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State of Iowa

1931

Remedial Exercises for Reading
and Study in High
School Subjects

READING AND STUDY BULLETIN NUMBER THREE

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

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

Published by
THE STATE OF IOWA
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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 the 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 classroom situations, they will be productive of far-reaching results in the years to come.

AGNES SAMUELSON
Superintendent of Public Instruction

READING AND STUDY IN THE HIGH SCHOOL

SECTION I

READING ACHIEVEMENTS OF PUPILS IN THE JUNIOR AND SENIOR HIGH SCHOOLS

It has been pointed out by Dr. Gray¹ that there is a wide variation in the reading achievements of pupils entering the junior and senior high schools. Reading test scores show (1) a range of from third grade norm or below to the twelfth grade norm or above, (2) that pupils below the sixth grade norm in reading are handicapped in doing high school work, and that (3) a third or more seventh grade pupils rank below the sixth grade norm, thus making it a serious problem to provide appropriate instruction for them.

Since much of the information acquired by secondary school students is expected to be read and studied from books, the difficulties experienced by junior and senior high school students become more apparent when their poor equipment in reading is noted.

Until there is better remedial work in grade school reading and a remedial program for reading is put into effect in the high schools, it cannot be expected that students will be able to overcome the reading disabilities common in the high schools.

TYPES OF READING DISABILITIES DISTINGUISHED AMONG HIGH SCHOOL STUDENTS

Dr. Gray explains that there are two types of deficiencies distinguished among high school students. First, difficulties in the fundamental habits of recognition and interpretation and second, difficulties in various forms and applications of reading in the content subjects.

During the school year of 1929-30 about 7000 upper grade and high school pupils were tested with the Iowa High School Silent Reading Tests under the direction of the Bureau of Educational Research and Service of the State University of Iowa. Dr. H. A. Greene,² director of the Bureau of Educational Research and Service, states in his bulletin the fact that the results of this test should reveal a wide range of silent reading abilities and disabilities. Dr. Greene calls attention to the great need for a remedial program of reading in the secondary schools. He also states that a great many of the failures in high school are occasioned by poor reading and study habits rather than lack of mental ability.

¹Gray, W. S., "Reading Deficiencies in Secondary Schools", *N. E. A. Journal of Education*, June 1931.

²Greene, H. A., "A Remedial Program for Silent Reading in the High School", *State University of Iowa Extension Bulletin No. 240*, March 1930.

Under direction of Dr. Thos. J. Kirby³ the Monroe Silent Reading Tests were given to both grades and high schools in a number of schools in Pennsylvania in 1920-21. Conferences were held with the principals and superintendents of the schools participating in order to secure uniformity in administering and interpreting the tests.

As a result of the tests given in twenty-three high schools it was found that in each year of the high school there was a wide variation both in rate and comprehension of reading. In the first year high school classes in these districts the range in rate was from 73.2 to 146 and in comprehension from 8.3 to 38.4. In the senior year the range in rate was from 79 to 109 and in comprehension from 23 to 40.

Dr. Kirby's conclusion is that it seems evident that schools in the lower level of the table showing rate and comprehension in reading need to attack sharply and with intensity the problem of silent reading in the high school in order to give pupils an equality of opportunity in their struggles for further education. What would apply in the need for a silent reading program in Pennsylvania would without doubt apply to the high schools in Iowa.

If grade school work is properly done, much time is spent in developing efficient reading and study habits. Instruction for developing these habits should not cease when the secondary school is reached, since investigation shows the need for the maintenance of these skills.

A REMEDIAL PROGRAM FOR THE HIGH SCHOOL

Dr. Gray⁴ suggests the following remedial treatment for the types of reading deficiencies distinguished among high school students.

1. For those children who have reached the sixth grade but are below the median of their class he recommends:
 - a. Guidance and work better adapted to their needs
 - b. Exercises to improve comprehension
 - c. Special vocabulary helps—dictionary study, etc.
 - d. Keen interest stimulated in content
 - e. Make reading purposeful
 - f. Study supervised and help given in getting the presentation of the author in reading
2. For those children who can read simple material fluently, but who rank below the sixth grade norm in reading achievement, he recommends
 - a. That they be given simpler material in all subjects taken
 - b. That they be grouped together for specific work
 - c. That reading instruction be given in addition to the regular program
 - (1) In connection with English or one of the social subjects
 - (2) Related as much as possible to the work of their associates

³Kirby, Thomas J. "A Study of Silent Reading in Western Pennsylvania", *University of Pittsburgh Extension Bulletin*, 1920-21.

⁴Gray, W. S., "Reading Deficiencies in Secondary Schools", *N. E. A. Journal of Education*, June, 1931

- d. That the methods of instruction be adapted to their specific needs in
 - (1) Mastery of interesting content
 - (2) Continuity
 - (3) Arousing interest
 - (4) Being based on materials that are used in deriving content values
 - (5) Using some exercises based upon other materials such as standardized practice lessons

In working out his doctor's thesis Dr. Paul B. Jacobson⁵ found that to give high school students special work type reading lessons in English did not improve their ability to read and study better the content of other subjects. He found however, that such lessons given in a certain field did improve the students' abilities to read and study in that particular field. We conclude then that if we wish to improve the reading ability of high school students in general science they must be given work type lessons in general science. If we wish to improve reading ability in American History, the students must be given lessons using the skills involved in work-type reading in this particular field.

