

**HISTORY READER FOR  
ELEMENTARY SCHOOLS:  
ARRANGED WITH SPECIAL  
REFERENCE TO HOLIDAYS; PART  
III: MARCH, APRIL, PP. 223-311**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649605040

History Reader for Elementary Schools: Arranged with Special Reference to Holidays; Part III:  
March, April, pp. 223-311 by L. L. W. Wilson

Except for use in any review, the reproduction or utilisation of this work in whole or in part in any form by any electronic, mechanical or other means, now known or hereafter invented, including xerography, photocopying and recording, or in any information storage or retrieval system, is forbidden without the permission of the publisher, Trieste Publishing Pty Ltd, PO Box 1576 Collingwood, Victoria 3066 Australia.

All rights reserved.

Edited by Trieste Publishing Pty Ltd.  
Cover @ 2017

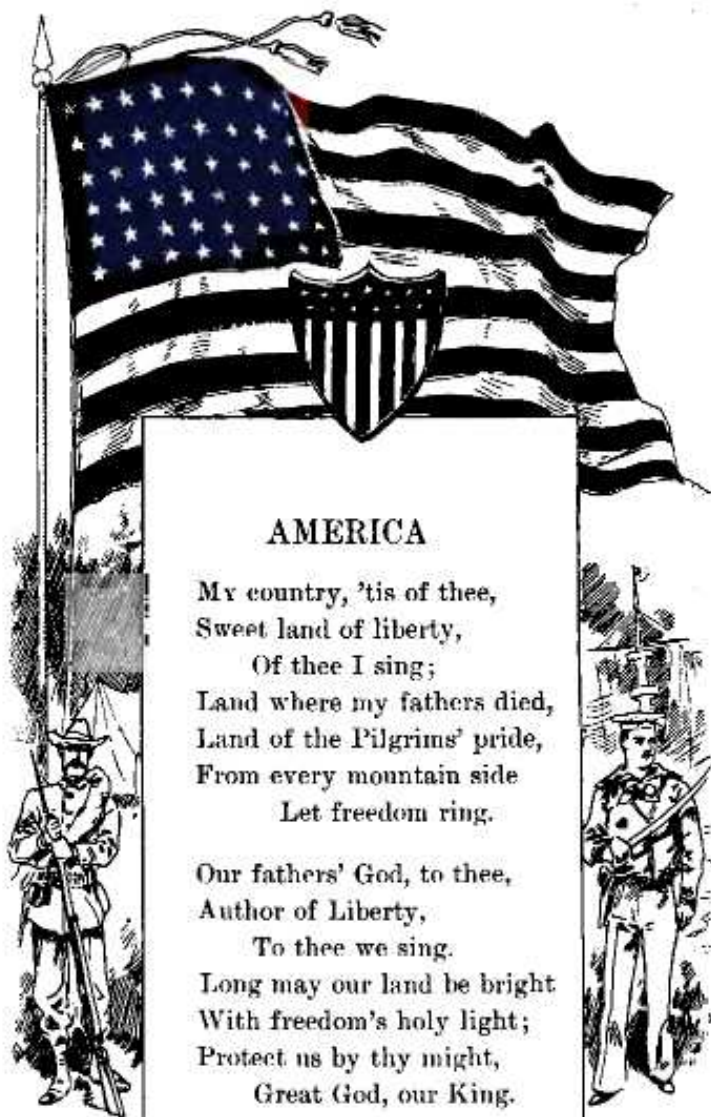
This book is sold subject to the condition that it shall not, by way of trade or otherwise, be lent, re-sold, hired out, or otherwise circulated without the publisher's prior consent in any form or binding or cover other than that in which it is published and without a similar condition including this condition being imposed on the subsequent purchaser.

[www.triestepublishing.com](http://www.triestepublishing.com)

**L. L. W. WILSON**

**HISTORY READER FOR  
ELEMENTARY SCHOOLS:  
ARRANGED WITH SPECIAL  
REFERENCE TO HOLIDAYS; PART  
III: MARCH, APRIL, PP. 223-311**





## AMERICA

My country, 'tis of thee,  
Sweet land of liberty,  
Of thee I sing;  
Land where my fathers died,  
Land of the Pilgrims' pride,  
From every mountain side  
Let freedom ring.

