



The Earth: Our Home

Thoughts for the teacher to consider:

- This teaching was done with a four-year old in kindergarten but it is useful for any age, everybody likes to have fun and understand what is being taught. I learned a lot compiling this teaching. Before this, I did not know even know which continent Israel is considered part of. This teaching assumes that the scholar can read and write. If your scholar cannot read and write, they can still learn the globe and they can still trace landmasses. Tailor the teaching for what you need.
- The student should be well acquainted with Genesis 1:1-2:7 before this teaching. They should know God as the Creator of heaven and earth and all that in them is.
- The earth is a circle.
*Isaiah 40:22 It is he that sitteth upon **the circle of the earth**, and the inhabitants thereof are as grasshoppers; that stretcheth out the heavens as a curtain, and spreadeth them out as a tent to dwell in:*
- The Bible says that God made the earth a special place to be inhabited and it most certainly is. There are creatures all over the earth and in the sea and in the air. The earth is distinguished from the sun, moon, stars, and planets by the fact that it is inhabited. The planets are totally unsuitable for us to live on. (The Copernican principle of the mediocrity of the earth is of no account whatsoever.)
*Isaiah 45:18, For thus saith the LORD that created the heavens; **God himself that formed the earth** and made it; he hath established it, he created it not in vain, **he formed it to be inhabited**: I am the LORD; and there is none else.*
- The heavens are the Lord's and the earth he has given to the sons of men. We focused our studies on the earth because this is what God gave to men. He kept the heavens for himself (Psalms 115:16).
- Ninety-nine (.99) cent placemats on the dining table gave opportunity to further study geography (and other subjects) at mealtime or whenever they were noticed.
- The first week of school we focused on the globe to get footing on the world and to establish where the scholar lived, and where Jesus lived.
- I purchased various magazines and books from the used book store and cut out pictures of people, beasts, and plants. During that first week's activities, we made a collage from a piece of cardboard, folded in half and made to stand. On each leaf of the cardboard, in the center was the earth. Mankind of all colors (including a picture of the scholar) were represented on one side. On the other side were beasts and plants.

- This is a baseline teaching to orient. In subsequent years we moved out from here. We studied places as we came across them.
- Suggested tools: globe, blackboard, chalk, notebook paper, pencil, and teacher knowledge of this teaching. This booklet was not designed for the scholar to read through it. This is a tool to help the teacher as they have a great time teaching this critical subject in class.
- After teaching the basic layout of the globe, I freshened up the teaching by spinning the globe and telling the scholar to find the Pacific, an island, a certain continent, etc. We had all sorts of activities that week including a video on the seas and popcorn. Everything else was pushed out of the way. We did not focus on mathematics, etc. Any coursework in that area was minimal. I don't know if we did any of that. **God made the earth and he made it for us. This my scholar had to know. Our theme for the whole school year was, "God made the earth a special place to be inhabited.** Included here are the baseline teachings. Please see the "suggested use" found on the various pages here to see how we used these things.
- Having learned the continents, I pointed out our continent and country. I showed the map of the United States (included in this teaching) where we live. I asked the scholar our address. I then showed our state and questioned her to ensure her understanding. After this I said we were going to see where Jesus lived, praise the Lord. We located that holy place on the globe and then did map work locating main landmarks and places in Israel (included in this teaching). To locate we went to "Egypt (upper right corner of Africa), triangle (Sinai peninsula right next to Egypt), Israel."
- For information on Biblical scholarship and sanctified homeschooling, see BiblicalScholarship.net and BiblicalScholarship.com. For information on living the Christian life, see Jesus-is-Lord.com and oldlandmarks.com. God speed to the sanctified teacher and his scholar(s).

The Globe

Board work

Suggested use: After learning the three main features found on the globe, teacher writes those features (found below) on the blackboard and the scholar copies them on notebook paper for his notebook.

The Globe

1. Oceans/Seas
2. Continents
3. Islands/Isles

The Continents

Board work

Suggested use: After learning the continents on the globe, the teacher writes "The Continents" information on the blackboard and the scholar copies it on notebook paper for his notebook.

The Continents

1. North America
2. South America
3. Europe
4. Africa
5. Asia
6. Australia
7. Antarctic

The Seas/Oceans

Board work

Suggested use: After learning the seas/oceans on the globe, the teacher writes "The Seas/Oceans" information on the blackboard and the scholar copies it on notebook paper for his notebook. Ocean is not a Bible word, but it is used in our system of learning. God called the gathering together of the waters, "Seas" (Genesis 1:10).

The Seas/Oceans

1. Pacific Ocean--largest, deepest
2. Atlantic Ocean
3. Indian Ocean
4. Arctic Ocean--smallest, coldest

Review Work

Suggested use: In order to confirm the globe teachings, the teacher can write the following information on the blackboard and the scholar can fill in the blanks from his memory. This shows his retention of the material, confirms it in his mind, and allows any gaps to be filled in. It is suggested at various points of the school year that globe work be reviewed--inside or outside of the classroom.

Name the Continents

1.

2.

3.

4.

5.

6.

7.

Name the Seas/Oceans

1.

2.

3.

4.

Hemispheres

Suggested use: The same week as teaching the globe (not the same day as teaching the globe--learning too much new information at once is detrimental), teach the hemispheres. After teaching the hemispheres, the teacher can write the hemisphere information on the board and the scholar copies it for his notebook.

Hemispheres

- Eastern Hemisphere--Europe, Africa, Asia, Australia, Antarctica
- Western Hemisphere--North America, South America, Antarctica

EASTERN HEMISPHERE

*Using colored pencils,
trace landmasses in green (Antarctica in brown)
and shorelines in blue*



WESTERN HEMISPHERE

*Using colored pencils,
trace landmasses in green (Antarctica in brown)
and shorelines in blue*



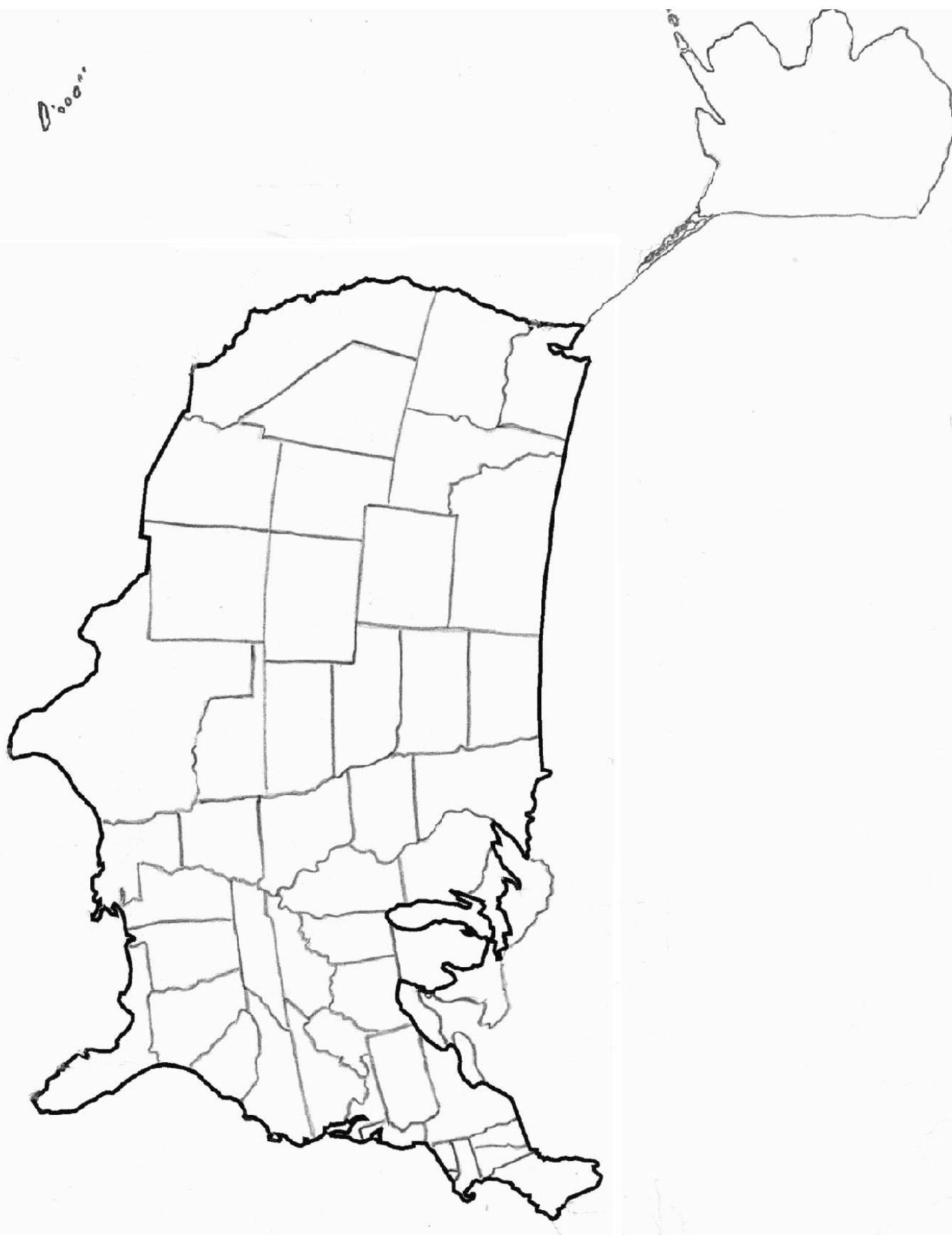
Board work - Definitions

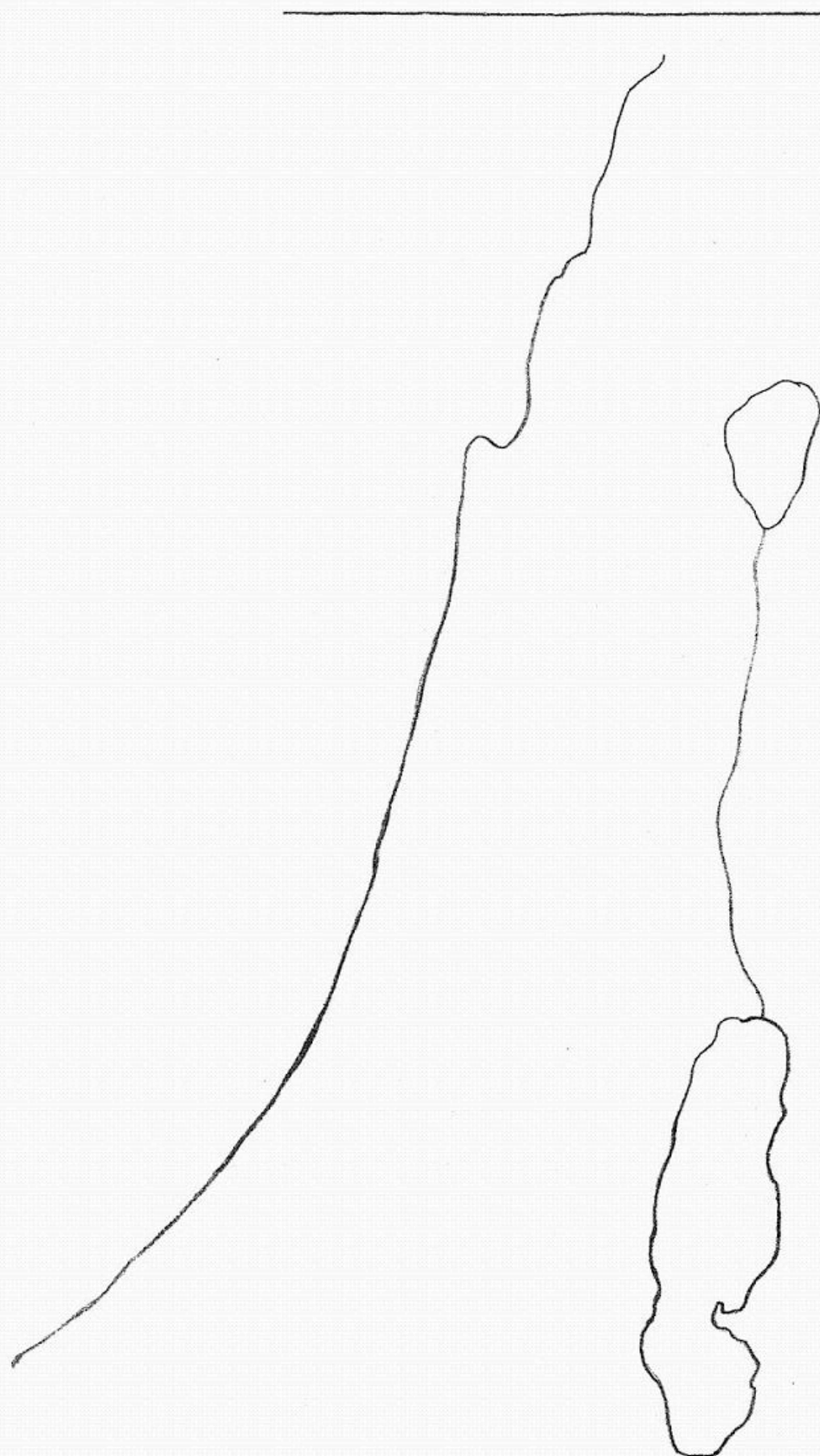
Continent - A large piece of land. There are seven continents.

