

*H. B. Bruner*

# PROJECT PLANS

BOOK I

*Okmulgee City Schools*

*Grades I, II and III*



*By*

*Faculties of Okmulgee Grade Schools*



*Edited by*

**H. B. BRUNER**

*Superintendent City Schools*



*Published By*

**BOARD OF EDUCATION**

**OKMULGEE, OKLA.**







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1918-1922

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## GENERAL FOREWORD.

Three years of faithful sympathetic efforts on the part of every teacher in the Okmulgee grade schools as well as supervisors and principals are represented in this course of study. The results, I know, will be most pleasing to all of us even though we realize thoroughly the course of study may have many shortcomings. I am confident it is the first course of its kind in the country. It has been rounded out through many conferences within our own system as well as with some of the leading educators of America. Credit is due the faithful supervisors, administrative and teaching forces of the Okmulgee Schools who during the past three years have given their all toward perfecting and completing this work. In most instances names are attached to the particular contribution made by different individuals. The brunt of the work as far as collecting and co-ordinating the course of study has fallen upon Miss Leta Brooks, Director of Grade Schools, and Miss Carrie May Keller, Director of Primary Grades. The greatest credit is due to Mr. L. H. Stevens, Head of the Printing and Journalism Department of the Okmulgee City Schools, for his careful and patient proof-reading of all of this material.

We must also give credit indirectly to Dr. William S. Gray, Dean of the College of Education, University of Chicago; to Dr. J. R. Jewell, Dean of the College of Education, University of Arkansas, and to Dr. Thomas H. Briggs, Professor of Secondary Education, Teachers College, Columbia University, New York City, who have through their talks and conferences with Okmulgee teachers inspired us to attempt this kind of a course. We also appreciate the splendid efforts and hearty co-operation of the Board of Education of Okmulgee:

Dr. S. B. Leslie, President,  
Dr. W. M. Cott, Vice President.  
Mr. D. W. Grier,  
Rev. R. W. Clymer,  
Mr. J. M. Robe,

who have made the work possible financially.

We trust that this is only a beginning and that it may be revised in the next two or three years in such a way as to really be a model which grade teachers might enjoy using. In many things we do not claim originality, for we have gotten splendid help from the following course of study:

Illinois Course of Study,  
Rockford, Ill.  
Dallas, Texas.  
Detroit, Mich.  
Seattle, Wash.

H. B. BRUNER.

PROJECT PLAN BOOK—GRADES I, II, III.

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- Materials used—methods of obtaining, (Third or Fourth grades.)
- (b) Animal shelter.  
Purpose—from weather, enemies.  
Material—beaver, bird, etc.  
Method of construction.
  - (c) Shelter of primitive man.
7. Clothing:
- (a) People we live with.  
Purpose of clothing.  
Material.  
Adaptation and changes in material according to (a) climate (b) style, (c) finances.  
Sources of material and geographical distribution (Third Grade.)  
(a) Animal (b) Plant  
Methods of obtaining material (Third grade.)  
(a) study of industries.  
Experimentation.  
Spinning, carding, weaving, dyeing, designing, dressing dolls to represent primitive people.
  - (b) Animal covering.
  - (c) Primitive man.

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LIST OF USABLE PROJECTS.

First Grade:

- I. Circus project.  
(typed)
  - II. Home Project.
    - 1. Homes of animals and birds.
    - 2. Man's homes.
      - (a) Cave of Cliff Dwellers.  
(Use sand table.)
  - III. Fall Fruits.
  - IV. Gardening.
    - V. Indian Project.
    - VI. The Grocery Store.
    - VII. The Farm in sand table.
      - Fields and pastures.
      - Buildings.
      - Windmill.
      - Fences
      - Animals—model in clay.
      - Products—model in clay.
      - Farmer—dress and place in setting.
- Make a book about the farm—pasting pictures, cuttings and drawings.  
(Useful in connection with reading and language.)  
Make a book of the product followed from seed planting to table.  
Churn butter, using Mason fruit jar. Give a party, serve butter on crackers; table manners and courtesy of hostess stressed.  
Plant bulbs for Christmas and Easter.  
Find cocoons to keep in the schoolroom until they open.



## PROJECT PLAN BOOK—GRADES I, II, III.

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- VIII. Christmas presents for father, mother, and some one who would not get any otherwise.
- IX. Feeding birds on window-sills at home and at school.
- X. Help teacher take care of schoolroom, keeping it clean, and arranging material.
- XI. "Fly-swatting campaign." Make strong fly swatters.
- XII. Collect kinds of cloth; cotton, wool, linen, silk. Learn how to tell each; the use of each. Make booklets.
- XIII. Plant seeds for watching germination and for garden. Make window boxes; find good soil; water and tend plants.

### Second Grade:

- I. Shepherd Life.
- II. The Grocery Store Project.
- III. The Knights.
  - 1. "How Little Cedric Became a Knight."  
"King Arthur and His Knights."
- IV. Circus Project.
- V. A Sand-table farm.
- VI. Patriotism.
- VII Sand-table representation of harvest time on the farm; represent various products in clay modeling, paper cutting, etc., shocks of grain; piles of hay, etc.
- VIII. Collect garden products, make envelopes and sort and save seeds.
- IX. Plan for winter feeding of birds. Make feeding table.
- X. Sand table representation of Tree Dweller's country or Cave Man.
- XI. Make dust cloths, individual towels, needle-cases, iron holders, Christmas stockings, things for playhouse.
- XII. Make Indian bow and arrow, a canoe and other Indian devices. Weave baskets, make Indian clay dishes and pottery.
- XIII. Trips to parks and country for Nature study. Build bird houses. Keep a bird calendar. Keep a flower calendar.
- XIV. Plant seeds in glass or cotton to watch germination.
- XV. Prepare and plant garden.

### Third Grade:

- I. Viking Project:
  - 1. Origin of North Sea Rovers.
  - 2. Their home life.
  - 3. Their clothing, weapons.
  - 4. Literature.
  - 5. Transportation.
  - 6. Industry.
  - 7. Religion.
  - 8. Occupation.
- II. The Farm.
- III. An October Project:
  - 1. Nature's storehouse and provisions for winter.
  - 2. Animal's storehouse and provisions for winter.
  - 3. Man's storehouse and preparation for storing.
  - 4. Utilization of Nature's storehouse.
  - 5. Signs of Autumn.

- IV. The Grocery Store.
  - 1. Making store boxes.
  - 2. Supplying the store, sample goods.
  - 3. Use of weights and measures.
- V. Make an Indian village in sand table, or an Eskimo village or cliff dwellings.
- VI. Make a booklet containing pictures and descriptions of animals captured by Indians and Ekimos; the weapons of Indians and Ekimos. Their customs and sports.
- VII. Make Indian bowl, coil method, Indian design.
  - 1. Dry pumpkins and apples.
  - 2. Make an Indian; using dried apple for face.
  - 3. Dramatize an Indian corn dance or other festival.
- VIII. Sand table representation of Arab or other pastoral tribe, tents, flocks, utensils, clothing, fold.
- IX. Visit brick kiln. Make bricks from clay; dry in sun.
- X. Sand table representation of Egyptian or Roman or any other early farm people.
- VI. Plant and raise cotton. Carry it through the processes necessary to use it.  
Projects in the Primary Grades—Krackowizer.

II. PROJECTS IN DETAIL:

FIRST GRADE.

1. Newspaper Project—Frances Hartman.
2. Playing Dairy—Ruth Shipp.
3. A Good Habit Project—Willie McLees.
4. Play House Project—Ethelyn Smith.
5. A Spring Project—Ina Brown.
6. Keeping Store—Carrie Keller.
7. Christmas Project—Lillian Keena.
8. Bird Project—Lillian Keena.
9. Mother Goose Project—Lillian Keena.
10. Eskimo Project—Margaret Harper.
11. Circus Project—Zelma Wells.
12. Holland Project—Agnes Morrissey.
13. Fall Fruits—Grace Metz.

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NEWSPAPER PROJECT.

GRADE I.

(To extend through year if desired.)

Problem of the Project:

To give the children an incentive to read by letting them supply material they have actually experienced as reading matter.

Organization of Subject Matter:

Material may be arranged so that it forms a basis for Nature Study, Language, Numbers, Civics, Games, Handwork, Sand Table, and Music.

Nature Study:

Take the children on a picnic or to a park. Notice leaves, flowers, birds nests, etc. Talk about the season.

Take a lunch. Each child may bring an apple and cookies. Bring flowers and pretty leaves back.

Language:

Let the children talk about the picnic. Let them tell what they did and what they saw. Help them to decide which sentences best tell the story. Write these on the board. Read them with children. Let different children read. Talk about a newspaper. Decide on a name for the newspaper. Print the name at the top of the paper. We called ours, "First Grade News." Here are the sentences a class worked out for their paper. Note the Nature Study Games and number work.

We had a picnic.

We had candy and apples to eat.

We played ball.

We played hide and seek.

Peggy was "It."

She counted 1-2-3-4-5-6-7-8-9-10.

"Ready."

"Not I," cried Frances.

"Not I," cried Jim.

"Not I," cried Ruth.

"Not I," cried Vargie.

Robert saw a bird.

John found a toad stool.  
Helen found a toad.  
We saw some leaves.  
We saw some flowers.  
We wanted some water.  
Mary Jo had a pail.  
Howard and Grady went for some water.  
We brought some leaves and flowers back to school with us.

**Reading:**

These sentences were printed on large sheets of tagboard and used for reading materials. When children have read the whole story they are given a small newspaper with the story typewritten on it to take home and read to mother.

**Handwork:**

Freehand cutting and coloring of leaves, using the leaves we brought in as models. Clay toad stools.

**Music:**

“Come and Play”—Hollis Dann, Book 1.  
“Come Little Leaves”—Hollis Dann, Book I.  
“The World Is So Full”—Hollis Dann, Book I.

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CIRCUS PAGE FOR NEWSPAPER.

There was a circus in town so we went to the parade. Most of the children got to go to the circus itself. They saw many interesting things. This made a real live language lesson all unawares. We wrote the best sentences on the board and printed them as before. We found pictures of animals and clowns to go at the top of this news sheet.

**Reading.**

This makes fascinating reading lessons.

**Nature Study:**

Talk about different animals and their habits.

**Handwork:**

Freehand cutting of animals, cages, clowns. Make circus parade around blackboard. A circus sand table would furnish a lot of handwork.

**Numbers:**

Counting the animals in the parade by 1's, 2's.

**Music:**

The Clown—Jolly and Gay, from Progressive Music Book I.  
The Lion—Smith, Book I.  
The Elephant—Smith, Book I.  
When I Grow to Be a Man—Smith, Book I.

**Other News Sheets:**

We went to visit the Postoffice. Mothers took us in cars.

**Language:**

Arrange the material to be printed.

**Reading:**

It made several pages for reading.

**Handwork:**

We made a real Postoffice.

**Writing:**

We wrote notes to mother, our names.

**Numbers:**

We sold stamps at the Postoffice window.

**Handwork:**

We made envelopes—Valentines.

**Music:**

“Postman”—Progressive Music, Book 1.

“A Bird’s Valentine”—Hollis Dann, Book I.

“Be My Valentine.”

FRANCES HARTMAN.

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**PROJECT: PLAYING DAIRY.**

**FIRST A GRADE.**

In a discussion of what composed a good school lunch, milk and butter were topics. The children decided that they would like to know more about milk and butter. It was suggested that we visit a dairy and see how milk is prepared to drink and how butter is made. One child’s father took us in his big hay wagon; early in the morning, we started for the dairy farm and arrived there just as the last cows were being milked. We watched the processes of milking, separating the cream, bottling the milk and butter making. We saw the silos where the cow’s feed is kept. The dairyman explained how and when the cows were fed, and how much they were fed each time.

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**ENGLISH CONVERSATION.**

Habits of the Cow.

Usefulness.

Care of the Cow.

