

Kindergarten History and Geography

↑ Course Blocks

Kindergarten History and Geography provides an overview of world geography and history. During the course of the year, students will learn map skills and explore the world.

Recommended materials:

- Globe
- Map of the world



Week 1



Topics:

- Exploring the world
- Hemisphere

Words to Remember:

- Map: a diagrammatic representation of an area of land or sea showing physical features, cities, roads, etc. (ORIGIN early 16th cent.: from medieval Latin mappa mundi, literally 'sheet of the world,' from Latin mappa 'sheet, napkin' + mundi 'of the world' (genitive of mundus).)
- Globe: a spherical representation of the earth or of the constellations with a map on the surface (ORIGIN late Middle English (in the sense 'spherical object'): from Old French, or from Latin globus .)
- Earth: Third planet from the Sun

Textbook reference and written work:

Materials:

- World map
- Globe

Suggested Daily Schedule:

Day 1: Look at a map of the world or a globe

- Explore:
 - As you look at the map or globe, answer questions students may have (encourage questions and try to keep the answers to big concepts).
 - What is that? An ocean. Can you say ocean?
 - What is that? A continent. Can you say continent?
 - Etc.
 - Either during or after your time exploring the map or globe, write down what you covered so that in subsequent days, you can reference back: do you remember when we saw "ocean" on the globe? Let's learn more about oceans!

Day 2: The shape of the world (sphere)

- Explore:
 - If you have a globe, talk about the Earth being a sphere. Perhaps find other objects around the house that are spheres.
 - If you do not have a globe, but have a basketball, etc., you can help your child imagine the map of the world on the ball.
 - Talk about a hemisphere (half of a sphere)
 - Talk about the Northern Hemisphere, Southern Hemisphere, Eastern Hemisphere, and Western Hemisphere

Day 3: Bring out your list of animals, plants, etc. from Kindergarten Science

- Explore (this is a multi-day activity):
 - Looking at the big picture (map or globe), help your child figure out where the different animal, birds, fish, etc. live
 - Later in Kindergarten Science, you will talk specifically about freshwater vs. saltwater, etc., so feel free to keep things general here (the fish lives in the water, the cow lives on the land, etc.)

- To take this activity further, find pictures of the animals, etc. on the list or have the child draw pictures he is willing to cut out, and place the pictures on the map or globe generally where those animals/plants would be found (land or water).

Day 4: Continue Activity from Day 3

Day 5: Continue Activity from Day 3

Week 2



Topics:

- Map/Globe
- World
- Day and night in the world
- Continents

Words to Remember:

- Continent: any of the world's main continuous expanses of land (ORIGIN mid 16th cent. (denoting a continuous tract of land): from Latin terra continens 'continuous land.')
- Equator: an imaginary line drawn around the earth equally distant from both poles, dividing the earth into northern and southern hemispheres and constituting the parallel of latitude 0° (ORIGIN late Middle English: from medieval Latin aequator, in the phrase circulus aequator diei et noctis 'circle equalizing day and night,' from Latin aequare 'make equal')
- Prime Meridian
- Latitude:
- Longitude
- Africa
- Asia
- Australia
- Europe
- North America
- South America
- Antarctica

Textbook reference and written work:

- Genesis 1: 3-5

Materials:

- Map/Globe
- Globe (or ball you used to imagine a globe)
- Flashlight or lamp without a shade
- 1 sticky note with Awake written on it
- 1 sticky note with Sleeping written on it
- Sticky notes

Suggested Daily Schedule:

Day 1:

- Read: Genesis 1:3-5
- Discuss:
 - What did God create on Day 1 of creation? (light)
 - When God created light, He separated the light from the darkness.
 - What did he call the light? (Day)
 - What did he call the darkness? (Night)
 - Together, evening and morning are one day.
- Explore:
 - Review:
 - What is a hemisphere? (half of a sphere)
 - What shape is the world? (a sphere)
 - Into how many hemispheres do we divide the world? (four: Northern, Southern, Eastern, and Western)
 - Point out the four hemispheres.
 - Turn the lights off

- Take a flashlight or lamp and shine it on the globe or ball from one side, as if the light was the sun
- What can you see? (half of the globe or ball, one hemisphere, etc.)

Day 2:

- Discuss:
 - There are seven continents on Earth.
 - Look at a globe or map and find the seven continents.
 - Count them and say their names, helping the students count and pronounce accurately.
 - Point out the continent where you live.
 - Point out continents where others you know live.
 - Perhaps you know missionaries on another continent, deployed military personnel, etc.
 - [Here is a list](#) of LC-MS missionaries around the world.
 - Discuss what a missionary does.
 - Consider praying for missionaries on different continents as part of your daily prayers. [Here is a good resource](#) for knowing for whom you are praying.
 - The *Treasury of Daily Prayer* and *Lutheran Service Book* both have wonderful prayers families and students could use in praying for missionaries around the world.

Day 3:

- Review exploration from Day 1. Be sure to emphasize how one side of the globe or ball was light and the opposite side was dark.
- Review: Point out and say the names of the continents.
- Discuss:
 - When it is light on one side of the world, it is dark on the other side.
 - What do people do when it is dark? (sleep)
 - What do people do when it is light? (work, play, eat, etc.)
- Explore:
 - Use again the flashlight or shadeless lamp to shine light on the globe or ball.
 - Where the light shines on the globe or ball, have the students place the Awake sticky note
 - Where the light is not shining on the globe or ball, have the students place the Sleeping sticky note
 - Have students think of activities done during the night or day and write them on additional sticky notes.
 - Place the sticky notes on the appropriate side of the globe or ball.
 - Note: challenge students to think of things people do at night besides sleep. Here is a good place to discuss vocation. For example, police work at night, moms feed babies at night, etc.
- Discuss:
 - Using the sticky notes as a prompt for the blanks, have students articulate what they just did. "When people on this side of the world are _____, people on this side of the world are _____."

Day 4:

- Explore:
 - There are vertical and horizontal lines on a world map or globe. These lines are called lines of latitude and lines of longitude. Latitude and longitude are used to pinpoint locations.
 - Count the lines of latitude.
 - Count the lines of longitude.
 - The Prime Meridian is 0 degrees longitude. Find the Prime Meridian.
 - The Equator is 0 degrees latitude. Find the Equator.
 - Finding locations with latitude and longitude can be very interesting.
 - [This site](#) allows you to type in a variety of credentials from as general as country to as specific as address.
 - Note: this site contains ads. Wittenberg Academy is not responsible for the content of the ads.
 - Find the latitude and longitude of your state.
 - Find the latitude and longitude of your country.
 - Find the latitude and longitude of your town.
 - Feel free to explore more!

Day 5:

- Explore:
 - Using the flashlight or lamp, shine the light on the Western Hemisphere (contains North and South America).
 - If it is day in North America, what is it in South America?
 - If it is day in South America, what is it in Europe?
 - Continue this line of questioning.
 - Have students name a continent and say whether it is day or night there according to the model you have set.
 - Turn the globe so the light is on the Eastern hemisphere.
 - Go through the same exercise, practicing the names and locations of the continents.

Topics:

- Map/Globe
- World
- Day and night in the world
- Continents
- Navigating

Words to Remember:

- Landmark
- Navigate: sail or travel over (a stretch of water or terrain) ORIGIN late 16th cent. (in the sense 'travel in a ship'): from Latin navigat- 'sailed,' from the verb navigare, from navis 'ship' + agere 'drive.'
- Compass: an instrument containing a magnetized pointer that shows the direction of magnetic north and bearings from it. ORIGIN Middle English: from Old French compas (noun), compasser (verb), based on Latin com- 'together' + passus 'a step or pace.' Several senses ('measure,' 'artifice,' 'circumscribed area,' and 'pair of compasses') that appeared in Middle English are also found in Old French, but their development and origin are uncertain. The transference of sense to the magnetic compass is held to have occurred in the related Italian word compasso, from the circular shape of the compass box.
- Horizon: the line at which the earth's surface and the sky appear to meet ORIGIN late Middle English: via Old French from late Latin horizon, from Greek horizōn (kuklos) 'limiting (circle).'
- North: the direction in which a compass needle normally points, toward the horizon on the left side of a person facing east, or the part of the horizon lying in this direction
- South: the direction toward the point of the horizon 90° clockwise from east, or the point on the horizon itself
- East: the direction toward the point of the horizon where the sun rises at the equinoxes, on the right-hand side of a person facing north, or the point on the horizon itself
- West: the direction toward the point of the horizon where the sun sets at the equinoxes, on the left-hand side of a person facing north, or the part of the horizon lying in this direction

Textbook reference and written work:

- Genesis 1: 3-5

Materials:

- Map/Globe
- Globe (or ball you used to imagine a globe)
- Sticky notes (to label continents on the imaginary globe)
- Map of the world
- Small object (coin, Lego, etc.) to represent a boat on a map
- Navigational Compass (many phones now come equipped with a compass)

Suggested Daily Schedule:

Day 1:

- Discuss:
 - There are different ways to describe the location of things.
 - One way is to describe something in relation to its surroundings. We use landmarks to help people establish their location.
 - Give directions from one location in the house or classroom to another so students understand how to give directions using landmarks. (Ex. To get from my kitchen to the downstairs bathroom, I go past the couch toward the entryway. Before you go down the hall, you will see some steps. Go down the steps. When you get to the bottom of the steps, head toward the big barn by the wall. When you get to the big barn, you will see a hallway. Go to the door at the end of that hallway. That is the bathroom.)
- Explore:
 - Take turns giving directions to locations in or around the home or classroom using landmarks.

Day 2:

- Discuss:
 - Yesterday we gave directions using landmarks.
 - We can also use landmarks when discussion locations on the globe.
- Explore:
 - Look at the globe. Review the names of the continents. Students have not learned the names of the oceans and other bodies of water, so the following will just stick to names of land masses and general reference to bodies of water.
 - Practice giving directions from continent to continent.

- Example: Pretend you are in Africa and you want to get to Australia. How many different ways could you get there?
Students will answer: Go up to Europe, then over to Asia, then across the water to Australia. What is another way to get from Africa to Australia? Students will answer accordingly.
- Continue the activity with different scenarios.
- Explore more:
 - We can do the same thing on a map.

Day 3:

- Define: Navigate
- Discuss:
 - It is easy to give directions using landmarks when you can see the whole world (or the whole map)
 - What if you were the captain of a boat and you needed to get from one place to another? You can't see the whole world in your boat. All you can see is the water or land in front of you. How do you know where to go? (Use a map)
 - This is a relatively abstract concept with which to work. Relate it back to Day 1 of this topic: you couldn't see the bathroom, but I gave you directions to get there.
- Explore:
 - Lay out a map of the world on a table or the floor.
 - Using a small object to represent a boat, have the students pretend to be the captain of the boat. Give them a destination and have one student direct another student how to navigate to the destination. Remind students about the perspective of a captain- he can see the map, but he can't see the whole world.
 - Have students take turns navigating the boat around the world using different routes. Students should give directions like "Go by the land that sticks out." or "Go by the mountains (if the map has physical features)"

Day 4:

- Define:
 - Horizon
 - Compass
 - North
 - South
 - East
 - West
- Discuss:
 - When we began this topic, we said there is more than one way to describe the location of things. We described the location of things and navigated to locations using landmarks. Now we are going to use another method.
- Explore:
 - Go outside.
 - Show students the horizon.
 - Discuss:
 - When we are traveling in a boat, a car, or an airplane, the horizon is our reference point for knowing whether we are right side up or upside down. If you are in open space, you can see the horizon in all directions.
 - The different directions have names
 - North
 - South
 - East
 - West
 - We can tell which direction we are facing using different methods:
 - The sun
 - It rises in the east and sets in the west. If it is overhead, it tends to be difficult to navigate using the sun.
 - The stars
 - At night, we can't see the sun, so we have to use a different method.
 - One star, called the North Star, helps people know which direction they are facing at night. In order for navigation by stars to work, it can't be cloudy.
 - A compass
 - A compass is a tool that tells us which direction we are facing. It works during the day and at night. When the compass was invented, it revolutionized navigation and made it much easier for travelers to not only get where they were going, but also to give directions so others could get to the same place (or any place, for that matter).
 - Show students a compass. Have them watch the needle as you turn the compass. Due to the composition of Earth, the compass needle always points north.
 - Let students experiment with the compass. Perhaps discuss the location of the sun in relation to North.
 - Explore more:
 - Have students hold the compass and give them directions.
 - Walk 10 steps north.
 - Turn and walk 8 steps east.

- Etc. (you get to work on counting and navigation at the same time!)
- Have students give directions for others to follow.

Day 5:

- Explore:
 - Show students the globe and map.
 - Look at the compass rose on the map.
 - Which direction is north?
 - Which direction is south?
 - Which direction is east?
 - Which direction is west?
 - Have students practice describing locations using directions (Ex. Europe is north of Africa.)

Week 4



Topics:

- Map/Globe
- World
- Day and night in the world
- Country
- Nation
- Map/Globe
- Globe (or ball you used to imagine a globe)
- Flashlight or lamp without a shade
- 1 sticky note with Awake written on it
- 1 sticky note with Sleeping written on it

Words to Remember:

- Nation: a large aggregate of people united by common descent, history, culture, or language, inhabiting a particular country or territory ORIGIN Middle English: via Old French from Latin natio(n-), from nat- 'born,' from the verb nasci .
- Country: a nation with its own government, occupying a particular territory ORIGIN Middle English: from Old French cuntree, from medieval Latin contrata (terra)'(land) lying opposite,' from Latin contra 'against, opposite.'

Textbook reference and written work:

- Genesis 1: 3-5

Materials:

- Map/Globe
- [Map of Europe](#)
- [Map of Asia](#)
- [Map of North America](#)
- [Map of South America](#)
- [Map of Africa](#)

Suggested Daily Schedule:

Day 1:

- Discuss:
 - The name of the largest land mass is what? (Continent)
 - Continents are divided into pieces called countries.
- Explore:
 - Look at the maps of different continents.
 - [Map of Europe](#)
 - [Map of Asia](#)
 - [Map of North America](#)
 - [Map of South America](#)
 - [Map of Africa](#)
 - Notice the different pieces on the continents
- Discuss:
 - When speaking of the geography of the pieces of continents, we call them countries
 - When speaking of the people that live in a particular piece of a continent, we call the piece a nation

Day 2:

- Review:
 - Yesterday we looked at the different pieces of the continents.
 - What is a country?
 - What is a nation?
- Explore:
 - Look again at the maps and different pieces on each continent.
 - Say the names of the different countries one continent at a time.
 - Note: it could be arduous to get through all of the countries. Perhaps do one continent at a time.
- Discuss:
 - What similarities do you notice in the words? (Ex. many African countries end in "a")
-

Day 3:

- Discuss:
 - Different countries are different sizes.
- Explore:
 - Lay out a map of the world on a table or the floor.
 - Look at the different countries on the continents. What is the largest country on each continent? What is the smallest country on each continent?
 - Make comparisons: Brazil is wider than Peru, etc. (larger, smaller, wider, longer, etc.)

Day 4:

- Discuss:
 - Recall discussing day and night using a globe (or ball representing a globe)
- Explore:
 - Use again the flashlight or shadeless lamp to shine light on the globe or ball.
 - Where the light shines on the globe or ball, have the students place the Awake sticky note
 - Where the light is not shining on the globe or ball, have the students place the Sleeping sticky note
 - Using the names of countries, talk about day and night. If you know people in other countries, perhaps talk about "When _____ is sleeping, we are awake." or something of that sort.
 - Another idea is to think about the missionaries for whom you have been praying. [Here is a list](#) you can recall for this day and night exercise.
- Explore more:
 - Using the list of missionaries, go on a scavenger hunt to find where each family lives.
 - Remember to pray for the missionaries!

Day 5:

- Review:
 - Recall giving directions to people using both landmarks and directions.
 - Recall North, South, East, and West.
 - Look at the compass rose on the map.
 - Which direction is north?
 - Which direction is south?
 - Which direction is east?
 - Which direction is west?
- Explore:
 - Have students practice describing locations using directions (Ex. Canada is north of the United States)

Week 5



Topics:

- Map/Globe
- World
- North America

Words to Remember:

- Political map
- Physical map
- Capital
- Washington D.C.
- Ottawa
- Mexico City

- Ocean
- Sea
- Bay
- River
- Gulf
- Lake

Textbook reference and written work:

•

Materials:

- Map/Globe
- [Map of Europe](#)
- [Map of Asia](#)
- [Map of North America](#)
- [Map of South America](#)
- [Map of Africa](#)

Suggested Daily Schedule:

Day 1:

- Discuss:
 - Look at a globe (or world map)
 - What is the location of North America?
 - Northern Hemisphere
 - Western Hemisphere
 - What are some landmarks that could also help us locate North America?
 - Atlantic Ocean
 - Pacific Ocean
 - Etc.
- Explore:
 - Look at the political [Map of North America](#).
 - Look at the [physical Map of North America](#).
- Discuss:
 - What differences do you notice between the maps?
 - What similarities do you see between the maps?

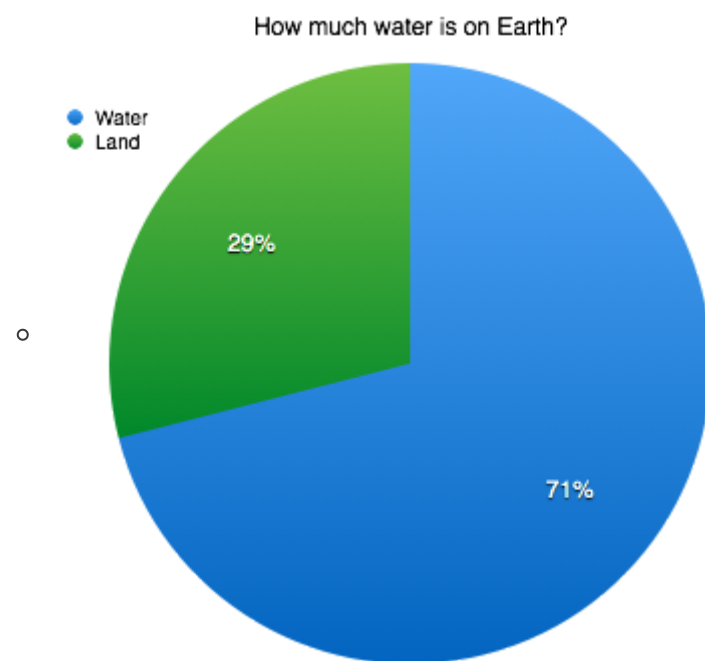
Day 2:

- Review:
 - Yesterday we looked at two different maps of the same continent.
 - What observations did you make?
- Explore:
 - Look again at the [physical Map of North America](#).
 - Find the following:
 - Mt. McKinley
 - Rocky Mountains
 - Death Valley
 - Cascade Mountains
 - Sierra Nevada Mountains
 - Sierra Madre Mountains
 - Appalachian Mountains
- Discuss:
 - What, if you look very closely at the map, is special about Mt. McKinley and Death Valley?

•

Day 3:

- Review:
 - Last session we looked at landforms.
- Discuss:
 - Each continent is touched by water.
 - About 71% of Earth is covered by water.
 - Look at the following chart to help you visualize how much water is on Earth:



- Explore:
 - Look at the [physical Map of North America](#).
 - Find the following:
 - Pacific Ocean (North Pacific Ocean)
 - Atlantic Ocean (North Atlantic Ocean)
 - Gulf of Mexico
 - Caribbean Sea
 - Hudson Bay
 - Bering Sea
 - Labrador Sea
 - Beaufort Sea

Day 4:

- Discuss:
 - Last session we explored the oceans and seas of North America.
 - Oceans and seas are not the extent of all water in North America
- Explore:
 - Use again the [physical Map of North America](#).
 - Find the following:
 - Yukon River
 - Hudson River
 - Mississippi River
 - Missouri River
 - Colorado River
 - Arkansas River
 - Ohio River
 - Rio Grande River
 - Other rivers?
 - Lake Erie
 - Lake Michigan
 - Lake Superior
 - Lake Huron
 - Lake Ontario
 -

- Explore more:
 -

Day 5:

- Discuss:
 - Look at the political [Map of North America](#)
 - Explore:
 - Find the following:
 - Washington D.C.
 - Ottawa
 - Mexico City
 - These locations are called the capital cities.
 - A capital city is generally where the seat of government and administrative center is located. Note that each state and province also have a capital.
-

Topics:

- Map/Globe
- North America
- Flags
- National Symbols

Words to Remember:

- Flag: a piece of cloth or similar material, typically oblong or square, attachable by one edge to a pole or rope and used as the symbol or emblem of a country or institution or as a decoration during public festivities
- Symbol: a thing that represents or stands for something else
- Stars and Stripes: the national flag of the US. It has 13 horizontal stripes, alternating red and white, which represent the original Thirteen Colonies
- Bald Eagle: a white-headed North American eagle that includes fish among its prey. Now most common in Alaska, it is the national emblem of the US
- National Anthem: a solemn patriotic song officially adopted by a country as an expression of national identity.
- Maple Leaf: the leaf of the maple, used as an emblem of Canada.
- Beaver: a large semiaquatic broad-tailed rodent that is native to North America and northern Eurasia; symbol of Canada
- Eagle: symbol of Mexico
-

Textbook reference and written work:

-

Materials:

- Map/Globe
- [Flag of the United States](#)
- [Flag of Canada](#)
- [Flag of Mexico](#)
- National symbols of the United States
- [National symbols of Canada](#)
- [National symbols of Mexico](#)

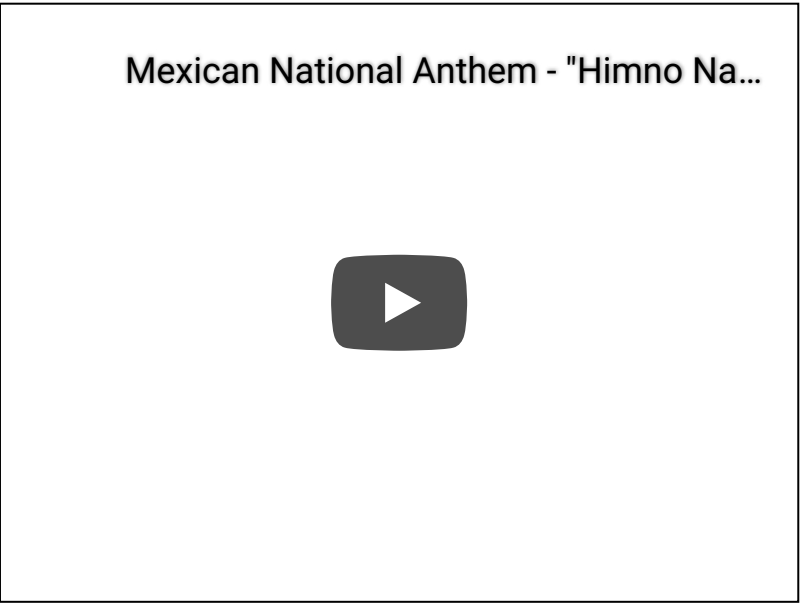
Suggested Daily Schedule:

Day 1: Flags of North America

- Discuss:
 - What is a flag?
 - Where do you see flags?
- Explore:
 - Look at the [Flag of the United States](#)
 - Look at the [Flag of Canada](#)
 - Look at the [Flag of Mexico](#)
- Discuss:
 - What differences do you notice between the flags?
 - What similarities do you see between the flags?

