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UNIT 1

GOD'S WORLD FOR US

WEEK 1 — INTRODUCTION, CHAPTER 1a (pp. 1-16)

THEME:

God created a planet, the earth, just right for us. He provided us with the necessary blessings such as air, water, food, and shelter.

SPIRITUAL EMPHASIS

God created the earth for His own honor and glory. God placed the created earth under the dominion of man. Man works with the earth to supply his basic needs. He should respond with thanksgiving to God for this provision.

POINT OF CONTACT

To stir interest in this learning section, you could do the day-night experiment on page 15. Note the interesting fact that each of the planets turns around on its axis as the earth does, but the length of time it takes varies greatly. Emphasize that the length of time it takes the earth to turn once (24 hours or one day) is just right for our sleep and work. Imagine living on the planet Venus which takes 243 of our days to turn once on its axis. Jupiter turns around once in about 10 hours — imagine how short the days and nights would be! Only the planet Mars comes close to the earth's rotation time — it rotates on its axis once every 24 hours and 37 minutes.

CONCEPTS

1. God created the earth just right for the life He would place on it.
2. God holds His universe together. He uses something called gravity to hold the universe together and to hold us on the earth.

3. God created the earth for us to use and enjoy .
4. God wants us to use the earth to bring Him glory and to help others.
5. A globe map is the best map of the earth because it is shaped like the earth.
6. The rotation of the earth gives us day and night.
7. God owns the earth and the heavens. We are stewards of His creation.

TEACHING THIS WEEK

Using a globe, introduce students to this study of the earth God has made. Just as you hold the globe in your hand, God controls the earth. Open your Bible to Psalm 24:1, 2 and read it as you hold the globe.

This year we are going to study about the earth itself. The earth is the Lord's. The "fulness thereof" includes all the people in the world and all the treasures God has given people to use. God wants us to use these treasures wisely. These treasures include air, soil, water, fuel, plants, and animals.

Point out on the globe the seas that God has founded. They cover much more of the earth than does the land.

Now introduce the textbook itself. Look at the cover. The pictures represent different things and places that God has made. You will see these pictures later in the book as we study these places.

Comment on the title of the book. We will begin our study of the world at home in the Americas and then travel around the world (into all the world). The title is also suggestive of the Christian's mission to go "into all the world" to tell about Jesus Christ.

Next look at the table of contents on pages four and five. You might want to

point out on the globe where these lands are located. Notice that in most units you will be studying the lands and then the people, and finally one particular country.

Read or condense the introduction for students on page eight. Be sure to explain also the words in bold (glossary words) and the fact that the meanings are given again in the glossary beginning on page 503. These are the most important words to remember in this book.

During the second and third class periods of this week, finish introducing the textbook and then get into the material on pages 11 to 16. Do not overlook page 10 where three key words are introduced.

Show the students several illustrations of flat maps and show in a simple way that they differ from globe maps. Point out that globe maps are shaped more like the earth, but they are not always handy. We use flat maps much more than globes. In higher grades students will learn more about map projections and the distortions on flat maps.

If you have not done the day-night experiment on page 15, be sure to do it as a class before moving on to the next week's study.

Suggestion for Reviewing Glossary Words: You may want to prepare a set or two of flash cards (3 x 5) to help students learn and review the glossary words and any other words you choose in each chapter. Print the word or term on one side and the definition on the other. Have these prepared ahead of each chapter. This

may be a job that you, as teacher, could assign to a student or students. Making the cards is in itself a learning experience.

The last day of this week could be spent reviewing what students have learned up to this point. Make sure that the key concepts for this section are emphasized (see the list of concepts near the beginning of this teacher lesson above).

You could give a brief teacher-made quiz covering the key words of this section. The Chapter I test will also cover most of them.

STUDY QUESTION ANSWERS

Page 16—What Do You Say?

1. a. The universe is the stars and planets. (10)
b. The solar system is the sun and its planets or the system of the sun. (10)
2. a. God holds the earth in place. (10)
b. By gravity. (10)
3. (Answers will vary.) Students may describe the beautiful blue ocean, the colors of the land, clouds covering many places, the movement of the earth. (15)
4. Because the earth is also a sphere. The earth is shaped like a globe. (15)

Page 16—What Does the Bible Say?

