

**HISTORY READER FOR  
ELEMENTARY SCHOOLS:  
ARRANGED WITH  
SPECIAL REFERENCE TO  
HOLIDAYS, PART IV, PP. 313-403**

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History Reader for Elementary Schools: Arranged with Special Reference to Holidays, Part IV,  
pp. 313-403 by L. L. W. Wilson

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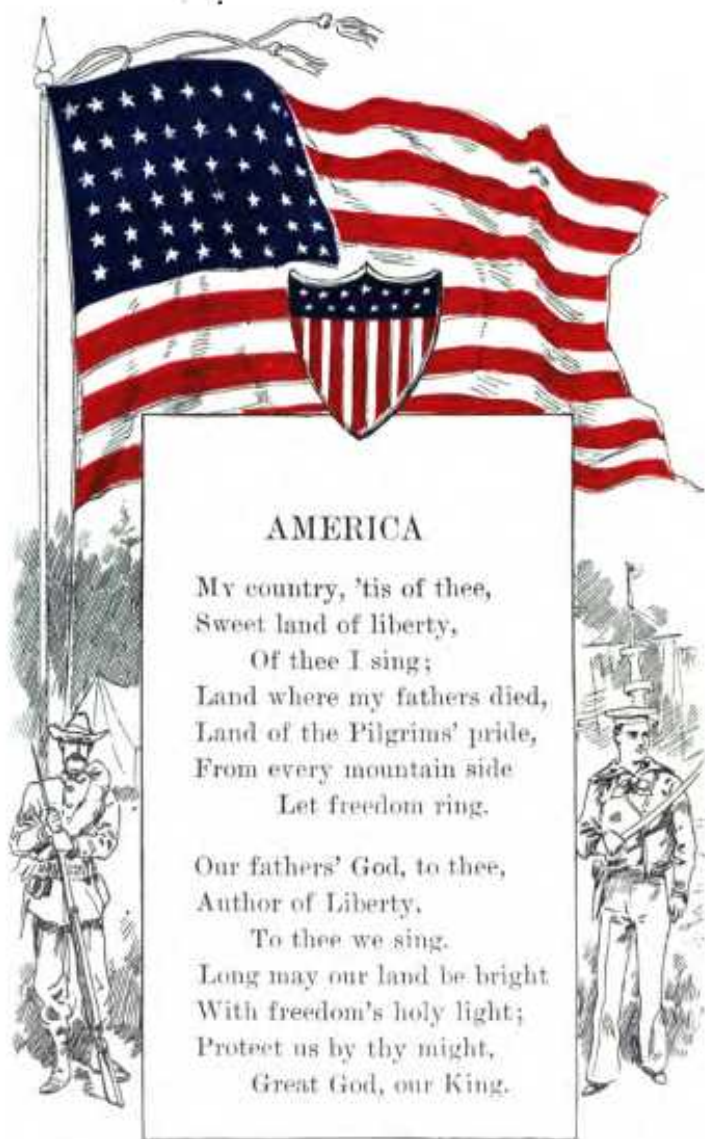
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**HISTORY**  
**IN**  
**ELEMENTARY SCHOOLS**

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•The M Co. •



## 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.

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FOR TEACHERS. PART II: READER"

PART IV

MAY JUNE

DEPARTMENT OF EDUCATION  
LELAND STANFORD JUNIOR UNIVERSITY

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## 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