A Teacher's Manual
With Daily Geography Drills

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By Cindy Wiggers



### Table of Contents

miroduction	/
Overview	
Geography Trails	
Points of Interest	
Geography Through Literature	10
Instructions	11
Geography Trails	11
Points of Interest	13
Mapping	13
Trail Blazing Instructions	
Trail Blazing Options	
Making a Geography Notebook	
Illustrated Geography Dictionary	
Geography Through Art	
Resources	
Three Key Resources	19
Reference Codes	
Additional Recommended Resources	
Lesson Plan Suggestions	23
Elementary: Second-Third Grade	
Elementary: Third–Fourth Grade	26
Middle School	
High School	
Let's Get Started	28
World Geography	
World	
Week 1 World	
Week 2 World	33
North America	
Week 3 North America	35
Week 4 North America	37
Week 5 North America	39
Week 6 North America	41
Week 7 Central America	43
South America	
Week 8 South America	45
Week 9 South America	47

	pe	
	Week 10	Northern Europe49
	Week 11	Eastern Europe51
	Week 12	Central Europe53
	Week 13	Mediterranean Europe55
Afric	a	
	Week 14	Mediterranean/Sahara57
	Week 15	Western Africa59
	Week 16	Central Africa61
	Week 17	Southern Africa63
	Week 18	World Review65
Asia		
	Week 19	Middle East67
	Week 20	Central Asia, former Soviet Union69
	Week 21	South Asia71
	Week 22	Russia, Mongolia, and the Far East73
	Week 23	Southeast Asia75
Ocea	nia	
	Week 24	Australia and New Zealand77
	Week 25	Pacific Island Nations79
Anta	rctica	
	Week 26	Antarctica81
	Week 2/	World Review83
	Week 2/	World Review83
	Week 2/	Geography Through Literature
Arou		
Arou	ınd the W	Geography Through Literature
Arou	ı <b>nd the W</b> Instructio	Geography Through Literature  /orld in Eighty Days85
Arou	<b>Ind the W</b> Instruction Week 28	Geography Through Literature  /orld in Eighty Days85 ons86
Arou	Ind the W Instruction Week 28 Week 29	Geography Through Literature  /orld in Eighty Days
Arou	Ind the W Instruction Week 28 Week 29 Week 30	Geography Through Literature  Norld in Eighty Days
Arou	Ind the W Instruction Week 28 Week 29 Week 30 Week 31	Geography Through Literature         Vorld in Eighty Days       85         ons       86         Chapters 1–4       89         Chapters 5–8       91         Chapters 9–12       93
Arou	Ind the W Instruction Week 28 Week 29 Week 30 Week 31 Week 32	Geography Through Literature         Vorld in Eighty Days       85         ons       86         Chapters 1–4       89         Chapters 5–8       91         Chapters 9–12       93         Chapters 13–16       95
Arou	Ind the W Instruction Week 28 Week 29 Week 30 Week 31 Week 32 Week 33	Geography Through Literature         Vorld in Eighty Days       85         ons       86         Chapters 1–4       89         Chapters 5–8       91         Chapters 9–12       93         Chapters 13–16       95         Chapters 17–20       97
Arou	Ind the W Instruction Week 28 Week 29 Week 30 Week 31 Week 32 Week 33	Geography Through Literature         Vorld in Eighty Days       85         ons       86         Chapters 1–4       89         Chapters 5–8       91         Chapters 9–12       93         Chapters 13–16       95         Chapters 17–20       97         Chapters 21–24       99
Arou	Ind the W Instruction Week 28 Week 30 Week 31 Week 32 Week 33 Week 34 Week 35	Geography Through Literature         Vorld in Eighty Days       85         ons       86         Chapters 1–4       89         Chapters 5–8       91         Chapters 9–12       93         Chapters 13–16       95         Chapters 17–20       97         Chapters 21–24       99         Chapters 25–28       101
Arou	Ind the W Instruction Week 28 Week 30 Week 31 Week 32 Week 33 Week 34 Week 35	Geography Through Literature         Vorld in Eighty Days       85         ons       86         Chapters 1–4       89         Chapters 5–8       91         Chapters 9–12       93         Chapters 13–16       95         Chapters 17–20       97         Chapters 21–24       99         Chapters 25–28       101         Chapters 29–32       103
Arou	Ind the W Instruction Week 28 Week 30 Week 31 Week 32 Week 33 Week 34 Week 35 Week 36	Geography Through Literature         Vorld in Eighty Days       85         ons       86         Chapters 1–4       89         Chapters 5–8       91         Chapters 9–12       93         Chapters 13–16       95         Chapters 17–20       97         Chapters 21–24       99         Chapters 25–28       101         Chapters 33–37       105
Arou	Ind the W Instruction Week 28 Week 29 Week 30 Week 31 Week 32 Week 33 Week 34 Week 35 Week 36	Geography Through Literature         Vorld in Eighty Days       85         ons       86         Chapters 1–4       89         Chapters 5–8       91         Chapters 9–12       93         Chapters 13–16       95         Chapters 17–20       97         Chapters 21–24       99         Chapters 25–28       101         Chapters 33–37       105
Arou	Ind the W Instruction Week 28 Week 30 Week 31 Week 32 Week 33 Week 34 Week 35 Week 36 Asia: Form Geograp	Geography Through Literature         Vorld in Eighty Days       85         ons       86         Chapters 1–4       89         Chapters 5–8       91         Chapters 9–12       93         Chapters 13–16       95         Chapters 17–20       97         Chapters 21–24       99         Chapters 25–28       101         Chapters 33–37       105         Appendix         mer Soviet Republics map       108
Arou	Ind the W Instruction Week 28 Week 29 Week 30 Week 31 Week 32 Week 33 Week 34 Week 35 Week 36 Asia: Forr Geograp Illustrate	Geography Through Literature         Vorld in Eighty Days       85         ons       86         Chapters 1–4       89         Chapters 5–8       91         Chapters 9–12       93         Chapters 13–16       95         Chapters 17–20       97         Chapters 21–24       99         Chapters 25–28       101         Chapters 33–37       105         Appendix         mer Soviet Republics map       108         hy Through Literature Book Lists       109



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To Josh and our son, Alex, who willingly helped me with the daunting task of reviewing every question in the 2006 revision to check for accuracy, edit for world changes, and to adapt wording to match the changes that occurred when the recommended atlases were reprinted. You are both awesome!

