
WEST BROOKE CURRICULUM

Geo-Tour II

Grades 3-8

by

Jennifer Westbrook

SAMPLE

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Diversity teaches us love and compassion.

Geo-Tour II is a one-year study of Geography for the whole family to do together. Combining a variety of books and literature the family will learn diversity and compassion with a view of people and cultures from all over the world as Jehovah sees them- his creation- in all of their variety. Learning of cultures different from our own will help us to understand others and why they have certain views; in the long run this type of education will help us to be able to witness to different cultures because we understand their background and history better. Doing this together as a family will draw us closer together as we discuss others' cultures and perhaps help us all to develop empathy.

In learning of other's cultures we will be exposed to others beliefs; again this is why this curriculum is beneficial to study as a family so that we can have open discussion. The literature selections for this curriculum are hand-picked and discussion ideas presented. Use this year to expand our view of the variety of humans Jehovah has created.

Two tracts are available for your family. Grades 3-5 and Grades 5-8. *Grade 5 students can do either tract or a combination of depending on their ability.*

Geo-Tour II is a study of Geography from Sub-Saharan Africa, Asia, Oceania, and the Americas. Geography from the standpoint of learning maps and physical features to understanding the people of the lands. Some history will be integrated throughout, some related science* throughout; for grades 7 & 8 you may wish to add in some extra science. Reading through related literature, I encourage families to read some of this literature out-loud to enjoy time together as well as present opportunities for open discussion. Elementary level will do copywork whereas Middle level can do copywork or dictation for writing. A weekly checklist for Bible provided to keep up with preparation for our weekly night meeting as well as a Bible assignment for the week for both levels or as a family. A light review of Grammar and Punctuation provided through a colorful Usborne book for Elementary, however Middle grades can do this as an option this year too, they will still learn quite a bit. This school year I would like your main focus to be on writing. Math and other Language Arts are not scheduled, a grid provided for Elementary and Middle for you to schedule your own. Print or copy 36 copies of grid level you need, one set per student.

THIS IS A SAMPLE.

COPYWORK AND DICTATION are tried and true methods of learning to write. Really the purpose of formal Grammar lessons is to teach us how to write; if we speak properly (or hear good literature being read-aloud to us) we will automatically pick up grammar. Practice speaking properly in every-day speech and your children will pick this up naturally. By being exposed to and copying good writing, students learn to form proper sentences and paragraphs, spelling, grammar, punctuation, flow, and vocabulary; all without a workbook! The main focus for Language Arts this year will be writing, besides the copywork/dictation exercises provided for each book you have the option of adding in either Creative writing with an Usborne book or a formal writing program with *Writing with Ease* for Elementary or *Writing with Skill* for Middle school students. NOTE: This curriculum is written for Grades 3-8; if you find some of the dictation exercises too long for your student, just choose a portion of it.

Grammar is lightly reviewed in Grades 3-5 with a colorful Usborne book. In reality, all you may need to add to this is math for each student and phonics for grade 3. Students can focus on formal grammar and spelling studies another year. For spelling you can choose a few words from the copywork selection and from the literature /texts or you may add in a formal spelling program.

For families who really want to master writing skills I have included a schedule for *Writing with Ease* for grades 3-5 and *Writing with Skill* for grades 6-8.

"The mind feeds on ideas," Charlotte Mason believed.

DICTATION VS PREPARED DICTATION Straight dictation the student does not look at the passage ahead of time. The passage would be dictated to the student in whole sentences, repeating whole sentences as needed. When complete, the student looks at the original passage and corrects his own work; spelling, grammar, and punctuation. PREPARED DICTATION on the other hand can be accomplished by the following steps:

1. Select a passage from a good living book.
2. Look at the passage and identify any words the student doesn't know how to spell.
3. Help the student to, or assign the student to independently, study those words.
4. Tell the student to look at the punctuation and capitalization of the passage too. (Some moms like to assign the passage for copywork as part of the preparation process.)
5. When the student is ready, dictate the passage phrase by phrase while the student writes it.

I hope you enjoy the emersion into this study of the cultures and geography of the earth and have a wonderful year of homeschooling -TOGETHER!

