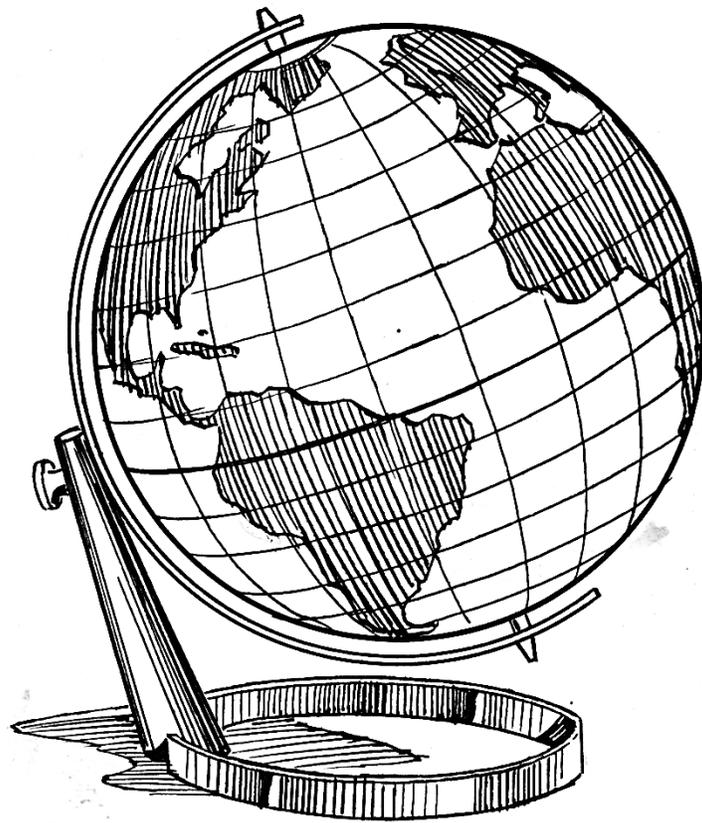
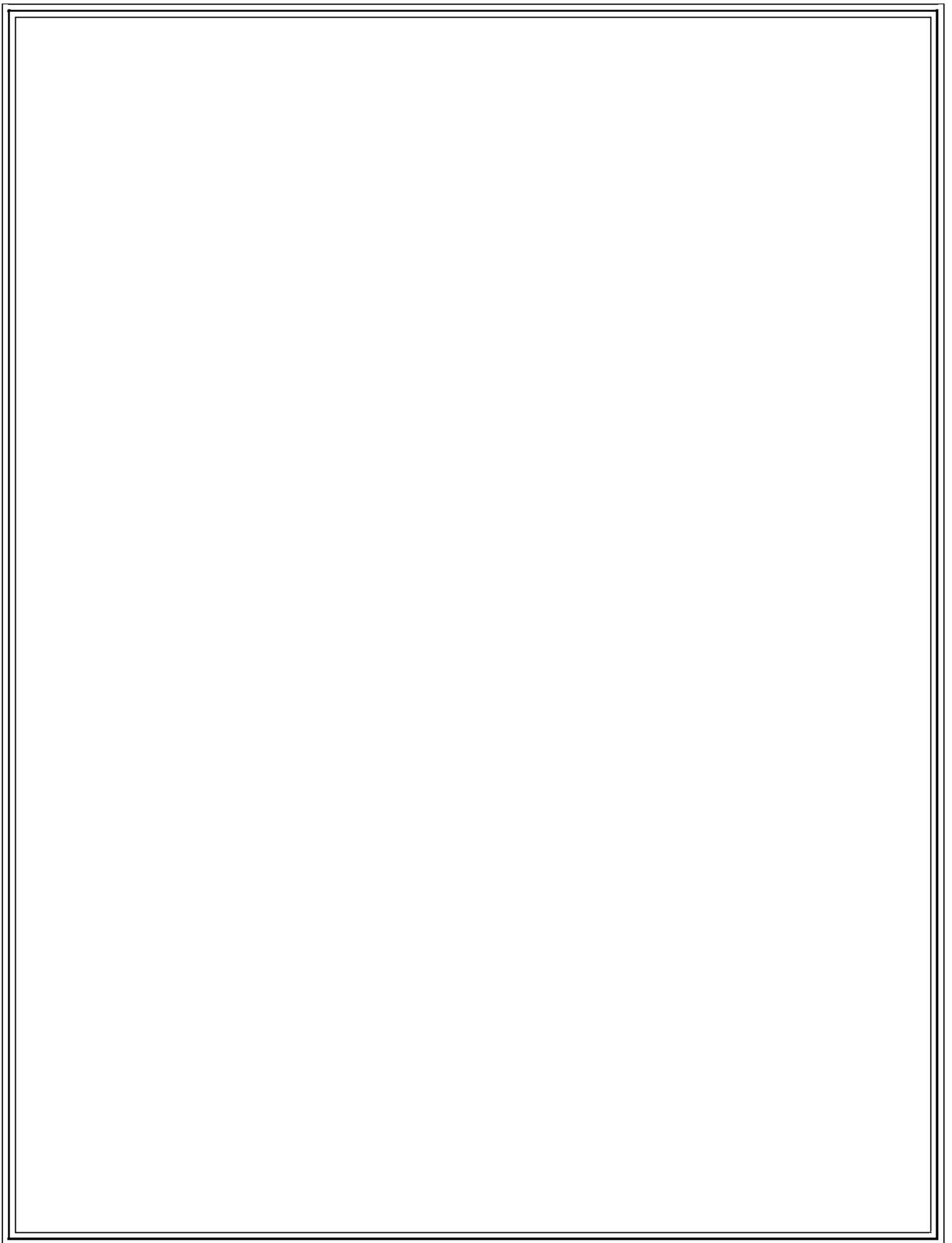


Introduction to Geography



~A Guided Study by Lisa Kelly~



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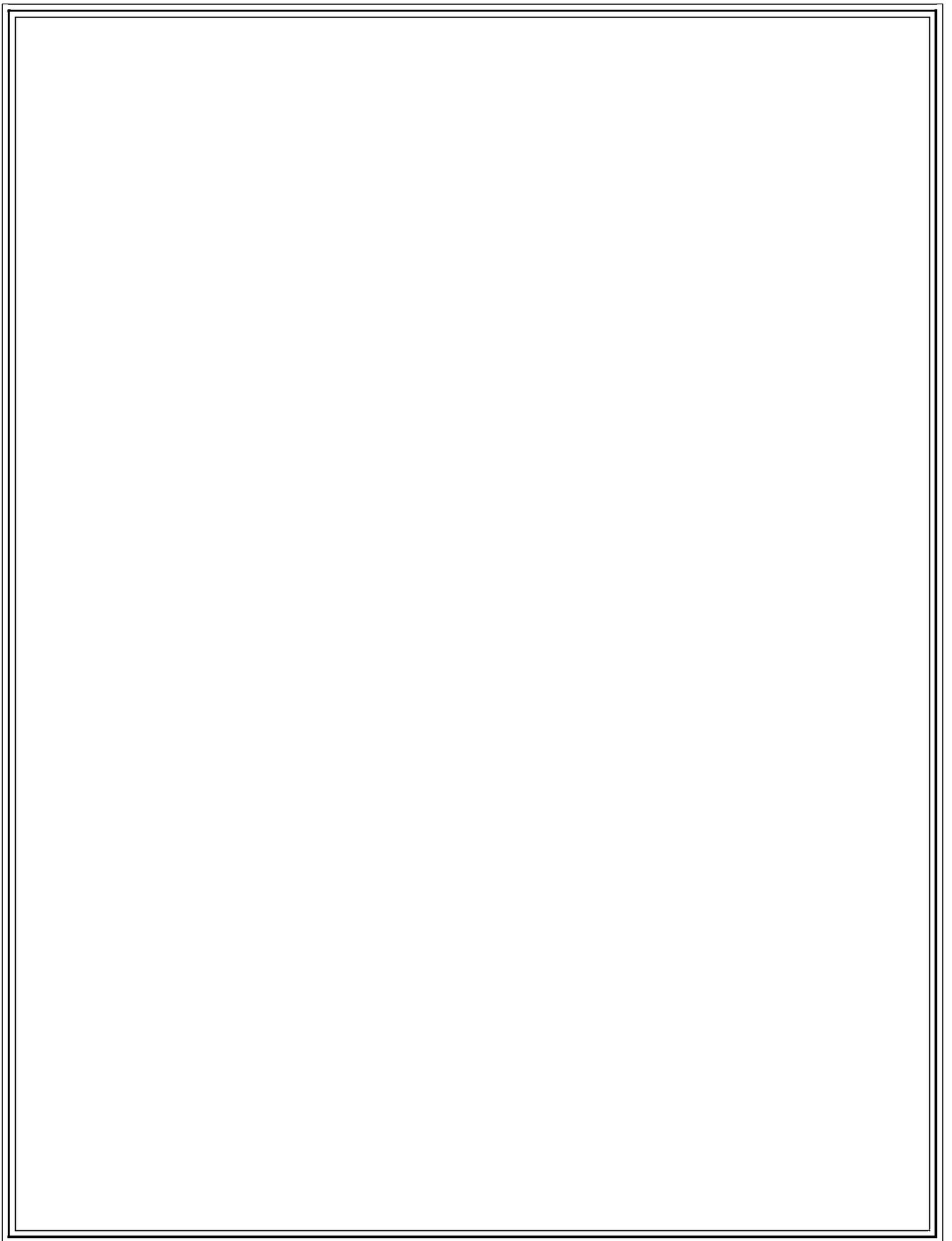
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Introduction

