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Social Studies 401

LightUnit Overview

The textbook . . .

LightUnit 401 accompanies Unit 1 of *Into All the World*: “God’s World for Us.”

Chapter 1: Here is God’s Earth

the earth in space; rotation and revolution; day and night; maps, globes, and directions;
definition of geography; continents and oceans

Chapter 2: The Land God Gave Us

the earth’s crust; landforms; natural resources; volcanoes and earthquakes;
soil building, erosion, and conservation

Chapter 3: The Ocean Around Us

resources from the oceans; tides and currents

Chapter 4: Our Ocean of Air

the atmosphere; wind; weather; the water cycle

Chapter 5: God Made Climate

climate; importance of climate; effect of the earth's tilt; the topics; the Far North

The LightUnit . . .

Lesson Number and Title	Suggested teaching aids
1. Looking Ahead	
Section 1	
2. Traveling Into Space	globe (several if you have many students) Extra Work Sheet 401 for pages 15, 16
3. Studying God’s Earth	globe(s); <i>World Book, Vol. O</i> folders for students’ atlases; colored pencils Maps 3 & 4 from map pack or Appendix D
4. Review and Quiz 1	
Section 2	
5. The Land and Its Riches	direction words to put on your room walls
6. Fuels; Changes in the Earth	pictures of or books about Mount St. Helens Extra Work Sheet 401 for page 33
7. God Gave Us Soil	
8. Where Does the Soil Go?	pictures of strip or no-till farming state/province map

LightUnit 401 Overview

9. Review and Quiz 2	different types of soil brought by students glass jars or tumblers
<i>Section 3</i>	
10. The Ocean	ocean water bean seeds and pots in which to plant them
11. Movements of the Ocean	photos of Bay of Fundy supplied by students Map 1 from the map pack or Appendix D Extra Work Sheet 401 for page 52
12. Our Ocean of Air	hurricane pictures
13. Climate Is Important	
14. Causes of Climate	flashlight and globe Extra Work Sheet 401 for pages 71-78
15-17. Self Check, Review, and LightUnit Test	

Extra Work Sheet 401

The LightUnit does not include exercises for some sections of the textbook. However, Extra Work Sheet 401 (See Appendix E) includes exercises for these omitted sections. You may photocopy these pages and have students do them at the appropriate times.

Sections of *Into All the World* covered in Extra Work Sheet 401 exercises:

“Day and Night” – pages 15, 16

“Earthquakes” – page 33

“Power in the Ocean” – page 52

“A Trip to the Tropics” – pages 71-74

“A Journey to the Far North” – 74-78

Lesson 1**Looking Ahead*****LightUnit pages 1, 2******Text pages 4-10******Objectives****To learn the author's purpose for writing Into All the World.**To learn how to use various helps in the textbook.**To find out what you will learn in Unit 1.****Lesson Leads***

Make sure students can pronounce the vocabulary words on LightUnit page 2.

Answers for Nos.10-16 should be found in the contents pages. Remind students not to look through the textbook. This will show them the value of a contents page.

Discussion Ideas

Discuss the pictures on the cover of the textbook. Does anyone know where these were taken?

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. The title is also suggestive of the Christian's mission to go "into all the world" to tell about Jesus Christ.

For Tomorrow

Lessons 2 and 3 require each student to look at a globe and answer questions. You may want to collect extra globes from other classrooms.

401 – SECTION 1

Lesson 2**Traveling Into Space*****LightUnit pages 2-4******Text pages 11-16******Objectives****To learn about the earth's location and movement in space.**To learn that the earth is the only planet that supports life.**To learn what keeps the earth in its orbit.**To understand why a globe is the best map of the earth.*

Students will need to have a globe at their desks to do Nos. 12-14.

Lesson Leads

Make sure students can pronounce the vocabulary words on LightUnit page 2.

Have students read aloud their answers to No. 10. Ask if they thought of these things as treasures when they used them.

For Tomorrow

In Lesson 3 students must look up "Ocean" in the *World Book Encyclopedia*.

They will also begin a personal atlas. Each student will need a pocket folder and colored pencils. Colored pencils will make much neater maps than markers or crayons.

Extra Work Sheet 401

LightUnit exercises do not cover “Day and Night” (pages 15, 16). The extra work sheets for LightUnit 401 (Appendix E) include exercises for this section.

Lesson 3

Studying God’s Earth

LightUnit pages 4-6

Text pages 17-21

Objectives

To learn the meaning of geography.

To learn the names of the four parts of the world ocean (Atlantic, Arctic, Pacific, and Indian) and what percent of the earth it covers.

To learn the names and locations of the seven continents.

To tell directions on a globe.

Lesson Leads

Make sure students can pronounce the vocabulary words on LightUnit page 4.

If an encyclopedia is not available for answering No. 12 tell students that nearly 71% of the earth is covered by the world ocean.

Maps 5 and 6 from the student map pack or Appendix D can be used for No. 13 in the LightUnit if a globe is not available.

Discussion Ideas

Geography is the study of the earth, its people, and its treasures.

Geography means “earth writing.” *Geo* = “earth,” and *graphy* = “writing.” Do you know any other words that contain the word parts *geo* or *graphy*? Students may have heard words such as: *geology*, *geode*, *geometry*, *photograph*, *autograph*, *pictograph*, *phonograph*, and others. What do these words have to do with the earth or writing?

