A word of explanation is perhaps needed in regard to the organization of this grade.

There are two distinct groups, the High Fifth and the Low-Sixth. The first was originally composed of pupils new to the school, and those who had failed of regular promotion to the Sixth Grade. The proportion was about one-third of the former to two-thirds of the latter. At the present time, one-half of those who failed of promotion have been advanced to the Low Sixth group and several children have been received into the group from the regular Fifth.

The upper division is composed of pupils new to the school this year and the few, recently promoted.

The subject matter planned for the Sixth Grade is being taught to both sections in the hope that at least half of the lower division may do the work sufficiently well to be promoted with the upper division to the Seventh Grade at the end of the school year. The line of demarcation between the groups being less distinct, facilitates promotion for those who had already fallen behind.

GEOGRAPHY: General subject, page 42, Course of Study.
Special subject - Earthquakes of Sicily and Italy.

II. Location of Italy, etc. A mental image formed of its location with reference to Chicago. (a) Its direction from here. (b) The land and water bodies intervening with a description of their general size and shape. (c) Italy's relation to Eurasia. (d) Routes by which reached. (e) Time required to go.

III. General Nature of the Country. Form, size, mountainous topography, climate and people. Pictures used. Region modeled in sand and described in written papers followed by use of atlas.

IV. Story of the Earthquake. Quake, fire and tidal wave the destructive agencies. Effects: Terrible loss of life and property. Relief measures afforded by the world at large and Italy's own people.

V. Causes of Earthquakes. Ancient mythological and present scientific views (simplest phases of).

HISTORY: General subject p. 56, Course of Study.
Division I. The Panathenaic Festival. Reading in class, Hall's Men of Old Greece, pp. 170-197.
Points emphasized in reading and discussion - (a) Birth of the Athene, (b) The naming of Athens, (c) The procession of Athens to Athenians, (d) The procession shown in the sculpture of the Parthenon, (e) Presentation of woven robe and offerings to Athene, (f) Comparison of Panathenaic and Olympian Games, (g) Pericles' project to build a beautiful Athens, (h) The movements in Chicago toward making a beautiful city.
Division II. The Persian War: Reading in class. Hall's Men of Old Greece, pp. 128-152. Points emphasized in discussion: (a) Preparation
for the return of the Persians after their defeat at Marathon - 490 B.C.
(b) Building of ships, (c) Training of sailors, (d) Meeting at Corinth
to encourage united action, (e) Return of Persians after ten years,
(f) Thermopylas, (g) Salamis.

LITERATURE:- The Iliad (Bryant's Translation) The Quarrel between
Agamemnon and Achilles - To line 200.

The reason for delaying a quarter before commencing this assigned
work, is that when attempted in October, it seemed too advanced for the
class. Therefore, it was decided to let Greek History lead, and first
study the life in Sparta and Athens. Many stories introductory to the
Trojan War have been told.

This week the Iliad is again undertaken. Dramatic selections
from the quarrel scene have been written upon the board and used for
oral reading and supplemented by interpretations of connecting passages
by the teacher. There is keen enjoyment of both the story and its
poetical expression.

MATHEMATICS: General subject, p.74; Course of Study.

Special subject - Addition of fractions. Many problems of the
type shown on p.154 of The Rational Grammar School Arithmetic with
geometrical solution.

Five minutes' drill almost daily to secure rapidity in simple
combinations of the digits.

Problems related to geography.

Special teachers' reports will show the other work done by the
grade.
SIXTH GRADE  FLORENCE MILLS, TEACHER.

Jan. 15, 1909.

GEOGRAPHY:

I. Earthquakes continued. Discussion of causes of earth-
quakes and volcanoes and their relation to each
other - Short paper by the children.

II. Work introductory to the study of India.
   a. Interest created by discussion based on children's
      present knowledge of India and the relation of India
      to Columbus' discovery of America.
   b. Establishment of mental image of the location of
      India with reference to Chicago.
      Obtained by verbal description of the general
      outlined of Asia and its peninsulas, using the pic-
ture previously developed of Europe and Italy with
reference to Chicago and the United States as a
starting point. This mental picture was supplemented
by sand modeling and finally work with atlas.

HISTORY:

Division I. The Acropolis in the time of Pericles.
   Reading - Hall's Men of Old Greece, pp. 197-217.
   Points emphasized by means of reading, discussion and
observation of pictures.
   a. The plan of the Acropolis.
   b. The structure and sculpture of the Parthenon.
   c. The work of Phidias.
   d. The Propylaea.
   e. Temple of Athena Titik.
   f. The Erechtheum.
   g. The beauty and splendor of the public buildings
      compared with the simple dwellings of the
      citizens.

   The effort was to develop greater appreciation of
   Greek architecture and sculpture and note our
   indebtedness to them.

Division II. The End of the Persian War and the Rebuilding
   of Athens.
   Pictures of Piraeus, Salamis, and the Panathenaic
   procession as shown in the frieze of the Parthenon.
   The work included:
   a. Description of the battle of Salamis.
   b. Effect upon Greece of the defeat of the Persians.
   c. The walls of Athens and Piraeus.
   d. The storehouses and docks of Piraeus compared
      with ours as to thought of beauty.
   e. Appearance of market-place.
   f. Numerous temples of Athens.
   g. Bas-reliefs on tombs.
   h. Commemoration of Themistocles.
   i. The Panathenaic festival.
LITERATURE:
I. The Iliad (Bryant's Translation)
   Quarrel between Agamemnon and Achilles.
   Oral reading of most dramatic parts by children
   and reading by the teacher of selected portions to
   line 435.

II. The Letting In of the Jungle - Kipling.
   Readings from the Jungle Book are being assigned occasionally
   for homework, to add interest to the study of India.
   One period this week was given to the oral reading
   of parts of The Letting In of the Jungle. The readers
   were selected by the class and directed to make their
   own selections. They happened to be lovers of The
   Jungle Stories and were able to create a greater
   enjoyment of the story.