In the light of what has been revealed by Dr. Gray, Dr. Greene and Dr. Jacobson with regard to reading disabilities in the high school, and in the light of what has been done in the elementary field in the way of work type reading, it would no doubt be very worth while to emphasize a remedial reading program in the high school.

It is undoubtedly true that high school teachers have much to do in the way of teaching subject matter. It is very difficult for them to find time to give remedial work in reading. If however it is recognized that it is almost useless to try to teach other things until the reading deficiency is removed, teachers may see the value of taking time for remedial work in the high school.

It is recommended that at least one period a week in all high school classes be used for remedial reading. Ordinarily the regular lesson in history, sociology, geography, general science, etc. may be used as the material for the remedial work in reading.

Among the essential skills involved in the work type study of reading listed by Dr. Horn⁶ and Miss McBroom are found

1. The ability to comprehend quickly what is read
2. The ability to organize what is read
3. The ability to remember what is read
4. The ability to use books

In Section II of this bulletin are given sample work-type lessons which involve the use of these four skills in reading. These lessons are based upon materials found in text books in the various content subjects. It is thought that these sample lessons may be suggestive of the lessons which may be worked out by teachers over the usual content material used in the high schools.

⁵Jacobson, Paul B., "Two Experiments with Work Type Reading Exercises Given in the Ninth Grade of the High School". *Ph. D. Thesis*, 1931.

⁶Horn, Ernest, and McBroom, Maude, "A Survey of the Course of Study in Reading," *University of Iowa, Extension Bulletin N. 99*, Feb. 1924.

SECTION II

SAMPLE LESSONS OF THE TYPE WHICH SHOULD IMPROVE
COMPREHENSION**1. Answering multiple choice questions about what is read.**

Sample Lesson

⁷Assignment: Muzzey, *The American People*, pp. 1-12

Directions to Pupils—We are going to see who can best understand the assignment for tomorrow. Read "The Awakening of Europe" pp. 1-12 in your text. After you have read the assignment, you may answer the following ten questions by choosing the correct answer. The answers from which you are to choose are lettered. You may place the letter of the correct answer in front of the number of the statement such as b. 1.

Key

- (b) 1. Civilization was introduced into the New World by the (a) American Indians, (b) European settlers, (c) Latin Americans.
- (c) 2. Social and economic activity was stimulated in Western Europe by the (a) Seljuk Turk, (b) the Pope, (c) the Crusaders.
- (a) 3. The Mediterranean cities, especially Venice and Genoa, were profiting by trading with (a) the Near East, (b) America, (c) India.
- (b) 4. The scholars of the Renaissance were called (a) Enthusiasts, (b) Humanists (c) Christians.
- (a) 5. The invention of the printing press (a) gave Europe a cheap and ready circulating medium, (b) introduced paper into Europe, (c) stunted civilization in Europe.
- (c) 6. The man who did more than any other to encourage navigation in the fifteenth century was (a) Diaz, (b) Vasco da Gama, (c) Prince Henry.
- (b) 7. Venice and Genoa were ruined commercially by (a) the discovery of America, (b) fall of Constantinople, (c) the monopoly of the Venetian and Genoese Middlemen.
- (a) 8. There was not much interest in going westward before 1400 because of (a) lack of facilities for sailing, (b) people were too busy at home, (c) too much interest in learning.
- (b) 9. Marco Polo did much to further geographical knowledge by (a) serving as councilor in Peking, (b) giving account of his travels from Europe to Cathay, (c) ending the Crusades.
- (c) 10. The political development of Europe from the age of the Crusaders on tended toward (a) the rise of the papacy, (b) the rise of the empire, (c) the formation of national states.

⁷Sample lesson based on *The American People* by Muzzey. Permission for use given by Ginn and Company, publishers.

Sample Lesson

⁸Assignment: Kinyon-Hopkins, *Junior Food and Clothing*, Unit I, pp. 3-21, "Why Food is Necessary to Good Health."

Directions to Pupils—After you have read this assignment you may close your books and choose the correct answers from the following multiple choice statements. Write the number of each statement on your paper and after it write the letter of the correct answer. For example, 1-a.

1. Good health is necessary to growing boys and girls (a) if they are to be happy and comfortable, (b) if they are to become wealthy, (c) if they are to be irritable and cross.
2. Food is needed (a) to make one sleep, (b) to furnish strength and energy for work and play, (c) to make white blood cells.
3. Foods which supply the necessary energy to the body are (a) starches, sweets and fats, (b) water, soda and cabbage, (c) pop, celery and tomatoes.
4. The body will grow very little unless (a) salt, (b) vitamins, (c) sugar are present in the food.
5. In order to meet the needs of body regulation it is important that a person have (a) roughage and water, (b) ice cream and liver, (c) fish and oatmeal.