Effect of food on milk and butter.

Uses of milk and butter.

Appearance of a cow.

**Stories:**

Jack and the Bean Stalk.

The Story the Milk Told Me.

Lord Cornwallis’ Knee Buckles—“In the Child World.” E. Poulsson.

The Cow That Lost Her Tail.

**Poems:**

Thank You, Pretty Cow. To be memorized.

The Friendly Cow. To be memorized.

Milking of the Cows. To be presented.

**Rhymes:**

Hey, Diddle, Diddle

The House That Jack Built

Little Boy Blue

Original Rhymes.

**Pictures:**

Colored Pictures of Cow.

Dramatization of stories.

Original stories for booklet.

Reading stories about the cow, in books, from chart, and blackboard.



PROJECT PLAN BOOK—GRADES I, II, III.

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Writing:

Letter to thank the dairyman for his kindness.

Sentences and stories about the cow, the dairy, and the excursion.

Spelling:

Words needed for the letter, stories and sentences.

Industrial:

Making silo, barn, dairy-house, cows, health poster, milk wagon, posters advertising milk, cut out milk bottles.

Numbers:

Game of selling and buying milk. Measurement of imaginary milk, or water, real bottles various sizes, pint, quart and gallon. Changing money in buying and selling milk. Measurement in construction.

Nature Study and Citizenship:

Actually churning milk, using Mason fruit jar, making butter. Serve with crackers.

Music:

The Milk Maids, Progressive Book 1.

The Churning Song.

Bossy Cow.

Milk for Supper.

Games:

Milk maid dance, story plays, (churning, making butter, milking, etc.)

Drawing:

Cow, milk bottle, illustrate poems and stories.

Seat Work:

Illustrate stories read. Making of various size bottles, and marking the size as pint, quart, etc. Develop all new words connected with the projects.

1. Write on the board and let the children build them with letter cards, and then name the words.

2. Cut out objects and match to the words.

3. Hektograph words, cut out objects and match them.

Make various pieces of toy money. Answer questions:

How many pints in a quart?

How tall is your silo?

How wide is the barn? etc.

RUTH SHIPP.

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A GOOD HABIT PROJECT.

GRADE I.

I. Preparation.

1. Prepare a poster, headed:

I AM A GOOD AMERICAN.

I AM ALWAYS COURTEOUS.

I ALWAYS TELL THE TRUTH.

I CAN ALWAYS BE TRUSTED.

I TRY TO BE NEAT AND CLEAN.

I TRY TO BE CAREFUL.

I OBEY.

2. Illustrate with pictures cut from magazines.

PROJECT PLAN BOOK—GRADES I, II, III.

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3. Give each child a small bow of red, white, and blue ribbon as evidence of being a "Good American." Failure to live up to rules means forfeiture of badge.

II. Presentation:

1. Reading:

Reading of poster.

Individual lessons may be made by children from each heading.

2. Language:

(a) A number of talks on the "When" and "Wherefores" of being a good American.

(b) Dramatization of situations where one must say,

(1) Thank you

(2) Excuse me

(3) Please.

3. Stories can be read by children or told.

The Pig Brothers—Laura Richards.

How to Tell Stories—Bryant.

The Old Apple Tree—Sara C. Bryant.

The Pumpkin Man—Young and Field First Reader.

The Whimper Whimes—Sara C. Bryant.

George Washington and His Hatchet.

The King's Thanksgiving—Caroline Bailey.

The Honest Penny—Ethel Calvin Phillips.

4. Handwork:

Illustration of Stories.

Cutting of letters.

Making picture of yard with flowers and lawn, and sign "Please."

Making of flag.

5. Games:

Game Similar to "Hold All I Give You." Each child holds out hands clasped together, and one child pretends to give each one something. Three or four are actually given something and say, "I thank you." After all have been given, one child tries to remember who said "I thank you." Children may also keep their eyes closed—and guess by the sound of voices who said "I thank you."

For emphasis on carefulness, these games may be played:

(a) The Peanut Race—

Carrying a peanut on a knife a short distance.

(b) A Number Race—

(c) A number of directions given and child is careful to carry them out.

6. Songs—

Hollis { Thank Thee for the World So Sweet.  
Dann { America.  
Book I { In the Sky Above Us.

7. Poems—

A Bunch of Golden Keys Is Mine.

Thank you, Pretty Cow.

8. Writing:

I am a Good American.

February is best month to use this project.

WILLIE McLEES.

PLAY HOUSE PROJECT.

A. Order of procedure:

1. Discussion and decision as to the house to be built. Whether bungalow type to be set on table, or a two-story type with one side out, to be placed against the wall. (We decided on the latter.)

B. Notes on Process:

1. Use wooden or heavy cardboard boxes with one side cut out.  
Example: Average boxes that canned goods are shipped in.
2. Place boxes together in the order that the rooms are to occur.  
Second floor boxes sit on top of first-floor boxes.  
Divide the room into groups. Each select a room to make for the house.
3. Measure windows, doors and other openings on the boxes.
4. Bore holes at the corners of the openings and saw them out.
5. Measure walls and ceiling of room and select and cut paper suitable for that room.
6. Apply paste to cover and place on walls and ceiling. Cover right over windows and doors. Then cut them out from the center and paste paper back on the outside of house. (See No. 12 in outline.)
7. Cut small strips of brown paper for mouldings.
8. Weaving of rugs:
  - (a) Take piece of paper the size of rug needed. Then weave rug the size of paper.
  - (b) Take loom and string it with warp thread.
  - (c) Select color and kind of material for rug.  
Example:
    1. Raffia.
    2. Rags.
    3. Chenille.
  - (d) Beginning at one end and in center of loom weave in and out until rug is finished.
9. Floors:
  - (a) May be painted.
  - (b) Covered with quartered oak paper.
  - (c) Covered with marble board.
10. Making of furniture:
  - (a) Take blocks and scraps of wood. Saw and nail the different pieces to suit taste. Let children have chance to show originality.
  - (b) Furniture may be painted any color desired, using enamel paint, or crayolas.
  - (c) Mould bathroom and kitchen fixtures from clay, and paint when dry.
11. Draperies and curtains:
  - (a) Use scraps of any material suitable and cut to fit the windows.
  - (b) Crepe paper with borders painted on is also effective.
12. To finish outside of house:
  - (a) Cut paper to fit walls and then paste on as you did inside.
  - (b) Cut moulding of same color paper and paste around windows and doors. Any color desired may be used.

C. Correlation.

1. Numbers:
  - (a) Measurements and counting.



2. Language:
  - (a) Oral conversation in discussion and descriptions.
  - (b) Written statements and descriptions concerning materials used, or other incidental matters.
3. Art:
  - (a) Color combinations.
  - (b) Relative proportions and space division.
4. Geography:
  - (a) Homes of foreign people.
5. History:
  - (a) Homes of primitive peoples. ETHELEYN SMITH.

A SPRING PROJECT.  
FIRST GRADE.

- I. Signs of spring.
  1. Start project with poem, "Nearly Ready."
  2. Birds return—placing name and picture of each bird as it returns, on a large poster.
    - (a) Stories for reading printed about each bird.
    - (b) Study nest, eggs, etc., of each bird.
    - (c) Keep bird chart when birds return with date and the child's name who found it.
  3. Keep chart with list of the different signs of spring as the children observe them.
- II. Plant life.
  1. Study of bulbs.
    - (a) Holland as a great producer of tulip bulbs.
  2. Keep a chart when flowers bloom.
    - (a) Draw and cut these flowers.
  3. Keep chart showing when trees leaf.
    - (a) Draw and cut these leaves.
  4. Watch some tree to see buds grow.
  5. Garden made by children.
    - (a) Planning garden—oral language.
    - (b) Drawing sketches of plants.
    - (c) Study and cut each vegetable and flower as it is planted.
    - (d) Printing charts for reading as:  
I am a radish.  
I am red.
  6. Germination work.
    - (a) Tumbler garden.
      - (1) Place sweet pea seeds on a net, let down in water. Keep in dark two or three days.
      - (b) Sponge—place oats or mustard seed in sponge. Keep wet.
      - (c) Turnip basket.
      - (d) Sweet potato placed in glass of water.
  7. Study potato, onion and bean for plant life within the seed.
  8. Window box of nasturtiums and moss.
  9. Have a twig party.
    - (a) See who can bring and name the most different kinds.

- 10 Study willow tree.
11. Fruit blossoms.
12. Make farm on sand table.
  - (a) Plant corn, etc., and watch it come up.

III. Animal life.

1. The cow.
2. Set a hen.
3. Set a duck.
 

Compare the two.
4. Rabbits.
5. How bears and other animals come from their winter homes.
6. Study cocoons.
7. Study butterflies and bees.
8. Make poultry yard on sand table.

INA BROWN.

KEEPING STORE.

Build a store in one corner of room—empty orange boxes may be used for shelves. Have children bring empty boxes and cans, such as baking powder, tea, coffee, post toasties, soda, cocoa, etc., and arrange on shelves in good order. Sample packages are preferable if they can be obtained.

Let pupils decide upon name for the store. Make an improvised front with the name of the store printed in large letters. Children may cut the letters for the sign.

Use toy money. Make pennies, nickels, and dimes. Use real money part of the time.

Pupils model bananas, potatoes, oranges, lemons, apples, etc., from clay.

Pupils make price tags for articles and label them.

Select store keeper. Pupils make original problems, about buying and selling. Store keeper must be able to make correct change. Customers must count chance to see if it is correct.

Each pupil should have a supply of toy money. Teacher gives problems, pupils make change to see who can have it right first.

Addition and subtraction problems may be written on the board for seat work:

3c	10c	1c	5c	10c
—4c	—5c	3c	—2c	—6c
—	—		—	—
		2c		
		—		

A trip to a grocery store may be made by the group. Children should report on different articles they see, how they are kept, where placed, how arranged. They should be able to tell how the grocer measures sugar, coffee, molasses, etc.

CHRISTMAS PROJECT.

The aim of this project was to motivate the Reading Lessons for the children and to give them the real spirit of Christmas—giving, helping and happiness.

The project was suggested by the children when they asked me to write a letter to Santa Claus for them. I pretended to have written him and he put his answer on the board.

Greenland, Nov. 28, 1921.

Dear Children:

Christmas will soon be here. I passed through your room last night and found everything so nice. That is why I am asking you to be my helpers.

Every morning you will find directions on the board. Follow them until Christmas.

Good-bye,

SANTA CLAUS.

Every child wanted to read the letter. The sounding of the new words gave a good drill in phonics.

Then came the answers: Each child thought of his own letter to Santa. Then we chose the best one as a model and put it on the board to use as a copy. This brought in oral Language and also introduced letter writing and written form of letters. Then came their own writing of letters. It was not difficult to get them to recopy the letters, for each child wanted only his best work to reach Santa Claus. One tiny suggestion of "I think you can do better than that," was the only stimulus needed.

Each child left his letters on top of his own desk. It was proved that Santa's suggestion, "Your room is so nice," led them to think more of keeping their desks tidy and the room attractive. From this time on the problem of discipline and order practically took care of itself.

The next morning each child was eager to look under the curtain to see what Santa Claus had written.

Greenland, Nov. 29, 1921.

Dear Children:

How delighted I was to find that you really wanted to help Old Santa Claus. First, help me spread the spirit of Christmas. Smile, smile, smile. We can work better when we are happy.

Your friend,

SANTA CLAUS.

Bits of holly and Christmas bells were used to illustrate the letter. The question that arose in the children's minds, "What are the bells for?" This gave opportunity for the study of the poem. 1. "Why Do Bells for Christmas Ring?" Seatwork periods were taken up by copying the things Santa drew in his letters. Some children even copied the letters to take home to mother.

This led to the next step of introducing word drill into the letters. We were studying the story of the pancake, so the letter that followed used words that occurred in the Primer, as:

Dear Children:

Make a list of the things an OLD WOMAN (or AN OLD MAN, or THE SEVEN CHILDREN) would like for Christmas. Draw them. You may color them, too.

