

# GUIDEBOOK INTRODUCTION

*Into All the World* is a social studies text designed especially for the fourth grade level. It may be used with profit and as supplementary material for students a bit older. By design this text emphasizes geography and natural resources that God has given. Some social studies texts for elementary schools place their strongest emphasis on man and what man has done, emphasizing sociology, anthropology, politics, and government. While these subjects are touched upon from a distinctly Christian perspective, they do not predominate. Even the photographs in this text were chosen to emphasize God's greatness and power in creation and His physical gifts (natural resources) given to us.

Another strong emphasis in this text is the cultivation in students of an understanding and appreciation of peoples and cultures around the world. The student learns not to look down on people because they are "different." On the other hand, the text takes a distinctly conservative Christian view of cultures and is not blind to cultural forms and traditions which are inconsistent with Biblical principles. Many secular and some "Christian" texts seem to glorify culture at the expense of Christian principles. For example, in some cultures people wear few or no clothes. Some would say that Christians have no right to enter such cultures and insist upon a change because it is always wrong to violate a culture. Different cultures have widely different standards of right and wrong. Certainly Christians would insist on changes in cultures that do not hold stealing to be wrong or that hold to the worship of many gods. The materialism, the pleasure god, and the sinful living that is so much a part of the American culture is likewise wrong. Christian missionaries need to be careful not to take these wrong cultural practices to other cultures. On the other hand, the text expresses appreciation for the Arab culture's emphasis on modesty and its shunning of the use of alcoholic drinks.

## OBJECTIVES OF *INTO ALL THE WORLD*

1. To expand the student's horizons from his own community and country to the world around him.
2. To see the world as created by God and to be used for His glory.
3. To appreciate and wisely use the natural resources God has given.
4. To understand the various ways God has provided food, clothing, shelter, fuel and other needs in various lands.
5. To better understand and appreciate the great variety of people God has created.
6. To understand how disobedience to God has brought unhappiness and misery to the world. On the other hand, to understand how the recognition of God and the wise use of the earth has brought blessings.
7. To learn the value and blessing of working in harmony with God's will.
8. To learn more about how the Bible contains answers to mankind's spiritual and social needs.
9. To learn how to study a subject (social studies and geography) in a systematic and organized way.
10. To learn to think critically about customs, and social and political life from a Biblical, nonresistant perspective.
11. To develop concepts, to gain some experience with reasoning and logical deduction, and to be able to answer factual questions about material that has been studied.

## MAP AND GLOBE SKILLS

1. To locate all the continents, oceans, and major countries of the world.
2. To identify and be able to explain the concept of hemispheres.
3. To begin to develop an awareness of the differences between a globe map

- and a flat map.
4. To review the four directions—north, south, east, and west and be able to identify them on globes and maps.
  5. To learn and to use “in-between” directions—northeast, southeast, northwest, and southwest.
  6. To identify land and water on maps.
  7. To learn to identify such geographic features as straits, islands, isthmuses, fjords, and the poles. To use direction lines.
  8. To make use of simple specialized maps such as landform maps, maps showing natural resources, maps showing explorers’ routes, climate maps, historical maps, rainfall maps, and simple political maps.

## TEACHING CONCEPTS

Any social studies text is crammed with hundreds of facts about people, places, and things. Traditionally teachers and textbook writers have hoped that students would be able to assimilate and parrot back as many of these facts as possible by year’s end.

The educational pendulum has swung back and forth many times over the last one hundred years. At times the rote memorization of facts has received the greater emphasis; at other times concepts and ideas have received the stronger emphasis. Actually the two, facts and concepts, go hand-in-hand. Both are important and both complement each other. However, we know that concepts tend to stick with us longer than miscellaneous facts do.

In this book, we want to emphasize the factual details but also be sure to retain the concepts even if some of the factual details are forgotten. For example *Into All the World* lists many of the natural resources found in various countries that will be studied. Students may not be able to remember long listings of such resources from various parts of the world. But certainly they should retain one or two of the most important resources for each area. Perhaps more importantly they should remember the concept of natural resources as being blessings from God given for mankind’s use. Conservation and wise use of natural resources are also

important concepts. In the section that deals with Mexico, students will learn the names of the three climate regions found in Mexico and other Latin American countries—these are facts which can be memorized. It is also very important that students learn the “why” for these three climate regions. They should learn the concept that the higher one goes in altitude the cooler the temperatures. They should also learn that close to the equator the seasons do not change as much as in areas farther away from the equator. The only great differences occur in altitude. Students may also learn some of the reasons why the higher the altitude the cooler the temperatures. These are useful concepts that may be needed later when studying some other part of the world such as Africa. The teacher needs to emphasize the concepts and the “why” of facts enough that the student will remember these after perhaps forgetting the specific names of certain climate regions.

