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SAMPLE



*Roy's Peak,  
Wanaka, New Zealand*

# A WORD ON EVOLUTION AND CLIMATE CHANGE

In our present culture, these two topics have become polarizing and contentious and yet, when studying geography and ecology, they are virtually unavoidable. Throughout this course, your student will encounter books, resources, videos, and websites that cite evolutionary time periods and raise the alarm on climate change. As a believer whose faith has shaped my views on these subjects, I understand the wariness many parents feel in exposing their children to beliefs that are outside of and may even conflict with deeply held convictions. We know ideas have consequences. The doomsday warnings on climate change have been linked to increased anxiety in our youth. Institutions and churches have split over the debate between evolution and creation. These are weighty issues, and they can affect how we view the world and others.

In the midst of this complexity, we at Beautiful Feet Books believe the world is an amazingly beautiful and awe-inspiring place. It's the reason we decided to create this curriculum. As we prepare our children to enter this incredible world, we want them to be equipped and wise as they approach all the contentious topics they will encounter in their lifetimes. With that in mind, I have not avoided content that includes evolutionary theory or climate change. In fact, it's nearly impossible to exist in the world without encountering these ideas in everyday life. To approach these topics thoughtfully and earnestly, here is what I suggest.

I invite you to take some time at the beginning of this program to discuss both issues with your child. Explain your beliefs and why you hold them. Initiate an ongoing dialogue with your child about your stance on creation and evolution and on climate change. These are wonderful opportunities to discuss your family's values and approach to geography and ecology. Having these important discussions with our children is one of the core reasons parents choose to homeschool. Here you can nurture your child as they gather information, weigh evidence, seek wisdom, and formulate their opinions with your loving support.

Once you have had this initial conversation with your student, I recommend you progress through the study, talking about these subjects when you deem necessary. Not every mention of these topics needs to be addressed or debated, as I believe this would detract from the course overall. And to foster the development of critical thinking skills, I've included a couple assignments that allow students to weigh the evidence on both sides. I have also provided links to resources that may be helpful in exploring these topics.

Curiosity is a natural response to this incredible planet that God gave us. While you may encounter challenging beliefs in this program, that is not the purpose of it. I want you and your student to see the world as intricately and miraculously beautiful. From the smallest microbe to the most massive glacier, this truly is a world of wonders. My faith is encouraged when I examine the natural world and see God's extravagance in so many details.

As you read stories set on every continent, I hope you are inspired to dig deeper, to dream of trips to visit new places, and to see the world not as a hopeless mess, but as a place worthy of our attention and care. I hope the human connections in this study make the world both smaller and more accessible while the wonder of ecology reveals its magnificent mysteries.

My prayer is that all of the curricula I write encourages students to approach the world with the wisdom described in James 3:17, "But the wisdom from above is first pure, then peaceable, gentle, open to reason, full of mercy and good fruits, impartial and sincere" (ESV).

Happy exploring,

*Rebecca J. Manor*

If you would like some guidance on these discussions, here are some helpful resources. Their inclusion here is not an endorsement of any of these resources by me or Beautiful Feet Books.

## Creationism and Evolution

Young Earth Creationism:  
<https://answersingenesis.org/>  
[www.icr.org](http://www.icr.org)

Old Earth Creationism:  
[www.desiringgod.org/articles/our-old-earth](http://www.desiringgod.org/articles/our-old-earth)

A Comparison of Young and Old Earth Creationism:  
<https://thirdmill.org/answers/answer.asp/file/39925>

A Defense of Old Earth Creationism:  
<https://reasons.org/explore/blogs/reflections/7-common-myths-about-old-earth-creationism>

A Critique of Old Earth Creationism:  
[www.icr.org/article/old-earth-creationism/](http://www.icr.org/article/old-earth-creationism/)

Intelligent Design Theory: <https://biologos.org/>

Are Evolution and Faith Not as Incompatible as Some May Argue?  
[www.christianitytoday.com/ct/2020/january-web-only/genealogical-adam-eve-evolution-joshua-swamidass.html](http://www.christianitytoday.com/ct/2020/january-web-only/genealogical-adam-eve-evolution-joshua-swamidass.html)

Finally, <https://peacefulscience.org/archive/> seeks to foster peaceful dialogue between scientists from across the ideological spectrum. This resource may be useful for advanced students.

## Climate Change

Is human activity responsible for climate change? Arguments for and against:

<https://climatechange.procon.org/history-of-climate-change-debate/>

<https://climatechange.procon.org/>

# LESSON 4

Required Materials *Wondrous Workings*

## Activity Supplies

- Safe outdoor place to explore
- Video or film camera (optional)

## ECOLOGY

- Read pages 16–21 of *Wondrous Workings*. We will study these concepts in depth throughout this course, so for this reading, focus on developing a basic understanding of succession, microecosystems, and microscopic ecosystems. Check the Resource Packet for a helpful diagram.