Country - An area, or territory, occupied by a nation. There are many countries.

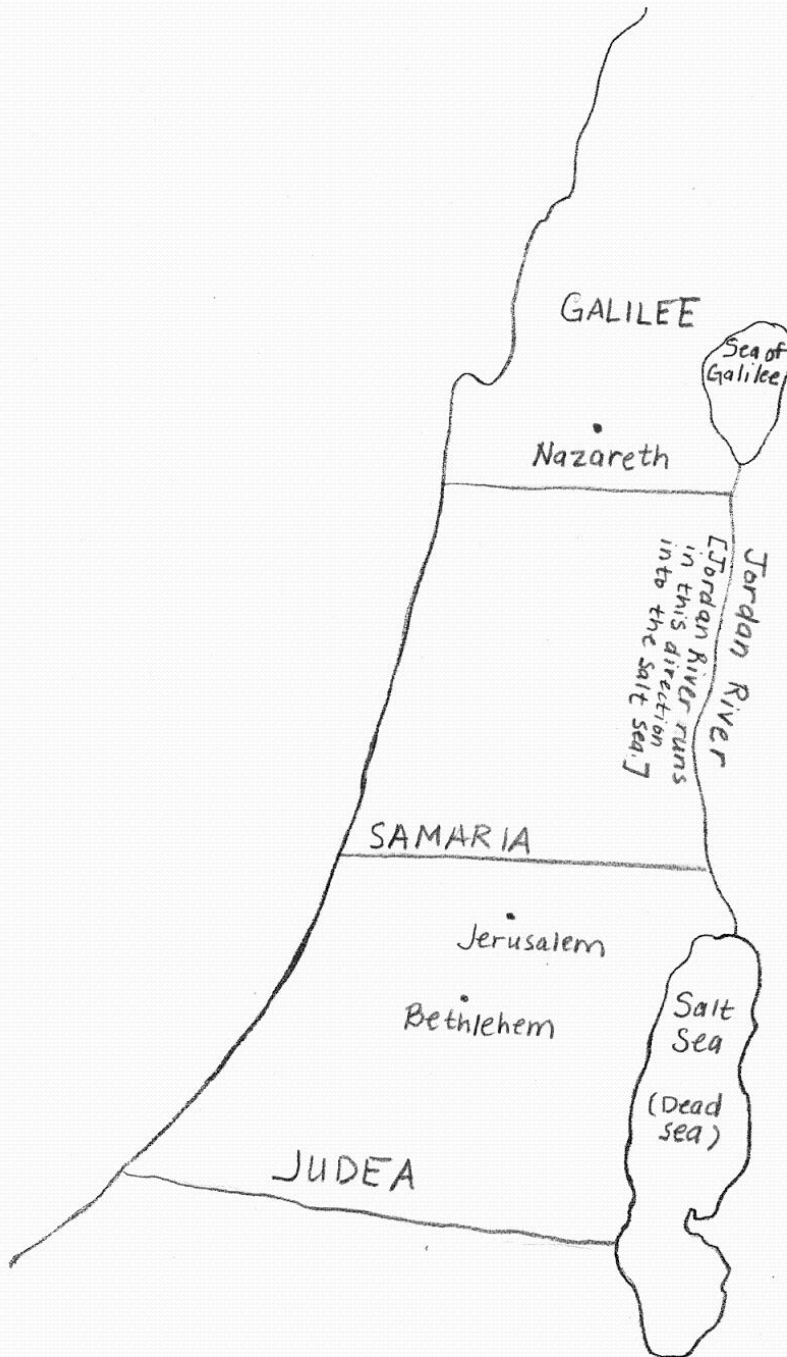
Occupy - To possess, to inhabit, to dwell.

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ISRAEL



Notes:

- Do not fill in all at once. Fill in landmark - Sea of Galilee, Jordan, Salt Sea. Explain.
- Then fill in the rest explaining where Jesus was born and reared. Also find on globe.