MATHEMATICS:
Addition and Subtraction of Fractions. Problems on pp. 155
and 156 of The Rational Grammar School Arithmetic.

OTHER SUBJECTS: - See reports of special teachers.
SIXTH GRADE - MISS MILLS.


GEOGRAPHY:
I. Eurasia modelled in the sand pans.

Points shown: General outlines of the continent:
Location of the countries already known to the class.
1. Japam
2. China
3. Indo China
4. India
5. Arabia
6. Balkan Peninsula
7. Italy

II. Discussion of the relation of India to the discovery of America for the purpose of creating a personal interest in India and, by tracing trade routes, of impressing further the geographic location of these countries of Eurasia.

III. Discussion of all the possible routes of the present day for the same purpose. This was done without reference to globes or maps and the children were required to indicate all directions followed by the route they chose. This developed clearly the sphericity of the earth and the location of these countries relation to the U.S.

IV. Reading lesson introductory to work in Ceylon.

V. One period given to meteorology to fill the Nature study period.

Points discussed:
The atmosphere:
1. Proof that it is a material medium
2. Greater density at bottom - why?
3. Air pump demonstrations of pressure.

HISTORY:

Division I. The Greek Theatre - Stereopticon slides, pictures
Reading - Gulick's Life of the Ancient Greeks pp. 112-115.
1. Festivals of Dionysus
2. Briefly, the development of the drama from the worship of Dionysus
3. Location and plan of the theatre of Dionysus
4. How the Greek play differed from ours in the manner of telling the time and plan of the action
5. The costume of the actors
6. Competitions between the choruses
7. Extraordinary care in training the voice
8. Competitions between the dramatists
9. Attendance at the dramatic contests a duty for every Athenian citizen.
The work was summarized in a written paper.

DIVISION II. The Panathenaic Festival and the Building of the Parthenon.
Hail’s Men of Old Greece, pp. 186--217.

The work emphasized practically the same thought outlined for Division I last week. Stereopticon slides were shown of the Parthenon, its sculpture, the Acropolis, the Propylæa, Erechtheum and temple of Athena Trikè.

Expression - Paper describing the Panathenaic procession.

LITERATURE:
The Iliad - Selected passages from line 440 Book I to line 591 Book II.

MATHEMATICS:
1. Additional problems in addition and subtraction of fractions with emphasis upon the reasoning processes involved rather than the technique.
2. Finding cost per lb. of various candies made for the candy sale and determination of selling price at one-half gain.
GEOGRAPHY:
Ceylon:
The character of the country.
The people.
Chief cities and their general characteristics.
Houses of Ceylon.
Wooden structures impossible on account of ants.
Architecture to suit tropical heat.
Animals of importance.
Insects, serpents, elephants.
Natural Resources.
Tea, rice, cinnamon and other spices, coconuts, (Its great utility to natives),
precious stones.

Transportation
Native ox carts, Rickshaws, Railroads recent,
Otriggerboats of the natives.

ONE PERIOD OF NATURE STUDY:
The question of the buoyant force of water and the loss of
weight of bodies in water came up in the discussions of
the regular geography class and as it could be made
a basis for work on atmospheric pressure and the
barometer, the nature study period was given up to
experiments to demonstrate the fact of loss of weight
and to the explanation of this fact.

HISTORY:
Division I. The Story of Socrates.
Reading - Hall's Men of Old Greece, pp. 221-263.
 a. Socrates' childhood. b. His life at school.
c. His search for wisdom. d. His teaching people
to think by means of questioning. e. His trial
and death. f. His service to Athens.

Division II. The Greek Theatre.
The study developed practically the same thought outlined for Division I last week.
Home reading - Story of Socrates.

LITERATURE: The Iliad
Reading of passages which give the important parts of the
story from line 591 Book II to line 50 Book III.

MATHEMATICS:
Continuation of problems requiring addition and subtraction
of fractions with emphasis upon reasoning rather than
the process.
Review of bills through the problem of finding amount owed
for materials purchased for the candy sale. Other
bills were given to furnish needed additional practice.
Feb. 5, 1909.

GEOGRAPHY:
I. Location of India in relation to Chicago, and to Eurasia reviewed.
II. Comparative size of India demonstrated by means of a traced map of Europe and of North America of the same scale.
III. A beginning made in the development of fundamental conditions necessary for the support of life; these principles to be used as a basis of study of the existing conditions of life in India.
IV. Three periods were given to work on air pressure and the principles and use of the barometer.
V. Papers were written by the children on Ceylon and on the barometer.

HISTORY:
Since the class had studied recently the attempt made by Columbus to discover a new and shorter route to India, the salient points in the further attempts to find this new way were touched upon to give greater meaning to the part played by the French in the New World.

I. Attempts to reach India.
1. 1492. Columbus' first voyage westward.
2. 1497. Cabot discovered Labrador or Newfoundland and reported in England the abundance of cod off the shores of Newfoundland.
3. 1497-99. Vasco de Gama reached India and returned by sailing around Africa.
4. Americus Vespucius touched at the eastern coast of Brazil and was supposed to have discovered Mela's "Fourth Continent."
5. 1519-21. Magellan's voyage around the world.

II. The coming of the French.
1. Attraction of the cod-fisheries.
   a). 1498. Bristol fishermen sent three or four ships with the Cabots on their second voyage.
   c). 1504. Breton and Norman fishermen followed.
      1. Mental picture of France in great land mass of Eurasia, its general shape, boundaries, physiography. Brittany a land of granite and moorland - "its harvests from the sea".

2. The Newfoundland Cod-fisheries.
   a). Shallowness of water - abundance of fish.
   b). The season from May to November.
   c). Fishing with hook and line both from fishing-smack and dory.
   d). Hardships and dangers endured.
   e). Manner of preserving fish.
3. Colonies of winter crews settled along the rocky fiords.
4. Beginning of the fur-trade.
III. Expression - Paper written about the cod-fishing.

