

Contents

INTRODUCTION 1

1 LET'S VISIT CHINA! 9

2 LET'S VISIT JAPAN! 21

3 LET'S VISIT THAILAND! 33

4 LET'S VISIT INDIA! 39

5 LET'S VISIT ANTARCTICA! 47

6 LET'S VISIT AUSTRALIA! 51

7 LET'S VISIT MOROCCO! 59

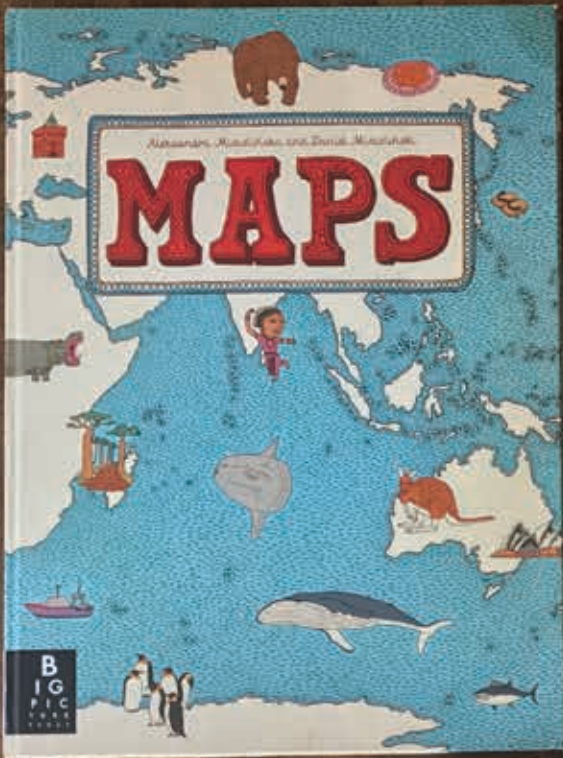
8 LET'S VISIT EGYPT! 67

9 LET'S VISIT TANZANIA & KENYA! 77

10 LET'S VISIT GHANA! 85

11 NATURE DRAWINGS 93

12 ART DRAWINGS 131



Let's Travel!

ITEMS YOU'LL NEED

Maps by Aleksandra Mizzielińska and Daniel Mizzieliński

A set of Prismacolor Colored Pencils

A set of watercolors and a few nice brushes

Watercolor paper

Notebook

A spirit of adventure . . .



Using This Guide

This guide contains approximately 70 lessons and can be completed in either a single semester or over a full school year. Complete four lessons per week for a single semester schedule. A year-long study will require three lessons per week. The book pack that accompanies this guide is sufficient as a basic introduction to the four continents and eleven countries explored on this journey, but the study will be greatly enriched by taking advantage of the additional picture book recommendations in the library, history, and biography sections. If possible, plan to visit the library once a week (preferably before starting a new country), to collect as many titles as possible from these lists. Take advantage of inter-library loan systems when books are not available at your local library.

This guide is modeled after the Charlotte Mason methodology of four steps: read, reason, relate, and record. This method is designed to cultivate the student's ability to read, reason out what they have heard through discussion, relate that to other things they know, and finally to record key aspects of their discoveries. At the primary level, this is done gently through questions designed to help the student engage with what they have just heard read.

At the beginning of your around the world tour, have the student create a section in the notebook on China. Repeat this for each new country. Illustrate each section as desired. The Art Connection elements included in the back of the guide for each country, may be used to illustrate each new chapter if desired.

Remember that this course not only covers literature, but also, science (nature studies), geography, art, and history. With the broad coverage offered here in the areas of the humanities and social sciences, teachers should feel confident that a full curriculum for the primary student requires only the addition of math and language arts.

A sample day using *Around the World with Picture Books* might look like this: open *Maps* and explore the continent map from the inside front cover to locate the country to be studied, observing the features surrounding the country. Turn to pages 4-5 of *Maps* and find the continent again. Sing the "Continent Song." Identify the oceans surrounding the country to be studied and then turn to the specific country page. Spend time observing, discussing, and exploring. Ask questions about the geography, the landmarks, the wildlife, the crops, or any feature that piques your student's interest. Allow the joy of exploration to lead where it will.