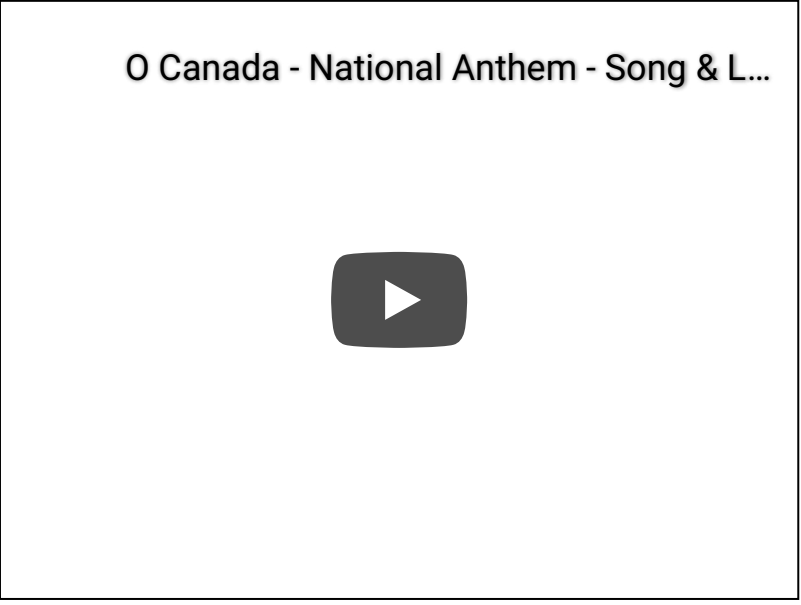
Day 2: National Anthems

- Review:
 - Last time we looked at the flags of the United States, Canada, and Mexico
 - What observations did you make?
- Explore:
 - Listen to the national anthem of Mexico:



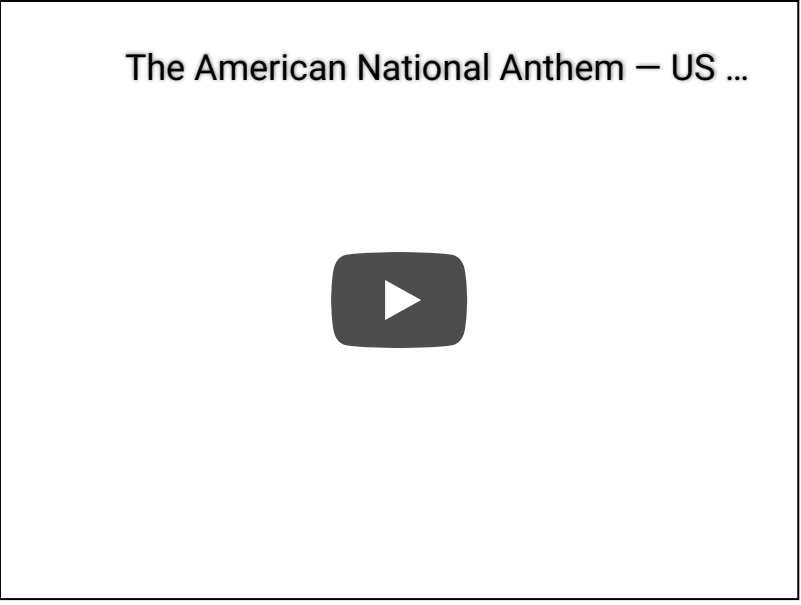
◦

- Listen to the national anthem of Canada:



◦

- Listen to the national anthem of the United States:



◦

- Discuss:
 - National anthems, just like fight songs are the song of a school, are the songs of countries
 - What can we learn about a country by listening to their song?
 - Where do we hear these songs? (The Olympics, sporting events, parades, etc.)

•

Day 3: National Animals

- Review:
 - Last session we listened to the national anthems of Mexico, Canada, and the United States.
- Discuss:
 - Other symbols also tell us about a country.
 - Canada, Mexico, and the United States all have animals that represent their country
- Explore:
 - Look at the [National symbols of Canada](#)
 - What is the national animal of Canada?
 - Look at the [National symbols of Mexico](#)
 - What is the national animal of Mexico?
 - The national animal of the United States is the Bald Eagle. Find a picture of a bald eagle.

Day 4: Seals

- Discuss:
 - We sometimes see animals used in other national symbols

- Explore:
 - Look at the National Seal of the United States:



- What do you notice? How many times can you count the number thirteen in the seal? Thirteen is important because there were originally thirteen colonies that made an agreement to become the United States.
- Compare the Great Seal to the Canadian Coat of Arms and the Mexican Great Emblem.
- What similarities do you see?
- What differences?
- Explore more:
 -

Day 5: National Holidays

- Discuss:
 - Different countries celebrate different special days.
- Explore:
 - Canada celebrates Canada Day on July 1.
 - What do Canadians do to celebrate on Canada Day? (food, etc.)
 - Mexico celebrates Independence Day on September 16.
 - What do Mexicans do to celebrate Independence Day? (food, etc.)
 - The United States celebrates Independence Day on July 4.
 - What do Americans do to celebrate Independence Day? (food, etc.)

Week 7



Topics:

- Map/Globe
- World
- South America

Words to Remember:

- Archipelago: a group of islands ORIGIN early 16th cent.: from Italian arcipelago, from Greek arkhi- 'chief' + pelagos 'sea.' The word was originally used as a proper name (the Archipelago'the Aegean Sea'): the generalization of meaning occurred because the Aegean Sea is remarkable for its large numbers of islands.
- Tributary: a river or stream flowing into a larger river or lake

Textbook reference and written work:

•

Materials:

- Map/Globe
- [Map of Europe](#)

- [Map of Asia](#)
- [Map of North America](#)
- [Map of South America](#)
- [Map of Africa](#)

Suggested Daily Schedule:

Day 1:

- Discuss:
 - Look at a globe (or world map)
 - What is the location of South America?
 - Southern Hemisphere
 - Western Hemisphere
 - What are some landmarks that could also help us locate South America?
 - Atlantic Ocean
 - Pacific Ocean
 - Etc.
- Explore:
 - Look at the [political Map of South America](#).
 - Look at the [physical Map of South America](#).
- Discuss:
 - What differences do you notice between the maps?
 - What similarities do you see between the maps?

Day 2:

- Review:
 - Yesterday we looked at two different maps of the same continent.
 - What observations did you make?
- Explore:
 - Look again at the [physical Map of South America](#).
 - Find the following:
 - Andes Mountains
 - Patagonia
 - Pampas
 - Atacama Desert
 - Amazon Basin
 - Brazilian Highlands
 - Guiana Highlands
 - Cerro Aconcagua
 - Laguna del Carbon
- Discuss:
 - What, if you look very closely at the map, is special about Cerro Aconcagua and Laguna del Carbon?
-

Day 3:

- Review:
 - Last session we looked at landforms.
- Discuss:
 - As we know, continents are surrounded by water.
- Explore:
 - Look at the [physical Map of South America](#)
 - Find the following:
 - Pacific Ocean (South Pacific Ocean)
 - Atlantic Ocean (North Atlantic Ocean)
 - Atlantic Ocean (South Atlantic Ocean)
 - Caribbean Sea
 - What else do you notice in these bodies of water?
 - Islands
 - Archipelago (spelled Archipiélago on the map)
 - Explore:
 - What is an archipelago?
 - Look again at the map. Can you see why an archipelago is defined as a group of islands?

Day 4:

- Discuss:
 - Last session we explored the oceans around of South America.
- Explore:
 - Use again the [physical Map of South America](#).
 - Find the following:
 - Amazon River
 - Lake Titicaca
 - Rivers that begin with *rio*
- Explore more:
 - You should have quite a list of rivers beginning with the word *rio*. Rio is Spanish for River.
 - What is a tributary?
 - Which rivers appear to be tributaries of the Amazon River?

Day 5:

- Discuss:
 - Look at the political [Map of South America](#)
- Explore:
 - Find the following:
 - Buenos Aires
 - La Paz and Sucre
 - Brasília
 - Santiago
 - Bogotá
 - Quito
 - Port Stanley
 - Cayenne (Préfecture)
 - Georgetown
 - Asunción
 - Lima
 - King Edward Point
 - Paramaribo
 - Montevideo
 - Caracas
 - These locations are called the capital cities.
 - A capital city is generally where the seat of government and administrative center are located.

Week 8



Topics:

- Map/Globe
- South America
- Flags
- National Symbols

Words to Remember:

-
-

Textbook reference and written work:

-

Materials:

- Map/Globe
- [Flags of the World](#)
- [political Map of South America](#).

Suggested Daily Schedule:

Day 1: Flags of South America (Day 1)

- Discuss:
 - What is a flag?
 - Where do you see flags?
- Explore:

- Look at the [Flags of the World](#)
- Using the [political Map of South America](#), find all of the flags of the nations in South America.
- Discuss:
 - What different colors do you see? What different symbols do you see on the flags?
- Note:
 - It may be helpful to have students look at the first letter of a nation and then find that letter in the list of flags. From there, have them continue matching letters until they find the correct flag. Take the opportunity to also practice the names of the nations.

Day 2: Flags of South America (Day 2)

- Review:
 - Last time we looked at the flags of the nations of South America
 - What observations did you make?
- Explore:
 - Continue looking at the flags of the nations of South America and discussing the colors and symbols.
 -
- Discuss:
 -

Day 3: National Anthems (Day 1)

- Review:
 - Last session we looked at flags of the nations of South America.
- Discuss:
 - Nations also have national anthems.
 - National anthems, just like fight songs are the song of a school, are the songs of countries
 - What can we learn about a country by listening to their song?
 - Where do we hear these songs? (The Olympics, sporting events, parades, etc.)
 - We may not always be able to understand the words to the songs because they are in a different language. Still, we can learn from listening.
 - Would we dance to this music? Would we stand quietly listening?
- Explore:
 - Listen to the national anthems of the following nations in South America:
 - Argentina

Argentine National Anthem, Himno Na...



-
- Bolivia

Bolivia National Anthem Vocal



-
- Brazil

-

- Chile



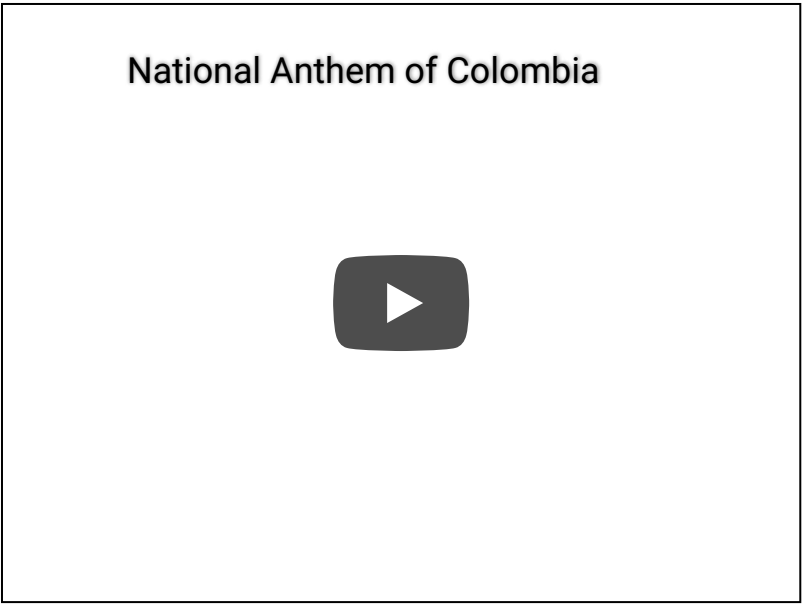
-

- Colombia



-

- Ecuador



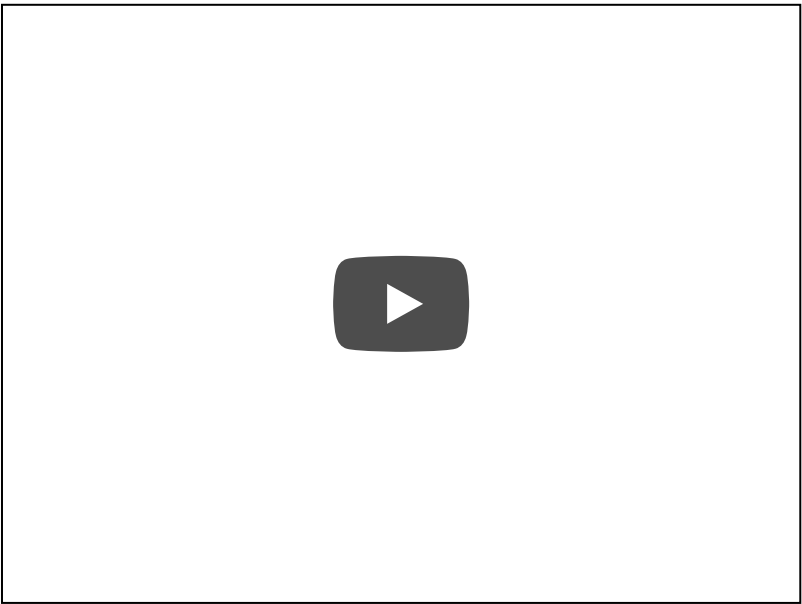
-

- Discuss:
 - Some of the videos had the English lyrics. If you discussed/read those lyrics as you listened, what else can you learn about the nation?
 - Did you notice anything else about the flags?

Day 4: National Anthems (Day 2)

- Discuss:

- Nations also have national anthems.
- National anthems, just like fight songs are the song of a school, are the songs of countries
- What can we learn about a country by listening to their song?
- Where do we hear these songs? (The Olympics, sporting events, parades, etc.)
- We may not always be able to understand the words to the songs because they are in a different language. Still, we can learn from listening to the music.
 - Could we dance to this music? Could we stand quietly listening? What instruments are used? What else do you observe?
- Explore:
 - Listen to the national anthems of the following nations in South America:
 - French Guiana (France)



-
- Guyana

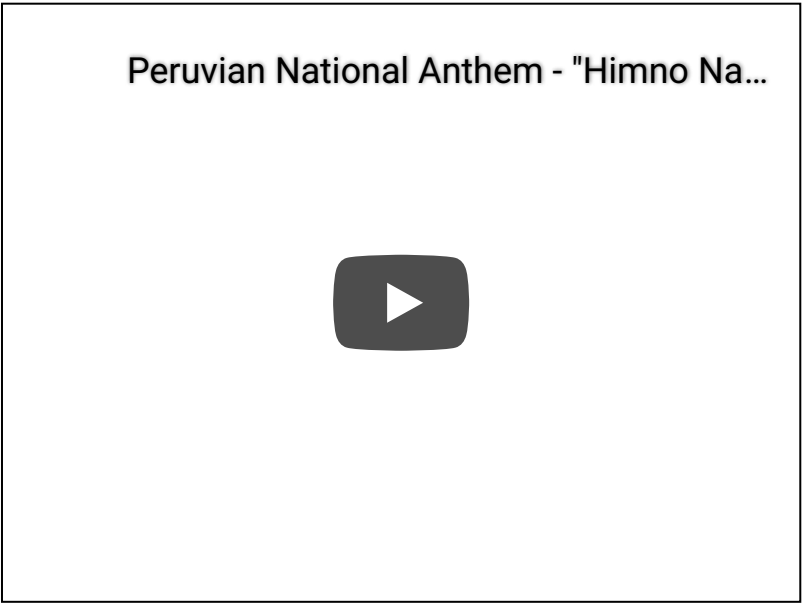


-
- Paraguay

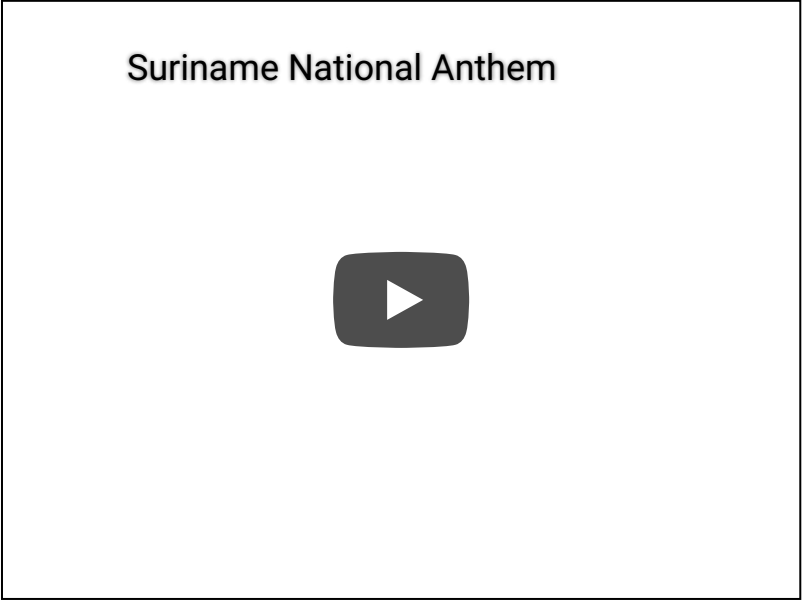


-
- Peru

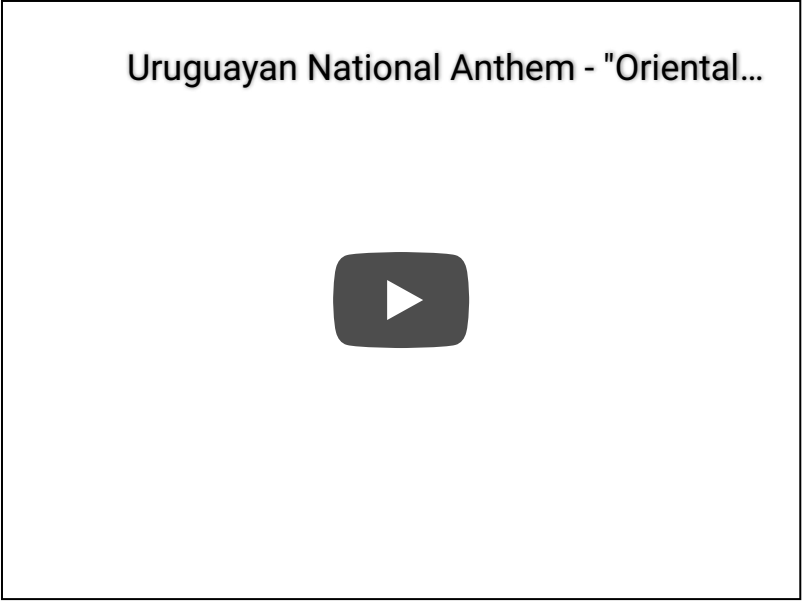
-
- Suriname



-
- Uruguay



-
- Venezuela



-
- Discuss:

- Some of the videos had the English lyrics. If you discussed/read those lyrics as you listened, what else can you learn about the nation?

Day 5: South America Summary

- Discuss:
 - Flags and songs can teach us something about a country.

- We can also learn about places by looking at pictures.
- Explore:
 - Just like North America, South America is a very diverse continent.
 -
 - Look at the pictures [here](#) and [here](#):
 - What do you observe?
 - While these pictures certainly cannot summarize an entire continent, they can give us insight as to the diversity of God's creation on the South American continent.
 -

Week 9



Topics:

- Map/Globe
- World
- Africa

Words to Remember:

- Gulf: a deep inlet of the sea almost surrounded by land, with a narrow mouth ORIGIN late Middle English: from Old French golfe, from Italian golfo, based on Greek kolpos 'bosom, gulf.'

Textbook reference and written work:

-

Materials:

- Bible
- Map/Globe
- [Physical Map of Africa](#)
- [Political Map of Africa](#)

Suggested Daily Schedule:

Day 1:

- Discuss:
 - Look at a globe (or world map)
 - What is the location of Africa?
 - Northern, Southern, Eastern, and Western Hemispheres
 - What are some landmarks that could also help us locate Africa?
 - Atlantic Ocean
 - Indian Ocean
 - Etc.
- Explore:
 - Look at the [Political Map of Africa](#)
 - Look at the [Physical Map of Africa](#)
- Discuss:
 - What differences do you notice between the maps?
 - What similarities do you see between the maps?

Day 2:

- Review:
 - Yesterday we looked at two different maps of the same continent.
 - What observations did you make?
- Explore:
 - Look again at the [Physical Map of Africa](#)
 - Find the following:
 - Sahara Desert
 - Kalahari Desert
 - Congo Basin
 - Great Rift Valley
 -
- Discuss:
 - What, if you look very closely at the map, is special about Kilimanjaro and Lac' Assal?
-

Day 3:

- Review:
 - Last session we looked at landforms.
- Discuss:
 - Each continent is touched by water.
 - Let us find the water around Africa.
- Explore:
 - Look at the [Physical Map of Africa](#).
 - Find the following:
 - Mediterranean Sea
 - Atlantic Ocean (North and South)
 - Indian Ocean
 - Red Sea
 - Gulf of Aden
 - Gulf of Guinea
- Discuss:
 - What is a gulf?

Day 4:

- Discuss:
 - Last session we explored the water around Africa.
 - There is also water within Africa.
- Explore:
 - Use again the [Physical Map of Africa](#).
 - Find the following:
 - Nile River
 - Niger River
 - Congo River
 - Lake Victoria
 - Zambezi River
 - Orange River
- Explore more:
 - The Amazon River in South America and Nile River in Africa are very long rivers!
 - The Amazon River is 4,345 miles. The Nile River is 4,258 miles. However, the Nile River is considered the longest river in the world because the length of the Amazon River includes its tributaries. Recall the definition of a tributary from your study of South America.

Day 5:

- Discuss:
 - Some of the history and geography of Africa we recognize from time spent reading the Bible.
 - Here are a few examples:
 - Exodus 14
 - Genesis 12
 - Genesis 37
 - Matthew 2
 - Acts 8
 - Can you think of others? (There are many references to Egypt, the Red Sea, Ethiopia, Libya, etc. throughout the Bible!)

Week 10



Topics:

- Map/Globe
- Africa
- Flags
- National Symbols

Words to Remember:

-
-

Textbook reference and written work:

-

Materials:

- Map/Globe
- [Flags of the World](#)
- [Political Map of Africa](#)

Suggested Daily Schedule:

Day 1: Flags of Africa (Day 1)

- Discuss:
 - What is a flag?
 - Where do you see flags?
- Explore:
 - Look at the [Flags of the World](#)
 - Using the [Political Map of Africa](#), find all of the flags of the nations in Africa.
- Discuss:
 - What different colors do you see? What different symbols do you see on the flags?
 - What is the most common color you see?
 - Do you see differences between the flags of South America and the flags of Africa, especially in terms of color?
- Note:
 - It may be helpful to have students look at the first letter of a nation and then find that letter in the list of flags. From there, have them continue matching letters until they find the correct flag. Take the opportunity to also practice the names of the nations. They are fun to say!

Day 2: Flags of Africa (Day 2)

- Review:
 - Last time we looked at the flags of the nations of Africa
 - What observations did you make?
- Explore:
 - Continue looking at the flags of the nations of Africa and discussing the colors and symbols.
 -
- Discuss:
 -

Day 3: National Anthems (Day 1)

- Review:
 - Last session we looked at flags of the nations of Africa.
- Discuss:
 - Nations also have national anthems.
 - National anthems, just like fight songs are the song of a school, are the songs of countries
 - What can we learn about a country by listening to their song?
 - Where do we hear these songs? (The Olympics, sporting events, parades, etc.)
 - We may not always be able to understand the words to the songs because they are in a different language. Still, we can learn from listening.
 - Would we dance to this music? Would we stand quietly listening? What instruments do you hear?
- Explore:
 - Listen to the national anthems of the following nations in Africa (not all nations are included):
 - Algeria

National Anthem of Algeria (.. لوطني للجزائر)



-
- Angola

-

- Benin

Angola Avante! · Angola En Avant !



