

Reading  
(secondary educ.)

State of Iowa  
1931

Questions Teachers Ask About  
Reading and Study in  
Intermediate and Upper Grades

READING AND STUDY BULLETIN NUMBER TWO

Prepared by  
CLARA M. WALLACE  
*Supervisor of Normal Training High Schools*

Issued by the Department of Public Instruction  
AGNES SAMUELSON, *Superintendent*

Published by  
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## PREFACE

Reading is undoubtedly the most important of the so-called tool subjects. To those who are skilled in reading are opened the vast treasures of the printed page: the current news and thought in the daily newspapers and in periodicals, the vast body of technical and social knowledge, and the pleasure and inspiration of the world's great literature. The school that has trained its children in skillful reading and in an abiding interest in good books has gone far toward making educated citizens.

But the high rank which is universally given to reading is not dependent alone on its basic usefulness in life outside the school. Reading ability determines in large part the successes, as well as the failures, in the study of other subjects in the school. It is now certain that many of the students who do not succeed in college owe their failures chiefly to their inability to read. Whatever doubts may be in the minds of teachers and students concerning the justification for some of the so-called preparation for college, there can be no question about the student's right to expect that he shall not be hampered in his college work because of poor training in reading. A study of the reading disabilities of college students shows that these disabilities are undoubtedly based on inadequate teaching throughout the elementary and high school years. Indeed, most of the difficulties must have had their beginnings in the very early grades. Moreover, the same difficulties which cause failures on the part of college students must have seriously hampered these students in all of their studies both in the elementary school and in the high school. It is therefore appropriate that this bulletin on reading should be the first of a series designed to improve the quality of teaching in the public schools of Iowa.

During the past twenty years investigations in the field of reading have accumulated a vast body of important data. As a result of these investigations, oral and silent reading have been distinguished with consequent profit to both types of reading. Perhaps even more important is the distinction which has been made between reading of the recreational type and reading of the work type. Methods of teaching the various skills involved in reading have been vastly improved. And while there is much yet to be done, we have already learned enough about teaching reading to guarantee to every normal boy and girl a reasonably satisfactory attainment in the important reading abilities.

The results of all of these investigations are not easily accessible to the isolated classroom teacher. Moreover, they are voluminous, and often difficult to interpret. It is the service of this bulletin to make the necessary interpretations in a form which can be easily utilized by the classroom teacher. The language is plain and simple. Very little abstract theory is found; rather, modern theories of teaching are illustrated and built up through the examples which are given. It is definite and concrete. The teacher who reads the bulletin is not left to wonder what it is she is expected to do. Most important of all, perhaps, is the help given on the various problems which the teachers

of the state have reported as most troublesome. The solutions offered in the bulletin are eminently practical and in harmony with the State Course of Study, elaborating and making more concrete the suggestions which the course of study contains. The guidance thus provided in the bulletin is especially needed by teachers in one-room rural schools, who, from the very nature of the case, have little supervision and are somewhat isolated from professional contact. However, its value is not limited to such teachers. Beginning teachers in all types of schools will find it a rich mine of helpful suggestions. Indeed, any teacher in the state, whether in rural schools or in city schools, can teach reading successfully, if she will carefully study the bulletin and conscientiously follow the suggestions which it gives. The time taken to read and understand the bulletin will in the long run save the teacher's energy rather than add to her labors.

No further introduction to the bulletin is needed. It speaks for itself. It can be recommended enthusiastically as the basis of a state-wide drive on the improvement of reading. Obviously, however, the mere printing of the bulletin will not accomplish the desired results. It must be understood by the teachers of the state and used effectively by them. Because of the importance of the problems which it attacks and the worth of the ideas which it contains, it merits a hearty reception by the teachers, supervisors, and administrative officers of Iowa.

ERNEST HORN

*Professor of Elementary Education and  
Director University Elementary School,  
State University of Iowa.*

ERRATA: The following foot-note was inadvertently omitted from the bottom of page 25:

Permission for use of geography material on pages 25 and 26 was granted by Professor Barrows.

## INTRODUCTORY STATEMENT

The teachers' institute in this state has been converted by law into a state wide program for the improvement of instruction. Obviously, the logical place to begin this work is with reading. It is basic to the children's progress in all subjects and fundamental to the achievement of the purpose of the school. Accordingly, we are designating reading as a subject to receive major emphasis this year.

Since it is important that better assignments be made and that children learn to study more effectively and to use their time more economically, reading is being stressed from the standpoint of study. The skills required for work-type reading are also necessary in the development of proper study habits. For that reason, the work in reading and study is very closely associated.

The state elementary course of study will serve as the guide for this intensive drive on reading and study. It is being supplemented by this series of three bulletins on reading; two for the elementary grades and one for the high school. The grade bulletins are based upon the findings of a questionnaire sent the county superintendents calling for a list of the questions most frequently asked by teachers about teaching reading, as well as a list of the difficulties and weaknesses in reading revealed by county superintendents by their visitation and testing work. The first two bulletins are an attempt to offer some definite remedial help in answering the questions submitted.

Since the responsibility for teaching reading skills and study habits does not end with the elementary grades, the third bulletin covers the high school subjects. It points out the need of remedial work in the high school and gives exercises suggestive of the lessons which may be worked out by teachers over the usual content of material used in the school.

Permission to use the lessons set up for the purpose of illustration has been secured from publishers.

These bulletins have been prepared with the hope that they will serve a useful place in this program for the improvement of instruction in reading and study. If they are helpful in professional meetings, teacher training courses, and in actual class room situations, they will be productive of far-reaching results in the years to come.

AGNES SAMUELSON

Superintendent of Public Instruction

# READING AND STUDY

*Intermediate Grades*

*(Grades four, five, and six)*

## QUESTIONS TEACHERS ASK

1. What materials are needed for work-type reading
2. How to lead the children to set up the purpose for which they read and study.
3. How to give training in selecting the main points in reading and study
4. How to improve comprehension
5. How to train children to organize materials
6. How to train children to summarize materials
7. How to develop the ability to remember what is read
8. How to assign materials for giving training in a number of skills in reading and study
9. How to teach children to make an outline
10. How to train children in the use of the dictionary
11. How to teach children the use of the index
12. How to develop skills in the location of materials in successful geography study
13. How to provide exercises in skimming
14. How to conduct a literature period in which the children read prose silently for pleasure
15. How to conduct a literature period for real experience and enjoyment
16. How to provide for group work in literature in the fourth, fifth, and sixth grades
17. How to make oral reading effective
18. What methods to use in teaching poetry
19. How to help children to memorize poetry
20. How to keep achievement records in reading
21. Physical conditions necessary for effective reading and study

## HELPS IN ANSWERING THESE QUESTIONS

*General Features of the Course in Reading and Study in  
Grades Four, Five, and Six*

These are the years during which great progress is made in doing independent work with books. Children should be encouraged to read wider and wider units. They are at this time introduced to the major fields of human

knowledge such as contact with geography, history, health study, elementary science, and industrial arts.

There are two main fields of reading in the intermediate and upper grades. These are the work-type reading and the recreational reading. The points of contrast between the two fields of reading in regard to the objectives are:

1. Objectives—work type reading
  - a. To develop speed in getting content
  - b. To develop power to understand factual material
  - c. To develop power to organize matter as one reads
  - d. To develop facility in assimilating new matter and connecting with matter already in the mind
  - e. To make the most of memory
  - f. To develop power to make use of material read
2. Objectives—recreational reading
  - a. To gain or give information
  - b. To afford enjoyment during leisure time
  - c. To get away from real life
  - d. To give pleasure to others

**1. Materials Needed for Work-type Reading**

The following minimal equipment is needed for developing reading abilities in the intermediate grades

- a. For class exercises in teaching children how to work with books.
  - A set of silent reading books of the work type so that each child will have a copy
  - A few copies each of a number of different readers or of supplementary informational books for work with small groups
- b. For use in carrying over into other subjects the skills and attitudes developed through the use of silent reading textbooks
  - The children's own textbooks such as geographies, histories, etc
  - Adequate number of dictionaries
  - At least one child's encyclopedia
  - As many special reference books as possible

**2. How to Lead the Children to Set Up the Purpose for Which They Read and Study**

This is a sample lesson in nature study for the fourth grade.

John, a fourth grade boy, found a baby woodpecker which had not yet learned to fly, and brought it to school with him. The children were much interested in it so the class had a reading lesson based on the woodpecker.

a. Materials used

- (1) *Compton's Pictured Knowledge*, pp 3780-3781 (Teacher should have children make use of whatever encyclopedia is available in the school.)
- (2) Patch, Edith, *First Lessons in Nature Study*, pp 243-245



(3) *World Book*, pp 7833-7834

b. Procedure

- (1) Children looked carefully at the woodpecker.
- (2) They asked such questions as the following and the teacher wrote them on the board. They turned to their source material and tried to find answers to their questions.
  - Why do woodpeckers knock on trees?
  - What do they eat?
  - Where do they build their nests?
  - What is the purpose of the sharp spines on the ends of the stiff tail feathers?
  - Where are woodpeckers found?
  - Are all woodpeckers the same color and size?
  - Are woodpeckers harmful?
  - Are they of any use?
- (3) The children then went over their materials a second time and made up a list of questions suggested by the materials of which they had not thought before.
- (4) In checking on results have the children answer in a few words questions asked.

**3. How to Give Training in Selecting the Main Points in Reading and Study**

This is a sample lesson in which the children are taught to select the main points. The following directions for studying this lesson

may be placed on the blackboard or hectographed on paper: Read through the first paragraph and from the following titles select the appropriate title for the paragraph. Write down the title and the number of the paragraph to which it belongs. Do the same with each paragraph.

Teaching baby seals to swim  
 Care of baby seals by the mother  
 Government protection of seals

Find and write in your notebook

- How many cubs are usually in a seal household?
- Find the sentence which tells how the baby seal is taught to swim.
- Why seals are hunted and killed.
- Four articles of clothing made from seal skin.
- Two ways for using the blubber.
- Find the sentence which tells that the mother seal knows her own cub.

*Lincoln Sixth Reader*—Sixth Grade Reading Lesson

SEA ANIMALS<sup>1</sup>

1. Another interesting time in the seal household is when the cubs are born. A mother has one cub usually, but often twin cubs. They are as cunning, and almost as helpless, as new born babes. The mother feeds and cares for her

<sup>1</sup> Taken from the *Lincoln Sixth Reader*. Permission for use granted by Laurel Book Co.

young with almost human thoughtfulness. Of a morning when she puts to sea for breakfast, the baby is left asleep; and when she returns, she makes her way unerringly, past thousands of whining cubs, to the exact place of her own little one.

