

Geography

SAMPLE





About the Course

Travel along rivers, across continents, and along trade routes significant during this year's time period (1800-1900). Explore the physical and human geography (including economy and culture) of each region through reading, map work, and models. Students will also engage in map activities that focus on their local region.



Placement & Combining Tips

This course is the same for 4th-6th graders. Lesson plans may include more advanced map skills for older students.



Scheduling

GRADE	SCHEDULE INFO.	BOOKS
4-6	Geography: Grades 4-6 2 times/week 25 min	Student World Atlas 6th Ed. David Livingstone: African Explorer Africa Is Not a Country

Sample Weekly View

Day 1	Day 2	Day 3	Day 4	Day 5
Geography: Grades 4-6				
Geography: Grades 4-6				Geography: Grades 4-6



Planning & Prep

Permission to print for non-commercial use. See Alveary group use policy to use lessons in a group context.

LINKS: Click text or scan the QR code in the top corner of the lesson plan pages to view online resources associated with the lessons.

Responsibility for previewing all links rests with the teacher. All links were checked at the time of publication; however, websites change frequently and may contain objectionable content. Please report broken links by contacting us through our website.

Geography: Grades 4-6

Print any special maps needed for lessons.



Books & Resources

For book rationales and purchase options, click the Book List link or scan the QR code below.

∞ [View Book List Details](#)

Geography: Grades 4-6



Student World Atlas 6th Ed.



David Livingstone: African Explorer



Africa Is Not a Country



Supplies

For supply list details and basic supplies helpful to have on hand, click the links or scan the QR code below.

- ∞ [View Basic Supplies](#)
- ∞ [View Supply List Details](#)

Geography: Grades 4-6



Crayola Model Magic Dough



Household Items - Geography: Grades 4-6



Quick Links

Geography: Grades 4-6

- ∞ [Extra Helpings](#)
- ∞ [Foundations \(See Section 16: Geography\)](#)
- ∞ [Student Lessons \(No Answers\)](#)

Click THIS text or scan the QR code for links.



Geography: Grades 4-6

How To Teach



Overview

The steps below are generally true for most geography lessons. Sometimes several lessons might build together or focus on a particular area (like Map Work).



Introduce

Through questions, observations, an activity, or recalling the last lesson, introduce the topic for the day.



Map Questions

Answer questions on the map or on making your own maps.



Read

Read the day's passage out loud or have the student read independently.



Narrate

Have students retell the passage either orally or in writing. They may want to use maps or pictures to tell back.



Map Work

The lesson may contain more map work as students make their own maps or add to ongoing maps.



Term 1

WEEK 1 25m Geography: Grades 4-6 - Lesson 1

The Road to Africa

Materials: David Livingstone: African Explorer, Student World Atlas, geography notebook, paperclip or divider

PREP: setting up your notebook

You will keep a geography notebook this year. A 60-page notebook is recommended.

1. In preparation for future lessons, it is recommended that you set aside about 20 consecutive pages in your notebook for Day 1 David Livingstone: African Explorer lessons.

2. Place a marker, divider, or paper clip on the 21st page for Day 2 geography lessons.

→ INTRO

1. David Livingstone (1813-1873) was born in Scotland. He was a doctor, missionary, and African explorer. His expeditions led him through many African countries, including an expedition from coast to coast.

2. Open your book to the map shown after the first page. Look over the map and call out anything that is interesting to you—his many journeys, the different places he traveled, or locations on the map of Africa.

3. Discuss any unfamiliar vocabulary as needed.

→ LOCATE

Map Resource: Student World Atlas p.83

1. On p.83, locate Scotland on the map. It is part of the country United Kingdom (usually called the UK for short), which is made up of four constituent countries.

2. What are the four constituent countries that make up the United Kingdom? [A: Scotland, Wales, England, and Northern Ireland]

3. Can you find Glasgow on the map? Point to it.

→ READ, NARRATE, & DISCUSS

David Livingstone: African Explorer Ch.1 p.1-9 “The headman of” - “cold and tired.”

- Describe a typical day for young David.
- What do you think of David's statement about Scripture and science not being opposed to each other: "Nature and Scripture have the same author—God." (p. 6) Why do you think his dad saw it differently?

→ VIEW

Imagine the factory in your mind, and then take a look at the image link.

Was your image similar to the picture?