-

- Botswana

Benin National Anthem



Hymne national du Botswana



-

- Burundi

Hymne national du Burundi



-

- Cameroon

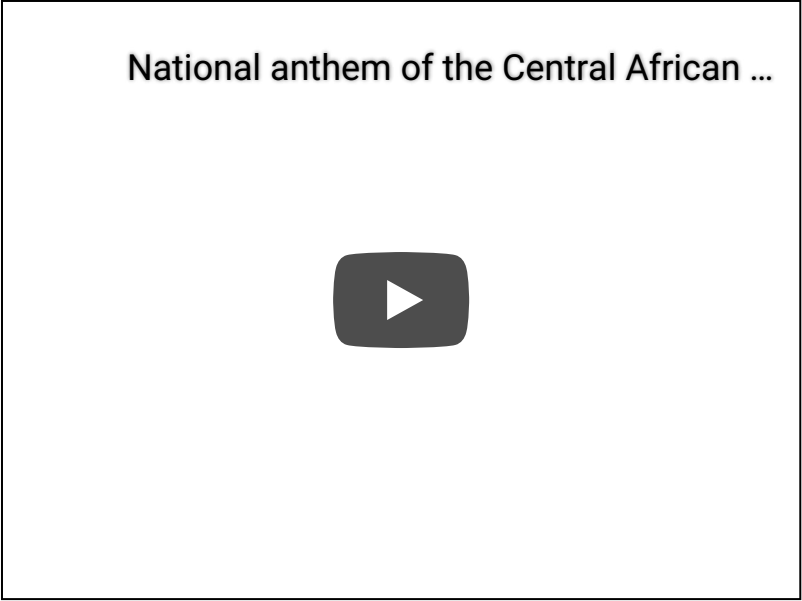
-
- Cape Verde



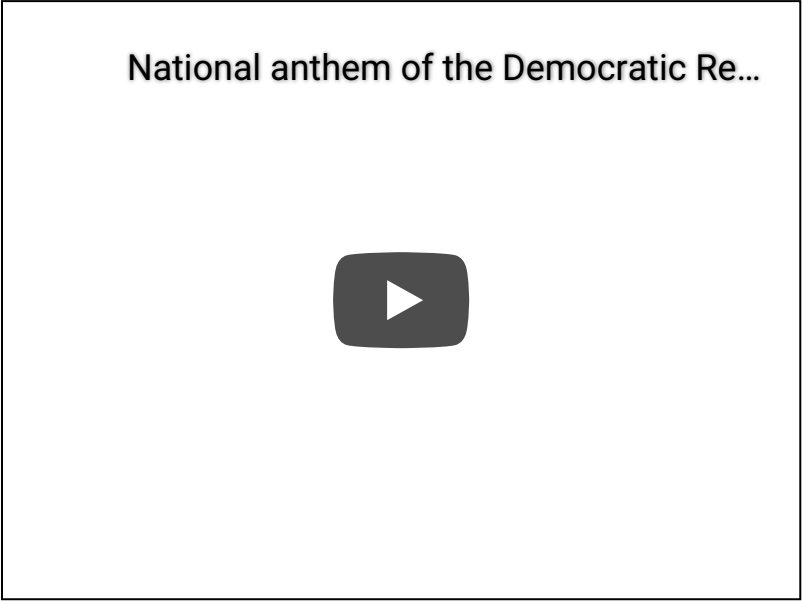
-
- Central African Republic



-
- Congo, Democratic Republic of



-
- Egypt



-
- Ethiopia



-
- Gabon



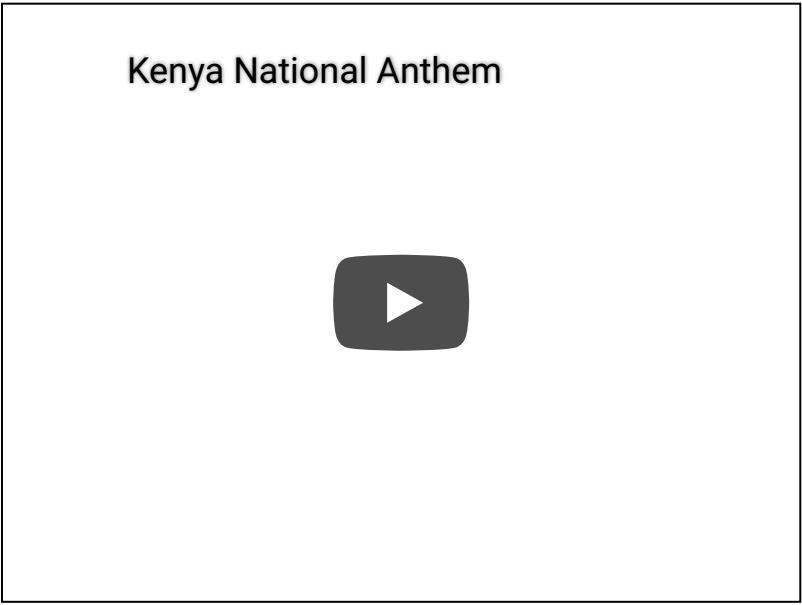
-

- Discuss:
 - What did you observe
 - Did you notice anything else about the flags?

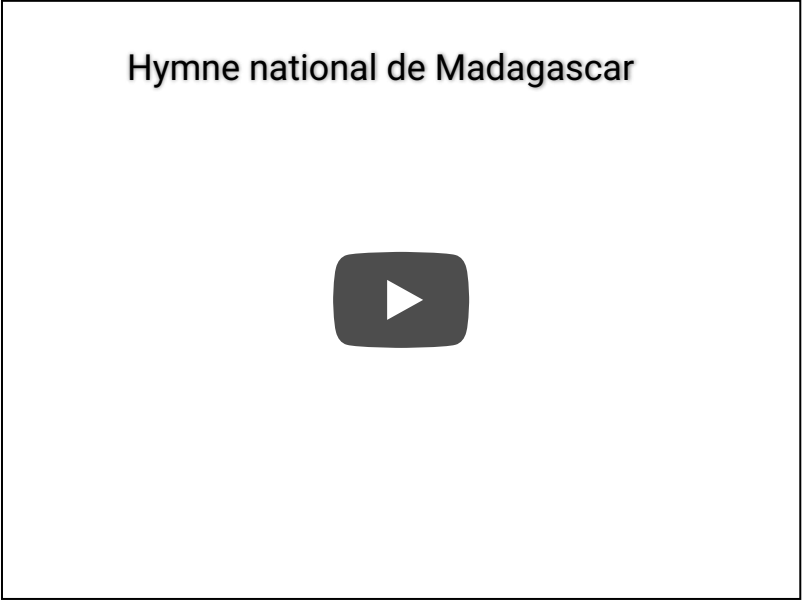
Day 4: National Anthems (Day 2)

- Discuss:
 - Nations also have national anthems.
 - National anthems, just like fight songs are the song of a school, are the songs of countries
 - What can we learn about a country by listening to their song?
 - Where do we hear these songs? (The Olympics, sporting events, parades, etc.)
 - We may not always be able to understand the words to the songs because they are in a different language. Still, we can learn from listening to the music.
 - Could we dance to this music? Could we stand quietly listening? What instruments are used? What else do you observe?
 - Do you notice anything more about the flags?
- Explore:
 - Listen to the national anthems of the following nations in Africa:
 - Kenya

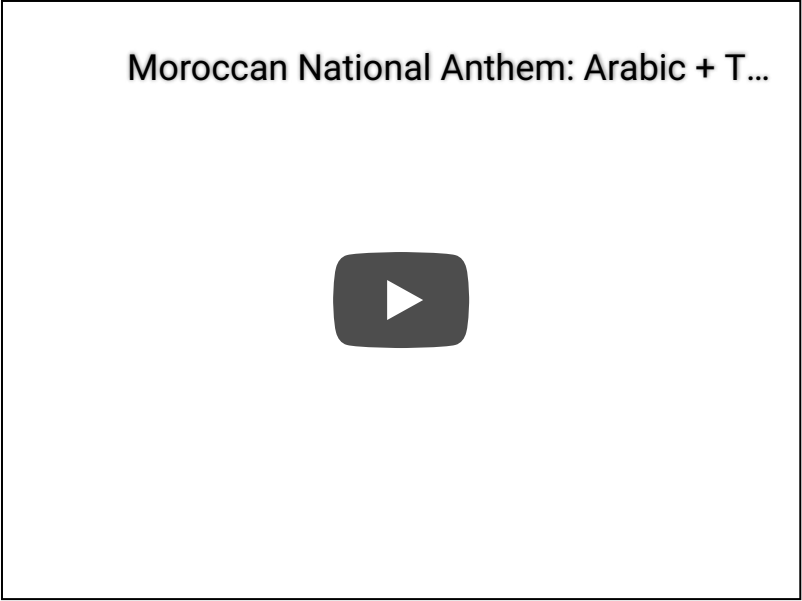
-
- Madagascar



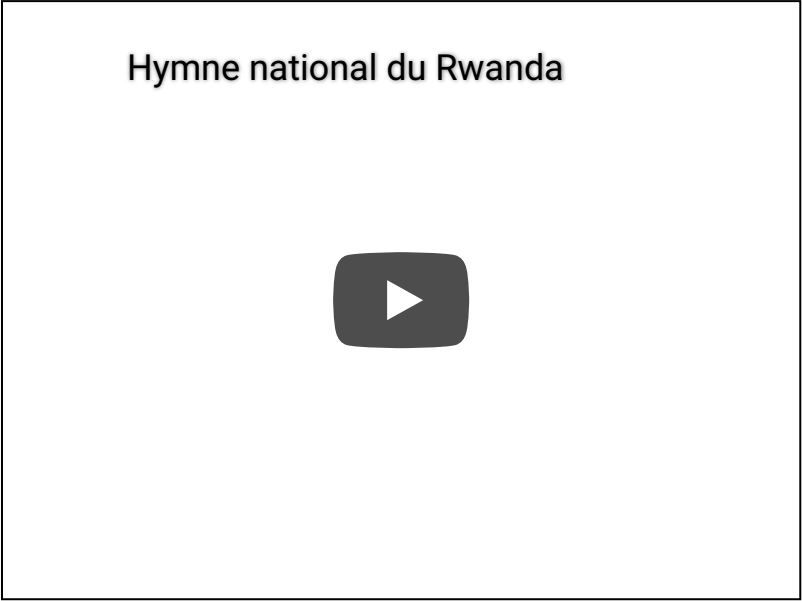
-
- Morocco



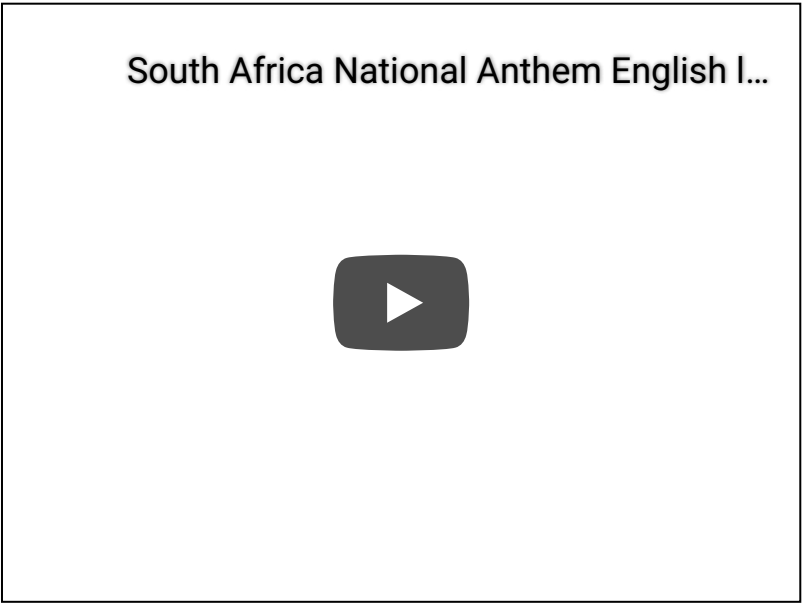
-
- Rwanda



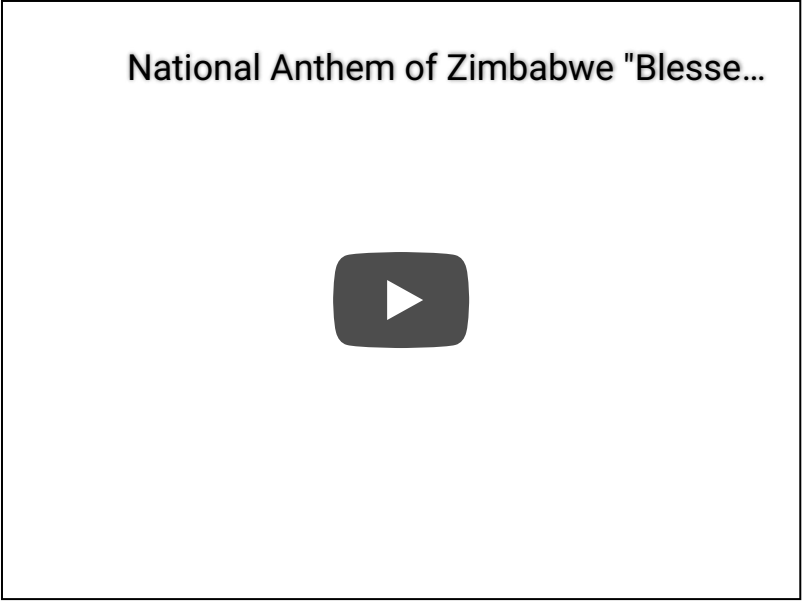
-
- South Africa



-
- Togo



-
- Zimbabwe



- Discuss:
 - Some of the videos had the English lyrics. If you discussed/read those lyrics as you listened, what else can you learn about the nation?

Day 5: Africa Summary

- Discuss:
 - Flags and songs can teach us something about a country.
 - We can also learn about places by looking at pictures.
- Explore:
 - Just like South America, Africa is a very diverse continent.
 -
 - Explore the pictures [here](#):
 - What do you observe?
 - What colors do you see? What landforms do you see? What water do you see?
 - While these pictures certainly cannot summarize an entire continent, they can give us insight as to the diversity of God's creation on the South American continent.

- Map/Globe
- World
- The Middle East

Words to Remember:

- Strait: a narrow passage of water connecting two seas or two large areas of water ORIGIN Middle English: shortening of Old French estreit 'tight, narrow,' from Latin strictus 'drawn tight'
- Sea: a roughly definable area of salt water
- Gulf: a deep inlet of the sea almost surrounded by land, with a narrow mouth ORIGIN late Middle English: from Old French golfe, from Italian golfo, based on Greek kolpos 'bosom, gulf.'
- Desert: a dry, barren area of land, especially one covered with sand, that is characteristically desolate, waterless, and without vegetation. ORIGIN Middle English: via Old French from late Latin desertum 'something left waste,' neuter past participle of deserere 'leave, forsake.'

Textbook reference and written work:

-

Materials:

- Bible
- Map/Globe
- [Physical Map of the Middle East](#)
- [Political Map of the Middle East](#)

Suggested Daily Schedule:

Day 1:

- Discuss:
 - Look at a globe (or world map)
 - The Middle East is an interesting area geographically. It is considered part of Asia, but is most often referred to as the Middle East. There are even disputes as to which countries are considered part of the Middle East. Historically, we hear of the Near East and Far East. It is not until around World War II that the term Middle East becomes widely used.
 - If you look at a [map of the world](#), the Middle East is literally slightly to the east of the middle of the map.
 - What is the location of the Middle East? Describe it using the directions you have learned.
 - East of Africa, etc.
 - What are some landmarks that could also help us locate the Middle East?
 - Indian Ocean
 - Arabian Sea
 - Etc.
- Explore:
 - Look at the [Physical Map of the Middle East](#)
 - Look at the [Political Map of the Middle East](#)
- Discuss:
 - What differences do you notice between the maps?
 - What similarities do you see between the maps?

Day 2:

- Review:
 - Yesterday we looked at two different maps of the same continent.
 - What observations did you make?
- Explore:
 - Look again at the [Physical Map of the Middle East](#)
 - Find the following:
 - Syrian Desert
 - Rub' al Khali
 - Dasht-e Kavir
 - Kavir-e Lut
- Discuss:
 - Look at the definition of desert.
 - The Syrian Desert, Rub' al Khali, Dasht-e Kavir, and Kavir-e Lut are all deserts.
 - What do you NOT see near or in any of these deserts? (water)
- Explore:
 - Rub' al Khali:
 - The Rub' al Khali is the largest contiguous sand desert in the world.



- Syrian Desert:



- Explore:

-
- What differences do you see between these two pictures?
- Even though both of these places are called deserts, there are differences between deserts.
- Did you know that deserts can also be cold?
 - Antarctica is considered a desert:



- So, if deserts can be cold, being hot is not the thing that makes a desert a desert. What makes a desert a desert?
- The key to being a desert is precipitation. An area is considered a desert if the annual rainfall is fewer than 25 centimeters (9.75 inches).
- From there, there is vast diversity in the plants, animals, soil composition, etc. of deserts.

Day 3:

- Review:
 - Last session we looked at deserts.
 - What makes a desert a desert?
- Discuss:
 - Even though the Middle East has vast areas of desert, there are also famous bodies of water in the Middle East.
- Explore:
 - Look at the [Physical Map of the Middle East](#)
 - Find the following:
 - Mediterranean Sea
 - Dead Sea



- Can you find the Mediterranean Sea?

Day 4:

- Discuss:
 - The seas, gulf, and straits in the Middle East are salt water.
- Explore:
 - Use again the [Physical Map of the Middle East](#)
 - Find the following:
 - Tigris River
 - Euphrates River
- Explore more:
 - The Tigris and Euphrates are very important rivers in the Middle East.
 - Read Genesis 2. What rivers are mentioned in this account?
 - Given this, it is safe to assume that the Garden of Eden was somewhere in the Middle East.
 - Read Daniel 10:1-4 Where was Daniel standing?
 - The Euphrates River is mentioned even more than the Tigris. Look at this [search for Euphrates](#).
 - What are some different familiar accounts that include the Euphrates River?

Day 5:

- Discuss:
 - Look at the [Political Map of the Middle East](#)
- Explore:
 - Find the following:
 - Yerevan
 - Baku
 - Manama
 - Tbilisi
 - Tehran
 - Baghdad
 - Jerusalem
 - Amman
 - Kuwait City
 - Beirut
 - Muscat
 - Doha
 - Riyadh

- Damascus
- Ankara
- Abu Dhabi
- Sana'a
- These locations are called the capital cities.
- A capital city is generally where the seat of government and administrative center are located.

Week 12



Topics:

- Map/Globe
- World
- The Middle East

Words to Remember:

- Nomad: a member of a people having no permanent abode, and who travel from place to place to find fresh pasture for their livestock. ORIGIN late 16th cent.: from French nomade, via Latin from Greek nomas, nomad- 'roaming in search of pasture,' from the base of nemein 'to pasture.'
- Nation: a large aggregate of people united by common descent, history, culture, or language, inhabiting a particular country or territory ORIGIN Middle English: via Old French from Latin natio(n-), from nat- 'born,' from the verb nasci.
- Country: a nation with its own government, occupying a particular territory ORIGIN Middle English: from Old French cuntree, from medieval Latin contrata (terra) '(land) lying opposite,' from Latin contra 'against, opposite.'

Textbook reference and written work:

-

Materials:

- Bible
- Map/Globe
- [Physical Map of the Middle East](#)
- [Political Map of the Middle East](#)
- [Flags of the World](#)

Suggested Daily Schedule:

Day 1:

- Discuss:
 - Geography is the study not only of the physical characteristics of an area, but also of the activities of the people.
 - In Week 4, we looked at the difference between a nation and a country. Review the differences.
 - In the coming days we will explore the flags and national anthems of the nations of the Middle East. As we do so, discuss whether flags and national anthems are a symbol of a nation, a country, or both. (Usually it is both!)
- Explore:
 - Look at the [Flags of the World](#). Using the [Political Map of the Middle East](#), find the flag of each nation.
- Discuss:
 - What do you notice about each flag? (Color, symbols, etc.)
 - What similarities do you notice between the flags?
 - What major differences do you notice?
- Explore:
 - Why might Lebanon's flag have a tree on it?
 - Check out [this search for cedars of Lebanon](#).

Day 2:

- Review:
 - Yesterday we looked at the flags of the Middle East.
- Explore:
 - Listen to the national anthems of the nations of the Middle East:
 - Armenia:

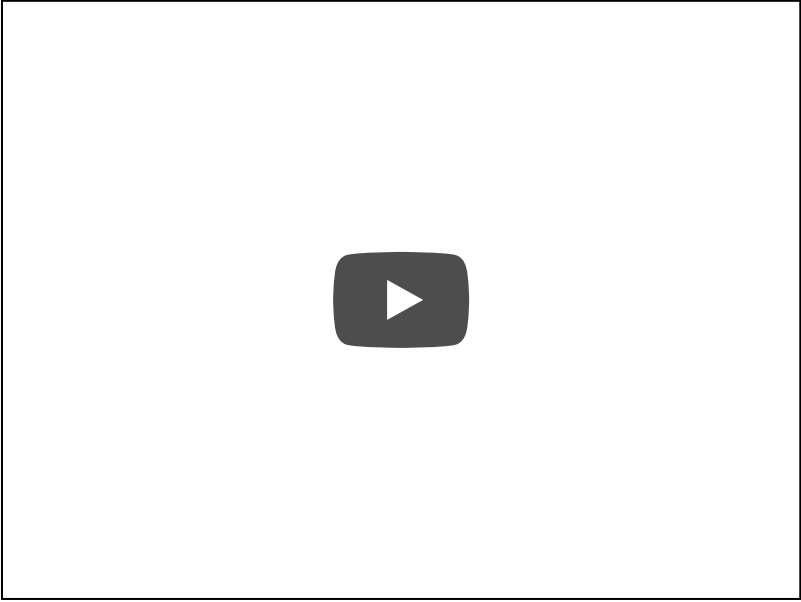
-

- Azerbaijan:



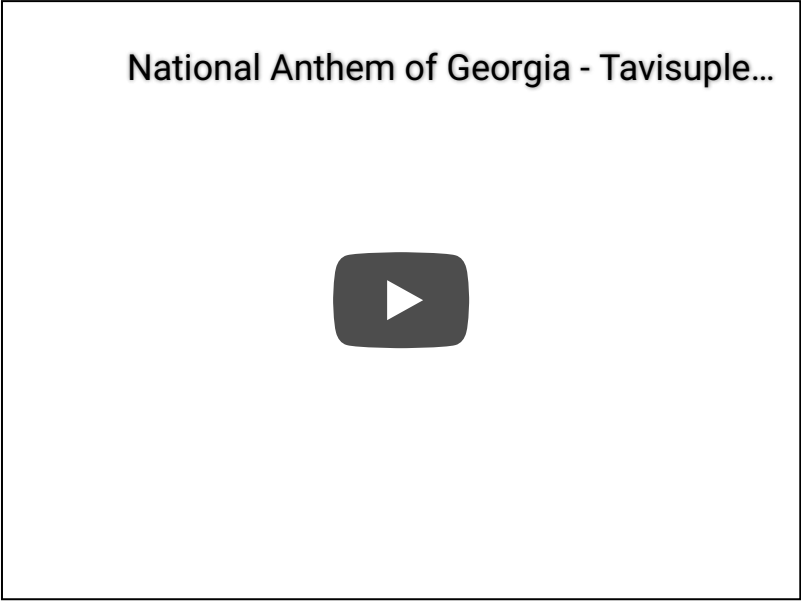
-

- Bahrain:



-

- Georgia:



-

Day 3:

- Explore:
 - Continue listening to the national anthems of the nations of the Middle East.
 - Do you notice that some of the anthems sound more similar than others?
 - Iran


-
- Iraq

National Anthem Of Iran




-
- Israel

Iraq National Anthem (Instrumental)



-
- Jordan


Israeli National Anthem - "Hatikvah" (H...



-
- Day 4:

- Explore:
 - Continue listening to and observing similarities and differences between the national anthems of the nations of the Middle East.
 - Kuwait

Jordan National Anthem (Instrumental)




-
- Lebanon

National Anthem of Kuwait | **الوطني للكويت**



-
- Oman

Lebanon National Anthem (Instrument...



-
- Qatar

National Anthem of Oman (**بِـ الوطني العماني**)



-

Day 5:


- Explore:
 - This is the final day of listening to the national anthems of the nations of the Middle East
 - Saudi Arabia

Qatar National Anthem (Instrumental)



-
- Syria

Saudi Arabia National Anthem (Instru...




-
- Turkey

National Anthem Of Syria



-
- United Arab Emirates

Turkey National Anthem



-

United Arab Emirates National Anthem ...



Week 13



Topics:

- Map/Globe
- World

- The Middle East

Words to Remember:

- Nomad: a member of a people having no permanent abode, and who travel from place to place to find fresh pasture for their livestock. ORIGIN late 16th cent.: from French nomade, via Latin from Greek nomas, nomad- 'roaming in search of pasture,' from the base of nemein 'to pasture.'
- Religion: a particular system of faith and worship ORIGIN Middle English (originally in the sense 'life under monastic vows'): from Old French, or from Latin religio(n-) 'obligation, bond, reverence,' perhaps based on Latin religare 'to bind.'
- Christianity: the religion based on the person and teachings of Jesus of Nazareth, or its beliefs and practices
- Judaism: the monotheistic religion of the Jews
- Islam: the religion of the Muslims, a monotheistic faith regarded as revealed through Muhammad as the Prophet of Allah

Textbook reference and written work:

-

Materials:

- Bible
- Map/Globe
- [Physical Map of the Middle East](#)
- [Political Map of the Middle East](#)
- [Map of Jerusalem](#)

Suggested Daily Schedule:

Day 1:

- Review:
 - What were some of the landforms and bodies of water located in the Middle East?
- Explore:
 - Read Genesis 12 and 13.
 - How did Abram and Lot provide for their families? (They were herdsmen)
- Discuss:
 - Herdsmen like Abram and Lot who had large numbers of animals had to travel around to provide enough food for their flocks and herds. There were certainly other circumstances impacting Abraham's travels, but having enough food for flocks was definitely the reason Abraham and Lot separated in Genesis 13.
 - [There is a map](#) of Abraham's travels in The Lutheran Study Bible.
 - What geographical landforms or bodies of water do you recognize on this map?

Day 2:

- Review:
 - Yesterday we considered the travels of Abraham.
 - What were some of the reasons Abraham traveled around?
- Explore:
 - One of the locations on the map of Abraham's travels was Jebus or Jerusalem.
 - Find Jerusalem on the
 - [Physical Map of the Middle East](#)
 - [Political Map of the Middle East](#)
 - Look at Jerusalem on this [map of Jerusalem in 1883](#)
- Discuss:
 - Jerusalem is an important city for three world religions.
 - Look at the Words to Remember.
 - What is a religion?
 - What is Christianity?
 - What is Judaism?
 - What is Islam?

Day 3:

- Review:
 - Simply, what are Christianity, Judaism, and Islam?
- Explore:
 - View
 - <https://vimeo.com/113801439>
 -
- Explore:
 - In the video, did you catch where Christianity began? (You may need to scrub to around 31 AD. Note: different historians date the death and resurrection of Jesus differently. This video puts it at 31 AD, but Lutherans generally hold to AD 33 as

the date of Jesus' death and resurrection.)

- Christianity is not the only religion that claims origins or important events in Jerusalem.
- Judaism and Islam also claim Jerusalem as their city.
- Look again at Jerusalem on this [map of Jerusalem in 1883](#)

Day 4:

- Discuss:
 - What began in Jerusalem in 33 AD?
- Explore:
 - The three pictures below show sites in Jerusalem with special significance to the different religions we have mentioned.



1. Temple Mount: Important site in Judaism

2. The al-Aqsa Mosque: Important site in Islam

3. The Church of the Holy Sepulchre: Important site for many Christians

-
- ■



- What is the Mount of Olives? (read Luke 22 for one example)
- Compare the maps and pictures to a [more modern map](#) of Jerusalem. Note the locations we have studied thus far.

Day 5:

- Discuss:
 - What is the 1st Commandment?
 - When we say, "You shall have no other gods," what does this mean? (We should fear, love, and trust in God above all things.)
 - What sort of a God have you? (question posed by Luther in Luther's Large Catechism in the First Article of the Creed)
 - "This is my God: first, the Father, who has created heaven and earth; besides this only One I regard nothing else as God; for there is no one else who could create heaven and earth."
 - "In Jesus Christ, our Lord." "...He has redeemed me from sin, from the devil, from death, and all evil."
 - "For as the Father is called Creator, the Son Redeemer, so the Holy Ghost, from His work, must be called Sanctifier, or One that makes holy." (Quotes from Luther's Large Catechism)
 - All other religions, regardless of whether they share historical or geographical similarities or proximities, are false religions and worship false gods.

Week 14



Topics:

- Map/Globe
- World
- Europe

Words to Remember:

- Bay: a broad inlet of the sea where the land curves inward ORIGIN late Middle English: from Old French baie, from medieval Latin baia .
- Strait: a narrow passage of water connecting two seas or two large areas of water ORIGIN Middle English: shortening of Old French estreit 'tight, narrow,' from Latin strictus 'drawn tight'

- Channel: a length of water wider than a strait, joining two larger areas of water, especially two seas. ORIGIN Middle English: from Old French chanel, from Latin canalis 'pipe, groove, channel,' from canna 'reed'

Textbook reference and written work:

-

Materials:

- Map/Globe
- [Political Map of Europe](#)
- [Physical Map of Europe](#)

Suggested Daily Schedule:

Day 1:

- Discuss:
 - Look at a globe (or world map)
 - What is the location of Europe?
 - What are some landmarks that could also help us locate Europe?
 - Atlantic Ocean
 - Etc.
- Explore:
 - Look at the [Political Map of Europe](#)
 - Look at the [Physical Map of Europe](#)
- Discuss:
 - What differences do you notice between the maps?
 - What similarities do you see between the maps?

Day 2:

- Review:
 - Yesterday we looked at two different maps of the same continent.
 - What observations did you make?
- Explore:
 - Look again at the [Physical Map of Europe](#)
 - Find the following:
 - Bay of Biscay
 - Strait of Gibraltar
 - English Channel
- Discuss:
 - Define the Words to Remember
 - What is the difference between a bay, strait, and channel?
 - Using the Physical Map of Europe, describe the differences between a bay, strait, and channel.
-

Day 3:

- Review:
 - What are bays, straits, and channels?
- Explore:
 - Look at the [Physical Map of Europe](#)
 - Find the following:
 - Seas (there are many)
 - Tagus River
 - Loire River
 - Seine River
 - Po River
 - Rhine River
 - Elb River
 - Danube River
 - Oder River
 - Vistula River
- Explore more:
 - The Danube River inspired a beautiful composition by Johann Strauss II, The Beautiful Blue Danube.



▪

Day 4:

- Discuss:
 - Last session we explored the rivers of Europe.
 - Europe is also known for its famous mountains
- Explore:
 - Use again the [Physical Map of Europe](#)
 - Find the following:
 - Alps
 - Carpathian Mountains
 - Apennines
 - Pyrenees
- Explore more:
 - In which countries are the Alps, Carpathian, Apennines, and Pyrenees?
 - What special function have the Pyrenees mountains? (form a natural border between Spain and France)

Day 5:

- Discuss:
 - Look at the political [Political Map of Europe](#)
- Explore:
 - Find the following:
 - Tirana
 - Andorra La Vella
 - Vienna
 - Minsk
 - Brussels
 - Sarajevo
 - Sofia
 - Zagreb
 - Nicosia
 - Prague
 - Copenhagen
 - Tallinn
 - Helsinki
 - Paris
 - Berlin
 - Athens
 - Budapest
 - Reykjavik
 - Dublin
 - Rome
 - Riga
 - Vaduz
 - Vilnius
 - Luxembourg
 - Skopje
 - Valletta
 - Chisinau
 - Monaco
 - Podgorica

- Amsterdam
- Oslo
- Warsaw
- Lisbon
- Bucharest
- Belgrade
- Bratislava
- Ljubljana
- Madrid
- Stockholm
- Bern
- Kiev
- London
- Vatican City
- These locations are called the capital cities.
 - A capital city is generally where the seat of government and administrative center are located.

Week 15



Topics:

- Map/Globe
- World
- Europe

Words to Remember:

- Charlemagne: (742–814), king of the Franks 768–814 and Holy Roman Emperor (as Charles I) 800–814; Latin name Carolus Magnus; known as Charles the Great. As the first Holy Roman emperor, Charlemagne promoted the arts and education, and his court became the cultural center of the Carolingian Renaissance.

Textbook reference and written work:

-

Materials:

- Bible
- Map/Globe
- [Political Map of Europe](#)
- [Physical Map of Europe](#)
- [Flags of the World](#)

Suggested Daily Schedule:

Day 1:


- Discuss:
 - Geography is the study not only of the physical characteristics of an area, but also of the activities of the people.
 - In Week 4, we looked at the difference between a nation and a country. Review the differences.
 - In the coming days we will explore the flags and national anthems of the nations of Europe. As we do so, discuss whether flags and national anthems are a symbol of a nation, a country, or both. (Usually it is both!)
- Explore:
 - Look at the [Flags of the World](#). Using the [Political Map of Europe](#), find the flag of each nation.
- Discuss:
 - What do you notice about each flag? (Color, symbols, etc.)
 - What similarities do you notice between the flags?
 - What major differences do you notice?
- Explore:
 - Do you notice a different color scheme between the flags of Africa and the Middle East and Europe? What are some of the differences?

Day 2:

- Review:
 - Yesterday we looked at the flags of Europe
- Explore:
 - Listen to the national anthems of the nations of Europe:
 - Albania

-
- Andorra

Albania National Anthem (Instrumental)




-
- Austria

National Anthem of Andorra | Himne N...




-
- Belarus

Austrian National Anthem - "Bundeshy...




-
- Belgium

Belarus National Anthem (Instrumental)




-
- Bosnia and Herzegovina

Belgian National Anthem - "La Brabanç...



-
- Bulgaria

Bosnia and Herzegovina National Anth...



Bulgaria National Anthem English lyrics



-
- Explore more:
 - The national anthem of Andorra is called "El Gran Carlemany" or "The Great Charlemagne."
 - Andorra's independence dates from the late 8th century, when Charlemagne is said to have granted the Andorrans self-government for their help in defeating the Moors.

Day 3:

- Explore:
 - Continue listening to the national anthems of the nations of Europe
 - Croatia

Croatia National Anthem English lyrics



-

- Cyprus

Cyprus National Anthem (Instrumental)




-
- Czech Republic

Czech Republic National Anthem Engli...




-
- Denmark

Denmark National Anthem (Instrument...



-
- Estonia

Estonia National Anthem (Instrumental)



-
- Finland

-
- France

Finland National Anthem English lyrics




-

Day 4:

- Explore:
 - Continue listening to the national anthems of the nations of the Europe
 - Germany

Germany National Anthem (Instrument...



-
- Greece


Greece National Anthem GreeK & Engli...



-
- Hungary

-
- Iceland

Himnusz - Hungary National Anthem V...



-
- Ireland

Icelandic National Anthem - "Lofsöngu...



-
- Italy

National Anthem of Ireland | Amhrán n...



-
- Latvia

Italy National anthem Italian & English I...



■

- Explore more:
 - In *Lutheran Service Book*, find hymn #648. Sing the hymn. Does it sound familiar? (It has the same tune as the German national anthem.)

Day 5:

- Explore:
 - Liechtenstein



Oben am jungen Rhein - Liechtenstein ...



-
- Lithuania

Tautiška giesmė - Lithuania National A...



-
- Luxembourg

Luxembourg National Anthem (Instrum...




-
- Macedonia

-
- Malta

Denes nad Makedonija - Macedonia Na...




-
- Moldova




-
- Monaco

Moldovan National Anthem - "Limba N...



-

Monaco National Anthem (Instrumental)



Week 16



Topics:

- Map/Globe
- World

- Europe

Words to Remember:

- Charlemagne: (742–814), king of the Franks 768–814 and Holy Roman Emperor (as Charles I) 800–814; Latin name Carolus Magnus; known as Charles the Great. As the first Holy Roman emperor, Charlemagne promoted the arts and education, and his court became the cultural center of the Carolingian Renaissance.
- Scandinavia: a large peninsula in northwestern Europe, occupied by Norway and Sweden. It is bounded by the Arctic Ocean on the north, the Atlantic Ocean on the west, and the Baltic Sea on the south and the east
- Leif Ericson: Norse explorer; son of Eric the Red. He sailed west from Greenland (c.1000) and reputedly discovered land (variously identified as Labrador, Newfoundland, or New England), which he named Vinland because of the vines he claimed to have found growing there.
- Vikings: any of the Scandinavian seafaring pirates and traders who raided and settled in many parts of northwestern Europe in the 8th–11th centuries. ORIGIN from Old Norse víkingr, from vík ‘creek’ or Old English wīc ‘camp, dwelling place.’
- Goths: a member of a Germanic people that invaded the Roman Empire from the east between the 3rd and 5th centuries. The eastern division, the Ostrogoths, founded a kingdom in Italy, while the Visigoths went on to found one in Spain.
- Franks: a member of a Germanic people that conquered Gaul in the 6th century and controlled much of western Europe for several centuries afterward.
- Burgundians: a member of a Germanic people that invaded Gaul from the east and established the kingdom of Burgundy in the 5th century AD
- Vandals: a member of a Germanic people that ravaged Gaul, Spain, and North Africa in the 4th–5th centuries and sacked Rome in ad 455.
- Northmen: a native or inhabitant of Scandinavia, especially of Norway.
-
- Coat of arms: the distinctive heraldic bearings or shield of a person, family, corporation, or country.

Textbook reference and written work:

-

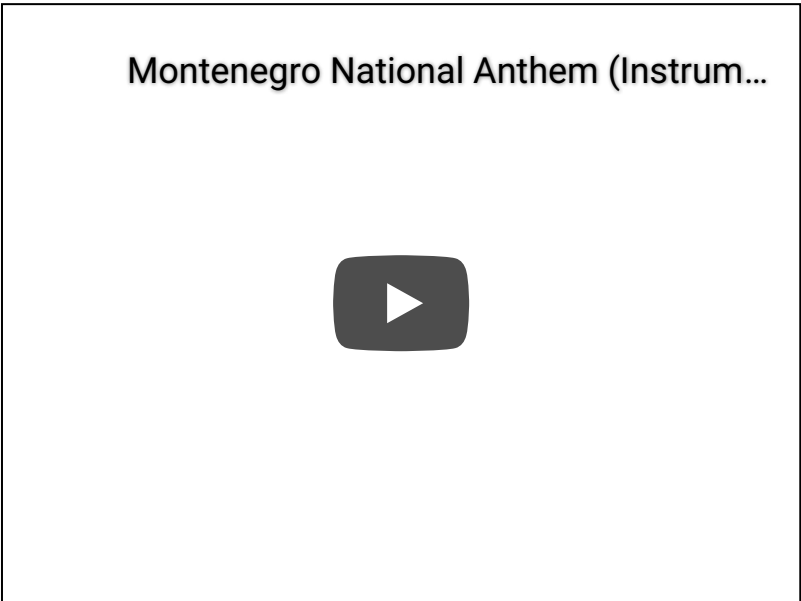
Materials:

- Bible
- Map/Globe
- [Political Map of Europe](#)
- [Physical Map of Europe](#)
- [Flags of the World](#)
- [Vikings](#)
- [Germanic Migration and Conquests](#)
-

Suggested Daily Schedule:

Day 1:

- Review:
 - Who was Charlemagne?
- Explore:
 - Listen to the national anthems of the nations of Europe:
 - Montenegro



-

- Netherlands

-
- Norway

National Anthem of the Netherlands | ...



-
- Poland

Norwegian National Anthem - "Ja Vi El...



-
- Portugal

Polish National Anthem - "Jeszcze Pol...




-
- Romania

Portugal National Anthem English lyrics



-
- Serbia

Romanian National Anthem - "Deșteaptă-te, Române"



-
- Explore more:
 - What can you learn about a nation's geography or history from listening to the national anthem?

Day 2:


- Explore:
 - Today is the final day of European national anthems.
 - Listen to the national anthems of the nations of Europe:
 - Slovakia

Nad Tatrou sa blýska - National Anthem of Slovakia



-
- Slovenia

Slovenian National Anthem - "Zdravljica"



-


- Spain

Spain National Anthem English lyrics




-
- Sweden

Swedish National Anthem - "Du Gamla,...



-
- Switzerland

Swiss National Anthem - "Schweizerps...



-
- Ukraine

Ukraine National Anthem English lyrics



-
- United Kingdom

British National Anthem - "God Save Th...



- Explore more:
 - Are any of these national anthems from your ancestry? In other words, do you have German, Norwegian, etc. heritage?

Day 3:

- Explore:
 - You recently listened to the national anthems of Norway, Sweden, Finland, and Denmark.
 - These nations are considered Scandinavian.
 - Using your map of Europe and your Words to Remember, find Scandinavia.
 - It is interesting to think about how people end up living different places. Let us explore how people got where they did.
 - Look at the map of [Germanic Migration and Conquests](#).
 - Compare that map to a modern map of Europe.
 - Discuss where different groups lived or moved according to the map. Example: the Goths lived in Scandinavia, but they moved to Poland and then split into the East Goths and West Goths. Some of the East Goths lived in Ukraine and Turkey, but others lived in Italy. After traveling along most of the Mediterranean Sea, the West Goths settled in Spain and France. Do this with other groups!
 -
 -
 -
 -

Day 4:

- Explore:
 - Look again at the [Germanic Migration and Conquests](#). Who were these groups?
 - Use your Words to Remember to find out and the map to remember where some of them lived and/or traveled.

Day 5:

- Discuss:
 - Different groups and families within those groups had a special way of identifying their family. These were called coats of arms. Different pictures, colors, and symbols on a coat of arms mean different things.
- Explore:
 - Look at the [first page of this site](#) to learn about the parts of a coat of arms.
 - Next week, you will make your own coat of arms!

Week 17



Topics:

- Map/Globe
- World
- Coat of arms

Words to Remember:

- Coat of arms: the distinctive heraldic bearings or shield of a person, family, corporation, or country.

Textbook reference and written work:

•

Materials:

- Bible
- Map/Globe
- [Parts of a Coat of Arms](#)

- [Coat of Arms symbolism](#)
- [Coat of Arms shield template](#)
-

Suggested Daily Schedule:

Day 1:

- Read:
 - Luther's Small Catechism Appendix: p. 257 (Explanation of Luther's Seal)
- Explore:
 - Read Dr. Martin Luther's letter to Lazarus Spengler (see below)
 -
- Discuss:
 - What does Luther's Seal (sometimes called his Coat of Arms) tell about Martin Luther?

Day 2:

- Explore:
 - Look at [Wittenberg Academy's logo and seal](#) and read about its meaning.
- Explore more:
 - What does Wittenberg Academy's logo and seal tell you about Wittenberg Academy?
 - Look for other examples of seals. (Universities are good candidates)
 - What do the seals say about the entity they represent?

Day 3:

- Explore:
 - You have looked at the seals and shields of Martin Luther, Wittenberg Academy, and other entities. Now you will begin creating a coat of arms for your family.
 - Using the [Coat of Arms shield template](#), create a coat of arms for your family.
 - Consult the [Parts of a Coat of Arms](#) and [Coat of Arms symbolism](#) to decide what you would like to include on your shield.
 - Note: students may draw the parts they desire or cut and glue from copies.
 - Do take time to carefully consider which parts best represent the child's family. This is a good opportunity to talk about what your family values and/or what defines your family.

Day 4:

- Explore:
 - Work on your coat of arms

Day 5:

- Explore:
 - Work on your coat of arms

 [Dr. Martin Luther's letter to Lazarus Spengler](#)

Week 18



Topics:

- Map/Globe
- World
- Wonders of the Ancient World

Words to Remember:

- Seven Wonders of the Ancient World: the seven most spectacular man-made structures of the ancient world. Traditionally they comprise (1) the pyramids of Egypt, esp. those at Giza; (2) the Hanging Gardens of Babylon; (3) the Mausoleum of Halicarnassus; (4) the temple of Artemis (or Diana) at Ephesus in Asia Minor; (5) the Colossus of Rhodes; (6) the huge ivory and gold statue of Zeus (or Jupiter) at Olympia in Peloponnesus, made by Phidias c.430 bc; (7) the walls of Babylon.
- Memorial: something, especially a structure, established to remind people of a person or event ORIGIN late Middle English: from late Latin memoriale 'record, memory, monument,' from Latin memorialis 'serving as a reminder,' from memoria 'memory.'

Textbook reference and written work:

-

Materials:

- Bible
- Map/Globe

- [Maerten van Heemskerck- Wonders of the Ancient World](#)
- [Seven Wonders of the Ancient World Map](#)
- [Seven Wonders Of The World collage](#)
- [The Colossus of Rhodes](#)
- [The Lighthouse at Alexandria](#)
- [The Pyramids in Egypt](#)
- [The Statue of Jupiter at Olympia](#)
- [The Temple of Diana at Ephesus](#)
- [The Tomb of Mausolus](#)
- [The Walls of Babylon](#)
-

Suggested Daily Schedule:

Day 1:

- Review:
 - Luther's Seal and family or institution coats of arms leave behind a symbol to teach us and help us remember the person, family, or institution.
- Read:
 - Joshua 4
- Discuss:
 - Why did God tell Joshua to make a memorial out of the stones collected from the Jordan River by each tribe?
 - People throughout history have set up memorials for remembrance of various people, things, or events.
 - Remembering is a good thing and studying history is a good thing!
 - What are some ways that you or your family use to remember things? (Sticky notes, writing them down, setting something on the counter, putting an alert on the calendar, etc.)
 - What does memorial mean?

Day 2:

- Explore:
 - Visit a cemetery.
 - What can you learn about people from looking at the memorials (usually headstones) in a cemetery?

Day 3:

- Read:
 - LSB, p 162; cf Mt 26: 26– 28; Mk 14: 22– 24; Lk 22: 19– 20; 1Co 11: 23– 25
 - (Optional) In *The Lutheran Study Bible*, read the article on the Lord's Supper (found in the book of Revelation).
- Discuss:
 - Every Lord's Day, Lord willing, you hear these words: "Take eat, this is my body, which is given for you. Do this in remembrance of me."
 - What does our Lord Jesus Christ want us to remember?

Day 4:

- Discuss:
 - Throughout history, people have used different methods of remembering or being remembered.
 - Some of the most famous of these memorials in all of history are the Seven Wonders of the Ancient World.
- Explore:
 - Look at the [Seven Wonders of the Ancient World Map](#).
 - Find each of the locations on a world map or globe.
 - While most of the Seven Wonders of the Ancient World no longer exist, what modern countries would contain them if they did still exist?
 - (Bonus question) Why were the Seven Wonders all concentrated in the same area of the world?

Day 5:

- Explore:
 - We will study more about the significance of each of the Wonders next week. Today, we will continue exploring these fascinating objects!
 - Many artists throughout history have drawn the Seven Wonders.
 - Take a look at the following:
 - [The Colossus of Rhodes](#)
 - [The Lighthouse at Alexandria](#)
 - [The Pyramids in Egypt](#)
 - [The Statue of Jupiter at Olympia](#)
 - [The Temple of Diana at Ephesus](#)

- [The Tomb of Mausolus](#)
- [The Walls of Babylon](#)
- What do you observe about each?
- Does the setting provided by the artist provide any additional information about the context of the Wonder?

Week 19



Topics:

- Map/Globe
- World
- Asia

Words to Remember:

- Gulf: a deep inlet of the sea almost surrounded by land, with a narrow mouth.

Textbook reference and written work:

-

Materials:

- Map/Globe
- [Political Map of Asia](#)
- [Physical Map of Asia](#)

Suggested Daily Schedule:

Day 1:

- Discuss:
 - Look at a globe (or world map)
 - What is the location of Asia?
 - What are some landmarks that could also help us locate Asia?
 - Indian Ocean
 - Arctic Ocean
 - Etc.
- Explore:
 - Look at the [Political Map of Asia](#)
 - Look at the [Physical Map of Asia](#)
- Discuss:
 - What differences do you notice between the maps?
 - What similarities do you see between the maps?

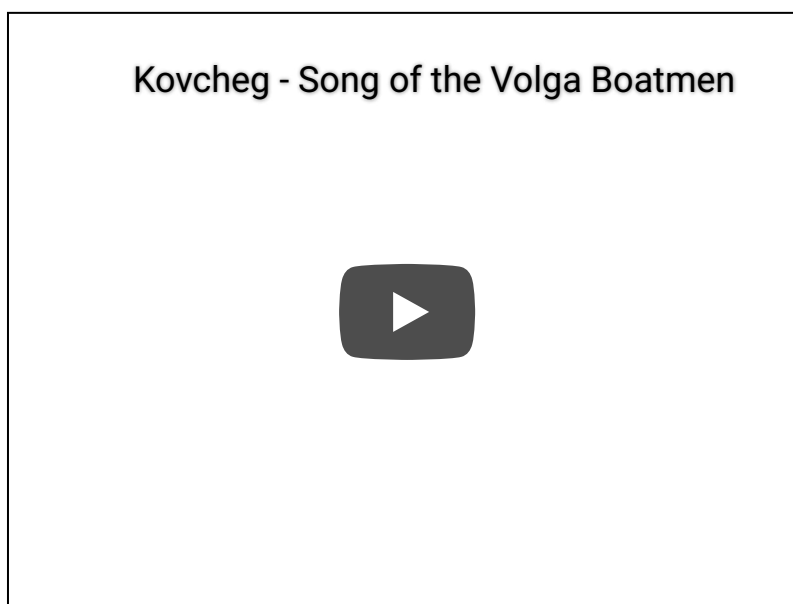
Day 2:

- Review:
 - Yesterday we looked at two different maps of the same continent.
 - What observations did you make?
- Explore:
 - Look again at the [Physical Map of Asia](#)
 - Find the following:
 - Gulf of Thailand
- Discuss:
 - Define the Words to Remember
 - What is a gulf?
 - Using the Physical Map of Asia, describe the difference between a bay and gulf.
-

Day 3:

- Review:
 - What is a gulf?
- Explore:
 - Look at the [Physical Map of Asia](#)
 - Find the following:
 - Seas (there are many)
 - Bays (there are several)
 - Volga River

- Ob' River
- Irtysh River
- Amu Darya
- Yenisey River
- Lena River
- Kolyma River
- Amur River
- Yellow River
- Yangtze River
- Xi Jiang River
- Mekong River
- Irrawady River
- Brahmaputra River
- Ganges River
- Indus River
- Explore more:
 - As in Europe, Asia has a river that inspired a famous song. The Volga Boatmen can be heard here in Russian:



Day 4:

- Discuss:
 - Last session we explored the rivers of Asia.
 - Asia is also has famous mountains
- Explore:
 - Use again the [Physical Map of Asia](#)
 - Find the following:
 - Ural Mountains
 - Altay Mountains
 - Himalayas
 - Caucasus Mountains
- Explore more:
 - In which countries are the Ural, Altay, Himalaya, and Caucasus Mountains?
 - There is a special mountain in Nepal. Mt. Everest is the tallest mountain in the world. Find the little gold triangle that denotes the location of Mt. Everest.

Day 5:

- Discuss:
 - Look at the [Political Map of Asia](#)
- Explore:
 - Find the following:
 - Astana
 - Bishkek
 - Moscow
 - Dushanbe
 - Ashgabat
 - Tashkent
 - Kabul
 - Dhaka
 - Thimphu
 - New Delhi
 - Male

- Kathmandu
- Islamabad
- Colombo
- Bandar Seri Begawan
- Rangoon
- Phnom Penh
- Beijing
- Jakarta
- Tokyo
- Pyongyang
- Seoul
- Vientiane
- Kuala Lumpur
- Ulaanbaatar
- Manila
- Singapore
- Taipei
- Bangkok
- Dili
- Hanoi
- These locations are called the capital cities.
 - A capital city is generally where the seat of government and administrative center are located.

Week 20



Topics:

- Map/Globe
- World
- Asia

Words to Remember:

-

Textbook reference and written work:

-

Materials:

- Bible
- Map/Globe
- [Political Map of Asia](#)
- [Physical Map of Asia](#)
- [Flags of the World](#)

Suggested Daily Schedule:

Day 1:


- Discuss:
 - Geography is the study not only of the physical characteristics of an area, but also of the activities of the people.
 - In Week 4, we looked at the difference between a nation and a country. Review the differences.
 - In the coming days we will explore the flags and national anthems of the nations of Asia. As we do so, discuss whether flags and national anthems are a symbol of a nation, a country, or both. (Usually it is both!)
- Explore:
 - Look at the [Flags of the World](#). Using the [Political Map of Asia](#), find the flag of each nation.
- Discuss:
 - What do you notice about each flag? (Color, symbols, etc.)
 - What similarities do you notice between the flags?
 - What major differences do you notice?
- Explore:
 - How do the flags of Asia compare to one another? How do they compare to the flags of other nations you have studied?

Day 2:

- Review:
 - Yesterday we looked at the flags of Asia.

- Explore:
 - Listen to the national anthems of the nations of Asia:
 - Kazakhstan

Kazakh National Anthem - "Meniñ Qaz...




-
- Kyrgyzstan

Kyrgyzstan National Anthem Vocal



-
- Russia

Russia National anthem Russian & Eng...



-
- Tajikistan


"Surudi Milli" - Tajikistan National anthe...



-
- Turkmenistan

-
- Uzbekistan

Turkmen National Anthem - "Garaşsyz, ...




-
- Explore more:
 -

Day 3:


- Explore:
 - Continue listening to the national anthems of the nations of Asia
 - Afghanistan

Uzbekistan National anthem Vocal



-
- Bangladesh

Afghan National Anthem - "Milli Surood...

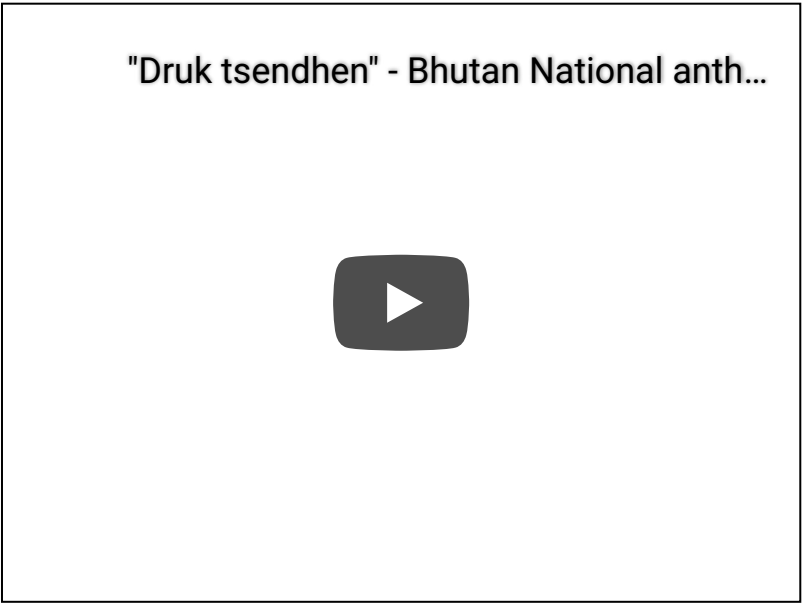


-
- Bhutan

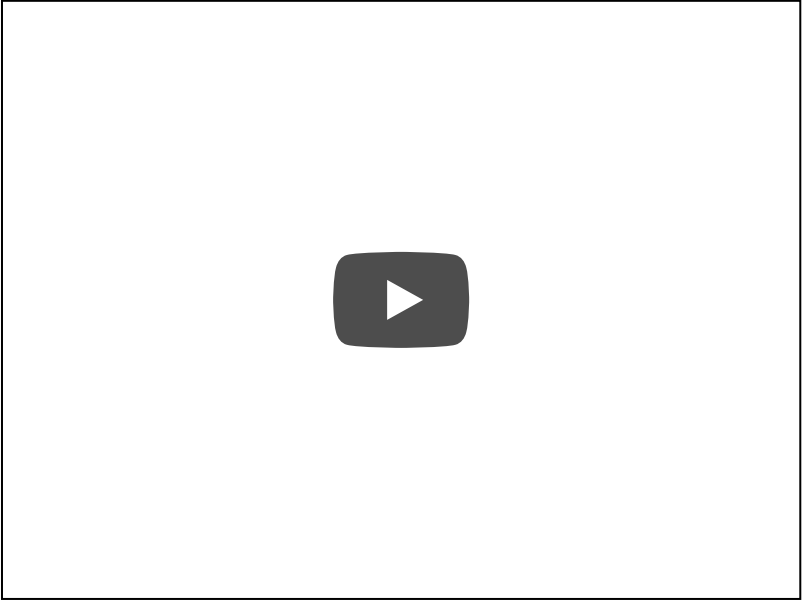
"Amar Shonar Bangla" - Bangladesh Na...



-
- British Indian Ocean Territory



-
- India



-
- Maldives




-
- Nepal



-
- Pakistan

Nepali National Anthem - "Sayaú Thúg...



-
- Sri Lanka

National Anthem of Pakistan (قومی ترانہ)



-

Sri Lanka national anthem




- Explore more:
 - Look at (or sing) *LSB 965*. It is the same tune as the British Indian Ocean Territory national anthem! Do you remember which other nation had this tune for their national anthem?

Day 4:

- Explore:
 - Continue listening to the national anthems of the nations of the Asia
 - Brunei


-

Allah Peliharakan Sultan - Brunei Natio...




- Burma

Burma National Anthem (Instrumental)



-
- Cambodia

Cambodia National Anthem (Instrume...



-
- China

Chinese National Anthem - "Yiyǎngjūn ...



-
- Hong Kong


Hong Kong (China) (2012 / 2016) (Oly...



-
- Indonesia

-
- Japan

Indonesian National Anthem - "Indones...




-
- North Korea

日本国歌 Japan - National Anthem



-
- South Korea

North Korean National Anthem - "Aegu...



-
- Laos

South Korean Anthem - "Aegukga" (KO/...




-

- Explore more:
 - Before Hong Kong became a special administrative region of China, it was a British dependency. In 1997, when it was handed over to China, Hong Kong's national anthem changed from the "God Save the Queen" to "March of the Volunteers," the national anthem of China.

Day 5:

- Explore:
 - Finish listening to the national anthems of the nations of the Asia
 - Macau

Laotian National Anthem - "Pheng Xat ...



-

- Malaysia


Macau (China) / Macao (China) (Olym...



-

- Mongolia

Malaysian National Anthem - "Negarak...



-

Mongolian National Anthem - "Mongol ...



- Philippines

Philippine National Anthem - "Lupang ...



-
- Singapore

Singaporean National Anthem - "Majul...




-
- Taiwan

Taiwanese National Anthem - "Sānmín ...



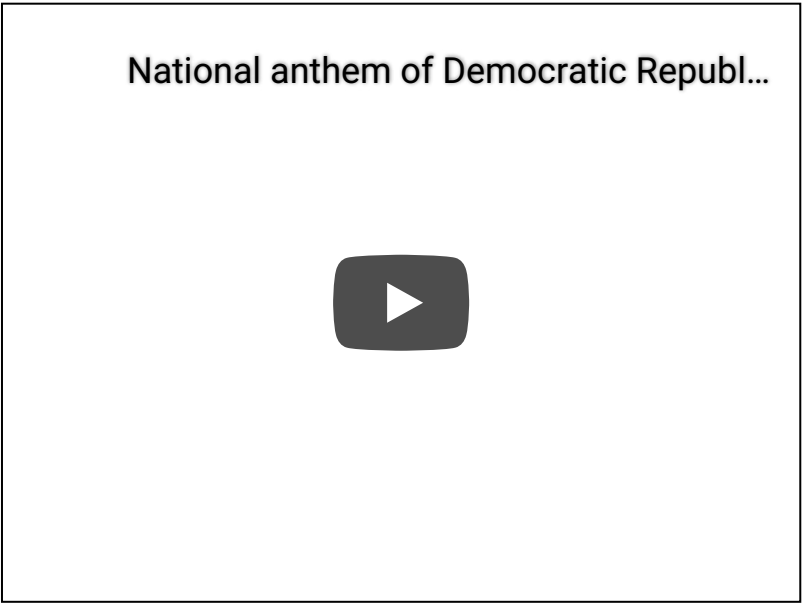
-
- Thailand

Thai National Anthem - "Phleng Chat T...



-
- Timor-Leste

-
- Vietnam



-

Week 21



Topics:

- Map/Globe
- World
- Oceania

Words to Remember:

- Oceania: an area that encompasses the islands of the Pacific Ocean and adjacent seas.
- Bight: a curve or recess in a coastline, river, or other geographical feature.
- Reef: a ridge of jagged rock, coral, or sand just above or below the surface of the sea.
- Range: a line or series of mountains or hills
- Ridge: a long narrow hilltop, mountain range, or watershed
- Basin: a natural depression on the earth's surface, typically containing water

Textbook reference and written work:

-

Materials:

- Map/Globe
- [Political Map of Oceania](#)
- [Physical Map of Oceania](#)
- [Flags of the World](#)

Suggested Daily Schedule:

Day 1:

- Discuss:
 - Look at a globe (or world map)
 - What is the location of Oceania?
 - What are some landmarks that could also help us locate Oceania?
 - Indian Ocean
 - Pacific Ocean
 - Etc.
 - The continent of Australia is in the region of Oceania.

- Explore:
 - Look at the [Political Map of Oceania](#)
 - Look at the [Physical Map of Oceania](#)
- Discuss:
 - What differences do you notice between the maps?
 - What similarities do you see between the maps?

Day 2:

- Review:
 - Yesterday we looked at two different maps of the same area.
 - What observations did you make?
- Discuss:
 - Define the Words to Remember
- Explore:
 - Look again at the [Physical Map of Oceania](#)
 - Find the following:
 - Great Australian Bight
 - Great Barrier Reef

Day 3:

- Review:
 - What is a gulf?
- Explore:
 - Look at the [Physical Map of Oceania](#)
 - Review: What is a straight? What is a gulf?
 - Find the following:
 - Seas
 - Gulfs
 - Straights
- Explore more:
 - Because Oceania is an area encompassing islands, you might notice different things than if we were just looking at a huge mass of land.
 - Find trenches, ridges, reefs, rises, trenches and basins in the water proximal to the islands we are studying.
 - Look just north of Micronesia. What is Challenger Deep?

Day 4:

- Discuss:
 - On all of the other continents, the term mountains has been used. In Australia, the term range is used. A range is a line or series of mountains or hills.
- Explore:
 - Use again the [Physical Map of Oceania](#)
 - Find the following:
 - All of the Ranges in Australia

Day 5:

- Discuss:
 - Look at the [Political Map of Oceania](#)
- Explore:
 - Find the following:
 - Canberra
 - Palikir
 - Suva
 - Tarawa
 - Majuro
 - Wellington
 - Ngerulmud
 - Port Moresby
 - Apia
 - Honiara
 - Nuku'alofa
 - Funafuti
 - Port Vila
 - These locations are called the capital cities.
 - A capital city is generally where the seat of government and administrative center are located.

Topics:

- Map/Globe
- World
- Oceania

Words to Remember:

-

Textbook reference and written work:

-

Materials:

- Bible
- Map/Globe
- [Political Map of Oceania](#)
- [Physical Map of Oceania](#)
- [Flags of the World](#)

Suggested Daily Schedule:

Day 1:

- Discuss:
 - Geography is the study not only of the physical characteristics of an area, but also of the activities of the people.
 - In Week 4, we looked at the difference between a nation and a country. Review the differences.
 - In the coming days we will explore the flags and national anthems of the nations of Oceania. As we do so, discuss whether flags and national anthems are a symbol of a nation, a country, or both. (Usually it is both!)
- Explore:
 - Look at the [Flags of the World](#). Using the [Political Map of Oceania](#), find the flag of each nation.
- Discuss:
 - What do you notice about each flag? (Color, symbols, etc.)
 - What similarities do you notice between the flags?
 - What major differences do you notice?
- Explore:
 - What do you notice about the color scheme of the flags of Oceania?

Day 2:

- Review:
 - Yesterday we looked at the flags of the nations of Oceania
- Explore:
 - Listen to the national anthems of the nations of Oceania:
 - Australia

Australian National Anthem - "Advance ...




-

- Micronesia


-
- Fiji

Micronesia National Anthem (Instrume...



-
- Kiribati

Fiji National Anthem (Instrumental)



-

National Anthem of Kiribati




- Explore more:
 - Do the national anthems you listened to today sound more like European national anthems or Asian national anthems? (European. This comes from the fact that most of these islands were colonies of, claimed by, or still connected to European nations.)

Day 3:

- Explore:
 - Continue listening to the national anthems of the nations of Oceania
 - Marshall Islands


-

Marshall Islands National Anthem (Inst...



- Nauru

Nauru National Anthem (Instrumental)




-
- New Zealand

New Zealand National Anthem - "God ...



-
- Palau

Palau National Anthem (Instrumental)




-

Day 4:

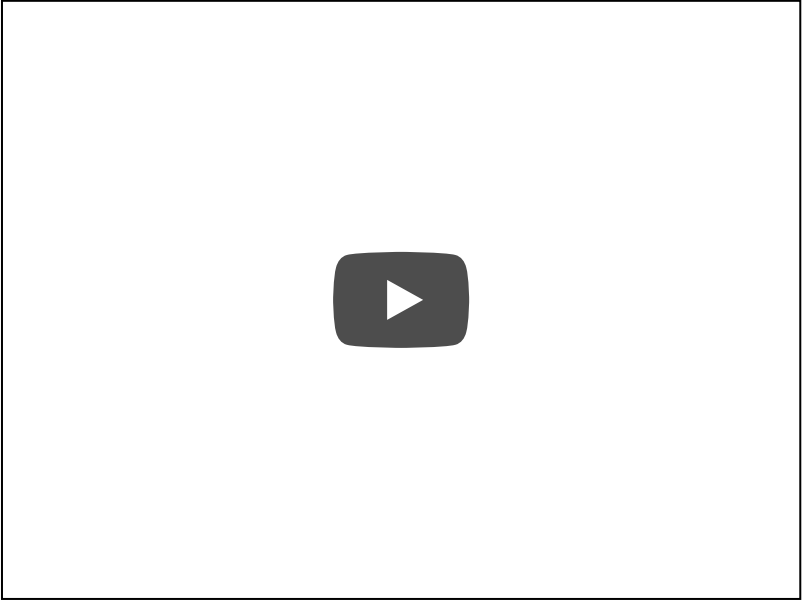
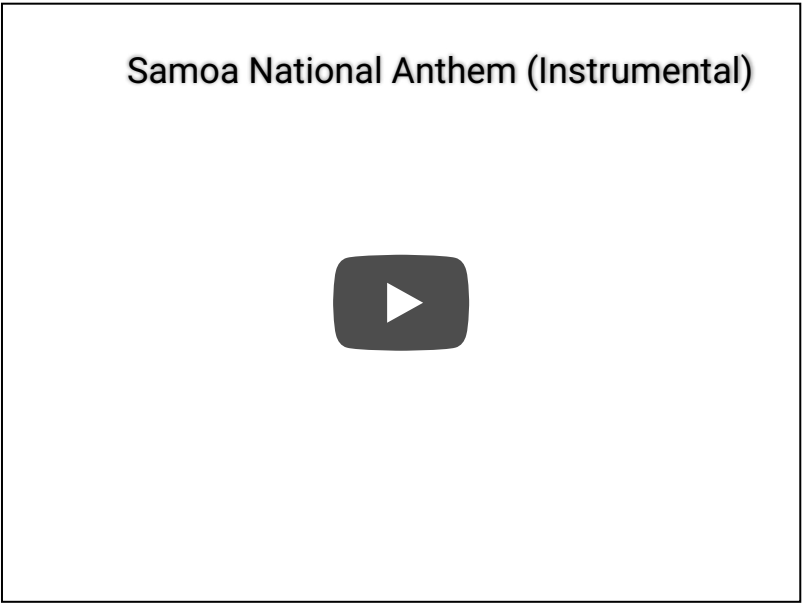
- Explore:
 - Continue listening to the national anthems of the nations of the Oceania
 - Papua New Guinea

Papua New Guinea National Anthem (I...



-
- Samoa

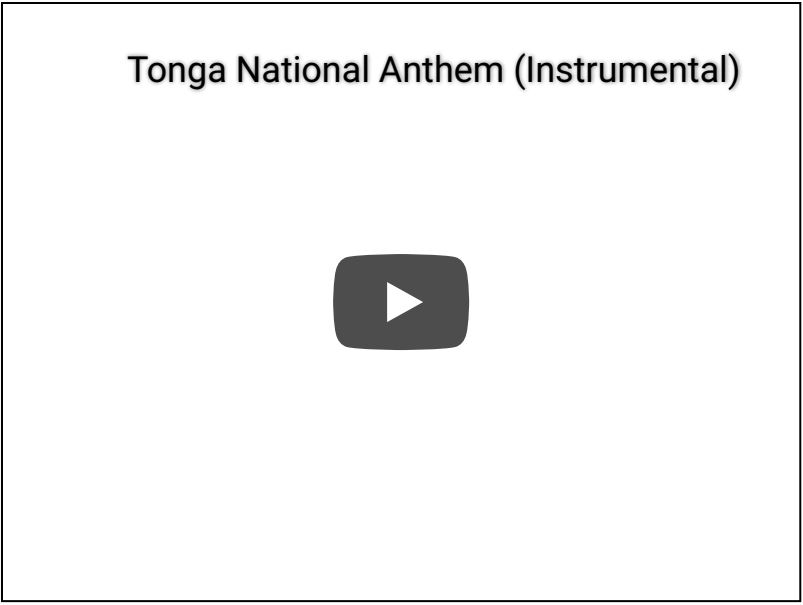
-
- Solomon Islands



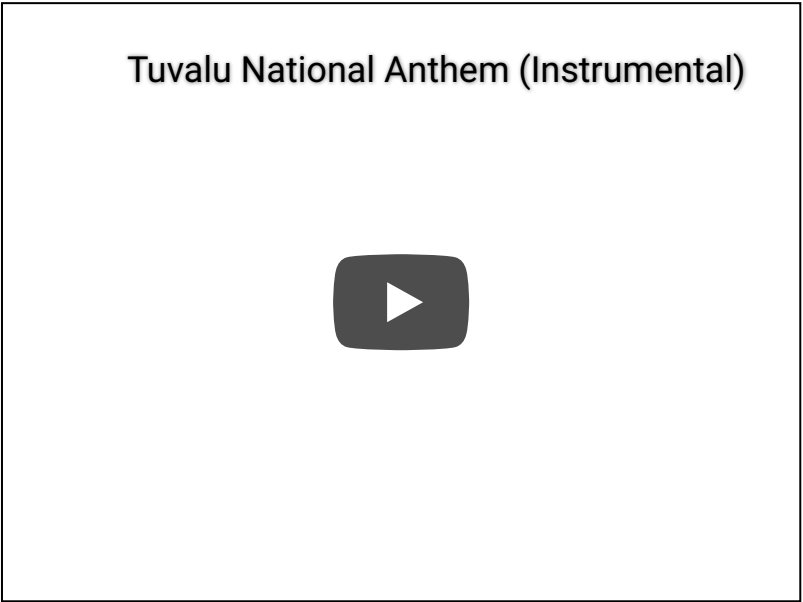
-

Day 5:

- Explore:
 - Finish listening to the national anthems of the nations of Oceania
 - Tonga



-
- Tuvalu



-
- Vanuatu

Vanuatu National Anthem (Instrumental)



Week 23



Topics:

- Map/Globe
- World
- Antarctica

Words to Remember:

- Ice shelf: a floating sheet of ice permanently attached to a landmass.

Textbook reference and written work:

-

Materials:

- Bible
- Map/Globe
- [Antarctic Region](#)

Suggested Daily Schedule:

Day 1:

- Discuss:
 - On your world map or globe, point out all of the continents.
 - Which continent have we not discussed? (Antarctica)
 - Antarctica is different from the other continents in that it does not have any countries on it, nor is it a country itself.
- Define:
 - Words to Remember
- Explore:
 - Look at the [Antarctic Region](#) map.
 - Antarctica is surrounded by oceans. Find the following oceans:
 - Southern Ocean
 - Pacific Ocean
 - Atlantic Ocean
 - Indian Ocean
 - There are several ice shelves around Antarctica. Follow the perimeter (outside) of Antarctica and find each ice shelf.

Day 2:

- Explore:
 - The main human inhabitants of Antarctica are scientists, researchers, and the support staff.
 - Look at the [Antarctic Region](#) map and identify all of the nations that have unofficially claimed land. Find those nations on other maps.
 - The small squares on the [Antarctic Region](#) map represent what?
 - Which nations have year-round research stations?
 - Find those nations on your other maps.

Day 3:

- Explore:

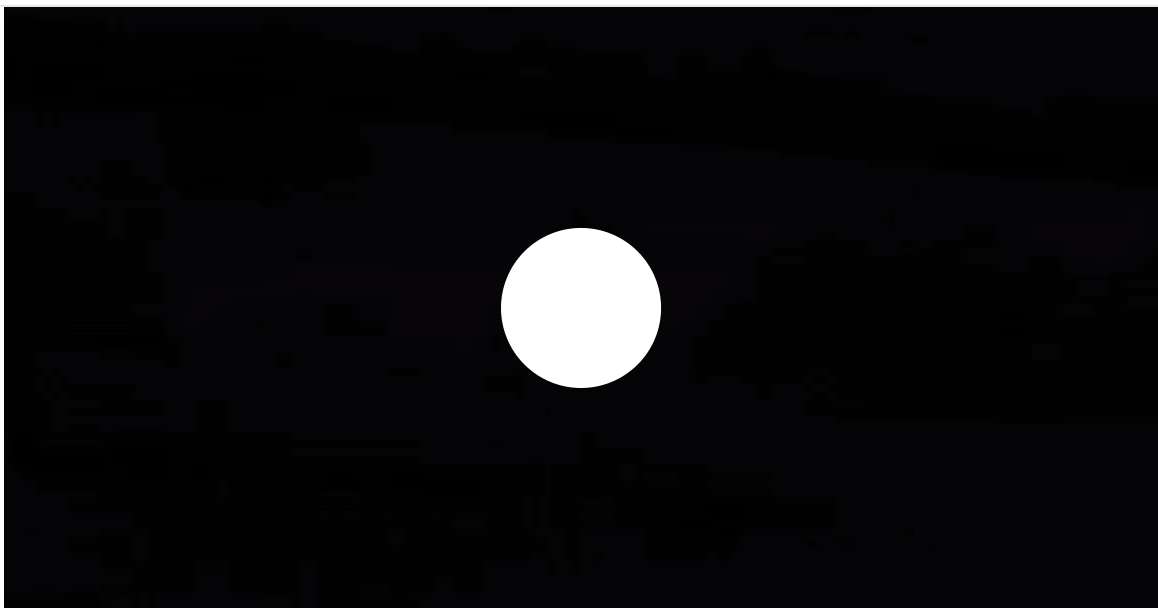


o

- o Take a look at what it is like to live in Antarctica. What do you find interesting?

