

Grade 7



Exploring Your World

A Year of World Geography

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Introduction to Build Your Library Curriculum

Thank you for choosing to use Build Your Library curriculum. I have created this curriculum based on the idea that children learn best through great literature. So sit down with your children, snuggle up and enjoy the stories and memories!

I am a homeschooling mom like you, and I tried a LOT of different curricula. I knew I wanted to read great stories with my children. I loved the philosophy behind the Charlotte Mason method, but I had a hard time finding a prepackaged curriculum that fit my needs. So, after tinkering and tweaking several different programs, I decided to just create my own. What you are now reading is based on my years of experience. I hope it will save you many hours of research and reading so you can just relax and teach your children.

Overview of the Year

Weeks 1 – 2	Geography Overview
Weeks 3 – 6	North America
Weeks 7 – 10	Central and South America
Weeks 11 – 15	Europe
Weeks 16 – 23	Asia
Weeks 24 – 30	Africa
Weeks 31 – 33	Australia/Oceania
Weeks 34 – 36	Antarctica and the Arctic

Booklist

These are the books that are scheduled as part of the curriculum. I highly recommend purchasing the books that are used more than a few weeks. It will save you much aggravation to not have to deal with library fees and such.

All of these books are listed at the Build Your Library website with links to purchase.

Geography:

[Geography of the World](#) (Spine)

[Material World: A Global Family Portrait](#) (Spine)

[Hungry Planet: What the World Eats](#) (Spine)

[Charting the World: Geography and Maps from Cave Paintings to GPS with 21 Activities](#) (Week 2)

[In the Land of the Jaguar: South America and Its People](#) (Week 8)

[Beyond Bullets: A Photo Journal of Afganistan](#) (Week 19)

[52 Days by Camel: My Sahara Adventure](#) (Week 24)

[Facing the Lion: Growing Up Maasai on the African Savanna](#) (Week 28)

[Quest for the Tree Kangaroo: An Expedition to the Cloud Forest of New Guinea](#) (Week 31)

[How to Survive in Antarctica](#) (Week 35)

Literature:

[A Wrinkle in Time](#) (Week 1)

[Walk Two Moons](#) (Week 4)

[The Well of Sacrifice](#) (Week 7)

[Watership Down: A Novel](#) (Week 10)

[Habibi](#) (By Naomi Shihab Nye) (Week 16)

[Homeless Bird](#) (Week 20)

[The Hitchhiker's Guide to the Galaxy](#) (23)

[Endangered](#) (Week 26)

[Kon-Tiki: Across the Pacific in a Raft](#) (Week 30)

[360 Degrees Longitude: One Family's Journey Around the World](#) (Week 33)

Poetry:

[Favorite Poems Old and New: Selected For Boys and Girls](#) (Spine – also used in Grade 8)

Readers:

[The Road to There: Mapmakers and Their Stories](#) (Week 1)

[Navigating Early](#) (Week 4)

[Journey to the River Sea](#) (Week 8)

[My Family and Other Animals](#) (Week 11)

[Breaking Stalin's Nose](#) (Week 15)

[I Am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban](#) (Week 17)

[I Rode a Horse of Milk White Jade](#) (20)

[The Westing Game](#) (Week 23)

[A Long Walk to Water: Based on a True Story](#) (Week 25)

[Mrs. Frisby and the Rats of NIMH](#) (Week 26)

[The View from Saturday](#) (Week 29)

[Crow Country](#) (By Kate Constable) (Week 31)

[Island of the Blue Dolphins](#) (Week 33)

[Water Sky](#) (Week 35)

Science:

Elemental Science: Chemistry for the Logic Stage (Lesson plans and books can be purchased here: <http://www.elementalscience.com/chemistry-for-the-logic-stage/>)

Art:

[Geography Through Art](#) (Spine)

World Religions:

[The Usborne Encyclopedia of World Religions: Internet-linked](#) (Amazon only carries used copies, but you can purchase new from Usborne: <https://w3070.myubam.com/p/1322/encyclopedia-of-world-religions-il>) (Spine)