SANTA CLAUS.

or—

Dear Children:

Today you may make a pig. When it is finished we will put it on a tree. Won't that be fun?

SANTA CLAUS.

Then there were directions on the board for making certain Christmas toys, boxes and cornucopias for the tree. This involved the use of the ruler and also

some idea of numbers. Problems were made about the cost of toys in the stores. Money was studied and toy money used to purchase toys we had made of cardboard. Patterns were furnished for these toys (jointed pigs, jointed Teddy bears, jointed bunnies, jointed dolls, and rocking horses.) The children took a great deal of care to have his toy the nicest, for perhaps Santa would choose his for some poor little boy or girl. The girls, however, made their own designs for doll dresses.

Another phase of the art work was introduced in the following manner:

Dear Children:

Your gifts for your mother were very pretty. Now, you may make a card to put on her present.

SANTA CLAUS

The children drew these cards, punched holes in them and tied them on their mother's gift. Similar cards were made for father's gifts and for gifts they sent from home.

Questions asked by the pupils made correlation easier with other subjects.

"Where does Santa go from here?" was answered by 2. "Christmas in Other Lands."

"Why do we decorate Christmas trees?" by the story of the "Golden Cobwebs." 3

The Bible story of Christmas led up to a study of the stars and myths about Orion and the Pleides. 4

In these various ways nearly every subject in the curriculum has been brought into this project; reading (and with it phonics, and word study) language, writing, numbers, geography, nature study, and art and handwork.

And not only this, but since the letters were read as opening exercises the children formed habits of promptness and the letters themselves led to discipline and order and gave each child a truer spirit of Christmas.

LILLIAN KEENA.

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BIRD PROJECT.

I. Nature Study:

1. Children note birds they see.
  - (a) Keep calendar of these.
  - (b) Study birds as they are seen.

II. Reading:

1. List interesting things about
  - (a) Eggs
  - (b) Nests
  - (c) Homes
  - (d) Habits.

III. Writing:

1. Copy these facts in booklets.

IV. Handwork:

1. Cut free hand copies of birds.
  - (a) Paste in booklets.
2. Arrange sand table with house and trees and shrubs.
  - (a) As each bird is studied place his nest in proper place.
    1. Sparrow under eaves.
    2. Oriole hanging on tree.



3. Woodpecker in hollow.

4. Wren in birdhouse.

5. Robin in fork of tree, etc.

(b) Mould bird bath from clay.

(c) Have plenty of food near for birds.

1. Berries and fruit.

(d) Cut out birds.

1. Tie by thread to look like they are flying.

3. Cut pictures of bird houses.

(a) Mount on blue sky and green grass.

4. Cut birds—put in cut cage.

(a) Paste on windows.

#### V. Numbers:

1. Put copy of squared bird on board.

(a) Pupils count squares.

(b) Make on squared paper.

(c) Color bird.

(1) Use as cover for booklet.

#### VI. Writing:

1. Put squared letters on board, BIRD LORE.

(a) Pupils copy on squared paper.

(a) Use as a cover for booklet.

#### VII. Language:

1. Study the following facts about birds.

(a) His first suit of clothes.

(b) How he changes his clothes.

(c) His first flight.

(d) His education.

(e) Some of his lessons.

(f) The bird language.

(g) What he eats.

(h) Where he sleeps.

(i) His travels.

(j) His winter home.

(k) His kindness to others.

(m) How to attract him, about our homes.

2. Tell stories for reproduction.

(a) The red-bird, the wishing bird.

(b) The blue-bird, the symbol of happiness.

3. Play "I shall" game.

(a) Mother bird says,

(1) I am mother bird, "I shall fly."

(b) Baby bird says,

(1) "We are baby birds, we shall fly, too."

#### VIII. Reading:

1. Action directions on board.

(a) Fly to the nest.

(b) Hop to the tree, etc.

2. Read and memorize poems.

(a) Little Robin Redbreast.

- (b) The Blue-bird.
- (c) The Woodpecker.

IX. Music:

- 1. Songs about birds.
  - (a) "Peep," said the Little Bird.

MOTHER GOOSE PROJECT.

I. Reading:

- 1. Print rhymes on tagboard.
- 2. Use books with rhymes in them.

II. Phonics:

- 1. Related words for families.
  - (a) Jill, hill.

III. Music:

- 1. Sing Mother Goose Melodies.
  - (a) Use finger plays.

IV. Handwork:

- 1. Hectograph pictures of Mother Goose characters.
  - (a) Let pupils color them.
- 2. Hectograph Mother Goose stories.
  - (a) Let pupils match these.
  - (b) Paste on back of pictures.
- 3. Cut letters for "Mother Goose."
  - (a) Paste on back of booklet.
- 4. Arrange sand table to represent Jack and Jill.
  - (a) Build well with blocks.
  - (b) Make buckets from clay.
  - (c) Dress clothes pins for Jack and Jill.
- 5. Make free hand cuttings of Mother Goose.

V. Language:

- 1. Tell story of Mother Goose.
  - (a) Let children reproduce it.
  - (b) Let children dramatize it.
- 2. Memorize unfamiliar rhymes.

VI. Numbers:

- 1. Counting.
  - (a) One, two, buckle my shoe,  
Three, four, shut the door, etc.
- 2. Telling time:
  - (a) Dickory, dickory dock.
  - (b) A Dillor, A dollar.
    - (1) Teach promptness.
- 3. Roman numerals.

VII. Physical Education:

- 1. Mother Goose Rhymes.
- 2. Rhythmic dances to rhymes.
  - (a) Little Bo-peep
  - (b) Pussy Cat, Pussy Cat  
Where have you been?
  - (c) Little Jack Horner.

## ESKIMO PROJECT.

### FIRST GRADE.

During a big snow the children became interested in children who live where there is snow all the year, and whether or not they would like to be Eskimos.

Stories were told and read by the teacher until the children were quite familiar with Eskimo life. These stories were retold by the children. Sentences were made by the children, telling the things one would want to know about Eskimos if they had never heard of them. These sentences were written on the board by the teacher and were read several times, later they were printed on tag-board and used for a reading lesson. After the discussion in the language class the children made such sentences as:

Eskimos live where it is very cold.

Eskimos live in the North.

They wear skins.

They live in houses made of snow and ice.

Eskimos use dogs to pull their sleds.

Eskimo children play with toys made of bone.

The children dramatized Eskimo life by building igloos with chairs turned together. The group of children that I worked with, put on a number of coats to represent furs and skins. They tied children together with string. The children then got down on their hands and knees and played they were dogs. These dogs were then hitched to a little chair, the chair acting as a sled. They harpooned whales with the pointer or yard stick.

A number of the stories in "People of the Snow" were very easily dramatized.

A language game which this group of children enjoyed very much was played by one child imitating some Eskimo activity. Some one would ask, "Are you fishing?" "No, I am not." (Instead of ain't.) "Are you riding in a sled?" "Yes, I am." "Are you playing in the snow?" "No, I am not." "Are you playing that you are a dog?" "No, I am not." "Are you crawling into an igloo?" "Yes, I am."

For handwork, the children tore Eskimos, igloos, dogs, sleds, polar bears, and mountains. These same things were cut and pasted together to make a border around the room. These same things were cut and pasted on paper to make posters or as the children called them, Eskimo pictures.

The children covered the sand table with cotton. Pieces of window glass were used to act as ice, and mountains were cut out of white drawing paper and made to stand up. Sleds were made to stand by folding paper. Eskimos and polar bears were also used to suggest Eskimo land on the sand table.

The children enjoyed the Eskimo songs found in Smith Song Book and in Hollis Dann, Book I.

MARGARET HARPER.

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### ESKIMO PROJECT BIBLIOGRAPHY.

1. How the World Is Housed, (Carpenter)—pages 27-28.
2. Child Life in Other Lands, (Perdue)—Pages 25-45.
3. Little Journeys to Alaska and Canada—Kern.
4. Little People and Big People of Other Lands, (Shaw)—Pages 62-69.
5. People of the Snow—Circulating Library.
6. Pictures of Eskimo Life from National Geog. Society.
7. The Eskimo—Hollis Dann Song Book 1.
8. The Eskimo Song—Smith, Book I.

(THE CIRCUS.  
FIRST GRADE.

Time: 4 to 6 Weeks.

First Grade—Very early in the year.

The circus may be used in connection with language, nature study, hand-work, reading, and numbers.

Construction:

The children made a big circus tent on sand table of construction paper, and poles of sticks. Side shows with signs, ticket window, peanut stand, candy stand, wooden animals cut by children, also clay and paper animals. Merry-go-round, circus parade with all kinds of animals in show wagons, cages, etc., formed border above blackboard.

I. Tent:

Made of striped feather ticking bound in red and mounted on heavy cardboard.

1. Ticket stand—made of cardboard with word "Tickets" printed on it.

2. Pennants of bright red paper may be made and on these the names of shows may be placed. The pennants may be pasted on the tent.

II. Cages:

Made of square pasteboard boxes with strips cut out to make cages open.

1. Horses, to draw cages, made of cardboard.

2. Driver, made of cardboard.

III. Animals:

1. Snakes, monkeys, lions, tigers, birds, etc., to go in cages. These are made of cardboard and colored.

2. Elephants, camels, Shetland ponies, etc., cut in pairs so they may be used in parade. These may be decorated with bells, etc.

IV. Clown wagon:

1. Open cart with clown sitting in it, pulled by pony. If children want a parade, the animals may be joined together with cord and pulled through the hallway or room.

V. Tickets:

Use a ruler in measuring.

Nature Study:

Studied homes of animals, how they raise their young, characteristics, size, color, value, food, etc. Where and how they are captured.

Reading:

Lessons about animals from board. Stories of circus life. Make a "Circus Reader" from daily work in nature study.

Language:

Oral compositions and free conversation about circus and animals.

Animal booklets and circus booklets in which children make free-hand illustrations by drawing and cutting. Descriptive sentences should be written for each illustration.

Numbers:

Buy and sell tickets to the circus. (Buying and estimating.) Worth of animals. Measurements of cut-out wooden animals, tent, grounds, etc.

Pictures:

Make use of appropriate animal pictures by Rosa Bonheur, Edwin Landseer and others.



Spelling and writing:

Learn to spell and write the names of most familiar animals:

Lion camel pony elephant  
bear snake horse seal.

Write sentences using these words:

ZELMA WELLS.

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HOLLAND PROJECT.

FIRST GRADE.

Time: 4 to 8 weeks.

Last March our entire school was very much interested in the study of Holland. An operetta, "Windmills of Holland," was to be given by the grades and Junior High School. The teachers realized that the more the children knew about the country and its people the more realistic the operetta would be. Their aim was to make this valuable from an educational standpoint.

Following is an outline (brief) of the work studied in the first grade:

(a) The country itself.

1. Surface, dikes, windmills, etc.
2. Climate.

(b) People.

1. Dress.
2. Homes.
3. Customs.
4. Means of travel, summer and winter.
5. Occupations.
6. Amusements.

Reading:

The Dutch Twins Primer—Perkins.

Selections from Holland Stories—Smith.

Selections from Greta in Holland—Little Cousin Series.

The sentences were chosen from the last mentioned books and simplified. First the children read hectographed copies and these were mounted and little booklets made. The school typist made copies (large type) of the pages and these were mounted and put opposite the written pages in the books. The children illustrated many of these "stories" and put the illustrations into the booklets to make them more real. They represented the pictures found in their real books.

Original sentences were developed in language about Holland and about the pictures we studied in connection with the subject. These were typewritten and placed in the "About Holland Reader" as the class named the booklet. Of course a small copy of the real picture was put in, too. The "readers" were very attractive when finished. The children never tired of reading from them.

Language:

1. Conversational exercises on Holland.
2. Some composite composition work was done. The children brought dolls dressed like Dutch people. The class composed simple sentences describing the dolls. Later these sentences were put into booklets. Some of the short sentences were written by the children.