Some questions you can ask even as you study facts that will help emphasize the concepts include: Why do you think they do it that way? What do you think is the cause of that? What is the purpose of this? What lessons can we learn from this? How is God at work in this?

## SUGGESTIONS FOR USE OF STUDY QUESTIONS

The study questions scattered through each chapter and at the end of chapters are intended to be a help to both teacher and students and not mere busywork. The shorter sets of questions are found at logical breaks in each chapter’s material. They serve as a brief review of the material immediately preceding. Rather than give them as written exercises, you may want to give them orally. Do not overlook the questions headed “What Does the Bible Say?” These can lead to interesting discussions and an emphasis on spiritual concepts. The end-of-chapter reviews also contain some questions with spiritual emphases. If your student(s) do(es) not know the answers for the “What Do You Say?” questions readily, then review each one missed by going back to the appropri-

## GUIDEBOOK FORMAT

You will note that this guidebook is divided into 35 weeks of study, and directions are given for presenting the material in weekly sections. The guidebook makes the assumption that the student will have four or five social studies classes each week. Suggestions are made for what material to cover the first day, second day, etc. Some schools only have three days of social studies each week. If the teacher wants to cover the entire book in 35 weeks he will need to cram each week's study into the three days. This is not impossible unless classes are short or contain slow learners.

The study for each week covers approximately 12-14 pages of the text, dividing it into equal installments. If the material is to be covered in one school year, the teacher will need to proceed at this rate.

Rather than divide the course into weekly studies, some teachers would rather teach it by lessons, dividing the book into, say, 175 lessons. This would assume five lessons per week for 35 weeks. If only two or three lessons are studied per week, then the course would take longer than a year. For those teachers who would like to divide the course into lessons, begin with the weekly divisions suggested in this guidebook. In the writer's opinion, each week of material may be divided into four or five daily lessons. Fewer lessons per 12-14 pages is not recommended unless your students are very fast or advanced learners. The teacher will need to decide how best to divide the material. If you plan four or five lessons from each week's material, you can plan to teach on each day what is suggested in this guide for the first day of the week, second day, etc. Following are some general suggestions for what to cover in each lesson, assigning four or five lessons per 12-14-page section of the text.

**Day 1** — Introduce the material to be covered in the next four or five lessons. Often every four pages or so has a set of study questions. You could allow these divisions within the text to divide one day's study from another. If there are three such divisions within a 12-14-page section, teach one division per day, using the fourth day for review, projects, and the like. The end of the fourth lesson or the beginning of the fifth could be used for testing.

**Day 2** — Emphasize vocabulary and concepts on this day, discussing and drilling on the second segment you have divided the material into.

**Day 3** — Spend some time reviewing the two previous days before introducing and explaining the third section of the unit.

**Day 4** — This is the day to make practical applications and to work on projects that will help students rivet the last few days' material in their minds. Review any vocabulary or concepts that students seemed to have difficulty with in the current block of material.

**Day 5** — Do testing on this day, either oral review, written quizzes or tests. Begin your next unit of material.

ate part of the text. Rather than pointing the students to the exact place where an answer is found, refer them to the correct page or section, let them reread, seeing if they discover the answer.

Each week's guide in this guidebook will contain answers or suggested answers to all study questions with notations showing where the answers are found (for factual questions).

## END-OF-CHAPTER REVIEWS

End-of-chapter review answers should be written out by the student and checked with the student or checked out of class by the teacher (if that is the method you use). These could be assigned as homework rather than taking up valuable classroom time writing out answers.

The section entitled “For You to Do” may be handled differently from the rest of the review. You may want to use these as projects while studying a chapter rather than as part of the chapter review. Some of these projects lend themselves to classroom activities rather than student assignments. Before you study each chapter, look over the “For You to Do” section at the end of the chapter and decide how many of these you would like to do as a class or give as assignments. Occasional additional suggestions may be given on projects throughout the guidebook.