Wouldn't it be exciting to turn your geography studies into a guided trip around the world? How wonderful just to sit back and relax as the guide shows the way and takes your students through a learning experience they will never forget! I understand how difficult geography is to teach when you know little about it yourselves, have major time crunches, or when you are trying to teach several grade levels at once, so I've written this manual to be just the solution you seek.

The *Trail Guide to World Geography* will take your students on a journey to each continent. As they blaze the trail, there are many interesting topics to explore. Students will soon be able to recognize important characteristics of each continent, read and create maps, identify key geographical terms and more, while they work through a variety of quick daily lessons or dig into in-depth geography studies.

First, it's important to understand a bit about what the study of geography encompasses.

Geography is a knowledge of place names, location of cultural and physical features, distribution and patterns of languages, religions, economic activities, population and political systems. Physical regions and physical phenomena, such as tectonic activity, landform, climate, bodies of water, soils, and fauna. The changes in places and areas through time, including how people have modified the environment. Cartographers' tools, such as maps, instruments, graphs, and statistics, are also a part of geography.

—National Geographic Society

Throughout the school year, you'll address all of these aspects in one way or another. This simple-to-use plan includes five to ten-minute geography drills, mapping assignments, and appropriate hands-on activities which use resources that are readily available. You choose how much or little you want to cover.

Each of these three sections is explained in detail in the following pages:

- Geography Trails
- Points of Interest
- Geography Through Literature (a unit study based upon Jules Verne's *Around the World in 80 Days*)

May you have a fun-filled year of geography! Oh, and pick this book up again next year. Your students can do the Geography Trails (the atlas drills) from a different level to keep sharp on their geography terms, place location, and atlas usage.

**Cindy Wiggers** 



#### 1. Geography Trails

This manual is divided into three sections. The first is the daily atlas drills, called Geography Trails. These drills can be used alone to introduce and reinforce geography terms and place-name recognition, or they can be used as a component of a full geography course by using the activities and assignments from the other two sections. Select from three levels of questions identified by the following trail markers:

YY Elementary: 2nd-4th grades

₩ Middle School: 5th-8th grades

High School

Here's how it works: Students answer two questions a day, four days a week, providing consistent geography moments throughout the school year. The objective is to build students' knowledge and awareness of physical and political world geography. Your students will receive daily practice in recognizing geography terms and using maps to locate landforms, bodies of water, countries, and capital cities. The short daily repetition of skills helps develop long-term recall of places and facts. Faithfully performing these daily exercises lays a solid foundation for geography studies.

#### **Geography Trails Objectives**

**YY** Elementary To

To introduce maps and their usefulness

To teach students how to use maps and read a map legend

To introduce students to outline maps To guide students in the use of an atlas To introduce a variety of geographical terms

To recognize the difference between continents, countries, and cities To lay a foundation for students to be able to use maps and atlases independently by the end of third grade or beginning of fourth

Middle School

To develop independent map-reading skills and atlas usage

To be able to locate any place in the world by using an atlas

To become familiar with physical features of the world To increase understanding of geographical terms

To identify continents, countries, and cities on a map

To introduce critical thinking skills using maps

High School

To develop proficiency at reading maps

To become skilled in using atlases

To know the location of important places in the world

To know key world physical features
To understand geographical terms

To develop critical thinking skills using maps and an almanac





#### **Scheduling Geography Trails**

This course allows for flexibility when planning your school schedule. You may want to start your history or social studies each day with these five-minute geography drills. Another option is to assign them at the beginning of the day, while students are gathering their thoughts, to focus on schoolwork again. Ideally, students should perform this task at the same time each day. To improve retention of facts and develop geography awareness, it's more effective if students work five minutes a day for four days than twenty minutes in one day. If at all possible keep to a four-day routine.

#### 2. Points of Interest

The Geography Trails provides the quick hike on the trail of least resistance. This is perfect for some treks, but for others a journey throughout the world wouldn't be complete without slowing down to view special Points of Interest or blaze a trail to enjoy the scenery along the way. That's the idea of this section, which includes these two parts, explained in detail starting on page 13:

- Mapping places and features on outline maps
- Trail Blazing additional research and hands-on activities

#### **Points of Interest Objectives**

YY Elementary To begin to learn countries and capitals

To improve memory retention of geography learned

To introduce outline map usage

To instill a joy of learning through a variety of procedures, art projects,

and other hands-on activities

₩ Middle School To improve memory retention of geography learned

To develop skills with using outline maps

To learn countries and their capitals and where they are located

To introduce a fuller understanding of geography through the use of thematic

maps, research on a variety of topics, and exposure to world cultures

To instill a joy of learning through a variety of procedures, art projects, and

other hands-on activities

High School All objectives in the middle school level PLUS,

To increase critical thinking skills by analyzing thematic maps, researching

a variety of topics, and gaining exposure to world cultures





#### **Scheduling Points of Interest**

This teaching guide is flexible to meet your objectives and scheduling needs. Depending upon how much work you assign, students could work about half an hour daily on a Points of Interest section for four to five days a week. Or you may decide to do the five-minute Geography Trails drills Monday through Thursday and select from the Points of Interest assignments for Friday. Consider reserving a full class period for art projects or any other assignment that would benefit from the extended time. Set aside a few minutes each Friday for students to show their work and explain what they have learned through the week

#### 3. Geography Through Literature

The final nine weeks of the school year are reserved for reading the classic novel *Around the World in Eighty Days*. By this time you have studied all the continents. Now students will travel the world with Phileas Fogg and Passepartout, mapping their journey and choosing from a variety of additional assignments and activities including research, crafts, spelling, and vocabulary. More detailed instructions begin on page 85.