3. Stories:

Hero of Haarlem.  
Peter and the Magic Goose.  
Stories from the Dutch Twins Reader. Grade III—Perkins.

4. Picture Study:

Dutch Girl and Cat—Paul Hocker.  
Holland Flower Girl.

5. Dramatization:

The Dutch Twins Reader by Perkins was used. Stories from this were told, reproduced and dramatized. The class directed this work. They chose actors and arranged for every part of the "play." Some of the children brought suitable clothes to "dress up like Dutch people." One little girl brought her mother's best "boudoir" cap because it looked like the ones worn by real Dutch girls. Wooden shoes furnished much fun. The children really wore them and tried to learn to walk correctly with them on.

Peter and the Magic Goose was dramatized.

6. Poem—Wooden Shoes.

Music:

In music the children learned the songs to be used in the operetta as "Windmills of Holland" and "Gold and Crimson Tulips," etc.

Art and Handwork:

The following are some of the things done by the first grade:

1. Posters (free-hand)
2. Windmills, Dutch carts, etc., constructed.
3. Booklet covers made. The booklets were also made during this period.
4. Moulded in clay, wooden shoes, tulips, etc.
5. Tulips were made from colored paper.
6. Dutch farm houses were made.

Nature Study:

1. Characteristic animals.
2. Characteristic birds.
3. The Tulip.
4. Vegetables, (those mentioned in the Primer, Kit and Kat's Garden.)

The school gardener co-operated with us by allowing the children to help care for the beds of tulips. They took great delight in watching the tulips grow and in protecting them.

Folk Dances:

1. Wooden Shoe Dance.
2. Holland Folk Dance.

The older children had charge of the setting for the operetta. The boys made the costumes in connection with their Home Economics Work. They planned the the various things needed in their Manual Training Work. The older girls made scenes and designed the simple costumes.

AGNES MORRISEY.

PROJECT—FALL FRUITS.  
FIRST GRADE.

Time: 4 to 8 Weeks:

First Grade:

Fruits:

Apple, peach, pear and grapes.

The project was started from the picture, Gathering Apples.

The children were led to see all there was in the picture and to make statements beginning with "There is" or "There are." The teacher wrote some of the statements on the blackboard and led the children to discover how the statements began and closed.

The children gave a simple description, followed by a short imaginary experience. The story was then written on the blackboard and read later as a reading lesson.

The children were asked to bring an apple to school. They had a conversation lesson in which the apple was studied. This is the outline the teacher followed:

1. Classify:
  - a. fleshy fruit.
  - b. stone fruit.
  - c berries.
2. Description of fruit.
  - a. shape
  - b. skin
  - c. color
  - d. flesh
  - e. taste
  - f. seeds
3. Where it grows.
4. How it grows.
5. How cultivated.
6. How prepared.
  - a. for home use
  - b. for market.

A connected story was made and the children wrote the story of the apple in a book they were making and read the story for reading.

Then they were told the story. The Sleeping Apple, from Poulsson's "In the Child's World." The children reproduced the story and played it.

The poem, "Apple Seed John," was then studied and the children were led to draw some of the pictures suggested. As "With knapsack over his shoulder he sung;" and "With pointed cane, deep holes he would bore."

Poem found in Bailey's "The Children's Hour."

Reading:

Read the story made from the picture.

Read the story of the apple from their own books.

The story of the Sleeping Apple, was simplified and read.

Handwork:

An apple was cut free-hand and used as a pattern to make a stencil. A piece of colored paper was placed under the stencil. This was put in their books opposite the story of the apple,

PROJECT PLAN BOOK—GRADES I, II, III.

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The covers of the books were green and white. White with a small green line an inch from the edge and the words "Fall Fruits" in green free-hand cut letters.

Numbers:

The children found the cost of the fruit. They made inch squares for the letters. Measured the cover to find where the green line belonged.

Writing:

The children wrote the story of the apple. The other fruits were studied the same as the apple. The same outline was used. This project lasted through the month of September.

GRACE METZ.

III. PROJECTS IN DETAIL.  
SECOND GRADE.

1. Indian Project—Arepha Robertson.
2. The Circus—Zelma Wells.
3. Pilgrim Project—Willa Woodridge.
4. Wool Project—Lula Marshall.
5. A Swiss Project—Ina Brown.
6. A Bird Project—Willa Woodridge.

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INDIAN PROJECT.  
SECOND GRADE.

Time: 4 Weeks or longer.

One of the most interesting and effective projects to be carried out in a primary room, is that of Indian life.

It is said, that, "A Project Reflects Real Life." In this subject nearly every phase may be carried out by the children, and to such a degree that they really live the life of the Indians.

In Jenks "The Childhood of Ji-Skib, the Ojibos," good material for such a project may be found, also in Hiawatha. These stories portray Indian characters, which we use as a source of development of our plans.

After reading to the children or telling them enough of the story to get them interested, let them start their handwork. Very effective sand tables may be made, showing the mode of living, locations of homes, natural resources, etc.

Such things as cradles, canoes and tents are interesting subjects in construction, while trees, Indian figures, feather bands, etc., are excellent for free-hand cuttings. Indian rugs, blankets, pottery, and the like, are good for design work in crayon. Here also we have use for the clay modeling.

Selections from parts of the stories are good for memory work leaving the entire story open for discussion and dramatization.

The children love to dress in Indian costumes, set up a tent, bring blankets, etc., and play "Indian" in their room. They are interested in learning the different war and stamp dances, also the simple sign and picture language of the Indians. A study of Indian dress is generally given, and is exceptionally good if the story is given after the children are advanced enough to follow directions in making of paper Indian clothes, for themselves. Perhaps the children are far enough advanced to do some reading and writing concerning the Indians. (Simple sentences and reading material II B.)

Much more could be said concerning such a project, but, if we follow up the outline closely, we will have covered the most important steps in Indian life.

This project will cover reading, writing, number work, story and language work, dramatization, music and art.

- I. Homes of Indians.
  - (a) Kinds
  - (b) Location
  - (c) Material
  - (d) Number (discussion of tribes.)
- II. Food:
  - (a) Kinds
  - (b) Manner of getting it
  - (c) Preparation.



III. Occupation:

- (a) Trading
- (b) Fishing
- (c) Hunting.

IV. Dress and characteristic appearance:

- (a) Men
- (b) Women.

V. Modes of travel:

- (a) Boats.
  - Kinds
  - Materials used
  - Size and shape.
  - Decorations.
- (b) Horses.
  - Catching and training.
  - Methods of carrying women and children.

VI. Adventure:

- (a) Kinds
  - War
  - Exploration.
- (b) Weapons.
  - Kinds
  - Material
  - How made.

VII. Religion and Beliefs:

- Dances
- Legends.

Correlation with major subjects:

1. History—Primitive Life of American Indians.
2. Language—Oral reproduction of stories as told by teacher. Dramatization of parts most easily adapted to first or second grade.
3. Drawing and Handwork:
  - Illustrate wigwam, canoe, cradle, dress, weapons, pottery, weaving, etc.
  - Work out Indian home on sand table.

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"THE CIRCUS."

**Problem of Project:**

To use the circus as a motive for studying animals.

**Problem for Pupil:**

To collect all pictures, stories, toys, etc., that show animals that are found in a circus.

**Organization of Subject Matter:**

Material must be so organized that the circus project brings in all fundamental lessons as, reading, language, numbers, writing, handwork, music, games and sand table work.

**Method in Detail:**

Collect all material children have brought to class.

**Reading:**

Supplementary, "The Circus Book."

Take up the study of each animal in detail. Write the story of each on the

board and have the children read for silent reading. Later, combine all of these in a booklet for language work.

**Nature Study:**

Take up each animal separately. Study its color, shape, habits, food, enemies, home, etc.

**Language:**

Poems—

1. Oh! The Circus Day Parade! How the bugle played and played.  
And how the glossy horses tossed their flossy manes and neighed  
As the rattle and the rhyme of the tenor drummer's time, etc.
2. "The Bear Story," (James Whitcomb Riley,) found in Riley Reader, page 16.

Some suggested stories that may be told by the teacher and reproduced or dramatized by the children:

1. "How the Camel Got His Hump," from Just So Stories," by Rudyard Kipling, page 15,
2. "How the Rhinoceros Got His Skin." "Just So Stories," page 29.
3. "How the Leopard Got His Spots." Page 43.
4. "The Elephant's Child," page 63, "Just So Stories."
5. "Old Man Kangaroo," page 85.
6. "How We Got the First Camel," page 169 in "That's Why Stories," by Katherine T. Bryce.
7. The Lazy Raccoon, page 159, "That's Why Stories."

Other Lessons that may be given in language:

1. Let the children tell about the animal they liked best at the circus.
2. Write short sentences about, bear, tiger, seal, elephant, etc.  
Drill on use of capital letter at beginning of sentence, and period and question mark at end of sentence.
3. Make a booklet, writing a story about each animal studied in nature study. Here you have more drill on capital letters, periods, question marks and margin.

**Numbers:**

1. Count the animals in the parade by two's.
2. Make combination flash cards with animal pictures, using combinations of two.
3. From construction work for sand table, learn the use of the ruler combinations in twelve, twenty-four, and eighteen. Division by halves, thirds, and fourths. This also develops accuracy.

**Writing:**

Arm movement drills of letter (O). Play its the clown's loop.

Letter (M). Play seals sliding over the loop.

Write sentences from dictation as, "See the lion, Hear the band," etc.

**Spelling—(animals)**

1. Bear, fox, seal, deer, horse, pony, lion, monkey, tiger, elephant, giraffe.
2. Things the animals do:  
Run, jump, dance, race, howl, play, sleep, eat, call, act, growl, fight, work.
3. Things the animals eat.  
Grass, hay, oats, corn, meat, fish, vegetables, fruits, nuts.
4. Things used in the circus:  
Tent, wagon, poles, rope, cage, seats, stands, rings, swings, ladders, tubs,

whip, slides, hoop, torch.

5. Miscellaneous:

Men, women, clowns, actors, Indians, dolls, buggy, fun, laugh, joke.

**Handwork:**

1. Free-hand cutting of all the animals, color with crayolas.
2. Trace animals on wood. Cut out with coping saw and paint. Place on small block so they will stand. These may be used for the parade on the sand table.
3. Construct cages for the animals from tagboard, paint with water colors.
4. Make a tent of heavy brown paper.
5. Make a stick doll clown.

**Directions:**

Take a twig from any tree. Cut from construction paper two heads, on one paint a face, on the other the hair, paste, together over end of stick. Next cut the outline for the front and back of his suit to fit the legs and arms of the stick. Paint with water colors or crayola and paste over the stick. These make quite clever dolls and create much interest among the children.

6. Make cover for booklet. Let children make their own designs for borders.

**Physical Education and Games:**

I. Elephants:

1. **Tossing trunks over head.** One: The hands are clasped in front and thrown over the head. Two: They are flung forward, downward. Repeat.
2. **Tossing trunks over the shoulder.** One: Fling the arms to the right and twist the body to the right. Two: Same to the left. The flies trouble the elephant. Repeat.

II. The Bears in the Cages:

Trunk bend forward, hands on hips. Heads up, back straight. Swing body from right to left, slowly, counting 1, 2, etc.

III. Tight-rope walking:

Arms raised to sides (shoulders level) a slow step forward taken with right foot, arms and trunk bend slightly to the left as in balancing. Same repeated with left foot, arms and trunk bend to right.

Animal imitation to different kinds of time furnish children much pleasure.

**Example:**

1. Horse galloping, 6-8 time.
- 2 High stepping horses, 6-8 time.
4. Elephants (slow) 4-4 time, etc.

**Sand Table:**

Mark it off like a city street along the front. Have the parade on the street.

Have tent in the background.

**Music:**

The Lion—Page 70, Lyric Music Series (Primer)—Scott, Foresman.