1. God does.
2. a. declare
b. handiwork
3. It is very good.

WEEK 2

CHAPTER 1b, 2a (pp. 17-31)

THEME:

The study of God's earth is called geography. We need to study geography to learn more about the earth God made and to be thankful for the things He has given us.

SPIRITUAL EMPHASIS

We need to remember that the earth, the geographical features, the resources and the people we will be studying are all made by God. All things were made by Him to bring Him honor and glory. Read Revelation 4:11 to the class near the beginning of this section.

When we remember that God made the earth and is in control, this helps us have proper attitudes toward the things God has given us. We will not put these things above God. We will also use the things God has given us carefully and wisely because, really, they belong to Him.

POINT OF CONTACT

Again hold a globe in your hand, reminding students that God holds the earth and all the stars and planets in their proper place. Now point out the place where you live on the globe. Now we are going to stop looking at the whole earth as if we were out in space. We will come down to the earth and begin looking at many of the places and people on it.

OBJECTIVES

1. To appreciate the material blessings God has given to us.
2. To appreciate the value of geography.
3. To realize that the study of geography is far more than the study of maps.
4. To be able to name the four main divi-

sions of the world ocean and to show where they are located on a globe and a flat map.

5. To know the four cardinal directions and to be able to show where they are on a map or globe.
6. To name and locate the seven continents and to know which is the largest and which is the smallest.
7. To know some of the chief metals God has placed in the earth and to know some ways they are used.
8. To name and describe the three chief fuels found in the earth.

TEACHING THIS WEEK

The first two days of this week should be spent on pages 17-22. The third day can be spent on reviewing Chapter 1 and finishing any activities you have not completed earlier. The fourth day can be spent in reviewing and testing of Chapter 1. The fifth day should be spent on the first part of Chapter 2 (pp. 25-30).

It has been said that children seem as interested in geography and social studies as their parents or teachers are. Much depends on your enthusiasm as their teacher.

Explain to the students the meaning of the term *geography*. They will find the Greek meaning of the word interesting. Note that the car called a Geo has a symbol of the world associated with it. If you can, find a picture of the Geo symbol in a magazine or advertisement. This is a "world" car!

Explain that geography (earth writing) has come to mean much more than the study of maps. It includes the study of the land and the things God has made for our use under the earth and on the earth. Explain that this social studies book will spend more time on geography than some, because we feel that what God has made and given to us is very important. Social studies includes geography and the study of people, governments, and man-made things. We will study these things as well.

Fourth graders or children about this age need to learn to read both globes and flat maps. If at all possible obtain or borrow a globe for classroom use. As you talk about the location of oceans and continents, point out these on a globe first, and then on a flat map.

Show students the direction lines on globes and flat maps. Most maps have some type of direction indicator at least letting the user know which end is north. Sometimes the indicator will simply be a small arrow with an "N" beside it. The arrow will point north.

Be sure to point out on a globe or other world map that north is the direction toward the North Pole. North is not necessarily toward the top of a globe or map.

Illustrate with a map that once you find north and hold the map with north at the top, then east is to the right of the map and west is to the left. You can also illustrate this by placing paper or cardboard arrows on the floor. Have a child stand on the floor facing north. Place an arrow on the floor in front of him facing north. Place an arrow behind him facing south. An arrow to the right should be labeled "east." Another to the left should be labeled "west."

Thoroughly cover the key words in this section. Ask students for the meaning of each in their own words, if possible. The two words that should receive the most stress are *geography*, and *natural resources*. These will be used again and again throughout the text.

On pages 25-30 have students look at the photographs and describe the landforms they see. You might want to describe "highlands" to include mountains, hills, and rolling land. This will give students more words to use in describing what they see in the photographs.

As you discuss metals and fuels on pages 27-30 point out uses of these in the classroom or home. Wood is an important natural resource not specifically mentioned here. About everything we use that is not made of wood is made either of metal or petroleum (plastics). Note some of the less obvious uses of coal, natural gas, and petroleum mentioned on page 30. See if you can find some of these in the classroom.

STUDY QUESTION ANSWERS

Pages 21, 22 – What Do You Say?

1. Geography is a study of the earth, its people, and its treasures. (17, 18)
2. the ocean (18)
3. Atlantic, Pacific, Indian, Arctic Oceans (18, 19)
4. a. North is toward the North Pole.
b. South is toward the South Pole.
c. To your right on a globe
d. To your left on a globe (19)
5. North America, South America, Europe, Africa, Asia, Australia, Antarctica (21)

Page 22 – What Does the Bible Say?

1. "The LORD by wisdom hath founded the earth; by understanding hath he established the heavens."
2. Lord's
3. Man (Adam)

Page 22 – Using Globes and Maps

1. Students should turn the globe toward the right.
2. Students should turn the globe to the right. Shine a flashlight or other light on the globe and turn the state or province into the light. Have them name places on the dark side when our continent is turned into the light.
3. a. Let each student do this separately after you demonstrate.
b. The Atlantic and the Pacific meet below the tip of South America. (The Atlantic and the Indian meet south of Africa.)
c. The Arctic meets the Atlantic between Greenland and northern Norway.
4. Students may realize that from the North Pole any direction is south. From the South Pole, any direction is north. If students have difficulty understanding this, demonstrate with a globe.
5. Answers will vary depending on your location. Consult a globe or world map.
6. a. Australia and Antarctica
b. North and South America, Asia and Africa
c. Europe and Asia
d. North America, Europe
e. Australia, Antarctica
f. South America, Africa, Asia

Page 23 – New Words and Terms

- | | | |
|------|------|-------|
| 1. g | 5. e | 9. b |
| 2. a | 6. k | 10. f |
| 3. l | 7. d | 11. h |
| 4. i | 8. j | 12. c |

Pages 23, 24 – Thinking Together

1. Gravity holds people on the earth. Also explain that on the earth “down” is always toward the center of the earth. Avoid referring to north as “up” and south as “down.”
2. The gravity of the sun holds the planets in space. (Each planet also has gravity of its own which pulls on things close to its surface.)
3. On the real earth you would not see lines and words as on a globe. Also, some of the earth would be covered with clouds.
4. God might have caused the earth to stop spinning.
5. God feels that people are important—“a little lower than the angels.”
6. Answers may vary and could include the following: to know how to find places, to know more about God’s wonderful works, to find out what treasures God has given us to use, to know more about the people God has made, to gain an awareness of people and places near and far.
7. Student should stand in such a position that the direction “east” is to his right. Then he will face north. West will be to the left and south to his back.

Page 24 – For You to Do

1. a. Mars does not have an atmosphere that can support life as we know it. Very little water is found there. Recent discoveries show no evidence of life on Mars.
b. The earth is the only place we could get the materials needed for a trip to Mars.

2. The earth revolves (circles) around the sun once in 365 days, 6 hours, 9 minutes, 9.5 seconds.
3. Students may describe seeing the earth as a round ball in the distance. They might mention the white patches of clouds, seeing the outline of continents, seeing the green areas where the ground is covered with vegetation, or brown where there is desert. For further help on this, students could read the description of the earth from space in the article entitled “Earth” from the *World Book Encyclopedia*.
4. About 71% or nearly three-fourths, of the earth’s surface is covered by the ocean.
5. The drawing on the balloon does not need to be exact, but it should be clear enough that the students can see that some lands need to be “stretched” considerably to make a flat map.

Page 30 – What Do You Say?

1. The earth’s outer layer of rock and soil forms the earth’s crust. (25)
2. Answers will vary.
3. Higher land around this place keeps the ocean from covering it. (26)
4. A supply of useful things, living and nonliving, which God has placed on the earth for us to use. (27)
5. Answers will vary somewhat. Some communities may not use certain of these resources. Nevertheless, we all use products from communities that do use them.