Jenny

TEXTBOOK LIST

Current Yearbook of Jehovah's Witnesses	Yearbook of JW
"See the Good Land" brochure	Good Land
OUR CHRISTIAN LIFE AND MINISTRY WORKBOOK	
Suggested Awake! Articles	g
Geography II student text by Memoria Press	Geo. II ST
Geography II workbook by Memoria Press	Geo. II W
Geography II Teacher guide by Memoria Press	Geo. II TG
Geography I Review Teacher key, Quizzes and tests by Memoria Press- optional	Geo. I RTK grades 5-8
Geography I Review Student workbook by Memoria Press- optional	Geo. I R grades 5-8
Children's Illustrated Encyclopedia by DK	Ch. Ill. Ency.
Big Fantastic Earth by DK	BFE
Where is the Great Wall?	Great Wall
Usborne Illustrated Grammar and Punctuation	Ill. G & P grades 3-5
Children Just Like Me by DK	CJLM grades 3-5
The Complete Writer: Writing With Ease Instructor Text	Write w/Ease grades 3-5
The Complete Writer: Writing With Ease Workbook 3	
(3 rd graders could use workbook 2 instead as an option and 5 th graders can use workbook 4 as an option)	
The Complete Writer: Writing with Skill Level 1	Write Skill grades 6-8
(8 th graders who have already completed Level 1 can do Level 2 instead)	
Note: according the author, Writing with Skill is a little too advanced for a 5 th grader	
The Complete Writer: Writing with Skill Level 1 workbook	
<u>Extra Writing:</u>	
The Usborne Creative Writing Book- optional	Creative Writing/grades 4-8
If you have a creative writer on your hands they will like this supplement. If you prefer not to do Writing with Ease or Writing with Skill this year then you might like to use this supplement instead.	

Reading Grades 3-5

Almost Home By Joan Bauer

Ashanti to Zulu by Margaret Musgrove

The Bravest Dog Ever The True Story of Balto

The Cricket in Times Square by George Selden

The Cricket in Times Square Student and Teacher Study Guides by Memoria- optional

Dr. Seuss The Great Doodler

Flying the Dragon By Natalie Dias Lorenzi

Force & Motion in Sports

Extreme Adventures *Grizzly Trap* by Justin D'ath (grades 4-7)

Henry Reed, Inc. by Keith Robertson

Mala, A Hero for All (grades 4-7)

NG *Amazing Animal Journeys*

NG *Skyscrapers* (grades 3-8)

Rickshaw Girl by Mitali Perkins

Sadako and the Thousand Paper Cranes By Elenor Coerr- optional - see NOTE in appendix- RA only

A Single Shard By Linda Sue Park

Shadow Spinner by Susan Fletcher

Sky High George Ferris's Big Wheel

Usborne Illustrated Stories from Aesop

Welcome to Wonderland Home Sweet Motel By Chris Grabenstein

Welcome to Wonderland Beach Party by Chris Grabenstein -optional

Reading Grades 5-8

Almost Home By Joan Bauer

The Cay by Theodore Taylor

Flying the Dragon By Natalie Dias Lorenzi

Force & Motion in Sports

Extreme Adventures *Grizzly Trap* by Justin D'ath (grades 4-7)

Henry Reed, Inc. by Keith Robertson

Mala, A Hero for All (grades 4-7)

NG *Skyscrapers* (grades 3-8)

Rickshaw Girl by Mitali Perkins

Sadako and the Thousand Paper Cranes By Elenor Coerr- optional - see NOTE in appendix

Seven Daughters and Seven Sons by Barbara Cohen and Bahija Lovejoy- optional- see NOTE in appendix

A Single Shard By Linda Sue Park

Shadow Spinner by Susan Fletcher

Welcome to Wonderland Home Sweet Motel By Chris Grabenstein (as a family RA)

Welcome to Wonderland Beach Party by Chris Grabenstein - optional

NOTE TO PARENTS: Diversity titles that are safe to read are really hard to find. If you happen to read a really good one that you think would be a great addition to this series, please let me know. Thanks in advance, *Jenny*