In Year One, your students will be introduced to the nearly spherical shape of Earth, the concept of a map, the points of a compass, continents, oceans, water, soil, a look at homes across the world and an introduction to children from other places.

Charlotte Mason's *Elementary Geography I* included many of these same topics, but with the addition of topics such as Earth's rotation and revolution, giving us the seasons, day and night. These latter topics are also covered in Year One, but they are included under the study of weather for Natural History. There will often be a noticeable connection between the lessons for science and nature study and geography, since geography not only includes the study of humans but also the physical aspects of Earth. These physical geography topics often overlap with those of Earth Science.

Charlotte Mason also felt that it was important for students to learn about children and people from other cultures. This shows up in her PNEU programs with books such as, *The World and its Wonders*, *If I Lived in Palestine*, *Children of the Igloo*, *Ivan the Firebird* and many others which were meant to be read to support this idea. Students in Year One will also read about children from around the world as well as take a look at different types of homes around the world. Further study of children and people from other cultures will be studied in later years.

Geography and history are interrelated. For example, history lessons involve locating places on a map. These interrelated lessons will further bring the world and its places into perspective for children.

It is important to remember that children should be gaining their own personal knowledge of the world through outside exploration. Your nature experiences will do much in building up these critical encounters. Just as in science, a clear understanding of Earth comes through direct contact with the natural world. Allow your children to explore rivers, streams, lakes, oceans, mountains, hills, bays and much more. These real life experiences will later make terms and concepts more meaningful. Topics such as landforms and bodies of water will be covered in further detail in Year Two. If you would like to add these lessons, then consider *Landforms and Bodies of Water: An Introduction to Geographical Features: A Guided Study* –available at the Digital Shop of the website.

