Three quotes are presented as "Peter Parley's Message to Teachers." (1) "Students wish to participate in their own learning. Begin with the child's present location in time and space, then help the child make connections with the content which you are addressing." (2) "Students are interested in stories and pictures. Children's literature addresses those interests by exploring people, places, historic times, cultures, and social concerns with appealing stories and illustrations." (3) "Students like repetition. Important information needs to be repeated if it is to be remembered over a long period of time, perhaps varied methods of repetition." These quotes are followed by a 66-item annotated bibliography of sources for teaching geography. The items are divided as to geographic area, and an indication is given as to appropriate student level. The document concludes with a poem by Peter Parley. (JB)
PETER PARLEY
AND
HIS WAY OF TEACHING
GEOGRAPHY
TO FUTURE CITIZENS

Ben A. Smith, Kansas State University
James W. Vining, Western Illinois University

Rocky Mountain Regional Conference on
Social Studies Education
Phoenix, Arizona March 29 - April 1, 1989
PETER PARLEY'S MESSAGE TO TEACHERS

STUDENTS WISH TO PARTICIPATE IN THEIR OWN LEARNING
Begin with the child's present location in time and space, then help the child make connections with the content which you are addressing.
In my books I carried on a dialogue with my young readers.

STUDENTS ARE INTERESTED IN STORIES AND PICTURES
Children's literature addresses those interests by exploring people, places, historic times, cultures, and social concerns with appealing stories and illustrations.
In my books I frequently used a story and illustrations to impress concepts and facts upon the minds of my readers.

STUDENTS LIKE REPETITION
Important information needs to be repeated if it is to be remembered over a long period of time, perhaps varied methods of repetition.
In my books I often repeated facts and concepts after they had been introduced. The poetry I incorporated was one device I used to restate information my young readers might need at some future time.
BIBLIOGRAPHY FOR TEACHING GEOGRAPHY

Primary = [P]  Intermediate = [I]  Advance = [A]

AFRICA


ASIA


EUROPE


description in prose and pictures of the uses of
The Tower over the last 600 years. [I]
Frank, R. (translated from German by P. Crampton).
(1986). No Hero for the Kaisar. Illus. K.
Steffens. Lothrop. The adventure of a teenag boy
who was adopted by a German combat soldier. [A]
witch takes in an abandoned nine year old child.
Scotland [A]
with what utensils people of Western and
non-European cultures eat and ate. Time span is
stone age to the present. [I]
Finland [P]
town. Crowell. A unique look at everyday life in
a Roman city. [A]
in a band of wanderers. Scotland [A]
S. Otto S. Viking. An orphan girl and how she
helps the homeless and poor. Sweden [I]
Hitler, his time and places. Germany [A]
princess outwits two dishonest witches. Sweden [I]
Illus. R. Rayevsky. Macmillian. The burden of
keeping a secret. Soviet Union [P]
elephant was a wedding gift that journeys across
Europe. Spain & Italy [P]
woman's struggle to keep her family together.
Poland [I]
Tessendorf, K.C. (1986). Kill the Zsar! Youth and
Terrorism in Old Russia. Athenium. Six attempts to
assassinate Zsar Alexander II. [A]

MIDDLE AMERICA
the Aztecs. Harper. An Aztec story of two boys who
encounter demons. [P]
Marrin, A. (1986). Aztecs and Spaniards: Cortez and the
Conquest of Mexico. Atheneum. The 14th century
culture of Aztec Indians. [I]
Mohr, N. (1986). Going Home. Dial. Spending the summer
with relatives in Puerto Rico. [A]

MIDDLE EAST
Lothrop. A Yiddish tale of the Jewish New Year.
Israel [I]
A simple retelling of an old Bible story. Persia
(Iran).[P]

**NORTH AMERICA**


SOUTH AMERICA


Source:


THE TEACHER'S LESSON

I saw a child, some four years old,
   Along a meadow stray;
Alone she went, uncheck'd, untold,
   Her home not far away.

She gazed around on earth and sky,
   Now paused, and now proceeded;
Hill, valley, wood, she passed them by
   Unmarked, perchance unheeded.

And now gay groups of roses bright
   In circling thickets bound her--
Yet she went with footsteps light
   Still gazing all around her.

And now she paused, and now she stooped,
   And plucked a little flower;
A simple daisy 'twas, that drooped
   Within a rosy bower.

The child did kiss the little gem,
   And to her bosom press'd it;
And there she placed the fragile stem,
   And with sort words caressed it.

I love to read a lesson true
   From nature's open book--
And oft I learn a lesson new
   From childhood's careless look.

Children are simple, loving, true--
    'Tis God that made them so;
And would you teach them?--be so, too,
    And stoop to what they know.

Begin with simple lessons, things
   On which they love to look;
Flowers, pebbles, insects, birds on wings--
    These are God's spelling-book!

And children know His A B C,
    As bees where flowers are set;
Wouldst thou a skilful teacner be?
    Learn then this alphabet.

From leaf, from page to page,
    Guide thou thy pupil's look;
And when he says, with aspect sage,
    "Who made this wondrous book?"

Point thou with reverend gaze to heaven,
    And kneel in earnest prayer
That lessons thou has humbly given
    May lead thy pupil there!

Peter Parley