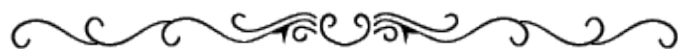


TEACHER'S NOTES

a Guide for Lessons.



To accompany
Living Geography Book I.

With
Lesson Method, Summary Questions, Object Lessons, Map Study,
Map Questions, Globe Study, Outdoor Geography, Scouting,
Drawing, Games, Map Making, and Extensions for Older Students.

By
Lisa M. Eveland

Curriculum in this series:
Living Geography Book I Text
Teacher's Notes
Maps & Pictures
Exam Questions & Answers
Geography Notebook
Older Student's Extensions
Supply Kit



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PREFACE.



When our homeschool used Charlotte Mason's 1881 Geographical Reader, I found that we were not getting the full breadth of what the text could offer. It was not engaging the student and at times would frustrate. My young student was not easily handling the text on her own, although the reading level was appropriate. There seemed to be something missing.

The cause of the frustration was indeed a missing piece. In our case, the missing piece was the teacher-me. I was supposed to be involved. From my study of Charlotte's exam questions, it was clear that geography had teacher involvement at this age. This book wasn't one that was to be handed to the child for self-study. But what was I to do? What was my role? What could I do other than read the book to my student-child?

The teachers Charlotte trained at her House of Education were taught to write prepared lessons to guide their class. Charlotte critiqued her teachers and their lessons. I realized that maybe part of what I was to do was to have a prepared lesson. And then, knowing that Charlotte talks often about Outdoor Geography and Things as well as Books, I began to incorporate activities which complimented what we read in the text. I searched through her Volumes, Parents Review articles, and exams gleaned ideas for what to put into my lessons.

The lesson isn't the important thing, but rather bringing a well-rounded study of geography to the student. Using only a text brought a lop-sided study of geography. Charlotte meant for geography to be studied with action, involvement, and the senses as well as books. To accomplish these varied things, I needed a plan written down in an organized fashion so I didn't have to recall what it was I wanted to do at lesson time and so I could bring a methodical, intentional component to the lesson.

As I began with a new vision for Charlotte's book and my role, I took notes of the things I incorporated with the hope of forming some type of thoughtful, organized plan for getting through the book—notes that could be used again for my next child when they used Charlotte's geography. Throughout the years and throughout the children, my notes turned into pages, which turned into a notebook, which finally turned into the published Teacher's Notes you have before you.

The Teacher's Notes which accompany *Living Geography Book I* are meant to aid the teacher who doesn't have time to prepare the lessons and activities which Charlotte speaks of in her literature. They take her long list of excellent suggestions as well as my own additional activities and put them into practical flesh so they become part of the lesson in an intentional, organized way.

The original 1881 Preface of Charlotte's geography book reads:

"It is hoped that these reading lessons may afford intelligent teaching, even in the hands of a young pupil teacher."

My hope is that for the young, as well as seasoned teacher, this proves a helpful resource for your own Living Education.

L.M.E.

HOW TO USE THE TEACHER'S NOTES.



Lesson organization

The general structure for the lessons found in the Teacher's Notes have two main components. First, each lesson has a reading component which centers around *Living Geography Book I*. Here you will find a summary from the previous lesson in the form of sentences or questions, a highlight for the upcoming reading, and Introductory and Amplification materials to help the student understand the reading for the lesson. Page numbers to be read and Narration are also specified. Second, each lesson has expansion components. These are often hands on activities comprised of Object Lessons, Map Making, Outdoor Geography, or Scouting. Map work such as Map Study and Map Questions are also found in this component.

Within each lesson you will find sections denoted with a large number and a check box. The check box is an aid for the teacher to mark where the class left off. The large number is a guide to help the teacher know what material can typically be accomplished in a class time of 15 to 20 minutes. For example, a section that has four large-number-checkboxes will require at least four class times. Occasionally a section will require more time. This is noted for your scheduling purposes. Some students move at a quicker pace, some students will require more time. This often depends on the age and experience of the students. Flexibility is needed.

Smaller check boxes are found throughout the lesson, again, as an aid to help the teacher keep track of work that has been accomplished. Smaller numbers are for organization and lesson flow.

A Prep section is found at the beginning of lessons which have hands on activities that need something gathered or done before the actual lesson time. This section has the activity objectives, notes, and a supply list.

