians held for the spirits.
- 9. When an Indian became sick he thought it was because he had some spirit.
- 10. The god was called Heno.

XII. Indian Tools and Weapons

A Lesson Approach

- 1. Name the tools and weapons which you have seen used.
- 2. Make a list of these on the board.
- 3. Discuss the materials used in making these tools and weapons.
- 4. Read the references you have and see if you can find out what tools and weapons the Indians made and how they made them.

B. Some Things for Children to Do

- 1. Make a picture of the Indian tools about which you have read. Write the name of each tool under its picture. Then write a sentence telling from what materials it was made and for what it was used.
- 2. Make a picture of the Indian weapons about which you have read. Write the name of each weapon under its picture. Then write a sentence telling from what materials it was made and for what it was used.
- 3. Write in the names of the tools made from each of the materials listed below:

Tools made from stone	Tools made from bone
Tools made from wood	Tools made from skin
	•••••

Tools made from shells	Tools made from any other materials
	••••••
•••••	•••••

- 4. Find and name the six parts of an arrow.
- 5. Make some bows and arrows.
- 6. Explain how the bow and arrow worked.
- 7. If you are reading a book about some Indian child, tell or read the parts aloud which tell about the tools and weapons the Indian child learned how to make and use.

C. Summary

Make the following lists:

Tools t	he Indians	Used	Weapons the Ind	lians Us	from	and We dians Le White to Use	

XIII. Indian Trade

A. Lesson Approach

- 1. Name the pieces of money the white man uses today. In the same way make a list of some of the things the white man buys and sells.
- 2. Read the references you have and find out what the Indians used for money and what the Indians had to buy and sell.

B. Some Things for Children to Do

- 1. Make a list of the different things the Indians used for money.
- 2. Make a list of things Indians might have bought and sold.
- 3. Make a list of things which Indians liked and were anxious to own.
- 4. Find out what it is called to trade one thing for another.
- 5. Find pictures of Indians buying and selling.
- 6. If you are reading a book about some Indian child, tell or read the parts aloud which tell about anything bought or sold.

C. Summary

Write True or False before each of these statements:

- 1. Indians always bought and sold things at stores.
- 2. Indians traded and exchanged things with each other.
- 4. Wampum beads were valuable money.
- 5. Indians traded valuable furs for glass beads.

XIV. Indian Travel

A. Lesson Approach

- 1. Talk about some ways of traveling today which we have that the Indian did not have. How would we travel today without these?
- 2. Read the references and see if you can find out how the Indians traveled.

B. Some Things for Children to Do

- 1. Find out what is meant by "blazing a trail."
- 2. Tell the steps in making a birch-bark canoe.
- 3. Tell the steps in making a dugout canoe.
- 4. Tell the steps in making a hide canoe.
- 5. Make a list of the tools used in making canoes.
- 6. Ask your teacher to read "Hiawatha's Sailing."
- 7. Find out for what the travois was used.
- 8. Make a picture showing an Indian camp on the move.
- 9. If you are reading a story about an Indian boy or girl, see if you can find a description of the family on the move. Read it aloud to the others.
- 10. Model a canoe out of clay. Decorate it.

C. Summary

Complete the following statements by using the correct word or words in each blank:

- 1. When the Indian traveled on land he usually or
- 2. When the Indian traveled on water he used a
- 3. The early Indians used to carry loads.
- 4. The Indians moved their camps on
- 5. When the Indians moved their camps they traveled
- 6. Cedar canoes were called
- 7. The Indians used for making canoes.
- 8. Indian skin boats were called
- 9. Indians of the far north used when they traveled in winter.
- 10. Indians blazed a trail by

XV. Indians of Today

A. Lesson Approach

- 1. Do we have any Indians in our country today? If there are Indians in our country today, where are they and what changes have they made in their ways of living?
- 2. Make a list of the things you know about the Indians of today. Read the references and see if you can find out other things that the Indians of today are doing.

B. Some Things for Children to Do

1. Find out

Why many of the Indians have left their tepees, adobe, wigwams, and wikiups for houses like those of the white men

Why Indians today are not living on the kinds of food they did in the past

Why many of the Indians dress differently today

- 2. See how many different things you can find that the government is trying to do for the Indians.
- 3. Make a report on Indian reservations.
- 4. Perhaps some day you may visit^{*}our Indian reservation in Iowa. The following taken from a newspaper article in August, 1933, will be of interest to you:

"Governor Clyde L. Herring was the first white man to become a member of the Sac and Fox Indian tribes. The annual powwow held at the Indian reservation near Tama was presided over by two leaders of the Indian tribes, *Young Bear*, son of Push-e-ton-e-qua, last chief of the tribe, and *Poweshiek*, another tribal leader.

"Initiating the governor into the Indian tribes was done as a symbol of friendship between the Indians and the white people.

"Five hundred Indians and about three thousand white people were in attendance for the initiation. The governor was then entitled to admittance to all the lodges and meetings of the tribes. Among the visiting Indians at the celebration were *Pottawattamies* from Kansas, *Chippewas* from Wisconsin, *Winnebagoes* from Wisconsin and Nebraska, *Sioux* from Minnesota, and *Nemchas* from Kansas.

"At the close of the ceremonial the musicians of the Mesquakies, as the Indians at the reservation call themselves, sounded their tomtoms, and, led by Young Bear and Poweshiek, the entire crowd of warriors, with their squaws and papooses, all attired in native costumes, joined in the Friendship Dance."

C. Summary

See if you can work this puzzle on "Indians of Today" by placing letters in the empty places so that you can make words.

Ī	r		S		1	v	where the Indians live today	
	0		1	w			S have made some Indians very rich	
		k	l		h		a the state where most of the Indians live today	
c	8	t	i			n	what Congress has made the Indians	
			1			r	beautiful work done by the Indians	

XVI. Bibliography

This compilation of reading material for children and teachers is necessarily incomplete. It is intended to be merely suggestive and is offered only as a nucleus of bibliographical material to which each teacher will constantly add.

Children's References

1. Bars, Florence, Stories of Pioneer Life, D. C. Heath & Co., Chicago

2. Brooks, Dorothy, Stories of the Red Children, Educational Publishing Co., Chicago, 1927

- 3. Burton, Mary H., Story of the Indians of New England, Silver, Burdett & Co., Chicago
- 4. Campbell, Helen, Wewa the Child of the Pueblos, Educational Publishing Co., Chicago
- 5. Chamberlain, J. F., How We Are Sheltered, Macmillan Co., Chicago
- 6. Chance, L. M., Little Folks of Many Lands, Ginn & Co., Chicago
- 7. Chase, Annie, Children of the Wigwam, Educational Publishing Co., Chicago
- 8. Chicago and Northwestern Railroad, Indians of the Northwest, Chicago and Northwestern Railroad, Traffic Department, Chicago
- 9. Coolidge, Florence, Little Ugly Face, Macmillan Company, Chicago, 1926
- 10. Curtis, F. S., Indian Days of Long Ago, World Book Co., Yonkers-on-Hudson, New York
- 11. Davis, J. W., Four New York Boys, Educational Publishing Co., Chicago
- 12. Dearborn, Francis R., How the Indians Lived, Ginn & Co., Chicago, 1927
- 13. Deming, E. T., Indian Child Life, F. A. Stokes & Co., New York
- 14. Deming, E. T., Many Snows Ago, F. A. Stokes & Co., New York
- 15. Deming, E. W., Little Indian Folks, F. A. Stokes & Co., New York
- 16. Deming, E. W., Little Red People, F. A. Stokes & Co., New York
- 17. Deming, T. and Deming, E., Little Eagle-Indian Life Series, Laidlaw Publishing Co., Chicago, 1931
- Deming, T. and Deming, E., Red People of the Wooded Country—Indian Life Series, Laidlaw Publishing Co., Chicago, 1932
- Deming, T. and Deming, E., The Indians in Winter Camp-Indian Life Series, Laidlaw Publishing Co., Chicago, 1931
- 20. Deming, T. O., Little Braves, F. A. Stokes Co., New York, 1929
- 21. Dopp, K. E., Early Cave Men, Rand McNally Co., Chicago
- 22. Eastman, C. A., Indian Boyhood, McClure, Phillips & Co., New York
- 23. Eastman, C. A., Indian Child Life, Little, Brown & Co., Chicago
- 24. Ford, R. C., Red Man or White, Lyons & Carnahan, Chicago, 1931
- 25. Fox, F. C., The Indian Primer, American Book Co., Chicago
- Gifford, Jane and Payne, E. A., Red Feather's Adventures, Lyons & Carnahan, Chicago, 1925
- 27. Harvey, Fred, First Families of the Southwest, Kansas City, Missouri
- 28. Hazard-Dutton, Indians and Pioneers, Silver, Burdett & Co., Chicago
- 29. Holbrook, Florence, The Hiawatha Primer, Houghton, Mifflin Co., Chicago
- Husted, Mary Hull, Stories of Indian Children, Public School Publishing Co., Bloomington, Illinois.
- 31. Jenks, A. E., The Childhood of Ji-Shib the Ojibwa, Atkinson, Mentzer and Co., Chicago
- 32. June, C. S., Fifty Indian Legends, Albert Whitman, Chicago, 1934
- 33. LaRue, Mabel, Little Indians, Macmillan Co., Chicago, 1930
- 34. Lyback, J. R. M., Indian Legends, Lyons and Carnahan, Chicago, 1925
- 35. Macquire, Emma, Two Little Indians, A. Flanagan & Co., Chicago
- 36. Moran, G. N., Kwahu the Hopi Indian Boy, American Book Co., Chicago
- 37. Morcomb, M. E., Red Feather Stories, Lyons & Carnahan, Chicago
- 38. Perdue, H. A., Child Life in Other Lands, Rand McNally and Co., Chicago

- 39. Poost, Florence M., Indian Names, Facts and Games for Campfire Girls, James William Bryan Press, Washington, D. C.
- 40. Pratt, M. L., Legends of the Red Children, American Book Co., Chicago
- 41. Pumphrey, Margaret, Pilgrim Stories, Rand, McNally and Co., Chicago
- Sanford, A. H., The Story of Agriculture in United States, D. C. Heath & Co., Chicago
- 43. Scantlebury, E. E., Little World Children, Ginn & Co., Chicago, 1928
- 44. Schultz, J. W., Sinopah, The Indian Boy, Houghton, Mifflin & Co., Chicago
- 45. Schwartz, J. A., Five Little Strangers, American Book Co., Chicago
- 46. Snedden, Mrs. C., Docas, the Indian Boy, D. C. Heath & Co., Chicago
- 47. Starr, Frederick, American Indians, D. C. Heath & Co., Chicago
- 48. Wade, Mary H., Our Little Indian Cousin, L. C. Page & Co., Boston, Mass.
- 49. Wade, Mary H., Ten Little Indians, W. A. Wilde Co., Chicago
- 50. Wadell, J. F. and Perry, Amy, Long Ago, Macmillan Co., Chicago, 1934
- 51. Walker, Hattie A., Shining Star, the Indian Boy, Beckley-Cardy Co., Chicago, 1932
- 52. Wilson, Gilbert, Myths of the Red Children, Ginn & Co., Chicago
- 53. Wolfachlager, Irene H., Moccasined Feet, Ginn & Co., Chicago, 1929
- 54. Zitkala-Sa, Old Indian Legends, Ginn & Co., Chicago