Our fathers' God, to thee,  
Author of Liberty,  
To thee we sing.  
Long may our land be bright  
With freedom's holy light;  
Protect us by thy might,  
Great God, our King.

# HISTORY READER

FOR

ELEMENTARY SCHOOLS

ARRANGED WITH

SPECIAL REFERENCE TO HOLIDAYS

BY

L. L. W. WILSON, PH.D.

AUTHOR OF "NATURE STUDY IN ELEMENTARY SCHOOLS. PART I: MANUAL  
FOR TEACHERS. PART II: READER"

PART III

MARCH. APRIL

DEPARTMENT OF EDUCATION  
LELAND STANFORD JUNIOR UNIVERSITY

New York

THE MACMILLAN COMPANY

LONDON: MACMILLAN & CO., LTD.

1898

*All rights reserved*

*LIBRARY OF THE  
LELAND STANFORD JR. UNIVERSITY.*

*Q. 38220.*

COPYRIGHT, 1898,

BY THE MACMILLAN COMPANY.

**C**

Norwood Press  
J. S. Cushing & Co. - Berwick & Smith  
Norwood Mass. U.S.A.

## PREFACE

A MANUAL for teachers on History in the Elementary School is now in process of publication.

Until this is issued the following suggestions may be of some value to the teachers who wish to make a profitable use of the reader.

### SUGGESTIONS TO TEACHERS

Children like best to read about things of which they already know. Therefore fill the children's minds with the central thought for the month, with other stories, and occasionally with these same stories amplified, before their own reading begins.

With colored crayons put on the board, in September, drawings of the Indians; in October, the ships of Columbus and of the Vikings; in November, the wild turkey; in May and June, the flags. Stencils of Washington, Grant, Lincoln, Franklin, and the other American worthies make large graphic likenesses on the blackboard.

Prang publishes a number of inexpensive color reproductions of famous historic scenes.

More interesting than even the largest and most brilliantly colored of pictures are impromptu games



and plays based on the stories, in which the children are the happy actors.

Let the stage properties be few. And just here a hint may be sufficient; viz. children like to be trees *almost* as well as to be wild Indians!

In regard to the use of these stories for reading, I would suggest the following method as one of the many ways in which children may be taught to become fluent, intelligent readers:—

Divide the time allotted to reading into two periods as widely separated from each other as possible.

In the first of these teach all of the new words, and drill upon them thoroughly. Too much emphasis cannot be laid on the importance of this preparatory word study.

In general, the following methods will be satisfactory with second and third-year pupils:—

I. Write upon the board a new word with all the diacritical marks that may be necessary to enable the pupil to pronounce it correctly.

II. Teach the meaning of the word.

III. Proceed in the same way with several other words.

IV. Drill on the instant recognition of these words without diacritical marks.

V. Let the pupils write the words from dictation, marking the sounds and accents, and dividing it properly into syllables.

Later in the day let him read the lesson for the

sake of the thought. Do not take it for granted that no further teaching is necessary, but remember, too, that it is now the pupil's time to talk.

If he does not read well now, it is because he fails to grasp the thought. A word, a question, will often clear up the obscurity in his mind. Lead him to think, not to imitate.

It is a good idea to have a systematic plan for silent reading. Many of the short stories in this little book will lend themselves easily to this device. On this work may be based a subsequent oral and written language lesson.

Above all, do not neglect to cultivate his taste, — his literary and artistic instincts. What stanza, or what line, or what part of this did you like best? Why? are questions always in order and always interesting.

L. L. W. WILSON.

PHILADELPHIA NORMAL SCHOOL.

11/11/2019

11/11/2019

11/11/2019

11/11/2019

11/11/2019

11/11/2019

11/11/2019

11/11/2019

11/11/2019

11/11/2019

11/11/2019

11/11/2019

11/11/2019

11/11/2019