[In the Beginning: Creation Stories from Around the World](#) (Spine)

Optional Books and Resources:

[Man Eating Bugs: The Art and Science of Eating Insects](#) (by the same people who wrote Material World and Hungry Planet)

[Women in the Material World](#) (a nice companion to Material World)

[Off to Class: Incredible and Unusual Schools Around the World](#)

[Challenging World Geography, Second Edition](#) (Workbook)

[National Anthems of the World](#) (CD or MP3s)

[A Street Through Time](#)

[Eat Your Way Around the World](#) (highly recommended)

[I Wish I Knew That: Geography: Cool Stuff You Need to Know](#)

[Janice VanCleave's Geography for Every Kid: Easy Activities that Make Learning Geography Fun](#)

[My Librarian Is a Camel: How Books Are Brought to Children Around the World](#)

[10 Days In...Games](#) (these games are fun and great for review)

Helpful Websites:

<http://www.sheppardsoftware.com/Geography.htm> (Free geography games)

<http://www.jetpunk.com/quizzes/how-many-countries-can-you-name.php> (fun countries of the world quiz – how many countries can you name on a blank world map in 12 minutes?)

<http://www.yourchildlearns.com/owlmouse.htm> (A fantastic site with games, interactive maps, printable maps and Mega Maps, which lets you print huge maps for projects.)

Dictation

Dictation is one of the core parts of language arts in a Charlotte Mason based education. I have assigned two dictation assignments for each week. In the beginning, you may want to only do one dictation a week and build up to two over the course of the year. The main thing to remember is that dictation takes focus and listening skills on the part of the student. You, the parent will read the passage slowly and distinctly to the child, one phrase at a time and they will write down what they hear. Because this is all about good listening skills, it's important that you do not repeat yourself over and over. When I give my children dictation, I will read through the whole passage once at the end, so they can hear it all the way through one more time. This is often enough for them to catch missing punctuation or incorrect wording. They should spend some time before this, studying the passage. I advise having them use it as copywork before giving to them as dictation. A good schedule for one passage a week might look like this:

- Day 1 – Read through the passage with your child – talk about any interesting punctuation, difficult words to spell, etc.
- Day 2 – Carefully copy the passage.
- Day 3 – Go over those difficult words and have them write each word 2 – 3 times.
- Day 4 – Give the dictation assignment. Have the child look at the original passage beside their dictation so they can check their work.

For two passages a week it might look like this:

- Day 1 – Read through the passage with your child – talk about any interesting punctuation, difficult words to spell, etc. Have them carefully copy the passage.
- Day 2 – Go over the passage again, noting words they need more work with – practice those words by writing them 2 – 3 times each. Give the dictation assignment. Have your child look at the original passage beside their dictation so they can check their work.

Memory Work

Public speaking skills and memorization skills are both very important. I have included different types of memory work into this curriculum in order to hone those skills. Young children are like sponges, they can easily remember all sorts of information. So fill their heads with beautiful language and important thoughts and ideas.

I have found the best way for a child to memorize a poem is to just read it over and over with them. I will read the poem out loud twice and then have them repeat it after me, line by line. Increase this to repeating two lines at a time and a whole stanza, until they have learned the whole poem. Alternatively, you could record yourself reading the poem and have them listen to it over and over. The same technique works for memorize a list of presidents, states, speech, etc. At this age, they are capable of reading it over and over to themselves, but I've found, even with my older children, that they pick it up more quickly if they can hear it as well as read it.

I recommend having them perform their memory work for an audience, because it gives them something for which to work. They'll want to show off their skill to their friends or grandparents. You could also video tape them reciting. You could have them put together a video at the end of the school year, highlighting their favorite passages of the year.

Writing

Each week your child will be assigned a short report based on either the week's geography or science lessons. At this stage, the writing should be more formal. Rather than simply summarizing, they should be writing a one – two page formal, written narration. For some children, this comes naturally, but for others, they may need a bit of assistance. It might be helpful for them to make a list of facts or a brief outline to help them gather their information before they write.