## Trail Guide to World Geography Geography Trails Instructions

**Geography Trails** are designed to be used as daily five to ten-minute atlas drills for students capable of reading an atlas. Make sure you provide all students, regardless of level, instructions on using an atlas and reading maps. Use the first two or three weeks to hike the "trails" together to either teach map skills or as a review. The Geography Trails should become a five-minute daily exercise when students have had enough experience to confidently find their way around the atlas without your help.

The daily drills focus on a specific region of the world each week for twenty-seven weeks of the school year. Choose from three different trails according to the appropriate academic level of your students. Starting with an overview of the world and moving around the globe continent by continent, students simply follow the trail mark each day that is associated with their level. These three levels address map reading skills and comprehension at graduated levels from basic to more difficult. Although I have suggested grade levels for each trail, it is best to select the trail according to your students' reading comprehension, map usage proficiency, and reasoning abilities, not according to his or her actual school grade.

Each of the three trails is marked by designated animal tracks.

የት Represents questions at the elementary level. Teachers of students not yet reading can use this level to introduce daily geography moments into the school schedule. Find places on a map, and answer questions aloud together. Students competent with reading can generally answer them without help, if sufficient instruction in using maps and atlases has been provided. Most questions for this level can be answered by using an elementary atlas, in particular, the *Junior Classroom Atlas* by Rand McNally.

\*\*Represents questions middle school students can handle alone. Most questions for this level can be answered by using an elementary atlas, in particular, the *Classroom Atlas* by Rand McNally.

Represents questions directed to high school students. Most questions for this level can be answered by using an advanced atlas, in particular, the *Atlas of World Geography* by Rand McNally. To further challenge advanced high school students, you may want to assign questions from both and

Note: High school students should be developing solid skills with research; therefore answers to a handful of Geography Trails questions may require use of an almanac, the Internet, or other resources. These few questions are scattered throughout the course and may take the student more than the average five to ten minutes to complete the daily drill. The *Atlas of World Geography*, with its detailed facts sections and charts in the front of the book, will contain answers to many of the Geography Trails questions.





#### **Resources Used with Geography Trails**

All that is needed to use this section of the *Trail Guide* is a student atlas appropriate to the student's ability and perhaps a current almanac (for the high school level).

Recommended atlases by level are:

YYElementary Junior Classroom Atlas

₩ Middle School Classroom Atlas

High School Atlas of World Geography

#### **Geography Terms**

For questions regarding geography terms use any of the following:

- the glossary in the student atlas
- a geographical terms chart
- The Ultimate Geography and Timeline Guide
- a dictionary

It's as simple as that. Two questions a day for four days each week, and your students develop a general consciousness of the world around them. If you are teaching more than one level at a time, all students can learn about the same area of the world together. Answers for all levels are located in the back of the book.

**Geography Trails** can be used at least three separate years with one student. Questions are not generally repeated but are more in-depth at each increasing level. If you use this book solely for the **Geography Trails** daily drills, you've gotten your money's worth already. However, there is much more here to assist you in teaching geography, so expand your horizons and open the way for the additional activities provided in the **Points of Interest** section.



## Trail Guide to World Geography Points of Interest Instructions

The daily drills are great for providing regular geography moments and to lay a foundation for geography knowledge, but the real nitty gritty of your geography studies will be found in the **Points of Interest** section of the *Trail Guide*. You have a wide variety of assignment choices here, so match your student's learning style and interests and you're sure to create a fun learning environment. This section is divided into two parts: **Mapping and Trail Blazing**.

#### Mapping

Assignments in the mapping section provide the opportunity for students to make their own maps from basic outline maps. Most students really enjoy filling in their outline maps. It is fascinating to see the personality and individuality of each student reflected in the quality of their maps. However, let me share a word of caution with you: don't expect students who've never used outline maps to jump into these projects without assistance and encouragement. You may need to work with them the first few times, as a blank map can be a bit intimidating. Show them the similarity in shapes to the maps in their atlas to help them recognize landmasses and bodies of water. Once they get used to performing this kind of mapping exercise most students will take to it with pleasure and a level of pride in their work.

Instruct students to use their best penmanship and to be consistent. For continuity in map labeling, use uppercase and lowercase letters for city names and all CAPS when printing country or capital names. Students may choose to use a dot within a circle for capital cities. (Sometimes placing a star on the map for capitals just takes up too much space.) Whichever students choose, they just need to be consistent. Use colored pencils (perhaps erasable) for shading and fine-tipped markers, if possible, for labeling place names. Use blue for bodies of water.

If you set up a color coding system, you can place it on an index card for reference. For example: blue for bodies of water, green for plains, purple for mountains, brown triangle for mountain peaks, all CAPS for capitals, etc.

#### **Using Atlases**

Do you need some instructions on how to use atlases? The front (or back) of any good atlas usually explains its use. Show students the meanings of the map symbols used by the publisher. Not all publishers use the same symbols and colors to represent the same features. However, many are the same. Triangles generally represent mountain peaks, curvy blue lines represent rivers, and so on. Some publishers use a star to represent capitals, others a dot inside a circle, and yet another may underline the name of capitals. Just be sure to look at the legend explanation given in the instructions. Help the students become familiar with the legend so they can put a nice legend on their own maps as well.



## Trail Guide to World Geography Points of Interest Instructions

#### **Mapping Option**

You may choose to have students do the mapping assignments in *The Ultimate Geography and Timeline Guide* instead of those included in the *Trail Guide*. Again, references to these mapping activities are included for your convenience and look like this:

✓ OR do North America "Map-It" (TUG)

OR do North America Outline Activity (TUG)

Map work is best done at one sitting, so assign the **Mapping** for one day, and use the **Trail Blazing** assignments for the remainder of the week.

#### Trail Blazing

As you lead your students on this journey around the world, you can blaze a trail with some additional mapping and more hands-on activities. You have the opportunity to select projects that meet the learning style of your students or to vary the assignments to span the spectrum of learning styles. There is a wide range of assignment choices—more than anyone could be expected to complete in any given school year. They include:

- Research topics
- Projects and activities
- Geography Notebook
- Illustrated Geography Dictionary
- Geography Through Art

Select from these projects each week. Please do NOT expect them to do all of the assignments. Unused activities can be reserved for future school years or applied to social studies or science classes.