The Parade—Page 14, Progressive Music Series—Book I.

The Clown—Page 30, Progressive Music Series—Book I.

The Circus—Page 33, Progressive Music Series—Book I.

ETHELYN SMITH.



PILGRIM PROJECT.

SECOND GRADE.

Time: 4 to 6 Weeks.

Aim: To give the children the historical story of Thanksgiving, and teach them to realize the significance of the day.

Story and History:

The story was read or told in parts by the teacher, going back to the people of England.

1. Customs of people of England in early times.
  - (a) Customs and dress of people.
  - (b) Ideas of King.
  - (c) Religious persecutions.
  - (d) Hardships endured by Puritans.
2. Holland:
  - (a) Freedom of worship in Holland.
    - (1) Escape to Holland.
  - (b) Customs of Hollanders.
    - (1) Dress and manners of people.
    - (2) Uses of dikes and windmills.
  - (c) Pilgrims dislike Holland.
3. America:
  - (a) Land belonged to King.
    - (1) Why King gave permission.
  - (b) Voyage.
    - (1) Start, and trouble with ships.
    - (2) Time of voyage and dangers.
    - (3) Landing.
  - (c) Conditions as found in America.
    - (1) Lack of homes and shelter.
    - (2) Indians.
    - (3) Food.
  - (d) Condition of colony the following fall.
    - (1) Celebration of Thanksgiving.
      - (a) Preparation.
      - (b) Dinner.
      - (c) Company.

Language:

After a section of the story had been read and understood by the pupils they were called upon to tell certain parts of the story. This brought in their language work.

At other times nouns would be placed on the board and children were required to give oral and written sentences using these words. Example:

Mayflower.

The Pilgrims sailed to America in the Mayflower.

At the same time children were getting their Pilgrim story we were reading "Hiawatha." This added interest to the Indian Life. They were interested to know the Indian customs, how they made their wigwams, canoes, the kind of animals they saw, etc.

**Handwork:**

1. Sand table—First Thanksgiving Dinner with Indian village in distance.  
Forest—Twigs of trees.  
Log Cabins—Paper ruled for logs.  
Table—Chairs, paper.  
Food—Clay modeling.  
People—Pilgrims and Indians.  
Clothespins dressed like Pilgrims and Indians.  
Indian village:  
    Papper cutting—Wigwams, canoes.  
    Animals in forest, free-hand cutting.
2. Posters:  
    (a) Posters were made of Pilgrims going to church.  
    (b) The landing of the Mayflower.  
    (c) Indian Scenes.
3. Booklets:  
    Booklets were made of a Thanksgiving dinner, getting articles from magazines.

**Spelling:**

Many words were used for our spelling lesson.

These words were also used in connection with language, in written and oral sentences.

**Arithmetic:**

1. The dimensions were given for many of the objects which required careful measuring with rulers.  
    (a) Log cabin—example 8 inches wide, 12 inches long.  
    (b) Canoe—Example 3 inches long, 1½ inch wide.

**Clay Modeling:**

Food for dinner.

Canoes:

Animals in forest. (Some animals were cut from paper.)

**Literature and Poems:**

“Leak in the Dike.”

“Landing of the Pilgrims.”

WILLA WOODRIDGE.

WOOL PROJECT.

SECOND GRADE.

**First Lesson:**

Talk about change in weather and need for warmer clothes. Talk of warm clothes and material from which they are made. Each child make a list of clothes made of wool and other useful articles.

**Second Lesson:**

Discussion about sheep.

1. Size resembles large dog.

2. Head:

(a) Horns. Compare with a cow. Form a curl.

Means of defense.

Teeth. Cud—use.

**3. Legs:**

Cloven feet (two toes on each foot.)

**4. Covering:**

(a) Wool—Very fine hair.

(b) Oil in wool—uses.

(c) Use of wool. Protection.

(d) Use of wool to man.

(e) Skin and pelt.

Clothing, gloves, book covers, rugs, linings.

**5. Flesh for food.**

Fat (tallow) candles, soap, healing ointments.

**6. Food:**

Grass, hay, clover, beans, turnips, carrots, beets, corn, salt.

**7. Characteristics:**

Lambs are playful. Tame and timid.

Type of meekness and gentleness.

**Third Lesson:**

Discuss habits of sheep and reasons for living in a flock.

Discuss Shepherd and Shepherdess.

Use of crook.

Make paper dolls and dress as shepherd and shepherdess.

Make list of things shepherd does in caring for sheep. Food, water, protection from dogs and wolves.

**Fourth Lesson:**

Children are to find out how wool is made ready for the mill.

1. Washing of sheep.

2. Shearing of sheep.

(Clipping wool. Pack bundles.)

**Fifth Lesson:**

Transportation from farm to factory.

Bags are best way to handle wool.

**Sixth Lesson:**

Picture Study (see list below.)

**Seventh Lesson:**

Testing wool cloth.

Methods of dyeing.

**Eighth Lesson:**

Care of clothing.

(a) Washing.

(b) Mending.

**Ninth Lesson:**

Making wool chart.

**Stories:**

"How the Little Boy Got a New Shirt, (Poulsson). Child's World.

"Molly's Lamb."

"The New Red Dress," (Bailey.) The Children's Hour.

"The Boy Who Cried Wolf"—Free & Treadwell—Second Reader.

"How Hans Was Promoted"—George Plan Book—December Number.

"Giotto, the Shepherd Boy"—George Plan Book.

**Picture Study of Sheep:**

- "The Shepherd and His Flock"—Mauve.
- "Brittany Sheep"—Bonheur.
- "Contented Flock."
- "The Girl Spinning"—Millet.
- "Shepherdess Knitting."
- "Sheep Shearing."
- "Sheep in Spring"—Mauve.
- Sheep in Autumn.

**Handwork:**

- Illustrate "Little Bo-Poop."
- Make looms and weave rugs.
- Make booklets containing picture of articles of wool.

**Spelling:**

wool	shuttle	flock
sheep	loom	herd
warp	coarse	shear
woof	fine	

**Number Work:**

Making number stories about sheep and wool. Measuring for looms.

**Book with material about Sheep:**

"The Four Wonders"—George Plan Book—December Number.

LULU MARSHALL.

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A SWISS PROJECT.

SECOND OR THIRD GRADE.

**I. History.**

(a) Settled by French, Italian and German.

**II. Social Experience.**

**A. Structure of herdsman's cabin.**

1. Built on a mountain side.
2. Modeled of roughly hewn timber.
3. Stones placed on roof to keep it from blowing off.
4. Built strong, to withstand snowslides.
5. Large room for cattle.
6. Small room where family eat and work.
7. Small balcony over end of one room used for bedroom, reached by ladder.

**B. Life in herdsman's cabin:**

1. Festive parade in spring, when cattle are brought up to cabin, cow's horn's decorated with flowers.
2. Boys and girls take cattle to pasture each morning.
3. Cattle milked.
4. Father makes cheese.
5. Yodle songs—have phonograph. Why used by Swiss.

**Making Cheese:**

- a. Place 100 quarts of milk in open kettle over fire.
- b Add rennet to make it turn to curd. (Rennet is made by soaking calf's stomach in water.)

1. Mother Goose rhyme, "Little Miss Muffet."

- c. When curd forms, kettle is swung off.
- d. Curd worked into cheese with hands.
- e. Lifted from whey and reworked to squeeze out milk.
- f. Put in wooden press and rubbed with salt each day.
- g. Left in cheese house six months.
- h. One or more made each day.

C. Life in Bern. (Tell why named Bern.)

- 1. Chalets.
- 2. Hotels.
- 3. Schools.
- 4. Things of interest about the city.
  - (a) Bear pit.
  - (b) Shops carved with bears.
  - (c) Fountains.
  - (d) Shop serve meals out of doors, tables shaded by large umbrellas.
- 5. Industries:
  - (a) Clock shops—Victor record "In a Clock Shop."
    - (1.) Cuckoo clocks.
      - a. Mother Goose Rhyme "Hickory Dock."
    - (2) Swiss Watches.
    - (3) Horn glass.
  - (b) Factories: (water power used.)
    - (1) Cloth (dotted swiss.)
    - (2) Music boxes.
    - (3) Wood carving.
    - (4) Chocolate.

D. Transportation:

- 1. Trains through miles of tunnels.
- 2. Cables stretched across canyons, with basket-like cars pulled up and across through the air.
- 3. Cars pulled up incline tracks by cables.
- 4. Burrows used for mountain passes.
- 5. Guides tie ropes around own waist and that of travelers.
- 6. Mountain climbers use alpenstocks.

III. Handwork:

- 1. Model fountain, bears, etc., from clay.
- 2. Cut Swiss figures from wood.
- 3. Make clock dials to be used in Arithmetic.
- 4. Sail boats.
- 5. Make cover for flower book.

IV. Geography:

Model Alps around Lake Lucerne on sand table.

V. Reading:

Use clock dial for silent reading. Children have dial on desk. Teacher writes sentences on board. Example: "It is 10 o'clock. Children turn to 10. "It is time for lunch." Children turn to 12.

VI. Number stories.

"Hans gathered 5 quarts of berries and Gretel 5. How many quarts did both gather?" Other stories of Swiss life.



VII. Nature Study:

Trip to woods for flowers.

VIII. Physical Education:

A. Story Games:

1. Gathering berries.
2. Skiing.
3. Snowballing.
4. Rowing.

IX. Story plays. Dramatize William Tell.

X. Bibliography:

1. Swiss Stories and Legends—Frolicher.
2. Around the World Series III—Carroll.
3. Overall Boys in Switzerland—Grover.
4. Swiss Life in Town and Country—Story.
5. In Field and Pasture—M. B. Dutton.
6. Fairy Geography—F. E. Winston.
7. Heidi—Helen Doyle.
8. Moni, the Goat Boy—Kempf.

INA BROWN.

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BIRDS.

SECOND GRADE.

Aim: To teach appreciation of birds.

1. Observation.

Let children report on birds as they come back in the spring. Make a bird chart and list the birds as they are first seen.

Chart.

Name of bird. Where seen, when seen, what doing. By whom seen.

Before a child gets his name on the board he must be able to name and describe his bird.

From this observation the children will be able to study the birds. Study the most common ones.

2. Bird Study:

When they return.

Where they stay.

(a) Orchards and around houses.

(b) In meadows.

(c) In woods.

(1) Description of bird.

(a) Size.

(b) Color.

1. Of head

2. Of back.

3. Wings and tail.

4. Breast.

(c) Manner of getting around on ground.

1. Walk.

2. Hop.

3. Run.

(d) What he eats:

1. Insects.
2. Seeds.
  - a. Weeds.
  - b. Grain.

3. Birds of prey.

(e) Use to man:

1. Destroyer of—

- a. Insects
- b. Weeds
- c. Mice and rats.

2. Song bird.

(f) Description of nest:

1. Where built.

a In trees as:

- (1) In fork of tree.
- (2) High up in small branches.
- (3) Hang from small branches.
- (4) Inside hollow trees.

(b) Material of which nest is made:

- (1) Mud.
- (2) Grass, weeds, etc.

g. Eggs:

Number.

Size.

Color.

In connection with this study many subjects may be correlated. Which will add interest to the birds under discussion.

I. Reading:

Stories may be used as a reading lesson or read silently told to the class.

How We Got Our First Birds—"That's Why Stories"—Page 7.

Red Headed Woodpecker—"Cooke's Nature Myths"—Page 79.

Why the Robin's Breast Is Red—"Cooke's Nature Myths"—Page 76.

The Robin and the Raven—Merrill's Second Reader—Page 91.

Why the Owl Says "Who"—"That's Why Stories"—Page 124.

Why the Robin Says "Cheer-up"—That's Why Stories—Page 28.

King of the Birds—Beacon's Introductory Second Reader—Page 61.

Farmer and the Birds—Summer's Second Reader—Page 116.

