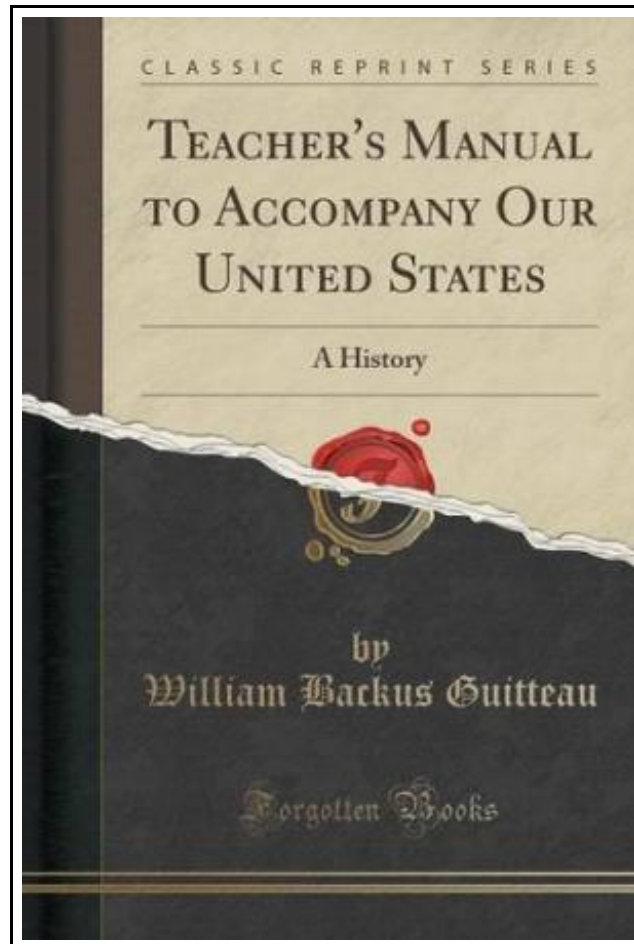


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Forgotten Books, United States, 2015. Paperback. Book Condition: New. 229 x 152 mm. Language: English . Brand New Book \*\*\*\*\* Print on Demand \*\*\*\*\*.Excerpt from **Teacher s Manual to Accompany Our United States: A History** This can be best accomplished by applying the project method to the study of history; in other words, by abandoning the old question and answer method, and by organizing classroom instruction on the basis of large projects, or knowledge units. This implies the omission of many minor topics and detached facts, and the grouping of each history assignment around one central organizing idea. For example, the entire history of our country during the twenty-six years from 1763 to 1789 may be studied from the standpoint of three large projects, namely: (1) Were the ideals of the French or of the English to shape the future of North America? (2) How were the colonists to secure their just rights as Englishmen? (3) With independence won, how was a successful Union of States to be formed? Each of these basal ideas forms a center for the grouping of the facts of our history during this important formative period, and supplies the key and interpretation of these same facts. The material presented in **Our United States** is especially adapted to teaching by the project method, for this text selects the big topics of history and gives them an enlarged treatment. For example, see the discussion of the Erie Canal (pp. 318-320), or the Steam Railroad (pp. 320-323), or the Trust Problem (pp. 501-505). It will be found that these discussions are built upon the project method; that is, they organize knowledge around a central idea. To assist teachers in organizing the facts of history so as to use the project method, a detailed outline is given on page...



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