

**GEOGRAPHY**  
*through*  
**LITERATURE**



SAMPLE

# GEOGRAPHY *through* LITERATURE

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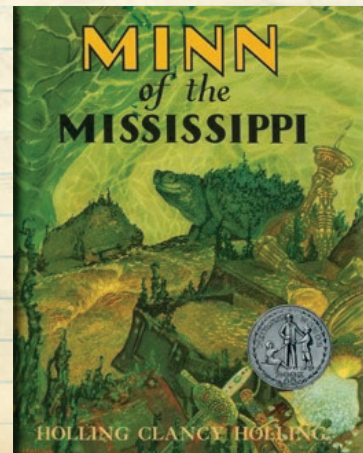
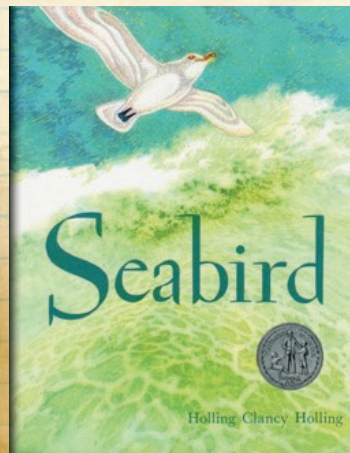
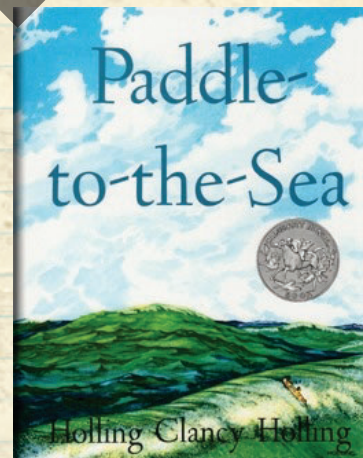
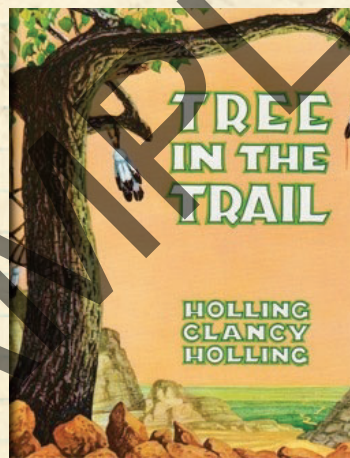
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## A Literature Approach Designed for Grades 3rd-7th

A guide to  
Geography, History,  
and Science using  
the Holling Clancy  
Holling books.

It is our hope you will enjoy this *Geography Through Literature* study. As you and your student read each book in this course, you will learn the geography, history, and science of some of the most wondrous places in our country and even around the globe. Holling Clancy Holling garnered the Newbery Honor, the Caldecott Honor, and the Lewis Carroll Shelf Award for his ingenious presentation of rich geographical, historical, and scientific information in the fascinating stories of a toy Indian canoe, a cottonwood sapling on the Great Plains, a tiny snapping turtle in the Mississippi River, and a carved ivory gull who travels the world.



## HOW TO USE THIS GUIDE

This guide is designed to be simply that, a guide! Just as the old Indian guides of America's early days led explorers through new territory, opening up possibilities to the traveler, so should this guide lead but not dictate. The foundational approach to this study is the work of the nineteenth-century reformer, Charlotte Mason. Mason advocated a curriculum rich in literature which, by acquainting students with the best works, can instruct and delight at the same time. Therefore this study is designed to be a read-aloud experience based upon Mason's philosophy of **reading, reasoning, relating, and recording**. The best literature is essential to nurturing in children not only a love of learning, but also the ability to think critically as they are presented with increasing levels of complexity in their studies. Therefore, the skill of **narration** (relating) will be emphasized throughout, giving students the opportunity to articulate in their own words what they are learning. The notebook approach incorporates the skill of **recording** so that students become accustomed to keeping a record of what they are learning.

Holling Clancy Holling's books are comprehensive enough to provide students with various options. This course is designed as a *Literature Approach to Geography*, but if one also pursues a history course through these books, then we recommend that the historical figures and events featured be researched and studied more thoroughly. If another goal is science, then dive into the biology, ecology, and natural science covered in the books. The guide offers oral comprehension questions as well as vocabulary building in order to satisfy language requirements as well. We suggest that intermediate students and above keep a notebook where they can **record** their findings on various research projects proposed throughout the course. Since the vocabulary used in these books can be a bit advanced, we recommend older students keep a glossary of terms at the back of the notebook, which will provide a useful reference.

As the Holling books are information-rich, it is unnecessary to add anything in order to have a complete study. But in cases where a student is fascinated by a particular topic, websites have been included in the guide that will expand upon the information presented. These websites have been carefully screened to be audience appropriate, but as media preferences vary considerably, please preview before sharing with your students. Those wishing to complete the course in one year should complete one lesson per week. Completing the course in one semester would require two-to-three lessons per week.