2. By and by the baby must be taught to swim. Mother seal takes it to the water's edge and pushes it in. After a few lessons, baby has mastered the art of swimming and is then allowed to go near shore in search of its own food.

3. Formerly seals were hunted and slaughtered by the hundreds of thousands just for their skins. Now the government protects these animals and allows only a limited number to be killed each year. Seal skins are highly prized for ladies' capes and coats, muffs and mittens. The blubber makes good oil and the flesh is the chief food of the Eskimo and polar bear.

**4. How to Improve Comprehension**

There are various exercises for improving comprehension. Some of these exercises are as follows:

- a. Through testing children's understanding and memory of important points in the lesson after they have read it

Sample Lesson

*World Geography, Sixth Grade*

THE NEW WORLD<sup>2</sup>

Ocean vessels can reach Portland where the fresh water of the Willamette River kills the barnacles on their hulls. This makes it much easier to clean the vessels by scraping them when they are put into dry rock.

This location is not Portland's only advantage for trade. It is easily reached both by railroad and by the Columbia River from the inland districts of eastern Washington and Oregon and southern Idaho, from which large quantities of cattle and wheat are shipped. Trunk railroad lines extend from Portland through Spokane to St. Paul and through Boise and Pocatello to Chicago and the East. Canals have been dug around rapids in the Columbia River where it passes through the Cascades with locks which permit river boats to be raised or lowered without injury. Review what you read about locks on page 108. Thus it is especially easy for Portland to receive and send freight by railroad, river boat, and ocean vessel. With what other ports would you expect Portland to trade by sea? Because of these advantages, this city has become a leading shipping center for lumber and wheat.

After reading the article on Portland you should be able to explain (in brief sentences) each of the words and phrases given below. If you can't do this well turn back to the story and find out about how they are used. Then explain them briefly.

locks            freight            canals            rapids            hulls

Portland's advantages for trade

Portland a shipping center for two main articles

<sup>2</sup> Taken from *World Geography*, Book I. Permission for use given by MacMillan Company, Publishers.

Advantages for trade

Cleaning the vessels

- b. Improving comprehension and organization through practice in selecting the material needed to answer questions raised

Teacher: How many of you have ever seen cow peas?

Children: (Showing of hands)

Teacher: Do your fathers raise cowpeas?

Children: (Respond yes or no)

Teacher: To a child whose father raises cowpeas—Do we eat cowpeas?

Children: No.

The teacher has some questions on the board and says to the children, "The lesson in your book tells us many interesting things about cowpeas. Finding the answers to the questions on the board will help you to remember the important points. Read the question first and find the answer. Do the same with the rest of the questions."

Where did the cowpea plant first grow?

How are cowpeas used in tropical countries?

How are cowpeas used in our country?

What parts of the cowpea are used as food for other plants?

Why is the cowpea called an animal plant?

How do cowpeas differ from alfalfa?

#### Sample Lesson

*Agricultural Nature Study*—Book I

*Fifth Grade*

COWPEAS<sup>3</sup>

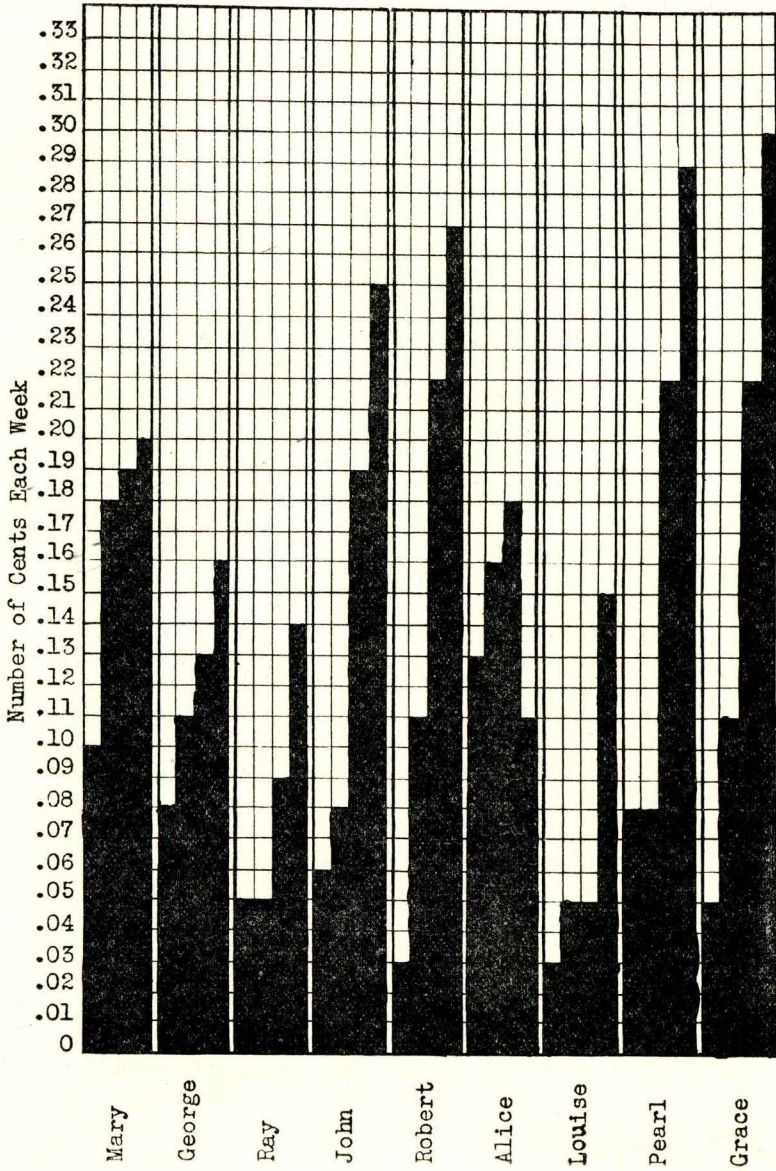
The cowpea plant first grew in southeastern Asia and parts of Africa. It was carried to the United States in the eighteenth century. In tropical countries cowpeas are cultivated for human food as well as for forage for livestock. In our country they are grown mainly for pasture and hay, and to enrich the soil. The bacteria in the nodules on the roots collect nitrogen from the air and store it in the soil in the form of nitrates which can then be used as food by other plants. Sometimes the plants are plowed under to add humus to the soil. The cowpea is an annual plant. We mean by this that it grows from the seed, brings new seeds to maturity, and then dies, all in one year. Cowpea hay is very much like alfalfa except that some varieties are richer in protein.

Teacher: Without looking back at the lesson see how many of the questions you can answer on a sheet of paper. Now turn back and read again to find the answers to the questions which you did not know.

- c. Comprehension through reading, understanding, and following directions (making a graph). If the pupils

<sup>3</sup>Taken from *Agricultural Nature Study* by Gehrs. Permission for use given by the American Book Company.

do school banking, a graph might be made to show how much each child saved for four weeks of the school year. From this numerous problems in arithmetic may be worked out. Such a chart or graph as the following may be made



## Problems Based on the Graph

- How much did Mary save the first week?  
 How much did she save the second week?  
 How much did she save during the month?  
 How much did Ray save during the third week?  
 How much more did Louise save than Alice during the fourth week?  
 Who saved the most during the first week?  
 Who saved the most during the fourth week?  
 How much did Robert save during the month?  
 Who saved the most during the month?  
 Who saved the most during the second week?  
 Who saved the least during the month?  
 How much did the entire school save during the third week?  
 How much did the entire school save during the month?

- d. Improving comprehension through practice in finding exact words to prove answers to questions

Teacher: On the board you will find a list of questions about how nature plants tree seeds. You are to answer each question with yes or no and give the exact words from the selection which prove your answer. For example question one is: Do tree seeds ever plant themselves? Turn back to the material and find the answer. This is the way to show the answer

Yes—out in the nature world the tree seeds plant themselves. Do not write more words than are necessary for proving the answer.

## Questions

- Do tree seeds ever plant themselves?  
 Are seedlings young trees?  
 Are winged seeds carried away from the trees by water?  
 Do nuts roll up hill when they drop from the trees?  
 Do squirrels find all the nuts that drop from the trees?  
 Are any seeds scattered by birds?  
 Are pod seeds planted by squirrels?  
 May all tree seedlings stand transplanting?  
 Do we ever plant nut trees?

## Nature Study and Health Education, Sixth Grade

HOW NATURE PLANTS TREE SEEDS<sup>4</sup>

Out in the nature world the tree seeds plant themselves. As you know the winged seeds are carried by the wind far away from the trees. When they drop to the ground they are floated by rains to the lowest spots. Here they sprout and grow into young trees which are called seedlings. Sometimes the seeds are stopped by walks, fences, and buildings. Look for seedling trees in those places.

<sup>4</sup>Taken from *Nature Study and Health Education*, Book III. Permission for use given by McKnight and McKnight Publishing Company.

When nuts drop from the trees they may roll to low spots or they may be buried by squirrels. The squirrels never find all of them again so a few of these grow. The pod fruits drop to the ground. Some are carried a short distance by rains or slide over the snow when they drop during the winter. The pods rot, and in time the hard seeds sprout and grow. Fleshy fruits plant their seeds in much the same way. Some of their seeds are scattered by birds. Do you know one that is scattered in this way?

There are some tree seedlings that will not stand transplanting. The seeds of these must be planted in the places where you wish the trees to stand. This is true of almost all the nut trees.

- e. Improving comprehension through studying the meaning of a word from its context

Teacher: In the lesson about teeth there are some words and word phrases which may be new to you. Find each of those listed on the board in the lesson to see how it was used and then use it in a sentence of your own.

permanent teeth  
hollows  
temporary teeth  
roots  
half jaw  
permanent grinding teeth  
wisdom teeth

#### Sample Lesson

#### Nature Study and Health Education, Fourth Grade

#### TEETH<sup>5</sup>

Permanent Teeth. The teeth you have now are called your permanent teeth. They form in small hollows in the bone directly beneath the roots of the temporary teeth. As they grow, they move upward pressing against the roots of the temporary teeth. This causes the temporary teeth to loosen. When they drop out, the permanent teeth come through the gums to take their places.