Teacher's References

- 1. Blair, E. H., Indian Tribes of the Upper Mississippi and Great Lakes Regions, A. H. Clark Co., Cleveland, Ohio
- 2. Burke, Chas. H., Report of the Commissioner of Indian Affairs, Government Printing Office, Washington, D. C.
- 3. Catlin, George, Illustrations of the Manners, Customs and Conditions of North American Indians, Chatts and Windus, London
- 4. Chicago and Northwestern Railroad, Indians of the Northwest, Chicago and Northwestern Railroad, Traffic Department, Chicago
- 5. Curtis, E. S., Indian Days of Long Ago, World Book Co., Yonkers-on-Hudson, New York
- Dearborn, F. R. Horn, E. and Brown, G., Course of Study in Indian Life, State University of Iowa, 1927
- 7. Dellenbaugh, F. S., North Americans of Yesterday, G. B. Putman Bros., New York
- 8. Dixon, J. K., *The Vanishing Race*, Doubleday, Page & Co., Garden City, New York
- 9. Eastman, C. A., From the Deep Woods to Civilization, Little, Brown & Co., Chicago
- 16. Eastman, C. A., Indian Boyhood, McClure, Phillips & Co., New York
- 11. Eastman, C. A., *The Indian Today*, Doubleday, Page & Co., Garden City, New York
- 12. Eggleston, Edw., Household History of the United States, Appleton & Co., New York
- 13. Flynn, A. J., The American Nation as a Product of Environment, Little, Brown & Co., Chicago
- 14. Hart-Hazard, Source Reader in American History No. I, Macmillan Co., Chicago

- 15. Hart-Hill, Source Reader in American History No. II, Macmillan Co., Chicago
- Hodge, F. W., Handbook of American Indians, Vol. I-II, Smithsonian Institute, Bureau of American Ethnology, Bulletin No. 30, Washington, D. C.
- 17. James, G. W., Indian Basketry, H. Malken Co., New York
- James, G. W., Indian Blankets and Their Makers, McClung Co., Chicago
 James, G. W., What the White Race May Learn from the Indians, Forbes & Co., Chicago
- 20. Keller-Bishop, Commercial and Industrial Geography, Ginn & Co., Chicago
- 21. Leupp, Francis, The Indian and His Problem, Chas. Scribner's Sons, Chicago
- 22. Mitchell, L. S., Here and Now Story Book, E. P. Dutton Co., New York
- 23. Moorhead, W. K., The American Indian, The Andover Press, Andover, Mass.
- 24. Sabin, Henry, Making of Iowa, A. Flanagan Co., Chicago
- Sanford, A. H., The Story of Agriculture in United States, D. C. Heath & Co., Chicago
- Seymour, Flora W., The Indians Today, Benj. H. Sanborn & Co., Chicago, 1926
- Skinner, Alanson, Indians of Manhattan Island, New York State Museum, Bulletin No. 158, 77th Street and Central Park West, New York City
- 28. Starr, Frederick, American Indians, D. C. Heath & Co., Chicago
- 29. Starr, Frederick, Some First Steps in Human Progress, Chautauqua Print Shop, Chautauqua, New York
- Storm, Grace E., The Social Studies in the Primary Grades, Lyons & Carnahan, Chicago, 1931
- 31. Thwaites, R. G., Early Western Travels, Vol. I, Arthur H. Clark Co., Cleveland, Ohio

SECTION THREE COLONIAL AND PIONEER LIFE

Typical Units for Fourth and Fifth Grades

INTRODUCTION

Materials prepared for the fourth grade include a study of the American eclonists and how they lived from approximately 1492 to 1733, and the early pioneers and how they lived from about 1733 to 1775. The work outlined for the fifth grade includes the study of the later pioneers from approximately 1775 to 1890 and a comparison of the ways in which they lived with the way we live today.

The two grades may be combined and the work alternated by years if conditions in the school point to this plan as the most feasible. Suggestions have been indicated as to time spent in studying each of the units outlined. It will be necessary, however, for teachers to adapt the outlines to their own schoolroom situations. Some may wish to teach geography one half of the year and history the other half. Such a plan would give a longer study time to both of the subjects and wider reading could be done.

Intermediate grade children are not ready for the more abstract study of history which emphasizes great movements and attempts to trace the growth of social institutions and ideals. The interests of children of this age are centered in persons and what they do rather than in what they think or how they feel. They are, therefore, interested in the outstanding characters of colonial and pioneer days and how the people lived. The heroes of these days appeal to the children and their adventures will not be forgotten. They are interested in making comparisons between the ways in which early people lived and the ways in which we live today.

The most important objective for the teacher of history is to make it really live for the children. One of the best ways for doing this is through making comparisons. Other important objectives may be:

- A. To get the children to love and enjoy the subject
- B. To teach the children to understand coherent narrative of successive events
- C. To help the children to realize the influence of geographic and economic forces upon people and their ways of living

Successful history study in the intermediate grades depends very much upon children's abilities to read understandingly. If, when children have reached these grades, they have mastered the mechanics of reading and if they are in the habit of doing comprehensive reading, they should enjoy history.

The organization of the units for grades four and five is as follows:

- A. Lesson approach and directed study
- B. Things for pupils to do
- C. Word study
- D. Summary

The purpose of the lesson approach is to give a way for leading into the lesson through finding out what knowledge the children have of the unit about

to be introduced. This is done to some extent through questioning and making use of the children's own experiences. This should be the means of arousing curiosity and setting up genuine problems. The teacher should also take advantage of this period for doing some effective direct teaching. She should be able at this time to give the children either the results of her own experiences or of her reading experiences, perhaps both.

By directed study is meant making the necessary books and other materials available to the children and helping them to make use of reference materials. Assistance may also be given through reference to various parts of the regular text which have bearing upon the subject under discussion. History is a study which calls for wide reading. The teacher should have a knowledge of library materials available to her pupils and sources of good current event papers. Effective use should be made of supplementary history books and sets of reference books. There is also need for a globe and up-to-date maps.

Things for pupils to do are expected to act somewhat as a guide to children in their reading and hold them responsible for finding out some things definitely. It has been the purpose in allotting "things to do" to get the children to arrange the materials out of which their understandings have been built up in logical and coherent order. Such also helps to promote class discussion at which time the teacher is able to find out what understanding the children have gained from reading.

Word study calls attention to the vocabulary which may cause trouble, thus preventing the children from understanding what they read. These lists do not, of course, include all words which may cause difficulty but they are words which must be understood if the children are to get the thought from the references which they read. One specific aim, throughout the intermediate grades should be the development of usable words as a result of the children's informational reading.

The summary, usually in the form of a test, is meant to sum up important points which are desirable for the children to have acquired through their study of the unit.

The bibliography is made up of books recommended for these particular grades by the various book publishers. Most of these books are of recent date, having been published since 1925. These books should be made available to the boys and girls who are studying history in grades four and five. As new books are published they should be added to this bibliography by the teachers.

The American Colonists and How They Lived (approximately 1492 to 1733) Early Explorers

(Study time 2 to 4 weeks)

I. Trade in Early Days

A. Lesson Approach and Directed Study

- 1. Talk with the children about how our country was not always as it is today. What are some of the things that the children think of as being outstanding in our country today? Did these same conditions exist 500 years ago?
- 2. Direct pupil's reading to finding out some conditions in other countries about 500 years ago:

Why Europe traded with the East and how this trade was carried on The main trade routes and why new routes were needed

Who Prince Henry was and what he did

Who Marco Polo was and what he did (make a special study of Marco Polo)

B. Things for Pupils to Do

- 1. Be able to tell the story of Marco Polo and his travels.
- 2. Make a list of the things which Marco Polo's people got from the people of the Far East.
- 3. Be able to tell the story of Prince Henry and what he did.
- 4. Make an illustration showing how traders traveled over land 500 years ago.
- 5. See if you can find the following on your map of Europe and other countries: Italy, Portugal, Africa, Mediterranean Sea, China, and India.

C. Word Study

Find these words in your reading and use each in a sentence: caravan, route, trade route, navigator, commerce

D. Summary

Complete the following sentences:

 Marco Polo's book was about
 Traders from Italy traded to people in the East for
 Everyone was anxious to find a water route to the East because
 Prince Henry's plan was to.

II. Why We Are Interested in Columbus

- A. Lesson Approach and Directed Study
 - 1. Talk about sailing vessels and how they differ from our steamboats of today. What kinds of boats have the children seen? Have they ever made sail boats? Lead up to the bravery of Columbus in starting out in sailing vessels on an unknown sea. How do the children suppose Columbus felt?

2. Direct children's reading to finding out about:

The early life of Columbus and what he enjoyed doing Plan of Columbus

How and where Columbus got his ships for his voyage

The vowages made by Columbus

Why sailing on the ocean was dangerous in the time of Columbus Why our country was not named Columbia

B. Things for Pupils to Do

- 1. Find out what a compass and an astrolabe are and why they are important to sailors.
- 2. Find out why the invention of printing was so helpful to sailors.
- 3. Make a list of the places seen by Columbus in his voyages. See if you can find them on the map.

4. Write the date when we say Columbus discovered America.

5. What can you find out about Columbus in your reference books? C. Word Study

Use these words in sentences of your own: compass, voyage, masts, discovered.

D. Summary

Use these words correctly in the sentences below: three, Pinta, Spain, ships, America, Ferdinand and Isabella, Nina, Atlantic, Santa Maria. 1. As a boy Columbus was greatly interested in

- a fils a boy columbus was greatly interested
- 2. Columbus made voyages.
- 3. Columbus got men and money for his voyages from
- 4. Columbus sailed across the ocean.
- 5. The names of Columbus' ships were
- 6. Columbus claimed the land he discovered for
- 7. Columbus died without knowing that he had discovered

III. Discoverers from Other Countries Who Followed Columbus

A. Lesson Approach and Directed Study

1. After one man is brave enough to do what Columbus did others will follow. This is just what happened. Explorers from other countries now came to America. Let children see if they can find Spain, France, Netherlands, and England on a map. Explorers now came from these countries to America. Let us read to see what important thing these explorers found or did. Direct children's reading to finding out why each of these discoveries or explorations have been important to us:

Magellan from Spain DeSoto from Spain Cartier from France Marquette and Joliet from France Henry Hudson from Holland

Cabot, Sir Francis Drake, and Sir Walter Raleigh from England

- 2. Make special studies of Magellan, DeSoto, Hudson, Drake, Cartier, and Raleigh. What do the children like about each of these men?
- 3. Let children show on a map or globe where each of these explorers went.
- B. Things for Pupils to Do
 - 1. From your study of Indians be able to describe the people that the explorers found when they came to America.
 - 2. Can you tell the meaning of each of these words: canoe, peace pipe, tepee, wigwam, tomahawk, bow and arrow, wampum, papoose.
 - 3. See if you can find out what many of the explorers were looking for when they came to this country.
 - 4. Be able to report on each of the following: Why the Pacific Ocean was so named The first man to sail around the world The difficulties met by DeSoto Why Cabot's voyages were important How Sir Francis Drake made Spain angry

What Sir Walter Raleigh tried to do in the new land Why we remember Cartier

Two things discovered by Henry Hudson

Marquette and Joliet on the Mississippi River

5. Can you ask a good question about each one of these topics?

C. Word Study

Give the meanings of these words after you have found them in your history reading: continent, island, explored, inventor, pirate, founded, settled, grounded, discovered, colony, circumnavigate.

