



Dhow Boats in Doha, Qatar

Part 1

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*Ivolginsky Datsan, Buddhist Temple
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Mo Chu River, Punakha, Bhutan

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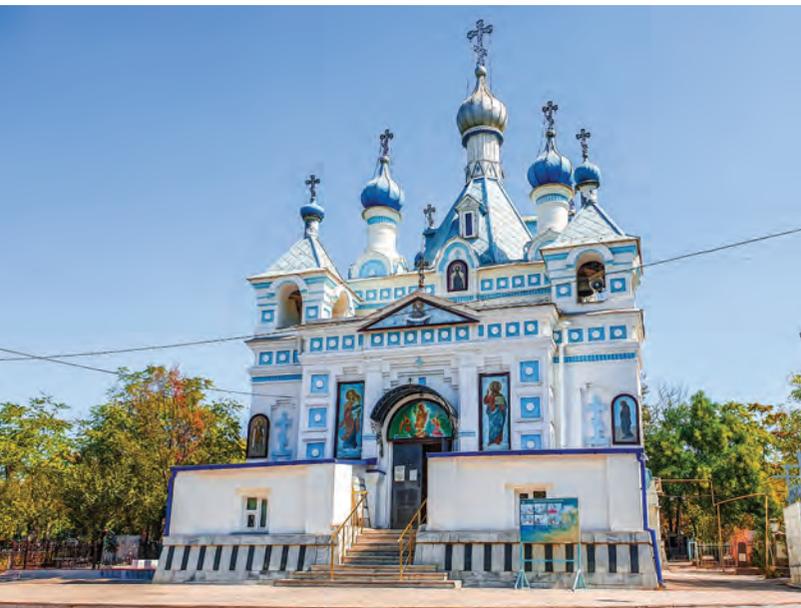
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Salisbury Plain, South Georgia Island





Oculus Station House, New York

Why You Should Study Geography

Imagine going into a large room that is filled with people who are engaged in several different conversations.

Over here, two people really seem to be connecting deeply with each other. In that corner, two other people are in a heated discussion and seem ready to come to blows. Four people in the middle are working together to set up some sort of display. Over there, a small group is looking at pictures on someone's phone; and the people involved really seem to be enjoying themselves.

But you've just arrived, and you have no idea what people are talking about or what they are doing. You think, "If I only knew what is going on here, I'd feel more comfortable. Maybe I could even help or contribute something to a conversation."

So you move around the room, listen to people, and ask some questions. Slowly you get an idea of the different interactions that are taking place. As you get to know people better, you can offer something to some of those conversations. Now that you know what the group setting something up is doing, you offer to help with that project.

This description of entering a large room is something like what you are going to be doing in a few years. You are going to enter a big room called the adult world. Lots of things are going on there.

Some folks get along well, while others have come to blows. Some are developing a project together, but others don't know each other and perhaps don't even speak to each other. If you can understand why things are the way they are in our world, you will be better able to make a positive difference in it.

Helping you better understand our world is the purpose of *Exploring World Geography*. Traditionally, geography deals with such topics as what is a volcano, how much of the world is covered with water, and the definitions of a desert and plate tectonics. Those subjects are elements of physical geography, and you need to understand those subjects to understand the physical world that God made. However, the modern field of geography has expanded to include many elements of human life on this planet, especially as it relates to geography or geographic place. For instance, you can study population geography, cultural geography, political geography, economic geography, rural and urban geography, and, in this course, human geography.

This course deals with two main questions: (1) How has the physical world made a difference in what people have done, how they have lived, and how they live today? (2) How have people made a difference in the physical world, and how are they making a difference in it today?

Journalist and geography writer Robert Kaplan says that geography is the backdrop to human history. Geography is where we live, and it impacts how we live. Geography affects all of us. Some people deny this. They say that geography is only incidental to human interaction. Moreover, with the invention of faster travel and instant worldwide communication, some people say that geography doesn't really matter anymore.

Try telling a soldier who has fought on the desert mountains of Afghanistan that geography doesn't matter. Explain how cotton became king in the pre-Civil War American South without referring to geography. Describe the role of New York City as an international trade and immigration center without referring to its geographic location. Understand the modern Middle East without referring to oil or the existence of Israel. Discuss the immigration issue without referring to a geographic setting. When you look into these and many other issues regarding life on this planet, you will find that geography *does* matter.