When a child is about six years old, he cuts in his gum back of the last temporary tooth in each half jaw his first permanent grinding tooth. A child has all of his permanent teeth when he is about twelve years old except his wisdom teeth. These come in any time after he is sixteen years of age. When he gets all of his permanent teeth he has sixteen in each jaw.

- f. Improving comprehension through practice in summing up the main ideas in a completion exercise

Teacher: Read the story about "The Rabbits' Home" and then close your books and see if you can complete these sentences by filling in the blanks with as few words as possible:

<sup>5</sup>Taken from *Nature Study and Health Education*, Book III. Permission for use given by McKnight and McKnight, Publishers.

1. Rabbits have several kinds of homes. One may find the rabbit home in
  - a. ....
  - b. ....
  - c. ....
2. The mother rabbit makes a home of ..... and ..... for her young ones.
3. When a dog comes near the mother rabbit ..... and the dog usually ..... her.
4. When the mother rabbit goes out to find food she covers the little rabbits by .....

### Sample Lesson

*Agricultural Nature Study*, Book I, Fourth Grade

#### THE RABBIT'S HOME<sup>6</sup>

Rabbits have several kinds of homes. Sometimes they hide in a thick growth of thorny blackberry bushes, and at other times they crawl into a hole in the ground under the snow. A heavy clump of grass or weeds along the fence row will also satisfy the rabbit as a home. The mother rabbit makes a home of grass and hair for her young. This little home is warm, fairly dry, and difficult to see, although a dog with a keen sense of smell might find it. But when a dog comes near, the mother rabbit runs off, and the dog usually picks up the chase and follows her. When the mother rabbit goes out to find some food for herself, she covers the little rabbits by pulling a part of the grass of the nest over them. (If you cannot fill all the blanks look up the answers to those you cannot fill.)

- g. Improving comprehension through practice in reading carefully so that directions may be followed.

The teacher distributes outline maps of Iowa and after materials have been studied in *Atchison's Geography of Iowa*, asks the fifth grade pupils to carry out the following directions

- Put (1) on the capitol of the state.
- Place (2) on the city which was the first state capitol.
- Put (3) on the Des Moines River.
- Put (4) on the Cedar and Iowa Rivers.
- Put (5) on the highest spot in Iowa.
- Put (6) on the lowest level in Iowa.
- Put (7) on the coal mining districts in Iowa.
- Put (8) on the dairy district in Iowa.
- Put (9) on a place where limestone is mined.
- Put (10) on a city where pearl buttons are manufactured.
- Put (11) on two places where there are packing houses.

<sup>6</sup>Taken from *Nature Study* by Gehrs. Permission for use given by American Book Company.

- Put (12) on a city where steel cars are made.  
 Put (13) on a city where washing machines are made.  
 Put (14) on a place where wool blankets are made.  
 Color dark the places where the most corn is grown.

- g. Improving comprehension through practice in reading, understanding, and following directions

Teacher: We are going to read how to play a game called "Fox and Hounds." Read it carefully and we will play it at recess. Let's see how many will be able to read it well enough so that the game can be carried out without having to look into the books again. John, you may be the fox and Mary, George, and Ray the hounds.

#### Sample Lesson

#### *The Lincoln Fourth Reader*

#### FOX AND HOUNDS<sup>7</sup>

This is an old game and one all children like to play. It may be played by any number of players indoors or out.

One player is the fox. His goal is the fox's hole. All the other players are hounds.

The fox will try to steal something, say a cabbage leaf from the garden, and get back to his hole before the hounds can catch him. It is best to give the fox a start of two or three minutes, because he is only one and the hounds are many.

When the fox discovers the hounds are on his trail, he starts for his hole. If he can return safely, he is allowed to be the fox for a second time. If a hound catches him, that hound becomes the fox in the next game.

5. **How to Train Children to Organize Material**      Children in the intermediate grades may be given practice in organizing materials.

- a. Organization through practice in choosing the sub-points to complete an outline

Teacher: In this lesson you are to make an outline, using the lesson on "A Nile City" to give you the answers. Read carefully to find the answers.

#### I. Cairo

- A. Where is it?  
 B. Why does it remind you of Bagdad?  
     1.  
     2.  
     3.  
 C. As you go eastward what city do you find Cairo to be like?

<sup>7</sup>Taken from *The Lincoln Fourth Reader*. Permission for use given by Laurel Book Company.



- D. How do you travel in Cairo?
- E. What do you see as you go through the crowded streets?
- 1.
  - 2.
  - 3.
  - 4.
  - 5.
  - 6.
  - 7.
- F. How do the houses look?
- 1.
  - 2.
  - 3.

GEOGRAPHY—*Journeys in Distant Lands*, Fifth Grade

A NILE CITY<sup>8</sup>

Several miles upstream from the place where the Nile branches before it flows into the sea, you come to the great city of Cairo on your left. It is on the eastern bank of the river. At first glance, there are things that remind you of Bagdad. You can see tall minarets and the domes of mosques. The wharves are crowded with people of many kinds. Dark skinned Egyptian boys beg you to let them carry your baggage.

As you go eastward into the city, you find that a part of Cairo is more like an American city than like England. This is the newer part. You may hire a donkey boy to guide you through the older town where only natives live. Your donkey carries you through narrow, crowded streets lined with little shops. The fruit seller is putting his fruit on bright colored papers on the shelf in his booth to tempt you to buy. A water carrier is sprinkling the dusty street with water which he carries in a goat-skin bag. Another water carrier with a tall earthen jar on his back sells water to drink. If you wish to buy, he fills for you a little brass cup. Bread sellers peddle flat bread cakes which they carry in baskets. You pass along one street lined with the shops of coppersmiths. You turn off into a lane lined with the bazaars of cloth sellers. You push close to the wall to let a camel with a load of clover on his back pass you. The walls of the houses are white-washed, and some of them are striped with bright colors. Many doorways are painted red, blue, or yellow. Some of the shops are just little booths in the walls of the two-story houses. On the second story, balconies jut out over the street, and shade you from the heat and glare of the sun.

b. Organization through matching paragraph headings

Teacher: Read each paragraph in the following health lesson in order to decide which paragraph heading on the board

<sup>8</sup>Taken from *Journeys in Distant Lands* by Barrows and Parker. Permission for use given by Silver, Burdett and Co.

is the right one for that paragraph. Read paragraph number one. Which heading below fits this paragraph? Put on your paper the following and after each number write the proper heading

- 1.
- 2.
- 3.

Good team work games

Proper clothing for exercise

Games which keep the body in good condition

*The New Healthy Living*—Sixth Grade

SOME THINGS TO REMEMBER AS YOU EXERCISE<sup>9</sup>

Roller skating, bicycle riding, ice skating, coasting, baseball, prisoners' base, all sorts of running games, swimming, tree climbing, and long walks—these are the things that make the muscles grow strong and the cheeks rosy. These are the things that keep the heart and the lungs in good condition.

Above all, games that children can play together are good. Such games, in which one team challenges another team not only develop physical strength, but also teach us how to do our best, not for ourselves but for the team, and to work side by side with others for a common end.

Proper clothes for games and hikes help to insure pleasure in exercise. Light-weight clothing and proper shoes are necessary for real outdoor comfort.

- c. Organization through practice in summarizing the main points of a paragraph

Teacher: A good summary does these things

Wastes no words

Makes the main thought clear

Tells all the important points

Read the citizenship lesson on "Old Tom." Then read the three summaries of the lesson and decide which is the best. Why is it the best? Why are the other two summaries not good?

*Citizens at Work and Play*—Fifth Grade

OLD TOM<sup>10</sup>

On November 28th Old Tom passed away at the Lincoln barn at the age of 22. Old Tom saw the horses crowded off the streets and replaced by noisy trucks. He never ran away or became excited when things went wrong. He saw the street cars stopped

<sup>9</sup>Taken from *The New Healthy Living*. Permission for use given by Chas. Merrill Co.

<sup>10</sup>From *Citizens at Work and Play* by Hague, Chalmers and Kelly. Copyright 1931 by the University Publishing Company. Used by special permission.

and the trains blockaded in big blizzards, but he worked harder than ever at such times and got through the drifts. He kept his balance on slippery pavements when other horses couldn't. Good horses play an important part in our delivery service and we appreciate them. Old Tom was a good soldier who always went through.—From the Milkman

1. On November 28th Old Tom passed away at the Lincoln barn at the age of 22. He saw horses replaced by noisy trucks but he never got excited or ran away. He always got through the snowdrifts and also kept his balance on the slippery streets. He was important in the delivery service and was a soldier who always went through.

2. Old Tom, a delivery service horse, has seen horses crowded off the streets with trucks. He worked hard to get through snowdrifts but he never ran away nor lost his balance on slippery streets. He passed away at the Lincoln barn on November 28th at the age of 22.

3. Old Tom passed away at the Lincoln barn on November 28th at the age of 22.

d. Organization through making an outline from memory.

Teacher: Read about Boston as a market center. When reading the material first, read carefully in order to plan your outline. Before you begin to write skim the material to see if you have forgotten any points. Then close your book and see if you can make an outline from memory.

GEOGRAPHY—*United States and Canada*—Sixth Grade

BOSTON AS A MARKET CENTER<sup>11</sup>

Boston is the greatest wool market in the United States. Millions of dollars' worth of wool sometimes are stored in warehouses near its piers. In some of the buildings near the harbor, you could visit the offices of more than a hundred firms whose business is the buying and selling of wool. Buyers come to Boston, not only from other cities in the United States, but also from foreign cities to purchase wool for use in their factories. You might also visit the offices of many firms engaged in buying and selling hides, leather, and leather goods, for Boston is the chief market place in the United States for leather. Although, as you have learned, New England textiles are manufactured for the most part in other cities, many of the textile manufacturing companies have display rooms in Boston, where purchasers may examine samples and buy goods without visiting the mills themselves.

<sup>11</sup>Taken from *United States and Canada*. Permission for use given by Silver, Burdett and Co.

Outline Which may be Expected from the Children

1. Things for which Boston is a market center
  - A. Wool
  - B. Hides, leather, and leather goods
  - C. Textiles

Teacher: If the children do not remember let them read again and then attempt the outline.

- 6. How to Train Children to Summarize Materials**      The following is a sample lesson for training children to summarize materials

*World Geography* Book I, Sixth Grade

### MINERAL PRODUCTS AND CONDITIONS IN THE ANDEAN COUNTRIES<sup>12</sup>

It was the precious metals that first attached the Spaniards to the Andean countries, and mining has been important ever since. Gold and silver are found in many places; there is copper in Peru and tin in Bolivia, besides a great number of other minerals, including small deposits of coal. The heavy tropical rains are a valuable aid to mining, for they cut away the soil and rock and thus expose the mineral veins to the prospector.