Find what type of work interests your students. You may want to allow them to choose assignments that pique their curiosity. Let the different studies serve as a catalyst to develop and enrich a love for learning. Geography is so wide a subject that there should be no shortage of opportunities to light a spark of interest in nearly every student.





#### **Research, Project, and Activity Options**

Some of the **Trail Blazing** assignments are listed below with more detailed instructions than space allowed in the weekly text. Refer back to these pages when needed. You may want to place a paperclip on this page as a bookmark to easily return to this section of instructions when needed.

#### 3-D Maps

Students make salt dough maps or 3-D maps of the continent landmasses. *Geography Through Art* (GTA) has several different recipes for clay or dough you can make yourself. Here is a simple salt dough recipe:

2 parts flour1 part salt1 part water

Add more water if it's crumbly. Attach a copy of the outline map onto a piece of cardboard. Place dough on map and spread to edge of land border. Use a physical relief map as a reference to form the landforms and shape of the continent. Let dry overnight before painting, or add food dye to dough before shaping.

#### **Flash Cards**

Using index cards, students make their own flash cards of countries and capitals. On one side draw the shape of the country and place a star (or a circle with a dot in it) at the location of the capital. On the back write the name of the country and its capital.

Optional: put the name of the capital on the drawing next to the star and the name of the country on the back. While the students are learning the name of the country they are already "seeing" the name and location of the capital. Either side of the card can be used to drill and either side can be used as the answer.

#### **Foods**

Students are encouraged to prepare and eat international foods. Specific countries are listed, but do not be limited to any list. The idea is to expose students to different cultures through their foods.

#### **Principal Crops or Natural Resources**

Students are instructed to learn the principal crops or natural resources of an area. Be sure they note the climate, soil, and location whenever possible. See if they can recognize the effect on the economy. Often this information is on the thematic maps in your atlas. Other sources: almanacs, encyclopedias, library books, the Internet, and more.

#### **Principal Cities and Population**

For additional critical thinking, help students recognize the association of population densities with natural resources, transportation, or availability of water. To do so have them study the population density, climate, and natural resources thematic maps in the atlas.





#### Landmarks, Buildings, and Engineering Achievements

Students will research more about these topics and include pictures in their notebooks. Study construction techniques and how the land, soil, and climate were taken into consideration. Listed are just a sampling of famous buildings of significance. You may wish to add your own. Just let assignments of this type serve as a reminder to dig deeper and to help students realize that even something like the study of architecture or construction techniques is influenced by and contributes to the geography of our world.

#### **Jigsaw Map Puzzle**

To make a jigsaw map, have students color an outline map of the continent, using different colors for each country. Cover with contact paper. Cut into different shapes or cut along country borders. Once the puzzle is made, let students put it back together. They can time themselves to gauge their own progress. Store puzzle pieces in zipper-sealed plastic bags or in sheet protectors placed in the Geography Notebook.

Another option is to make a large puzzle with card stock or make a large map of the continent by enlarging in a copier. Tape all the pieces together, color, attach to poster board, cover with contact paper, and cut out. (For more map-making ideas see *The Ultimate Geography and Timeline Guide*).

#### **Geography Concentration**

Cut index cards in half. Write the name of a country on one card and the name of its capital on another card. Continue for all countries on the continent of focus. Play "Memory" or "Concentration" to practice learning countries and their capitals. Shuffle cards and place in rows blank side up. Players turn up two cards at a time, trying to match country and capital. When a match is made, the player keeps the cards and goes again. When all cards have been matched, the player with the most cards wins.

#### **Animal Studies**

Because animal life depends upon the physical characteristics of a place, students should learn about the animals of each continent. They can develop an animal notebook or establish an animal section in the Geography Notebook. Student will be reminded to include new animals as they learn about each continent. They should begin to notice, for example, the variety of animal life in Africa that is not indigenous elsewhere in the world and relate this to how climate, soil, and water affect biological life. Include pictures and drawings when possible.

#### **Thematic Maps**

Students will make their own set of thematic maps of each continent. Have them choose from the following map themes: physical elevations, land usage (environments), population, climate, natural hazards, or whatever thematic maps are provided in their student atlas.

- 1. Make several copies of the continent outline map.
- 2. Duplicate the theme from the atlas by drawing and shading the different regions with appropriate colors.
- 3. Place a legend box in an unused corner of each map to show what each color represents.





#### **Crossword Puzzles**

Have students make their own crossword puzzles using the country as a clue and its capital as the answer. They can also use other information such as landmarks and famous places. Make copies of their crossword puzzles and share with others. Put one copy of the puzzle and its answer key in the Geography Notebook. Some students like to draw pictures on the page expressing their individuality.

#### **Country Statistics**

Make a chart of continent facts. Place country names down the left side of the chart. Add columns across the top and choose labels from these topics: capital, area, currency, language, principal religion, and natural resources. This should look like a spread sheet. See how many cells in the chart students can fill in from available resources, the Internet, or an almanac. (These basic statistics can be found in any almanac.)

#### **Newspaper Clippings**

Students should watch the paper and magazines for current events in the continent of focus. Clip the articles for inclusion in the Geography Notebook. Use the articles as an opportunity to discuss world events and their effect on others.

#### **Making a Geography Notebook**

Each student can create his own unique geography notebook from the Points of Interest projects he completes. This will become a permanent record of the geography study. Use a three-ring binder with tabs for each continent. Place maps, pictures, written reports, flags, and other projects in the appropriate sections. Create a separate section for the Illustrated Geography Dictionary. Place flash cards in a plastic sheet protector or in any variety of three-ring pocket dividers, available from your local office supply store. Organize the notebook in whatever way suits you or your student. For more detailed information on making a student notebook, see instructions in *The Ultimate Geography and Timeline Guide*.