Week 1 Assignments Grades 3-5

	MON: _____	TUES: _____	WED: _____	THURS: _____	FRI: _____	
BIBLE	<ul style="list-style-type: none"> <input type="checkbox"/> Listen to assigned Bible chapters for the week <input type="checkbox"/> Treasures From God’s Word <input type="checkbox"/> Apply Yourself to the Field Ministry <input type="checkbox"/> Living as Christians <input type="checkbox"/> Activity from jw.org: Become Jehovah’s Friend: Timeline of Jesus’ life. Picture Activity: Jesus cleanses the Temple <input type="checkbox"/> tv.jw.org >Meetings & Ministry >Serving Need Greater >”Good News to Every Nation, Tribe, and Tongue 			<p>NOTES: Bible Chapters: _____</p> <p>For Grades 3-5 accomplish what you can from <i>Life and Ministry Meeting Workbook</i> depending on student’s abilities.</p>		
YEARBOOK	<ul style="list-style-type: none"> <input type="checkbox"/> Listen to one section from your current <i>Yearbook of Jehovah’s Witnesses</i> <p>Section listened to: _____</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Good Land</i> pp. 12-13 discuss Topography 			<p>NOTES: Discuss. Reference map and/or statistics. While you are in the worldwide section, print out a map and mark where the experiences are from.</p> <p>https://www.eduplace.com/ss/maps/</p>		
GEO II	<p>Geo. II ST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduction to Geography 	<p>Geo. II ST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Intro to Sub-Saharan Africa <p>Geo. II W: <input type="checkbox"/>Africa</p>	<p>Geo. II ST: choose a few vocabulary terms to make vocabulary flash cards with index cards</p>	<p>Finish vocabulary cards.</p> <p>Challenge students with vocabulary cards and review Introduction to Geography from text.</p>	<p>Choose a country from Sub-Saharan Africa to look up statistics in <i>Yearbook of JW</i></p>	
CH. ILL. ENCY	Africa pp. 10-13	Desert Wildlife pp. 159-160	Animal Camouflage p. 90	Reptiles pp. 436-437		
READ ALOUD	<p><i>Poem: When Mother Reads Aloud</i></p> <p>CJLM p. 5</p>	CJLM pp. 38-39	CJLM Glossary - review (also can use this to make vocabulary cards as you come across words this year)			
READING	BFE pp. 4-5	BFE ch. 5 pp. 64-69 questions: section V: A-C	BFE pp. 70-75 Questions: section V: D-F	<p>Stories from Aesop About the Stories pp. 270-271</p> <p>The Fox and the Crow</p>		

	MON: _____	TUES: _____	WED: _____	THURS: _____	FRI: _____
ILL. G & P	A Short Guide to Spelling pp. 116-117 Practice writing spelling words from pp. 116-117 of Ill. G & P	Practice writing spelling words from pp. 116-117 of Ill. G & P	Writing with Style pp. 102-103 (reference back to these pages throughout the year for ideas on how to keep your writing fresh)	Practice writing spelling words from pp. 116-117 of Ill. G & P	
COPYWORK	Choose a stanza from <i>When Mother Reads Aloud</i> to copy neatly into your notebook		Choose a writing format from Ill. G & P pp. 102-103 to write today about one of the topics you read in Ch. Ill. Ency.	Finish your writing from yesterday	<i>Usborne Creative Writing book</i>
WRITE W/EASE	Week 1 Day 1 Note: in any of the levels there may be a few lessons you may have to skip.	Day 2	Day 3	Day 4	

When Mother Reads Aloud

When Mother reads aloud, the past
 Seems real as every day;
 I hear the tramp of armies vast,
 I see the spears and lances cast,
 I join the trilling fray;
 Brave knights and ladies fair and proud
 I meet when Mother reads aloud.

When Mother reads aloud, far lands
 Seem very near and true;
 I cross the desert's gleaming sands,
 Or hunt the jungle's prowling bands,
 Or sail the ocean blue.
 Far heights, whose peaks the cold mists shroud,
 I scale, when Mother reads aloud.

When Mother reads aloud, I long
 For noble deeds to do-
 To help the right, redress the wrong;
 It seems so easy to be strong,
 So simple to be true.
 Oh, thick and fast the visions crowd
 My eyes, when Mother reads aloud.

