

# So, come on over and take a peek at the World Geography Teacher's Guide!

## Learning Through Geography

**Focus:** The Table of Nations, Archaeology, Egyptian Chronology, and the Exodus

Unit 1 - Day 1

### World Geography S

Read about geography in the resource below.  
★ *A Book of Discovery* p. 1-8

After today's reading, orally narrate or retell to an adult the portion of text that you read today. Use the *Narration Tips* in the Appendix for help as needed. Some possible key words or phrases to include in your narration might be *dawn of geography, God created heaven and earth, Eden, Tigris, Euphrates, Persian Gulf, Babylonia, Mesopotamia, Chaldean, Assyria, Mediterranean Sea, Ur, Abram, Egyptians, Thebes, Cairo, pyramids, shipping, navigation, Pharaoh, Punt, serpent, Red Sea, Queen Hatshepsut, presents, and Chief of Punt.*

**Key Idea:** God's Word tells of the origins of the world of the "dawn of geography," and of exploration.

### Geography Activities I

Open your *Expedition Journal* to Unit 1. In Box 1, view the map of the "Table of Nations" after the dispersion from the Tower of Babel. Read Genesis 10:1-2 and point to the places in Box 1 (mainly in Europe) where the sons of Japheth settled. Next, read Genesis 10:6 and point to the places in Box 1 (mainly in Africa) where the sons of Ham settled. Notice in the "Map Key" which nations came from each of Ham's sons. Who was the father of the Egyptian nation? Then, read Genesis 10:22 and point to the places in Box 1 (mainly in Asia) where the sons of Shem settled. Abram descended from Shem's son, Arphaxad, who settled in Chaldean. God called Abram out of Ur of the Chaldeans. During a famine, Abram spent time in Egypt. According to revised dating, this was during the 4<sup>th</sup> Egyptian Dynasty when the 3 great pyramids were built. For today's activities, use the resource below.

★ *Marvels of Mankind* DVD  
On the DVD, select "Marvels of Mankind - Chapters." Then, select "Cairo." Watch the DVD from 8:26 - 15:09 on the counter.

**Key Idea:** Mizraim is the father of Egypt.



### Living Library I

Read the following assigned pages:  
★ *The Sign Above the Door* p. 1-28  
After today's reading, photograph the "Summary" page from the Appendix on both sides of a single sheet of paper. In the top box of the "Summary" page, write the book title and the page numbers you read today. In the remaining space in the box, copy the following one sentence summary of today's reading: *The rule of Lower Egypt weighed heavily on Martisen, as his secretary Peshala secretly plotted revenge and Pharaoh's bondage of the Israelites brought plagues upon Egypt.* Fold the paper in half and keep it in your book.

**Key Idea:** Practice summarizing a living book.



### World Religion & Culture I

Read about world religion and culture in the following resource:  
★ *But Don't All Religions Lead to God?* Introduction - Chapter 1

After reading today's pages, open your *World Religion & Culture's Notebook* to Unit 1. Either select several memorable sentences from various parts of today's reading, or select one longer memorable passage. In Box 1, below the title, copy the sentences or passage you selected. At the end of each quoted sentence or passage, write the page number on which it appeared in *But Don't All Religions Lead to God?*

**Key Idea:** Sincerely believing something does not make that belief true.



### Foreign Language S

Choose **one** foreign language option below.  
★ *Getting Started with Spanish*: "Preface," "How to Use This Book," and Lessons 1-2  
★ Your own foreign language program

**Key Idea:** Introduce articles and gender.

## Learning the Basics

**Focus:** Logic, Bible, Literature, Composition, Grammar, Math, and Science

Unit 1 - Day 1



### Logic I

Read the assigned pages in the resource below.  
★ *The Fallacy Detective* p. 9-12 "What Is a Fallacy?"

**Key Idea:** Introduce the meaning of a fallacy as "an error in logic" and read over the goals for the Logic course.



### Literature Study I

Read the assigned pages in the resource below.  
★ *Fundamentals of Literature* p. xiv-xix

**Key Idea:** Read the introduction about literary criticism and its value for "analyzing and evaluating literary works." Become familiar with the design and layout of *Fundamentals of Literature*.



### Composition/Grammar S

Have students complete one studied dictation exercise (see Appendix for directions and passages).