There are, however, two serious obstacles to trade with us. One is the character of the people. A large proportion of the inhabitants are Indians and persons of mixed blood. Recall some of the reasons for this.

So small a number of whites means that the standards of living are low. Even the cities, such as Quito, for example, present a poor appearance; the streets are generally narrow and unpaved and most of the buildings unattractive. In the country, conditions are even less comfortable. The houses are usually barren huts with dirt floors; clothing is ragged and soiled; and agricultural and mining implements are of the crudest sort.

#### Procedure in Teaching the Lesson

Ask the pupils to read the selection keeping in mind the minerals mined in South America, the people, and the living conditions in the cities.

The following directions should be placed on the blackboard

From paragraph one make a list of the mining products of the Andean countries. Find out why the tropical rains are an aid to mining.

In paragraphs two and three summarize two serious obstacles to the trade of the Andean countries with United States.

From paragraph three write in one sentence a description of the streets of such a city as Quito.

In one sentence write a description of living conditions in the Andean countries.

#### Method of Checking on Results

Have answers (which are short) ready for checking. Have pupils check their own or their neighbor's results. In a short time give another test and embody in it the materials of this lesson.

<sup>12</sup>Taken from *World Geography*, Book I. Permission for use granted by MacMillan Publishing Company.

- 7. How to Develop the Ability to Remember What is Read**      To develop the ability to remember what is read the teacher may employ such methods as:
- a. Reproducing a paragraph or a part of a story and then rereading to improve upon the first reproduction
  - b. Reading a story and dramatizing it
  - c. Reading a story or article and then answering questions, completing the sentences, or checking true and false statements by written answers
  - d. Reading a story and illustrating parts of it
  - e. An objective type test over materials read

Sample Lesson

*The Lincoln Sixth Reader*

MR. CRAWFISH<sup>13</sup>

"A crawfish!" you say, then hurry away. Just stop long enough to hear this crawfish tell its story. Read through in two minutes and decide upon the important points.

"I am a crawfish and you may find me any summer's day by looking under the stones in the bed of the creek. I am not so fierce as I look, although I can pinch your finger and make it bleed."

"What do you say? I look like a lobster! So I do, but then, you see, the lobster is my cousin! and the crab is my second cousin. Near relatives often resemble one another, you know. But the lobsters and my people parted company long ago. The lobsters live in the sea and we live in fresh water. You are right; I am not a fish, although I live in the water and breathe through gills."

"You have a skeleton on the inside of your body, but I carry mine on the outside. It is a very good skeleton, and also serves to protect me from my enemies, like the armor of the warrior knights of old. Inside the skeleton, my body is somewhat like that of an earthworm; but I belong to a much higher order of animals than the earthworm, and my organs and habits are quite different."

Directions to Children for Study

Read the first paragraph, close your eyes, and see if you can remember the main thing it told you. Open your eyes and read it again. Write in your notebook the sentence you want to remember about the paragraph. Do the same thing with the rest of the paragraphs. When you are through you will have three sentences which tell the story.

When you have finished your study close your books and write *yes* or *no* after each of the following statements: (Teacher may have these statements mimeographed, or place them on the blackboard.)

I am a crawfish. You may find me by looking on top of the stones in the creek.

I am not so fierce as I look.

The snake is my cousin.

<sup>13</sup>Taken from *The Lincoln Sixth Reader*. Permission for use granted by Laurel Book Company.

The crab is my second cousin.  
 I am not a fish.  
 I never go near the water.  
 I carry my skeleton on the outside of my body.  
 My skeleton protects me from enemies.  
 Inside the skeleton my body is like that of a toad  
 My organs and habits are quite different from those of an earth-worm.

- 8. How to Assign Materials for Giving Training in a Number of Skills in Reading and Study**      Assignments may be made in such manner as to give training in a number of skills in reading and study in each assignment.

Sample Lesson

Essentials of Geography, Book II, Sixth Grade<sup>14</sup>

Exercise in Skimming

The corn belt and the meat belt in the United States

Read: Location and drainage, p 132

Central Lowlands, p 133

Uplands, p 133

Glacial deposits, p 134

Climate, p 135

Corn, p 137

Live stock on farms, p 140

Sheep, p 141

Cattle, p 141

*Monday*

Use the fifteen minute period Monday for using the open book method in going over the above material with the pupils and assigning the material to be read during the next 35 minutes at their seats.

*Tuesday* (50 minutes for study at seats)

1. Make a list of the uses of corn.
2. Compare yields of corn to yields of wheat, barley, rye, and oats.
3. Make a study of the agricultural methods used in Iowa and Illinois. (Exercise in making comparisons.)
4. Study the corn distribution map in your book. (Exercise in locating data.)
5. On an outline map color the corn producing states and mark on each the yield last year. (Exercise in ability to use maps, graphs, charts, etc.)
6. Make a graph showing corn production in the middle western states last year. (Exercise in ability to use maps, graphs, charts, etc.)  
 (The Yearbook of the Department of Agriculture gives this.)

For reference material on corn outside the geography text see encyclopedia, agricultural bulletins, and year books. (Exercise in the use of index, encyclopedia, etc.)

<sup>14</sup>Plans based on material from *Essentials of Geography*, Book II, by Brigham and McFarland. Permission for use of materials for plans given by American Book Company.

*Wednesday*

Use the fifteen minute class period for open book method of study and assignment.

Class should review: Live stock on farms, p 140  
 Sheep, p 141  
 Cattle, p 141

During the study period of 35 minutes have pupils find out:

1. Why hogs are raised in the corn belt
2. Why beef cattle are fattened in the corn belt
3. Kinds of hogs and uses of each
4. Study the distribution maps in text and on an outline map color the states noted for hog production.
5. Make a graph showing hog production in the Middle Western states (Exercise to improve power to organize matter as read.)

*Thursday*

## Sample of Informal Tests

For the first twenty minutes have pupils review textbook and other material. During the last thirty minutes have the following test filled out:

- I. Write in the blank spaces the words necessary to complete the statements.
  1. The Middle West or Central States include ..... states.
  2. Five of these are east of the Mississippi River and north of the Ohio River. They are ....., ....., ....., ..... and .....
  3. The other states of this group are ....., ....., ....., ..... and .....
  4. Most of the midwestern states drain into the ..... but Michigan drains into the .....
  5. The plains of the middlewestern states are called ....., and are excellent farming land. There are many farms of ..... acres.
  6. The lowlands of Ohio and Indiana were originally covered with ....., but now produce crops.
  7. The soil of these states is fertile because of the .....
  8. The climate of these states is continental. That is, the summers are ..... and the winters .....
  9. The rainfall ranges from ..... inches in the southeast to less than ..... inches in the west.
  10. Warm summer nights are needed for .....
- II. Underline the words or word you think necessary to make a complete true statement.
  1. The crop growing period varies in the middlewestern states from (110-200, 50-100, 300-400) days.
  2. Corn is a native of (Europe, Western Hemisphere, Africa, Australia.)
  3. About (3,000,000,000; 500,000; 3,000,000) bushels of corn are raised in this country each year.
  4. Corn is planted in Iowa about (April 15, May 10, June 20).





## I. How we can help keep our rooms clean

A.

B.

C.

After you read the first paragraph write into the outline three ways you can help to keep your room clean.

The second paragraph tells us about how to keep our yards clean. In the outline it looks like this:

## II. How to keep our yards clean

A.

B.

C.

D.

After you read the second paragraph write into the outline four ways for keeping our yards clean.

## Sample Lesson

*Nature Study and Health Education, Fifth Grade*CLEAN HOMES, CLEAN SCHOOL HOUSE, CLEAN YARDS<sup>15</sup>

Besides all the things you are doing to keep yourself clean in every way, cleanliness also means clean rooms at school and at home. You can do much to help keep the rooms free from dirt and dust. You can clean your shoes carefully before you go into the house. You can hang up your hats and coats. When they need brushing you can do that outdoors.

Clean yards at home and at school go along with the right ideas of health and also of good citizenship. This means yards free from piles of tin cans and other rubbish. It means that scraps of paper are picked up, or better, never thrown down in the yard or even in the street. It means that dead leaves and other trash are raked from the yards and the yards kept mowed and in good condition all the time.

**10. How to Train Children in the Use of the Dictionary**

Study the dictionary with the children. Explain that to locate words rapidly in the dictionary folks must first understand the order in which the words are arranged in the dictionary and then make use of the guide words at the top of each dictionary page which tells what words may be found on that page.

## Exercises Based on a Copy of Webster's Collegiate Dictionary

- a. Arrange each line of words as they would be found in the dictionary: judge, rent, graph, ardent, synopsis, conceal, soap, ruler, bird, yowl, tablet, pencil, kick, clown, grass, door, automobile, zebra, clap, dupe, mention, open, damper, only.
- b. At the top of the page of a dictionary are found these guide words: horizon and horse car. This means that horizon is the first word on that page and horse cart the last word. From the following list of words write all the words that will come on this page

<sup>15</sup>Taken from *Nature Study and Health Education*, Book III. Permission for use granted by McKnight and McKnight Publishing Company.

horn	hump	height	honor
horse	hydrant	horned	hickory
housing	horny	hypocrite	hornpipe
horrid	hornet	home	how

- c. Find as quickly as you can on what pages in the dictionary the following words are located. Write down the page for each word. When you have done this for all the words, see if you have written the right pages by finding the words themselves: house, capitalize, tree, satisfy, make
- d. Put a group of five words on the board to see how many can find them in a specified time. Each child might keep his record by means of graphs for each day to note his own improvement.

**11. How to Teach Children the Use of the Index**

In order to get intermediate grade pupils to use the index effectively drill in this type of work must be

given.

Sample Index Drill Lesson

*Essentials of Geography, Book I*<sup>16</sup>

Talk to the children in these grades about the different parts of the book and their uses. Call attention to:

- a. The title page
  - Name of book
  - Author of book
  - Publishers
  - Date published
- b. The preface or foreword
- c. Table of contents
- d. Body of book
- e. The index

Explain the importance of the index and give the children some practice in the class in finding various items in the index. In the class and as seat work such practice as the following should be given:

Find the page on which you will find material about these topics as indicated in the index:

caravan	genoa	Chicago
Danube River	icebergs	oranges
boats	Quito	parcel post
Quebec	tundras	peaks
reaper	salt	railroads
jungle	seals	reindeer
glaciers	shore line	Pago Pago
Dutch	waterfalls	paper

- b. Underline the word which you would look up first in finding the answers to these questions

<sup>16</sup>Plans based on *Essentials of Geography, Book I*, by Brigham and McFarland. Permission for use of materials for plans granted by American Book Company.