Book List

How We Learned the Earth is Round by Patricia Lauber

The Seven Continents by Wil Mara

Me on the Map by Joanne Sweeney

Earth by Alfred Leutscher or *Soil* by Christina Ditchfield

Follow the Water from Brook to Ocean by Arthur Dorros

If You Lived Here: Houses of the World by Giles Laroche

How to Make a Cherry Pie and See the USA by Marjorie Priceman

How to Make an Apple Pie and See the World by Marjorie Priceman

This Is How We Do It by Matt Lamothe

Resources

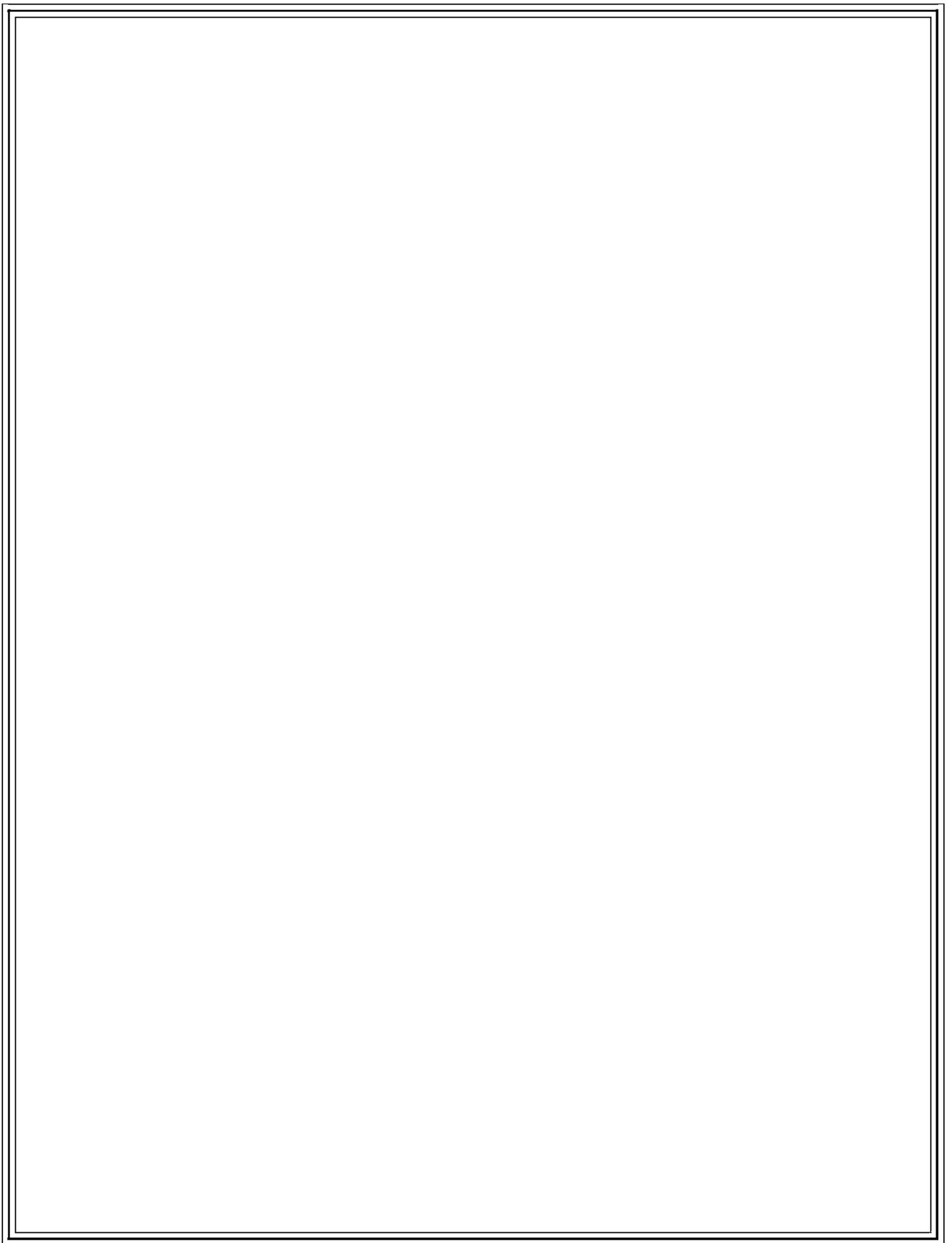
globe or large wall map of the world

puzzle map of the USA

Reading Schedule –One Year

Week #	Lesson	Completed
1	<i>Me on the Map</i> + Activity I	
2	<i>Me on the Map</i> + Activity II	
3	<i>Me on the Map</i> + Activity III	
4	Working with Maps 1	
5	Family Places	

This guide covers 36 weeks or one year. Only five weeks of the Reading Schedule are shown, because this is a sample only.



Lesson 1/ *Me on the Map*

- Read *Me on the Map* by Joanne Sweeney.

Read the book together. Take your time and discuss anything that is unclear and relate the concepts to your students' own personal world.

Activity I

- Discuss —the differences between cities, states, countries and continents. This may take time and repetition. Your student may also need to grow into these differences, so be prepared to spend time on this next year too.
- Explain —how an address works. Help students learn their address and show how they live in a home (house/apt. number) which is on a street within a city. This city is within a state which is within the USA, which is also in the world. A large wall map, children's atlas or globe may be helpful in showing this.

Lesson 2/ *Me on the Map*

- Read *Me on the Map* by Joanne Sweeney.

Discuss the book as you read along. For example, ask students to compare her room to the map of her room. Is everything in the correct place? Study the map of her house —where is her room? Where is the kitchen? If you came over to play, what path would you take to reach the patio if you came in through the front door? Do you see the lines on the front outline of the map which indicates windows? Do these match the number of windows you can see by looking at the front of the house? Take your study and questions only as far as interest holds.

Activity II

- Materials Needed: unlined paper, pencils, ruler & colored pencils or crayons
- Activity: Help your students, as needed, to complete a map of their room. This does not have to be an overly detailed map —rectangles and squares can indicate a bed, a nightstand, a dresser, etc.

Lesson 11/Family Places

Family Places –Children to be able to tell about (1) of six places family has visited. Places do not have to be out of the state or out of the country. Families can share about visits to historical sites, land forms, bodies of water, etc.



