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Philosophy and Curriculum

Cultural Geography, 3rd ed., includes a survey of the earth and its resources, of the use of those resources, and of the geographic and cultural features of people in the various regions and countries of the world. It is neither simply a physical geography nor solely a study in regional geography. It combines all the varied elements of geography with a strong biblical philosophy. Your students will learn how physical geography affects the political and economic features of countries and the way of life of their peoples. As stewards of the resources God has provided, your students should develop a new appreciation for the wonders of God's creation and the

responsibilities of the mandate that God has given them to exercise dominion over it. The information and understanding students gain from this study should equip them for further learning in such areas as science, history, literature, political science, and economics. A basic knowledge of geography is an essential foundational ingredient for obtaining a well-rounded education. *Cultural Geography* provides this geographic foundation from a solidly Christian perspective.

To the Teacher

The teacher's edition of *Cultural Geography* provides a convenient format of chapter and section objectives, supplemental notes, suggested activities, resources, possible Web links, and answers to review questions. Objectives and annotations are located in the side margins of the text pages; activities, suggestions, Web links, and answers are found in the bottom margin.

For each chapter, the "Suggested Materials" list is not all-inclusive. For example, it is assumed that the teacher will ensure that the classroom has available the appropriate globes and wall maps necessary to teach a broad geography course.

A teacher can evaluate in many ways the students' understanding and mastery of the material taught. For this course, you may use either the prepared tests that are available or build your own tests using the Test Builder program that is also available from BJU Press. Whichever test preparation method you use, ensure that you adapt the tests to both the specific needs and abilities of your students and the material that you emphasized in your teaching. Do not fall into the habit of giving only two or three types of questions on all of your tests and quizzes. Rather, vary both your testing methods and the types of questions. Likewise, vary the types of questions that you use within each test so that if a student has difficulty understanding and answering a particular type of question, he or she will still have a chance to do better on other types of test items. Choose from the standard matching, comparison/contrast, true-false, multiple choice, short answer, and essay questions.

By ninth grade, the students should be able to write short paragraphs or essay

Regional Approach

The student textbook attempts to survey every country of the world in the clearest, most organized manner possible—country by country—without unnecessarily overlapping repeated ideas. To accomplish this aim, the book combines the best elements of the two approaches to teaching geography: the systematic approach and the regional approach.

The systematic approach divides the discussion of geography into physical geography, climate, economics, and society (population, culture, history, and government). The first four chapters (Units 1 and 2) adopt this approach, exposing students to the basic

answers to well-written essay questions. Review good writing principles with the students before the first test. By the end of the year, the students' writing ability should be much improved.

This teacher's edition has been designed to assist the teacher in preparing to teach geography. It is not a substitute for teacher preparation but a supplement of teaching methods, ideas, and information. Neither is it a complete and final authority; it contains only a sample and partial list of suggested sources, methods, background information, and review techniques. It includes more suggestions than you could possibly use, so do not try to use them all. It is the teacher's responsibility to select and develop those items that best meet the needs of the students in his or her classroom.

Home School Ideas

The flexibility inherent in the homeschool schedule allows parents and students to focus on specific topics. As much as possible, allow your student to pursue those topics that interest him or her. The homeschooling parent will be able to use most of the suggested activities. Others can be used with some minor modifications. For convenience, some activities have a homeschool icon.

Web Links

Check www.bjupress.com/resources/ for links to information that will enhance your lectures and activities. Links have been carefully selected from reputable sites. However, be sure to carefully evaluate all material before you present it to your students or allow them to read from online resources—especially literature. Also, be aware that links to some sites may be

principles of geography that apply to every nation of the world.

Beginning in Chapter 5, however, the book takes a regional approach. Students study each region and country separately, gaining an understanding of its climate, vegetation, economy, government, and culture. (History has been de-emphasized except where it is essential for understanding the culture of the country today. The students will cover history in greater detail in World History.)

This book is organized to help students develop a clear mental map of the countries and regions of the world (the first goal of geography). Then students see more clearly how the various physical features, culture/history, and politics/countries are interrelated.