∞ Image Link: Spinning Room

• DEFINITIONS

constituent country: a country that is part of a larger sovereign state or larger governing area

Factory Act of 1802: a British law aimed to improve conditions in factories, including 12-hour days

missionary societies:

organizations, mostly religious groups, that work to provide a service needed in areas, including spreading religious teachings

spinning jenny: a machine used for spinning with more than one spindle at a time

WEEK 1 25m Geography: Grades 4-6 - Lesson 2

World Map

Materials: Student World Atlas, geography notebook, blank world map

PREP: setting up your notebook, printing map pages

1. Lesson 1 asked you to place a marker in your notebook. This marker is the beginning of your Day 2 entries. You will be asked during each lesson to make an entry or tape a map to your notebook. You may label each entry with the “lesson #” or date on the top or bottom corner. You may also label the first page with a centered title: “Day 2 Geography: Africa.”

2. You will be asked to print maps to tape into your notebook for map-work days.

3. Print two blank world maps (you will use one next week).

• DEFINITIONS

hemisphere: one-half of the Earth



Term 1

- ∞ Map Link: Blank World Map
- 4. Print three blank maps of Africa (you will use this term).
- ∞ Map Link: Blank Map of Africa

→ INTRO

The second lesson each week in Geography will focus on Map Questions and Map Work, as well as some projects or activities. We will learn about the continent of Africa. Term 1 will focus on an overview of a world map and North Africa. Term 2 will focus on the west and central regions of Africa. Last, Term 3 will explore the eastern and southern areas of Africa. Countries will be highlighted throughout the year. You will read about children in these countries using the book *Africa Is Not a Country* and enjoy links about the countries in Extra Helpings. You may include “Country Journal Pages” in your geography notebook, highlighting what you learn as the year goes on. If you do not get to work on these pages, leave them for when you have extra time in your week.

→ LOCATE

- Map Resource: Student World Atlas p.14-15, 30-31
- 1. Read p.14 “The Physical World.”
- 2. Locate and point to the Equator on p.14-15. This central line separates the Earth into two hemispheres.
- 3. Where is the Northern Hemisphere? Southern Hemisphere? Point to them.
- 4. Where is the North Pole? South Pole? Point to them on p.30-31.
- 5. Now locate and point to the 7 continents: North America, South America, Europe, Asia, Australia, Africa, and Antarctica.
- 6. Now locate and point to the 5 oceans of the world: Pacific Ocean, Indian Ocean, Arctic Ocean, Atlantic Ocean, and Southern Ocean.

→ MAP WORK

1. Tape your printed blank map to the designated second page in your geography notebook.
2. Label the Equator, 7 continents, and 5 oceans. (You may look at your Student World Atlas for reference.) If time permits, you may use colored pencils to color each continent a different color and use a blue pencil for the oceans.
3. Take some time to study their locations. Next week, you will enter them from memory on a new blank map.

WEEK 2 □ 25m Geography: Grades 4-6 - Lesson 3

The Road to Africa

□ Materials: David Livingstone: African Explorer

→ RECAP

What did you read last time?

→ LOCATE

- ∞ Map link: Map of Scotland
- 1. Locate Glasgow on the map. David grew up in Blantyre, which is 8 miles from Glasgow.
- 2. What river runs through Glasgow? [A: Clyde River]
- 3. How would you describe the coastline of Scotland? Scotland has a rugged coastline where waterways jut in. There are over 800 islands, and the coastline is larger than that of England, France, and Spain.

→ READ, NARRATE, & DISCUSS

David Livingstone: African Explorer Ch.1 p.9-16 “All around them” - “they accept him?”

- Why would Livingstone choose medicine and exploration? How does it help his missionary work?

● DEFINITIONS

pounds and shillings: monetary units in the United Kingdom

Royal Society: the oldest national scientific society in the world and the leading national organization for the promotion of scientific research in Britain (p.12)

nonsectarian: not affiliated with a particular religious group (p.14)



Term 1

→ VIEW

Here is a current picture of the three-story building David and his family lived in with many other families who worked at the mill. The building is now part of a museum in Blantyre, Scotland, in honor of David Livingstone.
∞ Image Link: [Picture of Livingstone's Home](#)

WEEK 2 25m Geography: Grades 4-6 - Lesson 4 *Equator/Latitude*

Materials: Student World Atlas, geography notebook, blank world map

→ MAP QUESTIONS

Map Resource: Student World Atlas p.14-15

1. Locate the Equator on p.14-15. The Equator is a line of latitude. The line runs around the center of the Earth in an east/west direction and is the 0-degree latitude line (also written as 0°, the small ° represents the word degree).
2. There are two lines of latitude with special names located parallel to the Equator—the Tropic of Capricorn and the Tropic of Cancer. Locate these two lines on p.14-15.
3. Which tropical circle is north of the Equator? [A: Tropic of Cancer]
South of the Equator? [A: Tropic of Capricorn]
4. Which continents does the Equator touch? [A: South America, Africa, and Asia]
5. Which continents are primarily in the Northern Hemisphere, or north of the Equator? [A: North America, Europe, mainland Asia, and the majority of Africa]
6. Which continents are primarily in the Southern Hemisphere, or south of the Equator? [A: Australia, Antarctica, the majority of South America, 1/3 of Africa, and Maritime Southeast Asia]

