

## 1. Preparation.

Tell story of Sir John Moore, great English general. He was born in 1761, died in 1809. Fought in Corsica and Spain. He was given charge of a large army of English soldiers in Spain in 1808 to help the Spaniards fight Napoleon, who was trying to conquer all of Europe. The other Spanish army was defeated by Napoleon's forces and Sir John Moore was forced to retreat to the coast because Napoleon had 70,000 troops and he had only 25,000. The army had to retreat 250 miles in the early winter over rough, mountainous country. Just as they reached the coast at Corunna the French army overtook them and they had to fight. In spite of the larger army of the enemy and the terrible hardships the English army had gone through, they defeated the French in the battle of Corunna. Sir John Moore was mortally wounded just as victory was assured. He asked to be buried in Spain that night before the troops embarked. This is the story of the funeral, told by one of the soldiers. Moore's soldiers honored him and loved him.

## 2. Presentation.

Teacher must read poem slowly and feelingly to express the sorrow of the soldier that his chief had fallen, yet be careful to express the honour and love felt for Moore.

## 3. Analysis of Poem.

Stanza 1. Why does the soldier comment upon no drum beat, nor funeral note, nor farewell shot? What are meant by each of these? Speak of the customs in a military funeral.

Stanza 2. The soldier felt resentful that this great hero should be buried in such a hurried and secret way. How does he express this? How did they dig the grave?

Stanza 3. Tells of the way in which Moore lay sleeping as a soldier in his "martial coat." Meaning of "martial coat?" Did the soldiers think this a proper way or not? How can you tell? (Bring out soldier's approval here).

Stanza 4. Why was the service so short? Why did they not speak a "word of sorrow?" Bring out soldier felt that it was glorious for general to die in victory. Which lines in this stanza tell that the soldier loved his general?

Read 5th and 6th Stanzas.

What is meant by "little he'll reck?" What does the author mean by the last lines of 6th stanza?

Read 6th Stanza.

Discipline must be regarded. Although they had hurried "taps" sounded and made them hasten to finish. What lines tell how the enemy felt?

Read 7th Stanza.

What is meant "the field of his fame fresh and gory?" Why did they not carve a line or raise a stone?

How do you think the soldier felt as he went away? What do you think he meant to express in the last line?

## 4. Oral Reading.

Pupils should read this poem slowly and in a dignified manner to portray the soldier's sorrow, yet the pride in the victory won by his honoured general. Poem should be memorized.

GRADE VII.

TO A WATERFOWL.

(See Reader IV. for Poem, Page 155.)

## 1. Preparation.

Have you noticed any swallows lately? Why not? Are there as many birds about as there were a month ago? etc. Talk of migration of birds, reason for migration. Talk of wild ducks and wild geese that go in flocks, etc.

## 2. Presentation.

Teacher may either read poem to children or ask them to read it silently, first.

## 3. Analysis of Poem.

What is there unusual about this water-fowl? What words in 1st stanza show this? What time of day is it? Prove from poem.

Meaning of fowler? Is the bird flying near the earth? Describe the picture given in the second stanza?

What is meant by "plashy brink of weedy lake?" What more common word would we use for "marge?"

Read stanza 4. Tell what it means? Who is meant by a "Power?"

Why does the author speak of "cold, thin atmosphere?" What two facts about the waterfowl impress Bryant in these two stanzas?

Do you think Bryant saw this bird in the spring or fall? Why? What is the bird's destination to be?

Read last two stanzas. What lesson did Bryant get from the lone waterfowl?

## 4. Oral Reading.

Pupils should read distinctly and clearly at moderate rate. They must appreciate the beauty of the pictures in order that they may interpret the poem. The last two stanzas should be read seriously and thoughtfully to express the idea gained from this experience. The poem should be memorized.

GRADE VIII.

BREATHES THERE A MAN.

I.

Breathes there a man, with soul so dead,  
Who never to himself hath said,

This is my own, my native land!  
Whose heart hath ne'er within him burn'd,  
As home his footsteps he hath turned,

From wandering on a foreign strand!  
If such there breathe, go, mark him well;  
For him no minstrel raptures swell;  
High though his titles, proud his name,  
Boundless his wealth as wish can claim;  
Despite those titles, power, and pelf,  
The wretch, concentrated all in self,