

# Geography

SAMPLE





## About the Course

Students learn current and historical aspects of regional and world geography with map work.



## Placement & Combining Tips

Suitable for 12th grade, and several books are shared with both 12th and 9th grade. If combining with 9th grade, it would be best to follow 9th grade lessons and add in other books as desired.



## Scheduling

GRADE	SCHEDULE INFO.	BOOKS
10-11	Geography: Grade 10-11 2 times/week 40 min	Five Months on the Missouri River: Paddling a Dugout Canoe Across This Land Sufferings in Africa: The Astonishing Account of a New England Sea Captain Enslaved by North African Arabs All Over the Map: A Cartographic Odyssey

### Sample Weekly View

Day 1	Day 2	Day 3	Day 4	Day 5
<b>Geography: Grade 10-11</b>				
	Geography: Grade 10-11		Geography: Grade 10-11	



## 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.



## Books & Resources

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

∞ [View Book List Details](#)

### Geography: Grade 10-11



Five Months on the Missouri River: Paddling a Dugout Canoe



Across This Land



Sufferings in Africa: The Astonishing Account of a New England Sea Captain Enslaved by North African Arabs



All Over the Map: A Cartographic Odyssey



## 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](#)  
(No Subject Supplies Assigned)



## Quick Links

Geography: Grade 10-11

- ∞ [Extra Helpings](#)
- ∞ [Foundations \(See Section 16: Geography\)](#)

Click THIS text or scan the QR code for links.



# Geography: Grade 10-11

## How To Approach



### Recap

- Take a second to recall what you read previously in the same book or topic. This is not necessarily a full narration, but rather a recall of the main points and any interesting ideas.
- If the last passage is difficult to remember, try looking back at the chapter title or a picture from within the chapter.



### Map Work

- Each week, you will be looking at maps, constructing your own, locating places, and filling in the details of your map. Keep your map and atlas near you as you read.
- These lessons refer to a 'rough sketch' method that Charlotte Mason employed, in which the rough shape of the map is sketched through observation and then memory. The rough sketch is not intended to be precise or detailed. Examples are linked to the first lesson.
- If an alternative to a physical sketch is needed, you may trace or use the mental sketching described in the first lesson throughout the course. You may also experiment with different methods for interest or to see which method helps you best.
- One way to personalize interest and challenge in this course is to adjust the amount and type of locations included in Mapwork. If the number of locations listed is too numerous for you to think about and remember, then map fewer, choosing locations that seem interesting and relevant to the point of the book. If the number of locations listed leaves you wanting more, then add more.



### Read

- Read the selection assigned OR read for the number of minutes allocated, leaving time for narration and mapwork. Use whichever guide (i.e., pages or minutes) works best for you. You want to read enough to be interesting, but not so much that you feel overwhelmed.
- If a book is challenging for you as a student, try stopping to narrate to yourself silently for a minute every now and then to make sure you are tracking. You might also want to read aloud to yourself. Or you might want to listen to an audiobook version of the text and read along with it.
- If a book is an easy read, enjoy the ride!
- Keep an eye out for quotes to put in your commonplace book or events or characters to put down in your Book of Centuries.



### Narrate

- You will narrate orally or silently to yourself using your map to help you connect what you are reading to your map, as well as to interact with and think about the ideas discussed in the chapter.
- For the book *All Over the Map*, you will come up with questions or comments about the maps you are looking at and reading about.



### Memory Activity

- Periodically, you will practice sketching the maps that you have already worked on to help you remember and strengthen the mental map in your head of the various regions of the world. This will be very helpful when you are listening or reading about current events, as well as when

reading about various places in your other courses.

- If you are using the mental sketching method, then use a blank map for these activities.



## Teacher Note

These lessons are written directly to students, but to assist them throughout the year, please read through this section and the lesson plans so you are familiar with the instructions and flow of the lessons. Accountability components are added to facilitate teacher/student discussion and growing independence.

It is also valuable for those in a classroom setting to have a mix of lessons that students complete themselves silently and others read aloud and narrate together. Geography lessons lend themselves well to a larger discussion time at the end of the lesson where student can share their maps and the ideas they found interesting.

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# Geography: Grade 10-11

[Click THIS text or scan the QR code for links.](#)



## Term 1

### WEEK 1 40m Geography: Grade 10-11 - Lesson 1

Materials: Across This Land, blank map, notebook

#### → INTRO

Across This Land is a regional study of the United States and Canada. The author's purpose is to tell the story of the people who have lived in each region, including what the region is like and how they have interacted with the land over time. This book will be read over three years. In 10th grade, you will read Ch.1-10, in 11th grade, you will read Ch.11-18, and in 12th grade, you will read Ch.19-27. If you are new to the Alveary and in 11th or 12th grade, you can start at the beginning of the book, or you can start in the middle and follow the plans for your grade. There will be video links listed under Extra Helpings to help you "see" the region and bring the reading to life. Enjoy your travels!

