A GROUP OF JUNIOR HIGH SCHOOL LESSON PLANS

THE ELECTRIC TOASTER

THIS plan is selected for publication because it provides for pupil initiation as well as pupil participation, yet insures a definitely organized body of knowledge. It is fairly easy to do one of these things; to do both is the mark of real teaching.

Preliminary Data

Grade: 8 A

Time allowance: one forty-minute period

Major unit: Electrical devices used in the home

Minor unit: how to make an electrical toaster; toasters made by two boys had set the whole class to work on the job.

Materials: electrical toasters that the boys had made

Steps in the Lesson

I. How the electric toaster is made

A. One of the boys who has made a toaster will tell the class how he made it and answer their questions.

B. I shall use the following questions provided the points they cover have not been discussed:

Why is steel wire used in making the toaster? Why is the wire wrapped back and forth so many times? Why can't cardboard be used instead of asbestos?

Steel wire is used because it has a high resistance. The more wire that is used the more resistance there will be; therefore the toaster will get hotter with more wire. Asbestos must be used because it will not burn.

II. How the electric toaster works

Another boy will connect his toaster to the battery and explain how it works. The class discussion will support the points made in the previous step.

III. Assignment

A. Each child will be required to write out an answer to the question, "Why does the electric toaster give off more heat than the electric light?" These answers will be discussed in class the next day.

B. The children will be encouraged to make toasters. They will be invited to submit their plans to the class for criticism, also to bring the finished toasters in for demonstration.

GLADYS WOMELDORF

HOW TO WRITE A PARAGRAPH STORY

Without the *Preliminary Data* and the subject matter outline—these are supplied largely for the benefit of the reader—this plan is concise enough for use by a regular classroom teacher.

Preliminary Data

Grade: 8 B

Time allowance: one forty-minute period

Major unit: writing short stories for the class paper, *The Chatter*

Minor unit: Steps in writing a paragraph story

Material: a story, "Trapped," written by a member of the 8B class of 1926

Steps in the Lesson

I. Examine the story, "Trapped"

A. Read story to class.

B. Class divide story into parts, and discover purpose of each part.

Parts of Story

1. Beginning sentence
2. Series of happenings
3. Point of story
4. Ending sentence
5. Title

II. Make steps for writing stories

A. What was the first thing the author of "Trapped" did when he decided to write a story?

B. What were some of the other things he did?

Steps in Writing a Paragraph Story

1. Choose point
2. Write beginning sentence
3. Make a clear picture that will interest the reader
4. Tell point of story
5. Write ending sentence
6. Choose title

III. Assignment

For the next day each child is to write a paragraph story, following the steps outlined. These will be edited in class.

MARION KELLY

FINDING THE AREA OF A TRIANGLE

This plan is selected because it provides for a statement of an important rule by the children as a result of experience, followed by definite testing of the rule.

Preliminary Data

Grade 8 B

Time allowance: two forty-minute periods
Major unit: construction and measurement of common geometrical figures
Minor unit: rule for the area of a triangle
Materials: scissors, rulers, pencils, tablets, and textbook; set of diagrams for cutting rectangles into triangles

Steps in the Lesson

I. Cutting triangles from squares and rectangles
   A. Children cut triangles from rectangles according to diagrams on blackboard. See Fig. 1.
   B. Children fit left-over pieces on top of the triangle, thus discovering that the triangle is invariably half the size of the rectangle.

II. Making the formula
   A. Children measure base and altitude of a number of the squares and rectangles, and find the area of each.
   B. Children write the formula.
      The area of a square or rectangle is found by the formula: A equals a x b.

Since the triangle is one-half of the square or rectangle, the formula for its area is A equals $\frac{a \times b}{2}$ or A equals ½ (a x b).