D. Summary

After the name of each of these men write a sentence telling what he did:

1. Henry Huds	on
	nd Joliet
3. Cartier	
	Raleigh
	Drake
6. DeSoto	
	from the name of each of these persons to the work which
which he did:	and the stand of the standard standard standard standards and standard standards and standards and standards an
John Cabot	circumnavigated the globe
Cartier	tried to start a colony in America.
Magellan	discovered the Hudson River.

discovered the Hudson River. discovered the St. Lawrence River explored the Atlantic sea coast

Colonial Settlements-The Southern Colonies

(Study time 8 to 16 weeks)

IV. Settlement of Virginia

A. Lesson Approach and Directed Study

Sir Walter Raleigh

Henry Hudson

- 1. Sir Walter Raleigh had failed to get a colony started in America for England and for a long time no one tried again to start a colony in America. People did not want to spend their money as Raleigh had done. Finally it was decided that a number of rich people would give money toward buying ships and supplies for starting a colony. These rich men formed a company for sending people to America. Were these men successful in getting a colony started?
- Direct children's reading to finding out about: How colonists were secured by the company Companies which brought settlers to America The voyage to America The landing in Virginia The difficulties met in starting the colony The first year at Jamestown The second year at Jamestown

The "starving time"

How the colony finally became successful

3. Make a special study of John Smith

B. Things for Pupils to Do

- Read about and be able to report on the following: Why the London Company wanted to settle Virginia The kind of settlers who came to America The first plan of government in Virginia Who saved the Jamestown colony Why there was a "starving time" in Virginia What Sir Thomas Dale did for the colony Why women were brought to the colony
- 2. Be ready to tell the story of Pocahontas
- 3. Write a paragraph on "How John Smith got along with the Indians."
- 4. Find out how John Smith came to be at the head of the Jamestown colony.
- 5. What do you suggest could have been done to have helped the people of this Jamestown colony to get along better?
- 6. Find Virginia on your globe or map.
- C. Word Study

Find these words in your reading and use each in a sentence of your own: company, colony, starving time, government, settlers, colonization, council, trading, gentlemen, storehouse, merchants, permanent

D. Summary

Use these words in the following sentences: wives, Powhatan, 1607, London, Jamestown, John Smith, James River, Pocahontas.

1. The first English settlement which lasted was made at

- 2. Jamestown was started in
- 3. Jamestown was located on the
- 4. The leader of the settlers in Jamestown was
- 5. The Indian girl who helped the settlers was named
- 6. The chief of the Virginia Indians was called
- 7. Women were brought to the colony of Jamestown as..... for the settlers.

V. Settlement of the Carolinas

- A. Lesson Approach and Directed Study
 - 1. Other southern colonies which were started some time after the colony at Virginia were named the Carolinas. Let us find the Carolinas on the globe.
 - 2. You see these colonies were just south of Virginia. It was in Carolina that Sir Walter Raleigh had been unsuccessful, so how do you suppose settlers felt about moving south into Carolina? Where do you suppose Carolina got its name? We will read to find the answers to these questions and others.
 - 3. Direct children's reading to finding out about: Why some people moved south into Carolina

What other settlers came How eight English lords came to own Carolina How people lived in South Carolina How people lived in North Carolina

B. Things for Pupils to Do

Read to find out:

Why the eight English lords had trouble with their colony Why the king of England gave Carolina to the eight lords What kind of government the colonists had in the Carolinas What crops were raised in Carolina How Virginia and the Carolinas differed

What work the people of North Carolina did

C. Word Study

Find out what these words mean: indigo, plantation, slave, lord.

VI. Settlement of Maryland

A. Lesson Approach and Directed Study

1. The people who settled Virginia did so in order to make better homes for themselves and also to become wealthy. Now a group came to America because of their religion. The Catholics who lived in England were treated badly because of their religion. Lord Baltimore, an English nobleman who was a good friend of the king, asked the king for some land in America. The king gave him any part of Virginia that had not been given to others and he started a colony where people might worship as they pleased. Both Catholics and Protestants came to the colony.

2. Direct children's reading to finding out about:

How and where Maryland was obtained Purpose for settling Maryland The trip of the colonists to America Who lived in Maryland

Religious toleration in Maryland

B. Things for Pupils to Do

1. Read about and be able to report on the following:

Why Maryland was settled

Lord Baltimore's real name

Why the new colony was called Maryland

Who was to govern Maryland and how was it to be governed

Why Lord Baltimore had to send two Indian arrowheads to the king each year

Whether only Catholics came to Maryland

The trip which the colonists had to America

Why Maryland didn't have a starving time like Virginia did Crops raised in Maryland

2. See if you can find Maryland on a map.

C. Word Study

Find these words in your reading and use them in sentences: proprietor, freedom, law, granted, tract, and liberty.

D. Summary

Write yes or no in answer to each of these questions:

- 1. Was Lord Baltimore a friend of the king of England?
- 2. Were Maryland and Virginia settled for the same reasons?
- 3. Did Lord Baltimore have a chance to settle the colony which
 - the king gave him?
- 4. War Maryland near Virginia?
- 5. Were all the first settlers in Maryland Catholics?
- 6. Were the first settlers in Maryland willing to work?

VII. Settlement of Georgia

A. Lesson Approach and Directed Study

- 1. The last American colony to be started was Georgia. People lived in Georgia very much as they lived in Virginia and the Carolinas. There was a very important reason why Georgia was started in America. We are going to find out just why this colony was started. Have you ever been in debt? How did you get your debt paid?
- 2. Direct children's reading to finding out about:
 - Why Georgia was started

What kind of people came to Georgia

How the early settlers got along with the Indians

- What troubles the Georgia settlers had
- How Georgia was governed

B. Things for Pupils to Do

- 1. See if you can find the Carolinas and Georgia on your globe or map.
- 2. How near are they to each other?
- 3. Read to find out in what ways these colonies were alike. In what ways were they unlike?
- 4. Be able to tell the leader of the Georgia settlers.
- 5. Compare the attitude toward debtors with the attitude toward debtors today.
- 6. Find out how Georgia got her name.
- 7. Be able to report on why Georgia was settled.
- 8. Be able to discuss as to whether or not you think the plan for settling Georgia was a good plan.
- C. Word Study

See if you can find these words in your history reading. Can you use them in sentences: debtor, crime, debt, cruel, industry, prison, unfortunates.

D. Summary

Write yes or no before each of these statements:

- 1. The chief industry of South Carolina was raising sheep.
- 2. Georgia was the last of the thirteen colonies.
- 3. The planters of South Carolina lived in the city.
- 4. James Oglethorpe started the colony of South Carolina.
- 5. Eight English lords settled Georgia.
- 6. The settlers of Georgia were English debtors.
- 7. Georgia was a home for unfortunates.
- 8. The Carolinas were north of Virginia.
- 9. Georgia was south of the Carolinas.
-10. Georgia did not grow fast.

VIII. How the People of Virginia and the Other Southern Colonies Lived

- A. Lesson Approach and Directed Study
 - 1. When the settlers came to Virginia from England the country didn't look as it does today. The town of Jamestown was small. The farms were large and the farm houses were usually several miles apart. Much of the land was covered by timber and bushes. The farms were called plantations. Do you suppose the homes of the early Virginians looked like our homes today? We are going to read to find out about how the people who first came to America from England lived. (Let children tell how they think the homes must have differed from ours.)
 - 2. Direct children's reading to finding out about the houses, food, clothing, schools, churches, work, good times, punishments, travel, communication, and government of the people of Virginia.

1. Read to find out about the homes of the people of the southern colonies. This outline may help you:

Style of houses Size Hallway Kitchen Negro quarters and other buildings Home decorations Furniture Heating and lighting Can you find any pictures of early homes in Virginia? Kinds of food and where the colonists got food Vegetables How food was prepared How food was cooked How food was served Dishes used Table manners Where materials for clothing were obtained Where clothing was manufactured How cloth was made-linen, woolen thread

B. Things for Pupils to Do

- 2. Be able to tell the difference between the colonial and the Georgian style of houses.
- 3. Be able to explain the use of the various buildings grouped about the large plantation home.
- 4. After each of the following write its meaning or use in the home: porch trundle bed chests cupboard hour glass fireplace candlewood candles flint succotash _____ Dutch oven peel or slice..... pewter noggin tankard biscuits
- 5. Write a paragraph on the homes of the poor people of the colonies.
- 6. Explain the differences between these homes and the homes of the plantation owners.
- 7. Read to find out about the schools which the early colonial children attended.
- 8. Be able to report on the following with regard to schools: Why it was hard to have good schools in the southern colonies How the children of the wealthy plantation owners were taught Types of schools in the early colonies Early colleges The education of girls Subjects studied in school Textbooks
 - Punishments for school pupils
- 9. Read and be ready to report on the churches in the Southern colonies Materials of which churches were built Style of church buildings Pews and how used How Sunday was kept in the South Ministers in the South
- Read and report on the work of the planters in the Southern colonies The chief product of Virginia Work done by the planter in planting, caring for and harvesting crops
 - Other kinds of work on the plantation

Farm animals

Work of the planter's wife

Manufacturing on the plantation

- 11. Read and be able to report on recreation Sports and games in the Southern colonies Children's games Holidays in the South House or barn raisings Corn huskings Quilting bees Apple parings Music and musical instruments Theaters and plays
 - Visiting
- 12. Read to find out how criminals were punished in colonial days. How does this differ from punishments today?
- 13. Read about travel and transportation in early colonial days and make an outline showing ways of traveling and transporting goods.
- 14. Find out about letters, post riders, post offices, newspapers, and taverns in early colonial days.
- 15. Read to find out how the American colonies were governed.
- 16. Write the name of the lawmaking body of Virginia.
- 17. Find out how the governor and council of Virginia were chosen.
- 18. Make a list of the duties of Virginia's lawmaking body.