LITERATURE: Bryant's translation of the Iliad.

Reading of selected passages to the end of Book III.

MATHEMATICS: Addition and subtraction of fractions.

Additional problems with emphasis upon the thought involved and clear statement of solution. Especial emphasis upon subtraction of mixed numbers where the fraction in the subtrahend is greater than the fraction of the minuend.
SIXTH GRADE - FLORENCE MILLS.

Feb. 12, 1909.

GEOGRAPHY:
I. Discussion of conditions necessary for the support of population in any country - Conclusion: Vegetation is the most important factor.
II. Conditions for support of vegetation.
   1. Soil
   2. Temperature
   3. Rainfall
III. Study of soil through geological history of India - Rock formations  - granite, lava, limestone, sandstone.
IV. Study of temperature through relation of sun and earth during the year, for our own country and for India.
V. Study of rainfall through monsoons, worked out by means of review of principles involved in rainfall and by use of relief map.
VI. Conjectures based on this reasoning as to distribution of rainfall, vegetation and population, checked by use of corresponding maps.
VII. Expression - Paper written upon the appearance of the sun at the equinoxes and the solstices either to us or to the people of India.

HISTORY:
I. One period was given to the reading of Kipling’s Captains - Courageous for the sake of arousing interest in the book for home reading. This is valued both as an excellent picture of the fisherman’s life on the Grand Banks and for the wholesomeness of the story.
II. Because a basis of the French claim in N.A., the explorations of Verrazano were studied. Parkman’s account was read by the teacher while the class made a careful study in their classes of the route taken.
III. The story of Cartier was commenced. Class-reading - chapter one, The Discovery of the Old Northwest.

LITERATURE - Bryant’s Iliad.
The story was continued through reading the most dramatic lines of Book IV.

MATHEMATICS:
Addition, subtraction and reduction of fractions.
Problems involving these processes and continuation of drill for accuracy and quickness in simple number combinations.
SIXTH GRADE --- MISS FLORENCE MILLS

Feb. 19, 1909.

GEOGRAPHY:
I. Completed the discussion of distribution of rainfall in India, as controlled by relief and monsoons, and the influence of this rainfall on life.
II. Study of stereoscopic and stereopticon views of India and tropical countries in general accompanied by the reading of Carpenter's chapters on India.
III. Summarized all the material studied and organized it for a short exercise on India to be given for the higher grades.

HISTORY:
The story of Cartier as given in Baldwin's Discovery of the Old Northwest. This was supplemented by interesting details found in Parkman's Pioneers of France in the New-World. The class made constant use of their atlases to locate all places mentioned.

LITERATURE - Diomed in Battle:
Bryant's translation of the Iliad.
Book V - selected lines -
Hall's Homeric Stories - Diomedes Wounds Venus and Mars.

ARITHMETIC:
Multiplication of fractions commenced and continued practice in addition and subtraction of fractions.

NATURE STUDY:
Lecture on astronomy by Dr. Moulton. A period was given to the discussion of questions arising from the lecture.
SIXTH GRADE --- FLORENCE MILLS.


GEOGRAPHY. Siberia.

I. Location: By review of the mental imaging (without maps) of Eurasia with special reference to the countries already studied and with the addition of Siberia.

II. Size: Determined by superimposing a traced map of Siberia on one of North America of the same scale.


IV. The Tundra:
   1. Physical characteristics.
   2. Seasonal changes.
   3. People.

Reading for class
Carpenter's Asia - Siberia.

References for individual reports:
From North Pole to Equator - Brehm.
Through Siberia - Staaling
A Russian Province of the North - Engelhardt
Tent Life in Siberia - Kennau
Little Journeys to Alaska and Canada - M.M. George
Our Country West - Companion Series.
The Great Frozen Land - Jackson
Asia - Herbertson
Farthest North - Nansen.

There is very little reading matter upon Siberia in geographical readers. The attempt is being made to have the children learn to consult the more difficult reference books. The first division are handling this material very well.

HISTORY: Champlain in New France.
I. Champlain's first voyage under De Chastes' fur monopoly - Exploration of the St. Lawrence as far as the island of Montreal - 1603. Champlain learns from the Indians of a great sea to the west which he thinks is the western ocean.

II. De Monts' fur monopoly.
   1. Death of De Chastes and organization under De Monts.
   3. Champlain's explorations along the coast and excellent chart of country explored.
   4. Terrible winter at St. Croix, and removal to Port Royal.
   5. Plan of Port Royal.
   6. Life at Port Royal - "The Order of Good Times".
   7. De Monts' grant revoked.
   8. Abandonment of Port Royal by the colony and its dependence upon the private efforts of Pontrincourt.

Reading - The Discovery of the Old Northwest - pp. 22-28 - Parkman's Pioneers of France gave many interesting details.
LITERATURE: Diomed's Meeting with Glauclus.
Hector's Return to the City.
The Offering to Athene.
Reading - Hall's Homer's Stories.
Bryant's Iliad - Book VI.

Dramatic stories were written by the children about, "Diomed in Battle." Several of the best ones were read by the children to the class.

ARITHMETIC - Multiplication of fractions continued and problems given requiring addition and subtraction of fractions.

NATURE STUDY: Lecture by Prof. Williston on the History of the Elephant. Papers were written telling what was best remembered.
SIXTH GRADE --- FLORENCE MILLS.

March 5, 1909.

GEOGRAPHY - The Tundra of Siberia.

Division I.

The Country - Topography.
Vegetation
Atmospheric conditions.
Conditions of sunlight.

Division II.

The People: Physical characteristics.
Occupations
Dress
Shelter
Food
Manner of living.