What countries are in the Plata Basin?  
 What is the size and position of Asia?  
 Where is petroleum found?  
 What is the mineral wealth of the Middle Atlantic States?  
 How do we get salt?  
 What and where are the pampas?  
 For what is cotton used?  
 How is paper made?  
 How are directions found on the earth?  
 How does New England climate differ from that of the western states?

- c. Give the page or pages on which the index shows that you might find an answer to these questions

How do forests help to prevent floods?  
 What is commerce?  
 How does Africa rank in size among the continents?  
 What animals are found in Asia?  
 Locate the capital city of Sweden.  
 Where is the Iberian Peninsula?  
 Where are the chief coal mining regions of Canada?  
 Name the states of the Pacific group.  
 Why is grazing the chief industry in western Texas and Oklahoma?  
 What are the boundaries of the United States?

**12. How to Develop Skill in the Location of Materials in Successful Geography Study**

The following lesson is expected to develop skill in locating materials in geography

Sample Lesson (Index Drill)

*The New World*, Book I, Sixth Grade Geography<sup>17</sup>

- a. Find the page in your text on which you will find material about these topics as indicated in the index:

oats	petroleum	rubber	rice
olives	quinine	rosin	beef cattle
onions	pumpkins	salmon	currants

- b. Give the page or pages on which the index indicates that answers to these and similar questions may be found

What are the important products of the West Indies?  
 What is the influence of agriculture on Des Moines?  
 What is the average annual rainfall in South America?  
 Where are onions raised in the United States?

- c. On pages 33-79 of your text find answers to the following questions. Answer in a word or so if possible.

Why is there much manufacturing in this region?

<sup>17</sup>Index drill based on *The New World*, Book I. Permission for use granted by MacMillan Publishing Company.

What are the new arrivals at Ellis Island called?  
 Why is anthracite coal preferable to bituminous coal?  
 What city is noted for making glass?

Procedure in teaching this lesson

Have an open book lesson for about fifteen minutes at which time directions and actual practice in the use of the index is given.

What is expected of the pupils

During the regular study period expect the pupils to find the answers to the questions asked through making use of the index of the geography text.

Method of checking on results

Have the key ready for use and let the pupils check their own or one another's work.

**13. How to Provide Exercises in Skimming** Children in the intermediate grades should be trained to "skim" reading material effectively. Such is necessary for effective study. By "skimming" is meant reading so rapidly that not all the details but only the general trend of the discussion may be comprehended. One does not need to read the whole sentence but only the part of it which is necessary for giving the answer to the question asked.

Sample Lesson in which "Skimming" by Paragraphs is used  
 Assignment, *Geography Book I*, Barrows-Parker

The children should each be provided with a copy of the text.

Teacher: Your text indicates the subject headings of paragraphs in bold faced type. If you will give attention to these it will help you in finding answers to your questions. (Shows the headings in bold faced type) Today we are going to study truck farming. Find this topic in your index and read me the pages on which you will find something about truck farming.

Children: Find and read pages 54, 98, 109, 139, 154-156, 158-160, 162, 176, 178, 192-193, 229-230 (Teacher writes these pages on the board.)

Teacher: Look at your first reference on page 54. Glance over the material. Do you find anything about truck farming?

Children: No.

Teacher: Look at page 98. Where does the part of a paragraph on this page tell us that truck farming is carried on?

Child: Switzerland.

Teacher: Look at page 109. Read the second paragraph to see in which group of states much truck gardening is done.

Child: Finds southeastern states.

Teacher: Read under the paragraph heading "Truck farming" to find out whether or not truck farming is profitable.

Child: Finds "In a recent year more than a million dollars' worth of each of eight kinds of vegetables were grown in Florida."

Teacher: In the second column on page 158 read to find out the most important garden crop in Georgia.

etc.

## Skimming to Locate the Name of a Place

Text: *Geography Book I*, Barrows-Parker

Teacher: Turn to page 37 in your books. In the first paragraph see how quickly the name of the sea into which the Nile River flows.

Child: Finds Mediterranean Sea.

Teacher: Turn to page 40. Read the first paragraph until you find the name of a great city on the Nile.

Child: Finds Cairo.

Teacher: Turn to page 47. Read the paragraph "The Sudd" to find the name of the man who collected animals for a museum in Washington.

Child: Finds Theodore Roosevelt.

Teacher: Read the first paragraph on page 73 to find the name of the city of France which makes much soap.

Child: Finds Marseille.

## Skimming to get the Gist of the article

Text: *The Child Story Reader*, Book VI, p 203"A River Under a Great City"<sup>18</sup>

Teacher: Read the first two paragraphs to see how New York gets its water supply.

Child: From Ashokan reservoir in the Catskills Mountains.

Teacher: Read the next paragraph to find out how large the reservoir was.

Child: Twenty-three square miles had to be cleared for it.

Teacher: Read the next two paragraphs to find out what extra work had to be done in preparation for this reservoir.

Child: Thirty-two cemeteries and nine villages had to be moved.

Teacher: Read the next paragraph to see what more had to be moved.

Child: Eleven miles of railroad had to be relocated.

## Skimming to Make Word Lists

Let the children turn to the index in the back of a textbook, e.g., a reader and skim through it to see who can find the most words of a certain class within a given time. They might look at one time for the names of persons and at another time for the names of flowers, animals, trees, vegetables, things people do, etc.

## Skimming to Make Reference Lists

Let the children use the supplementary readers to see who can prepare the longest reference list in a given time. For example, let them go through all the readers to see what selections they can find that have been written by Whittier. When they find anything written by him, or about him, they are to make note of the book, the selection, and the page on which it is found.

<sup>18</sup>Taken from *The Child Story Reader*, Book VI. Permission for use granted by Lyon and Carnahan Publishing Company.

**14. How to Conduct a Literature Period in Which the Children Read Prose Silently for Pleasure**

When all the children are reading the same selection the following procedure may be used: Take for example the story of "Hannibal With the One Eye"<sup>19</sup> in the *Child Story Reader*, Book VI, page 13. Let all the children read the story silently first and then discuss it together. Before they read call attention to finding out of the trick played on Rome by her greatest enemy.

Ask the children to read or tell to the class the parts that they like best. Encourage the children to ask questions which they would like answered. After reading this story sixth grade children would perhaps ask such questions as:

- What is an oath?
- How did Hannibal happen to have but one eye?
- What are Tunics?
- How were the torches fastened on the horns of the oxen?

When the children are reading different selections the following procedure may be used: Ask the children to read their stories silently. Then ask different members of the group to report what they read. Encourage the children to read or quote from the book the parts which they liked especially well. Also encourage the group to ask questions concerning the stories.

**15. How to Conduct a Literature Period for Real Experience and Enjoyment**

This should be a reading lesson to develop appreciation of a story. In this case it is well to build the reading lesson around one type

of story e.g. the fable.

a. Approach to lesson

Ask the children if they have ever heard of stories called fables. A short discussion should follow in which different children tell what they know about fables. Read a fable, e.g. "The Dog and His Shadow." Then let the children give the names of other fables which they know. Ask them if they know where the fables first came from and who wrote them. They might then be given the following information

- Fables were first told.
- They were handed down from one generation to another by word of mouth.
- A man by the name of Aesop was supposed to have made up the most fables.
- Some people think there never was such a man as Aesop.
- He was a Greek. Just where he was born is not known.
- When he was very young he was taken to the city of Athens where he became a slave.
- Two hundred and fifty years after Aesop died a man by

<sup>19</sup>Taken from *The Child Story Reader*, Book VI. Permission for use granted by Lyons and Carnahan Publishing Company.

the name of Demetrius made a collection of the fables that were supposed to have been told by Aesop.

The fables tell how people have acted. In the fables animals are used instead of people. Some fables show in what a silly way people may act, some show how selfishly people act, others show how proud some people act.

Ask the children to look through their readers to see if they can find any stories which they think are fables. Let them make a list of the fables which are found.

In a later lesson have the children read fables or parts of them. Discuss the types of people portrayed and also what happened to the animals that acted in some foolish way.

In still another lesson use the fables as reading material, and have the children read parts of fables which they have read in story books at home. In some cases they may tell the most interesting parts of the fables which they have read.

**16. How to Provide for Group Work  
in Literature in the Fourth,  
Fifth, and Sixth Grades**

Through having the three grades do group work all three classes in literature may be conducted at the same time. This method provides

however for individual differences.

Sample of Materials which might be Used

Grade IV. "Maggie and the Gypsies," *Fact and Story Reader*, Book V, p 422

Grade V. "Story of Robinson Crusoe," Part I, the Home on the Lonely Island, *Fact and Story Reader*, Book V, p 447

Grade VI. "Knightly Training," *The Pathway to Reading*, Book VI, p 317

Procedure

Keep the children in groups according to abilities.

Appoint a chairman for each group.

Assign and introduce the lesson to each individual group.

Help the individuals or groups which need special attention and assistance.

Check each group on their introduction and ending before presentation.

The introduction and ending consisting of

Name of book or

Name of story

Question for audience to answer

Remind the children of the importance of good oral reading before reporting.

Call on the groups in turn.

Report of Groups

The different groups might report in these various ways

Grade IV. Might read to dramatize and the members of the group act out the story as the chairman reads

Grade V. The chairman might give the introduction and each child read a part of the story to the audience.

Grade VI. The chairman might give the report, or he might introduce the story and the other members of the group read orally in turn.

#### Points to Keep in Mind in Grouping Children for Reading

Group work should not be permitted until the children have been made to understand what is required.

The opportunity to develop leadership should be given to every child.

The accomplishments of the group should be carefully checked by the teacher.

The group must be taught to cooperate and share their responsibilities.

### 17. How to Make Oral Reading Effective

The fourth, fifth, and sixth grades constitute a period of broadening the experience through extensive

reading which necessitates considerable emphasis upon silent reading. It is necessary however to have some oral reading. It should be done in a pleasing voice which brings pleasure and appreciation to the audience.

a. Essential conditions which bring about a good "audience" attitude on the part of both reader and listeners

(1) On the part of the reader—Careful preparation of the material to be read so that it may be read well to the audience

(2) An audience prepared for hearing the story read

An advance report by the teacher or a pupil will help to create a desire for listening.