D. Summary

- 1. Complete these sentences:
 - a. The people of the Southern colonies built the houses they did because
 - b. Important differences between the colonial and the Georgian houses were
 - c. Colonial homes in the South were heated by
 - d. The houses of the southern planters were far apart besauce.....

e. There were few shops and few merchants in Virginia because.....

- 2. Use each of the following words in a sentence which relates to early colonial life: table manners, salt cellar, noggin, tankard, mush, napkins, table boards, peel, Dutch oven, pumpkin, lug pole, pot hook, apple butter, head cheese, pewter.
- 3. Make a list of the various kinds of materials from which the colonists made clothing.
- 4. Write your answers on the lines following these questions:
 - a. Had the Southern or the New England colonies the most public schools?
 - b. What was the name of the first school the child attended?
 - c. What book was used for primary reading?
 - d. What was the most important subject taught by the master?
 - e. What book was used for teaching spelling?
 - f. What is the oldest college in the United States?

- 5. Write a paragraph describing the early colonial churches of the South. Include style of building, pews, method of heating, the tithing man, the sermons, and church attendance.
- 6. Write a sentence describing each of the following:
 - a. Children's toys in colonial days
 - b. Christmas in the Southern colonies
 - c. Pastimes enjoyed in the South
 - d. Games played by children in the Southern colonies
 - e. Music in the South
 - f. Weddings in the Southern colonies
- 7. Write ten good questions which you think one should be able to answer after studying about travel, transportation, and communication in the colonies. Make a good question about each of the following: horseback riding, walking, carriages, ferries, stagecoaches, pack horses, conestoga wagons, letters, post riders, taverns

The New England Colonies

(Study time 5 to 10 weeks)

IX. Settlement of Plymouth

- A. Lesson Approach and Directed Study
 - 1. About thirteen years after Virginia was settled at Jamestown there was trouble in England over church affairs. The king of England ruled that all must belong to the church of England and some of the people didn't like this. They wanted to worship as they pleased. Do all people now belong to one church? What are some of the churches in our country today? How would you like to be told that you must belong to some certain church?
 - 2. Direct children's reading to finding out about:
 - Who the Puritans were
 - Who the Separatists were
 - The escape to Holland
 - Life in Holland
 - The plan to go to America
 - The trip to America in the Mayflower
 - The Mayflower Compact
 - The first winter at Plymouth
 - The Pilgrims and the Indians
 - Work at Plymouth the spring and summer following the landing The growth of Plymouth
 - 3. Make a special study of Miles Standish
- B. Things for Pupils to Do
 - 1. Be able to tell the difference between the Pilgrims, the Separatists and the Puritans.
 - 2. Find Plymouth on your map and be able to tell why it was a good place to settle.
 - 3. Look for poems about the Pilgrims. Be ready to read them in class.
 - 4. Make a list of the troubles which the Pilgrims had in getting to America and in getting settled.

- 5. Be able to tell why the Pilgrims didn't stay in Holland and why they came to America.
- 6. Read to find out what the Mayflower Compact was.
- 7. Write a paragraph on "How Plymouth was governed."
- 8. Be able to discuss the way in which the people of Plymouth and the Indians got along.
- 9. Read about the captain of Plymouth in the Courtship of Miles Standish and be ready to describe him.
- 10. Find out when Plymouth was settled.
- 11. Find out why Thanksgiving Day is observed.
- 12. Be able to tell the story about the arrows tied up in a snake's skin.

C. Word Study

Find these words in your reading and see if you can use each in a sentence of your own: compact, Pilgrims, Separatists, Puritans, democratic, worship, representative.

D. Summary

Fill the blanks in these sentences:

- 1. The Pilgrims were called Separatists because they from the church of England.
- 2. The Pilgrims first went to from England.
- 3. The Pilgrims came to from
- 4. The Pilgrims came to in a ship called the
- 5. It took weeks for the Pilgrims to come to
- 6. The Pilgrims landed in the year
- 7. The first settlement was called
- 8. The Pilgrims signed the Mayflower Compact, which they drew up to ______ themselves.
- 9. The great captain of Plymouth was
- 10. The Indian who was a good friend to the Pilgrims was called
- 11. The Indians taught the Pilgrims to grow
- 12. The Pilgrims celebrated the next November after they had raised food to eat.
- 13. The Pilgrims came to America because they wanted

X. Settlement of Massachusetts Bay Colony

A. Lesson Approach and Directed Study

1. The king of England was still punishing the people who did not attend the church of England. The Puritans wanted to have some changes in the way in which church services were conducted. They wanted a more simple church and more simple church services. Can you tell what some of the forms of worship in the church are today? Have you ever noticed colored glass in the windows, painted pictures of Christ and the disciples on the walls, ministers and the choir wearing black or white robes? These are some of the things the Puritans didn't like. They heard that the Pilgrims were getting along well in America so they wanted to go to America where they too could worship as they pleased, Direct pupil's reading to finding out about: How the Puritans wanted to worship The starting of the town of Salem How the Puritans got the right to settle in America The governor of Massachusetts Bay Colony Settlements made in Massachusetts How the Puritans got along with the Indians Troubles which the Puritans had in America

XI. Settlement of Rhode Island and Other New England Colonies

A. Lesson Approach and Directed Study

1. Not all of the people who settled in Massachusetts agreed with the Puritans in their religion. This led to the starting of other settlements and colonies by people who were coming to think differently from the Puritans. We are going to read to find out about what some of these people did.

 Direct pupil's reading to finding out about: Roger Williams and what he did How Roger Williams got along with the Indians How New Hampshire came to be settled What was meant by witchcraft What Mrs. Anne Hutchinson did
 Many groups throughout the colonies of Massachusetts now became

dissatisfied with church affairs. Some of these people also wanted more land so they moved to other places south and north of Massachusetts.

4. Direct pupil's reading to finding out about: The colony of New Hampshire The beginning of Connecticut The beginning of Maine How the New England colonies got together

B. Things for Pupils to Do

Read to find out and be able to report on:

Why the Massachusetts Bay Company was formed

The kind of religion the Puritans wanted

Why schools were started in the Massachusetts Bay Colony

The name and location of the first college

What law was made about education

What the town meeting was

- Who these people were: John Winthrop, Roger Williams, Mrs. Anne Hutchinson, John Eliot, Thomas Hooker, John Davenport, and Ferdinando Gorges
- Three things to which Roger Williams objected in the Massachusetts Bay Colony
- Why the Massachusetts Bay Colony grew faster than the Plymouth Colony

What bad luck signs there were in the days of the Massachusetts and Rhode Island colonies

What bad luck signs some people believe in today How law breakers were punished in Massachusetts and other New England colonies What work the people of [•]the colonies did Why people migrated to Connecticut What towns were started in Connecticut How Harvard and Yale Universities got their names Where the New Haven settlers got their laws How Maine and New Hampshire came to be settled How each of the New England colonies was governed Why the New England colonies needed to get together How the New England colonies got together What poems have been written in connection with the settlement of the New England colonies

C. Word Study

See if you can give the meanings of these words which are found in your reading: starving time, Puritans, colony, witches, meetinghouse, assembly, league, captain, governor, settlements, dissatisfied, beliefs, confederation, flintlock, voter, ruler.

D. Summary

- 1. Be able to tell reasons why
 - a. There were no plantations in the New England colonies
 - b. The Massachusetts Bay Colony was formed
 - c. Schools were established in the Massachusetts Bay Colony
 - d. Massachusetts was sometimes called the mother of the New England colonies
- 2. Fill the blanks in these sentences
 - a. Massachusetts Bay Colony and were united.
 - b. Boston was settled by the
 - c. The largest city settled by the Puritans was
 - d. The founder of Rhode Island was
 - e. The first lasting English colony in America was
- 3. Complete these sentences
 - a. Church people left Massachusetts Bay Colony and went to other colonies because
 - b. Massachusetts Bay Colony and Plymouth were united and called
 - e. Massachusetts Bay Colony grew faster and was more prosperous than Plymouth because
 - d. The first governor of Massachusetts Bay Colony was
 - e. Rhode Island was started by Roger Williams and Anne Hutchinson because
- 4. Be able to tell the following stories:
 - a. Miles Standish and why he is important in history
 - b. Why the New England Confederation was formed
- 5. Write a sentence about each of these men, telling why he was important in colonial times: John Winthrop, Roger Williams, Thomas Hooker, Edmund Andros, Anne Hutchinson, Squanto, Miles Standish, Governor Bradford, John Eliot, Ferdinando Gorges

6. Write the name of each of the New England colonies in a column and opposite each write

When it was started

Name of the person starting the colony

About the date when it was started

XII. How the People in the New England Colonies Lived

A. Lesson Approach and Directed Study

- 1. The Puritans of New England lived very differently from the colonists in the South. Do you remember whether the colonists in Virginia and other southern colonies lived in towns or on plantations? See if you can think of reasons why the New England colonists would want to live close together.
- 2. Direct children's reading to find out about the homes, the food and clothing of the people, work, schools, churches, good times, travel and communication, and government of New England.

B. Things for Pupils to Do

- 1. Read to find out what buildings and places there were in the New England towns and make a list of at least eight.
- 2. Read about and be able to report on:

The commons

- The meadow land
- The town meeting
- 3. Find out about the homes of the people of New England. This outline may help you:

Style of houses Materials used for building Rooms Protection against fire Furniture Lighting and heating Dishes

- 4. Compare the houses of New England with those of the colonists in the South.
- 5. Compare the food of the New England colonists with that of the Southern colonists as to:

Kinds and where obtained

How preserved

How prepared

6. Compare clothing in New England with the clothing in the Southern colonies as to:

Styles

Men's dress

Women's dress

Laws with regard to dress

7. Read and be able to report on how the people in the New England colonies earned a living.

Occupations followed by the people Chief agricultural crops

- 8. Read about and report on the schools of New England.
- 9. Find out about each of the following kinds of schools: Field School, Dame's School, Master's School, Writing School, Grammar School.
- 10. Read to find out about:
 *

 School laws
 School buildings

 Subjects studied
 School equipment

 School books
 School punishments

 Education of the girls
 Colleges
- 11. Compare the New England schools with those of the Southern colonies.
- 12. Find out about the New England churches and compare them with churches in the South as to:

The church building Heating the church Length of services How Sunday was kept The minister Church music The tithing man

13. Use the following outline for reporting on what you find out about good times in New England:

How the people of New England felt about good times Games played by the children of New England Outdoor pleasures Toys Special days celebrated in New England

14. Compare good times in New England with good times in the South.

- Read to find out how travel and communication in New England differed from that of the South.
- 16. Find out how the people of New England were governed and be able to explain the following: township, town meeting, and selectmen.

C. Summary

Write six paragraphs telling ways in which houses, schools, religious services, good times, work and government differed in New England and the Southern colonies.