Read the literature selection assigned for the country you are studying. Use the question prompts to generate discussion. Then turn to the Nature Connection and select an animal to study. After finding some basic facts about that animal, have the student cut out, color, or paint the picture from the back of the guide, and then paste it in the notebook. Select a book from the Biography or History Connection in the guide and read and discuss. If desired, have the student draw a picture about something he has learned and paste it in the notebook.

Each day following the guide will be a little different. Be flexible, allow for spontaneity, and remember that this guide is just that—a guide, and is not meant to be sacrosanct, or followed rigidly. Feel free to ramble off the trail at times as you are inspired to explore, discover, and enjoy the journey of *Around the World with Picture Books*.



4. LET'S VISIT INDIA!

Locate India on the flyleaf of *Maps*. Explore with your student where India is in relation to the other Asian countries we have studied so far: China, Japan, Thailand. Have students sing *The Continent Song* while pointing to the seven continents. Turn to page 52-53 of *Maps* and study India. Locate the Himalayas, the Taj Mahal, the river-Ganges and Indus, Mumbai and Calcutta (India's two most populous cities—one on the West coast of India, the other on the East coast), and Kangchenjunga—India's highest peak.

LESSON 1

Prepare to read *Once a Mouse* by Marcia Brown by introducing the meaning of **fable**—a short fictional tale with a moral and usually involving animals. Think about how this story is like *Aesop's Fables*. Throughout the story watch for the morals of this tale: kindness, gratitude, the perils of pride, and the importance of humility. Some words and phrases to discuss: hermit, peacocked, “give yourself airs”, and “lording it over”. Read *Once a Mouse*. Discuss the above notions with your child. How did the mouse forget the kindness of the hermit when he became handsome and mighty? He expressed the deepest kind of ingratitude and pride in that he was ready to kill his benefactor. How do the mighty (powerful) sometimes “lord it over” those who are less powerful? What is the only cure for not “lording it over” others? Humility is the only cure. Humility that comes from knowing we are all the debtors of others—those who have cared for us, taught us, nurtured, and protected us.