Help students complete **one** English option.  
★ *Building Securely*: Lesson 1  
★ Your own grammar program

**Key Idea:** Use grammar skills in composition.



### Bible I

**Bible Study:** Read and complete the assigned pages in the following resource:  
★ *Rooted & Grounded*: Introduction p. VIII - XII

**Scripture Memory Challenge:** You will begin memorizing Scripture on Unit 1 - Day 2.

**Prayer:** Photocopy "Preparing Your Heart for Prayer" from the Appendix. Refer to the questions for praying with adoration, confession, thanksgiving, and supplication. Then, pray a prayer that includes all four parts of prayer. After your prayer, get your "Prayer Journal." Write today's date and list 'A', 'C', 'T', 'S' by writing each letter on its own line. Next to 'A', list key phrases to summarize the "adoration" part of your prayer. Next to 'C', list key phrases to summarize the "confession" part of your prayer. Next to 'T', list key phrases to summarize the "thanksgiving" part of your prayer. Next to 'S', list key phrases to summarize the "supplication" part of your prayer. Last, place the copy of "Preparing Your Heart for Prayer" inside your Bible.

**Key Idea:** Introduce *Rooted & Grounded*.



### Math S

Choose **one** of the math options listed below. (See "Course Descriptions" for details.)  
★ *Foerster's Algebra 1, No-Nonsense Algebra, or Videotext Algebra*  
★ Your own math program

**Key Idea:** Use a math program for Algebra.

### Science with Lab I

★ Perform Lab 1 "Scientific Investigation" as described on p. 1-7 of the *MicroPhySci: Second Edition Manual*. As you perform the steps in the "Procedure" on p. 2-5, you will need to refer back to Equations on p. 6-7.

**Key Idea:** Learn how scientists conduct research and how to conduct a scientific experiment.



**A** A historical and cultural view of world geography is provided through engaging stories that chronicle the history of exploration, discovery, and mapmaking. Independent follow-up assignments include various types of oral narrations, *Expedition Journal* entries, written narrations, and *Book of Centuries* entries.

**B** Independent, activity-based geography assignments occur daily and range from guided mapping lessons to hands-on geography and navigational projects to DVD viewing activities.

**C** Daily readings from the *Living Library* coordinate with the geography readings, inviting students to visit exciting destinations around the world through the pages of these books. Follow-ups include writing a one-sentence summary of the reading and giving an oral narration.

**D** Since understanding world religions is a crucial, and often overlooked, part of understanding world geography, a *World Religion & Cultures* study is also included in this guide. Engrossing readings and corresponding graphic organizers, reflective notebook entries, and bookmark prompts are designed to give students understanding and compassion for the unreached peoples of the world while stirring their hearts to share the Gospel with those of other faiths.

**E** A *Foreign Language* option using *Getting Started with Spanish* is scheduled daily emphasizing learning new vocabulary, translating practice sentences, listening to a native speaker, and speaking and understanding Spanish.

**F** Three days in each unit emphasize logic through use of the discussions and lessons in *The Fallacy Detective* and *Art of Argument*. Lessons are designed to help students evaluate arguments, detect fallacies, and use their God-given sense of reason.

**G** Literature's foundational elements of conflict, character, theme, point of view, structure and tone are taught in this course. Students respond to a wide variety of readings (including full-length novels) through literary analysis, Biblical worldview, and critical thinking questions; oral and written narrations; discussions; and *Common Place Book* entries.

**H** Grammar lessons using the first half of *Rod and Staff English 7* alternate with lessons from *Essentials in Writing*. Instruction in writing a research paper and in writing personal, persuasive, expository, and compare/contrast essays is provided.

**I** Daily students use their Bibles, memorize Scripture, pray for unreached people groups, and keep a prayer journal as they complete the *Rooted & Grounded* Bible study. Once in each unit, students also read and annotate either *Practical Happiness* (for boys) or *Stepping Heavenward* (for girls).

**J** Ideally students should be ready for Algebra I or above. Recommended math suggestions for Algebra include *No-Nonsense Algebra*, *Foerster's Algebra 1*, or *VideoText Algebra*. For more information see p. 102.

**K** The exciting combination of John Hudson Tiner's narrative *Integrated Physics & Chemistry* text, follow-up activity books, and 36 experiments in the *MicroPhySci Lab Kit* provide a unique course emphasizing the foundations of physics and chemistry.