The Middle Colonies

(Study time 3 to 6 weeks)

XIII. Settlement of New York

- A. Lesson Approach and Directed Study
 - 1. Henry Hudson, who was an Englishman working for the Dutch of Netherlands, came to America to see if he could find a waterway through America from the Atlantic to the Pacific Ocean. He found the Hudson River in New York and sailed up it. He explored all the bays and rivers just north of Virginia but could find no passageway across America. See if you can find the Hudson River on the map.
 - Direct children's reading to finding out: Why the Dutch colony of New Netherlands grew so slowly What the Patroons were The kind of people who settled New Netherlands
 - The kind of people who settled new ivetheria.
 - 3. Make a special study of Peter Stuyvesant

B. Things for Pupils to Do

- 1. Be able to describe Henry Hudson's voyage.
- 2. Write a paragraph on "Why New Netherlands Was Settled."
- 3. Find out what became of Henry Hudson.
- 4. Describe Governor Stuyvesant.
- 5. Be able to give a description of the city of New Amsterdam.
- 6. Be able to report on how New Netherlands was governed.
- 7. Give reasons why the Dutch were not as successful as the English in settling colonies.
- 8. Show how the Dutch lost New Netherlands and who got it.
- 9. Find out how New Netherlands was changed to New York and where it got its name.
- 10. Report on how the Dutch got along with their Swedish neighbors.
- 11. Draw a Dutch windmill.
- 12. Draw a Dutch house.
- C. Word Study

Do you know what these words which you have no doubt seen in your reading in history books mean: bargains, anchored, patroons, manor, sachem, Walloons, burgomeister, jury, petition, revolution, treason, and evidence? See if you can use these words in sentences.

D. Summary

Complete the following sentences:

1.	Henry Hudson's voyage was important because		
2.	The town of New Amsterdam became		
3.	The Dutch came to New Netherlands because		
4.	A patroon was		
5.	New Netherlands was what is now state.		
6.	The king of England was interested in the Dutch colony because		
7.	After each of these names write a few words about what each person		
	did:		
	Henry Hudson		
	Duke of York		
	Jacob Leisler		
	Peter Minuit		
	Peter Stuyvesant		

XIV. Settlement of Pennsylvania and Other Middle Colonies

- A. Lesson Approach and Directed Study
 - 1. We have already found out how the Pilgrims, Puritans, and Catholies suffered for their religion in England and so came to America to start new homes. We are now going to study about another group who also suffered for their religion. They were known as the Friends or Quakers. Can you tell what colonies were settled by the Pilgrims, Puritans, and Catholies so that they might have freedom of worship!
 - 2. Direct children's reading to finding out about: Customs of the Quakers

		Why William Penn was interested in America
		Who settled in Pennsylvania
		How Penn got along with the Indians
		How the colony grew
		How New Jersey and Delaware originated
	3.	Make a special study of William Penn.
В.	Th	ings for Pupils to Do
	1.	Find out how the Quaker beliefs differed from the other beliefs about which you have studied.
	2.	Be able to report on:
		How the king happened to give William Penn land in America How Pennsylvania got its name
		What trouble Penn had with Maryland
		How Penn got some sea coast for his colony
		Why Pennsylvania grew so fast
	3.	Find Pennsylvania, New Jersey and Delaware on a map.
		Read about the making of Philadelphia.
		Find out how New Jersey and Delaware came to be started.
C		nmary
0.	Bur	
		Use the correct word in each blank:
	1.	The man who founded Pennsylvania was
	0	(Oglethorpe, Smith, Penn)
	2.	The chief city of Pennsylvania was
		(Salem, Philadelphia, Plymouth)
	3.	Pennsylvania was the colony started by(Puritans, Quakers, Pilgrims)
	4	Penn made a with the Indians.
		(treaty, trial, bribe)
	5.	William Penn was called the of Pennsylvania.
	0.	(proprietor, governor, king)
	C	
	0.	Pennsylvania had trouble with the Indians. (little, no, much)
	4.	Penn made a
	5	William Penn was called the of Pennsylvania.
	0.	(proprietor, governor, king)
	C	
		Pennsylvania had trouble with the Indians. (little, no, much)
	7.	Pennsylvania was one of the colonies.
		(southern, New England, middle)
	8.	New Jersey had proprietors.
		(many, no, few)
	9.	William Penn Delaware.
		(leased, bought, sold)
	10	William Penn secured as seacoast.
	10.	(Delaware, Maryland, Virginia)

XV. How the People in the Middle Colonies Lived

A. Lesson Approach and Directed Study

- 1. As we have read the people who lived in the middle colonies were mostly the Dutch and the Quakers. What are the most important things you can remember about the Dutch? About the Quakers? We are going to study about how these people lived and compare their ways of living with the ways in which the people of the New England and Southern colonies lived.
- 2. Direct children's reading to finding out about the homes in the Middle colonies, the food and clothing of the people, and how they lived.
- B. Things for Pupils to Do
 - 1. Read to find out more about the cities of New Amsterdam and Philadelphia.
 - 2. Find out about the homes of the people of the Middle colonies.
 - 3. Compare the houses of those living in the Middle colonies with the houses of those living in the New England and Southern colonies as to: Style

Materials used for building

Rooms

Attic

Furniture

- 4. Compare the foods of these people with that of the New England and Southern colonies as to kinds and where obtained.
- 5. Compare dress in these colonies with dress in the New England and Southern colonies as to:

Styles of women's clothes

Styles of men's clothes

Materials from which clothing was made

6. Read and be able to report on how the people in the Middle colonies earned a living:

Occupations of the people

Manufacturing in the colonies

- 7. Compare ways for making a living in the Middle colonies with ways for making a living in the New England and Southern colonies.
- 8. Read about and report on schools, churches, good times, communication and transportation in the Middle colonies and compare with what you have already learned about those things in the New England and Southern colonies.

Pioneer Life

Early Pioneers and How They Lived (time approximately 1733 to 1775)

XVI. Why the People Moved West (Study time 1 to 2 weeks)

A. Lesson Approach and Directed Study

1. As more people came to settle along the eastern coast of America it was necessary for them to find more land to settle. They also had
the spirit of adventure and wished to see and go new places. Which direction do you think they would go? Would it be north, south, or west and why? How about the climate and land to the north? Would there be anything to keep them from going west?

2. Direct pupils' reading to finding out: How far people moved to the west About how many times they ventured farther west Difficulties met in moving west Meaning of frontier and pioneers Kind of territory found each time the pioneers moved farther west How the pioneers traveled to the west Indian troubles Why the last frontiers were so attractive

1. Read the story of Daniel Boone and be able to tell his story to the class. The following outline may help you:

Place of birth Early home life Work at home Reasons for wanting to push west Hunting expeditions Travel incidents What Boone and his companion saw as they traveled west Capture by the Indians Escape from the Indians Boone's troubles in trying to get people to settle in Kentucky Boone and the Indian war The settlement at Boonesborough, Kentucky Adventures in the wilderness The last years of Daniel Boone's life Why Daniel Boone's adventures are so important

2. Read the story of James Robertson and the Tennessee pioneers. Be able to report on this to your class. The following outline may help you:

Early life and education How John Sevier, a friend, helped him Settlements made in Tennessee Indian troubles Incidents at Watauga The settlement at Nashville Troubles met at Nashville Settlement at the Big Salt Lick Why James Robertson was called ''the father of Tennessee''

- 3. Using a similar outline, read and report on these pioneers: Marcus Whitman, John C. Fremont, and "Buffalo Bill" Cody, George Rogers Clark, Davy Crockett, Sam Houston, and Kit Carson.
- 4. Write a paragraph on hardships endured by the pioneers when going westward. In this paragraph use the words frontier and pioneers.

B. Things for Pupils to Do

XVII. Home Life

(Study time 2 to 4 weeks)

A. Lesson Approach and Directed Study

- 1. As the early pioneers moved westward they had many hardships to meet. They were anxious to move farther west because they wanted more land and many of them were full of adventure and wanted to see what lay on the west side of the mountains. Show us the mountains on the map. Does it look to you as though the mountains were very far from the Atlantic coast? This shows what a vast territory to the west was still unknown. We are now going to find out through our reading how the early pioneers lived as they moved farther west.
- 2. Direct pupil's reading to finding out about the home life of the early pioneers.

B. Things for Pupils to Do

1. Read to find out about the houses of the early pioneers. The following outline may help you:

Materials from which made

How put together

Roof and floor

Door and windows

Chimney

Rooms

Furniture

Heating and lighting

- 2. Read to find out about the food of the early pioneers Where the food came from Kinds of food
 - How food was prepared for cooking

How food was cooked

3. Read to find out about the clothing of the early pioneers Materials from which made How materials were prepared for use as clothing

How sewing was done

Styles for women's clothing

Styles for men's clothing

- 4. Read to find out about the work of the pioneer girls and boys.
- 5. Write three paragraphs describing the log house, the sod house, and the adobe house.
- 6. Be able to tell how the food of the early pioneers differed from that of the early colonial people and why there was this difference.
- 7. Be able to tell how the block house was made and its use.
- 8. Collect pictures of early pioneer life, homes, furniture, and so on for a Pioneer Scrap Book.
- 9. Make a pioneer home in the sand table.
- 10. Card and spin some wool.
- 11. Find stories to read to the class about the early pioneers and the Indians.

12. Read the early life of George Washington to see what part he had in early pioneer life. The following outline may help you: Washington's family
Washington's birthplace and date of birth
School life
What he enjoyed doing
Washington's work as a surveyor
How Washington became head of his household
Washington's home at Mount Vernon
How Washington served his country

C. Word Study

Find these words in your reading and be able to explain their meaning: frontier, pioneers, plains, adobe, blockhouses, loopholes, puncheons, dugout, hominy, crane, bedstone, runner, worm fences, stake and rider fences, linsey-woolsey, slat bonnet, loom.

D. Summary

Use these words correctly in the blanks below: outdoor fire, hominy, blockhouse, cloth, buckskin, rails, trees, fireplace, hunting shirt, housework, bedgown, home-spun materials, clothing, woods, farms, sod, westward, fireplace, puncheons, candles, adobe, pioneers, logs, linsey-woolsey.

1. The American frontier moved

2. The first people to push westward were called 3. were built for protection. 4. Houses of the early pioneers were built of,, or 5. were split logs with the flat side up. 6. were used for lighting. 7. Pioneer homes were heated by the 9. Cooking was done in theor over an 10.was made by pounding corn on a block. 11. Skins were tanned for 12. Brooms were made from small 13. Worm fences were made of 14. Pioneer girls did 15. was made of flax and wool. 16. A coarse was made from nettle flax. 17. Women's clothing was made mostly from 18. Men of early pioneer days wore which took the place of shirt and coat. 19. A pioneer woman often wore a dress called a 20. Pioneer shoes were usually made of

XVIII. Schools in Early Pioneer Days

(Study time 1 to 2 weeks)

A. Lesson Approach and Directed Study

- 1. As soon as the pioneers were able to make a living they thought about giving their children an education. The children usually had to help their parents make a living so there wasn't a chance for as much education as you get today. We are going to read and study to find out about schools in early pioneer days.
- 2. Direct children's reading to finding out school privileges, school houses, school books, school teachers, school subjects, and school punishments in early pioneer days.