Some additional routine projects students may faithfully add to the notebook include: their own thematic maps, charts of country statistics, additional "Map-It" projects from *The Ultimate Guide*, articles clipped from the newspaper or magazines, completed "Countries of the World" fact sheets from the *Geography Through Art* book, research, writing, and more.

An optional student notebook designed specifically for each level of this curriculum is available in your choice of digital download or CD-ROM. This printable book contains all of the outline maps you'll need for the mapping assignments, plus weekly pages with the Geography Trails questions and a place to write the answers. In addition, there are numerous formatted pages or templates for assignments, drawings, crosswords, and more. The *Trail Guide to World Geography* Student Notebook files save time and planning and make creating a geography notebook a cinch! For more information and sample pages, visit www.geomatters.com.





#### **Illustrated Geography Dictionary**

Students can create their own colorful "Illustrated Geography Dictionary." They will add new words and terms throughout the first half of the year using the Illustrated Geography Dictionary pages included in the appendix.

Make copies of pages 112-116. Instruct students to draw images of the various geographic features assigned each week in the appropriate box on the sheet. If they need help to draw the features, consider providing an illustrated chart of geographical terms as a handy reference. Write a short definition of the feature under the picture. There's a completed sample on page 111 and also a reproducible blank page for any additional terms. For basic definitions use a geography terms chart, the glossary in the student's atlas, or refer to the geography flash cards and definitions in *The Ultimate Geography and Timeline Guide*.

#### **Geography Through Art**

Learning about the art of places around the world is a wonderful way to introduce world cultures and this connection helps deepen understanding of the geography. *Geography Through Art*, by Sharon Jeffus and Jamie Aramini, is loaded with interesting and creative, do-able projects that integrate geography and culture through art. Most projects include background information related to the history and people where the project originated. At the bottom of Points of Interest pages, you'll find the titles of projects from the *Geography Through Art* book that are appropriate to the region of study for that week.

If you like the idea of incorporating geography with art, or if you have students who respond well to art, you'll want to select assignments from this section regularly. Plan ahead for supplies and allow ample time for students to do the activities. Display and show off their handiwork at every opportunity. Photograph finished projects for inclusion in the Geography Notebook. It's amazing how much more kids remember when they get to do something hands-on associated with their studies. Too much time in front of textbooks is boring, but add an appropriate project and watch that delight for learning come alive in the sparkle in their eyes!





#### **Three Key Resources**

Since this is not a textbook, assignments in the Points of Interest section require the use of a variety of additional resources. Students will use research materials such as an almanac, encyclopedia, library books, Internet, and videos. Three specific resources that you should consider having handy if you want the full benefits of this Trail Guide are listed below. These additional resources are:

*The Ultimate Geography and Timeline Guide* 

Geography Through Art

*Uncle Josh's Outline Map Book* or CD-ROM (or a good set of outline maps)

#### 1. The Ultimate Geography and Timeline Guide

Have you ever had a book that was the perfect resource for a project, but didn't realize it until after the project was completed? Maybe you wasted valuable time and energy researching information that was right there on your desk or bookshelf all along. Either you didn't realize it or forgot all about this information being in that book. If you own a copy of *The Ultimate Geography and Timeline Guide* (*The Ultimate Guide*) you may be using it regularly. (I hope so!) Or, you could be like those who don't realize just what a treasure trove of information is sitting there on the bookshelf waiting to be used.

The Ultimate Geography and Timeline Guide has loads of information that can be used both as a reference for the student and also for instructions to the teacher. It is especially helpful to anyone needing detailed information on geography and instruction on how to teach geography. Rather than repeating or rewriting that same information in this *Trail Guide*, I have referred you to it whenever information from *The Ultimate Guide* would be an additional benefit to the lesson at hand. The reference looks like this (TUG). Also, as mentioned before, the flash cards and definitions in The *Ultimate Guide* are great tools for learning geography terms and for answering *Geography Trails* questions associated with geography terms.

Some Points of Interest projects are taken directly from *The Ultimate Guide*. However, there are plenty of other options to choose if you don't own a copy of the book. Please understand that you do not need to go out and buy *The Ultimate Guide* in order to use this *Trail Guide to World Geography*. It's an added bonus if you have it.

#### 2. Geography Through Art

If the idea of learning the culture of the world through doing art projects influenced your selection of this book, you'll want to obtain a copy of *Geography Through Art*. All art projects are selected from this book to enhance your study of world geography. It's also used as an additional reference book in the Trail Blazing section. If you see (GTA), it means there is a study on that topic in *Geography Through Art*.

#### **3. Uncle Josh's Outline Map Book** (or digital version)

You need a source for reproducible outline maps for your students to write on. If you don't have maps yet, please consider *Uncle Josh's Outline Map Book* or Uncle Josh's Outline Map Collection CD.



## 

My husband and daughter designed the outline maps to meet our guidelines for quality and have these features not usually provided by other map sources:

- 1. The rivers and bodies of water are lightly shaded.
- 2. All places are shown in context with surrounding boundaries.
- 3. Grid lines for longitude and latitude are included on many maps.

These features are especially helpful to students as reference points when finding where to put assigned information and often eliminate frustration. With outline maps that include rivers, students simply select the appropriate river, trace it, label it, and move on. Students who tend to be perfectionists are relieved of the internal pressure to draw rivers exactly as they see in their atlas. These maps are available in book form for photo copying or digitally for easy printing from your home computer. Again, it is not necessary to have this exact book, but you do need a source of good outline maps.

#### Reference codes

For your convenience when an assignment topic is covered in *The Ultimate Guide* (TUG), *Uncle Josh's Outline Map Book* (OMB), or *Geography Through Art* (GTA), the book code may be given in parentheses. For example, a Trail Blazing assignment may read:

"Read about North America (TUG, GTA, student atlas), and find travel videos from the library of places located in North America."

Your students can read about North America from their choice of any variety of resources. *The Ultimate Guide* covers North America, there is a summary of North America (and each continent) in *Geography Through Art*, and most student atlases provide information on each continent.

