
A History of the United States for the Grammar Grades

Hall Robert Green

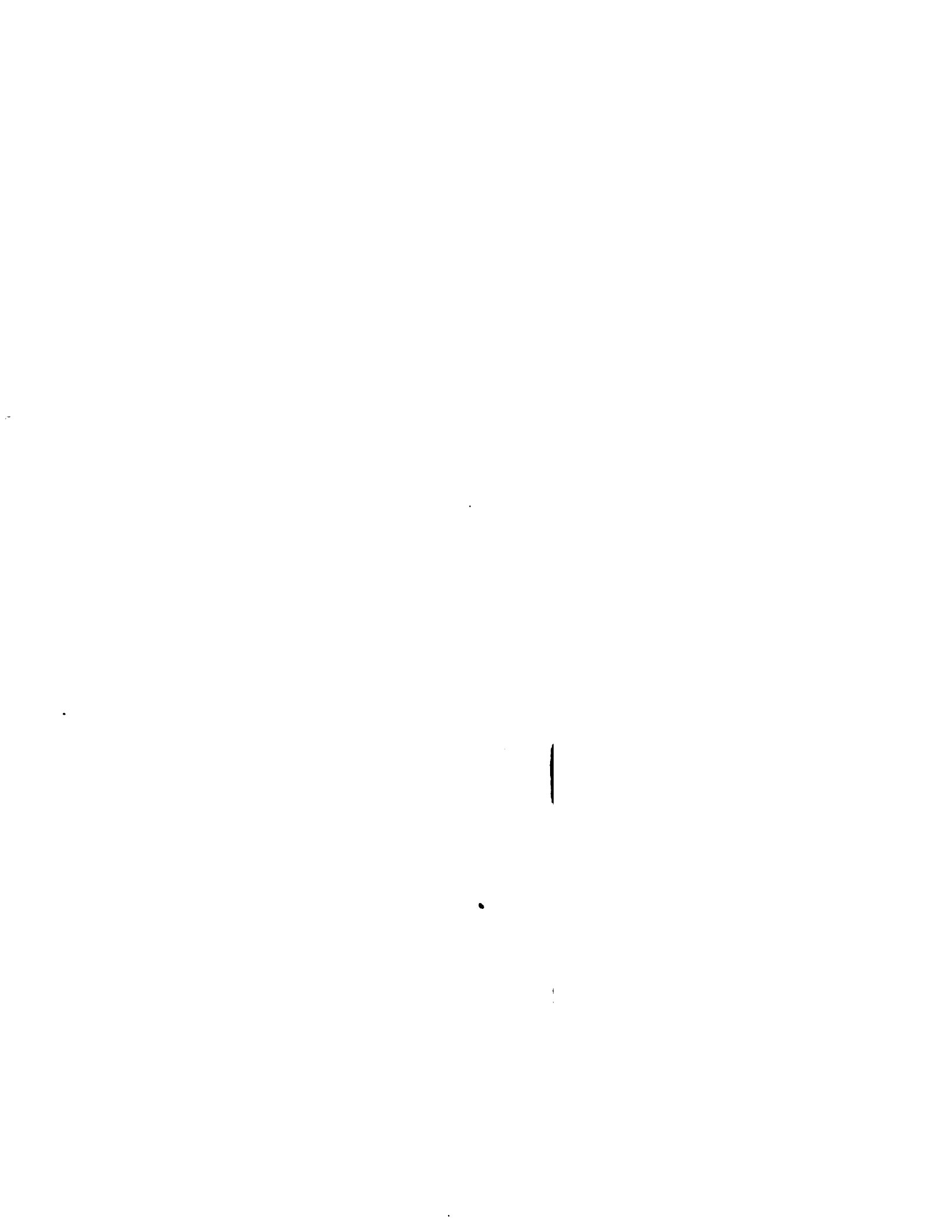
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° A HISTORY
OF
THE UNITED STATES
FOR THE GRAMMAR GRADES

BY
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AND
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THE SOUTHERN PUBLISHING COMPANY
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P R E F A C E

The aim* of this book is not merely to compile the principal events in the history of our country accurately and concisely, but to relate as a continuing story the circumstances, endeavors, and achievements that mark the struggles and the progress of the republic. Therefore, in the organization of the subject-matter the authors have followed the logical development of American activities, instead of mechanically grouping the occurrences of the times under presidential administrations or other mere chronological divisions. They have striven to reflect from paragraph to paragraph and from chapter to chapter the causal relations that lie beneath the surface and thereby to furnish a narrative that will sustain the student's attention and interest.