The class continued their use of reference books - The recitations consisted of discussion of points studied, drawings on the board and study of pictures. The apparent path of the sun, both in summer and in winter was imaged by the class through everyone’s use of gesture. A fairly comprehensive paper on the Tundra was written by the first division.

HISTORY - Champlain in New France.

I. Champlain's relations with the Iroquois.
   a. Reason for attack upon them.
   b. Time, place, route taken, discovery of Lake Champlain.
   c. Effect of arousing the enmity of the Iroquois.

II. The fur-trade at Montreal.
III. Father Le Caron's work among the Hurons - Route followed, discovery of Lake Huron.
IV. Etienne Brule at Lake Ontario -
V. Discovery of Lake Michigan by the adventurer, Nicolet - His belief of the proximity of the Pacific Ocean based upon the Indian tales of the "Father of Waters."

Reading -- The Discovery of the Old Northwest - pp. 28-29.

Paper - Champlain and the Iroquois.

LITERATURE - Stories from the Iliad.

The parting of Hector and Andromache - as told in Bryant's Translation.
Battle between Hector and Ajax.
Hector's Mighty Deeds of Valor.

Reading, Hall's Homeric Stories.

ARITHMETIC - Fractions.

1. Multiplication of a fraction by a fraction developed by drawings of oblongs within a sq. ft., as shown in Myer's Rational Arithmetic, p. 162.

2. Multiplication of a mixed number by a mixed number.

3. Review of processes previously learned and drill to secure automatic combinations of the digits.
SIXTH GRADE -- FLORENCE MILLS

March 12, 1909.

GEOGRAPHY:
I. Picturing of the country continued.
   1. Seasonal changes
      a. Appearance of country
      b. Temperature
      c. Vegetation
      d. Position of the sun for all latitudes with emphasis on the tropics of Siberia
      c. The causes of these changes of the sun in relation to the earth.

These ideas gained by reference reading and description in class. Summarized by drawing of scenes on the board and on paper with charcoal.

HISTORY:
Champlain and the Jesuits in New France.
I. Review of the work accomplished by Champlain in exploration, colonization and establishment of trade relations with the Indians.
II. Life of the Jesuit missionaries among the Indians.
Reading - Discovery of the Old Northwest - Baldwin - pp. 95-125

Outline maps of the United States were colored to show the distribution of the Indian tribes with which the French came into contact, - the Algonquins, Hurons and other Iroquois tribes, Winnebagoes. On this map were also marked the routes followed by Champlain and his agents in their explorations.

LITERATURE:
Stories from the Iliad - Agamemnon sending for Achilles.
Hall's Homeric Stories.
Bryant's Translation of the Iliad - Lines read giving the most dramatic appeal to Achilles and his reply - Discussion of the situation, was Achilles right or wrong?

ARITHMETIC: Fractions.
I. Multiplication of a mixed number by a mixed number - Development as shown on page 163 of Myers' Grammar School Arithmetic.
II. Continual review of processes previously studied.
SIXTH GRADE -- FLORENCE MILLS.

April 2, 1909.

GEOGRAPHY - Siberia:

I. The forest belt.
   Reviewed by means of board drawings illustrating the
   hunting of the various animals inhabiting this belt.

II. The steppe region.
   1. Location
   2. Extent
   3. Appearance in spring
   4. Plant and animal life
   5. People.
      a. Appearance
      b. Dependence upon flocks
         a. Food
         b. Clothing
         c. Covering and furnishing of tents.

Reading - The Steppe Region
The Kizgriz - Carpenter's Asia - Herbertson's Asia

HISTORY: La Salle's exploration of the Mississippi and estab-
ishment of the chain of forts.
1. Crossing the portage from the St. Joseph to the Kankakee
2. Visit among the Illinois and the building of Fort
   Crève Coeur
3. La Salle's return to Ft. Frontenac in search of the
   Griffen and for supplies.
4. Destruction of Crève Coeur and Tonty's flight from
   the attacking Iroquois.
5. La Salle's return and search for Tonty.
6. Final reunion and return to the Illinois River.
8. The Mississippi followed to the mouth and the claiming
   of the entire Mississippi basin.
9. Attempt to establish a fort at the mouth of the
   Mississippi.
10. La Salle's death.

The routes of La Salle and the forts established were
marked on maps by the children.

Reading - La Salle - Pioneer History Stories, Mc Murray; The
Old Northwest, Baldwin.

LITERATURE: Periods were used for construction work. Each child
made two favors for the inter-grade dancing party.

ARITHMETIC: Fractions -
   Dividing a fraction by a whole number. Development similar
   to that found in Myers' Arithmetic. Problems, Pages 165--167.
GEOGRAPHY - SIBERIA:
I. The forest belt.
   1. General appearance.
   2. Seasonal changes.
   3. Animal life
   4. The life of the hunter

A comprehensive reading lesson on this subject was adapted from Brenlin's From North Pole to Equator. The fur-bearing animals from the museum were brought in for observation, and the work summarized by various pictures of Siberian hunting and forest scenes.

HISTORY - LA SALLE'S EXPLORATIONS:
I. La Salle's exploration of the Ohio.
   1. Settlement at La Chine
   2. Possible routes to the Ohio River
   3. Journey to the present site of Louisville and La Salle's purpose strengthened to explore the Northwest.

II. La Salle's exploration of the Mississippi.
   1. La Salle's grant from the king.
   2. Fort Frontenac enlarged and strengthened.
   5. Coast the shores of Lake Michigan to St. Joseph River.

Reading - Discovery of the Old Northwest - Baldwin - pp. 151--140 and 161--197.

LITERATURE - STORIES FROM THE ILIAD:
The Horses of Rhesus
Hector in Battle
Patroclus' Death
New Armor for Achilles
Death of Hector at the Hands of Achilles.

Reading - Hall's Homeric Stories.