-from *Favorite Poems Old and New* by Helen Ferris

Week 1 Assignments Grades 5-8

	MON: _____	TUES: _____	WED: _____	THURS: _____	FRI: _____	
BIBLE	<ul style="list-style-type: none"> <input type="checkbox"/> Listen to assigned Bible chapters for the week <input type="checkbox"/> Treasures From God’s Word <input type="checkbox"/> Apply Yourself to the Field Ministry <input type="checkbox"/> Living as Christians <input type="checkbox"/> Activity from jw.org: Worksheets for Teens: Working Through Sadness <input type="checkbox"/> tv.jw.org >Meetings & Ministry >Serving Need Greater >”Good News to Every Nation, Tribe, and Tongue 			<p>NOTES: Bible Chapters: _____</p> <p>For Grades 3-5 accomplish what you can from <i>Life and Ministry Meeting Workbook</i> depending on student’s abilities.</p>		
YEARBOOK	<ul style="list-style-type: none"> <input type="checkbox"/> Listen to one section from your current <i>Yearbook of Jehovah’s Witnesses</i> <p>Section listened to: _____</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Good Land</i> pp. 12-13 discuss Topography 			<p>NOTES: Discuss. Reference map and/or statistics. While you are in the worldwide section, print out a map and mark where the experiences are from.</p> <p>https://www.eduplace.com/ss/maps/</p>		
GEO II	<p>Geo. I R: section 1 Middle East</p> <p>Geo. II ST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduction to Geography <input type="checkbox"/> Intro to Sub-Saharan Africa <p>Geo. II W: <input type="checkbox"/>Africa</p>	<p>Geo. II ST: Research Regions of Major Climates online. Map this out on a printed world map from eduplace.com</p>	<p>Geography II Student Text: Make vocabulary flash cards with index cards</p>	<p>Finish vocabulary cards.</p> <p>Challenge students with vocabulary cards and review Introduction to Geography from text.</p>	<p>Geo. I RTK: <input type="checkbox"/>Middle East Quiz</p> <p>Choose a country from Sub-Saharan Africa to look up statistics in <i>Yearbook of JW</i></p>	
CH. ILL. ENCY	Africa pp. 10-13	Desert Wildlife pp. 159-160 Climates p. 125	Animal Camouflage p. 90	Reptiles pp. 436-437		
READ ALLOUD	<i>Poem: When Mother Reads Aloud</i>					
READING	BFE pp. 4-5	BFE ch. 5 pp. 64-69 questions: section V: A-C	BFE pp. 70-75 Questions: section V: D-F			

	MON: _____	TUES: _____	WED: _____	THURS: _____	FRI: _____
DICTIONARY	Choose a stanza from <i>When Mother Reads Aloud</i> to copy neatly into your notebook				<i>Usborne Creative Writing book</i>
WRITE SKILL	Week 1 Day 1 Note: in any of the levels there may be a few lessons you may have to skip.	Day 2	Day 3	Day 4	

When Mother Reads Aloud

When Mother reads aloud, the past
 Seems real as every day;
 I hear the tramp of armies vast,
 I see the spears and lances cast,
 I join the trilling fray;
 Brave knights and ladies fair and proud
 I meet when Mother reads aloud.

When Mother reads aloud, far lands
 Seem very near and true;
 I cross the desert's gleaming sands,
 Or hunt the jungle's prowling bands,
 Or sail the ocean blue.
 Far heights, whose peaks the cold mists shroud,
 I scale, when Mother reads aloud.

When Mother reads aloud, I long
 For noble deeds to do-
 To help the right, redress the wrong;
 It seems so easy to be strong,
 So simple to be true.
 Oh, thick and fast the visions crowd
 My eyes, when Mother reads aloud.

-from *Favorite Poems Old and New* by Helen Ferris

Rickshaw Girl

by Mitali Perkins

A heartwarming story from Bangladesh for young people. Naima loves to create the traditional *alpana* patterns Bangladeshi women and girls paint. Her designs are always the best in the village. But Naima wishes she could help earn money for her family by driving a rickshaw..... *If only she had been born a boy.....*

Read on Your Own ages 8-14

MORALS TAUGHT: respect for morals, family life, parents

DIVERSITY TAUGHT: industriousness, life in Bangladesh

OUTSTANDING FEATURES: girls are not valued as much as boys, however, women are creating jobs for themselves & becoming respected.

VOCABULARY:

Announced p. 7
Thresholds p. 8
Waves p. 56
Handkerchief p. 11
Disguised p. 25
Careened p. 31
Symmetry p. 48

Bangla words: (glossary pp. 80-85)

alpanas p. 8
rickshaw p. 10
salwar kameez p. 12
saree p. 12
roshogollah p. 21
lungi p. 25
kurta shirt p. 25
taka p. 26
biryani chicken p. 44

DICTATION/COPYWORK for *Rickshaw Girl*

#1 p. 10 paragraph 5:

The ring of the rickshaw bell made Naima look up. Saleem, their next-door neighbor, was pulling a passenger in his father's rickshaw. Naima watched his skinny legs turn the pedals as he puffed up the hill. The cycle was attached to a brightly painted tin cart with a leather bench and a decorated canopy that shaded customers from the sun.

#2 p. 15 paragraph 3:

Naima was glad she'd pumped plenty of fresh drinking water from the well. Father could drink as much as he wanted inside the hut. He'd been out since dawn, hauling people and packages from place to place. Right after lunch he would head out again until after midnight. She wished he could rest inside the cool clay hut. He needed to stay out of the hot sun like everybody else. But they had borrowed a lot of money to buy the rickshaw. If they didn't pay it back soon, they might lose the rickshaw. And then how would father earn money?

-quotations taken from *Rickshaw Girl* by Mitali Perkins c2007 CHARLESBRIDGE