For example, if a child were writing a summary about Japan, their list of facts might look like this:

- Japan is a chain of 4,000 islands off the coast of Asia
- Japan suffers from hundreds and hundreds of earthquakes each year
- Anime and manga was first created in the mid-1900s
- A main food in Japan is fish because of all the surrounding seas
- Japan has four writing systems – Kanji, Hiragana, Katakana, and Romaji.

The report would then look like this:

Japan is a chain of 4,000 islands off the coast of Asia. Its largest islands are Honshu, Hokkaido, Shikoku, and Kyushu. The people of Japan call their country Nippon, meaning the Land of the Rising Sun.

Though Japan is a beautiful country, it suffers from hundreds and hundreds of earthquakes each and every year. Though most are just little shakes, minor damage is often caused during larger earthquakes. The stronger and more dangerous earthquakes, luckily, are much rarer. Earthquake drills are held all over Japan in schools and workplaces so that everyone is prepared.

The Japanese language has four writing systems. Hiragana is probably the most common, because it is the form of writing used in school, manga, newspapers, video games, etc. Hello in Hiragana is こんにちは. Kanji is the most difficult writing system in Japan. There are nearly 2,000 symbols in Kanji. Hello written in Kanji is 今日は. Romaji is Japanese words written in the English language, so it is the easiest for English speakers to understand. Hello written in Romaji is Konnichiwa. Katakana is a form of writing only used for writing out words for a language foreign to the Japanese language. Katakana is the reason that manga characters like Edward Elric from Fullmetal Alchemist and Lucy Heartfilia from Fairy Tail can have their names written in Japanese writing.

Manga and anime is probably one of Japan's most popular forms of entertainment. It was first invented in the mid-1900s, and is now increasingly popular internationally. There are tons of different genres, ranging from teenage romance to futuristic science fiction. Some popular anime and manga series are Fullmetal Alchemist, Naruto, Pokemon, Fairy Tail, Attack on Titan, and Sailor Moon.

Fish is the most common food in Japan, because there an abundance of water surrounding the many Japanese islands. In fact, the Japanese catch and eat more fish than in any other country in the world. Hundreds and hundreds of villages around the many coasts of Japan are fishing villages from which fishing boats venture from. Millions of fish in Japan are even bred in special fish farms. A popular way the Japanese eat fish is Sushi, which is raw fish wrapped in sticky rice and seaweed.

Though Japan is a relatively small country, it is a very impressive place. Japan is huge in economic power. Its average life expectancy is higher than in any other country. The population is huge for a country of that size. Japan is a very amazing country.

Map Work

Explore Your World is a geography course. There are a variety of activities included in this course to guide your child in learning about the world. One of the most important activities I've included is the map drills. Each continent studied will include a blank map and a map with the country borders.

Map drills are a simple way to study geography. Each week you will complete two map drills. On Day 1 give your child the appropriate outline map (with country borders) and ask them to fill in as much as they can from memory. When they are finished, give them an atlas and have them correct their mistakes and fill in the rest of the map. On Day 3, repeat this process. By the time you are done studying a continent, your child will have become quite familiar with the locations and shapes of countries and help them see the big picture. By the end of the year, they'll be comfortable locating any country on a world map.

Use the completely blank maps for more advanced map work – can they draw in the borders of countries? You can use these to show climate, famous landmarks, biomes, rivers and mountains, etc.

Research Skills

There are plenty of opportunities for further research in this curriculum. Being able to find out more about a topic is a very important skill in this age of "If it's on the internet, it must be true!" I have designed some notebook pages for your child to use to do their own research.

You can choose to have your child use reference books for their research, or child – friendly internet search engines such as:

www.askkids.com

www.kid.yahoo.com

<http://kidfriendlysearch.com/>

<http://quinturakids.com/>

Learning good research skills are very important – be sure to teach them to look for specific information and put that information into their own words.