Page 30, 31 – What Does the Bible Say?

1. The goodness of the Lord
2. a. Brooks, water fountains, wheat, barley, vines, figs, pomegranates, olive oil, honey, iron, brass (copper)
b. Answers will vary. Encourage students to make a long list of God’s blessings in natural resources.

WEEK 3

CHAPTER 2b (pp. 31-43)

THEME:

God gave us the earth itself, the soil, the rocks, and all that is on the earth for us to use wisely for Him. People do not control all that happens. God controls the earth and life on the earth. He allows such things as earthquakes and volcanoes.

SPIRITUAL EMPHASIS

Again work at developing an appreciation for the earth and its natural resources that God has given us. As you begin to teach this lesson open your Bible to I Timothy 6:17: "Charge them that are rich in this world, that they be not high-minded, nor trust in uncertain riches, but in the living God, who giveth us richly all things to enjoy."

You could lead a brief prayer of thanksgiving with your students for the resources God has given.

POINT OF CONTACT

Bring a small container of soil or even of several types of soil (such as sandy, loamy, clay, gravelly). Investigate with your students some of the things you find in your soil samples. Use a magnifying glass to help you see such things as tiny rocks, bits of organic matter such as leaves, wood chips, or even small insects.

Students should come away from this lesson with a renewed appreciation for the soil. They should be able to see it as far more than just "dirt" or "sand."

OBJECTIVES

1. To understand some of the causes and results of earthquakes and volcanoes.
2. To recognize that God is in control of the forces of nature and can even use them for the good of His people.
3. To understand why soil can wear out.
4. To understand something of the use and value of soil.
5. To begin to develop a "healthy" Chris-

tian view of the environment and the wise use of natural resources.

6. To understand some key ways that soil may be built up and enriched for plant growth.
7. To understand some of the principles of flooding and sedimentation.

TEACHING THIS WEEK

An additional project you might want to do in relation to this lesson would be to plant or place some plants in containers of two very different types of soil. Choose one rich soil sample from a garden or farmland. Choose another very poor clay soil or use pure sand. Compare plants after about a week of growth in the two types of soil. This will illustrate the importance of preserving rich soil or of adding to the soil to make it richer.

Spend at least one day on volcanoes and earthquakes (pp. 31-33). Spend at least two full class periods on the remainder of the material. A fourth class period can be spent on review and the end-of-chapter questions for Chapter 2. The fifth day could be spent with more reviewing, reporting on chapter projects, and the Chapter 2 test.

This lesson is a good illustration of the fact that many of the pictures and illustrations in the text have captions which ask questions or help the student to think through a concept. This section of the text is a good illustration of this type of caption. You will notice that the questions are often conceptual or deductive. Questions will ask "why" and "how."

After you have discussed each part of the lesson then look together at the photographs and illustrations. See if you can answer the questions from what has been learned in the text. Too often, teachers and pupils too will dismiss photographs and illustrations as something which breaks up text or simply adds beauty. However, we need to use these as instructive tools for reinforcement and review.

As you study volcanoes see if you can bring to the class or even have a student bring photographs of other volcanoes that have erupted. When Mount Saint Helens

erupted some years ago many people obtained tiny bottles of volcanic ash from the volcano. Perhaps someone in your class or someone you know would have such a sample. Show it in class and, if possible, note the texture of the ash—very smooth and powdery.

As you study soil, emphasize the value and blessing of soil. Even if you live in a rural or farm community, you may discover that fourth graders may still have much to learn about the value of soil and about how to save it from ruin.

Pages 37 through 41 make a good lesson in soil conservation. Fourth grade is probably a bit young to conduct a detailed and philosophical discussion of the errors in the modern environmentalist movement. However, the way you teach this lesson can lay a good foundation for a distinctly Christian view of the subject.

One of the errors of the environmentalists is leaving God out of their world view. Many of them almost deify “mother nature” and “mother earth.” Their emphasis on saving the earth for ourselves and for future generations has become very man-centered.