For example, on pages 54 and 55 are the activity suggestions for Chapter 3. Question #1, Chart of Ocean Facts, may well be done as a student assignment. Question #2, Boiling Ocean Water, may well be done in class with discussion about ocean water. Question #3, planting seeds and watering them with salt water or ordinary tap water, may be done as a class or individual project and should be started, if possible, before you begin studying the chapter, so that you will still be studying the chapter when the conclusions are reached.

## USING MAPS

Rather than having an atlas, *Into All the World's* maps are scattered through the text. Hopefully this will encourage more use of maps than would be the case if students had to go back to the beginning of the book.

Maps are basically of two types in this text. Some maps are political or landform maps of world regions or of specific countries. Other maps are designed to especially illustrate a certain aspect of geography or social studies—for example, land use maps, natural resources maps, maps showing trails of explorers, maps showing religious or ethnic populations.

Each time you encounter a map in the text,

call attention to it and to its purpose. Make sure to note what country or countries are in focus. From time to time you may want to test students on a given map by tracing or drawing a similar map, having students fill in pertinent information on duplicate copies.

Here are some additional suggestions to help make the maps more meaningful:

1. If you have classroom wall maps or a globe, frequently point out the same area as depicted on a given map in the text. This will give students additional practice seeing and using various maps.
2. Occasionally have a map drill, having students point out certain features on a map in the text or on a classroom map.
3. Let students develop their own expertise in drawing and coloring in maps. One interesting project that could stretch over the school year is to have students trace or draw maps of each country they will be studying. The edge of their maps or a separate page could show the flag of the country and pictures noting natural resources of that country. For this text, the following maps could be included: Canada, United States, Mexico, Ecuador, Norway, Italy, Russia, Ukraine, China, Saudi Arabia, Algeria, Zaire (Congo), Australia, Antarctica. Such a map booklet in an attractive binder can reflect the student's interest in the region and his creativity. You could set up minimum requirements for the map booklet—such as a simple outline of the country, country name and flag. Beyond this, encourage students to include additional details such as cities, country divisions, or states, and various information about the country. You could then give a basic grade for the project or grade individual maps on what is required. Additional details and work could be reflected in an additional grade, extra credit, or some other incentive.

Appendix A contains reproducible maps designed for the fourth grade social studies course, *Into All the World*. Each map is numbered (1-60). The set includes maps for the exercises where the textbook instructs students to draw or trace maps, as well as maps that can be used for additional student practice.

Appendix A also has usage charts that identify when the student should complete each map. Map exercises are identified by study week, chapter, title and pages in the textbook that the map relates to.

## **SUGGESTIONS FOR ADDITIONAL STUDENT ACTIVITIES**

If you make good use of the “For You to Do” activities at the end of each chapter, you will probably not lack for activities throughout the school year. Such activities should be centered on the material and the concepts found in the material. By no means should they be mere entertainment or time fillers. Neither should projects or activities replace time spent learning basic facts and concepts. The text, of course, suggests some projects. This guidebook will occasionally give some additional project suggestions. In addition you may want to consider some year-long projects such as the map booklet suggested under “Using Maps” on the preceding page. Some additional year-long projects could include:

1. Collecting stamps or other items from the various countries you will be studying. Perhaps students or their parents know someone who lives or has lived in various countries you will be studying. In a classroom setting, two or more students could

be assigned to collect memorabilia from various countries.

2. Another similar project could center on pictures or photographs or postcards from various countries.
3. You could also guide students in writing to the embassies of various countries that will be studied for information and picture booklets. To give time for a response, this should be done at least six weeks in advance of the time you will be studying the country. Addresses of embassies or travel agencies may be obtained from your local public library.
4. Student or teacher-student bulletin boards might also be possible. At this age level students will need guidance and help preparing and putting up a bulletin board. Perhaps students could supply material gathered for one of the above projects that could be used temporarily for a bulletin board. Perhaps you could plan a new bulletin board for each month, six-week period, or quarter. Assign a different group of students for each bulletin board. It is good for a teacher to give specific guidance on who does what with a bulletin board, because some students are content to sit back and let others do everything. Give some thought, based on student abilities, as to who should bring what material, who should design the bulletin board, who could do the lettering, etc.