Suggestions as to courtesy of an audience while the story is being read

Make the audience responsible for answering questions later on material read

(3) Have interesting material to read.

b. Some plans for securing good audience reading in the literature class

(1) Make group assignments which create an audience of ready listeners among the groups which were not assigned the material being read.

(2) Cut-up story method in which each pupil reads a section to the entire class, who are all listeners

(3) Reading club—This serves as an excellent incentive through developing in the group the necessary elements to good reading.

The children with some suggestions from the teacher set up the purpose of the club. It may be an oral reading club or a silent reading club. For example the purpose might be a club to improve oral reading. A graph might



be worked out to show how each member stands in expression, enunciation, posture, comprehension, etc.

- c. Good oral reading may be developed by
- (1) The teacher reading aloud to the pupils—The children are good imitators. Such creates in them a desire to get a selection over to the audience with the same interest and enthusiasm as the teacher.
  - (2) By dramatization—This directs attention toward the content and gives a chance for interpretation to others.
  - (3) Reproduction of a story by reading and telling is good because there is a motive in the reading. The child feels his responsibility for telling it well to the audience.

**18. What Methods to Use in Teaching Poetry**      The first aim in teaching poetry is to have the children understand the selection in order to enjoy it.

The second aim is to have the children see the beauty in the poem.

Plan for Teaching a Poem to Fourth Grade Children

Name of Poem—"October's Bright Blue Weather" by Jackson

a. Objectives

To have the children enjoy the poem

To help create a good attitude toward poetry

b. Procedure

Try to have some pictures of fall to show the children such as pictures of bonfires, fall fruits, fall flowers, etc. Ask the children if they would like to hear a poem about these pictures.

Tell them the name of the poem and who wrote it. Then read the poem to them. Ask what pictures they see in the poem. Read the poem again so that the children may watch especially for pictures.

Have copies of the poem to hand to the children for their poetry books. Have them watch their copies while you again read the poem. Encourage some of the children to come up front to read the poem for themselves. Before they go to their seats have them read the poem once together.

For seat work have the children paste the copies of the poem in their poetry books. Have them draw pictures to illustrate the parts of the poem which they like especially well. Remind the children that if they really like the poem very much they may memorize it.

**19. How to Help Children to Memorize Poetry**      The purpose of the memorization of poetry is to be able to enjoy more fully beautiful selections.

- a. The factors to be kept in mind in choosing poetry for a memory list are

- (1) The qualities which made the poems suitable for memorization
  - Pictures in the poem
  - Music in the poem
  - Do most children seem to enjoy these poems?
- (2) Poems which the list should include
  - Both long and short poems
  - (See Miss Mabel Snedaker's list of poems to be memorized.)
- (3) The number of poems each child should memorize depends upon the abilities and desires of the children. The goal however might be one well memorized each month.
- (4) As a rule poems should not be assigned to the child to be read and memorized alone.

b. Methods and devices which may be used to make the memorization of poetry enjoyable

- (1) Read to the children the lines or poems you hope they will like to memorize, letting them enjoy their beauty and spirit with no suspicion of a task to mar their enjoyment.
- (2) Chat with them together comfortably, calling attention to what is choice or fine in the poem.
- (3) Ask the children to read any bit that especially appeals to them.
- (4) Never ask the children why they like this or that verse. They cannot tell.
- (5) Let the children look for different things in the poem; for instance, a pretty picture; lines that are particularly musical.
- (6) Ask if there are any lines or stanzas that the children would like to have stay with them.
- (7) Have the children read the poem with different ends in view.
- (8) By this time many of the children have unconsciously memorized all or parts of the poem.

**20. Keep Achievement Records for Reading**

Children should be trained to compete with themselves or with a standard and not with other children in the class.

Each child should keep his record of achievement for the following

- Books read for pleasure
- Stories read to others

Hectographed copies of forms may be made into individual record books and kept by the children.

- a. Sample report sheet for checking books read for pleasure during the free reading period

Books I Have Read				
Name of Book	Date Read	Kind of Book	What Book Is About	How I Liked it
Name .....				
School .....				

## b. Sample report sheet for checking stories read to others

Stories Read to Others				
Name of Story Read	Date Read	To Whom Read	How They Liked It	How I Liked It and Why
Name .....				
School .....				

**21. What Physical Conditions are Necessary for Effective Reading and Study**

Good physical conditions are necessary. The person who is successful in study must have the right kind of exercise, and plenty of sleep. He must have recreation and relaxation and all bodily defects such as poor hearing, poor eyesight, bad tonsils and adenoids, underweight, or overweight should be cared for as well as possible.

Children in school need outdoor exercise and recreation. This makes them more alert and ready to study.

Children in school should have from eight to ten hours of sleep in rooms

with the windows open. Parties and shows or other functions that keep children up late should be deferred until the week ends.

In order to do the best work in study children should have the proper nourishing foods. These include plenty of milk, fruits and vegetables for supplying the body with the necessary vitamins.

There should also be the proper physical environment for study.

The room should not be too warm nor too cold. From 70 to 75 is usually considered comfortable. Some require more warmth than others to be comfortable.

There should be plenty of light but it should not shine directly in the eyes. Artificial light should come from such an angle that there is no glare and no shadow.

There should be a regular place for work outside of school. If possible, such a place should be

- comfortable
- properly equipped with table and chair of right size and height
- in a quiet place

SUMMARY OF WHAT SHOULD BE ACCOMPLISHED IN READING AND STUDY IN THE INTERMEDIATE GRADES

At the close of the intermediate grade period the children should be able to

- Understand factual material read silently
- Read with reasonable rapidity
- Read well orally
- Be able to understand, organize, and summarize materials read
- Remember what is read
- Have developed good study habits
- Enjoy good literature

TEACHER'S REPORT TO THE COUNTY SUPERINTENDENT

Achievements in Intermediate Grade Reading and Study

*(Grades Four, Five, and Six)*

Teacher ..... Date .....

School .....

1. Number of children in these grades .....
2. List briefly the work type reading material which you have for these grades .....
3. What exercise has been the most helpful in improving understanding or comprehension? .....

4. What type of organization lesson can your pupils do best? .....
5. Are your pupils in these grades able to do this?
  - Locate data .....
  - Use the index .....
  - Use the dictionary .....
  - Make simple outlines .....
  - Skim material .....
6. What results have you had in teaching poetry? ..... Prose for recreation? .....  
Have the children enjoyed learning poetry? .....
7. Do you feel that your children have improved in oral reading? .....  
What have you done to help the children enjoy reading orally? .....
8. What type of records of their reading have your pupils kept? .....
9. Have you tried group lessons in the fourth, fifth, and sixth grades? .....  
If so, have they been successful? .....  
If not, why not? .....
10. What has been your greatest success in teaching reading in these grades? .....
11. What have been your greatest difficulties in teaching reading in these grades? .....

## SEVENTH AND EIGHTH GRADES

### READING AND STUDY

#### QUESTIONS TEACHERS ASK

1. How to improve comprehension in reading and study
2. How to train children to organize materials
3. How to train children in the use of books
4. How to train children to remember what they read
5. How to increase speed in reading
6. The type of tests and reports to require in literature

#### HELPS IN ANSWERING THESE QUESTIONS

1. **How to Improve Comprehension**      a. Through answering questions about what is read

Teacher to children: Read the lesson carefully and then answer the questions on the board in as few words as you can. Use your book in finding the answers to the questions.

#### Questions

- What did the Separatists become?
- Who was the leader of the Separatists?
- Why did they leave England?
- Where did the Separatists go from England?
- How long did they stay?
- Why did they leave Holland?
- Where did they finally go?

#### Sample Lesson

The American People and Their Old World Ancestors, Eighth Grade

#### SOME SEPARATISTS BECAME PILGRIMS<sup>20</sup>

The first band to reach America was made up of inhabitants of the little village of Scrooby. The king's officers had found them holding services in the home of one of their leaders, William Brewster. After that, houses were "beset and watched night and day" and some of the worshippers "taken and clapt up in prison." After more than a year of this persecution Brewster and his people decided to move to Holland. In that little country freedom of worship was permitted, and there several groups of Separatists had already found peace and security. After eleven happy years in Holland, during which their number increased from three hundred to more than a thousand, the

<sup>20</sup>Taken from *The American People and Their Old World Ancestors*. Permission for use granted by Ginn and Co., Publishers.

Pilgrims, as they now called themselves, decided to migrate to America. They came to this decision because they wanted to remain Englishmen and they found that in Holland they and their children were beginning to speak the language of the friendly Dutch and adopt Dutch ways.

- b. Through reading, understanding, and following directions (Use of the graph)

Sample Lesson

*Essentials of Geography*, Book II, pages 138-139<sup>21</sup>

Give the children practice in reading and then making pictures of the meaning. About 800,000,000 bushels of wheat are used each year in this country and about 3,000,000,000 bushels of corn, or nearly four times the amount of wheat produced.

- (1) Label this picture "The Amount of Wheat and Corn Produced in the United States." Take your ruler and make a perpendicular line on your paper one inch in length. Draw a line parallel to it and connect both ends by straight lines. Label this "The United States' Wheat Crop." Now draw beside this bar another bar four inches long and mark it off into four inch spaces. Mark this "The United States' Corn Crop."
  - (2) In the same way from the following statement show how the number of bushels of corn raised in the United States is about three-fourths of the number of bushels of wheat raised in all the countries of the world.
  - (3) Show by graph that three-fourths of the oats raised in the United States are produced in the North Central States.
- c. Through studying the meaning of words and word phrases from their context

Sample Lesson

GEOGRAPHY—*Europe and Asia*, Seventh Grade

THE MONOTONY OF RUSSIA<sup>22</sup>

Another striking feature of Russia is the monotony of its landscape over seemingly endless areas. In many parts of Western Europe, a traveler may view from hour to hour very different scenes. He may pass quickly from mountain to valley or from plain to plateau, from city to open countryside, from one manner of life to another, receiving fresh impressions in rapid succession. In Russia, on the other hand, it is possible to travel day after day, even by rail, without encountering any striking changes in the appearance of the land, the occupations of the people, or the character of the towns and villages.

Teacher to children: In the lesson above find each of the following words and word phrases to see how it was used in the lesson on "The Monotony of

<sup>21</sup>Plans based on *Essentials of Geography*, Book II. Permission for use granted by American Book Company.