→ MAP WORK

Map Resource: [map link](#)

∞ Map Link: [Blank World Map](#)

1. Use your blank map of the world. From memory, label the Equator, 7 continents, and 5 oceans. (You may want to write the names on a whiteboard depending on the age of the student.)
2. Use the map in your notebook to check your work.
3. On the map found in your notebook, with a pen or marker, create the two latitude lines: Tropic of Capricorn and Tropic of Cancer.
4. Label Northern Hemisphere and Southern Hemisphere on the same map.
5. Next week, you will add lines of longitude.

• DEFINITIONS

latitude: lines that measure distance north or south of the Equator

WEEK 3 25m Geography: Grades 4-6 - Lesson 5 *Smoke From a Thousand Villages*

Materials: David Livingstone: African Explorer

→ RECAP

What did you read last time?

→ INTRO

Since the reading is a little shorter today, we are first going to do some map questions about Great Britain. Great Britain is the island containing England, Scotland, and Wales. The United Kingdom would also contain Northern Ireland. David was from Scotland, and in this chapter, he will travel to England to continue his studies.

→ MAP QUESTIONS

∞ Map Link: [Map of Great Britain](#)

• EXTRA HELPING

This website tells more about the Opium Wars that affected David's travel to China.
∞ Link: [Opium Wars](#)

If you want to learn more about Robert Moffat, you can read the chapter about him in *Renewal: The Church that Expands Outward*, which is part of Grades 7-8 Church History.



Term 1

1. What body of water separates Great Britain from Ireland? [A: the Irish Sea]
2. What bodies of water separate Great Britain from mainland Europe? [A: the English Channel and the North Sea]
3. Which ocean lies west of Great Britain? [A: the Atlantic Ocean]
4. Locate the capital cities of the countries in Great Britain. [A: London, Edinburgh, and Cardiff]
5. Which mountain regions can you locate in Great Britain? [A: the Highlands, Pennines, and Cambrian Mountains]
6. Which areas of Great Britain appear most mountainous on a physical map? [A: Scotland, Wales, and northwestern England]
7. Which areas appear flatter or lower in elevation? [A: Southeastern England]
8. Which island groups lie north of mainland Scotland? [A: Orkney and Shetland. You can't see the Shetland Islands on this map.]
9. Which side of Scotland has more islands—the east coast or the west coast? [A: the west coast]
10. Why might Great Britain's island location have been important throughout history? [A: It provided natural protection while also encouraging trade and naval travel.]

→ READ, NARRATE, & DISCUSS

David Livingstone: African Explorer Ch.2 p.17-24 “Neil Livingstone fumed” - “a post elsewhere.”

- What should missionaries learn about their exploration countries before going?

WEEK 3 25m Geography: Grades 4-6 - Lesson 6

Longitude

Materials: Student World Atlas, geography notebook, colored pen/pencil

→ MAP QUESTIONS

Map Resource: Student World Atlas p.8-9, 14-15, 30-31

1. Locate the North Pole and the South Pole on p.30-31. There are lines that go from the North Pole to the South Pole. They are called lines of longitude.
2. Read p.8-9 “Reading Maps.”
3. On p.8 “Longitude,” locate the 0° line of longitude. What is the name given to this line? [A: Prime Meridian]
4. On p.8, notice the map of parts of Canada. What region does the 80° line of longitude run through? [A: Ontario] What body of water is found along the 90° line of longitude? [A: Hudson Bay, Lake Superior]
5. Now turn to p.14. Are the 80° and 90° lines in question 4 identified as west or east of the Prime Meridian line? [A: west of the Prime Meridian]

→ MAP WORK

1. On the world map found in your notebook, use a different color pen than the one used for your latitude lines to make the 0° line of longitude. Label it the Prime Meridian.
2. Make two more lines of longitude on your map, one west and one east of the Prime Meridian. Label them correctly as shown on p.14-15 (for example, 90° E).

• DEFINITIONS

longitude: lines that measure distance east or west of the Prime Meridian