Every person can make a profound difference in the lives of others by how they respond to their setting and to the opportunities that God places in their path—a path that runs through geography. Our world—especially the part of it where you live—is where God has placed you. You might wish that you lived in a place with greater natural beauty or with more opportunities for economic advancement, but He has placed you in the location where you are. If you move to another place or region, in that new setting you will find other opportunities and limitations that geography will influence.

The task of living effectively as an adult is before you; serve God by fulfilling that task where you are. We hope that we encourage you to take geography seriously. Be assured of this: if we as Americans do not take geography seriously, other people—including some who have decided to be our enemies—will take it seriously; and that will affect us negatively.

A few key factors help to explain why history and current events have happened the way they

have. The most important is God. The second most important are the decisions and actions that people make. We might also cite family, cultural influences, and religious beliefs. In this mix of factors, one key factor is geography.

We hope that this curriculum will help you understand better this fascinating world in which we live. We hope you will think, “Oh, that's why this country has done this or that” or “It's amazing how that mountain range affects that region.” Knowing something about the geographic settings in which people live will give you empathy. Knowing inspiring stories will encourage you in your own life. Learning what God teaches us about our world helps us live in it. Learning the power of the gospel that offers hope and truth to every tribe and tongue and people and nation will help you redeem the time that you have.

Geography has relevance to current affairs. In the time that we worked on this curriculum, the ruler of Swaziland changed that country's name to Eswatini. The country once known as Macedonia changed its name to the Republic of North Macedonia. Wildfires devastated the geography of Australia. China's Belt and Road Initiative, which many countries accepted eagerly in its early stages, has changed shape and encountered opposition from some countries. Huge demonstrations in Hong Kong protested the way China was governing that city. As we were finishing the development of the curriculum, the COVID-19 pandemic swept the world. As you move into adult life, you will need to remain informed and discerning about the issues in which geography plays a part.

Our goal is to inspire you to think broadly and to act boldly, to see your own setting in time and place as an opportunity for growth and adventure or as an obstacle to overcome. We hope that you will envision what God might do through you as He has done through countless others who have lived in their own times and places. Preparing you to live successfully in that big room called the adult world is what we have tried to do in the lessons, the readings, the literature, and the assignments.



Lake Wanaka, New Zealand

How to Use This Curriculum

As you both, parent and student, plan your study using this curriculum, here are some ideas to help you get the most out of it.

This curriculum provides one year's credit in three subjects: geography, English (literature and composition), and worldview. The 150 lessons are divided into thirty units of five lessons each. Each unit has four lessons on geography, and a final lesson on worldview.

Since a typical school year has thirty-six weeks, you have some flexibility in completing the course. The student can take two weeks to complete a unit if they find a topic particularly interesting or when your schedule is especially busy. Families are free to choose how they want to schedule the course, but many families choose to begin a unit on Monday and finish it on Friday.

On the first day of a unit, read the unit introduction. Here you will find a brief overview of the unit; a list of lessons for that unit; a Bible passage to memorize; a list of books used with that unit; choices for a project for that unit; and, when a literature title is begun, an introduction to that book.

After reading the introduction, choose a project to complete by the end of the unit and make a schedule for how to complete it. Find the memory

work for the week in the Bible translation of your choice.

Complete the following each day:

- Read the lesson for the day.
- Complete all of the *Gazetteer*, geography, worldview, and literature assignments for the lesson.
- If you are using the optional *Student Review*, complete the assignment(s) for that lesson.
- Work on your Bible memorization and on your chosen project.

On the last day of each unit, the student will recite or write the memory work and complete the project for the unit.

The curriculum includes the *Exploring World Geography Gazetteer*. This volume contains maps of the continents and regions we discuss in the text, a section on each country of the world, and original source material that we assign once per unit. The Assignments section at the end of each day's lesson includes the *Gazetteer* assignment when appropriate.

You will need to plan carefully what the student does each day. For instance, every fifth day includes

reading the worldview lesson and answering the review questions, finishing the project for the unit, writing or reciting the memory verse for that unit, and taking the geography quiz for that unit.

In twelve of the units the student will also need to finish the literature title they have been reading, answer the review questions on it, and read the literary analysis for that book. In six units, the student will also need to take the geography, English, and worldview exams over the previous five units. Plus, the student will need to study for all of these exams.

Instead of waiting until the last day of a unit to complete all of these assignments, students can spread out the work load and make it easier to complete. For example, students can complete their unit project on Day 4 of the unit. She might also want to plan her reading so that she finishes the literature title on Day 4 of the unit and completes the review questions and literary analysis that day. We have provided the tools for your study of these subjects. How you complete the curriculum is ultimately up to your family determining what is the best approach for you to take.