In most cases it's not absolutely necessary to have these books in order to assign the projects, because the information can also be found in other research materials. It's just more convenient to have them handy if your budget allows.

The assignment ideas in the Points of Interest section only scratch the surface of what can be done while studying the continents and countries of the world. Add your own ideas, adapt ones given here, and enjoy learning right along with your students!





#### **Additional Recommended Resources**

This section describes some of the additional recommended resources you will find helpful in teaching from this guide. Your geography lessons will go much smoother if you have the basic resources available. Unless otherwise indicated, resources listed below can be used by all level of students.

#### **Atlases**

It is important to consider font size, complexity of maps, ease of use, and information provided when selecting the atlas that best fits each student's need. If you use these atlases your students should be able to find most answers to the Geography Trails atlas drills in about five to ten minutes. These were the atlases used to write the questions.

#### <sup>₹</sup> Junior Classroom Atlas

A very basic elementary level atlas. Excellent uncluttered maps and photographs of places around the world.

#### Classroom Atlas

Clear, concise maps recommended for middle school students. Excellent source of thematic maps, geographical terms, historical timeline for each continent, photographs, and special informational sections. Upper level students using the *Classroom Atlas* will also need an almanac or other book of facts to answer some of the Geography Trails questions.

#### Atlas of World Geography

Recommended for high school students. Includes thematic maps and continent summaries. Multi-layered maps may seem too cluttered, but added world information sections make this a worthwhile atlas.

#### **U.S./World Laminated Map**

Most effective when guiding second and third graders through the mapping assignments, but useful at all ages. Reusable large-scale laminated map designed for write-on and wipe-off flexibility. The U.S. is printed on one side and the world is on the reverse. (23" x 34")

#### **Geographical Terms Chart**

The color illustrated physical features laminated chart has over 150 terms defined on the back. Great for all levels as a visual aid and for geography vocabulary. Students will use this as a reference to draw physical features in the Illustrated Geography Dictionary section of their notebook. It is also used for answering terms related *Geography Trails* questions.





#### **Usborne Encyclopedia of World Geography** (with complete world atlas)

This internet-linked book is a valuable reference for a great number of research assignments throughout the Trail Blazing sections including planet earth, earthquakes, volcanoes, rivers and oceans, weather, peoples of the world, and more. Each page includes Internet links to Usborne's website pages that expand studies further. In addition, it has information on reading maps with a complete world atlas in the back of the book.

#### Eat Your Way Around the World

To provide a culture focus in any geography study, students love eating international food. This book contains meals from around the world, catagorized by continent and is referred to in the Trail Blazing section. More than a cookbook it includes of meals (main dish, side dish and dessert) from 30 countries. In addition to recipes with ingredients that are readily available, students learn international etiquette and culture tips.

#### **Almanac**

An almanac is often the best resource to use with some fact-finding questions and research at the more advanced level. Although almanacs are updated annually, most data is still pertinent with almanacs that are a couple of years old. If students have not had sufficient exposure to this valuable resource, you may want to set aside a day or two for providing additional instructions in using an almanac. For additional practice make up some of your own questions with answers that can be found in the almanac.

#### **Supplies**

It's helpful to have the following additional items handy before beginning this program.

Dictionary
Three-ring binder with dividers
Colored pencils or fine-tipped markers for use on paper maps
Vis-a-vis erasable pens for use on optional laminated map
Large-scale continent outline maps (optional)



These lesson plans are offered as a suggestion to get you started. Use them as a guide and remember that this curriculum is meant to be flexible to meet your needs.

Spend 5–10 minutes each day for four days on the **Geography Trails** daily drills. On day five assign 20–30 minutes (more if your schedule allows) on your choice of activities. Select from **Mapping** activities or **Trail Blazing** projects. Choose projects that will enhance student enjoyment of learning geography. Some projects are best done as a class or in a group; others require assistance. Adapt any assignment choice to meet your students' abilities. Plan ahead for projects that require additional supplies.

#### **Scheduling**

Depending upon how much work you assign, students can work about half an hour daily for four days. Reserve a full class period for art projects, or any other assignment that would benefit from the extended time period. Set aside a few minutes Friday for students to show their work and explain what they have learned that week.

A sample general weekly schedule follows. Use this as a guide. Adapt it to meet your own objectives and time frames.

Monday 5–10 minutes on Geography Trails 20–30 minutes Mapping

Tuesday, Wednesday, and Thursday 5–10 minutes on Geography Trails 20–30 minutes Trail Blazing

Friday
Trail Blazing
Show projects and tell what has been learned
Final copy of any written work due
Complete any unfinished assignments

#### **Answers**

Answers to Geography Trails questions are located in the back of the book. Every effort was made to ensure accuracy at the time of publication. Please feel free to submit any corrections to the folks at Geography Matters.

#### **Combining This Course with History**

Making geography's connection to history is natural and also deepens your student's understanding of both subjects. This book is a great additional resouce to use alongside any history study. If you want to focus on the geography of the region you are studying in history, simply ignore the week numbers and study each continent in your own way at your own pace.



## Trail Guide to World Geography Lesson Plan Suggestions

#### **Selecting Levels**

Choose the level based more upon how much exposure your students have had to geography and map usage than to their academic grade level. Use the lesson plans as a guideline. Be flexible and sensitive to the needs of the student. Learning should be a fun experience for children. This will contribute to developing individuals who can think for themselves and who are lifelong learners.

#### <sup>ペチ</sup> Elementary: Second-Third Grades <sup>ペチ</sup>

(or until students are reading well)

The elementary level is a teacher-led course with the objective of developing the student's ability to work alone by the time he is ready for the middle school level. Three weeks of specific instructions for the elementary level follow. That should be enough to get you going so you will understand how to proceed for the rest of the year. (Note: The elementary level questions can also be used by any level student for simple daily geography drills and atlas usage. Please do not limit yourself by these levels.)

On Monday through Thursday, use the daily questions as a framework to introduce geography terms and place recognition. Always teach the meaning of new words. Use visual aids where possible. (An illustrated geography terms chart is very helpful.) Significant geography terms are listed on the Points of Interest page for the first 12 weeks.

