

TWO LESSON PLANS IN FOURTH GRADE GEOGRAPHY

A LESSON PLAN ON THE POTOMAC RIVER

Part One. Preliminary Data

Time Allowance: Two 35 minute periods.

Teaching Unit: How the Potomac River Helps Give Us Food.

Materials: Pictures, newspaper clippings, manuscript on the Potomac prepared by the teacher.

Part Two. Steps in The Lesson

- I. Introducing the problem.
 - A. Discuss what people do on the Potomac River.
 - B. Show pictures of people at work on the Potomac.
 - C. Locate the Potomac on blank outline wall map.
- II. Discussing food fish found in the Potomac River.
 - A. What kinds of food fish are taken from the Potomac?
 - B. Why do certain fish like to live in slow-moving rivers? What shows that the Potomac is a slow-moving river?
 - C. Why does the supply of food fish in the Potomac never give out?

Subject Matter

- A. Kinds of food fish in the lower Potomac are black bass, shad, herring, perch, rockfish, croaker, weakfish, catfish and oysters.
- B. A slow moving current does not wash the eggs away; insect food is easier to catch in slow-moving water. We know the lower Potomac has a slow current because very little trade is carried on along it, and there are few factories.
- C. The government has established a fish

These plans are part of a unit on the Potomac River, which will appear in an early issue of this magazine.

hatchery at Bryan's Point on the Potomac River where shad and perch eggs are hatched.

The eggs are gathered from the river or stripped from the fish. They are then put into glass jars, which are artificially heated. The eggs hatch in from 9 to 12 days. The young fish swim about in a run until they are large enough to care for themselves. Then they are set free in the Potomac River or in its tributaries.

- III. Finding out how each type of fish is caught.
 - A. The children will show pictures and give oral reports.
 - B. We will make a class table.
 - C. Each child will copy the table in his note book.

Subject Matter

How food fish are caught in the Potomac:

- Bass—with lines
- Shad—with gill nets, drift nets, seines
- Perch—with lines
- Herring—with lines, weirs
- Rockfish—with lines
- Croaker—with lines
- Weakfish—with lines, trawls
- Catfish—with lines
- Oyster—with dredges, hand tongs

A SIGHT-SEEING TRIP DOWN THE POTOMAC RIVER

Part One—Preliminary Data

Time Allowance: Three 35 minute periods.

Teaching Unit: How the Potomac River gives us pleasure.

Materials: Pictures, *Frye-Atwood Geography, Book I*, and manuscript prepared by the teacher.

Part Two—Steps in the Lesson

- I. Securing a good mind set for an imaginary trip on the Potomac.
 - A. Children show pictures and give oral reports about interesting spots on the river.

- B. Teacher leads children to want to make the imaginary trip.
- II. Deciding where to start.
- A. Find four large Virginia rivers running east on map, page 123 in text.
- B. What cities are right underneath each other on these rivers?
- C. Why are these four large cities located just underneath each other?
- D. What is the "fall line?"
- E. Why can we not start at the source of the Potomac River?

Subject Matter

- A. Four large Virginia rivers running east are the Potomac, the Rappahannock, the James, and the Appomattox.
- B. Cities underneath each other on these rivers are:
Alexandria on the Potomac
Fredericksburg on the Rappahannock
Richmond on the James
Petersburg on the Appomattox
- C. A city needs among other things water power for factories; falls near each of these cities supply water power.
- D. The "fall line" is the rocky ledge over which all these rivers must flow to reach the ocean.
- E. Boats cannot go over either the Great or Little Falls of the Potomac.
- III. Taking the trip
- A. Using oral reports and pictures
- B. Judging oral reports by previously set up standards

Subject Matter

1. Face the audience.
 2. Show pictures to everybody.
 3. Talk about one main thing.
 4. Ask the class a question.
 5. Have the class ask you questions.
- IV. Making a record of what we saw
- A. Making a class table
- B. Copying it into note books

Subject Matter

Things seen on a boat trip down the Potomac river:

Bridges: Chain, Key, Memorial, Highway, and Long
The Lincoln Memorial
The Washington Monument
Arlington Mansion
Arlington Cemetery and Ampitheatre
The Dome of the Capitol
Alexandria
Mt. Vernon
White House
Gunston Hall
Marshall Hall
Wakefield
Stratford

PAULINE SHREVE

WILD FLOWERS IN VIRGINIA

A NATURE STUDY UNIT FOR THE SECOND GRADE

- I. What the Children Did
- A. They set up the following problems:
1. How to learn the names of the wild flowers.
 2. How flowers choose their homes.
 3. How flowers care for themselves.
 - (a) How they protect themselves.
 - (b) How they scatter their seeds.
 4. How wild flowers benefit man.
 5. How wild flowers dress.
- B. They took excursions to help solve the problems.
- C. They read poems and stories about flowers. They memorized a number of poems to recite at opening exercises.
- D. They made booklets containing pressed flowers, pictures of flowers, and original stories and poems about flowers.
- E. They learned games and story-plays about flowers.
- F. They drew flowers for a blackboard border.
- II. What the Children Learned
- A. They learned the names of the more common wild flowers in their vicinity: