

Around the World with Picture Books  
Part II

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A Literature Approach *for* Primary Grades

SAMPLE

by  
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with nature illustrations by  
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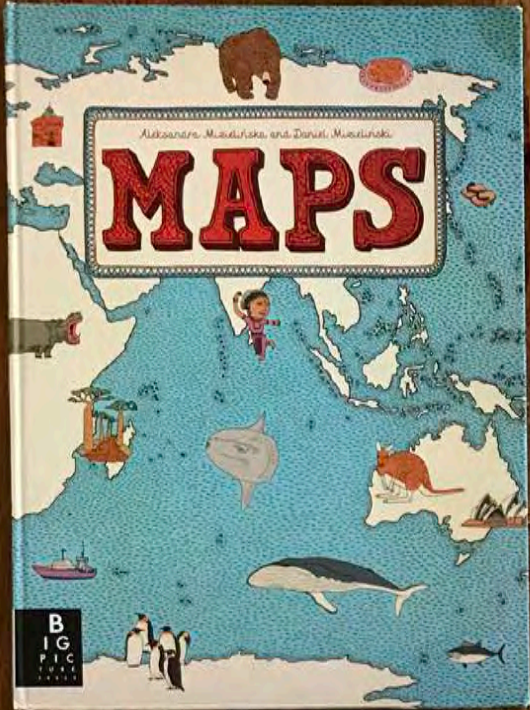
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# Let's Travel!

## ITEMS YOU'LL NEED

*Maps* by Aleksandra Mizielinska and Daniel Mizielinski

*Art Masterpieces to Color* by Marty Noble

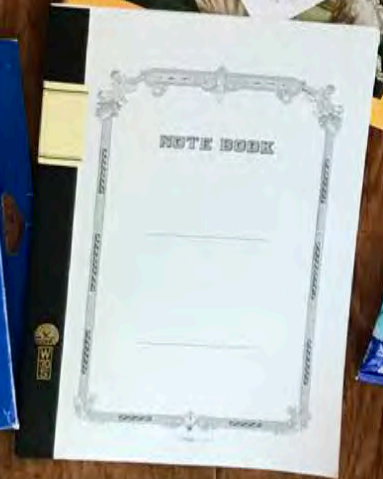
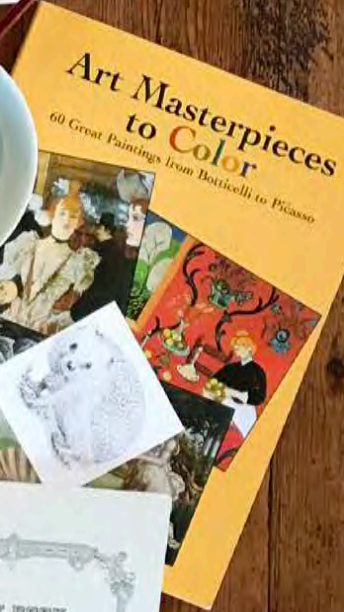
A set of Prismacolor Colored Pencils

A set of watercolors and a few nice brushes

Watercolor paper

Notebook

A spirit of adventure . . .



# Using This Guide

This guide contains approximately 70 lessons (Nature and Cuisine are counted as lessons) and can be completed in either a single semester or over a full school year. Complete four lessons per week for a single semester schedule. A year-long study will require three lessons per week. The book pack that accompanies this guide is sufficient as a basic introduction to the two continents and eleven countries explored on this journey, but the study will be greatly enriched by taking advantage of the additional picture book recommendations in the library, history, and biography sections. If possible, plan to visit the library once a week (preferably before starting a new country), to collect as many titles as possible from these lists. Take advantage of inter-library loan systems when books are not available at your local library.

This guide is modeled after the Charlotte Mason methodology of four steps: read, reason, relate, and record. This method is designed to cultivate the student's ability to read, reason out what they have heard through discussion, relate that to other things they know, and finally to record key aspects of their discoveries. At the primary level, this is done gently through questions designed to help the student engage with what they have just heard read.