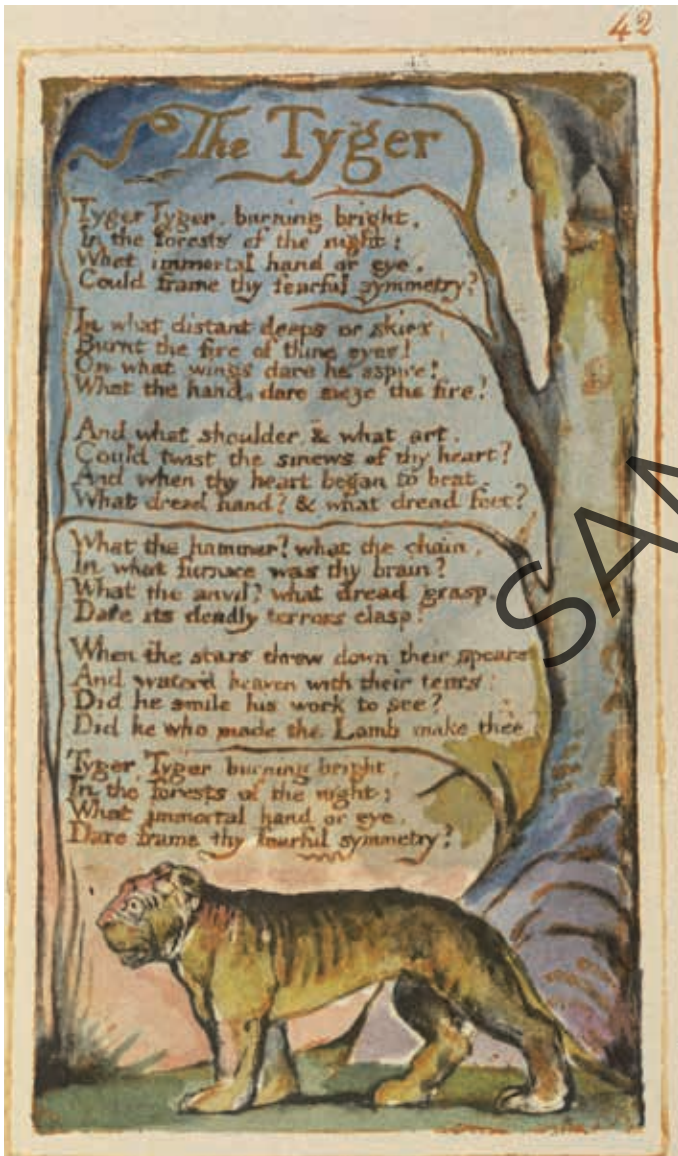
LESSON 2

Read *The Story of Little Babaji* by Helen Bannerman. This story is a fable, just like *Once Upon a Mouse*. Are the animals in this tale anthropomorphized? While reading notice the unique clothing styles, the architecture and other elements that represent a culture very different from our own. Why does Babaji carry an umbrella? (Babaji lives in India, where the climate is very hot and humid. The umbrella provides shade from the subtropical sun.) As you read the story, what lessons can be learned from Babaji and how he deals with the tigers? Does he use his wits to outsmart the tigers? How did Babaji outwit the tiger who said he had no need for Babaji's two shoes? (Babaji suggested the tiger wear them on his ears.) After finishing this tale, locate some Ghee (or clarified butter) in a health food store or specialty market. Try serving Ghee with pancakes.

Poetry Connection

LESSON 3

One of William Blake's most beloved poems is *The Tyger*. Blake was inspired to write this poem in 1794 by the magnificent tigers of India, which he may have seen on exhibit in London. He wrote and illustrated this poem below and it was part of his collection *Songs of Innocence and Experience*. A beautiful reading of *The Tyger* is done by Tom O'Bedlam and is available on YouTube.



THE TYGER

Tyger Tyger, burning bright,
In the forests of the night;
What immortal hand or eye,
Could frame thy fearful symmetry?

In what distant deeps or skies,
Burnt the fire of thine eyes?
On what wings dare he aspire?
What the hand, dare seize the fire?

And what shoulder, and what art,
Could twist the sinews of thy heart?
And when thy heart began to beat,
What dread hand? And what dread feet?

What the hammer? what the chain,
In what furnace was thy brain?
What the anvil? what dread grasp,
Dare its deadly terrors clasp!

When the stars threw down their spears
And water'd heaven with their tears:
Did he smile his work to see?
Did he who made the Lamb make thee?

Tyger Tyger burning bright,
In the forests of the night:
What immortal hand or eye,
Dare frame thy fearful symmetry?

—William Blake

Nature Connection

LESSON 4

The majestic **snow leopard** of the Himalayas can be found at elevations between 9800 and 17,000 feet in the high rugged mountains of Central Asia. Their wide paws are uniquely suited for walking in snow as well as for chasing prey down steep mountain slopes. In India it is estimated that there are 450-500 snow leopards today. National Geographic has a one-hour documentary on the snow leopard available online. After watching, record 4 or 5 key facts about this marvelous animal in notebook. Then cut out, color or paint, and paste picture of snow leopard in notebook.

The **one-horned rhinoceros** is the largest of the rhino species that can reach 6000 pounds. They have a single horn that can grow to 25 inches long and their thick grey-brown hide give an armor-plated appearance that protects them from tigers. Their diet consists almost entirely of grasses as well as leaves, branches of shrubs and trees, fruit and aquatic plants. Planet Doc has an online documentary about the rhinoceros titled *On the Tracks of the Unicorn*. This lovely documentary includes the habits of the peacock, the cormorant, the crocodile, and other indigenous animals of India.

The **peacock** is one of India's most magnificent birds and is the nation's official bird. Females are known as peafowl and the male is the magnificent peacock. *Nagarole-Tales from an Indian Jungle* is an interesting one-hour documentary on the animals of India.

The **Bengal tiger** is also unique to India. There are many excellent videos on this majestic animal. An 8 minute video on the Bengal tiger is titled *Royal Bengal Tigers*. Because of the aggressive nature of these animals it may be best to preview before watching with your student. When you have completed your study of these four animals, cut out, color or paint each picture, and paste in notebook. If desired, copy William Blake's *The Tyger*, next to your picture and memorize. For younger students, print out the copy and paste in notebook.



