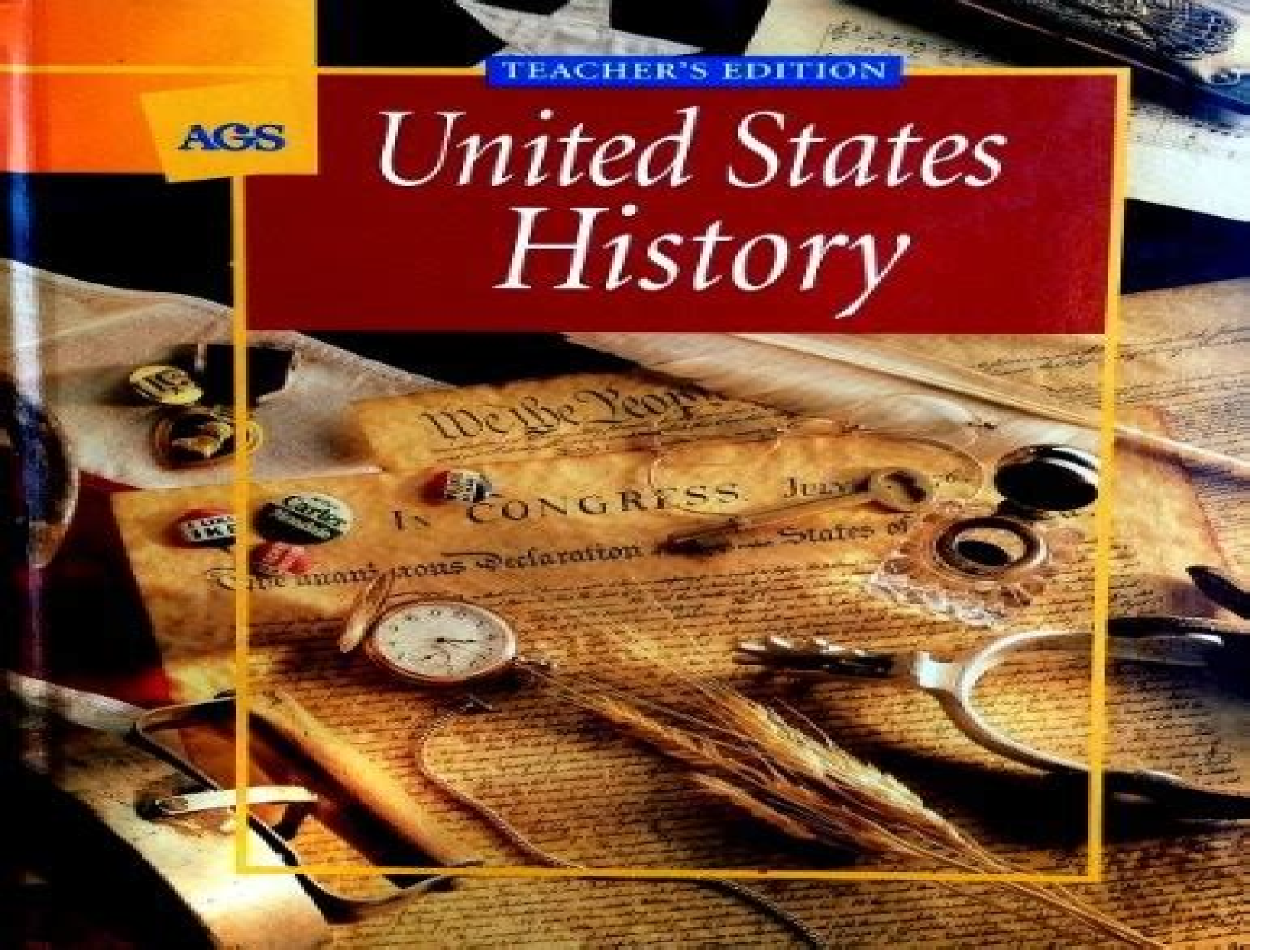


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Jack Allen



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History. Teacher's Edition Ruth Wood Gavian,1965 *A History of the United States Since 1861* Daniel Joseph Boorstin,Brooks Mather Kelley,Ruth Frankel Boorstin,Ginn and Company,1986 **A History of the United States and Its People** Edward Eggleston,2017-11-19 Excerpt from A History of the United States and Its People For the Use of Schools

Questions for Study follow each chapter These are intended in the Questions for first place to guide the pupil in mastering his lesson to make him test sd his understanding of the subject by analyzing and reasoning about his facts and by associating them with related facts The teacher will also find these questions helpful to him in preparing and hearing a recitation The Study by Topics which follows the questions is meant chiefly to Study by topics Aid the teacher in conducting a recitation or at least a review of a recitation The topical method of recitation develops the pupil s power of grasping and holding each branch of a subject in its entirety But it can not be used to the exclusion of the use of questions and answers without danger of its degenerating on the one hand into an inadequate statement or on the other into a mere repetition of the words of the text book About the Publisher Forgotten Books publishes hundreds of thousands of rare and classic books Find more at www.forgottenbooks.com This book is a reproduction of an important historical work Forgotten Books uses state of the art technology to digitally reconstruct the work preserving the original format whilst repairing imperfections present in the aged copy In rare cases an imperfection in the original such as a blemish or missing page may be replicated in our edition We do however repair the vast majority of imperfections successfully any imperfections that remain are intentionally left to preserve the state of such historical works A History of the United States for Schools Wilbur F. Gordy,2015-06-05 Excerpt from A History of the United States for Schools The function of the writer and of the teacher of history is to explain the meaning of human life as revealed in the records of the past For such explanation much depends upon the selection of facts The writer of history when addressing himself to adult readers must exercise the nicest discrimination in choosing facts that are typical With immeasurably greater care should such choice be made by the writer of a text book whose task it is to aid immature minds to get an impression of the truth In the school room then the guiding principle should be the nature of the facts rather than their number As already intimated this principle should find application even when the purpose is to develop thorough scholarship But this is not the purpose of history teaching in grammar grades In these grades only a short time during which many other studies are pursued is devoted to the study of history Under such conditions the acquisition of a considerable body of facts cannot wisely be a dominant motive Higher aims should demand attention One of these is to develop in the pupil an interest in history a fondness for historical reading Another is to teach him how to read history He should be led to see that a little judicious and thorough reading with a definite plan will yield better results than much aimless and desultory reading of even the best authorities About the Publisher Forgotten Books publishes hundreds of thousands of rare and classic books Find more at www.forgottenbooks.com This book is a reproduction of an important historical work Forgotten Books uses state of the art technology to digitally reconstruct the work preserving the original format whilst repairing

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