II. Handwork and Art.

1. Posters of birds as:

Birds and bird houses.

Birds and their nests.

Free-hand cuttings of different kinds of birds, color the birds.

Birds flying, to use as decorations for room.

Outlines of birds given to child to be colored and used for booklets.

III. Sand tables:

Show a sand table with bird house, feeding boxes properly protected from cats, and a drinking fountain.

Drinking fountain may be made of clay. Bird houses and feeding boxes made of paper or wood.

IV. Spelling:

Use any words which will be needed when children write descriptions of birds.

V: Poems:

Many poems may be read to the children, others read by them. Parts of these should be memorized.

Birds in Spring—Sunshine—Page 40.

Brown Thrush—Treadwell—Page 90.

Rollicking Robin.

Who Stole the Bird's Nest—Posy Ring.

Birds in Summer.

The Blue Bird—Posy Ring.

The Owl and the Pussy Cat—Posy Ring.

Bob-o-link.

The Secret—Tree Top and Meadow.

References:

The Posy Ring.

Sunshine.

Poems Every Child Should Know.

VI. Language:

1. Stories may be read and retold to class by some member of class.
2. Some stories or poem may be dramatized as "Who Stole the Bird's Nest?"
3. Poems memorized.
4. Oral description of the birds given from observation.
5. Written descriptions from outlines which have been worked out by the class and place on the board.

References:

Reed's Bird Guide.

Burrough's Birds and Bees.

Miller's True Bird Stories.

Blanchan's Birds Every Child Should Know.

Comstock's Nature Study Book.

WILLA WOODRIDGE.



IV. PROJECTS IN DETAIL.  
THIRD GRADE

1. Viking Project—Helen Finch.
2. Shepherd Life Project—Helen Finch.
3. Squirrel Project—Leta Brooks.
4. Halowe'en Project.
5. Bird Study Project—Ruth Carter.
6. Farm Life—Dorothy Spence.
7. Japan—Ruth Gabriel.

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VIKING PROJECT.  
THIRD GRADE.

Aim: To introduce the child to a type of society where man labors with nature according to natural laws. Study of the Vikings helps to place America.

- I. Method of introduction—by travel.
  - A. Imaginary trip from here to Norway.
- II. The Coast of Norway.
  - A. Fjords and Island.
    1. Appearance.
    2. Difficulty of passage through.
    3. Lighthouse.
    4. Life saving stations.
- III. Towns of Norway.
  - A. Landing at fishing village.
    1. Dress of people.
    2. Homes of people.
    3. Occupations.
  - B. Lumbering village.
    1. Homes.
    2. Occupation.
- IV. The Vikings.
  - A. Settlement of country.
    1. Along sea coast because of—
      - (a) dense forests.
      - (b) unpromising interior.
      - (c) mountains running close to shore.
      - (d) fertile soil.
  - B. Occupations.
    1. Fishing.
      - (a) How done.
      - (b) When done.
      - (c) How fish were preserved.
      - (d) Vessels used.
    2. Adventure.
      - (a) Kinds.
        1. War.
        2. Exploration.
      - (b) Vessels used.
        1. Size and shape.
        2. Material.

3. Equipment.
4. Naming of vessels.
5. Ceremonies attending journeys.

(c) Weapons used.

1. Kinds.
2. Of what made.
3. Decorations.

C. People..

1. Appearance and characteristics.

- (a) Strong.
- (b) Fearless.
- (c) Truthful.
- (d) Vigorous.
- (e) Heroic
- (f) Love of the sea, mountains and forests.

D. Homes.

1. Number of buildings comprising homes.
2. Size, general shape and arrangement.
3. The Feast Hall.
  - (a) Size.
  - (b) Shape, material, etc.
  - (c) Skalds who told stories of adventure.
  - (d) Scalds who told stories of their Gods.

**Handwork on Viking Project:**

1. Viking boats.
2. Norwegian coast line on sand table.
3. Shields cut and colored.
4. Weapons cut and colored.
5. Thor's Hammer.
6. Viking Dolls.
7. Booklet containing stories and pictures.
8. Fiord scenes in crayola.

**Pictures to Show to Children:**

1. Norwegian Fiords—Heaton Cooper—McClurgs.
2. McGregor's Story of the Vikings—McClurgs—35c.
3. Color pictures from illustrations in Du Chailleu.
4. National Geographic Magazines (old copies).
5. Stereoptican views of Norway and Sweden.
6. Stereoptican views of Old Viking Boat.

**Children's Reading on Viking Project:**

1. "Viking Tales"—Jennie Hall.
  - (a) Stories of weapons.
  - (b) Iceland and its discovery.
2. "Asgard Stories"—(Norse Mythology which appeals to children.)
3. "Our Little Norwegian Cousin"—Wade.
4. "How We Travel"—Chamberlain.
5. "Ivor"—DuChailleu.

**Teachers Reading for Viking Project:**

- "Ivar the Viking"—Du Chailleu.
- "The Viking Age"—Du Chailleu.

“Stories of the Vikings”—McGregor.

“Stories of Norse Heroes”—Buxton.

“Story of Siegard the Volsung”—Wm. Morris.

Note—The teacher should read all material available on this subject before presenting. Showing the picture helps to create the “Viking” atmosphere.

HELEN FINCH.

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SHEPHERD LIFE.

THIRD GRADE.

Time: 8 to 12 weeks.

Outline.

Language:

Oral and written stories reproduced by pupils.

Literature:

Study of poems as listed. Memorize “The Lamb,” by Wm. Blake.

Picture Study:

The Shepherdess Knitting—Millet.

Brittany Sheep—Bonheur.

Sheep—Mauve.

Geography and History:

Life and customs of people. Study of deserts, oases, camel, vegetation, trade, etc.

Art and Handwork:

Persian designs, rugs, etc.

Arithmetic:

In connection with the study of the trade of the desert.

Problems involving all Persian wares and their correct prices, etc.

Method.

Have many pictures of the desert so children may see them, and through the pictures become interested in the people who inhabit such a country. Give a general description of the country. Ask children if they ever saw such a place. “A long time ago there lived in this country many wild birds, sheep, goats and camels. Men lived there, too. The men killed the animals. What did they do with the skins from these animals?” Tell how they began to milk the goats. Tell about the domestication of the animals. “The name of this country is Arabia. I am now going to tell you a story of a little Arabian girl called Gemila. At this point the children are ready and eager for a description of the people. With the story of Gemila as a basis or center of interest the following points can be brought in.

I. Description of the people:

1. Description of Gemila.
2. Description of her mother.
3. Description of her father.

II. Description of the homes:

1. Gemila’s home.
  - (a) Why not like ours?
  - (b) What tent is made of.
  - (c) Interior of Gemila’s tent.

III. Food:

1. What Gemila eats:

PROJECT PLAN BOOK—GRADES I, II, III.

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- (a) Coarsely ground wheat cakes.
  - (b) Boiled wheat, vegetables, etc.
  - (c) Ostrich eggs.
  - (d) Boiled, roasted or fried locusts.
  - (e) Milk and butter.
  - (f) Dates.
1. Study of the Date Palm, using pictures to illustrate.  
How Gemila eats:
    - (a) No knife, fork or spoon.
    - (b) How the boiled dish of wheat is served.
- IV. Birds:
1. Hoopo.
    - (a) Story of Solomon's messenger.
  2. The Ostrich.
- V. The Desert:
1. Tell children about the barren wastes, using pictures to illustrate. Let those who have seen such land tell of it. Let children make a sand table representation of the barren part of the desert.
- VI. The Oases:
1. In the same manner describe the oasis to the children, using illustrations. After they have gotten a clear idea of what one is like they may make one in their sand table desert.
- VII. Travel:
1. How Gemila and her family travel from one oasis to the other.
- VIII. The camel: Why not horses?
1. Description—show pictures.
  2. Adaptability to desert life.
- IX. The Caravan:
1. Its use.
  2. What it consists of—show pictures.
  3. Show on sand table an encampment of a caravan near an oasis.
- X. Occupations:
1. Herding sheep and goats. What are these people who raise sheep and goats? Why do they raise them?
    - (a) Shepherds stay in one place until the pasturage is exhausted; then they move to a new place. Where? Why?
  2. Men care for animals.
  3. Women wash and shear the sheep.
  4. Weaving.
    - (a) Preparation of wool.
      - (1) May, the shearing time.
      - (2) Wool as sorted with exactness.
      - (3) Carefully washed and dried.
    - (b) Carding—show pictures.
    - (c) Separating wool from matted mass.
  5. Dyeing:
    - (a) Aim at color permanence.
    - (b) Dyers carry secrets for years.
    - (c) Vegetable and animal dyes.
    - (d) What color prominent

**6. Colors:**

- (a) Tell children what Arabs use and let them suggest ways they themselves might use.

**7. Patterns:**

- (a) Tell about prayer rug and show picture "Weavers and Other Workers."  
(b) Divan covers.  
(c) Floor rugs.  
(d) Hearth rugs.  
(e) Burial rugs—show pictures.  
(f) Saddle bags.

**Children's Bibliography.**

"Seven Little Sisters"—Andrews.

Leaflets from Chicago University Elementary School.

Leaflets from Frances Parker School.

"Weavers and Other Workers"—Jennie Hall.

Bible Stories.

**Correlated Handwork.**

Draw a camel.

Free-hand cutting of camel.

Model camels for sand table.

Draw palm trees.

Sketch landscape with palm trees.

Draw tents.

Make tents and palm trees of paper.

Sand table representation of desert.

Weave rugs.

**Pictures.**

National Geographic Magazine—

December, 1909.

July, 1910.

December, 1911.

"Weavers and Other Workers." (Color pages from illustrations in Du Chailleu.)

**Poems.**

"The Boy and the Sheep."

"The Sheep."

"The Shepherd"—Wm. Blake.

"The Lamb."

"Baby's Evening Song"—Edith M. Thomas.

"The Welcome"—Christina Rossetti.

"Happy Families."

**I. Work of Shepherd.**

1. Delights and hardships.

**II. Animals shepherds have domesticated.**

1. Herds of goats in Switzerland.  
2. Herds of goats in Greece.  
3. Herds of goats in Arabia.



III. Arabian Shepherds:

1. Study of desert:

- (a) Vast waste of dry, rocky plains, mountain chains and sand dunes.
- (d) Sand storms (face of desert constantly changing.)
- (c) Hot dry winds.
- (d) Sand storms (face of desert constantly changing.)
- (e) Oases.
  - (1) Kinds—cup and underground spring.
  - (2) Vegetation luxuriant.
    - a Date palms.
    - b. Lemon trees.
    - c. Orange trees.
    - d. Grains.
    - e. Vegetables.
    - f. Beautiful flowers.
  - (3) Oases the center of trade.

2. Transportation.

- (a) Study of camel.
  - 1. Its adaptability to desert life.
  - 2. Characteristics.
  - 3. Food.
- (b) The caravan—its use in trade.
  - 1. Purpose of caravan—protection from bandits.
  - 2. What it consists of—water, tents, food.

3. People:

- (a) Moors and Arabs.
- (b) Wild, restless nomads.
- (c) Intellect scanty.

4. Villages:

- (a) Composed of 10, 15, or 20 families as a rule connected by kinship.
- (b) Children receive no particular education.
- (c) A common name is borne by entire tribe.

5. Home life:

- (a) Live in tents of coarse camel's hair cloth.
- (b) Two rooms, one for parents, one for children.
- (c) Very little furniture.
- (d) No silverware.
- (e) Poultry in one corner.
- (f) Stone for grinding corn.
- (g) Primitive spinning wheel.

6. Dress:

- (a) Women.
- (b) Men.

7. Food:

- (a) Dates.
  - (1) Dried for use on journey.
  - (2) Fresh dipped in goat's milk.
- (b) Bread made from coarsely ground wheat.
- (c) Ostrich eggs—one egg serve an entire family.
- (d) Liquid butter made from goat's milk.