2. Through reading to answer detailed questions about what is read

Sample Lesson

⁹Assignment: Muzzey, *The American People*, pp. 12-25

Directions to Pupils—Read about the discovery of America silently, noting especially the voyages made by Columbus and the significance of the voyages and also voyages and discoveries made by others at this time.

After reading this material answer the following questions by writing *yes* or *no* after each.

Direction to teacher: Have pupils check this exercise by having them read and prove the answers from the text.

1. Did Columbus mistake Haiti for Japan?
2. Did Columbus seem to be a failure in 1500?
3. Did Queen Isabella of Spain support Columbus in his venture?
4. Did Balboa name the ocean he discovered the Pacific?
5. Should America have been called Columbus?
6. Did the voyage of Magellan add anything to new geographical knowledge?
7. Was Columbus properly rewarded for his discovery?

⁸Sample lesson based on *Junior Food and Clothing* by Kinyon-Hopkins. Permission for use granted by Benj. H. Sanborn Co.

⁹Sample lesson based on *The American People* by Muzzey. Permission for use given by Ginn and Company, publishers.

8. Did Columbus ever reach South America?
9. Was the Line of Demarcation laid out by Da Gama?
10. Was Columbus the first European to see the American shores?

3. Through summing up the main ideas in a completion test

Sample Lesson

¹⁰Assignment: Muzzey, *The American People*, pp. 25-35

Directions to Pupils—Read the lesson "A Century of Exploration," then close your books, write the following sentences on your paper and complete them.

Directions to the Teacher: When the students have completed the answers to the questions let them check their own or their neighbor's answers. If students do not agree let them turn back and check with the text.

1. The defeat of the Spanish Armada in 1588 was an important event in colonial history because it
 - a.
 - b.
 - c.
2. The regions of the present United States explored in the sixteenth century by the Spaniards were
 - a.
 - b.
 - c.
 - d.
 - e.
3. The regions of the present United States explored in the sixteenth century by the French were
 - a.
 - b.
4. The regions of the present United States explored in the sixteenth century by the English were
 - a.
 - b.
 - c.
 - d.
5. North America was shown much narrower on the early maps than it really is because

4. By proving a point through finding the exact words to prove answers to questions

Sample Lesson

¹¹Assignment: King and Barnard, *Our Community Life*, "Health," Ch. III pp. 43-56.

¹⁰Sample lesson based on *The American People* by Muzzey. Permission given for use by Ginn and Company, publishers.

¹¹Sample lesson based on *Our Community Life* by King and Barnard. Permission for use given by John C. Winston Co.

Directions to Pupils—Here is a list of questions over your lesson which may be answered by *yes* or *no*. Find the answer in your lesson and copy the exact words after the number of the question. The first question is 1. Does health make any difference when one is applying for a position? Your answer should be *Yes*. "The best are chosen first."

Questions

1. Does health make any difference when one is applying for a position?
2. Do poor teeth have anything to do with health?
3. Does every child have a right to enjoy health?
4. Does it cost much to give school children medical inspection?
5. Do many school children need special medical inspection?
6. May a fair chance for good health be assured?
7. Has anything of importance been found out about yellow fever?
8. Are there bad conditions against which we must fight to prevent disease?
9. Are there any regulations made concerning housing in tenement districts?
10. Is it necessary to care for the water supply in the city?
11. Do we need regulations concerning the disposal of garbage in the cities?
12. Is it necessary to have food and drugs inspected?

5. By selecting definite items of information

Sample Lesson

¹²Assignment: Carver and Adams, *Our Economic Life*, Chapter III pp. 35-49. "How the Industrial Revolution Changed our Manner of Living."

Directions to Pupils—Skim to find the information needed to fill in the blanks. Write the answers on your paper.

Feudalism and the guild system declined because they no longer proved themselves The guilds quarreled among themselves because of

Three types of industrial systems are the, and

Inventions which influenced economic life in the eighteenth century. After each invention write the name of the inventor.

1.
2.
3.
4.
5.
6.
7.
8.

¹²Sample lesson based on *Our Economic Life* by Carver and Adams. Permission for use given by John C. Winston Co.

Man's relation to the machine has changed in that today the machine is the and man has become merely an

Write briefly an illustration of "division of labor."

The advantages of the division of labor are

1.
2.
3.
4.
5.

Every year division of labor becomes and

If the individual today wishes to fit into our complex society he must

.....
As the division of labor became more and more complex people became more and more upon one another.

6. Through explaining words and phrases from their meaning in the material read

Sample Lesson

¹³Assignment: *Carver and Adams*, "How Cooperation is Safeguarded," Ch. XIV, pp. 211-224.

Directions to Pupils—Read the chapter in your text on "How Cooperation is Safeguarded." Then explain each word and phrase listed below very briefly. If you are not able to do this turn back and read the material again to find out how they are used in your book.

cooperation	Workmen's Compensation Law
Bill of Rights	severe penalties
smoke consumers	fraud
licensed	benevolent despots
employee	mercantilism
laissez faire system	pure democracy
Australian ballot	

7. By working out a set of questions over the assignment made

Sample Lesson

¹⁴Assignment: Elson, *Modern Times and the Living Past*, Ch. XVIII, pp. 238-245, "Feudalism."