An assignment checklist is available as a free download on our website (notgrass.com/ewglinks).

Worldview Lessons

In the assignments for several of the lessons in each unit are thought questions regarding worldview. We recommend that the student have a Bible notebook (wire-bound or 3-ring binder) in which she copies each question and writes a response to the question. Alternatively, the parent may choose to have the student read the question aloud and give an answer orally. However, writing down the questions and answers will probably help the student remember the questions and answers better.

As part of our worldview survey, we look at several religious systems that people practice in the world besides Christianity. We look at these other faith systems from the perspective of outsiders.

We have never been part of these groups, and the information we share is the result of our research on these subjects. Those who adhere to these faith systems might see inaccuracies or misplaced emphases in our treatment of them. It is not our purpose to misrepresent these faiths or to create straw men that we can easily knock down in an attempt to show the superiority of Christianity.

We have attempted to refrain from using demeaning language or from saying anything like, “We can’t believe that intelligent people believe these ridiculous ideas, but apparently they do.” We want to show respect for the people who hold these beliefs, even as we express our disagreement with these beliefs and why we believe that Christianity is true. We are not ashamed of the gospel, and we want to keep the door open for civil discussions with those of other faiths in the hope that we can encourage everyone in the pursuit of truth.

Map Skills Assignments

A map skills assignment comes at the end of one lesson in most units, usually on the fourth day of the unit. Their purpose is to help the student better understand and utilize maps. The lessons in Unit 2 have a good deal of information about maps, so the map skills assignments begin in Unit 3.

We recommend that the student create a map skills notebook or folder for these activities.

Tips on Bible Memorization

Each unit of *Exploring World Geography* gives a Bible passage to memorize. Here are some tips on memorization for the student. Pay attention and internalize what the verses mean. It will be much easier to memorize thoughts that you understand than to see them as a string of words that have no meaning to you. Write the verses on index cards. Keep these handy to use when you have a spare moment. Copying out the verses is a good exercise, especially if you learn visually.

Draw pictures illustrating the verses. Ask another person to read the verses to you. Ask another person to listen to you and correct your recitation. Working on memorization consistently in small chunks of time over several days works much better than last-minute cramming.

Unit Projects

Each unit (except Unit 3) has three choices for a project, always including a writing assignment. Parents can decide how many writing assignments the student must complete to fulfill the English credit of *Exploring World Geography*. We recommend that you choose the writing assignment as the project a minimum of six times throughout the course. The other project choices include a wide variety of activities: building models, cooking, field trips, volunteer opportunities, and more, all of which will enhance and expand what the student is learning in the course.

The projects relate to the material in the unit. Where applicable, we note the lesson from which the project is drawn. The student should choose a project at the beginning of the unit and work on it throughout the unit. The student may need to look ahead at the relevant section of the lesson to get started on the project.

As you choose projects unit by unit, take the opportunity for the student to try new things and expand her skills. If she has never made a model out of STYROFOAM™, or seldom done any cooking, or doesn't know how to make a video, this is a great opportunity!

The student should complete each project at a high school level. Some of these assignments could be given to an elementary school student and the results would be on an elementary school level. The student should complete the work with care and research and attention to accuracy, creativity, and excellence. Throwing something together in a haphazard fashion is not appropriate. Whether the student spends his time writing an essay or building

a model, he should use his mind and hands to create something he can be proud of.

Student Review Pack

The Student Review Pack includes three books to help the parent and student measure the student's progress through the course and understanding of the material: the *Student Review Book*, the *Quiz and Exam Book*, and the *Guide for Parents and Answer Key*. Using these books is optional, but you will likely find them useful.

The *Student Review Book* contains review questions on each lesson, review questions on some of the source documents in the *Gazetteer*, review questions and analysis of the literature, and a map skills assignment for most units.

The *Quiz and Exam Book* has:

- a geography quiz for each unit that covers the first four lessons of that unit and is drawn from the lesson review questions for those four lessons,
- a geography exam covering every five units that is drawn from the quizzes for those units,
- an English exam covering the literary analysis and questions for the books read every five units, and
- a worldview exam every five units covering the review questions for the five worldview lessons in those units.

How We Present Scripture

The most important material in this course are the studies from God's Word. Understanding world geography and literature is important, but how we live before God is the most important issue before each one of us. We want to help you as you do that.