Maps and Picture Book

Maps and supplement pictures have been gathered as a separate resource. The maps and pictures are referred to in the Teacher's Notes as they are needed. With each student having their own book, the maps and pictures are easily visible for the student at home as well as at school. It would be helpful for the teacher to have a book as well.

Maps were created that complement the Map Questions and Map Study exercises. To eliminate frustration, all answers for the questions can be found on these maps. Pictures to aid the students in getting an accurate thought of a place are found in this book.

Exam Questions

As you complete each lesson, think back over the lesson. Was there something that stood out to the students or a key point that could be highlighted in an exam? Form a question and write it in the space provided in the Exam Questions and Answers Book which is a separate resource.

If you do not write your own questions, there are questions provided in the Exam Questions and Answers Book. Some of the questions are Charlotte's original questions found in her exams and some are original to Real Living Life and this author.

Older Students

The Contents for Older Students listing the articles and assignments are found near the end of the Teacher's Notes. The actual articles and instructions for Older Students assignments are found at Reallivinglife.com.

For additional explanation on the writing and use of Living Geography Book I and the Teacher's Notes, see Reallivinglife.com

Lesson 1.

Our World Part I

□ a. Prep. Object Lesson. Craft Ball and Pin.

Objective.

1. Demonstrate that the earth is round by moving our finger along a flat surface and then a round ball.

- ▶Need: large table or the floor
- ▶Need: a small object
- ▶Need: one 5 inch craft (Styrofoam) ball
- ▶Need: one straight sewing pin



□ 1. Reading Lesson. Living Geography Book I.

□ Talk a Little.

Living Geography Book I Introduction

Have you ever wondered about this earth we live on – its shape, the bright sun which seems to come and go, and why the sun sometimes seems so hot and sometimes does not warm us so? Do you know about the wide oceans and the beautiful land? What if you would like to find your way through a forest or over a vast sea? How could you do this without getting lost? Could you help someone who was trying to find their way? How could you tell someone about all the interesting things that are in a large place like a room or a town using a drawing, if you only have one small piece of paper on which to do it? How is it that the people of a certain place govern themselves? We are going to learn about these things, and when you finish this book, you will know the answers to these questions and something of all the wonderful things on our earth.

Today

We are going to learn about the shape of the world and one way we can know the shape of the world.

□ Introductory.

Object Lesson. Craft Ball and Pin.

▶Need: See Prep Section a

● Instructions.

- »1. On a flat table, place a small object near the student.
- »2. With your finger on the table (or student's finger) move your finger from the object away from the object in a straight line.

Questions.

1. Will our finger ever get back to the object, if it keeps traveling in this way-in a straight line, moving forward? No.

Lesson 9.

The Four Seasons Part III

□ a. Prep. Object Lesson. Orbiting with a Ball.

Objective.

1. Demonstrating with a ball in a similar way as the Doll Orbiting round the sun, the earth's tilt and yearly orbit around the sun which gives us our seasons.
2. Introduce the North and South Poles as the points where the axis extends from the earth.

- ▶Need: craft ball/skewer/string from Lessons 5 and 6
- ▶Need: marker
- ▶Need: table. The child will need to walk all the way around the table
- ▶Need: light source = a concentrated light that shines all around in 360 degrees.
To be set in the middle of the table
- ▶Need: darkened room

- »1. Mark 'N' at one end of ball where the skewer exits the ball, and 'S' at the other end of the ball where the other end of the skewer exits the ball.

□ b. Prep. Outdoor Geography. Measuring Shadows 3.

- »1. Prepare Measuring Shadows. Teacher's Notes p.104-105



□ 1. Reading Lesson. Living Geography Book I.

□ Talk a Little.

Last Lesson

Can you tell me what you know from our last lesson about how the earth orbits around the sun?

How wonderful that the world is tilted, or we would always have the same season, with never a change.

Today

We are going to use a ball instead of the doll and orbit round the sun watching to see how the light shines in different places on the ball.

□ Introductory.

Words to Know.

- > blows his nail = he blows on his fingers (nail) to warm them.
- > keel = to cool a hot, boiling liquid by stirring, skimming, or pouring in something cold in order prevent it from boiling over.
- > saw = a sermon. The cold sick members of the congregation cough and interrupt the sermon.