<sup>22</sup>Taken from *Europe and Asia*. Permission for use given by Silver, Burdett Company.

Russia" and then use it in a sentence of your own

feature	encountering
monotony	occupations
endless areas	plateau
scenes	in rapid succession
impressions	
character of the towns and villages	

d. Through summing up the important ideas in a completion test

#### Sample Lesson

#### GEOGRAPHY—*Europe and Asia*, Seventh Grade

#### THE TRADE AND INDUSTRIES OF TIENSIN<sup>23</sup>

The chief exports of Tientsin are raw cotton, beans, eggs, straw braid for hats, and pig bristles for brushes, mostly from the northern part of the Great Plain of China; wool from the grazing areas of the Northwest; and rugs, most of them made in Tientsin and Peking. The bulk of the raw cotton, beans, and eggs, and much of the wool, are shipped to Japan. The chief imports are cotton goods, kerosene, lumber, cigarettes, machinery, iron and steel, rice, and sugar.

The manufacture of cotton in Tientsin has become important in recent years. It has been aided by (1) the near-by supply of raw cotton, (2) an abundant and comparatively cheap labor supply, (3) cheap coal from mines on railroads leading to Tientsin, and (4) a great market for cotton goods in the tributary area of the city, most of whose people dress in cotton clothing. Cheap labor, the fact that Tientsin is a great wool market, and the popularity in recent years of Chinese rugs in the United States, all have aided the rapid development of the Tientsin rug industry. Several furniture factories in Tientsin use some of the lumber imported into this almost treeless part of China. Near the city, as at many other places along the coast of China, much salt and the numerous windmills used for pumping salt water into the "salt fields," where the water is evaporated by the sun, are striking landscape signs of the industry.

Teacher to children: Read the lesson carefully. Copy these sentences filling in the blanks with the proper words. Refer to book when necessary.

1. The chief exports of Tientsin are \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.
2. The bulk of the \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ are shipped to Japan.
3. The chief imports of Tientsin are \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

<sup>23</sup>Taken from *Europe and Asia*. Permission for use given by Silver, Burdett and Co.



4. The manufacture of cotton in Tientsin has been aided by \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.
5. The rug industry in Tientsin has been aided by \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.
6. The landscape signs of the salt industry in Tientsin are \_\_\_\_\_ and \_\_\_\_\_.

2. **How to Train Children to Organize Materials**      a. By giving the main thought of a paragraph

Teacher to children: A paragraph is a group of words which gives one main idea. The first word of each paragraph is indented or set in so that you can always tell where a new paragraph begins. As you read you should be able to tell what each paragraph is about. Read the following lesson. Then read the first paragraph and choose the best heading or name for it. Why do you think it is the best heading?

*The Americas—The Earth and Its People*, Seventh Grade

#### THE LAND OF THE SKY<sup>24</sup>

Turn to the map on page 88 and find the part of the Appalachian Mountains in North Carolina. People call this region "The Land of the Sky." It is the highest and roughest part of the Appalachians, and one of the most beautiful sections of the South. It includes the Great Smoky Mountains of North Carolina and Tennessee, and extends eastward to the Piedmont Belt. Mount Mitchell in this region is the highest peak in the Appalachian Highlands.

1. "The Land of the Sky"
2. What "The Land of the Sky" includes
3. Mount Mitchell is the highest peak in the Appalachians.

Now read the next paragraph and from the following list of headings choose the best one. Why do you think it is the best heading?

Like the Adirondacks of New York and the mountains of New England, the "land of the sky" is a great playground. Because it is the highest part of the South, it is the coolest part in summer. For this reason it is a summer-vacation land for large numbers of Southerners. Because of its location in the South, it is never very cold in winter, and this makes it a winter-vacation land for many Northerners.

1. Like the Adirondacks of New York and the mountains of New England, the "land of the sky" is a great playground.
2. The "land of the sky" is a great playground.
3. The "land of the sky" is cool in summer and warm in winter.

<sup>24</sup>Plans from *The Earth and Its People*. Permission for use granted by Ginn and Company, Publishers.

- b. By giving exercises in outlining.—The outline should be simple at first and children should gradually be taught how to outline. The standard outline form such as that found in the elementary state course of study on page 280 should be followed.

I.

- A. ....  
 1. ....  
 a. ....  
 (1) ....  
 (a) .....

### Sample Lesson

#### The New Healthy Living

#### Eighth Grade Physiology and Health

#### BURNING CLOTHES AND THE TREATMENT OF BURNS<sup>25</sup>

If the clothing catches fire, there is only one thing to do and it must be done quickly—smother the flame. Fire needs plenty of oxygen and, without it, cannot burn. If a person whose clothing is on fire is quickly and closely wrapped in a coat, shawl, blanket, or rug, the fire will go out. It is important to remember to wrap the cloth around the top of the body first. If the wrapping is done from below, the flames may be driven up and inhaled into the lungs with serious results.

A person whose clothing is on fire should never run for help. If he will lie down flat and roll over and over on the floor or on the ground, he can probably smother the flames.

In the case of a slight burn, which only reddens the skin without forming a blister, the pain will be lessened if the air is kept from the burned place. A paste of ordinary baking soda and water applied to the burn will do this. Carbolized vaseline or any grease like lard may be used instead. The burn should then be covered by tying a piece of cloth or bandage around it. If there is extensive blistering, the application of soda or vaseline may do harm. Severe burns should be treated like the open wounds discussed on page 371.

- (1) Give exercises in matching paragraphs and headings  
 The names of the three paragraphs in this lesson are  
 (a) How to treat burns  
 (b) What to do if the clothing gets on fire  
 (c) A good way to smother the flames

Number the paragraphs 1, 2, and 3 and after each number write the heading which belongs to it.

- (2) Give the children practice in picking out the sub-points after the large points have been chosen for them on each paragraph.

Directions to Pupils: Copy the outline headings and blanks on your paper and then turn back to the story and fill them in.

<sup>25</sup>Taken from *New Healthy Living*, Book II. Permission for use granted by Charles Merrill Co.

- I. What to do if the clothing gets on fire  
(one point here)
  - II. A good way to smother the flames  
(one point here)
  - III. How to treat burns
    - A.
    - B.
    - C.
    - D.
- (3) Gradually train the children to fill in the sub-sub-topics. Increase the length of the outline.
- I. What to do if the clothing gets on fire
    - A.
      - 1.
      - 2.
- (4) Have the children read the material carefully. Then close the book and fill in the sub-topics under I, II, and III. If they can't remember all of them they should turn back and read the material again.
- c. By summarizing\* topics and paragraphs and by answers to leading questions

#### Sample Lesson

*The Beginnings of the American People and Nation*, Seventh Grade

#### LIFE AMONG THE PURITANS<sup>26</sup>

##### Clothing

The clothing of the Massachusetts colonists in the early days was very different from that of the people in the South or in the middle colonies. It was much plainer, and few bright colors could be seen. Blue, black, and gray were the colors most used, with sometimes red for caps.

Usually each colonist had three suits of clothes—a very plain suit of homespun cloth for every day, a better suit for market or for going to town, and a fine suit of English cloth for Sunday wear. The poor were not allowed to dress like the rich, and there were laws against anyone's wearing large sleeves or ribbons or ruffles. Wigs were worn, as in the South; gentlemen were not allowed to let their hair grow long.

The men wore linen shirts, but the rest of their clothes were of wool. Their breeches reached only to the knee and were of heavy cloth or leather, their high woolen stockings came up over the knee, their shoes were of heavy cowhide, and their hats were of beaver. Shoes and hats were both homemade. In summer most of the men and children went without shoes.

(1) Summarizing topics

Teacher to children: This lesson on the Puritans' Clothing falls under three main heads.

<sup>26</sup>Taken from *The Beginnings of the American People and Nation* by Kelty. Permission for use granted by Ginn and Company, Publishers.

Read the lesson, then take pencil and paper.

- (a) List all the suggestions about the type and colors of the clothes worn "style of clothes."
  - (b) List all the suggestions about how many suits they had under "Amount and kind of clothing allowed."
  - (c) List all the suggestions about the men's clothes under "men's clothing."
- (2) Summarizing paragraphs

Teacher to children: Each paragraph in this lesson tells us something about the clothing of the early colonists. Try to make a summary sentence for each paragraph. Each will tell us something about the clothing of these early colonists. The first paragraph summary might be: The early colonists wore very plain clothes.

- (3) By answers to leading questions

Teacher to children: Read the lesson about the clothing of the colonists to see how much you can find out about these three questions:

- (a) How did the clothing of the Massachusetts colonists differ from that of the colonists in the South or the middle colonies?
- (b) How did the dress of the rich and poor differ?
- (c) What style of clothing did the men wear?

- d. By arranging ideas in their right order

#### Sample Lesson

Teacher to children: The following paragraphs are not in their proper order according to the time when the events took place. Read the paragraphs and then decide which should come first, which second, and which third. Why did you arrange them as you did, i.e. why do you choose the paragraph you did for the first one, etc?

*The Americas—The Earth and Its People, Seventh Grade*

#### THE STORY OF CHICAGO<sup>27</sup>

As the plains farther west were settled and turned into farm lands, Chicago became the chief center for the shipment of grain

<sup>27</sup>Taken from *The Earth and Its People*. Permission for use granted by Ginn and Company, Publishers.

and live stock by boat to the East, and for the distribution of manufactured goods which the boats brought from the Eastern cities. Then came the railroads. Since Chicago was already the chief market center of the plains, it became the great meeting place for railroads from the East, the South, and the West.

In the year 1804 the United States government built a fort at the mouth of a little river that flowed into the southern end of Lake Michigan. A village grew up round the fort, but it was very small until steamboats began to arrive from Buffalo, bringing settlers from the East who were going farther west. Then it began to grow. Soon it became the port of Chicago, because it was the point farthest southwest in the plains to which people could travel by lake boat. Boats from the East unloaded passengers and goods there, and westward-moving settlers bought the things they needed for their journey.

Today Chicago is the second largest city in the United States, and the fifth largest in the world. It is also the largest railroad center of the United States, and the second greatest manufacturing center.

### 3. How to Train Children in the Use of Books

a. By teaching them how to use an index. Talk over with the children the various parts of the book.

