

GALLOPING THE GLOBE

The Geography Unit Study for Young Learners



Loreé Pettit & Dari Mullins

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Dedication

Gallop ing the Globe is lovingly dedicated to our children, Jason and Aaron Pettit as well as Artie, Autumn, and Aspen Mullins. The five of you are the biggest blessings in our lives. We are so thankful that God has given us the privilege of being your moms.

Acknowledgements

~Loreé~

I would like to thank God for enabling me to do more than I ever dreamed possible. To my husband and best friend, Ralph, thank you for letting me follow my heart. God definitely knew what He was doing when He put us together. To Jason and Aaron, thank you for all of your help and support. You two are the best! To Josh and Cindy Wiggers, thank you for all of your help and for standing by me through the rough parts. To Denver, Alex, and all of the staff at Geography Matters, thank you for your dedication and hard work.

~Dari~

I would like to thank the Lord for His providential hand in my life. Thank You for directing my paths and leading me to places I never dreamed possible. To my husband, Allen, for loving me in spite of myself and for being the best friend and father anyone could ever have. To my best friend and sister-in-the-Lord, Loreé, thank you for always being there. You are the epitome of what God teaches us to be; I appreciate your example. I also want to thank you for taking the idea of publishing this course and running with it. I am sure you can type at least 500 wpm by now. You deserve most of the credit for this book!

We would like to extend a very special thank you to Letz Farmer of Mastery Publications for the advice and time she gave us in the development of *Gallop ing the Globe*. Shortly after the completion of *Gallop ing the Globe*, Letz was diagnosed with a rare form of cancer and passed away. Letz was a truly remarkable person that left a lasting impact on those around her. She will not be forgotten.

Galloping the Globe

Table of Contents

Instructions	1	The Poles	120
Getting Started.....	2	Antarctica.....	122
Core Book List.....	2	The Arctic.....	126
Background Information.....	2		
Creating Student Notebooks.....	3	North America	132
<i>Galloping the Globe</i> Activity CD-ROM.....	3	Canada.....	134
Teaching Tips by Topic.....	4	The United States of America.....	146
General Activities.....	5	Mexico.....	160
Language Arts Suggestions.....	6		
Recommended Websites.....	7	South America	168
Scheduling.....	7	Brazil.....	176
Sample Schedule for <i>Galloping the Globe</i>	8	Venezuela.....	182
Adapting to Older Students.....	9	Peru.....	186
Resource Contact Information.....	9	Argentina.....	190
The World	10	Africa	196
Using a Map.....	13	South Africa.....	206
Basic Geography.....	13	Kenya.....	210
		Morocco.....	216
Asia	24	Nigeria.....	220
China.....	26	Egypt.....	226
South Korea.....	32		
Japan.....	36	Oceania	232
India.....	42	Australia.....	234
Israel.....	50	New Zealand.....	244
Europe	58	Appendix	251
Russia.....	60	Making 3-D Maps.....	253
Great Britain.....	66	Dictionary.....	254
France.....	72	Biography Report.....	255
Italy.....	80	Country Report.....	256
Germany.....	90	Animal Report.....	257
Netherlands.....	98		
Spain.....	106	Answer Keys	259
Christmas Around the World	113	Index	261



Objective

The main objective of *Galloping the Globe* is to introduce students to the seven continents and a few of the countries within each continent. Along with studying geography, the students will be introduced to various historical figures, missionaries, holidays, and animals of the world. This study is geared for kindergarten to fourth grade level. It can be easily adapted to older or younger children using a few companion texts; however, the majority of the books listed under each section are for the elementary age group.

Overview

Galloping the Globe is a comprehensive unit study designed to be completed in one to three years. All subjects except math and spelling are covered. The text can also be used as a reference with any other curriculum. For more detailed information see Teaching Tips by Topic. Each section contains:

- **General Reference** – References and general information about the country or topic.
- **Geography** – Geographical terms relating to physical or topical geographic forms located in the country.
- **History and Biographies** – Missionaries, historical figures, leaders, authors, artists, musicians, scientists, and other important people who were born in or have ties with the country.
- **Literature** – Quality children’s literature associated with the country, stories relating to topics studied under the country, or titles chosen just for fun and entertainment.
- **Language Arts** – Suggestions and activities to reinforce language and grammar concepts.
- **Science** – Animals, plants, and other topics that are associated with the country.
- **Bible** – Scripture references related to character traits found in the literature or pertaining to items listed in other sections of the country.
- **Activities** – A variety of crafts using readily available materials, recipes, music, and other activities pertaining to the country’s culture.
- **Holidays and Celebrations** – Major holidays celebrated in the country.
- **Travel and Tourism Information** – Country travel and tourism contact information, if available, for obtaining travel brochures to use during the study.

Getting Started

Before beginning *Galloping the Globe*, please be sure your students have a globe, beginner atlas, children's dictionary, and Bible readily available. It is also helpful to have access to a set of encyclopedias, either in book form or on the computer. Most of the books used in this program were found in the authors' local library. Please check your library for these or other compatible resources before purchasing multiple books listed.

While none are mandatory, there are a few resources that you may consider buying since they are utilized throughout the duration of the course. Besides the added convenience, most of these fine books can be used for many years to come.

A note about the Core Book List: The following list has changed some since the first printing of *Galloping the Globe* when a few of the recommended resources were taken out of print. *Special Wonders of the Wild Kingdom* has been reprinted under the new title of *Magnificent Mammals* (Marvels of Creation series). *Big Book of Books and Activities* was added for use primarily with language arts as an enhancement to student notebooking.

Core Book List

- *Considering God's Creation* by Sue Mortimer and Betty Smith
- *Geography from A to Z* by Jack Knowlton
- *Our Father's World* (second grade social studies) by Rod and Staff
- *Missionary Stories with the Millers* by Mildred A. Martin
- *Great for God* (formerly *Heaven's Heroes*) by David Shibley
- *Children Just Like Me* by Barnabas and Anabel Kindersley
- *Profiles from History: Volume 1* by Ashley Wiggers
- *Big Book of Books and Activities* by Dinah Zike
- *Usborne Internet-Linked Science Encyclopedia*
- *Eat Your Way Around the World* by Jamie Aramini
- *Magnificent Mammals* by Buddy and Kay Davis or *Pocket Factfiles: Mammals* by Adam Ward Sterling
- *Zoo Guide* by Answers in Genesis
- *Aquarium Guide* by Answers in Genesis

Background Information

Before beginning *Galloping the Globe*, please familiarize yourself with the layout of the book. It is divided by continent. Within each continent, there are several countries, and within those sections there are book lists, websites, activities, ideas, etc. Look over these sections and decide which items are right for your family. Some countries do not have as many selections, as appropriate resources were not as readily available.

Books listed under each section are only suggestions. Your library or personal collection may have other wonderful resources on the subject. In most sections, there are more books suggested than necessary. With the possible exception of literature, choose one to three books per topic depending on student ability or level.

The books listed in *Galloping the Globe* have been reviewed by the authors. We tried to be extremely cautious of content, themes, and language utilized in the selections. Every family has different criteria for appropriate literature and resources. Please preview any books listed and decide if they meet your own family criteria.

As cautious as we tried to be, some of the books or websites may make reference to the earth being millions of years old or other evolutionary statements in opposition to our personal beliefs. Again, you may need to review the books before reading them to your children and use your own discernment. You may skip the evolutionary statements, change them around, or you can discuss the statements in relation to scripture. We tried not to list books that were, in our opinion, “heavy” with evolution. If we missed any, we apologize.

Creating Student Notebooks

Galloping the Globe utilizes the notebook approach at a very basic level. In this approach, the child builds a notebook throughout the length of the course, encouraging the child to be a producer rather than a consumer. This method promotes creativity and provides a permanent record of learning. The child can easily access all of his studies and share them with others. If you would like to know more about notebooking check out the following websites: www.geomatters.com, www.notebooking.org, and www.unitstudies.com.

Provide a 2” or 3” three-ring binder and dividers for each student. Make a divider for each continent that you study. Don’t forget to include a section for Christmas Around the World.

As you study a topic, put the child’s work into the appropriate section. If you wish, a separate section can be made in the notebook for Bible, providing easy access to this important character building study.

Many different items can be included in the notebook such as map work, puzzles, language arts assignments, and any other written work. When the child completes a project or activity that does not fit in the notebook, take a picture, glue it to a piece of paper, and have them write what they did under it. Use the reproducible sheets provided on the CD-ROM bound in the back of the book, for additional items to include in the child’s notebook.

There are many websites listed under individual topics and on page 7. These include reproducible coloring pages, projects, maps, etc. that can be also be included in your notebooks. A fantastic resource for blank forms to be filled out and added to the notebook is *A Garden Patch of Reproducible Homeschooling Planning and Educational Worksheets* by Debora McGregor, available from Geography Matters in book form or CD-ROM.

By utilizing the notebook approach, students will have a finished book they can share with relatives and friends, reinforcing and reviewing the knowledge gained throughout the year. Students can easily refer back to their notebooks, solidifying what they have learned in addition to building confidence in themselves for the wonderful book they have created.

Galloping the Globe Activity CD-ROM

Creating the student notebook is even easier with the CD-ROM bound in the back of this book. This CD-ROM includes all of the activity sheets, maps, and flags seen in the book. You can select other bonus notebooking pages from the CD-ROM as well. This disk was added to the 2010 printing of *Galloping the Globe* so that you can conveniently print the activity sheets directly from your home computer. The disk is both Mac and PC compatible. You will need the most recent version of Adobe Reader installed on your computer to use the disk. You can download Adobe Reader for free from www.adobe.com.

Teaching Tips by Topic

Geography

Look up these geography terms in a dictionary or *Geography from A to Z* by Jack Knowlton and use for vocabulary words. Once the child has learned several geography terms he can make a salt map of an “imaginary place” using all of the terms mastered. You’ll find a salt map recipe and a fun alternative cookie dough map recipe in the Appendix.

History and Biographies

Provides a listing of specific people or historical events affiliated with the country. The historical figure, leader, author, artist, poet, or musician was born in or lived in that country. **This is not a chronological history of the world!**

Galloping the Globe is meant to introduce some of the key people and events from different countries. It is not an exhaustive overview of world history. If your children are pre-school to fifth grade they do not need any additional history. We believe that this age should be introduced to real people who accomplished great things rather than try to learn a bunch of dates. As they get older and study specific time periods, they will remember the friends that they studied and learned about in their early years.

Literature

This section includes a wide variety of children’s literature, from timeless classics to modern stories. The literature included within each country is set in the country, written by an author from the country, or relates to a topic studied in the country.

Most of the selections chosen are on an elementary reading level, or are picture books to be read aloud. Several books also include fun activities related to things which happened in the story. Encourage your children to come up with creative things to do which relate to the books they read.

Language Arts

This language arts section is **not** a complete grammar and spelling program. The activities and ideas included in this section reinforce grammar and language concepts and provide opportunities for creative writing. Choose or adapt activities to an age appropriate level for your child. A master list of language arts activities which can be used for all countries can be found on page 6. For a complete language arts course consider *Learning Language Arts Through Literature*.

Science

Science included in *Galloping the Globe* covers animals that are native to a country or are common there. In South America and Africa, science is mostly listed under the continent rather than the individual countries. In addition there is a broad spectrum of other science related topics provided throughout the course. Some of these fun topics are: trees, volcanoes, astronomy, flowers, fruits and vegetables, rain forests, deserts, and the coral reef. Internet sites that include reproducible pages, crafts, projects, and experiments are listed as well. If your child becomes interested in a specific topic, we encourage you to seek out resources and study it more in depth for as long as the child wishes.

When studying wildlife: 1) Read a book on the species. 2) In the student’s notebook describe or draw a picture of the species, describe their habitat (where they live and what they eat), and tell what makes the species unique or use the Animal Report form on page 257 and on the CD-ROM. If possible, use a scripture verse that mentions the species.

Activities

This section is the “fun” stuff! There are lots of mapping activities and hands-on projects using readily available items. These activities relate to something the student is learning in that specific country. Take a picture of these activities as your children do them to add to their notebooks. Also listed are websites with various project and craft ideas, or reproducible pages on a given topic. A master list of General Activities which can be used for any country, follows this section.



Holidays and Celebrations

This section includes internet links to lists of holidays and other celebrations for that country. The websites may simply list the holidays or may contain other links with pictures, details, and other interesting information about the significant holidays for each country. The internet is a very fluid entity and therefore some of these sites may change periodically. If this does happen please go to a search engine and enter “(country name) public holidays and celebrations” for the most current websites available.

Travel and Tourism Information

Located in this section is the tourism information for each country. Contact them for brochures and information that can be utilized throughout the course. The brochures can be cut up and used in the student’s notebook. The travel information can be used to discover great new places. Please allow six to eight weeks to receive the information you request.

General Activities

Select from the many interesting activities that apply to each country. Please don’t try to do them all. Remember to check this list regularly as you prepare your weekly schedule.

- **Mapping Activities** – Plot the capital, major cities, rivers, mountain ranges, and other land forms on a map of the country you are studying. Maintain a world map throughout this study. Suggestions for what to include are given under each country. Geography Matters has a laminated world map that works well for this.
- **Gallop the Globe** – Lay an enlarged floor map of the world or of the continent you are studying on the floor. Use a stick horse to “gallop” from country to country. Check your local teacher supply store for a floor map or floor map puzzle.
- **Salt Map** – Draw, trace, or tape an outline of the country you are studying on a piece of cardboard. Cover with salt dough. Form mountain ranges and valleys where appropriate. Allow to dry overnight. Paint with tempura paint. A cookie dough alternative is listed in the Appendix.
- **Make a Timeline** – As you study key figures and events from each country, put their picture on a timeline on your wall, in a notebook, or both. The child can make the figure or you can use figures such as ones found on *Historical Timeline Figures CD-ROM* by Liberty Wiggers, available through Geography Matters. To help your child remember which country a person is from, have them write the country abbreviation in the corner of the timeline figure. For more information on creating a timeline notebook see the articles at www.geomatters.com.
- **Cook a Meal** – As you study each country, prepare a meal from that country. Bring the child into the kitchen with you and work on valuable life skills. Use this opportunity to discuss the diverse and unique cultures throughout the world. Some recipes are included in each section where appropriate. To prepare a complete meal typical to the countries studied in *Galloping the Globe* we recommend *Eat Your Way Around the World* by Jamie Aramini.
- **Bible** – The Bible section contains references to verses that relate to a topic studied or a character trait from literature books, or related to one of the historical figures. Use these Bible verses as memory work, copy work, or add some verses of your own and expand this section. The authors utilized the King James Version for verses. Some modern versions may use language that does not correlate with that specific topic. If this happens in your translation, refer to a King James Version for clarity.

A special “thank you” goes out to the *Galloping the Globe* discussion group which contributed some of the ideas. Come join us at: <http://groups.yahoo.com/group/galloping-the-globe>.

Language Arts Suggestions

- Copy Work – Have student copy word for word using their best penmanship. Use Bible verses and quotes from people you are studying or copy information about a topic you are studying. Lyrics to the national anthems can also be used. These lyrics can be found at www.national-anthems.net.
- Study simple parts of speech, such as nouns, verbs, adjectives, adverbs, article adjectives, etc. These can be pulled from books that you read. They can also be underlined in copy work. For example if you are covering verbs, have the child underline all of the verbs in that day's copy work.
- Divide sentences from reading or copy work into subject and predicate. Example: France / is located [in Europe.] "France" is the subject; "is located" is the predicate; "in Europe" is the prepositional phrase.
- Learn about the four types of sentences (declarative, interrogative, imperative, and exclamatory). Have the child identify the four types of sentences and the end mark used for each as they come across them in their reading.
- Have the child identify the four types of sentences and the end mark used for each in their own writing.
- Learn about and practice using quotation marks in reading and creative writing.
- Change a sentence from a statement to a command, question, or a direct quote and vice versa. How would this change the punctuation? How would it change the wording?
- Synonyms and antonyms – Include synonyms and antonyms when studying character traits.
- Vocabulary – Use the Dictionary page in the Appendix or a card file system. To utilize the card file system, write the root word, suffix, or prefix on the top of a 3×5 card along with its meaning. Every time you encounter a vocabulary word that has that root, suffix, or prefix, write the word and its meaning on that card and file it in a card file box. For example:

Astron – star

Astronomy – the study of stars and the atmosphere beyond the Earth

Don't be overwhelmed by finding the root words, suffixes, and prefixes; they are easily located in a good dictionary. *F.L.A.G.S.*, listed below, also has an extensive listing of roots, suffixes, and prefixes.

- Cut a picture from a magazine of a country, animal, geographical formation, or anything else that you are studying. Glue it to a piece of colored paper. Have the child write a descriptive sentence or paragraph about the picture.
- Read or write a poem about a science topic you are studying.
- Write a report on a person, event, or science topic. We really like using the key word approach to writing reports. In this approach, the child makes a list of key words from their reading about a topic, then uses that list to retell what he has read in his own words.
- Write a play about a character trait or Bible story.
- You may want to purchase an English handbook such as *Writer's Inc.* by Great Source, to help you with grammar.

For more language arts ideas:

Language Arts...The Easy Way – Cindy Rushton

F.L.A.G.S. (Fundamental Language Arts Game Supplemental) – Mastery Publications

A Strong Start in Language or *The Three R's* – Ruth Beechick

Recommended Websites

Many fine websites can be utilized throughout the study. We've included a list here to help get you started. You might want to check back with them regularly for new additions.

- www.groups.yahoo.com/group/galloping-the-globe/ – This is a free group that provides wonderful suggestions, web links, and activities that will enhance your study. The files section contains multiple templates for passports and other reproducible items that can be utilized throughout the entire study.
- www.enchantedlearning.com – This website has a multitude of useful information, including puzzles, printable books, and other items that can be used in the children's notebooks. Although this website has a paid member section, many of the items can be accessed without a membership.
- www.national-anthems.net – Includes links to hear the national anthems of most countries listed in *Galloping the Globe*. Also has links to see a copy of that nation's passport.
- www.crayola.com – Contains various coloring and activity pages to enhance your study. There are multiple helpful resources on this site. Click on the "For Educators" link to access them.
- www.abcteach.com/directory/theme_units – Activities and information for the children's notebooks.
- www.birthdaycelebrations.net – Contains information on how various countries celebrate birthdays.
- www.aglobalworld.com/holidays-around-the-world/ – Tells how holidays are celebrated around the world. Contains lots of information about holidays, customs, and specific celebrations.
- www.teacher.scholastic.com/mathhunt/startgame.asp?quizid=9 – This is a fun math review game that uses the holidays around the world to incorporate basic math skills. Appropriate for 3rd grade and up.
- <http://animals.nationalgeographic.com/animals> – Wonderful information, pictures and video of most of the animals in *Galloping the Globe*. Critter Cam shows animals interacting with their environments.
- www.wildcam.com – See live internet feeds from all over the world. Watch animals in their natural environments in real time. Also follow the action on facebook at www.facebook.com/WildCamCrittercam.

Scheduling

Every family has its own teaching and learning style. Some take a more relaxed approach while others like lots of structure. These suggestions fall somewhere in the middle. Adapt them to your family and, remember, there is no "right way" to teach this information.

- Before teaching a specific continent, decide which countries you want to study, which activities you will use, and plan what the children will include in their notebooks.
- Decide approximately how many days to spend on each country and break up the activities accordingly. Remember, the younger the child, the more varied the activities should be. Consider starting each week with an excerpt from a WeeBeeTunes DVD which uses music styles and indigenous instruments to introduce historical events, landmarks, and cultural festivals throughout the world.
- Read one to three of the literature books on the first day of each country. This will grab the children's interest and make them curious about that country.
- Locate the country on the map daily. Do other mapping activities daily with older children.
- Leave plenty of time to do some of the fun activities. Try reserving Friday for this purpose.
- Remember to be flexible! If your child shows interest in a topic or if an unexpected opportunity presents itself, adjust your schedule and go with the flow.

Sample Schedule for Galloping the Globe

The suggestions below are provided as a guide. There are numerous variations possible and your individual schedule will depend upon student age level and abilities. Two possible schedules are given below, feel free to use a combination of the two if desired. Please remember that *you* are in control of this curriculum and that includes the scheduling.

One country per week:

This schedule lays a foundation and gives a brief overview of the history and science topics. It is suggested this one be used for the smaller countries or when less time is available.

- Monday
 - Locate continent and country on map.
 - Read some literature listed for the country.
 - Do 1–2 activities.
- Tuesday
 - Complete some mapping activities.
 - Read about a person or event from the history and biography section.
 - Do a language arts activity.
- Wednesday
 - Fill out data box located on the map and/or finish mapping activities.
 - Read more literature.
 - Do another activity.
- Thursday
 - Finish or review items from map work this week.
 - Read about one of the science topics.
 - Do a language arts or other activity related to the science topic studied.
- Friday
 - Review what you learned about the country.
 - Place all work in your notebook.
 - Do one of the fun activities listed.
 - Prepare a meal from the country and take pictures to add to your notebook.

One country every two weeks:

This schedule allows for a more in-depth study of the country. It focuses on history from the country one week and emphasizes the science from that country the second week.

Week 1

- Monday
 - Locate continent and country on map.
 - Read some literature listed for the country.
 - Do one of the activities listed.
- Tuesday, Wednesday, and Thursday
 - Complete mapping activities and look up geography terms.
 - Study and read about some of the people and events from the history and biography section.
 - Do a language arts or other activity related to the history topic studied.
- Friday
 - Review topics covered this week.
 - Read about holidays and customs of the country.
 - Finish any incomplete history activities or take a field trip related to your country.

Week 2

- Monday
 - Review last week's material.
 - Read some more literature from the country.
 - Do one of the activities listed.
- Tuesday, Wednesday, and Thursday
 - Fill out data box located on the map.
 - Study 1–4 of the science topics listed.
 - Do a language arts or other activity related to the science topic studied.
- Friday
 - Review.
 - Make sure all items are in the notebook.
 - Do 1–4 of the fun activities listed.
 - Prepare a meal from the country and take pictures to add to your notebook.

Adapting to Older Students

Galloping the Globe can be adapted to older students quite easily. By using a few extra texts, an older student can gain a very in-depth, thorough knowledge of our world. The recommended resources below are available from Geography Matters:

- *Trail Guide to World Geography* by Cindy Wiggers – This guide can be used as the child’s primary text. Use the suggestions and format provided to give the older student a solid foundation of world geography. Utilize the research ideas listed under each country to include other subjects such as language arts and the arts.
- *A Garden Patch of Reproducible Homeschooling Planning and Educational Worksheets* by Debora McGregor – This has a variety of report forms, interview sheets, and research sheets that the older student can use in their notebooks.
- *All Through the Ages* by Christine Miller – This is a great book that lists literature for various time periods and countries. The author breaks the lists up by genre, such as historical fiction, reference, etc., and by age level. It is a fantastic resource to utilize when needing additional resources for children of any age.

Resource Contact Information

The following companies carry many of the titles recommended throughout this curriculum. The contact information is provided for your convenience and was accurate at the time of publication:

Book Peddler
800-928-1760
www.bookpeddler.us

- Books by Opal Wheeler recommended for Germany
- *Your Story Hour* audios
- *Classical Kids* audios

Dinah Might Adventures
800-993-4624
www.dinah.com

- *Big Book of Books and Activities*

Geography Matters
800-426-4650
www.geomatters.com

- *Considering God’s Creation*
- *Geography from A to Z*
- *Missionary Stories with the Millers*
- *Great for God (Heaven’s Heroes)*
- *Children Just Like Me*
- *Profiles from History: Volume 1*
- *All Through The Ages*
- Historical Timeline Figures
- *Eat Your Way Around the World*
- *Magnificent Mammals*
- *Beginner or Jr. World Atlas*
- WeeBeeTunes DVDs
- *Trail Guide to World Geography*
- *Garden Patch of Reproducibles*
- *Zoo Guide*
- *Aquarium Guide*

Rod and Staff
606-522-4348
www.rodandstaffbooks.com

- *Our Father’s World* (Code:19221)