ARITHMETIC - FRACTIONS:
Continued study of all the cases of multiplication of fractions through varied problems.
GEOGRAPHY:

Russia, Southwestern Asia, France.

I. Russia.
1. Location with regard to Siberia, to the U.S.
2. Size, compared with other European countries.
3. Harbors, compared with those of the U.S.
4. Topography.
   a. Mountains
   b. Plain
   c. Great waterways and their system of connections.
5. Climate.
   a. Temperature
   b. Rainfall
   c. Climatic belts - tundras, forests, steppes as in Siberia.
6. People.
   a. Occupations
   b. Government
7. Principal cities.

II. Southeastern Asia.
1. General appearance of the plateau of southwestern Asia imaged by means of description, study of relief map, sand modeling, slides and pictures of desert life, and of primitive methods of agriculture and of nomadic peoples.
2. Climate
3. Countries of this region.
4. People.
   a) Nomadic - b) Agricultural.
5. Earliest civilization of the Tigris-Euphrates valley.
6. Two great religions that originated in this region: Christianity, Mohammedanism. Location of Mecca, Palestine, the Jordan, Jerusalem, the Dead Sea. Pictures and slides of Palestine.

III. France.
1. Location in the European land mass - Direction from us - Way of reaching there - Time required.
2. Latitude compared with our own.
3. Climate
4. Surface
5. Principal rivers - use in navigation, canal connections.
6. Products.
7. Manufactures
8. Government
   Brief history through historic structures - Notre Dame, Palace of the Kings, Sanite Chapelle, Louvre, Place de la Concorde, Champs Elysses, Arc de Triomphe, Eiffel Tower, Madeleine.
10. Typical scenes in life of people in Paris, Normandy and Brittany, country districts, St. Michel, St. Malo, Dinan, Auvergne, Riviera, Landes Pyrenees, Fontainebleau-
Many pictures and stereopticon slides were used.

Reading - Carpenter's Europe and Asia. Herbertson's Europe and Asia - Tarr and McMurray's Geography.

LITERATURE:
Ben Hur - Selections from the Chariot Race - and parts telling of the sheik's treatment of his horses. This added interest to the study of Arabia and Palestine.
Herve's Riel - Studied through oral reading.

MATHEMATICS:
Division of fractions
Addition, subtraction, multiplication of decimals;
Problems requiring a combination of these operations.

HISTORY -- PRACTICE WORK:
A Plan of Teaching the French and Indian War to the Sixth Grade.

Days 1, 2, 3, 4  Content: The relative strength of the French and English for the coming war from the point of view of:
1. Location
2. Extent of territory
3. Population and economic conditions
4. Relation to the Indian
5. Religion
6. Government
7. Military strength
Aim: to let the children work out those points, as far as possible themselves, adding only the knowledge that they can neither remember think out.
Children's expression: a free, open, stimulating discussion; and end of the fourth day a written summary of the principal points made for each side. (Home Work).
Teacher's expression: to write points on the board as they are made.

Days 5, 6.  Content: The Cause of the war.
The French come down from Montreal and take possession of Allegheny and Ohio River valleys and built forts Presque Isle, Le Bœuf and Venango to hold their possessions.
The clash. The English claim land along Allegheny and Ohio because of "sea to sea" grant, and Ohio Company. The importance of the Allegheny and the Ohio. Fort Duquesne, the key to the West and the key to the East, also, because it can keep English from going to Ohio valley by their usual route along the Potomac to Ft. Amberland.
Children's expression: to add information studied from their history and make a map showing:
1. Extent of English territory
2. The French Forts built and Ft. Duquesne
Day 7. Teacher's Expression: to show by picture the way the rivers cut through the Appalachian Mountains.

Content:

I. Review of English territory, French forts, Potomac route to the Ohio. This is to be done by children showing it from the chalk map on board and from their own maps standing up before class.

II. The importance of Ft. Duquesne, key to West and key to East.

Washington sent up to Allegheny to find out about the French. Trent sent up there to take possession of forks of Ohio and build a fort. The surprise of the French.

Washington starting for the Ohio valley meets Ward at Cumberland, then goes on to Ft. Necessity. His victory and defeat.

Children's expression: Children read silently from their histories in answer to leading questions teacher asks, and to have oral reading from pp. 78, 79, 80 and 82.

Day 8. Content: Plan of the War. Children trace and locate the four expeditions on map as taken up in class.

Braddock's Defeat.

Children's expression: to have children see the four possible lines of communication between French and English territory and then from the home study of paragraphs 83, 84 and 85 in histories recite and enter upon the discussion. The story to "Braddock's Defeat" having the children read this from Guerber.

Day 9. Content: A dramatic picturing of Braddock's Defeat, and then taking up the other expeditions, touching upon them lightly, giving simply where successful and where a failure. The other expeditions were: 1. Niagara. 2. Crown Point.

Day 10. Content:

War formally declared.


Turning point of the war.

Motive: to make Pitt the director of affairs and the one who turns the fortunes of the war for the English. To have children look for future success, because of Pitt, at Louisburg, etc.

Days 11 & 12. Content:

Picture and character of Pitt. Turning point of the war. Children work out Pitt's plan for war in Europe from map. Effect upon French colonies in America. Montcalm a lonely figure.

His character and picture, his dress. Story of the siege of Louisburg with use of map of Louisburg. Pictures of Boscawen and Amherst. Result of war for Montcalm. His right, left and center flanks. English plan of war. Results at Duquesne, Frontenac and Ticondergo.

Day 13. Content:

Class comment on Louisburg. Wolfe the hero. Picture and character. Wolfe chosen by Pitt to go to Canada against Quebec. Plan of the campaign - Wolfe and Saunders to sail up the St. Lawrence and Amherst to come up from the Champlain and meet them at Quebec. Description from Thwaites of the fleet coming up the St. Lawrence.
Day 14. General review of war, showing what forts had been taken and what were still left for English to capture. List of important battles fought with dates, made out by children. Use of map on board to show importance of forts, and to designate those already taken. Why Quebec was important, and why it would be the next fort to take.