Explain how the index of a book is very useful in locating topics which we wish to study or read. Give some practice in class and later during study periods in the following exercises

#### Sample Index Drill Lesson

- (1) Find the page on which you will find material about these topics as indicated in the index:

Airplanes	Tories
Gold	Reaper
Cotton	Pike's Peak
Nevada	Zinc
Muscle Shoals	Wyandotte Chickens

- (2) Underscore the word in the line which you would look up first in finding the answers to these questions:

What farming is done in the Blue Grass region?  
 What fruits are raised in the Ozark Mountain region?  
 How is sugar cane harvested?  
 What explorations did the Spanish make in Alabama?  
 Where is the corn and hog belt?  
 Where did Daniel Boone live?  
 How is iron ore mined?  
 How does New York get its food supply?  
 Where is the Erie Canal  
 For what is Philadelphia noted?

- (3) Give the page or pages on which the index shows that you might find an answer to these questions:

Who founded Savannah?  
 What is truck farming?  
 How do the Great Lakes help fruit-growing?  
 How did cattle-raising begin in the West?  
 What is manufactured at Detroit?  
 How are automobiles made?  
 How and when was the Mississippi River discovered?  
 What is a cotton plantation?  
 Where is Lake Pontchartrain?  
 What are the products of Central America and the West Indies?

b. By teaching children how to read a map

Sample Lesson

*Brigham McFarland Geography No. II, p II<sup>28</sup>*

Lesson to be taught as a review "open book" lesson

Teacher to children: Turn in your text to the map of Iowa just following the index on page 426

What does the map of Iowa on pages II and III tell?

What does the map on page V tell?

What do the maps on pp VI, VIII, IX, and XI tell?

The line below the map is called the legend of the map.

What is the legend of the map on page VI?

What is the legend of the map on page XI?

What do the words "soil areas" mean?

What is the soil area of your home county?

What is the nature of the soil along the Missouri River?

Along the Mississippi River? What does this soil look like? (See pp XI and XII)

What soils do you find in northern Iowa? In southern Iowa? Where did these soils come from?

How can you measure distance on this map?

Take your ruler and find out the width and the length of the state of Iowa.

Review the directions on this map.

Other maps of Iowa such as the physical and political, geological, drift sheets, rainfall, temperature, and manufacturing maps, may be studied in a similar fashion with books open. (See course of study, p 489)

c. By dictionary practice and reading graphs (See intermediate grade bulletin for samples of these skills.)

d. By skimming to find answers to questions or to complete sentences.

Teacher to children: Skim this lesson very quickly in order to locate the information needed to fill in the blanks.

<sup>28</sup>Sample lesson based on *Essentials of Geography, Book II*, by Brigham and McFarland. Permission for use granted by American Book Company.

1. The larynx or trachea is in the .....
2. Many of the sounds we make are made by the vibrations of the .....
3. A man's voice is deeper than a woman's or child's because his ..... are longer and larger.
4. The volume of the voice depends upon the development of the ..... and .....
5. A pleasant ..... is attractive.
6. Many vocal sounds are made with the help of the ....., ....., and .....

#### Sample Lesson

#### The New Healthy Living, Seventh Grade

#### THE ORGANS OF SPEECH<sup>29</sup>

In the trachea, just below the point where it connects with the throat, is the larynx or voice box. Here many of the sounds of speech are made by the vibration of two bands, called the vocal cords, which work somewhat like the strings of a violin. While talking, the movements of the larynx can be felt by placing the fingers on the throat just under the chin. A man's voice is deeper than that of a child or a woman because his vocal cords are larger and longer and make a sound lower in pitch. During the early high school years a boy's larynx suddenly grows very much larger, and the vocal cords lengthen. We say his voice is changing. Care should be taken not to strain the voice at this time.

We do not speak with our vocal cords alone. Many of the sounds are made with the help of the lips, teeth, and tongue. A pleasant voice is one of the most attractive gifts a person can have, and lips, tongue, and larynx can, in large measure, be trained to produce clear and beautiful speech. The volume of the voice depends on the development of the lungs and chest muscles.

- 4. How to Train Children to Remember what they Read**
- a. Give the children very definite rules for helping them to remember what they read. Check carefully to see that they are following instructions.

Teacher to children: In order to help you remember what you read, read the first paragraph carefully. Does it tell you anything important? If so, what question does it answer for you? Write out the question. Now read the second paragraph. If it tells you anything important see if you can ask the question or questions that it answers. Write the question or questions on paper.

<sup>29</sup>Taken from *New Healthy Living*. Permission for use granted by Charles Merrill Company.

Do the same with the remaining paragraphs. After you have studied each paragraph in this way see if you can answer the questions that you have written. If you cannot, see if you can make better questions.

- b. Give intensive reading with responsibility for remembering. Arrange for letting the children see whether or not they are being responsible for what they read.

Teacher to children: From reading this lesson about the United States entering the war against Germany you should be able to tell why in general United States entered the war and also the immediate cause for entering the war with Germany. As you read keep in mind every point which bears on either one of these questions. Study the questions carefully before you begin to read. As soon as you have finished reading close your book and fill out this outline.

1. What were the two main causes for entering the war with Germany?
  - a.
  - b.
2. What was the immediate cause for entering the war with Germany?

#### Sample Lesson

#### *History of the United States, Eighth Grade*

### THE UNITED STATES ENTERS THE WAR AGAINST GERMANY<sup>30</sup>

It was Germany's operations at sea that most directly affected the United States. Up to April 2, 1917, in carrying out her submarine policy, she had attacked 17 American merchantmen and 23 foreign vessels with American citizens on board, causing the loss of 226 American lives. When, at last, it seemed to her that victory was almost within reach, she ignored her promises, and openly defied the United States and all other neutrals. In a proclamation issued January 31, 1917, she declared that beginning on the following day she would adopt an unrestricted policy of submarine warfare, by sinking at sight, and without any attempt to safeguard crews and passengers, all vessels she might find in certain extensive areas named by her, north and west of northern Europe and in the Mediterranean Sea.

In her note to our government she granted us "permission" to send one vessel each week from New York to London, if marked in a certain way that she designated. This was the last straw. President Wilson at once (February 3) recalled our American ambassador from Berlin and dismissed the German ambassador at Washington. Thus did the United States

<sup>30</sup>Taken from *History of United States* by Gordy. Permission for use granted by Charles Scribner's Sons.



sever her diplomatic relations with Germany, after three years of patient effort to maintain our rights as a neutral.

**5. How to Increase Speed in Reading**

Have material that is easy to read. Children who read too slowly no doubt do not understand what

they read. They are so busy with trying to get the words that they cannot get the meaning of sentences and paragraphs. Too much oral reading is apt to be conducive to slow reading. To encourage rapid reading assign references to be read hurriedly to get just the main ideas. Leave the details until another reading.

To stimulate speed give the children easy exciting stories. Children enjoy adventure. Get the child started by reading aloud a little of the book and then let them read for pleasure. Try to get the children to discontinue pronouncing every word. Too much oral reading is conducive to such a habit.

Make such assignments as "Read fast until you find out what happened to John. When you know close your book or write your name on the board." Have the children read until they find out who made the largest score in the game. Then let them mark down the page number. The teacher checks to see if the children are correct. Have a little competitive reading e.g. write the names of the first two to get the correct answer on the board. It also helps for the teacher to praise the slow reader who tries and makes improvement in his reading rate.

**6. Type of Tests and Reports to Require in Literature**

The tests given over literature should not be of the inquisitional type. Many children are brought

to hate literature because of the drudgery of writing long papers and of minutiae or little details over which they are tested. Reading done in leisure time and reading done at home may be easily checked by having the children give their personal reactions to the books read, what the books made them think about, and which parts of the books they particularly liked. A type of report which children like to make is the "reading and telling" report. The child reads the funniest, the most interesting, or most exciting part, telling briefly the story preceding and following the excerpt read.

Book reports may be made either orally or written. They may be made before the class or given privately to the teacher.

Shown at the top of page 48 may be the type of report used.

The best test in literature is probably that which may be answered with books open, which like the best reading tests center on understanding and not on memory. The questions should be on current ideas and main currents of thought and not on minutiae.

Example of a Test in Literature

over "The Man Without a Country"<sup>81</sup> from *Literature in the Junior High School* Book I, pages 442-574

<sup>81</sup>Plan based on material from *Literature in the Junior High School*. Permission for use granted by Houghton Mifflin Company.

REPORT OF BOOKS READ			
Name of Book	Kind of Book	How I Liked the Book	An Important Statement or Quotation from Book
Name .....		Grade .....	

Directions: Students are to work out this test with books open.

- I. Fill the blanks in the following sentences
  - A. The man without a country was .....
  - B. The man without a country asked to be buried in the .....
- II. Choose the correct answer in each of the following and write it in the blank at the end of the statement:
  - A. The person who really suggested the punishment of the man without a country was (1) Burr (2) Nolan (3) Morgan. ....
  - B. Danforth (1) refused to see Nolan (2) told him to wait until tomorrow to talk (3) told him the happenings of the last fifty years. ....
  - C. The hardest experiences of the man without a country, after he was sentenced were (1) talking with his friends (2) writing letters (3) never hearing of home. ....
- III. List two ways by which the man without a country redeemed himself.
  - A.
  - B.

#### SUMMARY OF WHAT SHOULD BE ACCOMPLISHED IN READING AND STUDY IN THE SEVENTH AND EIGHTH GRADES

Children in these grades should be able to

1. Understand or comprehend what they read
2. Organize materials read
3. Locate information

4. Remember what is read
5. Read with a reasonable speed
6. Enjoy good literature
7. Have developed good study habits

TEACHER'S REPORT TO COUNTY SUPERINTENDENT  
ACHIEVEMENTS IN UPPER GRADE READING AND STUDY

*(Seventh and eighth Grades)*

Teacher .....

Date .....

School .....

1. Are your pupils in these grades able to understand what they read? .....  
What exercises have you tried for improving comprehension? .....
2. Are your pupils able to:  
Summarize paragraphs? .....  
Give the main thought of a paragraph? .....  
Outline materials read? .....  
Use the index? .....  
Use the dictionary and encyclopedia? .....
3. Are your pupils able to remember what they read? .....  
What exercises have you given to improve the pupils' ability to remember? .....
4. Are your pupils able to read at a reasonable rate? ..... If slow, how  
have you tried to increase speed? .....
5. Do your pupils enjoy literature study? .....  
What types of reports and tests do you require in literature? .....
6. Have your pupils improved in study habits? .....
7. What has been your greatest success in teaching reading in these grades? .....
8. What have been your greatest difficulties in teaching your pupils in these  
grades to read and study? .....

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