Solomon’s Secrets
www.solomons-secrets.com

- Usborne books
- Jim Weiss audios

Timberdoodle
800-478-0672
www.timberdoodle.com

- *Ten Boys* series and *Ten Girls* series (Irene Horvat)
- Moody Science Videos

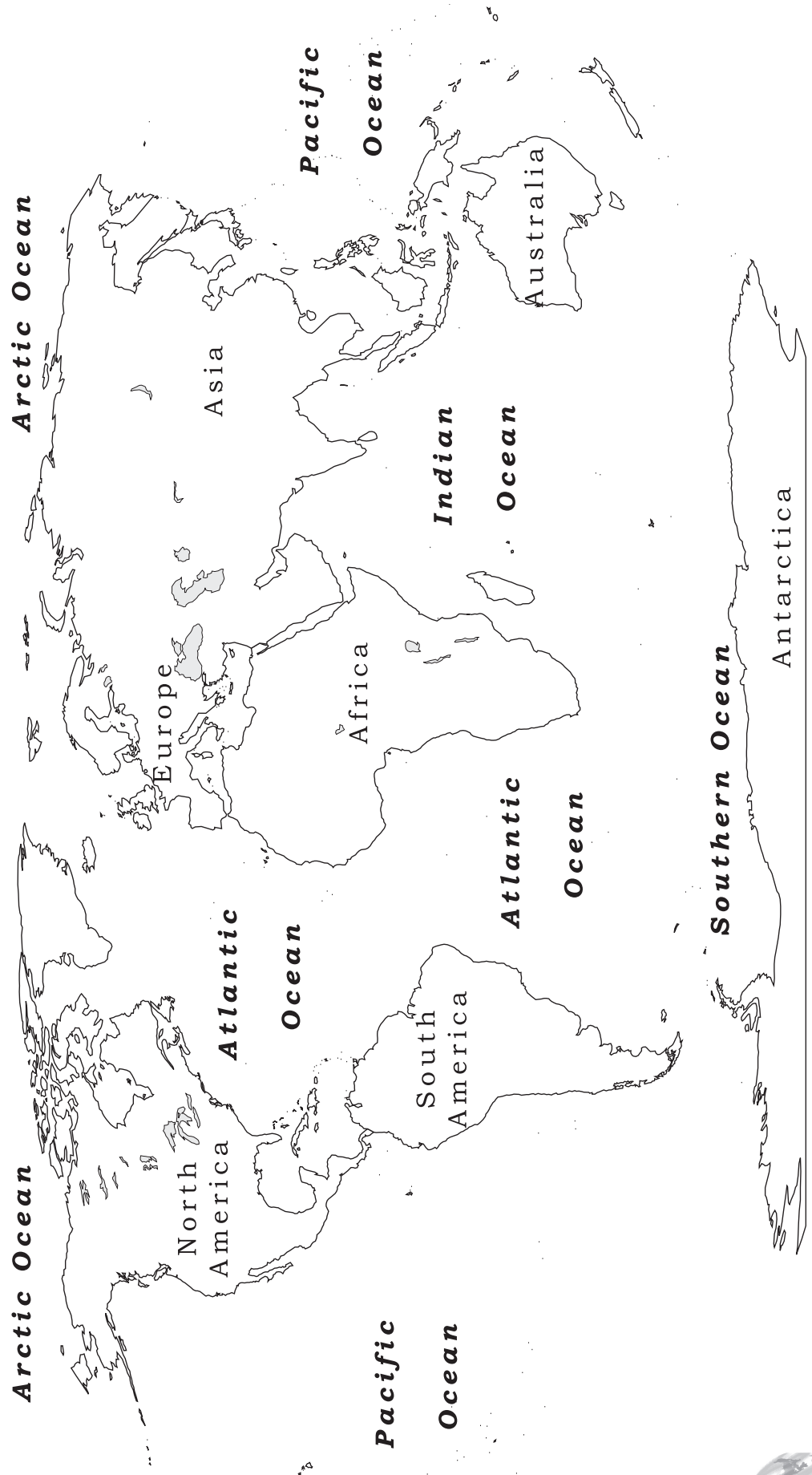
The World



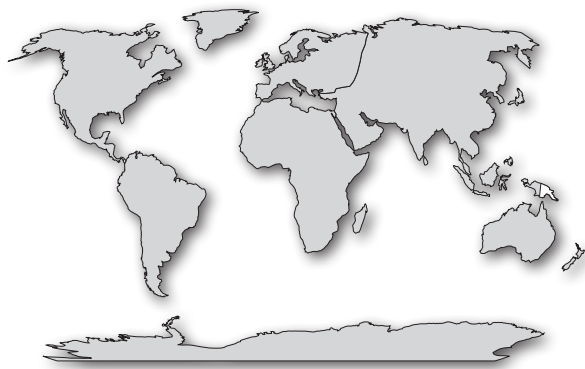
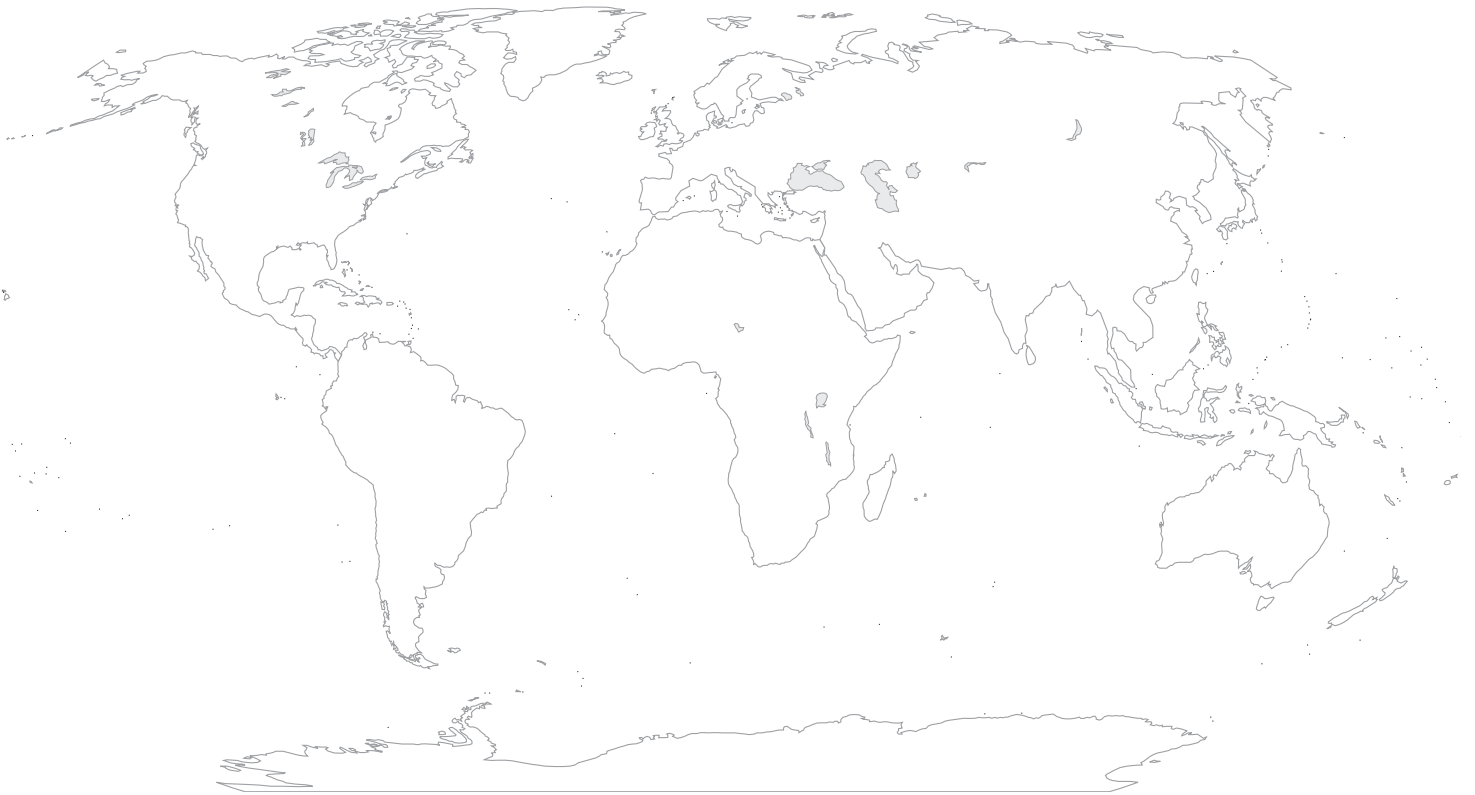
Home to almost 7 billion people in over 190 countries, the world is most often divided into seven major land regions called continents. Made up of approximately 70% water and 30% land, the overall size of the world is about sixteen times the size of the United States. The continent of Asia has both the highest and lowest points in the world. The highest point on earth is 29,035 ft. at Mount Everest in the Himalayan Mountains. The lowest point is the Dead Sea (-1349 ft.) in Israel.

The World

Color each continent you study.



The World





Using a Map

Begin this unit by covering basic map and globe skills.

- Maps and Globes* – Jack Knowlton
- Maps and Mapping* – Barbara Taylor
- How to Use a Map* – Evan-Moor Publishers
- Globes* (A New True Book) – Paul P. Sipiera
- Our Father's World*, pages 41–42
- Our Father's World*, pages 46–48
- Our Father's World*, pages 96–98

Children should know north, south, east, and west and the difference between land and water. *Katy and the Big Snow* by Virginia Lee Burton is an excellent children's book to introduce them to direction.