Day 4:

- Explore:
 - o Take a look at what some of the people do in Antarctica. What do you find interesting?



■

Day 5:

- Explore:
 - o Use your [Antarctic Region](#) map. Travel around Antarctica and identify all of the seas.
 - o How big is Antarctica? Use the scale on the [Antarctic Region](#) map to find out how big Antarctica is.
 - How many miles is it east to west? How many miles is it north to south?
 - o How does Antarctica compare to the state or country where you live? Use the scale on a map of the state or country where you live to measure the miles east to west and north to south. Compare your findings.

Week 24



Topics:

- Map/Globe
- World
- Seven Wonders of the Ancient World

Words to Remember:

- Seven Wonders of the Ancient World: the seven most spectacular man-made structures of the ancient world. Traditionally they comprise (1) the pyramids of Egypt, esp. those at Giza; (2) the Hanging Gardens of Babylon; (3) the Mausoleum of Halicarnassus; (4) the temple of Artemis (or Diana) at Ephesus in Asia Minor; (5) the Colossus of Rhodes; (6) the huge ivory and gold statue of Zeus (or Jupiter) at Olympia in Peloponnesus, made by Phidias c.430 BC; (7) the walls of Babylon.

Textbook reference and written work:

•

Materials:

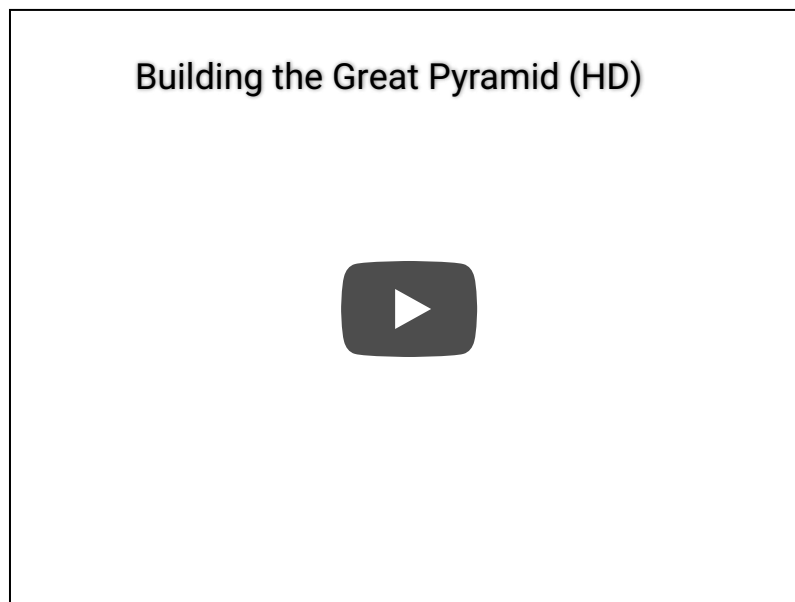
- Bible

- Map/Globe
- [Maerten van Heemskerck- Wonders of the Ancient World](#)
- [Seven Wonders of the Ancient World Map](#)
- [Seven Wonders Of The World collage](#)
- [The Colossus of Rhodes](#)
- [The Lighthouse at Alexandria](#)
- [The Pyramids in Egypt](#)
- [The Statue of Jupiter at Olympia](#)
- [The Temple of Diana at Ephesus](#)
- [The Tomb of Mausolus](#)
- [The Walls of Babylon](#)

Suggested Daily Schedule:

Day 1:

- Discuss:
 - Around 2900 BC, Khufu built the Great Pyramid of Giza.
 - Of all the Ancient Wonders, the Great Pyramid is only one still in existence.
- Define:
 - Words to Remember
- Explore:
 - Locate the Great Pyramid of Giza on your [Seven Wonders of the Ancient World Map](#).
 - Use your map of Africa and locate approximately where the Great Pyramid of Giza is. What is near the Great Pyramid of Giza on your modern map?
 - How was the Great Pyramid built? There are many theories. This video discusses some of the theories:

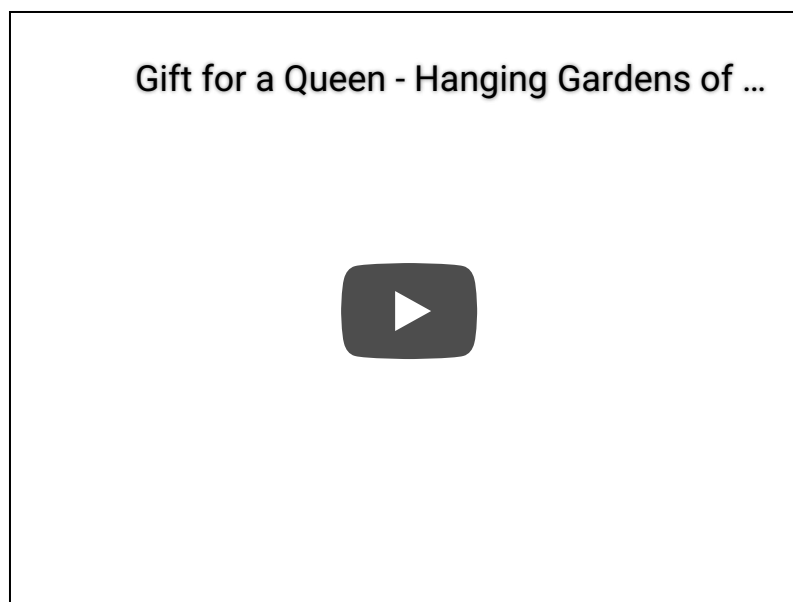


Day 2:

- Discuss:
 - Locate the Hanging Gardens of Babylon on your [Seven Wonders of the Ancient World Map](#).
 - Identify this location on one of your modern maps, too.
 - What do you notice about the location that would make this sort of structure possible? (It is right on the Euphrates River)
- Explore:
 - Like what did the Hanging Gardens look? How did they water them?
 - Since the Gardens no longer exist, we only have ancient writers, artist depictions, and our own imaginations from which to conceive of their appearance.
 - Hear what the ancients said:
 - Josephus, quoting Berossus, said, "In this palace he erected very high walks, supported by stone pillars; and by planting what was called a pensile paradise, and replenishing it with all sorts of trees, he rendered the prospect an exact resemblance of a mountainous country. This he did to gratify his queen, because she had been brought up in Media, and was fond of a mountainous situation."
 - Diodorus Siculus, perhaps referencing the writings of Ctesias of Cnidus, said, "There was also, beside the acropolis, the Hanging Garden, as it is called, which was built, not by Semiramis, but by a later Syrian king to please one of his concubines; for she, they say, being a Persian by race and longing for the meadows of her mountains, asked the king to imitate, through the artifice of a planted garden, the distinctive landscape of Persia. The park extended four plethra on each side, and since the approach to the garden sloped like a hillside and the several parts of the structure rose from one another tier on tier, the appearance of the whole resembled that of a theatre. When the ascending terraces had been built, there had been constructed beneath them galleries which carried the entire weight of the planted garden and rose little by little one above the other along the approach; and the uppermost gallery, which was fifty cubits high, bore the highest surface of the park, which was made level with the circuit wall of the battlements of the city. Furthermore, the walls, which had been constructed at great expense, were twenty-two feet thick, while the passageway between each

two walls was ten feet wide. The roof above these beams had first a layer of reeds laid in great quantities of bitumen, over this two courses of baked brick bonded by cement, and as a third layer of covering of lead, to the end that the moisture from the soil might not penetrate beneath. On all this again earth had been piled to a depth sufficient for the roots of the largest trees; and the ground, when levelled off, was thickly planted with trees of every kind that, by their great size or other charm, could give pleasure to the beholder. And since the galleries, each projecting beyond another, all received the light, they contained many royal lodgings of every description; and there was one gallery which contained openings leading from the topmost surface and machines for supplying the gardens with water, the machines raising the water in great abundance from the river, although no one outside could see it being done. Now this park, as I have said, was a later construction."

- Philo of Byzantium said, "The so-called Hanging Gardens have plants above ground, and are cultivated in the air, with the roots of the trees above the (normal) tilled earth, forming a roof. Four stone columns are set beneath, so that the entire space through the carved pillars is beneath the (artificial) ground. Palm trees lie in place on top of the pillars, alongside each other as (cross-) beams, leaving very little space in between. This timber does not rot, unlike others; when it is soaked and put under pressure it swells up and nourishes the growth from roots, since it incorporates into its own interstices what is planted with it from outside. Much deep soil is piled on, and then broad-leaved and especially garden trees of many varieties are planted, and all kind of flowering plants, everything, in short, that is most joyous and pleasurable to the onlooker. The place is cultivated as if it were (normal) tilled earth, and the growth of new shoots has to be pruned almost as much as on normal land. This (artificial) arable land is above the heads of those who stroll along through the pillars. When the uppermost surface is walked on, the earth on the roofing stays firm and undisturbed just like a (normal) place with deep soil. Aqueducts contain water running from higher places; partly they allow the flow to run straight downhill, and partly they force it up, running backwards, by means of a screw; through mechanical pressure they force it round and round the spirals of the machines. Being discharged into close-packed, large cisterns, altogether they irrigate the whole garden, inebriating the roots of the plants to their depths, and maintaining the wet arable land, so that it is just like an evergreen meadow, and the leaves of the trees, on the tender new growth, feed upon dew and have a wind-swept appearance. For the roots, suffering no thirst, sprout anew, benefiting from the moisture of the water that runs past, flowing at random, interweaving along the lower ground to the collecting point, and reliably protects the growing of trees that have become established. Exuberant and fit for a king is the ingenuity, and most of all, forced, because the cultivator's hard work is hanging over the heads of the spectators."
- Look again at [The Walls of Babylon](#). Can you see any similarities between the descriptions and this depiction?
- This video also discusses some possibilities:



Day 3:

- Discuss:
 - Locate the Temple of Artemis at Ephesus on your [Seven Wonders of the Ancient World Map](#).
 - Find this locale also on one of your modern maps.
- Explore:
 - Antipater of Sidon said of the Temple of Artemis at Ephesus, "I have set eyes on the wall of lofty Babylon on which is a road for chariots, and the statue of Zeus by the Alpheus, and the hanging gardens, and the colossus of the Sun, and the huge labour of the high pyramids, and the vast tomb of Mausolus; but when I saw the house of Artemis that mounted to the clouds, those other marvels lost their brilliancy, and I said, "Lo, apart from Olympus, the Sun never looked on aught so grand"."
 - Like the other Ancient Wonders, the Temple of Artemis no longer stands. Learn more about this wonder in this video:

The Holocaust at the Temple at Ephesus



Day 4:

- Discuss:
 - Have you noticed a theme in the original purpose of many of the Ancient Wonders? They were built to honor false gods. Which of the Ten Commandments tells us not to worship false gods? Who are we to worship?
 - The next Wonder on our list is also intended to venerate a false god. This time, the god is the supreme of the false gods, Zeus.
 - Locate the Statue of Zeus at Olympia on your [Seven Wonders of the Ancient World Map](#).
 - Locate Olympia on a modern map, too.
- Explore:
 - Ancient writers speak of the awe inspired by this statue of Zeus. One writer said that if this statue of Zeus stood up that the roof would have come off the temple. That is quite a statue!
 - This video gives a very quick look at the Statue of Zeus:

A Quick Look at the Statue of Zeus



Day 5:

- Discuss:
 - Locate the Mausoleum at Halicarnassus on your [Seven Wonders of the Ancient World Map](#).
 - Locate it also on one of your modern maps.
- Explore:
 - As was the case with a few of the Ancient Wonders, the Mausoleum at Halicarnassus was eventually destroyed by successive earthquakes.

Mausoleum at Halicarnassus



Topics:



- Map/Globe
- World
- Seven Wonders of the Ancient World
- Rivers

Words to Remember:

- Seven Wonders of the Ancient World: the seven most spectacular man-made structures of the ancient world. Traditionally they comprise (1) the pyramids of Egypt, esp. those at Giza; (2) the Hanging Gardens of Babylon; (3) the Mausoleum of Halicarnassus; (4) the temple of Artemis (or Diana) at Ephesus in Asia Minor; (5) the Colossus of Rhodes; (6) the huge ivory and gold statue of Zeus (or Jupiter) at Olympia in Peloponnesus, made by Phidias c.430 BC; (7) the walls of Babylon.

Textbook reference and written work:

-

Materials:

- Bible
- Map/Globe
- [Maerten van Heemskerck- Wonders of the Ancient World](#)
- [Seven Wonders of the Ancient World Map](#)
- [Seven Wonders Of The World collage](#)
- [The Colossus of Rhodes](#)
- [The Lighthouse at Alexandria](#)
- [The Pyramids in Egypt](#)
- [The Statue of Jupiter at Olympia](#)
- [The Temple of Diana at Ephesus](#)
- [The Tomb of Mausolus](#)
- [The Walls of Babylon](#)
- [Physical Map of Africa](#)
- [Physical Map of Asia](#)
- [Physical Map Europe](#)
- [Physical Map of North America](#)
- [Physical Map of South America](#)
- [Physical Map of Oceania](#)

Suggested Daily Schedule:

Day 1:

- Discuss:
 - This monumental monument to Helios was constructed to celebrate Rhodes' victory over Antigonos I Monophthalmus.
 - Unfortunately, the Colossus at Rhodes was destroyed in the earthquake of 226 BC.
- Explore:
 - Locate the Colossus at Rhodes on your [Seven Wonders of the Ancient World Map](#).
 - Use your modern maps to find the same location.
 - What do we know about the Colossus at Rhodes? There are many theories. This video discusses some of the theories:



Day 2:

- Discuss:
 - Locate the Lighthouse at Alexandria on your [Seven Wonders of the Ancient World Map](#).

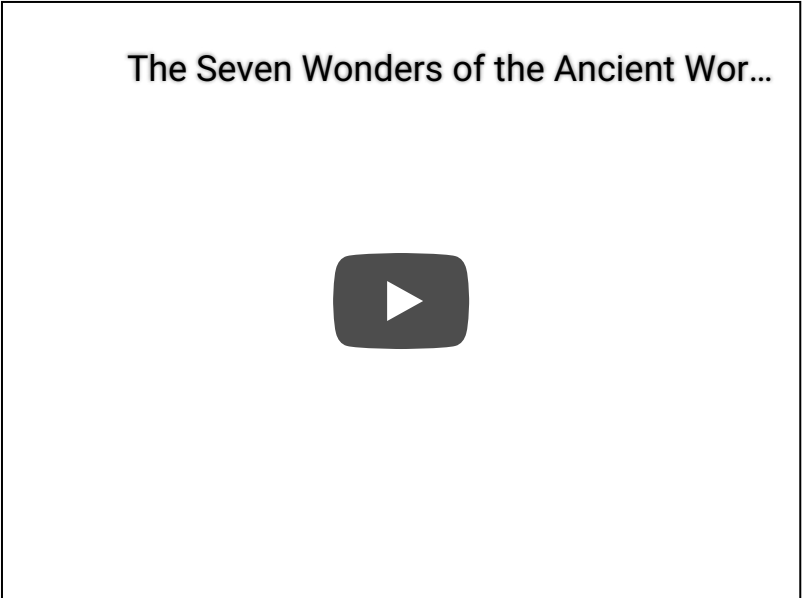
- Identify this location on one of your modern maps, too.
- Aside from being a magnificent tribute to their own strength and power, why was the lighthouse also a practical structure?
- Explore:
 - Like what did Lighthouse at Alexandria look?
 - Since the Lighthouse no longer exists, we only have ancient writers, artist depictions, and our own imaginations from which to conceive of their appearance.
 - The Lighthouse was destroyed by successive earthquakes
 - This video gives a few insights into possibilities surrounding the lighthouse:



■

Day 3:

- Discuss:
 - Look one more time at your [Seven Wonders of the Ancient World Map](#).
 - Review the Wonders with this overview video:



■

Day 4:

- Discuss:
 - The Wonders of the Ancient World helped the people of the times in which they were constructed remember something. All of those Wonders, save the Great Pyramid, are gone.
 - Think back to your brief study of the continents. Do you recall any of the features or landmarks about which you learned? Any mountains, rivers, etc.? Look back on your maps.
 - God's creation contains many things that could go on a list of Wonders.

Day 5:

- Discuss:
 - Yesterday you pondered some different wonders that may not have made a particular list.
- Explore:
 - Look at your Physical Maps of each continent and find these ten longest rivers of the world.
 - **Continent color key**
[Africa](#) [Asia](#) [Australia](#) [Europe](#) [North America](#) [South America](#)

<u>River</u>	<u>Length (km)</u>	<u>Length (miles)</u>	<u>Drainage area (km²)</u>	<u>Average discharge (m³/s)</u>	<u>Outflow</u>	<u>Countries i drainage basin</u>
◦			<small>[citation needed]</small>	<small>[citation needed]</small>		<small>[citatio</small>

River	Length (km)	Length (miles)	Drainage area (km ²) ^[citation needed]	Average discharge (m ³ /s) ^[citation needed]	Outflow	Countries in drainage basin ^[citation needed]
1. Nile – Kagera ^[n 1]	6,853 (6,650)	4,258 (4,132)	3,254,555	2,800	Mediterranean	Ethiopia, Eritrea, Sudan, Uganda, Tanzania, Kenya, Rwanda, Burundi, Egypt, Democratic Republic of Congo, South Sudan
2. Amazon – Ucayali – Apurímac ^[n 1]	6,992 (6,400)	4,345 (3,976)	7,050,000	209,000	Atlantic Ocean	Brazil, Peru, Colombia, Ecuador, Venezuela, Guyana
3. Yangtze ^[8] (Chang Jiang; Long River)	6,300 (6,418)	3,917 (3,988)	1,800,000	31,900	East China Sea	China
4. Mississippi–Missouri–Jefferson	6,275	3,902	2,980,000	16,200	Gulf of Mexico	United States (98.5%), Canada (1.5%)
5. Yenisei–Angara–Selenge	5,539	3,445	2,580,000	19,600	Kara Sea	Russia (97%), Mongolia (2%)
6. Yellow River (Huang He)	5,464	3,395	745,000	2,110	Bohai Sea	China
7. Ob–Irtys	5,410	3,364	2,990,000	12,800	Gulf of Ob	Russia, Kazakhstan, China, Mongolia
8. Paraná – Río de la Plata ^[9]	4,880	3,030	2,582,672	18,000	Río de la Plata	Brazil (46.7%), Argentina (29.2%), Paraguay (10.3%), Bolivia (8.3%), Uruguay (3.5%), Democratic Republic of Congo, Central African Republic
9. Congo–Chambeshi (Zaire)	4,700	2,922	3,680,000	41,800	Atlantic Ocean	Angola, Republic of the Congo, Democratic Republic of the Congo, Tanzania, Cameroon, Nigeria, Burundi, Rwanda

Week 26



Topics:

- Map/Globe
- World
- Seven Wonders of the Ancient World

Words to Remember:

- River: a large natural stream of water flowing in a channel to the sea, a lake, or another such stream.
- Lake: large bodies of water surrounded by land

Textbook reference and written work:

-

Materials:

- Bible
- Map/Globe
- [Physical Map of Africa](#)
- [Physical Map of Asia](#)
- [Physical Map Europe](#)
- [Physical Map of North America](#)

- [Physical Map of South America](#)
- [Physical Map of Oceania](#)

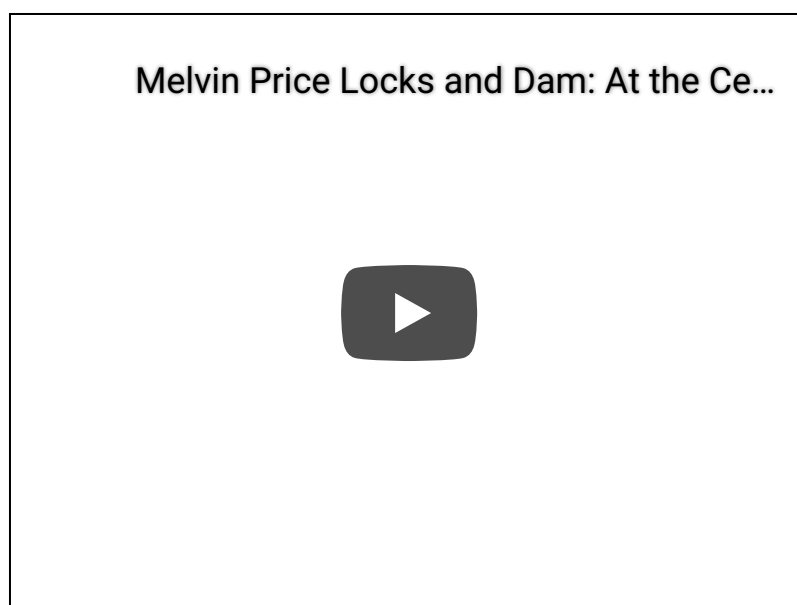
Suggested Daily Schedule:

Day 1:

- Discuss:
 - Last week we began discussing rivers.
 - What is a river?
- Explore:
 - Different rivers provide for people in different ways. Sometimes, people modify rivers so that they can be more helpful to people.
 - One way that people modify rivers (or sometimes even lakes) is through the use of locks. A lock is a short confined section of a canal or other waterway in which the water level can be changed by the use of gates and sluices, used for raising and lowering vessels between two gates. Here is a time lapse example of a lock at work.



-
- Now that you have briefly seen how a lock works, let us have a closer look at one of the locks and dams of the Mississippi River.



-

Day 2:

- Discuss:
 - The Mississippi River is only one of the ten longest rivers we located last week.
 - The Nile ranks as the longest river in the world. Much history has occurred on and in the Nile.
- Read:
 - Joseph's Dream: Genesis 41
 - The Plagues: Exodus 7-8
 - The Nile is also mentioned in Isaiah, Jeremiah, Ezekiel, Amos, Nahum, and Zechariah.
- View:



◦

- Discuss:
 - Note especially the confluence of ancient and modern in and around the Nile

Day 3:

- Discuss:
 - While the Nile River runs through the desert, the Amazon River, the second longest river in the world, runs through lush jungles.
 - Review which countries have branches of the Amazon running through them (Brazil, Peru, Bolivia, Colombia, Ecuador, Venezuela, Guyana)
- Explore:
 - While you watch this video, notice not only the colorful scenery, but also the colorful wildlife.