B. Things for Pupils to Do

Read to find out the following about the early pioneer schools: Materials from which built

Place built Heating and lighting Seats and desks Attendance at school Subjects studied Spelling matches School books Problems in arithmetic Preparation of the teacher The teacher's salary Punishments at school Meaning of the ''loud school''

C. Summary

- 1. Write ways in which early pioneer and early colonial schools were alike.
- 2. Write a paragraph on how our schools today differ from the early pioneer schools.

XIX. Churches in Early Pioneer Days

(Study time 1 to 2 weeks)

- A. Lesson Approach and Directed Study
 - 1. Soon after the pioneers got their homes and schools started some of them established churches. In some places, however, there was a poor class of people who objected to having a church started in their community. Let us read to find out how the early pioneer church and our churches today differ.
 - 2. Direct children's reading to finding the place of the church in pioneer days.

B. Things for Pupils to Do

Read and be able to report on the following with regard to the early pioneer church:

Keeping Sunday Why people went to church How the people got to church Where church services were held before there were churches Church furnishings Church services—mourners' beach, music, seating, experience meetings Religious training of the children Ministers—salaries, the circuit rider Camp meetings—purpose, services, ministers

C. Summary

- 1. Make a list of the ways in which the colonial and early pioneer churches and services were alike.
- 2. Make a list of the ways in which the colonial and early pioneer churches and services were unlike.
- 3. Write a paragraph on how early pioneer churches and services differ from ours today.

XX. Recreation and Government

(Study time 1 to 2 weeks)

- A. Lesson Approach and Directed Study
 - 1. The pioneers and their children had good times too. The children enjoyed some of the same games children today enjoy. They also played other games. What are some of the games and good times that you enjoy very much? We are going to read this week to learn about good times and also about the government of the people in early pioneer times.
 - 2. Direct pupil's reading to finding out how the way in which the pioneers had to live determined the good times they had, the good times of the children, the work and play pleasures, how special days were observed and school matches in which the community took part.

B. Things for Pupils to Do

- 1. Read about the games and sports of the pioneer children and write a paragraph on how they were alike or unlike ours today.
- 2. Be able to discuss these questions in class:

Good times for grown-ups which were both work and play Why the pioneers enjoyed the kind of pleasures they did What sports the children enjoyed

What special days were celebrated and how

Games or matches which involved education

- 3. Read to find out what relation these words had to the good times of the early pioneers: horse-shoe, hot ball, Jolly Old Miller, Skip to Ma Loo, caller, infare, house warming, bull-pen, leap frog.
- 4. Read to find out
 - Why it was essential that the early pioneers had to manage most of local government themselves

What kinds of people were found on the frontier

How the pioneers felt about having law and order

What the pioneers felt were the most important qualities one should have

- 5. Read and be able to report in class on: Early pioneer laws Kinds of people found on the frontier How the pioneer wanted the neighbors to feel about him What part fair play had in government Officers among the early pioneers How the Vigilantes helped Punishments in early pioneer days What people were admired in pioneer days
- C. Summary
 - 1. Write down all the sports and good times of pioneer days which were like those of colonial times.
 - 2. Write down the sports and good times of pioneer days which differed from those of colonial days.
 - 3. Write two paragraphs in which you tell how government in pioneer and colonial days was alike and also unlike.

XXI. Travel, Transportation and Communication in Early Pioneer Days

(Study time 2 to 4 weeks)

A. Lesson Approach and Directed Study

- 1. The ways of travel in early pioneer days had much to do with how fast the pioneers could move west. Slow means of travel accounts for the length of time it has taken to settle the territory from the Atlantic to the Pacific Ocean. How have you learned that Daniel Boone and James Robertson got as far west as Kentucky and Tennessee? We are now going to read to find out how means of travel and transportation improved and how the pioneers were affected by this improvement.
- 2. Direct pupil's reading to finding out about:

How modes of travel improved

How products were transported

Roads and highways in early pioneer days

Water travel and transportation

Carrying the mail

Inventions which improved travel, transportation and communication

B. Things for Pupils to Do

- 1. Make a list of all the ways in which you find the early pioneers traveled on land and on water.
- 2. Be able to report on the safety or the dangers connected with these ways of traveling.
- 3. Compare transportation rates with such rates today.
- 4. Be able to tell the story of the Erie Canal.
- 5. Compare roads of early pioneer days with our highways today.

78

6. Estimate how long it would take an early pioneer to go from the Atlantic coast to Ohio. 7. Find all the pictures and stories you can of travel in early pioneer . . times. C. Word Study Use these words which you find in your reading in sentences of your own: pack horse, conestoga wagon, stagecoach, ferry boat, prairie schooner, barge, flat boat, canal towpath, packet, pike, pony express. D. Summary Complete these sentences on travel, transportation and communication: 1. The settlement of the West depended much upon means of travel and transportation because 2. Pack horses were used for 3. In early pioneer times travelers walked long distances because 4. Conestoga wagons were used for 5. The stage coach was used for ______ 6. The usual freight train in pioneer days was made up of..... 7. The first railroad was perfected in by 8. The first railroad tracks were made of 9. Fast speed on the early railroads was miles per hour. 10. Many people opposed the railroads because...... 11. The first reason for building railroads was 12. A barge was 13. People did not like river men because 14. Important rivers early used for water travel and transportation were 15. Canals were first built for..... 16. The first steam boat was invented by 17. The name of the first steam boat was 18. The first steam boat was invented in 19. Two difficulties met in digging the Erie Canal were.....and 20. The Lancaster Pike was important because 21. The Cumberland Road was built because 22. The Wilderness Road was made by..... 23. Other important roads or trails were and 24. The chief dangers to the pioneers in crossing the plains were..... _____ 25. Mail was carried by the

The Later Pioneers and How They Lived (time about 1775 to 1890)

XXII. How Our Country Grew

(Study time 1 to 2 weeks)

A. Lesson Approach and Directed Study

- 1. From 1607 to 1733 all of the thirteen American colonies about which you have studied were settled. You remember that people from various countries settled the colonies along the Atlantic coast. You also remember that as the coast was settled the people felt the need of more land and also, having the spirit of adventure, they pushed farther west. England owned most of the new country. England and her colonists did not get along well. The colonists didn't like the way they were ruled and England didn't like some of the things the colonists did. As a result the Revolutionary War was fought. It was begun in 1775 and England made peace in 1783, giving the colonists their independence. The colonies then changed to the United States of America. The thirteen colonies with the exception of Flor-' ida extended as far west as the Mississippi River. See if you can find this region on the map. We are now going to read to find out how the United States grew from the thirteen colonies to her present size.
- 2. Direct pupils' reading to reviewing briefly the settlement of the thirteen colonies and how the people lived in these colonies.
- 3. Try to have pupils read rather briefly reasons why the English colonists and the mother country did not get along.
- 4. Have children find out what part George Washington had in the War for Independence.
- 5. Have children read briefly about the Louisiana Purchase in 1803, the Purchase of Florida in 1819, the Oregon Treaty of 1846, the annexation of Texas in 1845, the purchase of the Mexico Territory in 1848, and the Gadsden purchase of 1853.
- B. Things for Pupils to Do
 - 1. Make a list of the colonies which were settled because of religious difficulties.
 - 2. Make a list of colonies settled for other reasons.
 - 3. Be able to report on why England and her colonies had trouble.
 - 4. Be able to report to the class on the part George Washington had in the War for Independence.
 - 5. Color the territory which was claimed by the United States at the close of the War for Independence.
 - 6. Read about the Declaration of Independence.
 - 7. Read to find out about the Louisiana Purchase. Look for these things as you read:

Where the Louisiana country was From what country United States got it How much was paid for it What states were made out of it

- 8. Color the Louisiana territory on an outline map of United States.
- 9. Use the same outline as above in finding out about Florida, Oregon, Texas, Mexico, and the Gadsden purchase.
- 10. Show each of these on outline maps.
- 11. Read to find out about and be able to report to the class on the Lewis and Clark expedition.
- C. Word Study

Use these words in sentences of your own: expedition, independence, declaration, peace, war, region, territory, purchase, adventures, treaty, boundary, disputed tract.

D. Summary

Fill the blanks in the following sentences with a word or a group of words:

- 1. There were original colonies.
- 2. The American colonies belonged to
- 3. England quarreled with her colonies because
- 4. The quarrel between England and her colonies was called the
- 5. The war for Independence lasted about
- 6. Lewis and Clark made an expedition to the northwestern part of what is now United States for the purpose of
- 7. Write two paragraphs about George Washington. In the first tell what he did for his country in time of war. In the second tell what he did for his country in time of peace.
- 8. Fill out the following chart which shows the growth of the United States up to 1853.

	Uı	nited States to	1853		
Thirteen Original Colonies—became independent in					
	Location	Secured From	Time Secured	Amount Paid for It	
Louisiana Purchase					
Florida Purchase					
Oregon		- -			
Texas	122			4.	
Mexico Territory					
Gadsden Purchase					

XXIII. Inventions and Conditions Which Changed Home Life and Work

(Study time 1 to 2 weeks)

A. Lesson Approach and Directed Study

- 1. At the time our country was making a rapid growth in territory many changes were taking place. Improvements were being made in travel and transportation and inventions were being made which changed the work of the people.
- 2. Direct children's reading to finding out:
 - Why the northeast turned to manufacturing
 - Conditions which helped make cities grow in the northeastern part of the United States

Conditions which brought about farming on plantations in the South Conditions which brought about diversified farming in the north and west

How the people lived during the middle of the nineteenth century

B. Things for Pupils to Do

1. Read to find out and be able to report on:

Why the cities grew in the Northeast

What invention helped in manufacturing cloth

How work in the South differed from that of the Northeast

Why classes developed in the South

What slavery was and how it affected conditions in the South How slavery was begun

Slavery troubles

How slavery finally ended

How farming in the North differed from that of the South and why Effect of the invention of the reaper

Where many of the workers in the nineteenth century came from

2. Be able to fill in this outline on the homes of the people of the various parts of the United States during this period as to:

Style of houses

Kinds of houses

Furniture

Heating and lighting

- 3. Find pictures of the houses in which the people of about 1850 lived.
- 4. Tell the class of any furniture you have seen which was used about this time.
- 5. Read to see what you can find out about the invention of matches, the reaper, and the sewing machine.

C. Summary

Mark each of the following statements as true or false:

- 1. Many immigrants came to the United States about 1850.

- 5. Negro slaves were first brought to United States in 1619.

- 6. The North and South quarreled over slavery.
- 7. The North wanted slaves while the South did not.

.....10. The South wanted slaves because they needed cheap help.

Write a paragraph each on:

- a. Type of house in which the southern planter lived.
- b. Type of house in which the frontier settler lived.
- c. Type of house in which the small farmer lived.