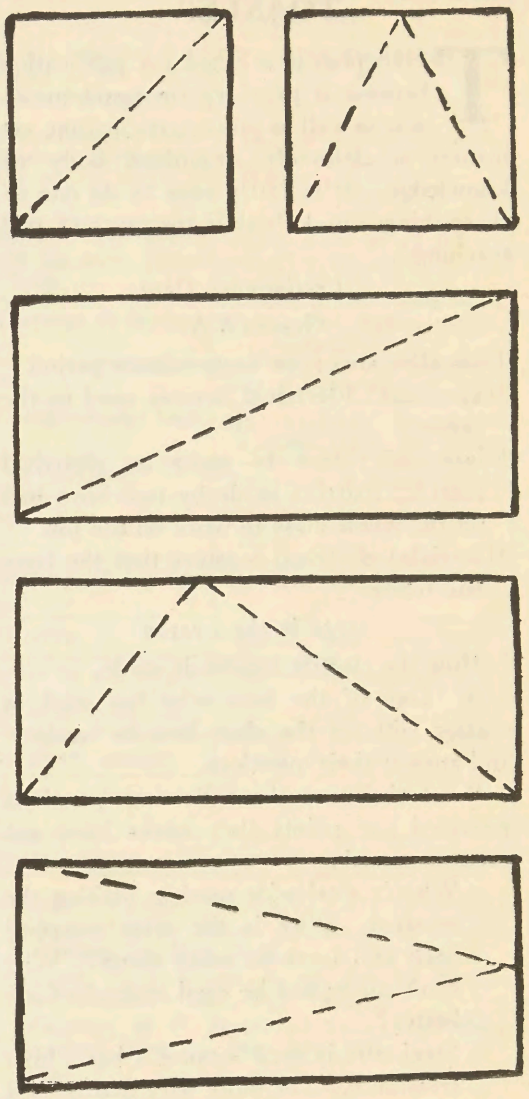

FIGURE I. *Diagrams for Cutting Triangles*

III. Testing the formula
   Children will work problems in class. The following types will be used:
   A. Find the area of a triangle whose base is 13.5 in. and whose altitude is 7 in.
   B. If the area of a given triangle is 30 sq. ft. and the altitude is 6 ft., what is its base?

IV. Assignment

Further problems of the same types will be given for home work; these will be solved and discussed in class on the following day.

MARY WILL PORTER

WRITING NEWS NOTES FOR A REAL NEWSPAPER

AFTER reading *a Dutch Boy Fifty Years After,* the junior high school children in the 7B grade were inspired to try their hand at running a school newspaper. At a suggestion from a member of the class, stimulatlated by the teacher, the children brought copies of many kinds of newspapers to class which they examined and discussed preparatory to formulating a working basis for their paper. They decided on the contents, collected and wrote the news, and mimeographed and sold their first edition.

Apt criticism from other classes together with a growing consciousness of their imperfections caused them to determine to improve the next edition of the paper. This they began by listing their satisfactory points and the improvements that could be made. They then submitted a copy to the editor of the *Daily News Record* and asked him to give them a talk on conducting newspapers and tell them how they could improve theirs.

Thinking that it would be more useful as well as more fun, they decided after the editor's invitation, to abandon their paper and edit weekly all of the school news for the *Daily News Record.* The following outline tells how they carried out this piece of work.

I. What the Children Did

A. They gathered their news by:
   1. Assigning pupils to the various rooms and departments of the school
   2. Making each reporter responsible for arranging with the teacher a satisfactory time for interviews. (These interviews were soon intrusted to some child in each room whose duty it was to collect and give the information to the reporter.)

B. They prepared the news for print by:
   1. Writing it in paragraphs after collecting their notes
   2. Giving each paragraph a sub title
   3. Checking over each other's write-ups for errors
   4. Submitting the whole to the editor-in chief who:
      a. Made additional corrections when necessary
      b. Arranged the material
      c. Supplied apt headlines
   5. Copying the final draft
   6. Delivering it at the office at a specified time

C. They improved their technique by having weekly conferences at which the following things were discussed:
   1. How to make the most of an interview
   2. How to improve their style

D. They made a study of the printing of newspapers by:
   1. Visiting each department of the *Daily News Record* and noting the entire process
   2. Reading the history of printing

E. They selected the series of pictures *The Evolution of the Book* and mounted them for use in the school room.

II. What the Children Learned

A. How to gather and prepare news for publication
   1. In interviewing
      a. That good questions were imperative
      b. That rich detail was necessary
   2. In writing news
      a. That the public wants names of people in the articles
      b. That everything must be clearly and accurately stated
      c. That a paragraph must have a