Exploring Your World

North America

Week 3

	Day 1	Day 2	Day 3	Day 4	Day 5
Geography <i>Charting Your World</i>	Geography of the World Pg. 20 – 23	Geography of the World Pg. 24 – 25 Chapter 3 Pg. 49 – 57	Geography of the World Pg. 26 – 27	Chapter 3 Pg. 57 – 61	Geography of the World Pg. 28 – 29
Poetry <i>Favorite Poems Old and New</i>		Pg. 10 – 11		Pg. 12 – 13	
Literature <i>A Wrinkle in Time</i>	Chapter 9 Pg. 169 – 179	Chapter 10	Chapter 11	Chapter 12	
Reader <i>The Road to There</i>	Chapter 11	Chapter 12	Chapter 13		
Science <i>Elemental Science: Chemistry for the Logic Stage (Unit 1)</i>	Complete experiment; Define terms; Enter dates		Week 3 Reading; Write; Sketch;		Additional reading; write report
Language Arts	Narration Card	Dictation	Narration Card	Dictation	Narration Card
Art <i>Geography Through Art</i>		Pg. 116 Maple Leaf Rubbing		Pg. 117 Quick Sketch: Moose	
World Religions <i>In the Beginning</i>			Raven the Creator Pg. 3 – 7		

Exploring Your World

Week 3 - Day 1

Geography Reading:

Geography of the World – read pages 20 – 23

Key Idea/Topic – Overview of North America and the people who live there

Geography Activity:

Complete a North America map drill.

Literature:

A Wrinkle in Time – read chapter 9 pages 169 – 179 (begin at: “Meg blinked at the blurred...”)

Notes and Vocabulary:

gait – a manner of moving on foot

inexorable – relentless

dais – a raised platform

omnipotent – having power or authority without limit

systole – the contraction of the heart by which the blood is forced onward and the circulation kept up

diastole – the relaxation of the heart during which its cavities expand and fill with blood

miasma – a harmful influence or atmosphere; vapor from a swamp formerly believed to cause disease

formaldehyde – a colorless gas that consists of carbon, hydrogen, and oxygen, has a sharp irritating odor, and when dissolved in water is used to disinfect or to prevent decay

- Describe IT.
- How did Meg, Calvin and Father fight against IT?

Dictation:

As she continued to step slowly forward, at last she realized what the thing on the dais was.

IT was a brain.

A disembodied brain. An oversized brain, just enough larger than normal to be completely revolting and terrifying. A living brain. A brain that pulsed and quivered, that seized and commanded.

Reader:

The Road to There – read chapter 11

Choose a narration card to complete.

Memory Work:

Begin the memory work from Elemental Science – Week 3

Continue memorizing the poem *I Want to Know* by John Drinkwater. (pg. 7 – 8)

Science:

Complete the Week 3 experiment and fill in the experiment page. (SG pg. 30 – 31)

Enter the dates on the date sheet (SG pg. 9 – 14)

Define the terms (SG pg. 16)

SAMPLE

Exploring Your World

Week 3 - Day 2

Geography Reading:

Geography of the World – read pages 24 - 25

Key Idea/Topic – Overview of Canada

Charting the World – read chapter 3 pages 49 – 57 (stop just before The Mason-Dixon Line)

Key Idea/Topic – Settling early America and creating boundaries and state borders

Geography Activity:

- Complete the Become a Surveyor activity on page 56 of *Charting the World*.
- Materials Needed: open space (yard or park), hammer, 4 dowels, 2 compasses, tape measure, string or twine, 45/45/90 drafting triangle (or square piece of cardboard), graph paper and pencil.
- Choose a project from the Geography Projects list and get started.

Literature:

A Wrinkle in Time – read chapter 10

Notes and Vocabulary:

atrophied – decreased in size or wasted away of a body part or tissue

frigid – freezing cold; unfriendly

corrosive – causing something or someone to become weak or damaged

fallible – capable of making mistakes or being wrong

loathing – to feel extreme disgust for or at

assuaged – to lessen or make easier to bear

- Tell how Mr. Murry came to be imprisoned on Camazotz.
- What was wrong with Meg?
- Why did they have to leave Charles Wallace behind?
- Describe the planet to which they tessered.