We believe in the inspiration and authority of the Bible, and our desire is to present the Bible in all of its truth, wisdom, and power. We strive in all we do simply to be Christians. We are on a quest to understand the truth that God has provided in His Word.

If you read something in this curriculum that differs from what your family believes, take the opportunity to discuss the issue and search the Scriptures together. We welcome your feedback. If you believe that we have written something in error, please email us so that we can learn together the truth that will set us free.

Notes on the Literature

We chose works of literature that illustrate geography in various places around the world. As the student reads the books, she should take special note of geographic features such as lakes, rivers, mountains, the region of the world, the culture of the people, and how these features fit into the story. The setting of a work of literature is a place in geography, so the study of geography and the study of literature will enhance each other.

Worldview also plays a part in the study of literature. As the student reads each work, he should notice the worldview of the characters; clues to the worldview of the author; and how the book supports, informs, or challenges his worldview. Thus the study of literature and the study of worldview will enhance and support each other.

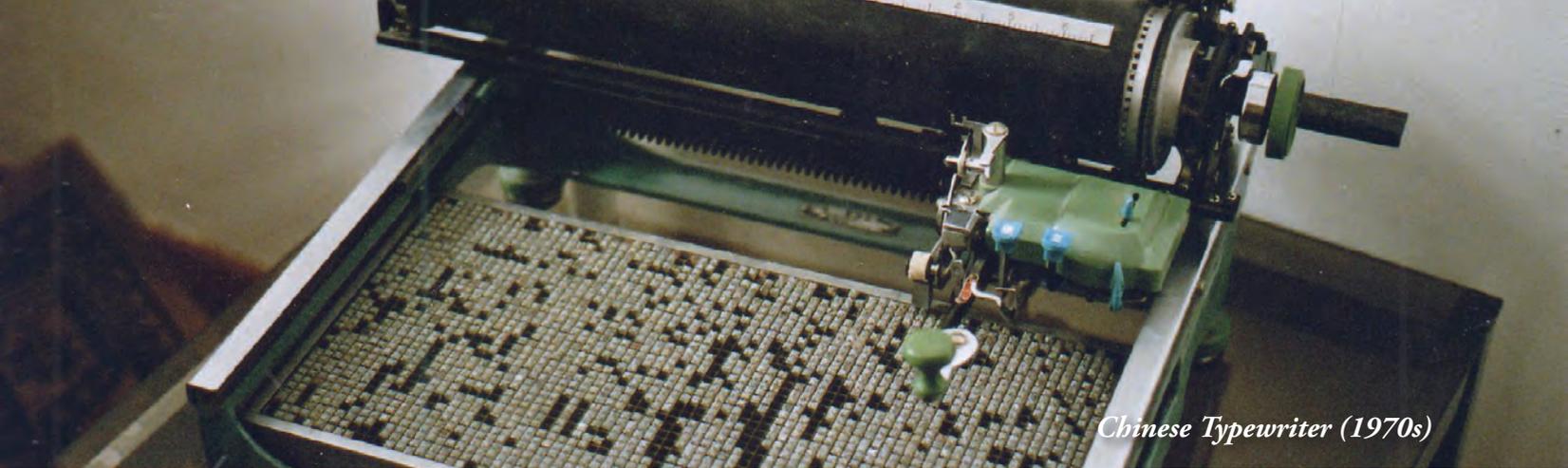
Appreciation

I am indebted to all those who have helped with this project. My wife, Charlene, wrote the lesson about her ancestor, Pierre Boucher of Boucherville, Quebec, Canada. She proofread the curriculum with me and provided invaluable input in many other ways. Our son John collected illustrations and laid out the pages, lessons, and units. Our daughter Bethany helped to develop the original plan for the curriculum, selected the literature to include, and wrote most of the literary analysis and the literature review questions. Our daughter Mary Evelyn designed the covers and proofread the curriculum. I also want to thank Dena Russell and David Shelton for their vital assistance in developing this curriculum and Sean Killen for producing the beautiful maps in the *Gazetteer*.

Exploring World Geography completes the cycle of Notgrass high school social studies curriculum that includes *Exploring World History*, *Exploring America*, *Exploring Government*, and *Exploring Economics*. This series began with the publication of *Exploring America* in 2002. What a joyful ride it has been.

I will forever be grateful for the thousands of students who have used these materials and for the countless words of appreciation we have received. May the Lord receive all the praise. Thank you and thank Him.