Directions to Pupils—After you read the assignment make a set of not less than ten questions which you feel may be clearly answered by the material read.

To the teacher—Pupils should have such questions as

1. What was feudalism?
2. Who were the lords?
3. Who were the vassals?
4. How did serfs and freemen differ?

¹³Sample lesson based on *Our Economic Life* by Carver and Adams. Permission for use given by John C. Winston Co.

¹⁴Sample lesson based on *Modern Times and the Living Past* by Elson. Permission for use granted by American Book Company.

5. Why did the baronial lords fight one another?
6. What were the characteristics of the knights?
7. What kind of lives did the peasants live?
8. What was the duty of the lord to his vassal?
9. What was the duty of the vassal to his master?
10. What was the purpose of the medieval castle?

After the pupils have written their lists of questions they should be required to see if they can answer their own questions. If they cannot do so they should find the correct answers in the book or make new questions.

Sample Lesson

¹⁵Assignment: Bennion, *Citizenship*, Ch. XI, pp. 45-50. "The Conservation of Human Life."

Directions to the Pupils—After you have read this assignment make at least one good question which each paragraph answers clearly. When you have written your questions go over them to see if you can answer them. If you cannot, you should try to make the questions better.

To the Teacher—Pupils should be able to make such questions as

1. What should education do to help conserve human life?
2. What has become the status of such destructive agencies as liquor and deadening and stimulating drugs?
3. What is the purpose of the child-labor laws?
4. What restrictions are placed upon the employment of women?
5. What labor laws apply to men?
6. What are intelligence offices?
7. What is the business of public health boards?
8. What other public work similar to public health work is much needed in this country?
9. What has the government done for the conservation of farm animals?

8. Through giving attention to the exact meanings of words in material read

Sample Lesson

¹⁶Assignment: Moon, *Biology for Beginners*, pp. 174-181 "Worms"

Directions to Pupils—Below are listed ten words from the chapter in your book about "worms." There are several meanings given for each word. Find the word in your lesson and after reading carefully the paragraph containing it, write the meaning of the word as it is used in your lesson. Write out the correct definition for each word.

Specimen—

1. A person who typifies some ridiculous or humorous quality.
2. An example that represents a class or whole.

¹⁵Sample lesson based on *Citizenship* by Bennion. Copyright 1917, 1925, by World Book Company, Publishers, Yonkers on Hudson, New York.

¹⁶Sample lesson based on *Biology for Beginners* by Moon. Permission for use granted by Henry Holt & Co.

Conspicuous—

1. Illustrious or prominent
2. Plainly visible, obvious
3. Distinguished

Humble—

1. Unpretending
2. Unassuming
3. Lowly in condition

Locomotion—

1. To move from place to place
2. To move
3. To move in a fixed position

Organ—

1. A large musical wind instrument
2. A part of an animal or plant fitted to perform a special function or duty
3. A means of making known opinions such as a newspaper

Parasite—

1. An animal or plant living on the nourishment of another
2. One who depends upon the work of another
3. One who copies another's work in school

Inspection—

1. To examine for finding errors
2. To investigate
3. To test or examine critically

Host—

1. A large army
2. One who entertains another
3. An organism that gives nourishment to a parasite

System—

1. A living organism, considered as a functional unit
2. Method of classification as a filing system
3. An orderly arrangement

Segments—

1. Portions of lines cut from figures by other lines
2. Sectional divisions
3. Sacs of eggs

Sample Lesson

¹⁷Assignment: Mosier, *Soils and Crops*, Ch. XXXII pp. 265-370. "Barley"

Directions to Pupils—If you understand the lesson on "Barley" which you have read you should be able to explain the meaning of each of the terms given below. If you are not able to do this, you should turn back, read the material again and study out the meanings of the words from their use in the lesson.

yield	spikelet
dry-land farms	four-rowed

¹⁷Sample lesson based on *Soils and Crops* by J. G. Mosier. Copyright. Rand McNally Co.

world's production	hull-less
originated	flowering stage
hooded barley	disking
bleaching	drilled
fungous diseases	broadcasted

SAMPLE LESSONS OF THE TYPE WHICH SHOULD IMPROVE ORGANIZATION

1. Through selecting the steps of a process in sequence

Sample Lesson

¹⁸Assignment: Colby and Foster, *Economic Geography*, Chapter XVII pp. 313-324, "Iron and Steel"

Directions to the Pupils—After you have read this lesson on the iron and steel industry write down *in order* four steps in the manufacture of iron and steel.