Dictation:

Complete dictation passage.

Reader:

The Road to There – read chapter 12

Poetry:

Favorite Poems Old and New – read the poems on pages 10 – 11

Memory Work:

Continue the memory work from Elemental Science – Week 3

Continue memorizing the poem *I Want to Know* by John Drinkwater.

Art:

Geography Through Art – page 116

Complete the Maple Leaf Rubbing activity.

SAMPLE

Exploring Your World

Week 3 - Day 3

Geography Reading:

Geography of the World – read pages 26 – 27
Key Ideas/Topic – Overview of Western Canada

Geography Activity:

Complete a North America map drill.

Literature:

A Wrinkle In Time – read chapter 11

Notes and Vocabulary:

acute – sharp or severe; marked by keen awareness; felt or experienced intensely

opaque – not letting light through; hard to understand

temporal – relating to time as opposed to eternity; relating to earthly life or material concerns as opposed to spiritual

- Tell about the planet Ixchel. How was it different from Earth?
- Describe Aunt Beast and the others who live on Ixchel.
- How do they react upon meeting Meg, Calvin and Mr. Murry?

Dictation:

It was a music even more glorious than the music of the singing creatures on Uriel. It was a music more tangible than form or sight. It had essence and structure. It supported Meg more firmly than the arms of Aunt Beast.

Reader:

The Road to There – read chapter 13
Choose a narration card to complete.

Memory Work:

Continue the memory work from Elemental Science – Week 3
Continue memorizing the poem *I Want to Know* by John Drinkwater.

World Religions:

In the Beginning – read pages 3 – 7 Raven the Creator

Science:

Complete the Week 3 reading and write either an outline or a list of facts.
Color and label the sketch (SG pg. 29)

Exploring Your World

Week 3 - Day 4

Geography Reading:

Charting the World – read Chapter 3 pages 57 – 61 (begin at The Mason-Dixon Line and stop just before Settlement Patterns and Altering the Environment)

Key Ideas/Topic – the origin of place names around America

Geography Activity:

Complete the Place Name Origins activity on page 61 of *Charting the World*.

Materials Needed: US atlas, lined 4x6 index cards, pen or pencil, graph paper and internet access

Continue to work on geography project.

Literature:

A Wrinkle in Time – read chapter 12

Notes and Vocabulary:

ministrations – the act of giving aid or ministering

sonnet – a poem of 14 lines usually rhyming by a fixed scheme

iambic pentameter – <http://iambicpentameter.net/>

confound – to throw into disorder, confuse

reiterating – to say or do over again repeatedly

unadulterated – pure, unmixed

vestige – a trace or mark left by something vanished or lost

- Why did Meg have to be the one to return to Camazotz?
- What did Meg have that IT did not?
- How did she finally save Charles Wallace?

Dictation:

Complete the dictation passage.

Poetry:

Favorite Poems Old and New – read the poems on pages 12 – 13

Memory Work:

Continue the memory work from Elemental Science – Week 3

Continue memorizing the poem *I Want to Know* by John Drinkwater.

Art:

Geography Through Art – page 117 – complete the Moose Quick Sketch

Exploring Your World

Week 3 - Day 5

Geography Reading:

Geography of the World – read pages 28 – 29
Key Idea/Topic – Overview of Eastern Canada

Literature Activity:

You visited three planets while reading *A Wrinkle in Time*: Uriel, Camazotz and Ixchel. Create your own planet – describe the setting and inhabitants. If you are inclined, add illustrations.

Memory Work:

Recite the memory work from Elemental Science – Week 3
Continue memorizing the poem *I Want to Know* by John Drinkwater.

Science:

Complete any additional reading and have your child write a short report.
Optional: Complete a Want More activity.

North America Map Drill (with boundaries)



North America Map Drill (without boundaries)