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Using the Student Text

Cultural Geography is a comprehensive survey of geographic and cultural information and regional descriptions. It is not simply a review of elementary geography. It thoroughly describes basic geographic concepts for the beginning geography student, but it adds many new avenues of geographic information for the inquisitive high-school student to explore.

The student text has many features that should increase student interest, enjoyment, and skill. The following brief descriptions of these features will help you prepare to use them comfortably and to the best advantage for your students.

Organization

Cultural Geography contains twenty-four chapters divided into nine units. Each chapter has an outlined structure with boldfaced headings and subheadings, making it easier for the students to read and take notes and for you to prepare the material.

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come outdated, though efforts are made to keep them updated.

CD

The CD icon refers to the CD packaged with this teacher's edition. This CD includes tables, maps, and other information to enhance your lectures and activities. Good sites are continually being built and updated, so take some time before you begin each unit to search the Web for additional helpful sites.

Maps

A "Ready Reference to Maps" appears in the front of the student text. Encourage the students to refer to it often.

The textbook also provides a comprehensive map survey, similar to those you will find in any atlas. The "big four" of any map survey are physical relief maps, population density maps, climate maps, and land-use maps. The introductory chapters include world maps of each type and a separate chapter that discusses each map to help students read them properly. Beginning with Chapter 5, every chapter has at least one separate physical relief map of the region(s) discussed in the chapter. All of these maps, as well as many other maps, are also available on the accom-

panying CD. In addition, each unit includes other maps that show climate, land use, population, and other features. The book also features several maps on languages, religions, ethnic groups, and occasionally history and other miscellaneous topics.

To get the greatest benefit from this book, involve the students in map work as much as possible. Most students discover that working with maps is their favorite activity in geography—more enjoyable than having someone else point to maps and do their thinking for them. A special feature box titled "Let's Go Exploring" often includes additional map activities. Every chapter covering a specific region also has a map activity

in the corresponding chapter of the *Student Activities* manual.

CHAPTER 1



Mount St. Helens, a volcano in the American Northwest, is just one of the wonders of God's creation.

GEOGRAPHY: FINDING OUR PLACE IN THE WORLD

- I. WHAT IS GEOGRAPHY?**
 A. BRANCHES OF GEOGRAPHY
 B. THEMES OF GEOGRAPHY
 C. HISTORY OF GEOGRAPHY
- II. THE GEOGRAPHIC GRID**
 A. HEMISPHERES
 B. LATITUDE AND LONGITUDE
- III. MAP PROJECTIONS**
 A. THE PROBLEM OF DISTORTION
 B. SOLUTIONS TO THE PROBLEM
 C. TYPES OF MAPS
- IV. MAP RELIEF**
 A. SHOWING THE THREE-DIMENSIONAL EARTH
 B. READING RELIEF MAPS

Chapter Goals

Students should be able to

1. Define *geography*.
2. Distinguish between the physical and the human aspects of geography.
3. Recognize that the field of geography is constantly changing and improving.
4. Locate places on a map using latitude and longitude.
5. Explain map distortion, why it exists, and how to reduce it.
6. Identify the types of map projections. Interpret a relief map.
7. Use mental maps to organize and communicate information about people, places, and environments.
8. Use maps and other geographic representations to acquire, process, and report information.
9. Recognize the various careers that require knowledge of geography.
10. Understand how to apply geography to interpret the past and present and to plan for the future.

SECTION I

Objectives

Students should be able to

1. Define *geography*.
2. Distinguish between the physical and the human aspects of geography.
3. Explain why the field of geography is constantly changing and improving.

Lesson Plan Chart—Chapter 1

Section Title	Main Activity	Pages	Days
I. What Is Geography?	Activity 1: Famous Men in the History of Geography	2–6	1 day
II. The Geographic Grid	Activity 2: Find It!	6–8	2 days
III. Map Projections	Activity 3: Exploring Map Projections	8–12	1 day
IV. Map Relief	Activity 4: Contour Lines Activity 5: The Relevance of Geography	12–15	2 days
TOTAL SUGGESTED DAYS (INCLUDING 1 DAY FOR TESTING)			7 days

SUGGESTED MATERIALS

Section I

- CD Chart 1A, Finding Our Place in the World
- Lyrics to Isaac Watts's hymn "I Sing the Mighty Power of God"
- Activity 1 from Chapter 1 of the *Student Activities* manual