To the teacher—Students should have the following outline

Steps in the manufacture of iron and steel

- A. Raw iron ore
- B. Pig Iron
- C. Steel ingots
- D. Iron forms needed in manufacturing industries

The same types of lessons may be based upon:

- Meat packing—pp. 247-257
- Coal mining—pp. 296-312
- Flour milling—pp. 232-246
- Lumbering—pp. 150-168

2. By matching paragraph headings with paragraphs

Sample Lesson

¹⁹Assignment: Hill, *Vocational Civics*, pp. 182-188, "Mining"

Directions to Pupils—Read the section on mining in your text. Then match the paragraph headings given below with the paragraphs in your lesson. Number the paragraphs in your book 1, 2, 3, etc. After each write the number 1, 2, etc. of the paragraph heading which matches the paragraph. The paragraph headings are not in the right order.

Paragraph headings

1. Minerals
2. Summary
3. Mining dirty work
4. Nature of the miner's work
5. How the work of mining is lightened

¹⁸Sample lesson based on *Economic Geography* by Colby and Foster. Permission for use given by Ginn and Co.

¹⁹Sample lesson based on *Vocational Civics* by Hill. Permission for use granted by Ginn & Co.

6. Kinds of work which mining requires
7. How the miner performs a service
8. How mining was done fifty years ago
9. Requirements for managers of mines
10. Living conditions in mining communities
11. The dangers of mining
12. How the work of miners is divided
13. Regularity of employment in the mining industry
14. Earnings of miners

3. By writing out paragraph headings for paragraphs read

Sample Lesson

²⁰Assignment: Hill, *Vocational Civics*, pp. 192-200, "Manufacturing and Building," Section I, "Planning the Product"

Directions to Pupils—Read each paragraph in the assignment and decide upon a heading for it. Number the paragraphs in the assignment and place these numbers on your paper. After each number write a paragraph heading for the paragraph: For example, the first paragraph in the assignment is already named. It is: I. Teamwork in production. Write paragraph headings for the twenty-four paragraphs in this assignment.

4. Organization through summarizing information about a series of topics

Sample Lesson

²¹Assignment: Webster, *Modern European History*, pp. 26-30

Directions to Pupils—Read "The Restoration and the 'Glorious Revolution' 1660-1689," and then write a sentence summarizing each paragraph. The marginal headings will give you an idea of what each topic is about.

To the teacher—The students should learn to make such summaries as the following

1. King Charles II who reigned from 1660-1685 was said never to have said a foolish thing and never to have done a wise one.
2. The period of the Restoration was characterized by a reaction against Puritan customs.
3. The members of sects who refused to accept the national church were classed as Dissenters.
4. Under Charles II the writ of *habeas corpus* requiring a person held in custody to be brought before the court was passed.
5. Two opposing parties the "Whigs and Tories" grew out of a religious controversy. The Whigs were opposed to Roman Catholic rulers and the Tories were against it.
6. James II a Roman Catholic was not popular. He dismissed Parliament. Upon the birth of a son William of Orange was invited to the throne.

²⁰Sample lesson based on *Vocational Civics* by Hill. Permission for use given by Ginn and Co.

²¹Sample lesson based on *Modern European History* by Webster. Permission for use granted by D. C. Heath & Co.

7. William of Orange and his wife Mary took the throne.
8. Parliament enacted the Bill of Rights which is found enacted in the Constitution of the United States.
9. Parliament passed a toleration Act which gave Dissenters the right to worship as they pleased.
10. The "Glorious Revolution" struck a final blow at divine right in England.

Sample Lesson

²²Assignment: Kinsey, *An Introduction to Biology*, Ch. IX pp. 94-97, "Plant Structures—Leaves"

Directions to Pupils—Read the material on *leaves* in your text. Then match the paragraph summaries given below with the paragraphs in your lesson. Number the paragraphs in your book 1, 2, 3, etc. After each number write the numbers 1, 2, 3, etc. of the paragraph summary which matches the paragraph. These paragraph summaries are not in the right order.

Paragraph Summaries

1. Chemical changes and frosts cause the leaves to change from green to many colors.
2. The surfaces of the leaves are protected by the epidermis.
3. The stoma of leaves regulates evaporation of water from them.
4. The leaves are important parts of the plant.
5. Leaves must have sunlight in order to keep their food factories running.
6. The leaf veins carry water and food to and from the growing parts of the plant.
7. Air for food and gases and water vapor as waste pass in and out of the leaf through the stomata.
8. Plants manufacture their own foods.
9. The ordinary leaf is flat in order to make its own food.
10. The tendrils of many plants are leaves or parts of leaves.

5. Through selecting the main points of a selection in preparation for a summary discussion

Sample Lesson

²³Assignment: Carver and Adams, *Our Economic Life*, Ch. II, "How the present day organization got started." pp. 21-34

Directions to Pupils—Read this material and then set down the main points which you would take up in giving a summary discussion of the chapter. There will be about eight main points. After you have chosen these points write briefly a summary discussion of each.

A summary discussion of the first point is: Man at first hunted and fished as an individual, but finally learned that for the sake of protection it was better to belong to a group.

²²Sample lesson based on *An Introduction to Biology* by Kinsey. Permission for use granted by J. B. Lippincott Co.

²³Sample lesson based on *Our Economic Life* by Carver and Adams. Permission for use given by John C. Winston Co.