*Ray Notgrass
Gainesboro, Tennessee
December 2020
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Chinese Typewriter (1970s)

Advice on Writing

Composition is part of most high school English courses. It usually involves learning how to express ideas, write themes, and do research papers. Practicing writing helps you to develop your style and skill, just as practicing any activity will help you to be better at it. I make my living by writing, so I appreciate the importance of this skill.

One goal of high school composition is to prepare you for college composition. I have taught college students who never learned to construct a good sentence, let alone a good paragraph. However, learning to write just for high school and college composition assignments is a limited goal. Life does exist beyond school.

You will probably have many occasions to engage in research and to prepare your thoughts on a vital subject such as abortion or capital punishment. You will have numerous opportunities to write: letters to friends and family, journals, letters to the editor, social media posts, advertisements for your business, and reviews and articles for periodicals, to mention just a few. The Internet has created new possibilities for sharing your ideas in written form. Desktop publishing has made getting a book published within the reach of many people who might not get a contract from a big-name publisher.

Writing helps you express what you understand about a subject. If you can't explain something to another person, you probably don't understand it well yourself. The writing assignments in this course will help you learn to pull your thoughts together.

Good writing style is important in getting your ideas across to other people. Writing skills will be helpful in your job or in conducting your own business. You will bless your spouse and children if you write thoughtful letters to them often. You can help others by expressing yourself well in writing.

Three ways to improve your writing are to read good writing, to write often yourself, and to receive criticism of your writing with humility and a desire to do better. Reading and applying the guidance in good books on writing will also help you refine your technique. I recommend *The Elements of Style* by William Strunk Jr. and E. B. White.

Writing Assignments in This Course

Each week you do a writing assignment (instead of one of the other suggested projects), you will have two or three possible topics from which to choose. Some of the essay prompts refer to topics that one of the lessons in the unit discusses.

A basic way to compose an essay is to write five paragraphs: an opening paragraph that states your purpose, three paragraphs that develop three different points or arguments, and a closing paragraph that summarizes your position or topic. If you are floundering on a particular assignment, using this outline can get you started.

The usual target length of your writing projects for this course is 250 to 300 words, which is about two typed, double-spaced pages.

Writing Tips to Implement

Here are some tips I have learned that have helped my writing.

Write with passion. Believe in what you are saying. People have plenty to read, so give them something that will grip them. If you don't believe deeply in what you are saying, you give others no reason to do so either. This raises an issue that relates to many writing assignments. Assigned writing is like assigned reading: we often approach it as a chore. Deep emotion and a passion for convincing others may be difficult to express in a theme on "The American Interstate System" or "The Internal Hierarchy of International Organizations."

Writing with passion means that you should not soft-pedal what you say. Phrases such as "It seems to me," "I think that it would be good if," or "My personal opinion, for what it is worth," take the fire out of your message. It is your piece, so we know it is your opinion. Just state it. Related to this is the common use of quotation marks to highlight a word. Save quotation marks for when you are actually quoting something.

Develop your paper in an orderly and logical way. Using an outline helps me to structure what I am writing. Identify the major points you want to make, the order in which you need to make them, and what secondary points you want to include to support your major points. Be sure that each paragraph has one main point, expressed in a topic sentence, with the other sentences supporting that

point. In a narrative, tell what happened first before you tell what happened later. In an essay, make your points in the order of their importance to your overall theme.

Don't try to put everything you believe into one piece. Trust that you will have the opportunity to write again, and stay focused on your topic. Your challenge is to narrow your topic sufficiently to be able to cover it completely.

Use short, simple sentences. Longer sentences do not necessarily show greater intelligence or convey ideas more effectively. You are trying to teach or convince a reader who perhaps has not been thinking about the topic the way you have. He or she will need to see your ideas expressed simply and clearly. Shorter sentences generally stay with people longer: "These are the times that try men's souls." "The only thing we have to fear is fear itself."

Writing Habits to Avoid

Do not begin sentences with "There is" or "There are." Find a more forceful way to cast the sentence. Compare "Four score and seven years ago our fathers brought forth upon this continent a new nation" to "There was a country begun by our ancestors 87 years ago."

Do not habitually begin sentences with "and" or "but." This practice has become a trendy habit in informal writing, but the grammar books tell you never to do this.

Avoid the word "would." Such usage is an attempt to soft-pedal, to indicate customary behavior, or to describe something that is not a reality. "That would be a good idea" is less powerful than "That is a good idea." "Americans would often violate the terms of treaties made with native nations" is not as sharp as "Americans often violated the terms of the treaties."