Library Connection

Visit your library to locate the books listed below, the History and Biography titles, as well as *Taj Mahal* by Caroline Arnold. Over the next day or two, read as many of these as you wish. For those that pique the student's interest, explore further and then record what you have discovered in student notebook.

Many young children are often first introduced to India through the marvelous tales of Rudyard Kipling. For the more advanced primary student, reading *The Jungle Book* may be a wonderful experience. For any child, at least a sampling of *Just So Stories* is in order. Many contemporary artists and illustrators have enhanced the tellings of these tales by their own particular images of beauty and whimsy. A number of various favorites are below:

Rikki-Tikki-Tavi is one of the *Just So Stories*, another of Kipling's tales about a brave mongoose that fights fearlessly to protect a boy and his parents from Nag and Nagaina, the two enormous cobras who stalk the gardens outside the family's home in India. Look for the edition illustrated by award-winning illustrator Jerry Pinkney.

How the Camel Got His Hump

In the beautiful edition illustrated by Lizbeth Zwerger, the artist incorporates whimsy and surrealistic elements that add dimension and interest. Tim Raglin has done a lovely job on *How the Rhinoceros Got His Skin*. Other old treasures that are only available as used books are the *Just So Stories* illustrated by Feodor Rojankovsky, an award-winning illustrator whose lithographs for *Frog Went A Courtin'* won him the Caldecott Medal in 1956.

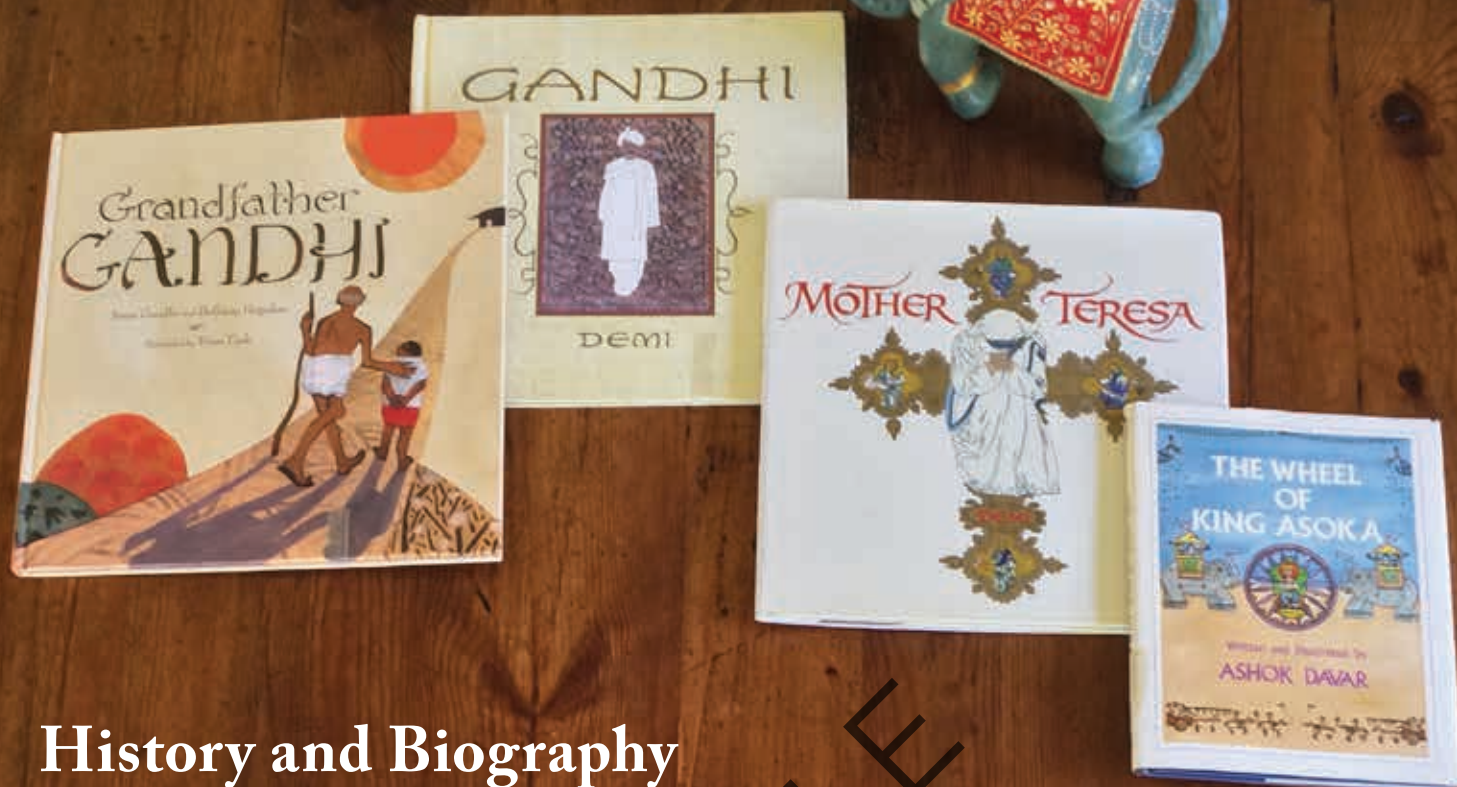
My Travels with Clara by Mary Taverer Holmes