To the teacher—These points would perhaps be: (1) Man as a hunter and fisher, (2) Man as a herder, (3) Man as an agriculturist, (4) Group ownership, (5) Individual land ownership, (6) Trade and the towns (7) Manufacturing and the guild system, (8) Man's control of nature.

6. Through filling in subpoints and sub-subpoints in an outline

Sample Lesson

²⁴Assignment: Webster, *Modern European History*, pp. 12-23

Directions to Pupils—Read about "The Constitutional Monarchy of Europe." Then with your books open make and fill in an outline using the following main topics as guides. Make your outline as brief as possible.

Direction to the teacher—After the outlines are finished have them checked to see if important subpoints are included.

Constitutional Monarchy in Europe

I. Absolutism of the Stuarts 1603-1642

- A.
- B.
- C.
- D.
- E.
- F.
- G.
- H.
- I.
- J.
- K.
- L.
- M.
- N.

- 1.
- 2.
- 3.
- 4.

II. Cromwell and the Puritan Revolution 1642-1649

- A.
- B.
- C.
- D.
- E.

- 1.
- 2.
- 1.
- 2.
- 1.
- 2.

²⁴Sample lesson based on *Modern European History* by Webster. Permission for use granted by D. C. Heath & Co.

- F.
- G.

7. Through outlining material²⁵ read when skeleton outline is given

Sample Lesson

²⁵Assignment: Webster, *Modern European History*, pp. 1-11

Directions to Pupils—Read the lesson on the “Foundations of Europe” and then fill in the following outline for which the main points are given. You are to fill in the subpoints. The subpoints should be given in brief, exact form.

Directions to the teacher—There should be a class discussion following the filling in of the outline to check the papers and let each student know his score and to discuss the best wording for each point.

- I. The Geography of Europe
 - A. Area of Europe
 - 1.
 - 2.
 - 3.
 - 4.
 - B. Situation
 - C. Climate and rainfall
 - 1.
 - 2.
 - 3.
 - 4.
 - D. Access to the sea
 - E. Inland communication
 - 1.
 - 2.
 - 3.
 - F. Lowlands
 - G. Highlands
 - H. Resources of Europe
 - 1.
 - 2.
 - 3.
 - 4.
- II. The peoples of Europe
 - A. Population of Europe
 - B. Racial types in Europe
 - 1.
 - 2.
 - 3.
- III. European states
 - A. Geographical boundaries
 - 1.

²⁵Sample lesson based on *Modern European History* by Webster. Permission for use granted by D. C. Heath & Co.

- 2.
- 3.
- 4.
- B. Racial boundaries
 - 1.
 - 2.
- C. Linguistic boundaries
 - 1.
 - 2.
 - 3.
 - 4.
- D. State-making
- E. Western Europe
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.
 - 6.
 - 7.
- F. Central Europe
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.
 - 6.
 - 7.
- G. Northern and eastern Europe
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.
- H. Southeastern Europe
- IV. European Governments
 - A. Absolutism
 - B. Dignity of kings
 - C. Divine right
 - D. Popular sovereignty

Sample Lesson

²⁶Assignment: Procter, *Vocations*, Chapter V, pp. 63-72, "Agricultural Vocations"

Directions to Pupils—Read the assignment on the nature of the work of agricultural vocations. Then close your books and see if you can fill in the

²⁶Sample lesson based on *Vocations* by Procter. Permission for use granted by Houghton Mifflin Co.

outline using the following main topics as guides: Make the outline as brief as possible.

Directions to the Teacher—After the outlines are made have them checked to see if the important subpoints are included. If pupils are not able to fill in the outline with the books closed have it done first with the books open.

AGRICULTURAL VOCATIONS

Nature of the work

I. Market-gardening

Nature of truck gardening

- 1.
- 2.

II. Floriculture

Ways in which floriculture is carried on

- 1.
- 2.
- 3.

III. Horticulture

Kinds

- 1.
- 2.
- 3.

IV. Forestry

Nature of the work of forestry

- 1.
- 2.
- 3.

V. Lumbering

Nature of the work

- 1.
- 2.
- 3.

VI. Fisheries

Types

- 1.
- 2.

SAMPLE LESSONS OF THE TYPE WHICH SHOULD IMPROVE THE ABILITY TO REMEMBER

1. By a memory test lesson

Sample Lesson

²⁷Assignment: Muzzey, *History of the American People*, "Establishment of the National Government," pp. 151-168

²⁷Sample lesson based on *History of the American People* by Muzzey. Permission for use granted by Ginn and Company.

Directions to Pupils—Read this lesson keeping in mind the following questions

1. Why was the period just after the Revolutionary War considered critical?
2. How was the Constitution of the United States made?

As you read see how much you can find out about these two big questions. After you have gone over the material rapidly the first time and then more carefully try to fill out the following outline from memory. Make it as brief as possible.

- I. Why the period following the Revolutionary War was considered such a critical period

A.	F.
B.	G.
C.	H.
D.	I.
E.	J.
- II. The making of the Constitution of the United States

A.	F.
B.	G.
C.	H.
D.	I.
E.	J.

Fill in as much of the outline as you can. Then turn to your book and get the points you didn't remember.