Notebook Suggestions:

- How to Use a Map* – Evan-Moor Publishers
- Make a map of your house, neighborhood, or a park.

Basic Geography

Geography – A description of the earth or globe.

Christian geography is the view that the earth's origins, ends, and purposes are of Christ and for His glory.

- Continents
 - *Geography from A to Z*, page 13
 - *Continents* (A New True Book)* – Dennis B. Fradin (Note: evolutionary content)
 - *Our Father's World*, pages 37–40
- Oceans
 - *Geography from A to Z*, page 32
 - *The Pacific Ocean* (A New True Book)* – Susan Heinrichs
 - *The Atlantic Ocean* (A New True Book)* – Susan Heinrichs
 - *The Indian Ocean* (A New True Book)* – Susan Heinrichs
 - *Our Father's World*, pages 43–45

*These books can be a bit lengthy to hold a young elementary student's attention. We recommend just covering the highlights.

History and Biographies

- Mercator
 - www.yesnet.yk.ca/schools/projects/renaissance/mercator.html
- Prince Henry the Navigator
 - www.enchantedlearning.com/explorers/page/h/henry.shtml
 - www.mrdowling.com/610-henry.html
- Bartholomew Diaz
- Explorers
 - *The Usborne Book of Explorers*, page 3
 - *Explorers* (A New True Book)
 - *Explorers and Adventurers* – Child’s First Library of Learning
- Christopher Columbus
 - *The Usborne Book of Explorers*, page 22
 - www.enchantedlearning.com/explorers/page/c/columbus.shtml
 - <http://library.thinkquest.org/J002678F/columbus.htm>
 - *Christopher Columbus* – Stephen Krensky – Step into Reading
 - *Christopher Columbus* – Tanya Larkin
 - *Christopher Columbus* – Young Christian Library
 - *Follow the Dream* – Peter Sis
 - *Columbus* – D’Aulaire
 - *Christopher Columbus* – Animated Hero Classics Video
- Francis Drake
 - *The Usborne Book of Explorers*, page 39
 - *Sir Francis Drake* – Tanya Larkin
 - *Francis Drake* – David Goodnough
 - www.enchantedlearning.com/explorers/page/d/drake.shtml
- Cabeza de Vaca
 - www.enchantedlearning.com/explorers/page/d/devaca.shtml
 - *Cabeza de Vaca: New World Explorer* – Keith Brandt
- Vasco da Gama
 - *Vasco da Gama* – Tanya Larkin
 - *The Usborne Book of Explorers*, page 18
- John Cabot
 - www.enchantedlearning.com/explorers/page/c/cabot.shtml
- Amerigo Vespucci
 - *Around the World in a Hundred Years* – Jean Fritz
- Juan Ponce de Leon
 - *Juan Ponce de Leon* – Gail Sakurai
 - www.enchantedlearning.com/explorers/page/d/dleon.shtml

- Vasco Núñez de Balboa
 - *Around the World in a Hundred Years* – Jean Fritz
 - www.enchantedlearning.com/explorers/page/b/balboa.shtml
- Ferdinand Magellan
 - *Around the World in a Hundred Years* – Jean Fritz
 - www.enchantedlearning.com/explorers/page/m/magellan.shtml
- Hernando de Soto
 - *Hernando de Soto* – Tanya Larkin

General References

- Our Father's World*, pages 100–113

Literature

- Toot and Puddle* – Holly Hobbie
- How To Make An Apple Pie and See the World* – Marjorie Priceman
- Miss Rumphius* – Barbara Cooney
- Katy and the Big Snow* – Virginia Lee Burton
- Amelia's Fantastic Flight* – Rose Bursik
- Letters from Felix* – Annette Langen (An activity book is also available.)

Language Arts

- Choose from the Language Arts Suggestions on page 6.
- Make a list of adjectives describing insects.
- Alphabetize the explorer's names.

Science

God has a purpose for the Earth. The Earth is part of the universe and one of nine known planets that circle the sun.

- Considering God's Creation*, lesson 2
- Insects
 - www.enchantedlearning.com/themes/insects.shtml
 - www.crayola.com/activitybook/subact.cfm?id=76&maincat=4
 - www.coloring.ws/insect.htm
 - www.urbanext.illinois.edu/insects/
 - <http://kids.nationalgeographic.com/Animals/CreatureFeature>
 - *God made the Firefly*, God is Good Series published by Rod and Staff
 - *Creepy Crawlies* – Wendy Madgwick
 - *Bugs for Lunch* – Margery Facklam
 - *Monster Bugs* – Lucille Recht Penner
 - *Insects* – Golden Book (ISBN: 0-307-20400-6)
 - *Little Honeybee* – Baby Animal Stories (ISBN: 0-7853-2680-4)
 - *Honey Bees and Hives* – Lola M. Schaefer
 - *Bumble Bees* – Cheryl Coughlan
 - *Fireflies* – Cheryl Coughlan
 - *Mosquitoes* – Cheryl Coughlan

- *Ladybugs* – Cheryl Coughlan
- *Pets in a Jar* – Seymour Simon
- *The Very Quiet Cricket* – Eric Carle
- *The Very Lonely Firefly* – Eric Carle
- *The Icky Bug Counting Book* – Jerry Pallotta
- *Bugs! Bugs! Bugs!* – Bob Barner
- *Considering God's Creation*, lesson 13

Butterflies

- *Butterflies* – Emily Neye
- *Butterflies and Moths*, Usborne First Nature
- *Amazing World of Butterflies and Moths* – Louis Sabin (Except for evolutionary statements on page 5, this a wonderful book. If you choose to read it, just skip page 5.)
- *Monarch Butterflies* – Helen Frost
- *Butterfly Colors* – Helen Frost
- www.enchantedlearning.com/themes/butterfly.shtml
- www.primarygames.com/science/butterflies/coloring.htm
- www.coloring.ws/butterfly1.htm

Activities

- Make a papier mâché earth.
- Label the Arctic, Atlantic, Pacific, and Indian Oceans on a world map.
- If you read *How to Make an Apple Pie and See the World*, bake an apple pie.
- If you studied insects, make ice cream ants.

vanilla ice cream Magic Shell chocolate coating
 pretzel sticks M&M's®
 shoe string licorice

On a plate, place three small scoops of ice cream in a line.

Place two M&M's® on the “head” for the eyes. Cut an M&M® in half. Use the two halves as the mouth. Use the licorice as the antennae.

Poke three pretzel sticks per side in the middle section or “thorax.”