Because of the breadth and beauty of Holling's work it is possible to encompass a complete course in geography, history, and science by doing nothing other than reading the books and completing the maps. Happy adventures!

# THE MAPS

We have designed maps in this study to accompany each of the four Holling books. These 18" x 24" art-quality maps are included in every Geography Pack or can be purchased separately. Three of the maps display specific regions in the United States while the fourth is a world map. As stated previously, it is up to the teacher's discretion as to the extent of detail incorporated into each map.

With younger students (3rd-4th grade) we recommend coloring each state and waterway, while labeling states and their capitals, countries and continents, as well as tracing the journeys of specific characters. Students should also learn the basic names of the regions pertinent to each text.

With intermediate students (5th-7th grade) we recommend devoting time to the natural resources important to each region, the various industries involved in the lakes and rivers of the United States, and going into further detail labeling the maps, such as including the capitals and major cities of Canada. The teacher can also make use of the various research projects suggested throughout the guide for older students. These projects, along with all other information, should be recorded in the student notebook. You and your student should spend approximately 4-6 weeks on each map while reading the corresponding book. For easy reference have an atlas handy.

When it comes time to color the maps, we suggest using art-quality colored pencils such as Prismacolor®, with a minimum of 24 colors. While the coloring style is up to each student, copying the design of an atlas is a great way to make the maps look neat and clean. This can be achieved by coloring the outside borders of lakes, rivers, states and countries more deeply, while lightly shading the inside borders. Labeling states, cities, lakes, and other points of interest should be done with an extra-fine point pen or marker. State capitals should be written in all capital letters. Map keys should be done in different dot patterns to distinguish between characters. We suggest the following example:

## •Key to Mississippi's Explorers•

De Soto's exploration of the Lower Mississippi: - - - - -

Marquette and Jolliet explore Upper Mississippi: + + + + + + + +

La Salle's explorations of the Mississippi valley: • • • • • • • • • •





# Paddle-to-the-Sea

PAGE 1



## Lesson 1

1. Read Chapters 1-3 of *Paddle-to-the-Sea*.
2. Discuss what the return of the geese signified to the Indian boy.
3. Do some research on Canada Geese. Where do they winter? How many miles do they fly in their migration? What special flight formation enables them to fly such distances? Record findings in notebook. Search "Geese Fly Together" on [www.youtube.com](http://www.youtube.com) to see a short video about these wonderful creatures. Adult supervision is always strongly suggested when accessing websites.
4. Describe how ballast and rudders work.
5. On the map, label and color Lake Nipigon. Use the map at the back of *Paddle-to-the-Sea* as a reference. Students may draw and color a small log cabin or a sketch of Paddle-to-the-Sea and paste it on the east side of Lake Nipigon. Draw snow-capped mountains around the lake.
6. Label and color Canada. Be sure to include the Canadian border above Maine.

## Lesson 2

1. Read Chapters 4-6 of *Paddle-to-the-Sea*.
2. Do some research on ponds. A good resource books is *Eyewitness: Pond & River*.
3. Have student begin a glossary in the back of their notebook. Leave about twenty pages for written definitions. In glossary, define: ballast, rudder, and bull-chain.
4. On the map, draw a tiny red sawmill on the west side of Lake Nipigon. Mark the location of the sawmill in red.

## Lesson 3

1. Read Chapters 7-10 of *Paddle-to-the-Sea*.
2. Study how a sawmill works from the diagram in Chapter 7.
3. On the map, have student color and label Lake Superior, Isle Royal, and Port Arthur.
4. Research the characteristics of a marsh. How is a marsh different from a pond?
5. From Chapter 10, have student narrate how Paddle is pushed out of the marsh and back into Lake Superior.

## Lesson 4

1. Read Chapters 11-12 of *Paddle-to-the-Sea*.
2. Do some research on the iron industry of this region. How is iron mined? What large industries use iron? Record findings in notebook.
3. On the map, have student color and label Minnesota, Wisconsin, Michigan, Ontario, and the Apostle Islands. Also mark the cities Duluth and Superior.

## Lesson 5

1. Read Chapters 13-15 of *Paddle-to-the-Sea*.
2. Discuss why ice is so dangerous to ships. Describe how the men on the sinking ship were rescued by the breeches buoy.
3. On the map have student color and label the Keweenaw Peninsula. Also mark the site of the shipwreck.
4. Research the copper industry. How is copper used? Record findings in notebook.
5. In glossary, define: Davy Jones Locker and dynamos.
6. From Chapter 15 have student narrate the repairs Bill made to Paddle.



Painting by Lawrence N. Jensen showing a breeches buoy