2. By answering questions over the material after it has been read

Sample Lesson

²⁸Assignment: Muzzey, *History of the American People*, pp. 168-176

Directions to Pupils—Read the section in your text on "The Federal Power" keeping the following questions in mind

1. How is our present government "partly national and partly federal?"
2. What are the departments of our government and their powers?
3. How may the Constitution of the United States be amended?

After you have read the lesson, close your books and see how many of the following questions you can answer. Write down the numbers of those you cannot answer.

1. How were those in authority brought to support the Constitution of the United States?
2. What is the purpose of the legislative department?
3. On what subjects may Congress legislate?
4. What powers are forbidden to Congress?
5. What powers are left to the states?

²⁸Sample lesson based on *History of the American People* by Muzzey. Permission for use granted by Ginn and Company.

6. What is the purpose of the President of the United States?
7. What powers does the President of the United States have?
8. How is the President of the United States chosen?
9. Who assists the President of the United States in performing his duties?
10. What makes up the judicial department of our government?
11. What are examples of the "Unwritten Laws" of the Constitution?
12. What is the Bill of Rights?
13. What amendments have been made to the Constitution of the United States?
14. What is meant by "Implied Powers of the Constitution?"
15. When did the new government go into effect?

Mark the questions you cannot answer. Turn back to the lesson and read to find answers to these questions.

3. By organizing material to remember it

Sample Lesson

²⁹Assignment: Muzzey, *History of the American People*, pp. 106-122, "The American Revolution"

Directions to the Pupils—England did many things which antagonized the American Colonists but at the same time the colonists showed rebellion against the mother country in many ways.

Read the assignment and then take a sheet of paper and arrange two columns. In one column list all the ways you find in which England antagonized the Colonists, and in the other all the ways you can find in which the Colonists rebelled against England. Rank these grievances in what you consider the order of importance.

England	Colonists

4. By practice in remembering what is read

Sample Lesson

³⁰Assignment: King and Barnard, *Our Community Life*, 1926, Ch. VI, pp. 112-123

Directions to Students—Read the lesson, then close your books and see how many of the following questions you can answer. After you have answered all you can, turn back and find the answers to those questions you didn't remember.

1. To what is destruction by fire almost entirely due?
2. What are five causes for fires which might be prevented if each person tried?
3. Can you name from ten to fifteen causes of fires?

²⁹Sample lesson based on *History of the American People* by Muzzey. Permission for use granted by Ginn and Company.

³⁰Sample lesson based on *Our Community Life* by King and Barnard. Permission for use given by John C. Winston Co.

4. What was the early fire fighting apparatus?
5. What is the modern fire fighting apparatus?
6. Can you name at least four ways in which cities help to prevent fire?

5. Through following directions in an outline

Sample Lesson

³¹Assignment: Magruder, *American Government*, Ch. V, pp. 61-72, "The Legislative Department"

Directions to Students—Read the assignment and then with your book open fill in the following outline briefly

Congress

I. House of Representatives

A. Members

1. Qualifications
2. Elected by
3. Term
4. Salary
5. Powers
6. Convene, when

B. Presiding Officer

1. Qualifications
2. Elected by
3. Term
4. Salary

II. Senate

A. Members

1. Qualifications
2. Elected by
3. Term
4. Salary
5. Powers
6. Convene when

B. Presiding officer

1. Qualifications
2. Elected by
3. Term
4. Salary

Close your book and see if you can fill out this outline.

³¹Sample lesson based on *American Government* by McGruder. Permission for use granted by Allyn & Bacon.

6. Through deciding upon the questions which the paragraph answers

Sample Lesson

³²Assignment: Colby and Foster, *Economic Geography*, Ch. XVI, pp. 296-312. "Coal"

Directions to Students—Number each paragraph of this assignment. After you have done this read the first paragraph and write down after number "1" the questions which the paragraph answers. Do this with each paragraph.

After you have completed the questions on all of the paragraphs, turn back and see how many of the questions you can answer. If you cannot answer the questions perhaps they are not good questions. Try making over the questions that you cannot answer.

Sample Lesson

³³Assignment: Clement, *Living Things*, Ch. IX, pp. 81-91, "The Frog."

Directions to Pupils—Skim this material to see how quickly you are able to find the correct words for filling the blanks in the exercise below:

1. When the frog dives his eyes are protected by a tissue called
.....
2. In the frog the skin is an organ of
3. Carbon dioxide is carried from the in the blood to the and where it is excreted.
4. The skin only is used for breathing in
5. The chief diet of the frog is which it catches with its
.....
6. The liver eliminates and acts as a for food.
7. There are three kinds of corpuscles in the blood. They are
....., and
8. Clotting of the blood is caused by the entanglement of the
..... in the
9. The organs of circulation are the,,
..... and
10. The frog begins its existence as a single
11. When the frog begins life it is called a
12. The tissues found in the bodies of frogs are the,
....., and
13. Enemies of the frog are,,,
....., and
14. Frogs belong to the class.
15. Frogs are economically important because they,
.....