XXIV. Inventions and Conditions Which Changed Food and Clothing

(Study time 1 to 2 weeks)

A. Lesson Approach and Directed Study

- 1. Inventions and conditions also made some changes in the food and clothing of the people about the middle of the nineteenth century. We are going to read to find out what these changes were.
- 2. Direct children's reading to finding out:

What inventions affected the food of the people

What inventions affected the clothing of the people of these days

B. Things for Pupils to Do

- 1. Read to find out how foods eaten about 1850 differed from the foods which the colonists had to eat and from the foods which we have to eat today.
- 2. Make a list of the common foods of about 1850.
- 3. Write a paragraph on the differences in cooking and serving food in colonial days and in 1850.
- 4. Write a paragraph telling what effect the invention of the reaper had on the food of the people.
- 5. Read to find out how the dress of the people of later pioneer days differed from the dress of colonists. Make a report on this to the class.
- 6. Compare materials used for clothing in later pioneer days with those used by the colonists.
- 7. Make a list of the machines invented which affected the making of clothing.

C. Word Study

See if you can use these words in sentences: "land hunter," peddler, hoop skirt, factory, invention, weaving, spinning, reaper, cotton gin.

D. Summary

Complete each of the following sentences:

- 1. People of the later pioneer days ate more food than the colonists because
- 2. A great change in cooking and serving food was brought about in the later pioneer times by the use of
- 3. The invention of the reaper had a great effect upon the food of the people because

4.	The reaper was invented by
5.	Materials which the later pioneers used for making clothing were
6.	The materials and styles of the clothes of the later pioneers differed
	from the people of earlier days because
7.	The cotton gin was invented by
8.	The cotton gin was used for
9.	Inventions which helped in making cloth were
10.	The sewing machine was invented by
11.	Write a paragraph telling of the styles of dress from about 1800 to
	1850.
12.	What pictures showing the way the later pioneers dressed can you find?
13.	Make a list of all the inventions which you have studied so far
	which have changed the ways in which people lived.

XXV. Inventions and Conditions Which Changed Travel, Transportation, and Communication

(Study time 1 to 2 weeks)

A. Lesson Approach and Directed Study

1. How fast a country will be settled and how the people live depends very much upon the kinds of travel, transportation, and communication which may be used. You remember about the hardships of travel and of transporting goods in colonial and early pioneer days. (These may be reviewed briefly.) We are now going to see what improvements were made in later pioneer days in travel, transportation, and communication and how these affected the ways in which the people lived.

2. Direct pupils' reading to finding out about:

The first railroads Canal and steamboats Coaches The telegraph The Atlantic cable

B. Things for Pupils to Do

- 1. Read about and be able to describe to the class the first passenger trains.
- 2. Write a paragraph on how the canal boats were used.
- 3. Be able to describe the early steamboats and tell how they differed from the steamboats of today.
- 4. Write a paragraph on how the family went to town in later pioneer days.
- 5. Read the story of how Samuel F. B. Morse invented the telegraph.
- 6. Find out about Cyrus W. Field and what he did.
- 7. See if you can find out how the telegraph works.
- 8. Find out what these men did: Fulton, Whitney, Steinmetz, Bell, and McCormiek
- 9. Write a paragraph on how improvements in travel, transportation, and communication changed the ways in which people lived in later pioneer days.

C. Summary

Use the correct word in each of these sentences:

- 3. Early trains made about miles per hour.

(fifty, fifteen, sixty-five)

- 4. Canal boats were moved by means of
- (a steam engine, horses, a gasoline engine)
- 5. Steamboats traveledthan canal boats.

(faster, more safely, slower)

6. Families in the South rode in

(wagons, coaches, carts)

- 8. Samuel Morse invented the

(telephone, radio, telegraph)

9. The Atlantic cable was laid by

(Samuel Morse, Alfred Vail, Cyrus W. Field)

10. Means of travel were than in colonial days.

(better, poorer, slower)

XXVI. Schools and Churches

(Study time 1 to 2 weeks)

- A. Lesson Approach and Directed Study
 - 1. Do you remember what provision the colonists made for schools for their children? What kinds of schools did the colonial children attend? Were there high schools in those days? What kind of schools did the early pioneer children attend? We are now going to read to find out what improvements there were in the schools which the later pioneer boys and girls attended.
 - 2. Direct pupils' reading to finding out:
 - Why more schools were so necessary

How changes in working conditions affected the schools

Why there were fewer schools in the South than in the North

How the idea of free schools for everyone came about

What the academies were

When and where the first high school was started

What provision was made for colleges

Work done in the common schools

B. Things for Pupils to Do

1. Read and be able to report to the class on the following topics:

Why public schools were needed in pioneer days

Why free public schools developed faster in the North than in the South

Why schools didn't develop equally fast in all parts of United States

Purpose of the academies How academies were supported Education of teachers Changes made in common schools School buildings Subjects taught in the common schools

- 2. Make a list of all the kinds of schools you have studied beginning with colonial days.
- 3. List ways in which colonial, early pioneer and later pioneer schools differed or were alike.
- 4. Read to find out

The different kinds of churches in later pioneer days

Kind of religious services

Education of the preachers

How our churches today are alike or different from the pioneer churches

C. Summary

- 1. Write two paragraphs on the schools of the later pioneers. In one paragraph trace the development of the schools from colonial times to the beginning of the American high school, and in the other paragraph describe the common school of later pioneer days.
- 2. Write a paragraph telling how churches in later pioneer days were different from those of early colonial days.

XXVII. Recreation

(Study time 1 to 2 weeks)

- A. Lesson Approach and Directed Study
 - 1. Children of the pioneer days and also grown people had good times. Some of their good times were different from those you enjoy but others were much like those you enjoy today. We are going to read to find out what people of the later pioneer days did to have a good time.
 - 2. Direct pupils' reading to finding out:

What children did for recreation in later pioneer times

What older people did for recreation in later pioneer times

- B. Things for Pupils to Do
 - 1. Make a list of the games which children of later pioneer days played.
 - 2. Make a list of the pleasures which the older people enjoyed.

XXVIII. Government

- A. Lesson Approach and Directed Study
 - 1. Review with the children the ways in which the early colonies were governed. Talk with them about how the king ruled some of the colonies, how some were governed by a charter, and how others had proprietors. Now when the colonies gained their independence from England it was necessary for them to have a form of government for

themselves. We are now going to read to find out something about the government that the states made for themselves.

- 2. Direct children's reading to finding out briefly about:
 - How each state sent men to a convention or meeting at Philadelphia What men some of the states sent What important plan came from the convention

Who headed the new government

B. Things for Pupils to Do

- Read to find out and be able to report to the class on the following: Why it was necessary to have a new form of government Where the men who planned the government met When the new government was planned
 - Who headed the new government and some of his problems
- 2. Make a list of the famous men who helped to write the Constitution of United States.
- 3. See if you can find the meaning for the word "Constitution."
- 4. See if you can find a picture of the hall where the constitutional convention met.
- 5. Give ways in which this new government differed from colonial and early pioneer government.

C. Summary

- Fill the blanks in these sentences:
- 1. There were original colonies.
- 2. The original colonies belonged to
- 3. The colonies gained their from England.
- 4. The colonies now became
- 5. It was necessary that be set up to control the states.
- 6. Our country was now called
- 7. The constitutional convention met at
- 8. The convention planned the
- 9. The date of the constitutional convention was
- 10. Some important men at the convention were,

....., and

12. was the first president of the United States.

Comparison of the Ways in Which the Pioneers Lived with the Way We Live Today

(Study time 3 to 6 weeks)

We have studied about how people lived in colonial and pioneer days. We will now be able to compare ways in which the early people in our country lived with the way we live today. Direct children's reading and discussions so that they will have a good view of modern living. Have them read on the following topics from various sources. These topics should be discussed freely in class. Part of each discussion should deal with comparisons or contrasts between early and modern living and the reasons for these differences:

Our homes today

Our food and clothing today

Our schools and churches today Our travel, transportation, and communication today Our recreation today Our government today

XXIX. Bibliography

This compilation of reading material for children and teacher is necessarily incomplete. It is intended to be merely suggestive and is offered only as a nucleus of bibliographical material to which each teacher will constantly add.

Pupils' Reference List

- Bailey, Carolyn S., Boys and Girls of Colonial Days, A. Flanagan & Co., Chicago, 1934
- Bailey, Carolyn S., Boys and Girls of Pioneer Days, A. Flanagan & Co., Chicago, 1930
- Bailey, Carolyn S., When Grandfather Was a Boy, Ginn & Co., Chicago, 1928
- Bailey, Carolyn S., Boys and Girls of Modern Days, A. Flanagan Co., Chicago, 1929
- Bailey, Carolyn S., Boys and Girls of Discovery Days, A. Flanagan Co., Chicago, 1935
- 6. Barker, Eugene; Dodd, Wm. E.; Webb, W. P., Our Nation Begins, Row, Peterson & Co., Chicago, 1932
- Barker, Eugene; Dodd, Wm. E.; Webb, W. P., Our Nation Grows Up, Row, Peterson & Co., Chicago, 1932
- Barker, Eugene; Dodd, Wm. E.; Webb, W. P., The Story of Our Nation, Row, Peterson & Co., Chicago, 1928-34
- 9. Bass, Florence, Stories of Pioneer Life, D. C. Heath & Co., Chicago
- Blaisdell, Albert F. and Ball, Francis K., The Child's Book of American History, Little, Brown & Co., Boston, 1927
- Blaisdell, Albert F. and Ball, Francis K., American History for Little Folks, Little, Brown & Co., Boston, 1927
- Blaisdell, Albert F., Boys and Girls in American History, Little, Brown & Co., Boston, 1930
- Burnham, Smith and Jack, Theodore, Hero Tales from History, J. C. Winston Co., Chicago, 1934
- Carr, Mary Jane, Children of the Covered Wagon, Thos. Crowell Co., New York, 1934
- Chalmers, James, Talks About Our Country, Benj. H. Sanborn Co., Chicago, 1927
- 16. Chapman, The Founding of America, Houghton, Mifflin Co., Chicago, 1932
- 17. Chase, Grace and Perry, Ellen, Southern Hero Stories, Macmillan Co., Chicago, 1930
- Clark, Marion, Westward to the Pacific, Chas. Scribner's Sons, Chicago, 1932