- (e) Baked, boiled or fried locusts.
  - (f) Supper dish, a mixture of wheat, meats, vegetables and eggs.
8. Study of the Date Palm:
- (a) Suited to desert oasis.
    - (1) Ground moist and air dry.
  - (b) Fruit.
    - (1) How gathered.
    - (2) Products—wine vinegar.
    - (3) Exportation.
  - (c) Fibre used in weaving tents.
  - (d) Wood used for tent poles and doors.
9. Occupations of people:
- (a) Raising and herding goats by men.
  - (b) Washing, shearing and weaving by women.
  - (c) Weaving.
    - (1) Preparation of wool.
      - a. Carding.
      - b. Separating.
      - c. Assorting.
      - d. Wash and drying.
      - e. Drying.
    - (d) Dyeing.
10. Persian Rugs:
- (a) Prayer rugs.
  - (b) Divan rugs.
  - (c) Floor rugs.
  - (d)Hearth rugs.
  - (e) Grave rugs.
  - (f) Saddle rugs.

TEACHER'S BIBLIOGRAPHY.

- "Africa"—Keane.
- "My Apingi Kingdom"—Du Chailleu.
- "Africa"—Carpenter.
- "Through Asia."—Sven Hedin.
- "Journey Through Arabia"—Palgrave.
- "Seven Little Sisters"—Andrews.
- "Abraham and Isaac"—Bible References.
- "Old Stories of the East"—Baldwin.
- "Among the Arabs"—Stephens.
- "The Women of the Arabs"—Jesup.

SQUIRRELS.  
THIRD GRADE

Time: 4 to 6 Weeks.

One bright spring morning the teacher took her class to a near-by park which was noted for the number and variety of squirrels that lived there. These squirrels had been treated so kindly that they were quite tame.

The pupils were first called together and told some very interesting stories about the squirrels. The best methods to make friends with the squirrels was then discussed, each child was given a sack of peanuts and turned loose with in-

structions to catch a squirrel if possible. A half hour later little groups of two or three pupils were sitting around over the park making friends with the squirrels. Some of them were fortunate enough to get them to eat the nuts right out of their hand. One boy enticed a beautiful gray squirrel to perch on his shoulder and eat nuts. After an hour the group was called together under a large tree. Each pupil was allowed to tell all he had learned about the squirrel. They decided that they wanted to learn more about these interesting animals.

The following outline will show how the study was carried on: Activities growing out of the study of squirrels.

Science:

A. Rodents—gnawers.

Squirrels.

Beavers.

Rats.

Rabbits.

Porcupines.

Gophers.

I. Squirrel Family in America.

1. True squirrels.

(a) Tree squirrels (grey or red.)

2. Marmots.

(a) Rock squirrels (wood chuck.)

(b) Ground squirrels (prairie dog.)

3. Flying squirrels.

II. Habitats and habits.

1. Home.

(a) Summer home.

(b) Winter home.

2. Habits.

(a) In winter.

(b) In summer.

(c) Preparations for winter.

(d) How he eats.

(e) How the young are carried.

3. Enemies:

(a) Owls.

(b) Man.

(c) Fox.

(d) Wolf.

III. Foods:

1. Kinds.

(2) How secured.

IV. Special features.

1. Teeth.

(a) Kind (chisel.)

(b) How kept in order.

(c) Dangers.

2. Eyes:

(a) Location and its value.

3. Ears:
  - (a) Sense of hearing highly developed.
4. Feet:
  - (a) Toes that turn so that the nails turn backward.  
Value of this.
5. Tail:
  - (a) Its use.
6. Nose:
  - (a) Sense of smell.
- V. Uses to Man.
  - (1) Skins:
    - (a) How prepared for market.
    - (b) How used.
  2. Food.
  3. Furnished pleasure to man.

Geography:

1. True squirrels.
  - (a) Home.
    - (1) Forests.

The children who have shown a particular interest in the squirrel family will be interested in the parts of our continent which make favorable homes for the different kinds.

Provide children with maps of North America, traced if necessary. These should have the states of the United States and the provinces of Canada outlined. With a geography handy, the child can draw a line as directed which will show the limits of distribution of the animal in which he has particular interest. It ought not to be difficult to get a complete set of maps showing the distribution of all the animals mentioned.

Chipmunk	Woodchuck.
Grey squirrel	Flying squirrel.
Red squirrel	Prairie dog.

See the maps showing the distribution of the chipmunk and grey squirrel.

Common chipmunk—from the Gulf of St. Lawrence west across southern Manitoba; southeast through central Iowa; south to eastern Oklahoma; east across Arkansas, including northern Mississippi, Alabama and Georgia; northeast to Chesapeake Bay and along the coast to the St. Lawrence River.

Grey squirrel—from southern New Brunswick west through central Minnesota and North Dakota; southeast along western boundary of Iowa, Missouri, Arkansas, and Louisiana; thence along the coast line to New Brunswick, except for southern Florida.

Note: In connection with all these maps the cause for such distribution should be discussed.

Literature:

- The Mountain and the Squirrel (Fable)—Emerson.  
 Hiawatha Adjidahmo (Tail-in-Air)—Longfellow.  
 The Burgess Animal Book for Children—Thornton Burgess.  
 The Pet Book—Hand Book of Nature—Comstock.  
 Stories of Little Animals—Mulets.  
 How the Chipmunk Got His Stripes (Fable.)  
 How the Squirrel Got White Under His Eyes.

Mother West Wind Stories—Burgess.  
The Tail of Squirrel Nutkin—Potter.  
How I tame the Squirrels—Elenor Terrell.  
The Child's Book of Poetry—Squirrels—Mary Howitt.

(Stories read by pupils and told to class.)

Emerson's poems read in class and memorized.

The story of Adjidanmo told.

Selections from Hiawatha read.

Child's poem from Perse Play Book, "The Retired Squirrel," read to class.

**Art:**

Nutcrackers—Landseer.

Study of picture squirrels.

Drawing of squirrels.

**Games:**

Made up by children.

How the Robins killed the red squirrel.

Chasing the thief who stole the nuts.

**Handwork:**

Animal border for room.

Making pads for field trip notes.

Making a squirrel booklet.

Making cages for pets.

Booklets on care of animals in city parks.

**Excursions:**

1. To park (on the green) to feed the squirrels and find out all we could about them.

2. To Natural History Museum where stuffed rodents are found in their natural surroundings.

3. To Zoo where all the rodents we have studied were found and studied and enjoyed.

Kodak pictures were taken of squirrels just outside the park.

**English:**

**Written:**

Writing animal plays.

Writing animal stories.

Writing poems on squirrels (see sample.)

**Oral—**

Telling stories to class.

Reports on excursions.

Talks on care of pets and care of animals in city parks.

Dangers in a zoo.

The guard's duty.

The people's duty.

Sample Poem.

**The Retired Squirrel.**

By a flowing brook in the countryside

Where a moor-hen built its nest.

A squirrel chose a hollow tree

To take his winter's rest.



He carried nuts from a hazel-bush  
Till he had many a score  
And laid them in the hollow tree  
To serve for winter store.  
When the days grew short and the birds flew away,  
And the wind blew over the heather,  
The squirrel hid in the hollow tree  
Away from the wintry weather.

Colcheston Mason—12 years.

Note: The poem was written by one of the boys in the Perse School in Cambridge, England.

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1. The Burgess Animal Book for Children—Thornton Burgess.
2. The Pet Book—Hand Book of Nature—Comstock.
3. Riverside Natural History.
4. Zoology—Coalton.
5. Nature Study Manual.
6. Friends in Feathers and Fur—Johonnot.
7. Wild Animals Every Child Should Know.
8. Beasts of the Field—Long.
9. Squirrels and Other Fur-Bearers—John Burroughs.
10. Secrets of the Woods—Long.
11. Little Beasts of the Field—Cram.
12. Among the Forest People—Pierson.
13. Young Naturalist—Westell.
14. World of Animal Life—Smith.
15. Stories of Little Animals—Mulets.
16. Mother West Wind Stories—Burgess.
17. Comstock Material.

Note: Some of the above project was carried on by sixteen children from the Jewish Orphanage in New York City during the summer of 1921. The teacher guiding the work was Miss Leta Brooks of Okmulgee, Okla.

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HALLOE'EN PROJECT.

THIRD GRADE.

Aim: To prepare for a party to which another room is invited.

Reading:

- Hallowe'en Stories from Normal Instructor and Primary Plan, Oct., 1920-1921.
- The Indians and the Jack O'Lantern—Pilgrim Stories.
- Hallowe'en—Summer's Second Reader.
- The Elves and the Shoemaker—Summer's Second Reader.
- The Little Elf—Gordon Third Reader.
- The Brownies of Blednock—Elson Third Reader.
- The Fairies—Elson Third Reader.
- The Brownies—Elson Third Reader.
- Fairy Folk—Elson Third Reader.
- Queen Mab—Thomas Hood—The Primary Plan Book, Autumn.
- The Life of a Fairy.
- Jack O'Lantern—Classics Third Reader.

**Language:**

Letter writing. Writing invitations to party.

Telling of Hallowe'en Stories.

Talks on manners toward guests at party.

Dramatization: The Indians and the Jack O'Lantern, as entertainment at party.

**Spelling:**

Words suggested from Hallowe'en study.

**Handwork:**

Make decorations for room of witches, goblins, black cats, jack o'lanterns.

Envelopes for invitations.

Place-cards with Hallowe'en decoration.

Favors for party.

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PROJECT FOR BIRD STUDY.

THIRD GRADE.

I. Aim: To know, to enjoy and to better appreciate birds of one's own neighborhood.

II. Nature Study.

Observations and records to be made by class and individuals.

As a class keep a chart or calendar of "Birds Seen in Our Neighborhood" with the date seen, brief descriptions, and child's name. Each child can keep a similar chart of the birds he sees.

Each child chooses one bird to find all he can about; how he looks, his call, where he nests, and kind of nest, what he eats, benefit to man.

III. Use of reference books.

**Reference Books.**

\*Burgess' Bird Book for Children.

\*Bird Guide.

\*The First Book of Birds—Oliver T. Miller.

\*True Bird Stories—Oliver T. Miller.

\*Nature's Wonder Lore—Mary Earle Hardy.

\*Stories of Animal Life.

\*Birds and Bees—Burroughs.

\*The Book of Nature—Myths, (Florence Holbrook)—Houghton.

Nature Myths and Stories.

In the Child's World—Emilie Poulsson.

Nature Myths—Cooke.

Stories in Season—George and Whitten.

Cat Tails and Other Tales—Houliston.

Dooryard Stories—Pierson.

Child Life—Whittier.

Short Stories—Kelly.

Songs of Life and Nature.

For the Children's Hour—Bailey and Lewis.

Half a Hundred Stories.

\*Spring Plan Book—George.

\*Nature in Verse—Lovejoy.

\*Books at Lee School.

**Reading:**

Poems and stories for class work:

Stories about Birds—Little Classic Series.

Who Stole the Bird's Nest?—Free and Treadwell Third Reader.

The Brown Thrush—Free and Treadwell Third Reader.

Robin Redbreast—Free and Treadwell Third Reader.

Little Gustave—Free and Treadwell Third Reader.

Good Night and Good Morning—Free and Treadwell Third Reader.

How Doth the Little Busy Bee—Free and Treadwell Third Reader.

The Bluebird—Free and Treadwell Third Reader.

Answer to a Child's Question—Free and Treadwell Third Reader.

The Owl and the Pussy Cat—Free and Treadwell Third Reader.

The Thistle—Free and Treadwell Third Reader.

The World's Music—Literary Reader, Third Grade.

Sing on, Blithe Bird—Literary Reader, Third Grade.

Seven Times One—Literary Reader, Third Grade.

Calico Pie—Literary Reader, Third Grade.

Wishing—Literary Reader, Third Grade.

A Green Cornfield—Literary Reader, Third Grade.