Map Activity

Use Maps 3 and 4 from students’ map packs or Appendix D.

If students have extra time after doing their maps, they may decorate their atlas folders. Remind them that this folder should stay in their desks all year so they can add maps each time there is a map activity. Insist on neat, carefully done maps.

Lesson 4

Review and Quiz 1

LightUnit pages 7; 53, 54

Quiz 1

Quiz 1 tests concepts learned in the first section. Students should be able to do well on the quiz if they

study the things on the checklist in the LightUnit. You may want to have an oral review before they take the quiz if you feel they will benefit from it.

As a general rule, concepts and facts will be reviewed in a *We Remember* section before being quizzed. In this first quiz there may be some things that were not in *We Remember* sections of the lessons.

401 – SECTION 2

Lesson 5

The Land and Its Riches

LightUnit pages 7-9

Text pages 25-29

Objectives

To learn about some shapes of the earth's crust.

To learn about natural resources, living resources, and mineral resources.

To name some metals found in the earth and tell how they are used.

Lesson Lead

Students do not need to pronounce the vocabulary words for this lesson, but you may want to quiz them on their meanings.

Discussion Ideas

Can you point to the north? South? East? West? Be sure your students know the directions from your classroom. Do they know which direction home is from school? Or how to find north at home?

If your school sits "square with the world" you can put signs with the direction names on the walls. Placing any classroom maps on the north wall helps instill direction-consciousness.

Lesson 6

Fuels; Changes in the Earth

LightUnit pages 9, 10

Text pages 29-32

Objectives

To learn some uses of three fuels found in the earth.

To learn how volcanoes change the surface (crust) of the earth.

To tell the differences between active and dormant volcanoes.

Lesson Leads

Make sure students can pronounce the vocabulary words on LightUnit page 9.

Have some pictures of Mount St. Helens or other volcanoes to show students. There are some very good illustrated books about the Mount St. Helens eruption. Check one out from your local library.

Discussion Ideas

What do gas companies add to natural gas? Why? *(They add an odor so people will know if the gas is leaking somewhere. A gas leak could cause a fire or explosion or could make people sick. Because natural*

gas is colorless and odorless, it would not be detected otherwise.)

Talk about things that use gas: furnaces, water heaters, some kitchen stoves, etc.

Extra Work Sheet 401

The LightUnit exercises do not cover “Earthquakes” (page 33). You may assign the work for this section from Extra Work Sheet 401 (Appendix E).

Lesson 7

God Gave Us Soil

LightUnit pages 10-12

Text pages 34-37

Objectives

- To learn that all life depends on soil.*
- To learn what soil is made of.*
- To learn what humus is and what it does in the soil.*
- To learn how farmers can help worn-out soil.*

Lesson Lead

Make sure the students can pronounce the vocabulary words on LightUnit page 10.

Discussion Ideas

Have a few students tell a food that they had for breakfast (or lunch if it is afternoon). Have other students explain how each food came from the soil.

When God created the earth, He said it was good. Is everything you see on the earth today good? If not, why not? Does this help explain why not all soil is good for raising crops? Or why some people cannot afford to rebuild their ruined soil?

Lesson 8

Where Does the Soil Go?

LightUnit pages 12, 13

Text pages 37-41

Objectives

- To learn what causes erosion, where the soil goes, and how erosion can be stopped.*
- To learn three methods of soil conservation.*

Lesson Leads

Make sure the students can pronounce the vocabulary words on LightUnit page 12.

Some students will know the meaning of *gully* (No. 6) without using a dictionary. If you have them use the dictionary meaning, it will be easier to check the answer.

You may want to provide a map of your state or province and assign No. 1 of “Working With Maps” on page 41 of the textbook.

Discussion Ideas

Do you know any farmers who use any of these methods of soil conservation? Maybe you have seen some of them in your area or in other areas where you have traveled. If you have ever flown in an airplane,

you may have noticed the beautiful patterns that strip farming makes on the land.

Have some pictures of strip or no-till farming available, especially if your students are from a non-farming community.

For Tomorrow

Assign Additional Activity 2 on the “For Teacher and Student” page of the LightUnit. Plan to examine the various soils tomorrow.

Lesson 9

Review and Quiz 2

LightUnit pages 14; 55, 56

Quiz 2

Have an oral review if you think your students need it. Quiz 2 covers facts and concepts learned in Section 2 or that were reviewed in Section 2 *We Remember*.

Enrichment Activities

Examine the soil samples students brought. Use a magnifying glass to see more detail. In which type of soil would plants best grow? Do you know what kind of soil is in your garden at home?

Put several types of soil into jars of water. Shake each and let them settle. Observe how the soils settle into layers in the bottoms of the jars.

401 – SECTION 3

Lesson 10

The Ocean

LightUnit pages 14-16

Text pages 44-48

Objectives

To learn the most important resource in the ocean.

To learn how much salt is in ocean water and what happens when people and most plants use ocean water.

To name many mineral and living resources in the ocean.

Lesson Leads

Make sure the students can pronounce the vocabulary word on LightUnit page 14.

Review the names of the four oceans and seven continents.

Remind students to look at each picture and read the captions in every lesson.

Ask students to bring conch shell, dried starfish, coral, or other things they may have that come from the ocean. Display them in your classroom.