Section II

- CD Chart 1B, Latitude/Longitude Grid
- CD Chart 1C, Latitude/Longitude of Key World and U.S. Cities
- Activity 2 from Chapter 1 of the *Student Activities* manual

The Five Themes of Geography

Professional geographers have identified five fundamental “themes of geography” that American students should learn:

1. **Movement:** humans interacting on the earth and the flow of resources and ideas between and within regions
2. **Regions:** places that share common characteristics and how they form and change
3. **Location:** position on earth’s surface, both absolute and relative
4. **Interaction:** both human and environmental, in specific places
5. **Place:** physical and human characteristics of a location or region

One easy way for the students to remember these five themes is the acronym MR. LIP. Christian students of geography should also consider another theme: man’s stewardship of the earth and its resources and his God-given responsibility to exercise dominion over them.

The Lord by wisdom hath founded the earth; by understanding hath he established the heavens.
(Prov. 3:19)

God created man and the world for a specific purpose. Every mountain and valley is exactly where He wanted it to be. This planet did not “just happen.” As we behold the earth’s amazing design and provisions for life, our hearts should praise the Creator.

Isaiah tells us that God made the earth to be a home for man, and He supplied it with abundant resources for humans to use and to enjoy. Genesis 1:26 gives God’s reason for making each of us: “Let us make man in our image, after our likeness; and let them have dominion over . . . all the earth.” God made man to show His glory by being like Him. He is the infinite Lord of the universe; humans are the finite lords of His earth. Our challenge is to use the earth’s resources wisely and in a way that honors the Creator.

This unique calling to exercise dominion over the earth is called the **Creation Mandate**. It reveals that we all have a high and glorious calling. But we also bear a heavy burden of responsibility. Our task is complicated by the fact that humans are by nature sinful as a result of the Fall of Adam and Eve (see Genesis 3). In addition to the sin problem, which makes our task harder, the earth is a big and complicated place. If we are to do a good job of using the earth, we will have to study many things—and geography is near the top of the list. We cannot exercise good and wise dominion without knowing about the earth’s physical features, its climates, and the ways in which humans interact on it. Thankfully, God has provided a solution to the sin problem: redemption through the sacrificial death of His Son, Jesus Christ, who paid the price of our sin by dying on the Cross in our place. Redemption also gives us hope and encouragement for our task of exercising dominion over His earth.

I. WHAT IS GEOGRAPHY?

History and geography are both necessary to help us understand the world around us. History is the study of events in time (what happened and when); geography is the study of space and place (where things happen). The basic tool of history is a timeline; the basic tool of geography is a map. One could compare history and geography to a play. History would be the actors and the plot; geography would be the stage on which those actions are played out.

It is not enough, however, just to memorize a list of dates and names of people and places. Beyond *when* and *where*, we want to know *how* and *why*. Geography helps us learn not only where places are but also how they differ and why.

BRANCHES OF GEOGRAPHY

The word **geography** comes from two roots meaning “earth” (*geo-*) and “written description” (*-graphy*). In other words, geography is a description of humanity’s God-given abode—and everything and everyone on it—and how people interact with it and on it in fulfilling their God-given role as stewards of God’s creation.

Geography has two main branches: **physical geography** (the study of the earth and its resources) and **human geography** (the study of

Section III

- Activity 3 from Chapter 1 of the *Student Activities* manual

Section IV

- Activities 4 and 5 from Chapter 1 of the *Student Activities* manual
- CD Chart 1D, *Careers in Geography*



Bulletin Board Ideas

1. For the entire course, you might want to reserve one bulletin board for posting recent newspaper/magazine articles on geographical topics, especially those that relate to the region you are studying at the time. Encourage the students to contribute to the board by bringing in relevant articles that they find.
2. Construct a bulletin board of a large world map and several maps of individual countries surrounding the world map. Use lengths of yarn to point to each country’s location on the larger world map.
3. Construct a bulletin board showing the several different types of map projections discussed in this chapter. Identify each type with labels.

man as he lives on the earth and uses its resources). This distinction is revealed by the titles of the first two units of this book: “The World as God Made It” (physical geography) and “The World as Man Subdues It” (human geography). These two branches are divided into dozens of smaller branches, such as climatology, oceanography, meteorology, and demographics.