Spring—Literary Reader, Third Grade.

Baby Seed Song—Literary Reader, Third Grade.

The Scarecrow—Elson Reader, Third Grade.

Marjorie's Almanac—Literary Reader, Third Grade.

The Bird and the Ship—Elson Reader, Third Grade.

Birds in Spring—Elson Reader, Third Grade.

Nest Eggs—Elson Reader, Third Grade.

The Flock of Doves—Summer's Reader, Second Grade.

The Farmer and the Birds—Summer's Reader, Second Grade.

An Open Secret—Summer's Reader, Second Grade.

The Soldier Bird Story—Summer's Reader, Second Grade.

April (Rollicking Robin)—Summer's Reader, Second Grade.

The Snow Bird—Three Years With the Poets.

Lady Bird—Three Years With the Poets.

The Winter Robin—Three Years With the Poets.

The Eagle—Three Years With the Poets.

The Sandpiper—Three Years With the Poets.

Wild Geese—Three Years With the Poets.

Spring has Come—Three Years With the Poets.

Robert of Lincoln—Three Years With the Poets.

Little Birdie—Graded Poetry—Alexander Blake.

The Swallow's Nest—Graded Poetry—Alexander Blake.

The Larks in the Wheat (Story)—Winston Reader, Third Grade.

The Skylark's Spurs—Winston Reader, Third Grade.

Chickadee—Winston Reader, Third Grade.

The Swallow—Child Classics, Second Reader.

Wee Robin's Yule Song—Child Classics, Second Reader.

Cock Robin—Child Classics, Second Reader.

The Babes in the Wood—Child Classics, Second Reader.

This list to be posted on bulletin board. Each day, every child will be required to read fluently one poem and to tell something about another. At end

of bird study each child must know from memory four or five poems. Each child chooses own poem every day.

IV. Language:

Each child keeps bird dictionary in which he writes suggestive and picturesque words about birds. These are to be used in oral and written compositions.

Written composition following outline, on "My Favorite Bird."

Write a story pretending to be a bird and tell some of the troubles of bird life.

FARM LIFE.

The children discussed former visits to farms. They decided that they wanted to visit a farm near here. Before making the visit we discussed in general all the phases of farm life. They arrived at the farm in time to see the work being finished in the fields and the evening chores attended to.

They found the farmer planting his cotton and grain. They learned that the planting was not done by hand, but by a machine. From the field they went into the orchard where there were pear, apple, cherry, peach and plum trees blooming. The different kinds of trees were distinguished by their blossoms and general appearance. To the garden they went next. This they compared with their own garden as to the size of the plants, etc. They estimated the time of planting by comparison of size of plants with their own.

Their next visit was to the chicken yard. Here they found three different kinds of chickens, Plymouth Rocks, White Leghorns and Rhode Island Reds. Each breed was kept in a separate yard and house. This was done in order that the chickens could scratch, for scratching makes them strong, and as a result they are in a healthier condition for laying. The children compared the eggs of the different breeds. The frying-size, broilers, etc., were pointed out to them.

Then they were taken to the barn to see the cows. Then men were milking and feeding them. The cows stood in stalls and ate from troughs as they were milked. Their food was cotton-seed hulls and meal. The children were told from what this food was made.

Then they were taken to see the horses and mules which were also being fed. Their food was corn and fodder.

The children's attention was called to many other features of the farm, such as the fence, the pump, and the silo. All these things that they saw were discussed more in detail in class afterwards. Pictures were used to liven the memory and give them a greater knowledge of farm life.

- I. Discussion of Former Experiences on Farms.
- II. Visit to Farm.
- III. Animals.
  1. Domestic.
  2. Wild.
- IV. Poultry.
- V. Plants grown on farm.
- VI. Buildings on farm.
- VII. Discussion of parts of farm, orchard, meadow, etc.
- VIII. Daily routine of farm life.

Literature and Reading.

- Cocka-lu and Hen-alie.
- Little Tuppin.



The Friendly Cow.  
The Wake-up Story.  
The Animals Who Found Another Home.  
The Foolish Goose.  
The King and the Goose Herd.  
The Man Who Kept House.  
The Town Musicians.  
Five Peas in One Pod.  
The Ugly Duckling.  
Farewell to the Farm.  
Little Maia.  
Berrying Song.  
Black Beauty.  
A Boy's Song.  
Stories from "Mother West Wind."

Picture Study:

Ploughing—Bonheur.  
Return to the Farm—Troyon.  
Song of the Lark.  
The Gleaners.

Handwork:

1. Farm on the sand table.
2. Cutting vegetable forms.
3. Representations of farm activities.
4. Cutting animals and fowl.
5. Drawing model plan of farm.
6. Drawing and cutting trees.
7. Cutting flowers.
8. Drawing the fruit blossoms.
9. Drawing wheat in its different stages.

Numbers:

Concrete problems that come up in the business of a farm.

Nature Study:

Study of animals and plants.

Writing and Spelling:

Sentences about farm, also words describing the farm and its parts.

Learn to spell names of farm animals, fowls, and fruits, vegetables, etc.

Language:

Use outline for oral discussions. Reproduce discussions in story form and make into booklet.

Our Trip to a Farm.

What the Farmer Does for Us.

The Animals I saw on the Farm.

How the Animals Help the Farmer.

DOROTHY SPENCE.

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JAPAN.

THIRD GRADE.

Aim: To learn all the interesting things about the Japanese people and about their country, Japan. To see how different it is from our country, America.



## PROJECT PLAN BOOK—GRADES I, II, III.

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To correlate English, geography, nature study, music, physical education and handwork in the study of these Japanese people, their custom, and their country.

The project may grow out of the reading of the Japanese Twins or some similar children's book on Japan.

The real work may be begun by an imaginary trip from the schoolroom to Japan, becoming familiar with modes of travel in America, distance, direction, time and so on.

Material which can be used advantageously follows:

The project will culminate in a Tea for the mothers.

### Reading:

The Japanese Twins—Houghton Mifflin Co. New York.

Ume San in Japan—Little, Brown Co. Boston.

Japanese Fairy Tales—Rand, McNally. Chicago.

What I Saw in Japan—F. A. Owen Publishing Co., Danville, N. Y.

Japanese Myths and Legends—F. A. Owen Pub. Co. Hall-McCreary Co. Chicago.

The Stone Cutter—Elson Reader, Book III.

Momotaro's Friends—Lewis and Rowland Silent Reader IV.

Big People and Little People of Other Lands—Shaw.

Geographies—Encyclopedias.

The Japanese—Primary Education for April, 1922.

Geographical Readers.

### Language:

Conversation—Oral compositions, Written compositions on:

The Japanese Race.

The Japanese Empire.

Japanese Houses.

Japanese Gardens.

Japanese Clothing.

Modes of Travel.

The Japanese Religion.

Japanese Industries.

### Food:

1. Preparation.

2. Serving.

3. Eating.

Cities.

Exports.

Imports.

Government.

Schools.

Relations with other countries.

### Spelling:

Japan

fishing

manufacture

cocoons

weaving

screen

honorable

Japanese

farming

caterpillar

garden

factory

bamboo

recess

cherry	blossom
parasols	empire
islands	kimono
dwarf	family
sash	treasure
festival	emperor

Handwork:

Kites

Flags

Parasols

Cherry blossoms of paper.

Free-hand poster showing grass, water, Mt. Fujiyama in the distance and Japanese figure in foreground. (Paper cutting or tearing.)

Three lanterns in sketch noting arrangement and mounting.

Invitations to mothers to tea as culmination of project.

Favors for party (Chrysanthemums of paper.)

Japanese dictionaries (Small booklets appropriately designed to hold a few Japanese words learned—to create interest.)

Silk work booklets—appropriately decorated and copiously illustrated.

Japanese Tea Garden worked out on sand table showing Tea House with tables.

Miniature hills—trees—lake—bridges.

Jinrikishas—coolies.

Japanese figures.

Physical Education:

Japanese Dance—Popular Educator—May, 1921.

Japanese Dance—Popular Educator—April, 1922.

RUTH GABRIEL.

JAPANESE TEA

Invitations to mothers.

Two boy ushers in Japanese Costume.

I. Program: (Original talks from own compositions.)

1. Country of Japan.

2. Mt. Fujiyama.

3. Government.

4. Industries.

5. Religions.

6. Houses.

7. Gardens and treasure house of Kura.

8. Clothing.

9. Food.

10. Family life.

11. Flowers.

12. Fetes.

13. Song by class.

14. Dance by 8 girls in costume. (Popular Educator—April, 1922.)

II. Tea and cake in room served by girls and boys in costume.

Exhibit of school work.

Exhibit of Japanese articles.

RUTH GABRIEL.

## PROJECT PLAN BOOK—GRADES I, II, III.

### TOPICS SUGGESTED FOR WORK IN CIVICS AND AMERICANIZATION FOR LOWER GRADES.

1. Make exhibits of foods or pictures of food relating to health.
2. Make a booklet containing pictures of sketches or clipping illustrating good health habits—brushing teeth, washing hands, opening windows in bed rooms, taking out-of-door exercises, etc.
3. Make a "rebus" story of a full day's health habits, using pictures in the story instead of words for tooth brush, soap, clothes brush.
4. Make poster displays for health as related to foods, filling the poster with statements about good food for children, such as: Oranges are better for us than bananas. We like milk, don't you? Breakfast foods with milk make us strong. Much candy is bad for our teeth," etc.
5. Make a chart to prove that the fly is a national robber.
6. Write and present: Conversation plays with such characters for the the play as, Wheat, Sugar, Meat, Coal, Butter, Shoes, Dresses, and Coats.
7. Write and illustrate: "What can I do to prevent the spread of contagious diseases."
8. Write and illustrate by graphs: "How my weight varied from day to day for two months."
9. Develop contests in thrift practices, such as, purchase of government stamps, placing money on deposit, saving money for definite useful purposes, etc.
10. Plan and carry out a pageant or pantomime of City government officials at work—police on traffic duty, the fire department, street sweepers, park employees, postmen, etc.
11. Dramatize the activities of the Postoffice, using cancelled stamps and other used Postoffice materials,
12. Invent and play games expressing the activities of store keepers, fruit men, car conductors and motormen, policemen, postmen, firemen, etc.
13. Make a card of rules for people visiting the city parks.
14. Make a card of rules of conduct for people when riding on busses.
15. Write and illustrate a paper or booklet on: "How I can help the street cleaning department." Another on: "How I can help the Park Commissioners."
16. Write and illustrate a story about: "What happened to Johnny Thoughtless and Willie Careful on their way home from school."
17. Get a small blank book for keeping personal accounts, properly entering receipts and expenditures, and making monthly balances.
18. Form a Roosevelt Club to read the adventures of Roosevelt and to stand for his ideas of Americanism.
19. Make scrap books showing the more interesting events in the history of Okmulgee and Oklahoma.
20. Make "safety first" posters appropriate to the school building and environment.
21. Keep weather records and make monthly graphs of weather conditions. Write a monthly report on: "How the weather last month affected the people of Okmulgee."
22. Dramatize the activities of a bank.
23. Make a chart showing all of the occupations carried on in your block.

24. Make a "pocket list" of rules of conduct for the street for a good citizen.
25. Write and illustrate a paper on: "How we can make our neighborhood more beautiful."
26. Write and illustrate a paper on the proper care of pets.
27. Make booklets containing pictures or clippings of balanced dietaries.
28. Formulate an American Creed; also, a creed for Okmulgee people about their duty.
29. Keep a diary for one month about: "What I do outside of school to help our family."
30. Make an exhibit of good examples of darning and mending of clothes for one's self or other members of the family.
31. Write a booklet of fine sayings of great Americans.
31. Make a pictorial chart showing the typical kinds of homes which have been built by Americans from pioneer time to the present.
33. Make and illustrate a booklet on: "What I do for Uncle Sam." Make and illustrate another on: "What Uncle Sam has done for me."

















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