This is the delightful tale of an Indian rhinoceros named Clara, who is tamed by an Indian man after she is orphaned as a youngster. In the 1730s few Europeans had ever seen a rhinoceros, so when Dutch sea Captain Douwe Van der Meer meets Clara he is so enchanted he purchases her and takes her aboard his ship, sailing from Calcutta to Holland. Ultimately, Clara becomes famous all over Europe as citizens flock to see this remarkable creature of 5000 pounds who is gentle as a lamb.

Monsoon! by Uma Krishnaswami

With powerful imagery and rich illustrations, the author brings the tension, the hope, the sensations, and the joy of India's monsoons to life for young readers.





History and Biography

The Wheel of King Asoka by Ashok Davar is the inspiring true story of one of India's most progressive and enlightened emperors. Like most successful rulers, Asoka starts his reign by conquest, but despite his victories in war, he becomes deeply grieved when he sees countless casualties on the battlefield and forbids his soldiers to celebrate their victory. Changed by this experience, he determines to rule his empire by love. He institutes just laws and helps those in need. He builds beautiful parks, resting places for travelers, and free hospitals. Today, he is honored by the wheel that comprises the center of the Indian flag.

Though this book is currently out of print, it is available through used book searches and is well worth searching out. If the book is unavailable, look for the video *Ashoka the Great: Kings of India* on Youtube at the Mocomi Kids website. After studying King Asoka, have the student cut out and color the **flag** of India and paste in the student notebook.

Grandfather Gandhi

by Arun Gandhi and Bethany Hegedus

Arun is an angry boy who has suffered under the racism of South Africa when he travels to India to stay with his grandfather. As Arun struggles to come to terms with injustice, it is his grandfather's gentleness and kindness that teaches Arun how to channel his negative experiences into a force for good.

Gandhi by Demi

This beautifully composed book features the gentle soul of Gandhi as it should be understood. A man perfectly equipped for the times and the seasons of his life, Gandhi's passionate adherence to non-violent civil action enables him to lead the people of India to independence from the British empire.

Mother Teresa by Demi

A study of India would not be complete without the story of this humble girl from Skopje, Macedonia, whose passionate love for God and selfless devotion to others has earned her a place in the hearts of all who love compassion and justice. As you read the story with your student, note the following: On a globe, chart the route Teresa travels from Macedonia to Ireland, then from Ireland through the Suez Canal, across the Red Sea, through the Bay of Bengal and finally to Calcutta.

What does Teresa say when she discovers the misery outside St. Mary's High School? (She says, "How blind I have been!") What was significant about September 10, 1946, in Teresa's life? (Teresa came to call that day "Inspiration Day," because she received a "call within a call," to go out from the school and serve the poorest of the poor.) How did Mother Teresa begin her work among the poor? (Teresa studies medicine at a hospital and then establishes a school for street orphans.) Why does she wear the white sari? (Teresa wears the white sari because it is the clothing worn by the poor.) What is the motto of the Missionaries of Charity? (Their motto is, "All we do is for Jesus.") When you finish reading this book, consider having the student copy some of Mother Teresa's sayings into the student notebook and record some key facts of her life.