Day 15. Quebec - Why it was a good fortress. Its geographical position, which gives it command of the St. Lawrence River discussed. The natural advantages of the fortress taken up, and its height compared to things in the children's experience. Pictures shown to give a clear idea of Quebec. Drawing on board for expression.

Day 16. A plan drawn on the board by the teacher showing the rock of Quebec, the St. Lawrence, the Isle of Orleans, and the land surrounding Quebec. Story of Montcalm's preparation for war. Showed on board position in which Montcalm placed his troops for the defense of the citadel. Used blue chalk to make it clear. Described with some detail the preparations for war. Then told story of Wolfe's arrival, and the position of his troops. Used red chalk on plan for the English. Lesson closed with Wolfe thinking of a way to take Quebec.

Day 17. The capture of Quebec, through the scaling of heights above city, and the battle on the Plains of Abraham. Dramatic points brought out. Reading in class from Guerber's Thirteen Colonies.

Day 18. Expression. Work at sand pan and on board to show plan of Quebec's capture. Amherst's victories at Crown Point, Ticonderoga and Niagara taken up briefly. This finishes the fighting. Use of map to show forts that English took. Note - we marked them on the map with a red circle as each was taken.

Day 19. Results of war - territory taken by English pointed out on board. Map showing this for home work.

Day 20. Test on ground covered.


Day 22. Colonial life and occupations. Use of pictures and drawing on the board.
GEOGRAPHY:

Ireland (3 lessons)
Scotland (1 lesson)

I. Ireland.
   1. Location in British Isles, in European land mass. Direction from us, from France.
   2. Appearance.
      b. Lakes, swamps.
      c. Green vegetation, "Emerald Isle".
   3. Climate.
      a. Temperature compared with ours.
      b. Rainfall.
   4. Products.
   5. Manufactures.
      a. Linen manufacture.
      b. Appearance and preparation of the flax.
   6. Fuel
      a. Peat
      b. Coal from England.
   7. People
      a. Occupations
      b. Poverty - English ownership of land.
      c. Homes.

II. Scotland.
   1. Location
   2. Appearance
      a. Highlands of north and the Cheviot Hills.
      b. Lowlands of the south.
   3. Occupations of the people.
      a. Manufacturing
      b. Agriculture.
      a. Situation
      b. Appearance of harbor and its development.


LITERATURE:
Study of Hervé Riel continued. Review of poems previously studied to suggest appropriate rhythm for a School Song.

MATHEMATICS:
Div. I. Division of decimals. Development adapted from Myers' Arithmetic. Problems requiring the use of this operation. Emphasis was laid upon the statement of the problem in the form of an equation.
Div. II. Review of linear measure through problems requiring the use of the larger units. Each child brought twine a rod long and used it in measuring the length and width of the block. The number of blocks to the mile N, and S. and E. and W. were determined.
HISTORY - PRACTICE WORK: (Julia Buell)

A. FINISHING THE FRENCH AND INDIAN WAR.

Monday. For home work the children were asked to write the story of one of the following:
1. Braddock's defeat at Duquesne.
2. The siege of Louisburg.
3. The siege of Quebec.

So with this preparation and review I had the different children come to the front, with large maps as guides, and tell these stories.

Tuesday. Review of Siege of Quebec.

Teacher's expression: I outlined the siege of Quebec on the board and then erased it and had them all go to the board and write it.

B. THE REVOLUTIONARY WAR.

Wednesday. Recitation: A free discussion on the following chapters from Guerber:
Ch. LVII How England Treated Her Colonies.
Ch. LVIII The Stamp Act.
Ch. LXIX The Anger of the Colonies.

Explanations The three chapters from Guerber were assigned as home work. We read orally the description of Patrick Henry's Speech.

Teacher's Expression. I emphasized the following points by writing them on the board:
1. After the French and Indian War the English had to raise money for:
   1. The war dept.
   2. To keep the standing army.
   2. The English Parliament decided to raise this money by:
      1. The navigation laws.
      2. Tax on sugar and molasses.
      3. Stamp tax.

Thursday. Children's expression.
1. Written work on the two points emphasized at the last lesson.
2. Reading from McMaster on the Stamp Act.

Monday
1. Children were asked to study the corrected test papers of the day before so that they could put the points emphasized on the board in correct outline form.
2. While the rest of the room were putting this outline on the board the one child with the perfect paper was asked to help the class out by drawing map of Boston and vicinity on the board.
3. Children read orally the Boston Tea Party.

Tuesday.
1. Comments on the Boston Tea Party.
2. Free discussion on the paragraphs assigned from McMaster:
   First Continental Congress, Lexington, & Concord.
SIXTH GRADE -- FLORENCE MILLS.

May 28, 1909.

GEOGRAPHY:
I. Scotland.
  1. Glasgow.
     a. Industries - shipping, shipbuilding, manufacturing due to excellence of harbor and proximity of coal and iron.
     b. Utilities provided by the city government: a low car fare, public laundries, baths, lodging houses, workingmen's homes, concerts -
  2. Edinburgh -
     b. Situation
     c. Castle of Edinburgh
     d. Princes Street.
     e. Beauty of city.
     f. University and excellence of schools.
  3. Great men of Scotland.
     a. Scott. Brief account of his life and recollection of some of his novels and poems. Reading of Lochinvar.
     b. Robert Burns - Story of his life and reading of "To a Mouse", "To a Daisy", "John Barlycorn".
     c. James Watt - his discovery and the subsequent development.
II. England. 1. Location with regard to Scotland, Ireland, France, U.S.
  2. Surface
  3. Climate
     a. Temperature
     b. Rainfall.
Reading - Carpenter's Europe. Tarr & McMurray's Geography.
Writing - Paper on Scotland.