The Christian should take a stewardship view of conservation. The wise use of natural resources glorifies God. We are careful with the resources we have because they are gifts from God; He actually owns them. He has loaned them to us for a time. We conserve, not only for ourselves and for future generations, but so that we can have more to give to those in need and for the cause of Christ.

STUDY QUESTION ANSWERS

Page 34 – What Do You Say?

1. The crust cracks and moves up and down or sideways. Volcanoes may pour out lava on the earth and form new mountains. (31)
2. Students should suggest that they would not dare sleep near an active volcano lest it erupt at any time. A dormant volcano would be much safer. (31)
3. The earth’s crust slips up or down or sideways. (33)

Page 34 – What Does the Bible Say?

1. a. An angel rolled away the stone.
b. There was an earthquake.
2. It shook the prison and opened the doors.

Page 41 – What Do You Say?

1. Tiny pieces of rock, minerals, humus, and other plant foods make up the soil. (34)
2. Chickens eat grain that comes from plants that grew in the soil. (34)
3. We can add fertilizer and humus. Plowing under “green manure” is another way of building the soil. (36, 37)
4. Erosion is soil being carried away by water and wind. (37)
5. You could use contour plowing, strip farming, or sod planting. You could also plant grass and trees on a very steep hill to hold the soil. (40)

Page 41 – What Does the Bible Say?

1. a. God made man of the dust of the earth.
b. We eat plants that grew in the earth, and we eat animals that ate plants that grew in the dust of the earth.
2. a. dust
b. dust
3. a. God gave the earth to man.
b. Adam was to cultivate the land and take care of it.

Pages 41, 42 – Working With Maps

1. Student Activity
2. Lowlands are shown in green, mountains in brown, and water in blue.

Page 42, 43 – New Words and Terms

- | | |
|-------------------|-----------------|
| 1. coastline | 13. fault |
| 2. lava | 14. flood plain |
| 3. Petroleum | 15. soil |
| 4. crust | 16. plains |
| 5. sediment | 17. lowlands |
| 6. sod planting | 18. volcano |
| 7. Humus | 19. Natural gas |
| 8. contour | 20. extinct |
| plowing | volcano |
| 9. Coal | 21. sea level |
| 10. dormant | 22. highlands |
| volcano | 23. natural |
| 11. active | resources |
| volcano | 24. Erosion |
| 12. strip farming | 25. Fertilizer |

Page 43 – Thinking Together

1. a. If the land were all flat we could travel faster, roads would be easier to build, crops might be easier to grow and there would be less erosion.

- b. If the land were all flat it would probably flood more often. We could not enjoy the beauty of hills and mountains. (Point out to students that mountains and hills help air to rise and cool, causing rain to form. They will learn more about this in another chapter.)
2.
 - a. A natural resource is a natural supply of valuable things that God has given us. These may be living or nonliving.
 - b. Water is probably our most important natural resource.
 - c. We can use water in hundreds of ways.
 - d. Air is another natural resource.
 - e. It is a supply we could not do without.
3. Answers will vary depending on your classroom. In some classrooms the desks are nearly all metal. Students may need some guidance concerning what is a true metal. They may mistake some hard plastics for metal.
4. He saw coal. (The explorer was Marco Polo who traveled to China and many other lands Europeans knew almost nothing about.)
5. It is dark-colored and is very valuable.
6. Without soil, plants and animals could not live. We depend on the soil as much as we depend on water.
7. You could add fertilizers of differing kinds and especially humus to the soil.

Page 43 – For You to Do

1. To vary the types of soil, have some students bring woodland soil, swamp soil (muck), sandy soil, soil from their gardens, whatever varieties you have in your area. Woodland soil is so rich because it contains lots of humus.
2. This experiment illustrates erosion and methods of plowing. The experiment may even be performed in a large pan indoors. Be sure both sides of the mound of dirt are watered evenly and equally. Continue watering until erosion begins. The side with furrows across the slope soaks up more water before it begins to wash. Washing soon begins on the side with furrows running up and down. The furrows across the slope act to hold water on the hill. Furrows up and down carry water down the slope almost immediately.