Indian Cuisine

LESSON 5

India is famed for its curries, and the long domination of India by Great Britain meant that these dishes spread all over England and eventually Europe. But curries have been made in India for at least 4000 years. The most well-known of India's dishes is yellow curry. Yellow curry powder in its most basic is a mix of turmeric, ginger, and garlic. More complex curries have coriander, fenugreek, cumin, onion and chili pepper. The recipe here will give you a quick and easy way to introduce curry making to your family. It is fun and delicious!

INDIAN YELLOW CURRY

4 large chicken breasts cut in bite-size pieces
 1/4 C olive oil
 8-10 garlic cloves minced (depending on taste)
 2 large onions chopped
 5-6 carrots sliced in rings
 1-2 cups organic chicken broth
 4 slices fresh ginger
 2 cans coconut cream
 1/4 cup curry powder (depending on strength)
 mild curry powder will take more, hotter
 curry powder just 2-3 TBS.
 1-2 tsp salt
 1/2 tsp green peppercorns
 (red and yellow peppers, potatoes optional)

Sauté onions in curry powder and garlic until golden and caramelized (a tiny sprinkle of sugar will help caramelize things). Add chicken a few pieces at a time so that chicken isn't

overcrowded and browns beautifully. Set chicken aside as it browns to avoid overcrowding. Add oil as needed. When chicken is browned return all of it to pan with carrots, ginger, peppercorns, & enough bouillon to cover (If desired, additional vegetables can be added here as well). Simmer until carrots are tender. Add coconut cream. Simmer until thick. Serve hot with naan or with saffron rice.

Saffron in India's cuisine is an important but expensive element, as it is derived from the dried stigmas of the saffron crocus. Human use of saffron dates back to the 10th century BC and it has been prized not only as a seasoning but also as a fragrance, a dye, and a medicinal. Epicurious.com has a delicious saffron rice recipe titled Saffron Rice Pilaf. Instead of oil I used ghee (you can use butter) and chicken stock instead of water. Enjoy!

The third dish featured here is a lamb biryani which is a spicy and multi-faceted Indian dish served with a lovely yogurt raita—a mint and cucumber sauce that tones the heat of the lamb dish. I purchased this at a local Indian restaurant, but allrecipes.com has a Lamb Biryani recipe that is highly rated. Serve all of the above with a warm, sweet Masala chai.



