

**THE TEACHING OF
CITIZENSHIP: AN
OUTLINE FOR GRADES
ONE TO NINE INCLUSIVE**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649419661

The Teaching of Citizenship: An Outline for Grades One to Nine Inclusive by Henry J. Peterson

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HENRY J. PETERSON

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The Teaching of ^{OF} _{CALIFORNIA} Citizenship

An Outline for Grades
One to Nine inclusive

BY

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HOUGHTON MIFFLIN COMPANY

BOSTON NEW YORK CHICAGO SAN FRANCISCO

The Riverside Press Cambridge

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The Riverside Press
CAMBRIDGE · MASSACHUSETTS
PRINTED IN THE U.S.A.

PREFACE

IN 1919 the Iowa Legislature passed a law requiring the teaching of citizenship in all grades. Mr. H. C. Moeller, County Superintendent of Schools in Black Hawk County, asked the Extension Department of Iowa State Teachers College to prepare for his teachers an outline for such teaching. It was at the suggestion of Mr. Irving Hart, Director of the Extension Department, that I prepared the outline requested. The outline was prepared in the form of a series of lessons and presented to the teachers of Black Hawk County in General Study Centers in 1919-20. These lessons were put out in pamphlet form the following year by the Extension Department and distributed to the teachers of Iowa. It is this material that forms the basis for the present manual.

Coöperation of citizens is the keynote of the manual. The idea of membership in certain groups is, therefore, introduced as the experience of the pupils can grasp such relationships. The pupils thus gradually come to realize what our government means to them and what duties they owe the government.

As the opening exercise and special holidays afford an excellent chance for the teaching of American ideals and patriotism, the first pages of the outline give suggestive material for such occasions. For the work with the first six grades the topic method is used. For the higher grades such method was possible only in part, since the manual for these grades is prepared to supplement a definite text, Guitteau's *Preparing for Citizenship*. Throughout the outline the importance of relating the teaching to the child's experience is stressed.

In preparing the material for the first three grades Cabot's *A Course in Citizenship and Patriotism* was found very useful. This book is indispensable for teachers in the primary grades and indeed in all grades. A valuable book for the intermediate grades is Sara Cone Bryant's *I Am an American*. Other books useful to teachers of citizenship and civics are listed at the end of the outline.

The original outline was prepared in consultation with Mr. Hart and Mr. Moeller. From their experience they were able to give me valuable and helpful suggestions.

HENRY J. PETERSON

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THE TEACHING OF CITIZENSHIP

CHAPTER I

AIMS AND METHODS OF A COURSE IN CITIZENSHIP

I. The Purpose of a Course in Citizenship.

1. Relation to the purpose of all education.
2. Definition of "citizen."

"The good citizen may be defined as the one who habitually conducts his own affairs with due regard for the welfare of the community of which he is a member, and who is active and intelligent in his co-operation with his fellow members for the common good."

3. Definition of "the community" and how to approach the idea of "the community."
4. Responsibility upon the teacher.

II. Grades One, Two, and Three.

1. AIM.

- a. To make the child conscious of his surroundings — his home, his school, his neighborhood — and to show his dependence on others together with his ability to help others.
- b. To develop personal virtues which are the basis of civic virtues, such as obedience and self-control, cleanliness, orderliness, punctuality, helpfulness, courtesy and sympathy, kindness to animals, truthfulness, honesty, courage, fair play, care of property, thrift, love of beauty.
- c. To arouse a feeling of love of country.

2. METHOD.

Entirely suggestive, through stories, songs, poems,