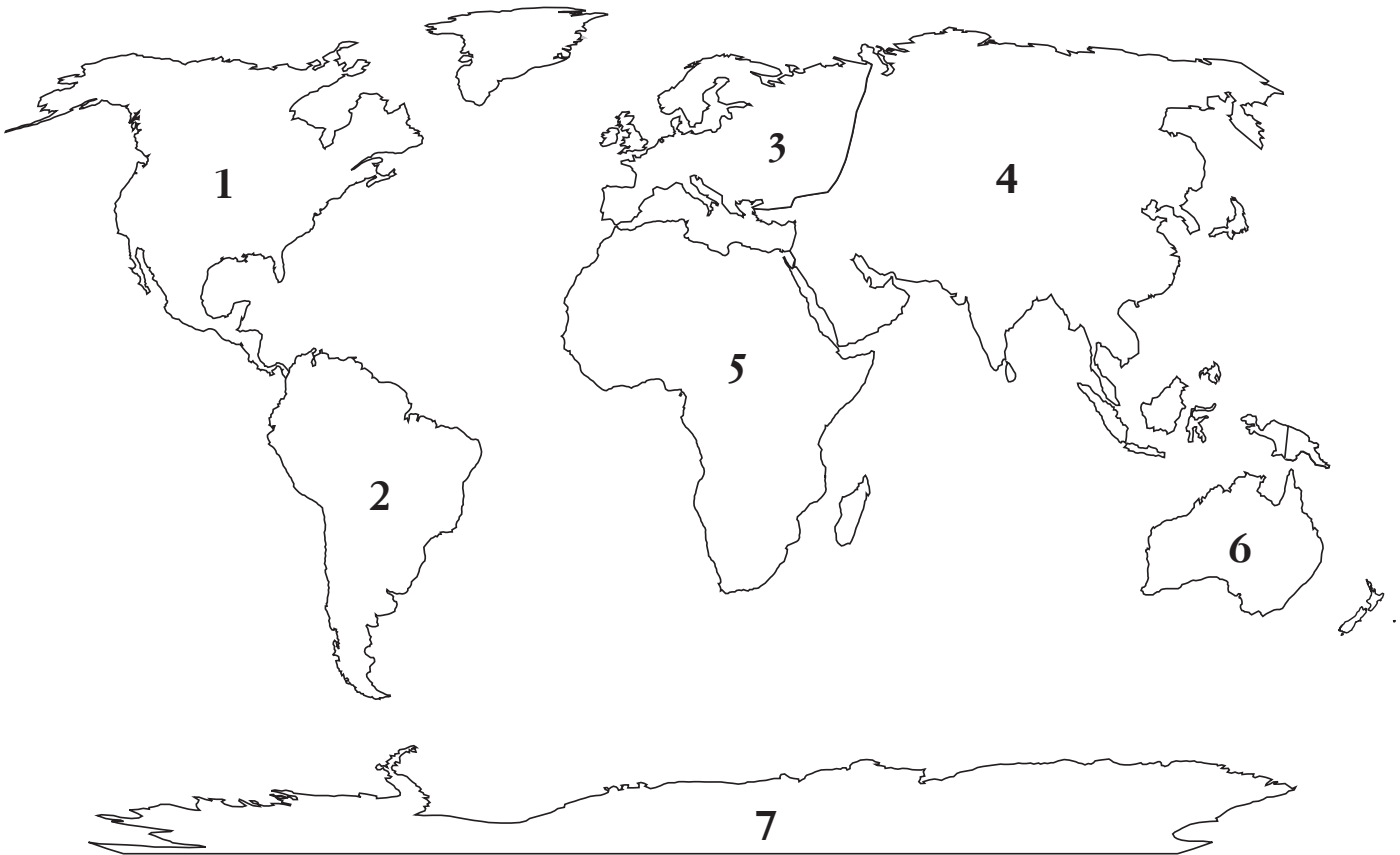
Cover the whole “ant” with Magic Shell as the “exoskeleton.”

- Have the child write a creative story of himself/herself as an explorer.
- Have the child draw a picture of an explorer or of himself/herself as an explorer.
- Make an ant colony.
- Play the “Bug Game” by Ampersand Press.
- Catch butterflies or make a butterfly habitat. *Butterfly Jungle* by Uncle Milton provides the habitat and includes a coupon that you use to order live caterpillars. Include a picture or report of this project in your notebook.

Bible

- ❑ *How to Make an Apple Pie and See the World*
 - Genesis 1:1
 - Psalm 113:4
 - Proverbs 25:11
- ❑ *Katy and the Big Snow*
 - Genesis 39:19–41:13
 - I Peter 5:6
- ❑ *Miss Rumphius*
 - Genesis 8:22
 - Matthew 13:1–8
 - Matthew 13:31–32
 - Mark 4:3–8
 - Mark 4:26–29
 - Mark 4:30–32
 - Luke 8:4–8
 - Luke 13:18–19
 - John 1:1,3,14
 - 2 Corinthians 9:10
 - Galatians 6:7
- ❑ God is responsible for the contour of the Earth.
 - Genesis 1:1–8
 - Nehemiah 9:6
 - Job 28:9–11
 - Job 26:7–12
 - Isaiah 40:22
 - Isaiah 48:13
- ❑ God controls His creation.
 - Genesis 1:9–25
 - Job 36:26–28
 - Psalm 24:1
 - Psalm 107:23–31
 - Psalm 113:4
- ❑ God originated nations and languages.
 - Genesis 10:5
 - Genesis 11:1–9
 - Job 12:23
 - Isaiah 45:18
 - Acts 17:24–28
- ❑ God is concerned with all people.
 - Matthew 28:19
 - John 4
 - Acts 1:8
 - Acts 2:5–11
 - Acts 10:34
 - Romans 10:12, 13

Continents



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Word List

Africa
Asia
Oceania (Australia)
Europe
North America
South America
Antarctica

Word Search

v u g j i c i g l o b e
e a s t y o b e t y l k
i u g u l l s x i i f t
m c b i f u m p i n t a
a t c n l m l l r a s p
p t v o f b e o m e j c
p b d r n u a r f n i o
w e s t o s s e h z d m
s y z h f n f r q s x p
s o u t h d c y u l j a
n d q k o c e a n n d s
n i n a s i q m r b q s