Geography is the essential background of history and throughout the book careful attention is paid to the physical features of the country which the American people have possessed and which features in turn have exerted a marked influence of environment upon their conduct and development. The construction and operation of the government are revealed by simple facts easy of understanding, and short biographical sketches of many of our great countrymen are given because personalities interest the child and adult alike, and because the lives of leaders typify the people they lead. Deeds of heroism and human interest have been related as space would allow. The labors of peace no less than the strife of conflict show forth the spirit, the character, and the growth of a people,

and particular stress is laid upon social and economic history as revealing the most potential forces in the evolution of a nation and the most important factors in the prosperity and happiness of its people.

In the preparation of the text a careful study of many sources was made and many authorities were consulted, including books of like character to this, those designed for high school and college use, and the more extended standard works on history. The authors are indebted to several friends for information and helpful criticisms, and special acknowledgment is made to Dr. Eugene C. Barker, Professor of History in the University of Texas, for advice upon points of historical dispute or uncertainty.

THE AUTHORS.

SUGGESTIONS TO TEACHERS

Assignment of Lessons. In the teaching of history the pupil should be given a proper appreciation of the facts in our country's development and of their relative importance; but chiefly should he be taught correct habits in learning, for many of the facts will be forgotten, while the mental habits will remain as a part of his equipment for life. The textbook is to be used as the guide and background for class exercises, and it is particularly necessary that the teacher, before assigning lessons to the class, get a grasp of a whole period, its organization and proportion as presented in the text.

Importance of Geography and Map Work. To aid the pupil in seeing the close connection between geography and history, the configuration of the land should be carefully studied, and every event in the political geography should be brought out distinctly in the lesson. Maps and map work are indispensable features to successful history teaching. Wall maps and atlases are valuable aids, but where these can not be obtained, blackboard outlines and colored chalk will be found an excellent substitute. The maps in the text are designed to aid in historical geography, and these should be carefully studied and used for class discussion. The pupil should have outline maps, and note books, such as are prepared by the publishers, and should fill in the events and places mentioned in the text.

The Recitation. The recitation is the most vital thing in history teaching, for here the teacher comes in closest contact with the pupil. History should not be taught as a mass of unrelated facts simply to be memorized; it

should be presented as a connected whole, a chain of causes and effects that appeal to the understanding. The topical method is an excellent means of developing fluency and readiness of expression and of teaching the pupil the power of grasping and holding each branch of a subject. Without the use of questions—and these should be searching and illuminating—no recitation can fully accomplish its purpose. As an aid to teacher and pupil alike “Thought Questions” are placed at the end of each chapter. These are to test the pupil’s understanding of the subject matter and to provoke thought.

Use of the Outline. Topical analyses or outlines are excellent for the purpose of showing the history as a logical and connected whole. This book is especially well adapted for the development of the outline as the paragraph headings keep the essential facts prominent. But on the printed page it is impossible to show the relation of the topics one to another. The outline is valuable for the mental discipline it affords the pupil; it teaches him to discriminate between essentials and non-essentials; it stimulates the habit of comparison and it cultivates the judgment. The successful teacher uses many methods, plans, and devices to accomplish his purpose; the best results being obtained by a judicious selection of questions, topics, outlines, and written reviews.

Reviews. In every recitation there should be a rapid review of previous work that bears upon the day’s lessons. As soon as a chapter or a period of the history is covered, several days should be given entirely to review. This may be from different standpoints. If the purpose is to fix important dates in the mind the review may be chronological. Certain dates that stand for great landmarks in the history should be assigned and the pupil be