## ACTIVITY

- Take a microecosystem walk around your neighborhood. Turn over rocks, climb trees, observe puddles/lakes/ponds/streams. If desired, make a video using a phone or other camera to film a microecosystem of your choice. Narrate what you see and any observations you may have on how the creatures in the ecosystem interact. This is an observational exercise, so don't worry about using scientific terms or accurately describing the intricacies you observe. Just practice noticing and seeing the many ecosystems that exist around you.
- Continue working on gathering materials for and assembling your terrarium.



*Microecosystem with fungi*



*Lope, Ogooué-Avindo, Gabon*

*Black Panther,  
National Animal of Gabon*

# LESSON 13

Required Materials *DKSA*, *Wondrous Workings*, *The Boy Who Harnessed the Wind*, mapping supplies

## Activity Supplies

*Junk Drawer Ecology*  
Black construction paper  
Tape  
Scissors  
Pen  
Soup can  
Light-colored construction paper  
Wooden skewer  
Clay (or chewing gum)  
Bright lightbulb or grow light (optional)  
Small store-bought pinwheels (optional)

## GEOGRAPHY

- Using pages 67–68 of *DKSA*, color and label the remaining countries of southern Africa on the world map: Democratic Republic of the Congo, Republic of the Congo, and Gabon.
- You may be wondering why there are two countries with such similar names. Learn more here:

“Why Are There Two Congos?” on the WonderWhy YouTube channel

## ECOLOGY

- Turn to page 60 of *Wondrous Workings*. Which ecosystem dominates the countries you just labeled on the world map? See the answer key at the back of the guide. Read pages 62–63 of *Wondrous Workings* to learn more about this incredible ecosystem.

## STORY

- Read Chapter 11 of *The Boy Who Harnessed the Wind*.

## ACTIVITY

- Build the “Sun Power Tower” from *Junk Drawer Ecology* on pages 66–74. This is a different power generator from the windmill that William built, but it’s a fun way to experience the process of capturing power from nature.

## SUPPLEMENT

Read about Democratic Republic of the Congo, Republic of the Congo, and Gabon in *Book of Nations*. Also check out the country links in the Resource Packet.





# LESSON 18

Required Materials *DKSA*, *Wondrous Workings*, *The Red Pencil*, mapping supplies

## GEOGRAPHY

- Using page 67 of *DKSA*, color and label the following countries on the world map: Tunisia, Algeria, Morocco, and Western Sahara, a non-self-governing territory that has been claimed by Morocco, but that claim has not been recognized by the United Nations.
- Read about northern Africa on pages 70–71 of *DKSA*.

## ECOLOGY

- Read about the ecosystem of the Sahara Desert on pages 66–67 of *Wondrous Workings*. Access the arid desert ecosystem diagram in the Resource Packet. Watch the following videos to learn more about this unique ecosystem:

“The Desert Biome - Biomes #4” on the Geodude YouTube channel

“How Sahara desert shapes the world’s ecosystems and weather” on ThePrint YouTube channel (This explains how Saharan desert dust ends up in the South American rainforest!)

## STORY

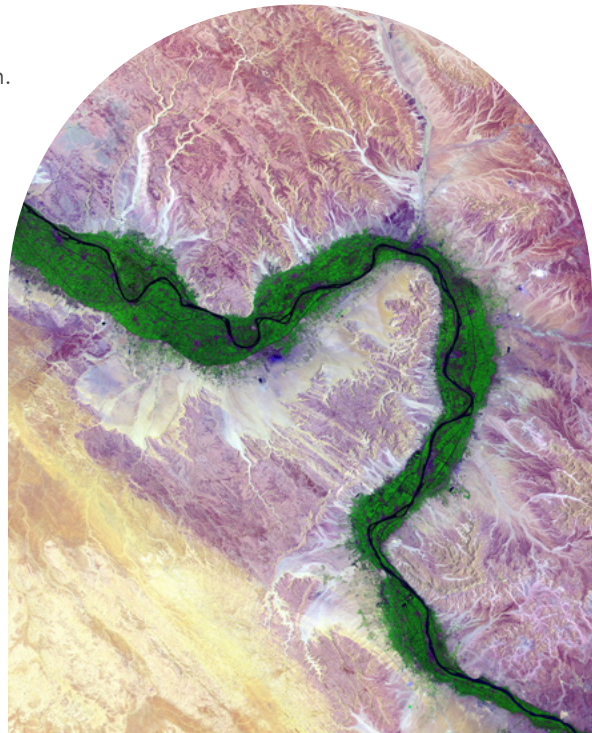
- Read pages 30–61 of *The Red Pencil*.  
Discussion prompts and research topics:

a. Using the glossary found at the back of *The Red Pencil*, define and discuss the following words: persecution, rebellion, genocide, and Janjaweed.

b. Dando says that the war is about land and religion. Do you believe this is true? Consider the American Civil War, or 2022 Russian invasion of Ukraine, or the medieval Crusades. What were the reasons behind these wars?