#### → PREP

- Sketch or print a blank map of North America (10th), or find your map from last year (11th)
- ∞ Map Link: Blank Map
- Copy Map P1 on p.xvi from the Preface into your notebook. (10th)

#### → READ & NARRATE

Read about 15 pages a week. (11th graders should pick up from where you left off at the end of last school year)  
As this book has a lot of detail, stop at various times throughout the reading and narrate briefly to yourself what you just read.

#### → MAP WORK

Think through the whole reading and decide what details to add to your map. Create one map, adding interesting details from each reading as you go along.

#### • EXTRA HELPING

- ∞ Video Link: Chasing the Capelin (10th)
- ∞ Video Link: Everglades (11th)

### WEEK 1 40m Geography: Grade 10-11 - Lesson 2

*Genesis of a Dream*

Materials: Five Months on the Missouri River, notebook

#### → INTRO

This book started from a series of weekly newspaper columns Elpel wrote as the expedition progressed in 2019. Travel along with Lewis and Clark, who first went up the river, and the modern crew as they explore down the Missouri River!

#### → READ & NARRATE

Ch.1 Genesis of a Dream

Narrate silently, which means to go over in your mind what you read. Or, if it is easier, talk quietly to yourself if your setting allows. You are narrating to yourself instead of in writing or orally. Start at the beginning and ask yourself what came next until you have gone over the chapter. It may seem strange at first, but you will quickly get used to it. This allows you time to do other things in the lesson, such as mapwork or reflection writing.

#### → WRITE & DISCUSS (IF TIME AND SETTING ALLOW)

Compose 5 reflections about the chapter, or choose from one of these questions:

- How do you think the act of making a tool by hand (like carving a canoe) changes your relationship to the journey it enables?
- Churchill Clark participated in building a canoe that echoed his ancestor's journey. What does it mean to carry family history in your hands literally? What do we owe to those who came before us? What

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[Click THIS text or scan the QR code for links.](#)



## Term 1

skills, abilities, or knowledge do you have that have been handed down to you?

→ **VIEW**

∞ Video Link: Carving the Canoe

Watch what you have time for now and finish later if desired.

### WEEK 2 40m Geography: Grade 10-11 - Lesson 3

Materials: Across This Land, map, notebook

→ **READ & NARRATE**

Across This Land ~15 pages

Focus your narrations on what is unique or stands out to you about the people, history, or resources in the region you are reading about today, as that will help you in deciding what to add to your map.

→ **MAP WORK**

Add to your map.

→ **EXTRA HELPING**

If interested, or find your own:

∞ Video Link: Canadian Geography (10th)

∞ Video Link: Fur Trade (10th)

∞ Video Link: Seaports of the Gulf Coast (11th)

### WEEK 2 40m Geography: Grade 10-11 - Lesson 4

*The Journey Begins*

Materials: Five Months on the Missouri River, notebook

→ **READ & NARRATE**

Ch.2 The Journey Begins

Narrate silently to yourself.

→ **MAP WORK**

Roughly copy by hand the map on p.12 into your notebook to orient you to the adventures ahead and to refer back to as you read. Sketch a series of more zoomed-in maps as you travel down the river to add places, items of interest, or events that happen in each chapter.

→ **RESEARCH**

If you have time left in the lesson, research something interesting in the chapter that you want to know more about, such as wild foraging in your area or maybe Thomas P. Howard, a member of the original expedition. See the link below for information about Howard and to read more about the Lewis and Clark Expedition.

∞ Website Link: Thomas Howard

### WEEK 3 40m Geography: Grade 10-11 - Lesson 5

Materials: Across This Land, map, notebook

→ **READ & NARRATE**

Across This Land ~15 pages

→ **MAP WORK**

Add to your map.

→ **EXTRA HELPING**

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[Click THIS text or scan the QR code for links.](#)



## Term 1

If interested, or find your own:

- ∞ Video Link: All in a Day's Work: Lumbering in NB (10th)
- ∞ Video Link: History of Engineering Old River (11th)

### WEEK 3 40m Geography: Grade 10-11 - Lesson 6

*Botanizing the River*

Materials: Five Months on the Missouri River, notebook

#### → READ & NARRATE

Ch.3 Botanizing the River  
Narrate silently to yourself.

#### → WRITE

Discuss Elpel's quote on p.19, "We yearn to connect with nature, and not knowing how to do that, we treat nature as an adversary more than a dance partner. We pit human endurance against nature and seek to overcome her. We bask in the glory of our accomplishment while missing nearly everything along the way." How does developing a relationship with nature via nature study, nature walks, and nature journaling play into the discussion?

#### → MAP WORK

Add places or items of interest to your map.

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