LITERATURE:
Study of Herve' Riel continued. Seasonal poem - "Oh, the Green Things Growing".

ARITHMETIC:
Division I. Review of linear measure. Problems requiring the use of units of this measure, employing both fractions and decimals in the solution. Continued practice in the statement of the problem in equation form.
Division II. Review of square measure, the children working it out from the linear measure. Repeated imaging of each square unit, endeavoring to see all surface as measured by the square units in a row and the number of rows.
Problems required the use of fractions and decimals.
Monday, May 24th.

Continuation of stamp tax. Written work on board telling what Stamp Tax was. Effect of stamp tax on colonists, taking up Sons of Liberty, the attitude of the newspapers and of the people. Its repeal, including reasons for repeal - question for next day: "Is England going to stop taxing the colonies, or will there be more trouble?"

Tuesday, May 25th.

The Townshend Acts - What they were.

Effect on Colonists, Boston Tea Party, Boston Riot.

Written work on board.

Thursday.

England's retaliation upon Boston in the five intolerable acts.

The meeting of the First Continental Congress, noting important men present, and what they did. Written work on board - a summary of the causes of the Revolution.

Question - What is going to happen now that the colonies are so stirred up?

Friday.

The battles of Lexington and Concord. Use of large map on board to show Boston and environs. Paul Revere's ride included, and as many of the dramatic points brought in as possible.

For home work a written story of the battles of Lexington and Concord. Suggestion that they pretend they are Paul Revere, or a minuteman.
SIXTH GRADE -- FLORENCE MILIS.

June 4, 1909.

GEOGRAPHY - England;


2. Importance of England.
   a. Great manufacturing center.
   b. Greatest foreign trade and carrier of the world's goods.
   c. Greatest number of colonies.
   d. Contains largest city of the world.

3. Industries.
   a. Agriculture and grazing.
   b. Fishing
   c. Mining
   d. Manufacturing - woolen, cotton, iron, steel.

Discussion of reasons for the development of these industries in particular localities.

4. Important cities -
   b. Liverpool - Great shipping interests.
   c. Manchester - Textile industry, the influence of their canal upon the development of the city.
   d. Bradford, Leicester, woolen manufactures.
   e. Birmingham, Leeds.
   f. Hull - fishing industry.
   g. Southampton - great port.
5. Interesting places.
   a. Oxford
   b. Warwick
   c. Stratford-on-Avon
   d. York, Canterbury
   e. Lake district.

Many pictures and slides were used.

Reading - Carpenter's Europe -
   Tarr & McMurray's Geography.

LITERATURE:

Paul Revere's Ride.

Herwe' Riel continued.

ARITHMETIC:

Problems requiring the use of linear and square units and choice of fractions or decimals in the solution of the problems.

HISTORY: Next week's outline.
SIXTH GRADE — FLORENCE MILIS.

June 11, 1909.

GEOGRAPHY — NORWAY, SWEDEN, DENMARK, HOLLAND, BELGIUM, GERMAN EMPIRE, AUSTRIA HUNGARY, SWITZERLAND.

Through observation of the relief map of Europe, these countries were studied with reference to position, relative size, surface, temperature, rainfall, industries, chief sea ports and capitals.

Pictures of typical scenes were used. Europe modeled in sand.

LITERATURE — SEASONAL POEMS.
The Procession of the Flowers.
The Grass — Emily Dickinson.
The Daffodils — Wordsworth.
Paul Revere’s Ride and Herve’ Riel continued.

ARITHMETIC:
Problems requiring the use of fractions and decimals.

HISTORY — PRACTICE WORK June 1 to 16.

Wednesday - Miss Rice gave battle of Bunker Hill.

Friday - the evacuation of Boston, by taking Dorchester Heights. American army’s winter at Cambridge. Washington’s preparations for the next year. Howe’s preparations for next year. The British plan to take New York. Why New York was chosen as center of attack - first because through taking it the states might be cut in two, second on account of Tories in New York, third on account of Indians. What was the greatest obstacle to the success of the English? The American commander-in-chief; discussion of Geo. Washington’s characteristics - paragraph read from Fiske about him.

Monday - Expression - a written list on board of Washington’s characteristics. Review of points made in preceding lesson. Through a map on the board, the British and Americans are placed, the British on Staten Island, the Americans on Brooklyn Heights, Long Island. Story of battle of Long Island told. Washington’s escape to New York taken up.

Story of Nathan Hale read from the St. Nicholas.

Tuesday - Washington’s retreat across the Jerseys, a blue line drawn on map to show his retreat. The battle at Trenton taken up in detail, with as much of the dramatic as possible.

Thursday - The battle of Princeton. The army at Morristown for the winter. Robert Morris and his help to the army. Lafayette and our relations with France.

Friday - The English plan to take New York. Burgoyne’s part in plan, and the route he was to take. St. Leger’s and Howe’s part in plan. The battle of Liconderoga, and Ft. Edward. The victory of Americans at Bennington. This is Burgoyne’s part. St. Leger’s failure to meet Burgoyne, taking up the battle at Oriskany, and St. Leger’s failure to take Ft. Stanwix.

Howe’s successes at Brandywine and Germantown. Why he does not meet Burgoyne.

Expression - written work on board telling English plan to capture New York.
SIXTH GRADE -- FLORENCE MILLS.

June 11, 1909.

2.

GEOGRAPHY -- NORWAY, SWEDEN, DENMARK, HOLLAND, BELGIUM, GERMAN EMPIRE, AUSTRIA HUNGARY, SWITZERLAND.

Monday. The study of countries continued. The relief map of Europe, these countries were studied with reference to position, relative size, vegetation, rivers, and chief industries. The chief sea ports and capitals.

Pictures of typical scenes were used.

Europe modeled in sand.