- Clark, Marion and Gordy, W. F., The First Three Hundred Years in America, Chas. Scribner's Sons, Chicago, 1929
- Clark, Marion and Gordy, W. F., Westward Toward America, Chas. Scribner's Sons, Chicago, 1929
- Clark, Marion and Gordy, W. F., The Birth and Growth of Our Nation, Chas. Scribner's Sons, Chicago, 1933
- Coddington, Elizabeth and Long, Wm. J., Our Country, Ginn & Co., Chicago 1929
- Coe, F. E., Founders of Our Country Revised, American Book Co., Chicago, 1930
- 24. Coe, F. E., Makers of the Nation, American Book Co., Chicago, 1930
- 25. Collins, E. A. and Hale, Lyda, Hero Stories for Children, Maemillan Co., Chicago, 1933
- 26. Columb, Colonial America, Macmillan Co., Chicago, 1934
- Coyle, L. S. and Evans, W. P., Our American Heritage, McGraw, Hill Co., New York, 1934
- 28. Earle, Alice, Child Life in Colonial Days, Macmillan Co., Chicago
- Embree, Louise, A Child's Life of George Washington, E. P. Dutton Co., New York, 1932
- Foote and Skinner, Revised, Explorers and Founders of America, American Book Co., Chicago, 1929
- Gerwig, Washington the Young Leader, Chas. Scribner's Sons, Chicago, 1923
- 32. Gordy, W. F., Abraham Lincoln, Chas. Scribner's Sons, Chicago, 1917
- Gordy, W. F., Leaders in Making America, Chas. Scribner's Sons, Chicago, 1930
- Gordy, W. F., Stories of Early American History, Chas. Scribner's Sons, Chicago, 1930
- Gordy, W. F., Stories of Later American History, Chas. Scribner's Sons, Chicago, 1934
- Hague, Elizabeth and Chalmers, Mary, Dramatic Moments in American History, University Publishing Co., Lincoln, Nebraska, 1926
- Halleck, R. P. and Franz, Juliette, Founders of Our Nation, American Book Co., Chicago, 1929
- Halleck, R. P. and Franz, Juliette, Makers of Our Nation, American Book Co., Chicago, 1930
- Hart, A. B., Source Readers in American History, Macmillan Co., Chicago Book 1, Colonial Children Book 2, Camp and Fireside of the Revolution Book 3, How Our Grandfathers Lived Book 4, The Romance of the Civil War Book 5, In Our Times
- Heard, Sarah and King, M. W., Stories of American Pioneers, J. C. Winston Co., Chicago, 1934

- Heard, Sarah and King, M. W., Stories of American Explorers and Settlers, J. C. Winston Co., Chicago, 1934
- Hubbard, Elanore, The Teaching of History Through Dramatic Presentation, Benj. Sanborn Co., Chicago, 1935
- 43. Kelty, Mary G., The Beginnings of the American People and Nation, Ginn & Co., Chicago, 1930
- Kelty, Mary G., The Growth of the American People and Nation, Ginn & Co., Chicago, 1931
- Kelty, Mary G., The Story of the American People, Ginn & Co., Chicago, 1931
- Knowlton, D. C. and Gill, C. M., When We Were Colonies, American Book Co., Chicago, 1934
- Knowlton, D. C., and Gerson, A. J., Our Beginnings in the Past, American Book Co., Chicago, 1933
- Knowlton, D. C. and Wheeler, Mary A., Our Past in Western Europe, American Book Co., Chicago, 1933
- 49. Lacey, Ida Bell, Light Then and Now, Macmillan Co., Chicago, 1930
- 50. Lawler, Thos. Bo., Builders of America, Ginn & Co., Chicago, 1927
- Lefferts, Walter, Our Country's Leaders and What They Did for America, J. B. Lippincott Co., Chicago, 1926
- 52. Logie, A. E., From Columbus to Lincoln, Lyons & Carnahan, Chicago, 1924
- 53. Logie, A. E., From Lincoln to Coolidge, Lyons & Carnahan, Chicago, 1925
- 54. MacDonald, Then and Now in Dixie, Ginn & Co., Chicago, 1933
- McGuire, Edna and Phillips, C. A., Building Our Country, Maemillan Co., Chicago, 1934
- McGuire, Edna and Phillips, C. A., Adventuring in Young America, Macmillan Co., Chicago, 1929
- 57. McPhee, Clare and Marguerite, George Washington's Place, Lyons and Carnahan, Chicago, 1932
- McPhee, Clare and Marguerite, Our Washington, Lyons and Carnahan, Chicago, 1932
- McPhee, Inez, American Heroes from History, A. Flanagan & Co., Chicago, 1930
- Montgomery, Beginners American History Revised, Ginn & Co., Chicago, 1931
- Mulliken, Sarah E., Boys and Girls of Colonial Times, Ginn & Co., Chicago, 1928
- Nida, Wm. and Nida, Stella, Pilots and Pathfinders, Macmillan Co., Chicago, 1934
- 63. Nida, Wm., Explorers and Pioneers, Macmillan Co., Chicago, 1925
- 64. Nida, Wm. and Webb, Victor L., Our Country Past and Present, Scott, Foresman & Co., Chicago, 1930
- Nida, Wm., Man Conquers the World with Science, Laidlaw Co., Chicago, 1934

90

- 66. Nida, Stella, Letters of Polly the Pioneer, Macmillan Co., Chicago, 1932
- 67. O'Hara, Elizabeth F., From Hunters to Herdsmen, Macmillan Co., Chicago, 1932
- O'Hara, Elizabeth F.; Taming the Wild Grasses, Maemillan Co., Chicago, 1932
- Orton, Helen, The Treasure in the Little Trunk, Stokes & Co., New York, 1932
- Perkins, Lucy Fitch, The American Twins of 1912, Houghton, Mifflin Co., Chicago, 1930
- 71. Perkins, Lucy, Pioneer Twins, Houghton, Mifflin Co., Chicago, 1927
- Perry, A. C. and Price, G. A., American History First Book Revised, American Book Co., Chicago, 1930
- Petersham, Maude and Miska, The Story of Food, J. C. Winston Co., Chicago, 1934
- Petersham, Maude and Miska, The Story of Clothes, J. C. Winston Co., Chicago, 1934
- Petersham, Maude and Miska, The Story of Houses, J. C. Winston Co., Chicago, 1934
- Petersham, Maude and Miska, The Story of Transportation, J. C. Winston Co., Chicago, 1934
- Petersham, Maude and Miska, The Story of Steel and Iron, J. C. Winston Co., Chicago, 1934
- Petersham, Maude and Miska, The Story of Coal, J. C. Winston Co., Chicago, 1934
- Petersham, Maude and Miska, The Story of Oil, J. C. Winston Co., Chicago, 1934
- Pugh, Mabel, Little Carolina Bluebonnet, Thos. Crowell Co., New York, 1933
- 81. Rideling, Wm. H., George Washington, Macmillan Co., Chicago, 1925
- Rolt and Wheeler, Francis, Thomas A. Edison, Macmillan Co., Chicago, 1927
- Smallidge, O. E. and Paxson, F. L., *Finding America*, Houghton, Mifflin Co., Chicago, 1929
- Smallidge, O. E. and Paxson, F. L., Builders of Our Nation, Houghton, Mifflin Co., Chicago, 1934
- 85. Smith, J. Russell, Home Folks, J. C. Winston Co., Chicago, 1927
- 86. Southworth, Gertrude and Southworth, John, The Thirteen American Colonies, Iroquois Publishing Co., Chicago, 1935
- Storm, Grace E., My George Washington Book, Lyons and Carnahan, Chicago, 1932
- Storm, Grace E., Real Stories About George Washington, Lyons and Carnahan, Chicago, 1932
- Tappan, Eva March, Elementary History of Our Country, Houghton, Mifflin Co., Chicago, 1932

- Tappan, Eva March, American History Stories, Houghton, Mifflin Co., Chicago, 1924
- Terry, Arthur Guy, Tales from Far and Near, Row, Peterson & Co., Chicago, 1926
- Terry, Arthur Guy, Tales of Long Ago, Row, Peterson & Co., Chicago, 1926
- 93. Terry, Arthur Guy, The Beginnings, Row, Peterson & Co., Chicago, 1926
- Turner, N. B., In the Days of Young Washington, Houghton, Mifflin Co., Chicago, 1931
- Waddell, J. F. and Bush, Maybell, How We Have Conquered Distance, Macmillan Co., Chicago, 1934
- 96. Waddell, J. F. and Perry, Amy, Long Ago, Macmillan Co., Chicago, 1933
- 97. Warren, Maude, Little Pioneers, Rand McNally Co., Chicago
- Wilson, Lucy, History Reader for Elementary Grades, Macmillan Co., Chicago, 1929
- Yoakam, G. A.; Bagley, Wm. C.; Knowlton, P. A., Reading to Learn Book I, Macmillan Co., Chicago, 1935

Teachers' History Reference Books

- 1. Bagley, W. G. and Ford, *The Selection and Training of the Teacher*, Chas. Scribner's Sons, Chicago (In prep.)
- 2. Beale, T. A., Freedom of Teaching in the Schools, Chas. Scribner's Sons, Chicago (In prep.)
- Beard, C. A., A Charter for the Social Sciences in the Schools, Chas. Scribner's Sons, Chicago, 1932
- Beard, C. A., The Nature of the Social Sciences, Chas. Scribner's Sons, Chicago, 1934
- Blaisdell, Albert F. and Ball, Francis K., Log Cabin Days, Pioneer Publishing Co., New York, 1928
- Casner, Mabel and Gabriel, Ralph, Teachers Manual for Exploring American History, Harcourt, Brace & Co., New York, 1931
- Counts, Geo. S., Social Foundations of Education, Chas. Scribner's Sons, Chicago, 1934
- Counts, Geo. S., Conclusions and Recommendations, Chas. Scribner's Sons, Chicago, 1934
- 9. Dawson, Edgar, Teaching the Social Studies, Macmillan Co., Chicago, 1928
- Garrison, Noble Lee, The Technique and Administration of Teaching, American Book Co., Chicago, 1934
- 11. Horn, Ernest, Methods of Instruction in the Social Sciences, Chas. Scribner's Sons, Chicago (In prep.)
- Johnson, F. W., An Introduction to the History of the Social Sciences in the Schools, Chas. Scribner's Sons, Chicago, 1932
- Kelley, T. L. and Krey, Tests and Measurements in the Social Sciences, Chas. Scribner's Sons, Chicago, 1934

92

- Kelty, Mary G. and Moore, Tests of Concepts in the Social Studies, Chas. Scribner's Sons, Chicago, 1934
- Kelty, Mary G., Teaching American History in the Middle Grades of the Elementary School, Ginn & Co., Chicago, 1928
- Marshall, L. C., A Social Process Approach to Curriculum-Making in the Social Studies, Chas. Scribner's Sons, Chicago (In prep.)
- 17. Merriam, Civic Education in the United States, Chas. Scribner's Sons, Chicago, 1934
- Newlon, Educational Administration as Social Policy, Chas. Scribner's Sons, Chicago, 1934
- 19. Nida, Wm., Following the Frontier, Macmillan Co., Chicago, 1934
- Pierce, Citizens' Organizations and the Civic Training of Youth, Chas. Scribner's Sons, Chicago, 1933
- Clark, Exercises in the Use of Historical Evidence, Chas. Scribner's Sons, Chicago, 1934
- Tryon, R. M., The Social Sciences as School Subjects, Chas. Scribner's Sons, Chicago (In prep.)
- 23. Welling and Calkins, Social and Industrial Studies for the Elementary Grades, Lippincott Co., Chicago