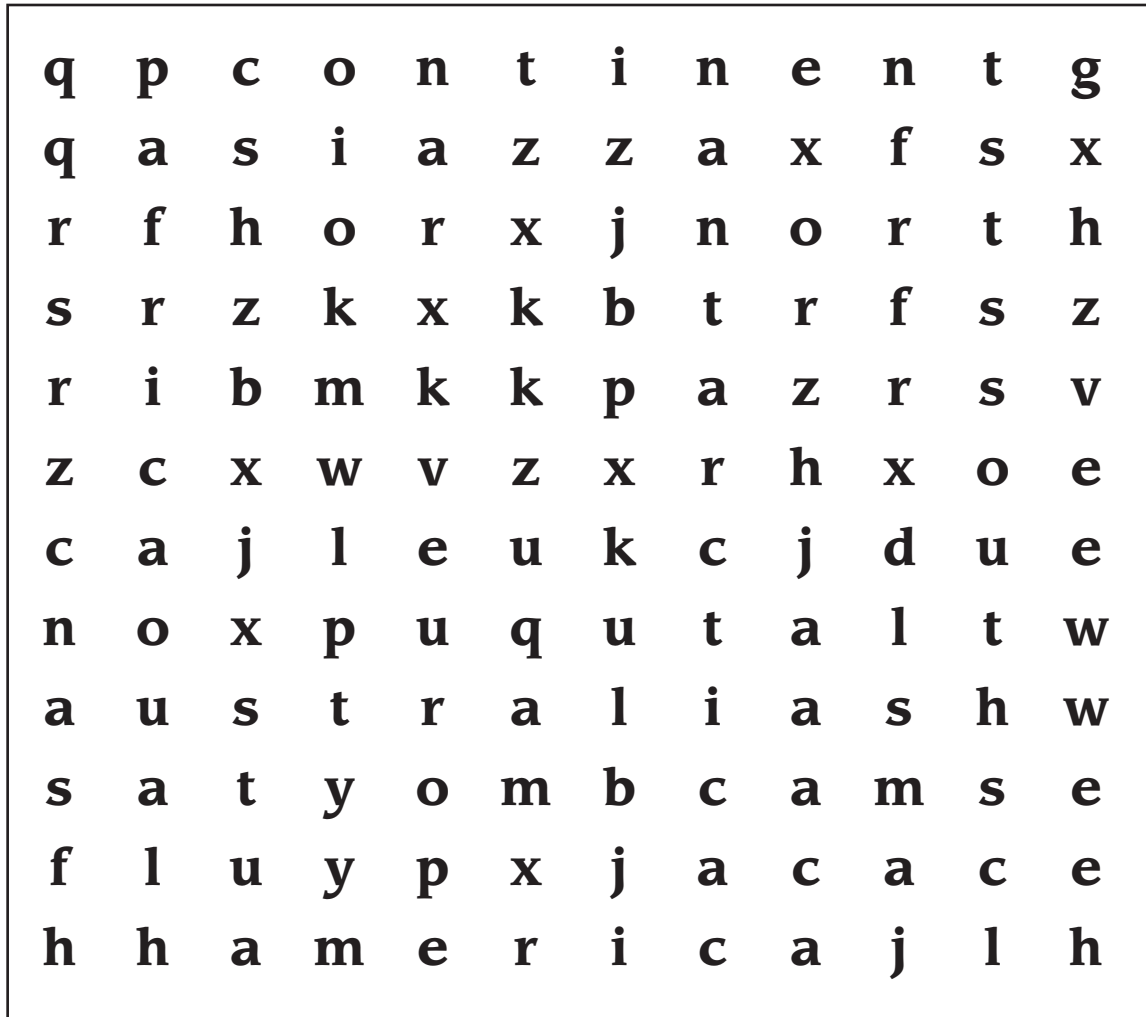
Columbus
compass
east
explorer
globe
map



Nina
north
ocean
Pinta
south
west



Word Search

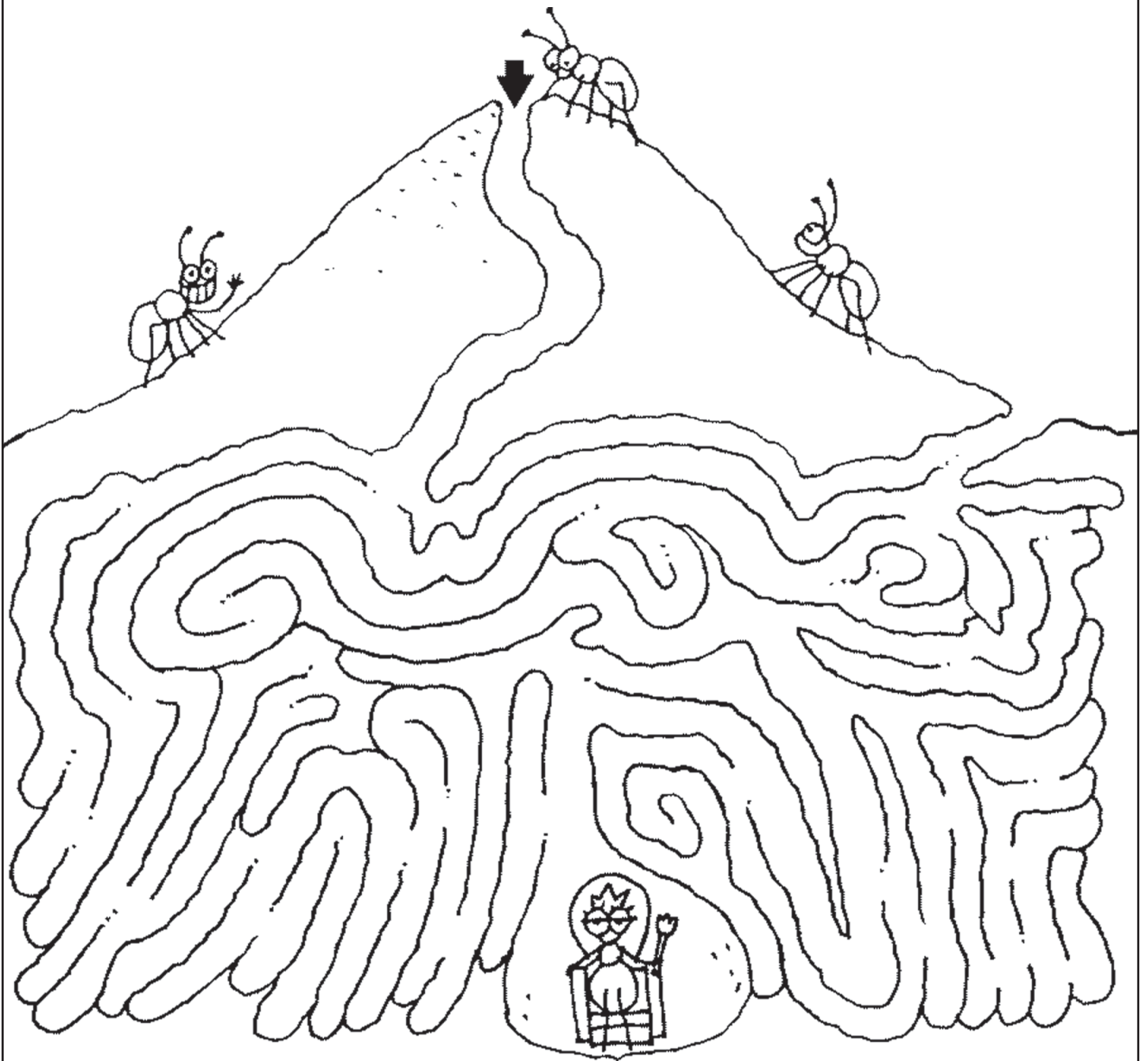


Africa
America
Antarctica
Asia
Australia

Continent
Europe
North
South



MAZE CRAZE



connect

the dots