◦

Day 4:

- Discuss:
 - For the third longest river, we travel to China and the Yangtze River.
- Explore:
 - Look at your Physical Map of Asia to remember where the Yangtze River travels.
 - While the Yangtze is the third largest river, it is home to the largest dam in the world. The Three Gorges Dam



◦
































Day 5:

- Discuss:
 - Lakes are large bodies of water surrounded by land.
- Explore:
 -

o

Continent color key

[Africa](#) [Asia](#) [Europe](#) [North America](#) [South America](#) [Antarctica](#)

o	Name	Countries with shoreline	Area	Length	Maximum		Water volume	Thumbnail (same scale for all lakes)	Notes
					depth				
	1 Caspian Sea *	 Kazakhstan  Russia  Turkmenistan  Azerbaijan  Iran	436,000 km ² (168,000 sq mi)	1,199 km (745 mi)	1,025 m (3,363 ft)		78,200 km ³ (18,800 cu mi)		
	2 Superior ^[n 1]	 Canada  United States	82,100 km ² (31,700 sq mi) ^[9]	616 km (383 mi) ^[9]	406.3 m (1,333 ft) ^[9]		12,100 km ³ (2,900 cu mi) ^[9]		Largest of the Great Lakes by volume, having more water than the other four combined. ^[10] Popularly considered the largest freshwater lake by surface area, ^[11] though Lakes Michigan and Huron are treated hydrologically as a single entity due to their connection at the deep watered Straits of Mackinac ; this single entity would be the largest freshwater lake by surface area if it were treated as a single lake. ^[n 1]
	3 Victoria	 Uganda  Kenya  Tanzania	68,870 km ² (26,590 sq mi)	322 km (200 mi)	84 m (276 ft)		2,750 km ³ (660 cu mi)		The largest lake by area in Africa. ^[17]
	4 Huron ^[n 1]	 Canada  United States	59,600 km ² (23,000 sq mi) ^[9]	332 km (206 mi) ^[9]	229 m (751 ft) ^[9]		3,540 km ³ (850 cu mi) ^[9]		Contains Manitoulin Island , the world's largest lake island. ^[18]
	5 Michigan ^[n 1]	 United States	58,000 km ² (22,000 sq mi) ^[9]	494 km (307 mi) ^[9]	281 m (922 ft) ^[9]		4,900 km ³ (1,200 cu mi) ^[9]		Largest lake contained within one country. ^[citation needed]
	6 Tanganyika	 Burundi  Tanzania  Zambia  Democratic Republic of the Congo	32,600 km ² (12,600 sq mi)	676 km (420 mi)	1,470 m (4,820 ft)		18,900 km ³ (4,500 cu mi)		Longest freshwater lake in the world. ^[19]
	7 Baikal	 Russia	31,500 km ² (12,200 sq mi)	636 km (395 mi)	1,637 m (5,371 ft)		23,600 km ³ (5,700 cu mi)		Deepest lake in the world and largest volume freshwater lake in the world. ^[20]
	8 Great Bear Lake	 Canada	31,000 km ² (12,000 sq mi)	373 km (232 mi)	446 m (1,463 ft)		2,236 km ³ (536 cu mi)		Largest lake entirely within Canada ^[21] .
	9 Malawi	 Malawi  Mozambique  Tanzania	29,500 km ² (11,400 sq mi)	579 km (360 mi)	706 m (2,316 ft)		8,400 km ³ (2,000 cu mi)		

Name	Countries with shoreline	Area	Length	Maximum		Water volume	Thumbnail (same scale for all lakes)	Notes
				depth				
10 Great Slave Lake	 Canada	27,000 km ² (10,000 sq mi)	480 km (300 mi)	614 m (2,014 ft)		1,560 km ³ (370 cu mi)		Deepest lake in North America ^[22] .

Week 27



Topics:

- Map/Globe
- World
- Lakes

Words to Remember:

- River: a large natural stream of water flowing in a channel to the sea, a lake, or another such stream.
- Lake: large bodies of water surrounded by land

Textbook reference and written work:

-

Materials:

- Bible
- Map/Globe
- [Physical Map of Africa](#)
- [Physical Map of Asia](#)
- [Physical Map Europe](#)
- [Physical Map of North America](#)
- [Physical Map of South America](#)
- [Physical Map of Oceania](#)

Suggested Daily Schedule:

Day 1:

- Discuss:
 - Last week we began discussing lakes.
 - What is a lake?
 - Many times when we think of lakes, we think of recreation. However, lakes can also be a vital source of food or other materials.
 - How might God use lakes to provide for people? (food, transportation, etc.)
- Explore:
 - Locate each of the lakes from last week on your Physical Maps
 - There is some controversy as to whether the Caspian Sea is a sea or a lake. Part of the Caspian is fresh water from the Volga River and some of the Caspian is salty. Hence, the controversy.
 - Lake Superior, on the other hand, is completely fresh water.
 - We have looked at videos of locks and dams, but Lake Superior and the Maritime Museum in Duluth provide the opportunity for us to watch ships come and go in real time!
 - Here is the daily ship schedule: <http://www.duluthboats.com/>
 - Here is a [link to the camera](#) feed heading to the lift bridge.
 - Here is a [link to the camera](#) facing the bridge.
 - Aside from recreation craft (boats, etc.), Lake Superior sees a lot of ships hauling iron ore, coal, and stone.
- Explore more:
 - Shipping taconite and other products is an essential step in the production of steel.



o

Day 2:

- Discuss:
 - Lake Victoria is the largest lake in Africa and touches Uganda, Kenya, and Tanzania.
- View:



o

- Discuss:
 - What wildlife do you observe on, in, or around Lake Victoria?

Day 3:

- Discuss:
 - Lake Huron and Lake Michigan, like Lake Superior, are part of the Great Lakes.
 - Lake Huron contains Manitoulin Island, the world's largest lake island.
 - Lake Michigan is the largest lake contained in one country. Unlike the other Great Lakes, Lake Michigan does not touch Canada.
 - Can you name all of the Great Lakes? (Superior, Michigan, Huron, Erie, Ontario)

Day 4:

- Discuss:
 - Lake Tanganyika is the longest lake in the world.
- Explore:
 - Using the scales on the maps, compare the length of Tanganyika to the length of the nine other largest lakes in the world.

Day 5:

- Discuss:
 - Lake Baikal is the deepest lake in the world.
- Explore:
 - Lake Baikal is supposedly about a mile deep. How far is a mile? Figure out a landmark or town that is a mile from you. That is how deep Lake Baikal is!

Week 28



Topics:

- Map/Globe
- World
- Mountains

Words to Remember:

- River: a large natural stream of water flowing in a channel to the sea, a lake, or another such stream.
- Lake: large bodies of water surrounded by land
- Mountain: a large natural elevation of the earth's surface rising abruptly from the surrounding level; a large steep hill

Textbook reference and written work:

•

Materials:

- Bible
- Map/Globe
- [Physical Map of Africa](#)
- [Physical Map of Asia](#)
- [Physical Map Europe](#)
- [Physical Map of North America](#)
- [Physical Map of South America](#)
- [Physical Map of Oceania](#)

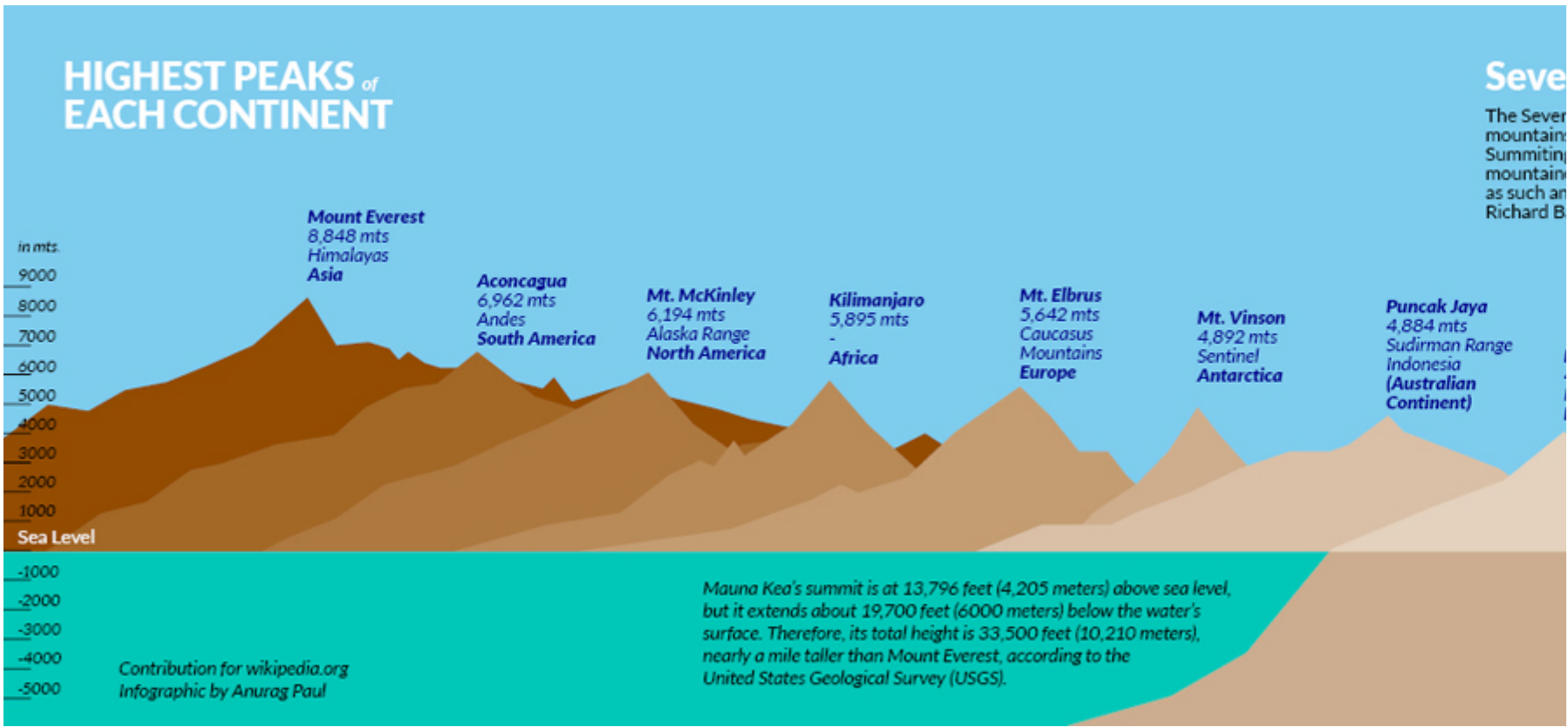
Suggested Daily Schedule:

Day 1:

- Discuss:
 - Our discussion of biggest and longest would not be complete if we did not discuss highest. Each continent has a tallest peak. Here they are in order:

Image	Peak	Elevation	Prominence	Continent	Range	Country	First ascent
	Mount Everest	8,848 m (29,029 ft)	8,848 m (29,029 ft)	Asia	Himalaya	Nepal / China	1953
	Aconcagua	6,961 m (22,838 ft)	6,961 m (22,838 ft)	South America	Andes	Argentina	1897
	Denali	6,194 m (20,322 ft)	6,144 m (20,157 ft)	North America	Alaska Range	United States	1913
	Kilimanjaro	5,895 m (19,341 ft)	5,885 m (19,308 ft)	Africa	–	Tanzania	1889
	Mount Elbrus	5,642 m (18,510 ft)	4,741 m (15,554 ft)	Europe	Caucasus Mountains	Russia	1874
	Mount Vinson	4,892 m (16,050 ft)	4,892 m (16,050 ft)	Antarctica	Sentinel Range	–	1966
	Puncak Jaya	4,884 m (16,024 ft)	4,884 m (16,024 ft)	Australasia (continent)	Sudirman Range	Indonesia	1962
	Mount Kosciuszko	2,228 m (7,310 ft)	2,228 m (7,310 ft)	Australia	Great Dividing Range	Australia	1840

- Explore:
 - Locate each of these mountains on your Physical Maps.



Day 2:

- Discuss:
 - Mount Everest is easily the most famous mountain in the world. This comes partially from it being the highest mountain and partially from the challenge that is climbing the mountain.
- View:



Day 3:

- Discuss:
 - Mount Aconcagua is in the Andes Mountains in Argentina. While not as famous as Mt. Everest, it still presents many challenges for climbers.
- Explore:
 - [This booklet](#) includes a brief history of Mount Aconcagua. Have students look at the diagrams of the mountains and climbing routes. Discuss what they might need to take with them if they were climbing a mountain.
 - Note: The point in studying these mountains is to be awed by the beauty of the mountains, but also to appreciate that God's creation, this side of heaven, can be extremely dangerous. Being in awe of something does not mean we need to venture up to that by which we are awed.

Day 4:

- Discuss:
 - Mount Denali, formerly known as Mount McKinley, is in Alaska.
- Explore:
 - A former park ranger wrote an article called [Humility in the Alaskan Wilderness](#). While most of us do not live in the wilderness, nor will we ever, what life lessons can we learn from Ranger Miller?
 - Look at the Highest Peaks of each continent graphic above. How are the shapes of the mountains similar or different? Can you match them to the pictures in [this table](#)?

Day 5:

- Discuss:
 - Studying mountains and climbing mountains can be intimidating, but we can also learn much!
- Read:
 - Psalms 8, 19, 29, 65, 104, 139. What can we learn about God's creation? What can we learn about God?

Topics:

- Map/Globe
- World
- Mountains

Words to Remember:

- River: a large natural stream of water flowing in a channel to the sea, a lake, or another such stream.
- Lake: large bodies of water surrounded by land
- Mountain: a large natural elevation of the earth's surface rising abruptly from the surrounding level; a large steep hill
- Siberia: a vast region of Russia that extends from the Ural Mountains to the Pacific Ocean and from the Arctic coast to the northern borders of Kazakhstan, Mongolia, and China. Noted for the severity of its winters, it was traditionally used as a place of exile; it is now a major source of minerals and hydroelectric power.
- Sahara: a vast desert in North Africa that extends from the Atlantic Ocean on the west to the Red Sea on the east and from the Mediterranean Sea and the Atlas Mountains in the north to the Sahel in the south. The largest desert in the world, it covers an area of about 3,500,000 square miles.

Textbook reference and written work:

-

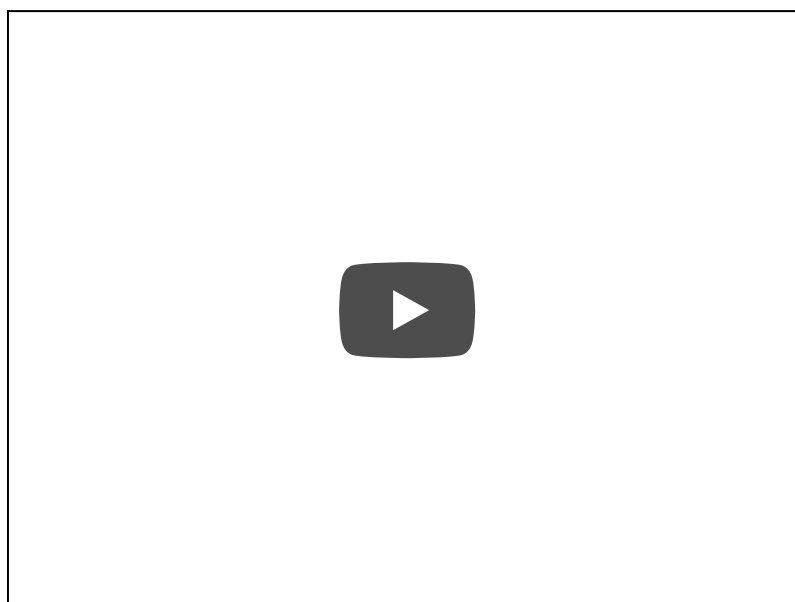
Materials:

- Bible
- Map/Globe
- [Physical Map of Africa](#)
- [Physical Map of Asia](#)
- [Physical Map Europe](#)
- [Physical Map of North America](#)
- [Physical Map of South America](#)
- [Physical Map of Oceania](#)
- [Physical Map of the World](#)

Suggested Daily Schedule:

Day 1:

- Discuss:
 - Look at the [Physical Map of the World](#).
 - On it are a few very large areas we have not yet discussed at length.
 - As you look at your [Physical Map of the World](#), at the top right is Russia. In Russia there is a very large area called Siberia.
- Explore: (This is a long video, but very interesting. We recommend splitting the video up over the week and discussing observations each day. Note: at 25:58, the narrator mentions some nonsense about the seals evolving over millions of years.)



-

- What do you observe about Siberia?
- What unique animals live in Siberia?

Day 2:

- Explore:



-
- What do you observe about Siberia?
- What unique animals live in Siberia?

Day 3:

- Explore:



-
- What do you observe about Siberia?
- What unique animals live in Siberia?

Day 4:

- Explore:



-
- What do you observe about Siberia?
- What unique animals live in Siberia?

Day 5:

- Explore:



-
- What do you observe about Siberia?
- What unique animals live in Siberia?

Week 30



Topics:

- Map/Globe
- World
- Mountains

Words to Remember:

- River: a large natural stream of water flowing in a channel to the sea, a lake, or another such stream.
- Lake: large bodies of water surrounded by land
- Mountain: a large natural elevation of the earth's surface rising abruptly from the surrounding level; a large steep hill
- Siberia: a vast region of Russia that extends from the Ural Mountains to the Pacific Ocean and from the Arctic coast to the northern borders of Kazakhstan, Mongolia, and China. Noted for the severity of its winters, it was traditionally used as a place of exile; it is now a major source of minerals and hydroelectric power.
- Sahara: a vast desert in North Africa that extends from the Atlantic Ocean on the west to the Red Sea on the east and from the Mediterranean Sea and the Atlas Mountains in the north to the Sahel in the south. The largest desert in the world, it covers an area of about 3,500,000 square miles.

Textbook reference and written work:

-

Materials:

- Bible
- Map/Globe
- [Physical Map of Africa](#)
- [Physical Map of Asia](#)
- [Physical Map Europe](#)
- [Physical Map of North America](#)
- [Physical Map of South America](#)
- [Physical Map of Oceania](#)
- [Physical Map of the World](#)

Suggested Daily Schedule:

Day 1:

- Discuss:
 - Look at the [Physical Map of the World](#).
 - Just about right in the middle of your map, at the north end of Africa, is the Sahara.
- Explore: (This is a long video, but very interesting. We recommend splitting the video up over the week and discussing observations each day.)



◦

- What do you observe about the Sahara?
- What unique animals live in the Sahara?

Day 2:

- Explore:



◦

- What do you observe about the Sahara?
- What unique animals live in the Sahara?

Day 3:

- Explore:



◦

- What do you observe about the Sahara?
- What unique animals live in the Sahara?

Day 4:

- Explore:



o

- o What do you observe about the Sahara?
- o What unique animals live in the Sahara?

Day 5:

- Explore:



o

- o What do you observe about the Sahara?
- o What unique animals live in the Sahara?

Week 31



Topics:

- Map/Globe
- World
- Plains

Words to Remember:

- River: a large natural stream of water flowing in a channel to the sea, a lake, or another such stream.
- Lake: large bodies of water surrounded by land
- Mountain: a large natural elevation of the earth's surface rising abruptly from the surrounding level; a large steep hill
- Siberia: a vast region of Russia that extends from the Ural Mountains to the Pacific Ocean and from the Arctic coast to the northern borders of Kazakhstan, Mongolia, and China. Noted for the severity of its winters, it was traditionally used as a place of exile; it is now a major source of minerals and hydroelectric power.
- Sahara: a vast desert in North Africa that extends from the Atlantic Ocean on the west to the Red Sea on the east and from the Mediterranean Sea and the Atlas Mountains in the north to the Sahel in the south. The largest desert in the world, it covers an area of about 3,500,000 square miles.
- Plains: a large area of flat land with few trees. ORIGIN Middle English: from Old French plain, from Latin planus, from a base meaning 'flat.'
- Pampas: extensive, treeless plains in South America. ORIGIN early 18th cent.: via Spanish from Quechua pampa 'plain.'
- Swell: hillock; a small hill or mound.
- Tableland: a broad, high, level region; a plateau.
- Prairie schooner: a covered wagon used by the 19th-century pioneers in crossing the North American prairies. The prairie schooner resembled the Conestoga wagon but was smaller.

Textbook reference and written work:

- (Teacher) [The Prairie Schooner Got Them There](#)

Materials:

- Bible
- Map/Globe
- [Physical Map of Africa](#)
- [Physical Map of Asia](#)
- [Physical Map Europe](#)
- [Physical Map of North America](#)
- [Physical Map of South America](#)
- [Physical Map of Oceania](#)
- [Physical Map of the World](#)
- [Johnson's physical map, showing the principal mountains, plateaus & plains of the world](#)
- [Plains around the world](#)

Suggested Daily Schedule:

Day 1:

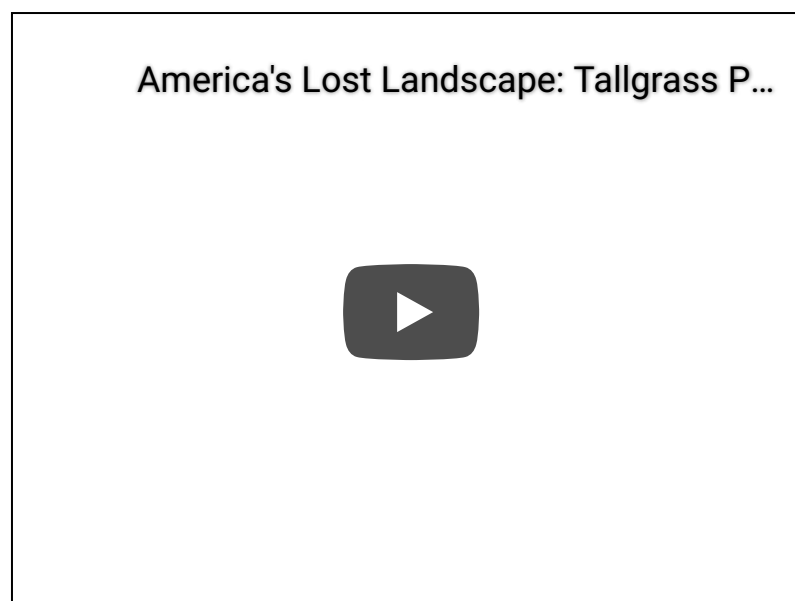
- Discuss:
 - Look at the [Johnson's physical map, showing the principal mountains, plateaus & plains of the world](#).
 - Find the key. What do the different colors represent?
- Explore:
 - There are plains on every continent except Antarctica.
 - Look closely at the map. Find the following:
 - Great Western Plains
 - The Northern Plains
 - Plains of Turkestan
 - Pampas
 - What kinds of land are around the plains or pampas?

Day 2:

- Read:
 - The Prairie Town (see below)
 - Prairie Spring (see below)
- Discuss:
 - Based on the poems, how would you describe the prairie?

Day 3:

- View:



- Discuss:
 - How is the video similar to and different than the poetry in terms of how the prairie is described?

Day 4:

- View:
 - [Plains around the world](#)
- Discuss:
 - Using your maps, identify the continents from which these pictures came.
 - What are similarities and differences between the plains in these pictures from around the world?

Day 5:

- Explore:
 - In the 1800s, when people in the growing United States went west, they many time packed their belongings in prairie schooners.
 - Read: [Prairie Schooners in this excerpt from Our Country: West](#)

- Here is [a picture of a prairie schooner](#) hooked to a team of oxen

 [The Prairie Town](#)

 [Prairie Spring](#)

Week 32



Topics:

- Map/Globe
- World
- Plateau

Words to Remember:

- River: a large natural stream of water flowing in a channel to the sea, a lake, or another such stream.
- Lake: large bodies of water surrounded by land
- Mountain: a large natural elevation of the earth's surface rising abruptly from the surrounding level; a large steep hill
- Siberia: a vast region of Russia that extends from the Ural Mountains to the Pacific Ocean and from the Arctic coast to the northern borders of Kazakhstan, Mongolia, and China. Noted for the severity of its winters, it was traditionally used as a place of exile; it is now a major source of minerals and hydroelectric power.
- Sahara: a vast desert in North Africa that extends from the Atlantic Ocean on the west to the Red Sea on the east and from the Mediterranean Sea and the Atlas Mountains in the north to the Sahel in the south. The largest desert in the world, it covers an area of about 3,500,000 square miles.
- Plains: a large area of flat land with few trees. ORIGIN Middle English: from Old French plain, from Latin planus, from a base meaning 'flat.'
- Pampas: extensive, treeless plains in South America. ORIGIN early 18th cent.: via Spanish from Quechua pampa 'plain.'
- Swell: hillock; a small hill or mound.
- Tableland: a broad, high, level region; a plateau.
- Plateau: an area of relatively level high ground ORIGIN late 18th cent.: from French, from Old French platel, diminutive of plat 'level.'
- Grand Staircase: an immense sequence of sedimentary rock layers that stretch south from Bryce Canyon National Park through Zion National Park and into the Grand Canyon.