Read the questions and find the answers together. Show students how to use the atlas and read to them anything they have not yet developed the skills to read for themselves. At this level you will do all work together aloud.

Locate and show places on a map. Using a large laminated outline map of the world and erasable overhead projector pens, use the questions as a basis for demonstrating information in a visual way. Be creative. Use your own ideas. Here are some examples that coincide with the first three weeks of **Geography Trails** questions:

#### Week 1

Use the geography terms as vocabulary words. Students who are learning to print can copy the words on a sheet of paper. You can use these words and their basic definitions as an exercise in penmanship practice. Terms used: east, west, globe, continent, latitude, equator, ocean.

- Day 1 Show students a globe. Discuss the word sphere. Point out the large landmasses and their shapes.
- Day 2 Show students the continent shapes on both a globe and a world map. On a laminated outline map of the world, outline the shape of each continent. Point out the oceans.
- Day 3 Name and label the continents. Highlight the continent where you live.
- Day 4 Point to lines of latitude and longitude, and label the equator.



#### Trail Guide to World Geography -Lesson Plan Suggestions

#### Week 2

Terms used: boundary, longitude, prime meridian, international date line

- Day 1 Show students the oceans on both the globe and map. Name and label the oceans on a world outline map. Point to an ocean on the terms chart if you use one. Point out the United States and label it. Explain the directional terms and put a compass rose on the map. Show which U.S. boundary is east. Help them identify the Atlantic Ocean there.
- Day 2 Point out the lines of longitude. Explain hemispheres and how to identify east and west. Using the world outline map, identify the line representing the zero° starting point or prime meridian (near Greenwich, England).
- Day 3 Show and explain the legend in an atlas and help students to recognize the symbols. Let students answer the questions after they have seen the legend.
- Day 4 Look at the outline map you have been labeling. Can students identify which continent is Australia? Can they identify the oceans surrounding Australia? Review the Northern Hemisphere and Southern Hemisphere.

#### Week 3

This week you will begin a five-week focus on North America. This continent includes Greenland, Canada, United States, Mexico, Central America, and Caribbean Island nations. Locate and label places on the map as they come up in the questions. Continue learning geography terms: hemisphere, country, island, and sea.

- Day 1 Point out North America. Let students determine what country looks the largest. Label Canada.
- Day 2 Draw a picture of an island from a bird's-eye view. Locate islands on the worldmap. Can students identify the oceans surrounding Canada from looking at the world map? Show an island on the terms chart.
- Day 3 Outline Greenland on the world map. It is in North America, but is claimed by Denmark. You may want to point out the location of Denmark. Locate and label Mexico.
- Day 4 Use an atlas. Show the name of the sea off the coast of Alaska (Bering). Point out Asia on the west of the sea. Can students remember the name of this continent? Define sea and show it on the terms chart.



# Trail Guide to World Geography Lesson Plan Suggestions

Continue in like manner each day Monday through Thursday, using the questions as a guide to what to teach. Take no more than five to ten minutes each day. Use the student atlas as often as possible to answer questions, continuing to teach the use of the atlas. Even students who don't read yet will gain the concepts to put into practice as reading skills develop.

#### \*\* Elementary: Third-Fourth Grades \*\*\*

Students who can read and have been sufficiently taught to use maps and atlases can begin to answer the questions for themselves. Always encourage and praise independence, recognizing the need to guide them only until they are ready to work on their own. Be sure each student has his own atlas.

#### Galloping the Globe

This is a wonderful resource for teaching geography to the younger set. If you are teaching a wide range of ages and your oldest is fourth grade or under, you may want to start with *Galloping the Globe* and use the *Trail Guide* the following year. *Galloping the Globe* is a kindergarten–fourth grade geography unit study incorporating literature (great annotated book lists for each country studied!), science, Bible, and history. It can easily be used with the *Trail Guide* if you study the continents at the same time, letting the older ones do assignments from the *Trail Guide* while the younger ones color country flags, do mazes, crosswords, and more from *Galloping the Globe*.

#### Middle School

If students at this level have had little or no experience in using maps, consider using the first three weeks to review map use, or start with the elementary level. Read the front of the student atlas together or use *Discovering Maps* to teach map usage.

#### **Mapping OPTION**

The Ultimate Geography and Timeline Guide has an excellent geography unit directed at the middle school level. You may choose to integrate this unit with the Points of Interest projects. If so, follow the trail markings and choose between the mapping projects in either this *Trail Guide to World Geography* or *The Ultimate Geography and Timeline Guide*. Do not require students to do both.

#### **Trail Blazing Hints**

Many activities are repeated for each continent, including making flash cards, thematic maps, charting facts, and more. For fascinating ongoing projects, be sure to assign these similar projects for each continent. For example, if you have your student make thematic maps for North America from Week 3, select this same assignment again in Week 9 when it is listed for South America and week 11 for Europe and again for each of the other continents. The student notebook would then have thematic maps for every continent.



## Trail Guide to World Geography —— Lesson Plan Suggestions



Lesson plans suggestions for this level are the same as the middle school, above. In additon keep the following in mind:

#### **Mapping OPTION**

You may choose to integrate the high school level outline activity in *The Ultimate Geography and Timeline Guide* with Points of Interest projects. If so, follow the trail markings and choose between the mapping projects in the two books. Do not require students to do both.

#### **Geography Trails**

Answers to some *Geography Trails* questions at the most advanced level may not be found from maps in an atlas. This provides an opportunity for students to do a little bit of research outside of reading maps. These kind of questions can be answered by using the front informational section of the *Atlas of World Geography* or by using an almanac. If you don't want students to labor over the few questions that may not be in the atlas you're using, simply provide the answer from the answer key. They'll still be learning no matter how they got the answer!