## SUPPLEMENT

Read about Libya, Tunisia, Algeria, and Morocco in *Book of Nations*. Also check out the country links in the Resource Packet.



*The Nile River from  
above in Sudan*

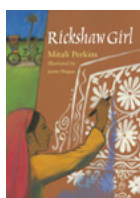


# RABBIT TRAILS



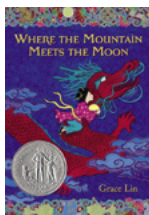
## AFGHANISTAN | *The Breadwinner* by Deborah Ellis

Eleven-year-old Parvana lives with her family in one room of a bombed-out apartment building in Kabul, Afghanistan's capital city. Parvana's father—a history teacher until his school was bombed and his health destroyed—works from a blanket on the ground in the marketplace, reading letters for people who cannot read or write. One day, he is arrested for the crime of having a foreign education, and the family is left without someone who can earn money or even shop for food.



## BANGLADESH | *The Rickshaw Girl* by Mitali Perkins, illustrated by Jamie Hogan

Naima is a talented painter of traditional alpana patterns, which Bangladeshi women and girls paint on their houses for special celebrations. But Naima is not satisfied just painting alpana. She wants to help earn money for her family, like her best friend, Saleem, does for his family. When Naima's rash effort to help puts her family deeper in debt, she draws on her resourceful nature and her talents to bravely save the day.



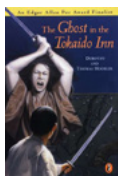
## CHINA | *Where the Mountain Meets the Moon* *When the Sea Turned to Silver* *Starry River of the Sky* all by Grace Lin

This trilogy relates Chinese mythology and folklore in captivating stories featuring young heroes and heroines. Engagingly related, gorgeously illustrated, and well-researched, these books give readers an effortless introduction to ancient Chinese beliefs and customs. Full of magic and intrigue, readers find their way into worlds populated by cunning demons, mournful ghosts, vengeful traitors, courageous heroes, and noble demigods. These mythological stories related belief systems that shaped cultures and are great starting points for discussions about faith systems.



## INDIA | *Thirst* by Varsha Bajaj

This is the riveting story of a heroic girl who fights for her belief that water should be for everyone. Minni lives in the poorest part of Mumbai, where access to water is limited to a few hours a day and the communal taps have long lines. Lately, though, even that access is threatened by severe water shortages and thieves who are stealing this precious commodity—an act that Minni accidentally witnesses one night. Meanwhile, in the high-rise building where she just started to work, she discovers that water streams out of every faucet and there's even a rooftop swimming pool., and Minni discovers, a water mafia boss. Now she must decide whether to expose him and risk her job and maybe her life.



## JAPAN | *The Ghost in the Tokaido Inn* by Dorothy and Thomas Hoobler

While attempting to solve the mystery of a stolen jewel, Seikei, a merchant's son who longs to be a samurai, joins a group of kabuki actors in eighteenth-century Japan. This mystery story introduces readers to the Judge Ooka, a historical figure known as the Japanese Sherlock Holmes. (NOTE: There are some scary scenes in the book so preview for younger readers.)



## KOREA | *Archer's Quest* by Linda Sue Park

Twelve-year-old Kevin Kim is shocked when a young man, complete with bow and arrows, crash-lands on his bedroom floor—especially when that man, Skillful Archer, claims to be a legendary ruler from ancient Korea. As much as Kevin enjoys teaching Archie about contemporary life and learning about Korean history from Archie's stories, Kevin needs to help Archie get back home—or history will be changed forever.

# LESSON 54

Required Materials *DKSA*, *Wondrous Workings*, *WALK*, mapping supplies

## GEOGRAPHY

- Using page 80 of *DKSA*, color and label the following countries on the world map: Spain and Portugal.
- Read about Spain and Portugal on pages 98–99 of *DKSA*.
- Study the names and locations of the European countries:

[www.geoguessr.com/seterra/en/vgp/3007](http://www.geoguessr.com/seterra/en/vgp/3007)

## ECOLOGY

- Look at Spain and Portugal on page 42 of *Wondrous Workings*. What is the primary ecosystem?
- Learn more about chaparral here:

<https://thewildclassroom.com/biomes/chaparral/>

- Watch “The Scrub Biome or Shrubland Biome - Biomes #3” on the Geodiode YouTube channel. Access the Mediterranean vegetation ecosystem diagram in the Resource Packet.

## STORY

- Read pages 31–59 of *WALK*.

## SUPPLEMENT

Read about Spain and Portugal in *Book of Nations*. Also check out the country links in the Resource Packet.



*Rooster,  
National Bird of France*



*Pilgrims on the  
Camino de Santiago, Spain*