Textbook reference and written work:

- (Teacher) [The Prairie Schooner Got Them There](#)

Materials:

- Bible
- Map/Globe
- [Physical Map of Africa](#)
- [Physical Map of Asia](#)
- [Physical Map Europe](#)
- [Physical Map of North America](#)
- [Physical Map of South America](#)
- [Physical Map of Oceania](#)
- [Physical Map of the World](#)
- [Johnson's physical map, showing the principal mountains, plateaus & plains of the world](#)
- [Colorado Plateau Map](#)
- [Grand Staircase](#)

Suggested Daily Schedule:

Day 1:

- Discuss:
 - Look at the [Johnson's physical map, showing the principal mountains, plateaus & plains of the world](#).
- Explore:
 - Look closely at the map. Find the following:
 - Tableland of Mexico
 - Tableland of Bolivia
 - Tableland of Brazil
 - Plateau of Iran
 - Plateau of Mongolia
 - Plateau of Tibet

- What kinds of land are around the plateaus?

Day 2:

- Discuss:
 - Look at the [Colorado Plateau Map](#)
 - Look also at the [Physical Map of North America](#).
 - Can you find the Colorado Plateau on the Physical Map of North America? (It is not labeled, so it should be a fun challenge)
- View:
 - This is a flyover of the Grand Canyon. Watch for the plateaus!



◦

Day 3:

- Discuss:
 - Look at the [Grand Staircase](#) diagram.
 - Find the Grand Staircase on one of your maps. Be sure to note the direction the compass points on the diagram!
- Discuss:
 - Locate the plateaus in the diagram. What sort of land formations are around the plateaus?

Day 4:

- View:



◦

- Discuss:
 - Find The Atherton Tableland - The Great Dividing Range in Queensland, Australia on your Oceania map
 - What differences do you notice between the Grand Staircase proximal plateaus and the Atherton Tableland?

Day 5:

- Explore:
 - Look at the [Central Plateau of New Zealand](#).
 - How does it compare not only to the land around it, but also to the other plateaus you have studied?

Week 33



Topics:

- Map/Globe
- World
- Famous Landmarks

Words to Remember:

- Landmark: an object or feature of a landscape or town that is easily seen and recognized from a distance, especially one that enables someone to establish their location
- Colosseum: the name since medieval times of the Amphitheatrum Flavium, a vast amphitheater in Rome, begun by Vespasian c. AD 75. It held 50,000 spectators, its sections connected by an elaborate network of stairs, and was the scene of various kinds of combat.
- Christ the Redeemer: statue of Jesus in Rio de Janeiro. It stands 98 feet tall and the outstretched arms are 92 feet wide.
- Big Ben: the great clock tower of the Houses of Parliament in London and its bell.
- The Taj Mahal: a mausoleum at Agra, India, built by the Mogul emperor Shah Jahan (1592–1666) in memory of his favorite wife, completed c.1649.
- Tower of Pisa: a circular bell tower that leans about 17 feet from the perpendicular in its height of 181 feet
- St. Basil's Cathedral: a cathedral on the south side of Red Square in Moscow, commissioned by Ivan the Terrible to commemorate his capture of Kazan from the Tartars in 1552 and built between 1555 and 1560. The official name of the cathedral is the Cathedral of the Intercession of the Virgin, for Kazan was taken on October 1, the Orthodox feast of the Intercession of the Virgin. The more common name St. Basil's Cathedral is from St. Basil the Blessed, a 'holy fool' who was buried near the site of the cathedral.
- The Pyramids of Giza: the oldest and largest of the three pyramids in the Giza pyramid complex bordering what is now El Giza, Egypt. It is the oldest of the Seven Wonders of the Ancient World, and the only one to remain largely intact.
- The Great Chinese Wall: a fortified wall in northern China, extending some 1,500 miles from Kansu province to the Yellow Sea north of Beijing. It was first built c.210 BC, as a protection against nomad invaders. The present wall dates from the Ming dynasty.
- The Statue of Liberty: a statue at the entrance to New York Harbor, a symbol of welcome to immigrants, representing a draped female figure carrying a book of laws in her left hand and holding aloft a torch in her right. Dedicated in 1886, it was designed by Frédéric-Auguste Bartholdi and was the gift of the French, commemorating the alliance of France and the US during the American Revolution.
- The Eiffel Tower: a wrought-iron structure erected in Paris for the World Exhibition of 1889. With a height of 984 feet, it was the tallest man-made structure for many years.

Textbook reference and written work:

- (Teacher) [The Prairie Schooner Got Them There](#)

Materials:

- Bible
- Map/Globe
- [Physical Map of Africa](#)
- [Physical Map of Asia](#)
- [Physical Map Europe](#)
- [Physical Map of North America](#)
- [Physical Map of South America](#)
- [Physical Map of Oceania](#)
- [Physical Map of the World](#)
- [Johnson's physical map, showing the principal mountains, plateaus & plains of the world](#)
- [Colorado Plateau Map](#)
- [Grand Staircase](#)

Suggested Daily Schedule:

Day 1:

- View:



-
- Define:
 - Words to Remember
- Explore:

- Using your maps, find the approximate location of each of these famous landmarks

Day 2:



- Discuss:
 - The Colosseum
- Read:
 - [Exploring the Colosseum in Rome](#)
 -

Day 3:



- Discuss:
 - Christ the Redeemer is a monumental statue.
- Explore:
 - Visit: <https://en.cristoredentoroficial.com.br/a-historia-em-um-clique> for an interactive history of the Christ the Redeemer statue.

Day 4:



- Discuss:
 - The history of Big Ben is quite interesting.
- View:

Big Ben audio tour



Big Ben: Winding the mechanism that ...



-
- Day 5:



- Discuss:
 - The Taj Mahal is actually a tomb framed by four minarets.
- View:

Guided tour of the Taj Mahal in Agra, In...



Week 34



Topics:

- Map/Globe
- World
- Famous Landmarks

Words to Remember:

- Landmark: an object or feature of a landscape or town that is easily seen and recognized from a distance, especially one that enables someone to establish their location
- Colosseum: the name since medieval times of the Amphitheatrum Flavium, a vast amphitheater in Rome, begun by Vespasian c. AD 75. It held 50,000 spectators, its sections connected by an elaborate network of stairs, and was the scene of various kinds of combat.
- Christ the Redeemer: statue of Jesus in Rio de Janeiro. It stands 98 feet tall and the outstretched arms are 92 feet wide.
- Big Ben: the great clock tower of the Houses of Parliament in London and its bell.
- The Taj Mahal: a mausoleum at Agra, India, built by the Mogul emperor Shah Jahan (1592–1666) in memory of his favorite wife, completed c.1649.
- Tower of Pisa: a circular bell tower that leans about 17 feet from the perpendicular in its height of 181 feet

- St. Basil's Cathedral: a cathedral on the south side of Red Square in Moscow, commissioned by Ivan the Terrible to commemorate his capture of Kazan from the Tartars in 1552 and built between 1555 and 1560. The official name of the cathedral is the Cathedral of the Intercession of the Virgin, for Kazan was taken on October 1, the Orthodox feast of the Intercession of the Virgin. The more common name St. Basil's Cathedral is from St. Basil the Blessed, a 'holy fool' who was buried near the site of the cathedral.
- The Pyramids of Giza: the oldest and largest of the three pyramids in the Giza pyramid complex bordering what is now El Giza, Egypt. It is the oldest of the Seven Wonders of the Ancient World, and the only one to remain largely intact.
- The Great Chinese Wall: a fortified wall in northern China, extending some 1,500 miles from Kansu province to the Yellow Sea north of Beijing. It was first built c.210 BC, as a protection against nomad invaders. The present wall dates from the Ming dynasty.
- The Statue of Liberty: a statue at the entrance to New York Harbor, a symbol of welcome to immigrants, representing a draped female figure carrying a book of laws in her left hand and holding aloft a torch in her right. Dedicated in 1886, it was designed by Frédéric-Auguste Bartholdi and was the gift of the French, commemorating the alliance of France and the US during the American Revolution.
- The Eiffel Tower: a wrought-iron structure erected in Paris for the World Exhibition of 1889. With a height of 984 feet, it was the tallest man-made structure for many years.

Textbook reference and written work:

- (Teacher) [The Prairie Schooner Got Them There](#)

Materials:

- Bible
- Map/Globe
- [Physical Map of Africa](#)
- [Physical Map of Asia](#)
- [Physical Map Europe](#)
- [Physical Map of North America](#)
- [Physical Map of South America](#)
- [Physical Map of Oceania](#)
- [Physical Map of the World](#)
- [Johnson's physical map, showing the principal mountains, plateaus & plains of the world](#)
- [Colorado Plateau Map](#)
- [Grand Staircase](#)

Suggested Daily Schedule:

Day 1:

- View:



-
- Define:
 - Words to Remember
- Explore:
 - Using your maps, find the approximate location of each of these famous landmarks

Day 2:



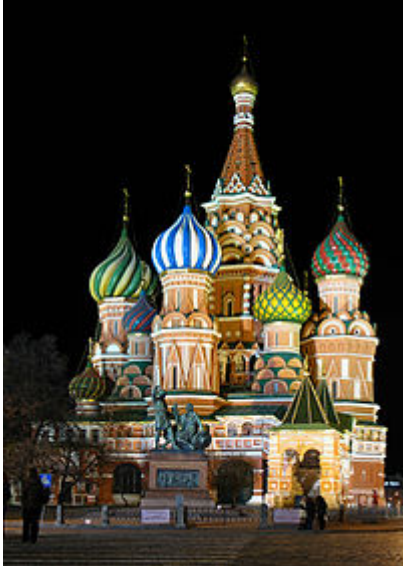
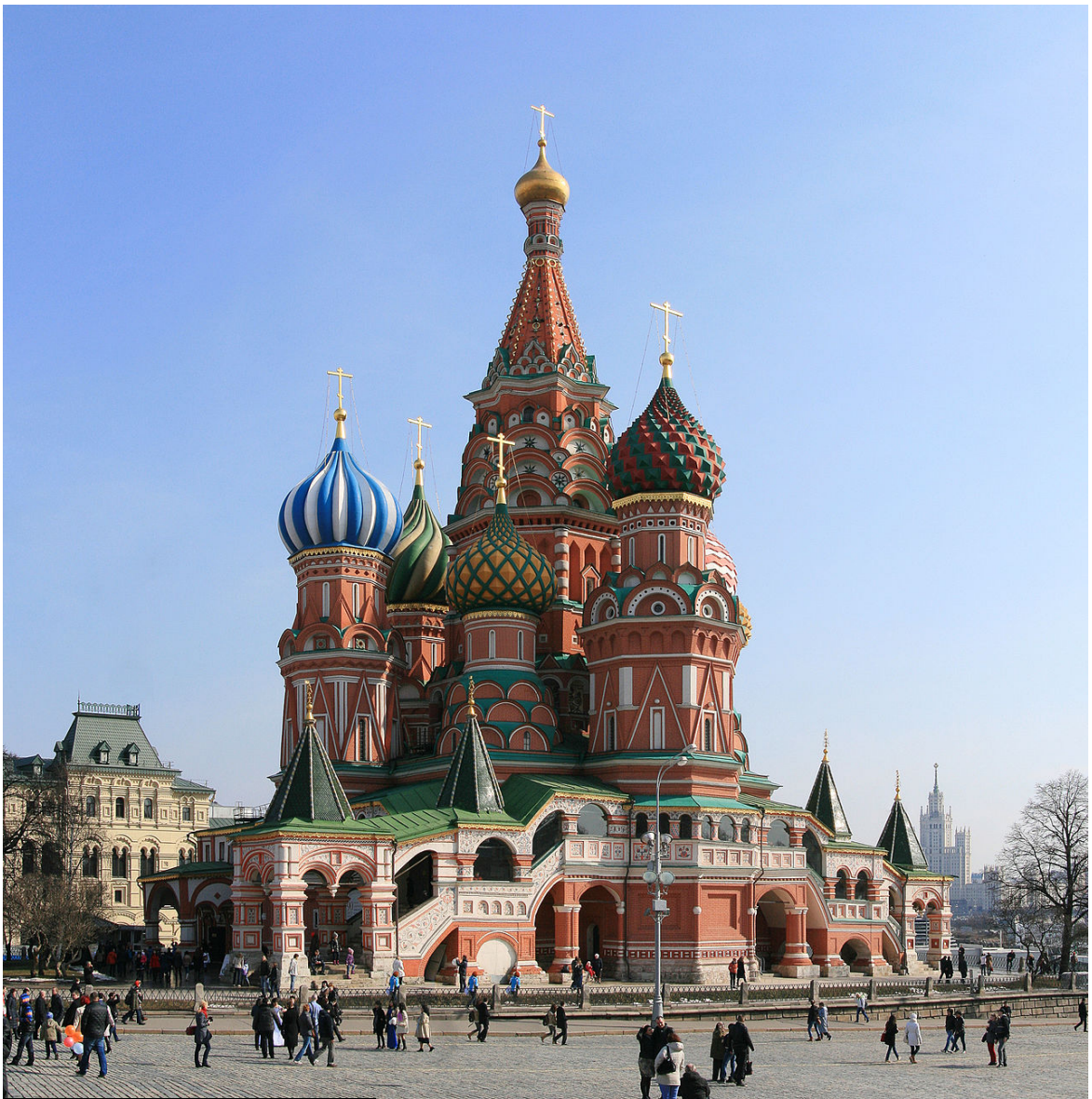
- Discuss:
 - Tower of Pisa (or, Leaning Tower of Pisa)
- Explore:
 - The Square that includes much more than just the famous leaning Tower of Pisa.
 - This video gives a tour of the square and some video of restoration efforts.

Pisa, the Cathedral Square a millenium ...

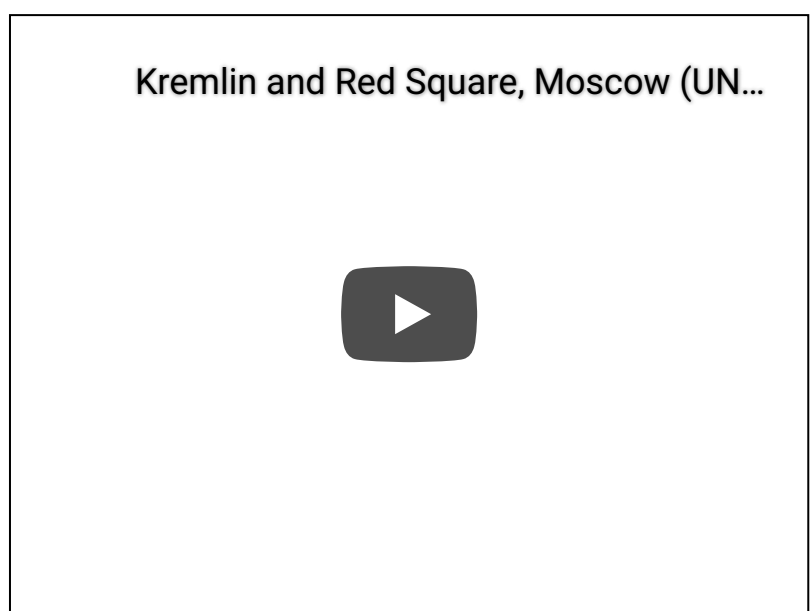


◦

Day 3:



- Discuss:
 - Saint Basil's Cathedral is one of the more well-recognized buildings in all of Russia.
 - The original building, known as Trinity Church and later Trinity Cathedral, contained eight side churches arranged around the ninth, central church of Intercession; the tenth church was erected in 1588 over the grave of venerated local saint Vasily (Basil).
- View:



-

Day 4:



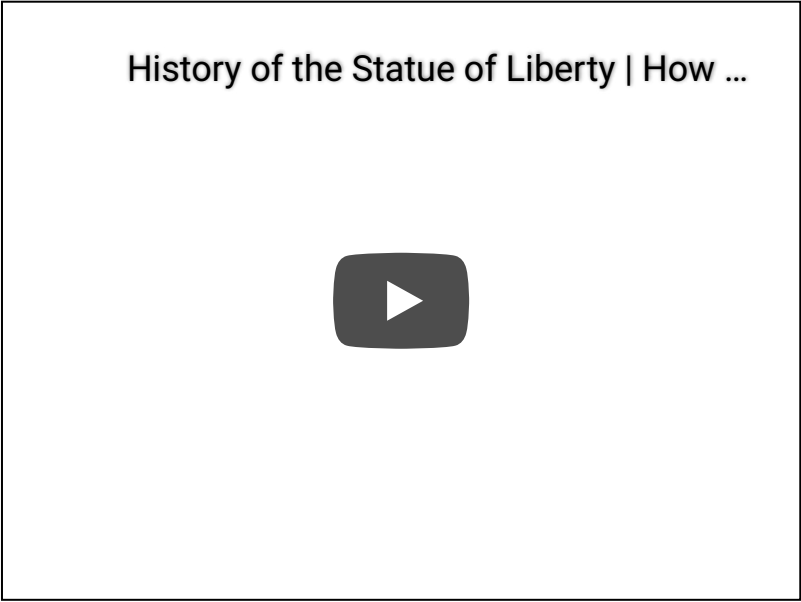
- Discuss:
 - The Great Wall of China was originally built to protect China from invaders.
 - When we think of the Great Wall, we generally think of one very long wall. This [map of the Great Wall of China](#) shows that the wall is actually not all connected. Note also on the map that it is color-coded by when it was built as denoted at the bottom of the map.
- View:
 - <https://youtu.be/m68zyXyeYG0>

Day 5:



- Discuss:
 - The Statue of Liberty was a gift to the United States from the people of France. The statue is of a robed female figure representing Libertas, the Roman goddess, who bears a torch and a tabula ansata (a tablet evoking the law) upon which is inscribed the date of the American Declaration of Independence, July 4, 1776. A broken chain lies at her feet.

- View:



o

Week 35

Not available

Week 36



Topics:

- Map/Globe
- World
- Famous Landmarks

Words to Remember:

- Landmark: an object or feature of a landscape or town that is easily seen and recognized from a distance, especially one that enables someone to establish their location
- Colosseum: the name since medieval times of the Amphitheatrum Flavium, a vast amphitheater in Rome, begun by Vespasian c. AD 75. It held 50,000 spectators, its sections connected by an elaborate network of stairs, and was the scene of various kinds of combat.
- Christ the Redeemer: statue of Jesus in Rio de Janeiro. It stands 98 feet tall and the outstretched arms are 92 feet wide.
- Big Ben: the great clock tower of the Houses of Parliament in London and its bell.
- The Taj Mahal: a mausoleum at Agra, India, built by the Mogul emperor Shah Jahan (1592–1666) in memory of his favorite wife, completed c.1649.
- Tower of Pisa: a circular bell tower that leans about 17 feet from the perpendicular in its height of 181 feet
- St. Basil's Cathedral: a cathedral on the south side of Red Square in Moscow, commissioned by Ivan the Terrible to commemorate his capture of Kazan from the Tartars in 1552 and built between 1555 and 1560. The official name of the cathedral is the Cathedral of the Intercession of the Virgin, for Kazan was taken on October 1, the Orthodox feast of the Intercession of the Virgin. The more common name St. Basil's Cathedral is from St. Basil the Blessed, a 'holy fool' who was buried near the site of the cathedral.
- The Pyramids of Giza: the oldest and largest of the three pyramids in the Giza pyramid complex bordering what is now El Giza, Egypt. It is the oldest of the Seven Wonders of the Ancient World, and the only one to remain largely intact.
- The Great Chinese Wall: a fortified wall in northern China, extending some 1,500 miles from Kansu province to the Yellow Sea north of Beijing. It was first built c.210 BC, as a protection against nomad invaders. The present wall dates from the Ming dynasty.
- The Statue of Liberty: a statue at the entrance to New York Harbor, a symbol of welcome to immigrants, representing a draped female figure carrying a book of laws in her left hand and holding aloft a torch in her right. Dedicated in 1886, it was designed by Frédéric-Auguste Bartholdi and was the gift of the French, commemorating the alliance of France and the US during the American Revolution.
- The Eiffel Tower: a wrought-iron structure erected in Paris for the World Exhibition of 1889. With a height of 984 feet, it was the tallest man-made structure for many years.

Textbook reference and written work:

- (Teacher) [The Prairie Schooner Got Them There](#)

Materials:

- Bible
- Map/Globe
- [Physical Map of Africa](#)
- [Physical Map of Asia](#)

- [Physical Map Europe](#)
- [Physical Map of North America](#)
- [Physical Map of South America](#)
- [Physical Map of Oceania](#)
- [Physical Map of the World](#)
- [Johnson's physical map, showing the principal mountains, plateaus & plains of the world](#)
- [Colorado Plateau Map](#)
- [Grand Staircase](#)

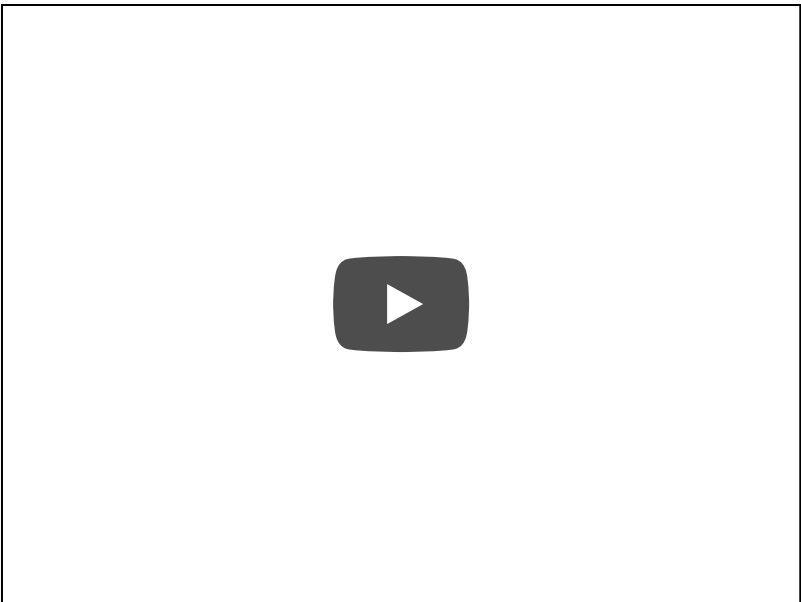
Suggested Daily Schedule:

Day 1:

- Discuss:
 - It is one thing to view things and study things from the ground, but what if we looked at them from space? What might we learn?
- View:



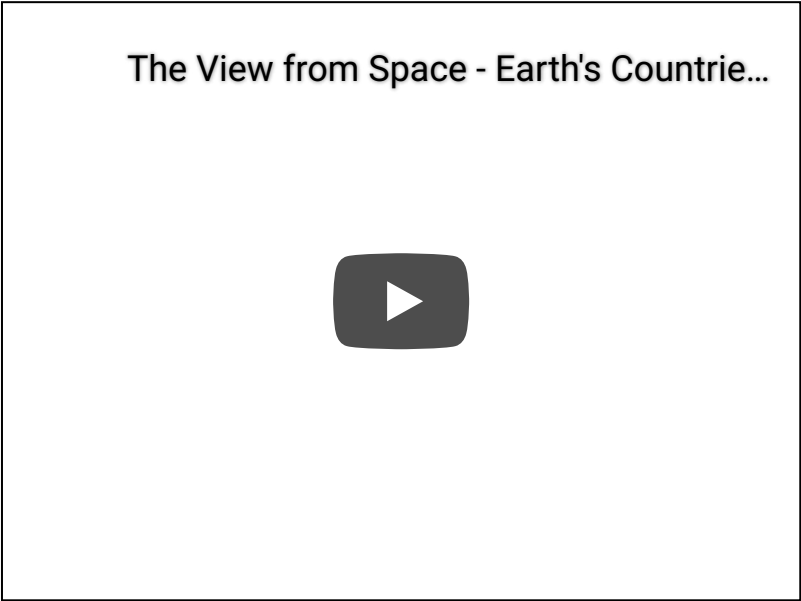
-
- Discuss:
 - As the following video explains, it was made by piecing together photos that had been taken from space.
- View:



-

Day 2:

- View:
 - Have your maps nearby. Can you identify the nations, etc. in this timelapse video of Earth from space?



-

Day 3:

- View:



◦

- Discuss:
 - Why are there more lights some places and less lights other places?

Day 4:

- View:
 - <https://youtu.be/lp2ZGND1I9Q>
- Discuss:
 - Can you identify any of Earth's features in this video from space?

Day 5:

- View:



◦

- Explore:
 - Can you identify any of Earth's features in this video from space?
 - What are the flashing lights in various places? (lightning)