#### Trail Guide to World Geography -Let's Get Started

Okay, you have your instructions, your teaching manual, and your resources, so it's time to get started. Let's quickly re-cap a couple of things:

To use the **Geography Trails** sections (the atlas drills) of the *Trail Guide* you only need the *Trail Guide* itself and a good atlas, geared to the student's ability or level of understanding. Your students will gain valuable skills and insight into the geography of our world when they use this section of the book.

For a more comprehensive geography study, assign the **Points of Interest** activities. You will need the additional resources described on pages 19–22. Many of you already have these on hand, so you're ahead of the game. If not, consider making the investment, or just start collecting these wonderful resources as you can, and work with what you have.

The goal is for you and your students to become excited about geography! This guide is intended to help by making what can be a challenging subject for many, become routine. When you're ready to study U.S. geography, consider the *Trail Guide to U.S. Geography*.

Happy Trails to you and your students as you venture around the world with the Geography Matters® *Trail Guide to World Geography*.

#### Author's note:

I am genuinely interested in your feedback, corrections, and suggestions. Feel free to contact me at: cindy@geomatters.com.



Wor	ld		
	Week 1	World	.31
	Week 2	World	.33
Nor	th Ameri	ica	
	Week 3	North America	.35
	Week 4	North America	.37
	Week 5	North America	.39
	Week 6	North America	.41
	Week 7	Central America	.43
Sou	th Ameri	ica	
	Week 8	South America	.45
	Week 9	South America	.47
Euro	ре		
	Week 10	0 Northern Europe	.49
	Week 1	1 Eastern Europe	.51
	Week 12	2 Central Europe	.53
	Week 13	3 Mediterranean Europe	.55
Afri	ca		
	Week 14	4 Mediterranean/Sahara	.57
	Week 1	5 Western Africa	.59
	Week 1	6 Central Africa	.61
	Week 1	7 Southern Africa	.63
	Week 18	8 World Review	.65
Asia	1		
	Week 19	9 Middle East	.67
	Week 20	0 Central Asia, former Soviet Union	.69
	Week 2	1 South Asia	.71
	Week 22	2 Russia, Mongolia, and the Far East	.73
	Week 23	3 Southeast Asia	.75
Oce	ania		
	Week 24	4 Australia and New Zealand	.77
	Week 2	5 Pacific Island Nations	.79
Anta	arctica		
	Week 2	6 Antarctica	.81
	Week 2	7 World Review	.83



Trail Guide to World Geography	
Notes:	

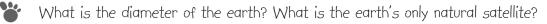
## GEOGRAPHY TRAILS

#### Week I - World

Day I

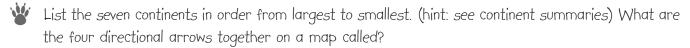


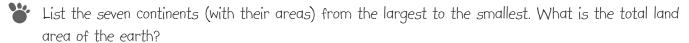




Day 2

\*\* What are the earth's largest bodies of land called? What are the earth's largest bodies of water called?





#### Day 3

YY Name each continent. On what continent do you live?

What are the lines running east and west across the maps? What continents are located mostly in the Northern Hemisphere?

What imaginary parallel lines are numbered in degrees north and south of the equator? What continents have some of their landmass in the Southern Hemisphere?

#### Day 4

What imaginary parallel lines run east and west around the globe? What is the name given to the 0° line of latitude that divides the earth into northern and southern hemispheres?

What is the center point from which all meridians begin and which is the north extremity of the earth's axis? What point on earth is the only place from which all directions are south? (Think about this.)

What is the parallel of latitude that circumscribes the polar tundra zone: Tropic of Cancer, Arctic Circle, or Antarctic Circle? Approximately what degrees north of the equator is this parallel?



## POINTS OF INTEREST

#### World

#### Mapping

#### World

- Outline the borders of each of the seven continents. Label with BLACK and print with all CAPS.
- Mark the equator with a dotted line. Label with 0° in the left and right margins (borders) of the map. Write "Equator" on the dotted line.
- Locate the Arctic Circle at 66.33°N and the Antarctic Circle at 66.33°S; mark with a dot-dash line and label.

#### Trail Blazing

Learn how to use an atlas by reading through the informational section in your atlas. Become familiar with your atlas: its glossary, index, and thematic maps.

The globe is the most accurate representation of the earth. We use maps because they are more practical and can be reproduced in a wide range of scales to be effective. Imagine carrying around a globe large enough to read the cities of Europe!

It's important to understand that continent shapes are always distorted on flat maps. To demonstrate the distortion you can use a balloon.

- 1. On stiff paper draw and cut out a triangle, square, and circle (about two inches wide).
- 2. Blow up the balloon but do not tie it. Let the balloon represent the shape of the earth.
- 3. Trace the circle, triangle, and square on the balloon with a felt-tip marker. Let the drawings represent the continents.
- 4. Let the air out of the balloon.
- 5. Snip the tip off, and cut the balloon to open out flat, being careful not to cut across your drawings.
- 6. Pin the corners and sides to a bulletin board or cardboard to form a rectangle.

Compare the shapes on the balloon to the templates you used to trace them. Just like the shape of the figures changed, drawings of the earth on a map have some level of distortion. A variety of map projections attempt to overcome distortion in one way or another. Maps are very useful for understanding the earth and learning geography. To learn more about map projections, log on to:

http://www.colorado.edu/geography/gcraft/notes/mapproj/mapproj f.html

Longitude and latitude lines form a grid on maps and help you find places. Read about how to use these grids and play one of the grid games (TUG).

Learn about planet Earth and the solar system. Study what factors create the seasons.

#### **Geography Notebook**

Start a geography notebook, and use some reproducible pages to get you started (TUG). Divide into sections by continent. Place map work at the beginning of each section. Plan to add to this notebook weekly.

Make a chart of world facts. Include the circumference and diameter of the earth, the distance between the earth and the sun, the distance between the earth and the moon, the highest point on earth, the lowest point, the highest temperature ever recorded and where, and the lowest temperature ever recorded and where. Find this information in the *Atlas of World Geography*, Internet search, or an almanac.

#### **Geography Through Art**

- Pangea Puzzle (22)
- Make a World Map (23)
- Make a treasure map and age it (23-24).

Week I



World