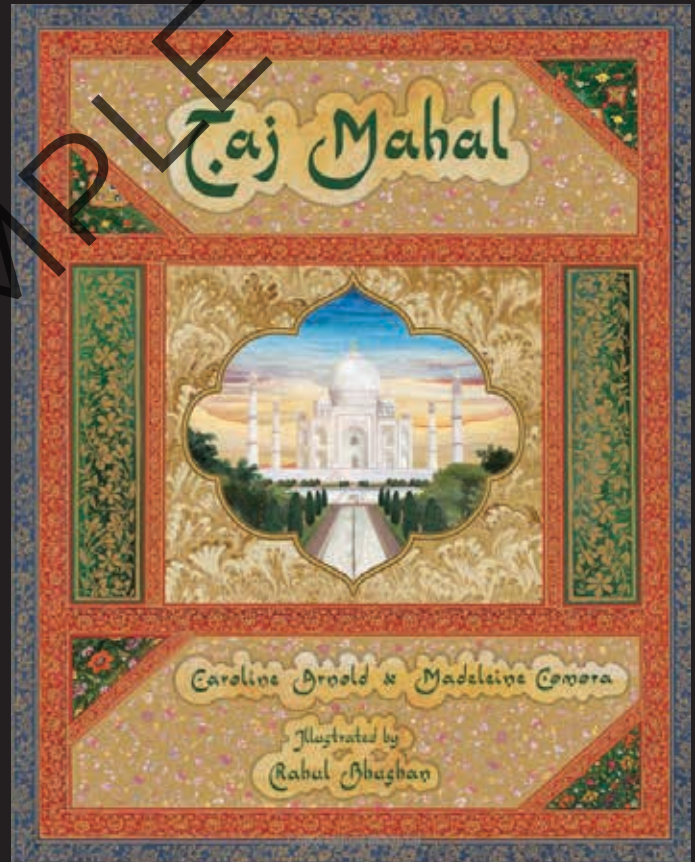
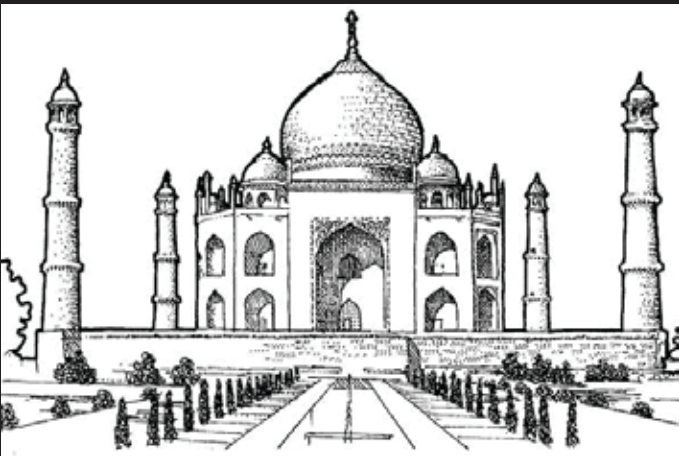
Taj Mahal

LESSON 6

The Taj Mahal is one of the Seven Wonders of the World and was built by Shah Jahan in memory of his deep love for his wife Mumtaz Mahal, who died giving birth to their 14th child. The daughter of a Persian noble, Mumtaz was known for her beauty, her wisdom, and her compassion to the poor.

Mumtaz was her husband's constant companion and counsel, and when she died at the tender age of 38, it was said Jahan was inconsolable; he mourned for an entire year,

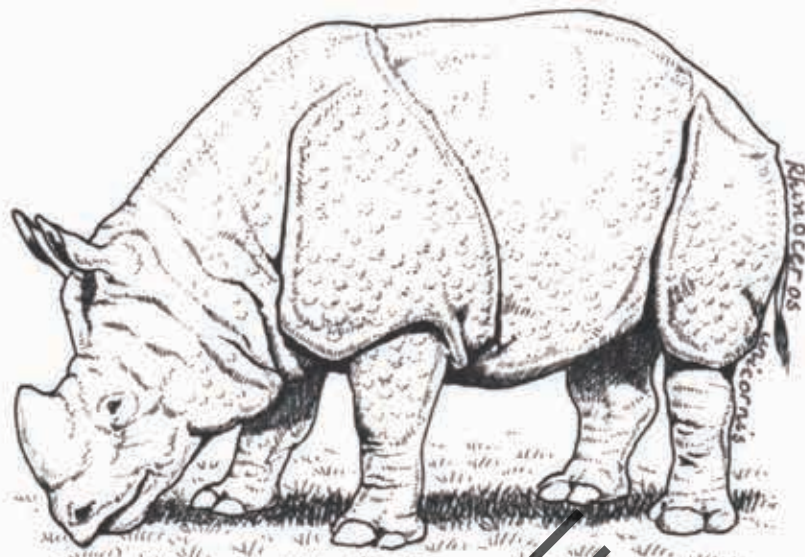
after which his hair had turned white and his back was permanently bent. While some of their love story has perhaps been exaggerated, the possibility of marital love and fidelity is immortalized in the beauty of an architectural structure that still amazes today. After reading *Taj Mahal* by Caroline Arnold, print out this picture (perhaps enlarging it), and then have the student color it and paste in notebook. Include a few lines about the importance of this architectural wonder.



Not a piece of architecture, as other buildings are, but the proud passion of an emperor's love wrought in living stones.

—Sir Edwin Arnold

INDIA



ONE-HORNED RHINOCEROS



SNOW LEOPARD



INDIA PEAFOWL
Pavo cristatus