³²Sample lesson based on *Economic Geography* by Colby and Foster. Permission for use granted by Ginn and Company.

³³Sample lesson based on *Living Things* by Clement. Permission for use granted by Iroquois Publishing Co.

SAMPLE LESSONS OF THE TYPE WHICH SHOULD IMPROVE THE
ABILITY TO USE BOOKS

1. By skimming to locate answers to questions

Sample Lesson

³⁴Assignment: Caldwell and Curtis, *Introduction to Science*, Ch. V, pp. 56-63, "Water and its Work"

Directions to Pupils—Skim this material to see how quickly you are able to find the correct words for filling the blanks in the exercise below:

1. We do not see steam. We see only the tiny drops of water formed when has been cooled enough by the..... air so that it
2. In boiling steam bubbles are forced to the surface because steam is than water.
3. Running water soil and rocks from the hills into the and
4. If the water table reaches the surface on a mountain slope a results, if it barely reaches the surface over a large area a is formed.

2. Through making graphs

Sample Lesson

³⁵Assignments: Colby and Foster, *Economic Geography*, pp. 135, 150, 165, 182

Directions to Pupils—Graphs show how we may compare data. If you learn how to make graphs you will be better able to understand and read graphs for getting information. On page 135 in your text you will find this statement, "The United States uses about two-fifths of the forest products consumed in the entire world." Make a graph showing this statement. Draw a perpendicular line 5 inches long on your paper. Draw a second line parallel to the first line and one inch from it. Connect these two lines and mark off into five inches. Color this bar graph lightly and at one side mark "Forest products consumed by the entire world." Parallel to this graph and one inch from it draw a line two inches long, close these lines, color lightly and mark by it "Forest products consumed in the United States."

Make graphs showing the following

Page 150—From Seattle, Tacoma, Portland, or Vancouver, it is only a short ride by train, motor or steamer to the forests which yield approximately a third of the lumber supply of the United States.

Page 165—About a third of our annual supply of lumber comes from our southeastern states, about a third from the Pacific Northwest and the remainder from many scattered forest areas.

³⁴Sample lesson based on *Introduction to Science* by Caldwell and Courtis. Permission for use granted by Ginn and Company.

³⁵Sample lesson based on *Economic Geography* by Colby and Foster. Permission for use granted by Ginn and Company.

Page 182—Washington leads the Pacific Northwest in apple production. The state produces about a fifth of our commercial crop.

3. Through practice in the use of the dictionary

Sample Lesson

³⁶Assignment: Hill, *Vocational Civics*, Ch. IV, pp. 79-104, "Sending Messages and Distributing News"

Directions to Pupils—Below are words for which you are to give definitions. Skim through the lesson until you find the word used. Then write the definition being sure that your definition fits the word as it is used in the lesson. If you are not able to give a definition for the word as it is used in the lesson, write it down on another paper and look up its meaning in the dictionary.

Word List

communicate	census
gestures	controversy
primitive	circulation
cable	issues
signal	conservation
hurricanes	applause

4. By practice in the use of the index

Sample Lesson

³⁷Assignment: Smith, Davis and McClure, *Government in the United States*

Directions to Pupils—Use the index of your text in finding answers to the questions given below.

Read the question and decide upon the most important word to look for in the index.

Find the word in the index and decide as to which page of the book will be apt to give the answer to the question. Find the page and skim through the material until you find the word which gives you the clue to the information. Read carefully to find the answer. If you do not find the answer, try another page given in the index.

List of questions

1. How do we distinguish between a city and a town?
2. Why is zoning an important part of city planning?
3. Are the middlemen or the retailers more important to customers?
4. What is the most popular development in radio?
5. What is the importance of the Presidential veto?
6. What are the duties of the police force?

³⁶Sample lesson based on *Vocational Civics* by Hill. Permission for use granted by Ginn and Company.

³⁷Sample lesson based on *Government in the United States* by Smith, Davis and McClure. Permission for use granted by Ginn and Co.

7. In what respects are the American and English Constitutions alike?
8. What are three types of local government?
9. What vocations are open to women?
10. Is general education necessarily fundamental in our educational system?

5. By practice in reading and studying illustrations

Sample Lesson

³⁸Assignment: Millikan, Gale and Pyle, *Elements of Physics*, Illustration opposite page 301

Directions to Pupils—Study the illustration opposite page 301. Then see if you can find in it the answers to the following questions. If you cannot discover the answers through studying this illustration read pp 294-320 to find the answers.

1. In what manner are the storage batteries connected? Why are they so connected?
2. What determines the voltage of this plant?
3. In what ways does this plant differ from the one that supplies light for your school building?
4. What part of the plant generates the current of electricity?
5. Is it necessary for the dynamo to be in motion in order for the plant to produce a current of electricity?
6. Could you use the same incandescent bulbs with this plant as are used in our school building?
7. According to the diagram is this plant connected to deliver electricity to this house?

³⁸Sample lesson based on *Elements of Physics* by Millikan, Gale and Pyle. Permission for use granted by Ginn and Company.

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