

Practical Department.

MODEL GEOGRAPHY LESSON—TEXAS, U. S.

BY AN OSWEGO GRADUATE.

A. GENERAL PLAN.

1. Name and important history.
2. Boundaries.
3. Coast line (bays and capes, &c.)
4. Draw it.
5. Mould it in sand.
6. Develop surface from moulding.
 - (a.) Direction of slope.
 - (b.) Mountains.
 - (c.) Rivers.
7. Soil.
8. Climate.
9. Productions.
10. Occupations.
11. Cities.
 - (a.) Metropolis.
 - (b.) Capital.
 - (c.) Historical or oldest city.

B. METHOD.

Have children find state on wall map. Give name and most interesting facts of its history. Give little sketch of General Scott; mention Taylor, &c.

Compare size of Texas with New England States, Middle States, their own State, &c.

Boundary.—

Have boundaries given by one child from wall map.

Drill as follows:—(a) One child point, class name boundary; (b) child name State, class tell which boundary; (c) group bound; (d) individual shut eyes and bound; (e) class shut eyes and bound.

Children draw rapidly out-line of State from wall map, using no construction lines.

Teacher point and trace parts of the wall map; children point and trace same on their maps.

Moulding.—

Teacher or children mould state; children find mountains on wall map, and have them placed on the moulding.

Reason by analogy that there is *lowland* next the Gulf of Mexico, (Florida, Mississippi, Louisiana, &c., having been taught previously.) Represent it so on moulding.

Teacher supplement the knowledge of the pupils with regard to the surface, and have the *three kinds* distinctly shown.

If teacher moulds, children observe, and teacher question while doing so; as, "What coast am I moulding now? What State touches this part?" &c. When finished have two or three come to the moulding board, and tell *all* about surface, which they see represented.

Give the terms "prairie" and "staked plain"; also reason for so calling. (Indians put in stakes to show routes.)

Drill in surface as follows:—

- (a.) One child find lowland on map.
- (b.) " " " " " moulding.
- (c.) " " " prairie on map.
- (d.) " " " " " moulding.

Same with other parts.

(c) Children find and trace on map the three kinds of surface. Similar on moulding.

Collect matter by having one child state *all*.

Have Guadalupe mountains described from map and moulding. Children determine the direction and length of rivers from the slope.

Have the R^o Grande, Red, Sabine, Colorado, found on map, and placed on moulding by children or teacher (with red zephyr.)

While this work is being done, show pictures of the Rio Grande or other rivers. (From illustrated American or other source.)

Have the mountains and rivers placed in the drawings.

Drill by having individuals describe from map, moulding, eyes shut, &c.

Model description of a river.—The Red River rises in the north western part of Texas, flows through part of Texas, then partly

through Indian Territory and Texas, Arkansas and Texas, through south-west corner of Arkansas, through part of Louisiana into the Mississippi River. Its general direction is south-east.

Drill similar to former drills.

Soil.—

Have children determine the kind of soil in swampy regions, by referring to their knowledge of Louisiana, Alabama, &c. Tell children about the rest of the soil, or suggest it by naming something which grows there, and about which they know the kind of soil required—as "wheat" for prairie; "cactus," for staked plain.

Climate.—

Develop climate of swampy part by their knowledge of climate in similar part of Lake, Channel, state that it is *warm, moist*, and healthful. Have them infer that the prairies are not so moist (reason), children will state that the climate is warm and healthful. Tell them about the dry, hot climate of the Plain.

Drill by having children find on moulding and map all the part that is healthful—all that is moist,—very moist,—dry, &c. Teacher point to part, children tell climate.

Ask such questions as these for collecting matter. "In what direction must you travel to find the climate growing more moist? to find it drier? to find it unhealthy?" &c.

Have one child state *all*.

Productions.—

Have children state that the swampy region of Texas is like that of Louisiana, hence he would expect to find the same productions. Children name them. As they are named teacher place, or have another child place the articles (all if possible) on the part of moulding which represents that region. Show pictures of this region, and have the trees, sugar-cane, &c., described from picture.

Develop, from their knowledge of the soil and climate, the productions of the prairies.

Find out about the animals, if possible, from the children who have relatives engaged in the cattle business, or who own, or know of Texan ponies.

Have these productions placed on the moulding. (Teacher should be prepared with small mounted pictures of animals.)

Develop productions of staked Plains from children's knowledge of home plants which require *very dry* soil. Have pictures of cactus, aloe, century plant, and place on moulding.

Show pictures of all these productions, and have them described by children.

Tell interesting facts about them, such as the using of the cactus for defense; the process of making sugar, of picking and preparing cotton, of curing tobacco, of catching and keeping the animals, of preparing hides, &c.

Occupations.

Develop altogether from productions.

Have the following named:—Stockraising—principal, agriculture, commerce:—What they send away; what they buy; ways for commerce.

Cities.—

Teacher obtain that laws are made to govern people and that there must be a place in which to make them.

Tell children, or have them infer, that the greater population is in the central and South-East part.

Develop that the capital should be centrally located as regards the people. Reason given.

Have children find capitals on wall maps, and locate it by a white star on moulding. Describe situation.

Develop, that Texas must have a city for commerce, and a good situation for it. Reasons given. Locate on moulding by a circle. Describe.

Tell children to find San Antonio. Locate it on moulding. Describe. Tell story about the fort there. Build fort with blocks (cubes). Have children draw fort from picture of it.

The new matter must all be written on the blackboard under appropriate headings, as bays, mountains, rivers, occupations, &c.

Use pictures and drawings in every place possible, as it impresses the facts.

C. SUMMARY.

Rapid review of matter taught. Drill in many ways.