LITERATURE -- SEASONAL POEMS.

The Procession of the Flowers.
The Grass -- Emily Dickinson.
The Heebee-Jeebies -- Wordsworth.

Paul Revere's Ride and Hervey Riel continued.

ARITHMETIC:

Problems requiring the use of fractions and decimals.

HISTORY -- PRACTICE WORK June 1 to 16.

Wednesday - Miss Rice gave battle of Bunker Hill.

Friday - the evacuation of Boston, by taking Dorchester Heights. American army's winter at Cambridge. Washington's preparations for the next year. The British plan to take New York, Why New York was chosen as center of attack - first because through taking it the states might be cut in two, second on account of Tories in New York, third on account of Indians. What was the greatest obstacle to the success of the English? The American commander-in-chief; discussion of Geo. Washington's characteristics - paragraph read from Pike about him.

Monday - Expression -- a written list on board of Washington's characteristics. Review of points made in preceding lesson. Through a map on the board, the British and Americans are placed, the British on Staten Island, the Americans on Brooklyn heights, Long Island. Story of battle of Long Island told. Washington's escape to New York taken up.

Story of Nathan Hale read from the St. Nicholas.

Tuesday - Washington's retreat across the Jerseys; a blue line drawn on map to show his retreat. The battle at Trenton taken up in detail, with as much of the dramatic as possible.

July 4. The battle of Princeton. The army at Morristown for the winter. Robert Morris and his help to the army.

Lafayette and our relations with France.

Friday. The English plan to take New York. Burgoyne's part in plan, and the route he was to take. St. Léger's and Howe's part in plan. The battle of Lianderoga, and Ft. Edward. The victory of Americans at Bennington. This is Burgoyne's part. St. Léger's failure to meet Burgoyne, taking up the battle at Oriskany, and St. Léger's failure to take Ft. Stanwix.

Howe's successes at Brandywine and Germantown. Why he does not meet Burgoyne.

Expression - written work on board telling English plan to capture New York.
Outline of Work
for the
Sixth Grade
June 7-11
Florence Hills.
Geography: Norway, Sweden, Denmark, Holland, Belgium, German Empire, Austria, Hungary, Switzerland.

Through observation of the relief map of Europe, these countries were studied with reference to position, relative size, surface, temperature, rainfall, industries, chief sea ports and capitals.

Pictures of typical scenes were used - Europe modeled in sand.

Literature: Seasonal Poems.
  The Procession of the Flowers.
  The Grass. Emily Dickinson.
  The Daffodils. Wordsworth.
  Paul Revere's Ride and Here Rill continued.

Arithmetic: Problems requiring the use of fractions and decimals.

History: Princeton, June 1-16.
Report of Practice Teaching.

Wednesday, Miss Rice gave battle of Bunker Hill.

Friday - the evacuation of Boston, by taking Dorchester Heights. Americans with winter at Cambridge. Washington's preparations for the next year. Howe's preparations for next year. The British plan to take New York. Why New York was chosen as center of attack - first because through taking it the States might be cut in two, second on account of Tories in New York, third on account of Indians.

What was the greatest obstacle to the success of the English? The American commander in chief discussed the characteristics of Gen. Washington's character. Paragraph read from Tiele about him.

Monday. Expression - a written list on board. Washington's characteristics. Review of points made in preceding lesson. Through a map on the board, the British and Americans are placed. The British on Staten Island, the Americans on Brooklyn Heights, Long Island.
Story of battle of Long Island told. Washington escaped to New York taken up.
Story of Nathan Hale read from the St. Nicholas.

Tuesday,

Washington's retreat across the Jersey. A blue line drawn on map to show his retreat. The battle at Trenton taken up in detail, with as much of the dramatic as possible.

Thursday,
The battle of Princeton. The army at Morristown for the winter.
Robert Morris and his help to the army.
Lafayette and our relations with France.

Friday,
The English plan to take New York. Burgoyne's part in plan, and the route he was to take. St. Leger's and Howe's part in plan. The battle of Siconderoga, and St. Edward. The victory of Americans at Bennington. This is Burgoyne's part. St. Leger's failure to meet...
Burgoyne, taking up the battle at Oriskany, and St. Leger's failure to take Ft. Stanwix.

Was Howe's successes at Brandywine and Germantown. Why he does not meet Burgoyne.

Expression - written work on board telling English plan to capture New York.

Monday - I shall take up Burgoyne's surrender.

Wednesday - Yorktown and the results of the war.
SIXTH GRADE -- FLORENCE MILLS.

June 11, 1909.

GEOGRAPHY - NORWAY, SWEDEN, DENMARK, HOLLAND, BELGIUM, GERMANY, AUSTRIA HUNGARY, SWITZERLAND.

Through observation of the relief map of Europe, these countries were studied with reference to position, relative size, surface, temperature, rainfall, industries, chief sea ports and capitals.

Pictures of typical scenes were used.

Europe modeled in sand.

LITERATURE - SEASONAL POEMS.

The Procession of the Flowers.
The Grass - Emily Dickinson.
The Daffodils - Wordsworth.
Paul Revere's Ride and Herve' Riel continued.

ARITHMETIC:

Problems requiring the use of fractions and decimals.

HISTORY - PRACTICE WORK June 1 to 16.

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Lafayette and our relations with France.

Friday. The English plan to take New York. Burgoyne's part in plan, and the route he was to take. St. Leger's and Howe's part in plan. The battle of Liconderoga, and Mt. Edward. The victory of Americans at Bennington. This is Burgoyne's part. St. Leger's failure to meet Burgoyne, taking up the battle at Oriskany, and St. Leger's failure to take Mt. Stanwix.

Howe's successes at Brandywine and Germantown. Why he does not meet Burgoyne.

Expression - written work on board telling English plan to capture New York.
Monday - Burgoyne's surrender.

Wednesday - Yorktown and the results of the war.