Avoid using passive voice. "The cow jumped over the moon" is more forceful than "The moon was jumped over by the cow."

Don't imitate someone else's style. That person didn't become a good writer by copying someone

else's style; he or she developed his or her own style. You might become enamored with the writing of a favorite author and want to write the way he or she does. Learn from that author, but be yourself.

Additional Suggestions

C. S. Lewis, a prominent 20th-century British author, had good suggestions about writing (*Letters of C. S. Lewis*, edited by W. H. Lewis, first published in 1966; this edition New York: Harcourt Brace, revised edition 1988; pp. 468-9, 485):

- Write with the ear. Each sentence should read well aloud.
- Don't say something is exciting or important. Prove that it is by how you describe it.
- Turn off the radio (in our day, he might say the smartphone and television).
- Read good books and avoid nearly all magazines.

A key to good writing is rewriting. Writing is hard work, and you shouldn't let anyone tell you otherwise. You will not get every word and phrase just right the first time you put them down on paper or type them on the computer. Great, famous, well-

paid writers have to rewrite their work and often have editors who revise and critique what they write. Don't be impatient, and don't wait until the last minute. Write something; then go back and rewrite it; then go back a day or two later to consider it again. This is where another pair of loving and honest eyes is helpful. People who have read my writing and who were willing to point out the faults in it have often helped me (although I admit that I have winced inside when I heard their criticism).

Find someone who is willing to take a red pen to your work; a favorite uncle or grandparent might not be that person. You might know exactly what you mean by a particular statement, but someone else might not understand what you said at all. I have often found that when someone doesn't understand a statement I have written, it is because I have tried to say something without really saying it. In other words, I have muddied what should have been a clear statement; and that fuzzy lack of commitment showed through.

Your writing will improve with practice, experience, and exposure to good writing. I hope that in ten years you will not write the same way you do now. The only way you can get to that point is to keep writing, keep learning, and keep reading. I hope that this course helps you on your journey.



Writing a Research Paper

We recommend that you write a research or term paper of eight to ten typed double-spaced pages (about 2,000-2,500 words) during several weeks in the second semester of *Exploring World Geography*. Waiting until the second semester gives you time to prepare and to practice writing shorter papers for your weekly projects.

This section guides you step-by-step through the process of writing a research paper. You and your parents should discuss whether you think a research paper assignment is appropriate for you. Also discuss with your parents whether you should skip the project for each unit during the time you are working on your research paper.

When you are ready to begin, refer to this section. If you feel a need for more detailed guidance, we recommend the section on research papers in *Writer's Inc.* by Great Source. You can also find sample research papers online. The Purdue University Online Writing Lab (OWL) has a sample. (Visit notgrass.com/ewglinks for more details.)

Choosing a Topic

A research paper combines the work of investigation with the task of writing. Choosing your topic is the first step. When you write a research paper, you must define your topic as clearly as possible.

You could expand on an essay you have already written. You might want to concentrate on this topic instead of doing unit essays for a few weeks, with your parents' permission. You might have to narrow a topic for the purposes of your paper. For example, instead of writing on "Art in Armenia," you might choose the narrower topic of "Rugmaking in Armenia."

You can choose to write about a place your ancestors came from, a country you want to visit, an

individual who inspires you, or an ethnic group that interests you. Here are some other possible topics that might spark your imagination:

1. China and Geography (focusing on the South China Sea, the Uighurs, Hong Kong, or how China is impacting the world)
2. How I Would Solve the Middle East Dilemma
3. This Is How I See the World (your worldview statement)
4. They Brought My People from There to Here: The Meaning of Slavery in America
5. Is Globalism Good, Bad, or Both?
6. A Unified Korea: Can It Be Done? Should It Be Done?
7. The Distinctive Music of a Region (such as jazz in New Orleans or polka music from Eastern Europe)
8. The Geographic Impact of COVID-19 (or the economic, educational, religious, social, or other impact)
9. We Have to Fix This (addressing an environmental issue)
10. Unraveling Babel: Language in Our Modern World
11. Why I Like (or Dislike) International Organizations
12. What You Would See on the Pan-American Highway
13. The Building of the Panama Canal
14. How We Get from Here to There (Land, Sea, Air, and/or Space Navigation)
15. The Geography of War

If you have another topic you would like to write about, go for it! Focus on something you are passionate about; why take time to do all this work for something you don't really care about and may

never look at again? Think about what you might do with your paper once it is finished: send a copy to your congressman or senator, contact your local newspaper to see if they would publish it (newspapers are always looking for material to print), present it orally to a local club, or put it in circulation some other way. Here's your chance to make a difference!