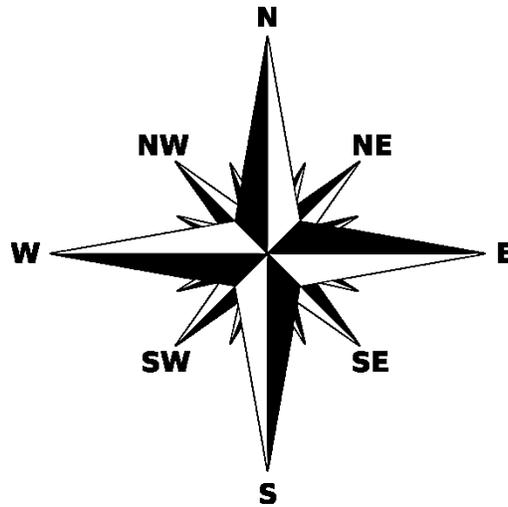
- Locate place on a map or globe.
- Determine roughly how one would get there from your location (if local) or your country (if not local). It is not necessary to get overly detailed about this –just give a general sense of where this place is located in relation to where the child is.
- Look at pictures, postcards and souvenirs and listen to parents tell about it, so that children can imagine what it is like. Use other resources, if needed.
- Have students tell about this place after the parent’s description. Allow students to share any favorite pictures, postcards or souvenirs or other sources, if they wish.
- Read about “Family Places” in the section about Geography in *Foundations: The Outline Guide for Early School* for additional notes about this activity.

Lesson 12/Working with Maps 2

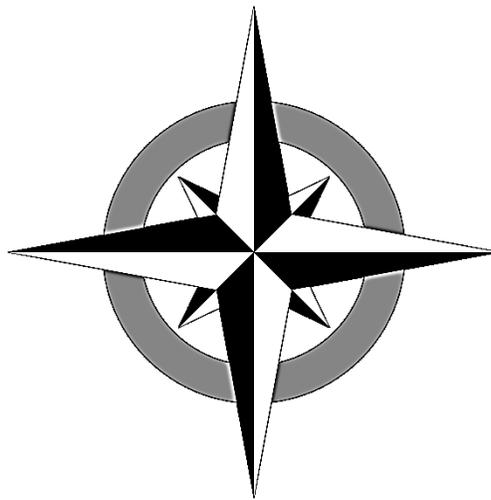
Complete the lesson “Working with Maps 2”, which follows. Students will learn more about the compass rose as well as a legend. Work together with your students to complete this assignment.

Working with Maps 2

- Here is a **compass rose**. You will often see this on maps as they are included to remind us of the cardinal directions. The cardinal directions are North, East, South and West. We sometimes further distinguish direction with Northeast, Southeast, Northwest and Southwest. Earth has a magnetic North Pole and the compass needle always points towards the Earth's magnetic North Pole. Once you have oriented towards North, you can then find the remaining directions. Study the labeled compass rose below.



- Label your own compass rose. Label the following: North [N]; South [S]; East [E]; West [W]; Northeast [NE]; Southeast [SE]; Northwest [NW] and Southwest [SW].

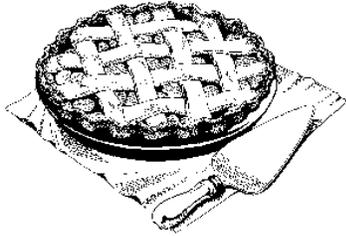


OPT -Extension

Encourage children to practice using a real compass after completing the labeling activity. This activity can be included in the Nature Experiences time period. Take a compass outside [you can find one as an app on a cell phone too] and ask students to walk in any direction and then note that direction. Have them turn and walk left or right and tell the direction after doing this. Lastly, call out a direction and have them orient themselves so that they can walk in that specific direction. Work through North, South, East and West. Add Northeast, Southeast, Northwest and Southwest as you feel they are ready. Working with a compass and gaining skill in direction may take practice. This activity can certainly be reviewed.

Lesson 30/ *How to Make an Apple Pie and See the World*

- Read -*How to Make an Apple Pie and See the World* by Marjorie Priceman.



Use the map in the front of this book to name the continents and oceans of the world. Read the book together. Take your time and discuss anything that is unclear. A map of the world is at the beginning and the end of the book. As you read, find the locations of the main places mentioned on the map of the world. The map at the beginning of the book could be photocopied so that the student may trace the journey while following along with the story.

After the Reading

Narration Suggestions –Choose One

- Tell about the apple pie journey.
- Write [or dictate] a list with your teacher of all that will be needed to make an apple pie.
- Create a shopping list for an apple pie by drawing pictures of the ingredients. Add labels if you wish.
- Tell about the funniest parts of the story. Is this apple pie journey possible?

Optional Activity –Together with your students, make an apple pie. A recipe is included in the book.

Geography End of Term Exam

Choose one from the following narration prompts:

- a. Using a map of the world, name and locate all seven continents and all five oceans.
- b. Tell about the flow of water; where does it start, in what way does it flow and what might stop it?

More exam prompts are included. This is a sample only.