

The poem may, also, be made the basis of extensive discussion of the Christmas story.

GRADE II.

CRADLE HYMN.

Martin Luther, (Educational Review, Nov. 1919, P. 60)

I. Preparation.

Informal discussion of the Christmas story.

II. Presentation and Analysis.

Quote the poem. Why does poet say "asleep in the hay?" What is meant by "the cattle are lowing?" Was the baby good? How can you tell? Who can repeat the prayer at the end of the poem?

III. Memorize poem and draw the pictures of the Christmas story.

GRADE III.

A VISIT FROM ST. NICHOLAS.

Clement C. Moore, (The well known poem beginning "Twas the Night Before Christmas").

I. Preparation.

Informal conversation about Santa Claus coming on Christmas Eve.

II. Presentation.

Poem read. It will be known by most of pupils and yet of untiring interest.

III. Analysis.

What is first picture in the poem? the second? the third picture? Describe St. Nicholas' appearance. What did the father see him do? What did St. Nicholas say as he rode away? etc.

IV. Oral Reading and Memorizing.

V. Correlation.

The pupils may be encouraged to draw each of the above pictures. Then the poem may be carefully written and a booklet made using the pictures to illustrate the poem. A cover design of holly, or Santa Claus, etc., may be worked out by the children and the whole tied together with a bright ribbon or cord and used as a gift.

GRADE IV.

CHRISTMAS EVERYWHERE.

Phillips Brooks, (Educational Review Nov. 1919, P. 59)

I. Preparation.

Discussion of the countries in which the Christmas festival is held.

II. Presentation and Analysis.

Where are the "lands of fir-tree and pine?" "The lands of palm-tree and vine?" "Lands where corn-flakes lie sunny and bright?" Bring out the fact that Christmas comes to "sad" as well as "gay," and to countries at peace and at war, to rich and poor.

III. Memorize.

GRADE V.

PICCOLA

Celia Thaxter, (Educational Review, Nov. 1919, P. 62)

I. Presentation.

Talk of the Christmas customs in different countries. Canadian children have Christmas trees and hang up their stockings. French children put out their wooden shoes, good ones receive gifts, naughty ones a stick, or ashes, etc.

II. Presentation and Analysis.

Poem will tell its own story.

III. Correlation.

The poem may be reproduced in the pupil's own words as a story and told at the Christmas entertainment.

GRADE VI.

A CHRISTMAS CAROL.

James Russell Lowell, (Educational Review, Nov. 1919, P. 61.)

I. Preparation.

Discussion of Christmas story.

II. Presentation and Analysis.

Poem read from the board. Meaning of chanted? oracles? yore? Care should be taken to bring out the meaning of each stanza. The lesson to be gained from the poem should not be overlooked.

III. Memorize.

GRADE VII.

THE LITTLE GRAY LAMB.

Archibald Beresford Sullivan (Educational Review, Nov. 1919, P. 62.)

I. Preparation.

Stories of the angels' visit to the shepherds. The visit of the wisemen should be told by members of the class.

II. Presentation and Analysis.

Class should study the poem before it is taken up in class.

III. Correlation.

Pupils should be encouraged to search for other Christmas stories in which the supernatural is depicted.

GRADE VIII.

CHRISTMAS IN MERRIE ENGLAND.

Scott, Marmion, Introduction to Canto Sixth, beginning "And well our Christian sires of old" to "The poor man's heart through half the year."

I. Preparation.

The poem should be given to the class as a problem for study period. Have them read the poem and pick out the different customs referred to. Each of these customs should then be assigned to individual members of the class to look up and report on. Washington