Doing the Research

Research involves finding legitimate, authoritative sources on the subject and gathering information from those sources. The modern researcher has a wealth of material available to him, some good and some worthless.

Sources include books, magazines, newspapers, encyclopedias, scholarly articles, and original sources. Original or primary sources are materials written or developed by someone involved at the time of history you are investigating. A diary written by a sailor on a trading vessel during the Victorian Era is an example of an original source. You probably will not be able to hold the actual document in your hands, but many transcriptions of original source materials can be found in print and online. Secondary sources are materials written later about the subject in question.

Use caution with online sources, as many are not authoritative. A comment by a reader on a blog about the Roman Empire is not necessarily based on fact, and you cannot use information gathered from such a source in a research paper. It might give you an idea about something to research yourself, but just because someone posted it online doesn't make it accurate or relevant.

Wikipedia is the classic example of a non-authoritative source for research. A great deal of the material found on Wikipedia is accurate; but because of the way people create and edit the articles, you cannot use Wikipedia as an authoritative source. Websites maintained by universities, government entities, and reputable publishers of reference materials are good sources for online research.

Google Books and Project Gutenberg have many historic books available in their entirety online.

Do not neglect looking in print resources, such as encyclopedias, for information. A good old-fashioned one-hour visit to the library might provide much more valuable material than hours of sifting through material online. However, you need to be sure that your print sources are reliable also.

The researcher must give proper credit to her sources. Plagiarism is using someone else's words or ideas without giving proper credit to that source. The Internet contains information that you could simply copy and paste into your paper. Though this might be tempting, it is absolutely wrong. Plagiarism is at once lying, stealing, and cheating.

You do not have to cite a source for basic information, such as the fact that Ankara is the capital of Turkey. However, you do need to cite sources for detailed information and for unique perspectives about a topic. As you take notes while doing research, indicate clearly what is a direct quote and what is your paraphrase of another person's writing. Do not copy another person's exact words into your paper without showing that you are quoting and giving credit to the source.

A research paper is a big project that can seem overwhelming. Divide the project into manageable steps. We have provided a schedule that will help you do this. You might need extra time on some steps while you breeze quickly through others. You must stay on track to meet your deadline. Look ahead to the finished product and take it step-by-step.

Your paper should be based on historical fact and should not primarily be an opinion piece. Sometimes differentiating between the two is difficult. A simple list of facts that can be found elsewhere is not interesting. Your paper should have a point, and you should bring your own thoughts to bear on the facts you gather in your research. Your paper will be dull if you do not draw interesting conclusions. Noting how Roman architecture expressed Roman ideals and impacted the concept of beauty and form centuries later is excellent; on the other hand, listing

reasons why you like Roman architecture is irrelevant to this paper. Your task for your research paper is to provide information, make observations, and draw conclusions on the topic in an interesting, readable format that is worth someone's time to read.

Day 1: Read the previous two pages and the daily plan on the opposite page. Make a list of at least seven ideas for topics. Discuss ideas for topics with a parent. Select topics that you would like to spend the next few weeks studying and writing about. The index of this curriculum is a source for possible topics.

Day 2: Investigate possible sources for your top three topic ideas to make sure you will be able to find enough material. Choose your topic and write a one-sentence summary of your purpose for the paper. Don't say, "This paper is about what you would see on the Pan-American Highway." Instead, state the substance of your paper: "A journey on the Pan-American Highway gives the traveler a window into the rich cultures of North, Central, and South America."

Day 3: Gather possible sources for research. Make a list of places to look. You can bookmark websites, visit the library, and look through relevant periodicals. Develop a preliminary outline for your paper.

Day 4: Learn how to cite your sources properly. Your research paper should follow MLA (Modern Language Association) guidelines for source citations. Your paper needs to have footnotes or in-text citations for your sources of information and a separate bibliography or works cited page at the end of your paper. Look online for the most up-to-date MLA guidelines. We recommend Purdue University's Online Writing Lab (OWL).

Practice some example citations. Whether you use note cards, copy and paste to a computer document, or a combination of these approaches, be consistent and accurate in your in-text and bibliography citations. Look over the guidelines and your examples with a parent to make sure you are on the right track.