One can study the main branches of geography in two ways. *Synthetic* geography examines one branch of geography at a time, tying together examples from every region of the world. For example, a chapter titled “Urban Geography” might discuss New York City, London, and Tokyo. *Regional geography*, on the other hand, examines only one region of the world at a time, tying together all of the branches of geography simultaneously. For example, a chapter titled “The Far East” would cover not only the major cities there but also the climate, mountains, resources, and much more about the whole area.

This book combines both approaches. Chapters 1–4 are a general, systematic study of geography concepts, with two chapters on physical geography and two chapters on human geography. You get in these chapters the big picture, learning the basic terms and concepts of geography that are used in the rest of the book to examine the unique features of individual regions and the countries within each region.

THEMES OF GEOGRAPHY

The study of geography has five fundamental themes that you can remember easily using the mnemonic “MR. LIP”:

1. **Movement**—of people, goods, ideas, diseases, etc.
2. **Region**—defined by formal boundaries or functions
3. **Location**—either specific (absolute) or relative to the surrounding environment
4. **Interaction**—both among people and between people and their environment
5. **Place**—physical characteristics (mountains, rivers, soils, plant and animal life, etc.) and human characteristics (roads, buildings, agriculture, industry, culture, etc.)

As you study geography, continually remind yourself of these five themes. They will occur many times throughout this book and are critical to a proper understanding of geography.

HISTORY OF GEOGRAPHY

ANCIENT VIEWS OF THE EARTH

Man probably began exploring his world in the Garden of Eden, but any written records of those explorations were lost in the Flood. After the Flood, the Lord commanded Noah to repopulate the earth (Gen. 9:1); the work of geography began again. Early mapmakers supplied kings with maps to plan wars, to open new trade routes, and to build new cities. The earliest surviving map is a clay tablet from the Babylonian Empire around 2300 BC that depicts rivers and mountains.

The Greeks were the first ancient people to study the earth extensively. Early seafarers wanted to learn all about their trade routes and the people with whom they traded or might trade in the

Philosophical “Proof” of a Spherical Earth

The basis of Plato’s argument for a spherical earth was not observation but his philosophical proofs. Plato was a deductive philosopher who believed that the world was just a pale shadow of perfect, eternal “forms.” Thus, he believed that the true earth had to be a perfect geometric form—“obviously” a sphere. Aristotle, on the other hand, was an inductive philosopher who gathered evidence on eclipses to support his conclusions.

An Ancient Heliocentric Theory

Aristarchus of Samos, a Greek philosopher from Eratosthenes’s day, suggested that the earth moved around the sun, but his theory was rejected.

Early Maps of Heaven and Hell

Europeans did not stop making maps during the Middle Ages. However, the elaborate maps that monks and other churchmen drew showed the whole cosmos, including heaven, the outer spheres, earth, and hell far below the earth. Paradise was on an island somewhere in the East. Those maps reflected the Roman Catholic Church’s teaching of the Great Chain of Being. Every minute detail of Creation had a proper place and order in God’s universe. Every person was born in his “proper place,” whether as king, nobleman, or servant. Bible doctrines and church history became closely linked to every detail of this Great Chain.

The Catholic Church condemned Galileo as a heretic when he used his telescope to prove Copernicus’s claim that the earth moves around the sun. Church officials rejected his teaching because it undermined the Great Chain and brought into question other teachings of the Church.



Discussion: Why Study Geography?

Refer to CD Chart 1A, *Finding Our Place in the World*. Use it to guide class discussion of the Christian versus the secular reasons for studying geography.



Possibly Helpful Websites

Throughout the Teacher’s Edition you will find notes directing you to the BJU Press website for links to potentially helpful Internet sites. Some of those sites are specific to the region or country being studied; others are of a more general nature. For example, you might want to check the BJU website for introductory-type sites that could be helpful throughout the year, such as one that shows flags of the world, statistics on agriculture and industry, flora and fauna of particular regions, time zones, map collections, climate zones, and other interesting tidbits of information. Perhaps the most reliable and most up-to-date information about specific countries is the CIA World Factbook. It contains

online profiles of every country of the world and is updated regularly. Because statistical information in a textbook becomes dated very quickly, you might want to refer to the World Factbook as you begin each chapter to ensure that you have current information.