Day 5: Make a general outline for your paper to help guide your research. Make some notes about what you want to say in your paper, questions you hope to answer in your research, and ideas for the main point of your paper. This plan will enable you to make the most of your research time. You want to immerse yourself in the topic you will be writing about. Your final paper will not include every bit of information you read, but you want to write from a position of overflow instead of scraping together just enough facts to fill up your paper.

Day 6: Begin your research. Develop a system to stay organized, keeping track of the source for every quote or fact. For example, if you are using the book, *Tea for the Queen*, note which facts and quotations come from that specific work and the relevant page numbers. You need to know clearly where every item of information came from: book, website, article, etc. Use a minimum of six different sources for your paper.

Day 7: Continue your research.

Day 8: Continue your research.

Day 9: Finish your research. Where do you want this paper to go? What do you want to say? Decide what information you gathered in your research is relevant and what isn't. Highlight key findings in your research. Set aside (but don't throw away) information that does not seem relevant to what you want to say. Talk about your general ideas for your paper with a parent.

Day 10: Work on the final outline for your paper. Jot down the points you want to make in the introduction, the main sections of your paper, what you want to include in each section, and what you want to emphasize in the conclusion. Organize these into an outline. Your research might have shown you that you need to emphasize a point that you had not previously realized was important, or you might not be able to find much information about what you thought was a main idea.

Look through the information you gathered in your research to make sure you didn't leave anything important out of your outline. Finalize your outline

and talk about it with a parent. A good, detailed outline will ease your writing process significantly.

Day 11: Re-read “Advice on Writing” on pages xiii-xv of this book. Begin writing your paper, starting with your introduction and conclusion. Your introduction should give a general idea of what your paper is about and the main points you will make. Your conclusion will re-emphasize your main points. Include proper citations as you go, both in-text and on your Works Cited page.

Day 12: Continue work on your first draft.

Day 13: Continue work on your first draft.

Day 14: Continue work on your first draft.

Day 15: Finish the first draft of your paper. Check your in-text source citations and Works Cited page against your research notes, and make

sure your formatting is correct. Proofread your paper and make corrections. Give your paper a title. Ask a parent to read and correct your paper and make suggestions for improvement.

Day 16: Discuss the paper with your parent. Think about improvements that you can make. Begin working on the final draft of your paper. Fix mistakes and polish your style.

Day 17: Continue working on your final draft.

Day 18: Continue working on your final draft.

Day 19: Finish writing your final draft. Read your paper carefully for spelling and grammatical errors.

Day 20: Read your paper aloud. Make any final corrections. Save it, print it off, and turn it in. Good work!

Daily Plan				
Day 1	Day 2	Day 3	Day 4	Day 5
Investigate possible topics.	Choose a topic and write a purpose sentence.	Research sources, make preliminary outline.	Learn how to give credit.	Make a research plan.
Day 6	Day 7	Day 8	Day 9	Day 10
Begin research.	Continue research.	Continue research.	Finish research.	Finalize outline.
Day 11	Day 12	Day 13	Day 14	Day 15
Begin writing.	Work on first draft.	Work on first draft.	Work on first draft.	Finish first draft.
Day 16	Day 17	Day 18	Day 19	Day 20
Work on final draft.	Work on final draft.	Work on final draft.	Finish final draft.	Polish and turn it in!



Manitoba, Canada

Assigned Literature

Units 1-2	<i>Know Why You Believe</i>	Paul Little
Units 3-4	<i>Blood Brothers</i>	Elias Chacour with David Hazard
Units 5-7	<i>Patricia St. John Tells Her Own Story</i>	Patricia St. John
Unit 8	<i>A Long Walk to Water</i>	Linda Sue Park
Units 10-11	<i>The Day the World Stopped Turning</i>	Michael Morpurgo
Units 12-13	<i>Kidnapped</i>	Robert Louis Stevenson
Units 14-15	<i>Lost in the Barrens</i>	Farley Mowat
Units 16-17	<i>Boys Without Names</i>	Kashmira Sheth
Units 18-19	<i>Revolution Is Not a Dinner Party</i>	Ying Chang Compestine
Units 20-21	<i>Ann Judson: A Missionary Life for Burma</i>	Sharon James
Units 24-25	<i>The Country of the Pointed Firs and Other Stories</i>	Sarah Orne Jewett
Units 27-28	<i>Tales from Silver Lands</i>	Charles Finger