Oldest Map of Western World?

A November 2005 report announced the discovery of what some researchers thought was the oldest known map of a part of the Western world. The postage-stamp-sized piece of glazed pottery was found during a dig by a Belgian archaeologist. The map, known as the *Soleto Map*, shows the heel of the boot of Italy. Experts dated the map from about 500 BC.

Eratosthenes' Contribution to Geodesy

Geodesy is a branch of geology that studies the size and shape of the earth. It comes from two roots: *geo* ("earth") and *daisia* ("to divide"). Students might be familiar with the geodesic dome, a term derived from geodesy. Eratosthenes' measurement of the earth's circumference was the first major contribution to the science of geodesy. This brilliant astronomer also estimated how much the earth tilts on its axis. Based on this information, he identified the lines of the tropics of Cancer and Capricorn, which students will study in Chapter 4.

The Founders of Modern Geography

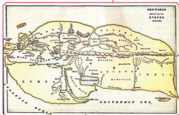
Until 1820, most knowledge about peoples and places appeared in travelogues and anecdotes. Geography was not considered a distinct discipline from earth science. In 1820, however, historian Carl Ritter became the chairman of the new geography department at the University of Berlin. He is considered the Father of Modern Geographical Science. Ritter believed that God had ordained the regions of the world. He proposed that by careful scientific investigation of each region's physical geography and human history

future, Alexander the Great, who rose to power in 336 BC, dreamed of conquering the world. After defeating Persia, he hired surveyors to accompany his army on a four-year journey "to the ends of the earth." His march into unexplored central Asia and India greatly expanded the Greeks' knowledge of world geography.

The first great geographer was a Greek mathematician named **Eratosthenes** (ER uh TAYHS thuh SEHS), who lived three centuries before Christ's birth. He summarized Greek understanding of the world in a book titled *Geography* and was the first man to use the

word *geography*. He believed that the world was a sphere and even calculated its circumference as about 25,000 miles, which is very close to its actual 24,860-mile circumference. A century later, another Greek philosopher, **Hipparchus** (ihb PAHR koo), made it easier to locate places on maps by drawing a **grid** (a regular pattern of intersecting vertical and horizontal lines).

The Romans borrowed their map-making techniques from the Greeks. They used maps of their vast empire to help them build roads and rule efficiently. The most famous Roman geographer was **Ptolemy** (TAYH uh mee), who lived in the second century after Christ. He promoted a **geocentric** (earth-centered) theory, which states that the sun, stars, and planets revolve around the earth. Ptolemy's amazing map of the world represented land from Britain to China. Both his map and his theory remained unchanged for almost fourteen centuries.



This is how Eratosthenes thought the world must look based on his calculations.



Ptolemy's map of the world (second century AD)

THE AGE OF EXPLORATION

The translation of Ptolemy's works in the early fifteenth century revived Europe's interest in maps and helped to spark the Age of Exploration. Sea captains mapped the stars and charted the winds to help them plot new sea routes to reach the spices, gold, and jewels of the Orient. After studying Ptolemy's map (which greatly exaggerated the size of Asia), an ambitious young man named Christopher

An Instructive Hymn

To reinforce the goal of this course—hearts filled with praise to God—teach your students the lyrics of Isaac Watts's hymn "I Sing the Mighty Power of God." Refer to this hymn periodically throughout the year.

Outside Reading: Marco Polo

Obtain *The Book of Marco Polo* and read appropriate selections from it to the class. Some of the most interesting sections include his descriptions of the Chinese emperor's court, his first exposure to paper money, and black stones that burn.

Using National Geographic

National Geographic magazine is a vital source of information on geography-related issues. Use discretion and discernment in displaying *National Geographic* magazines or photos because of occasional potentially objectionable material (e.g., immodesty and/or evolutionary philosophy). After reviewing an article and determining its suitability for the classroom, bring it to class to show pictures or to discuss how the textbook addresses issues of our day. You might also assign some articles for outside reading (especially for the advanced students). You might want to require the students to do some brief reports (either oral or written) from the reading selections.