At the beginning of your around the world tour, have the student create a section in the notebook on France. Repeat this for each new country. Illustrate each section as desired. The Art Connection elements included in the back of the guide for each country, may be used to illustrate each new chapter if desired.

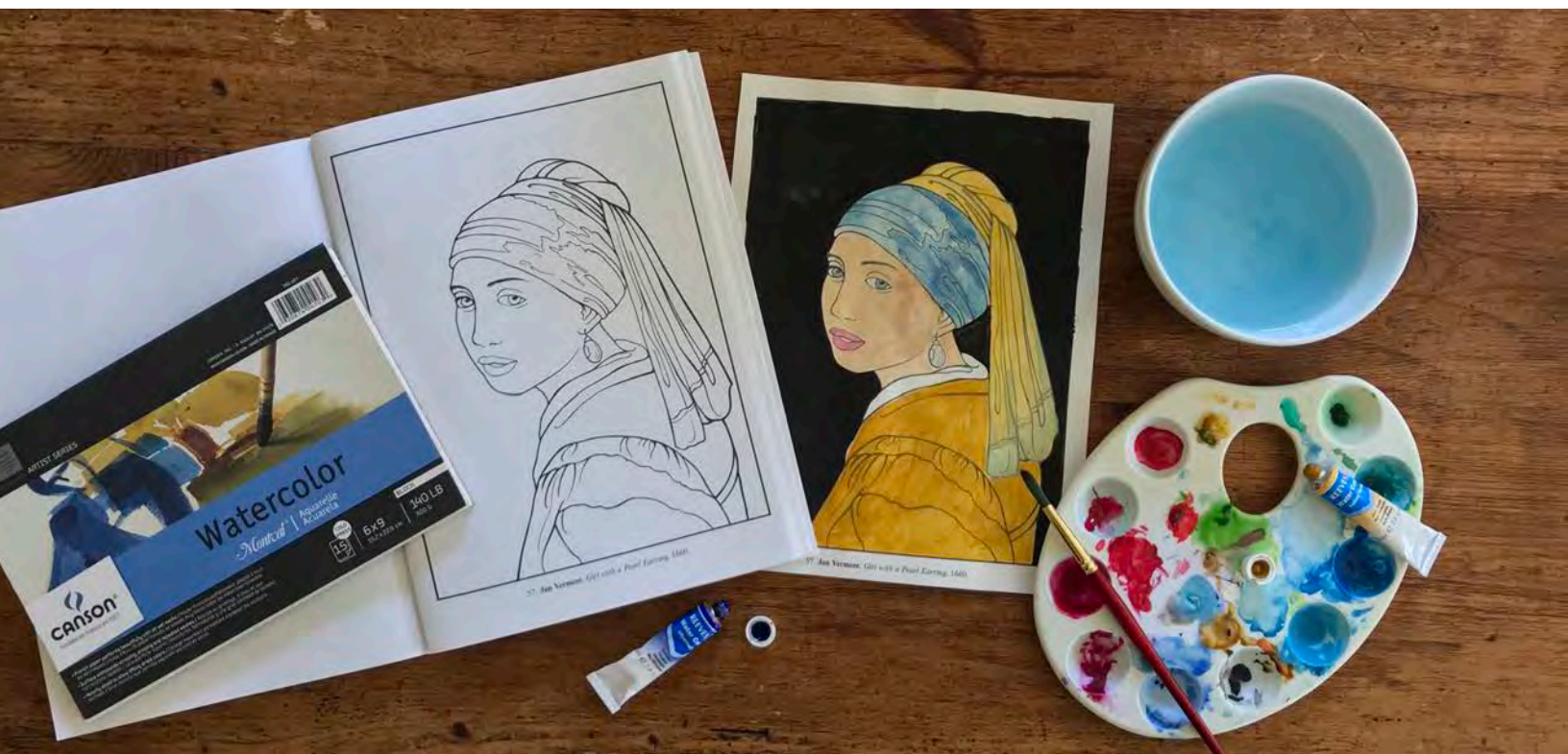
Remember that this course not only covers literature, but also, science (nature studies), geography, art, and history. With the broad coverage offered here in the areas of the

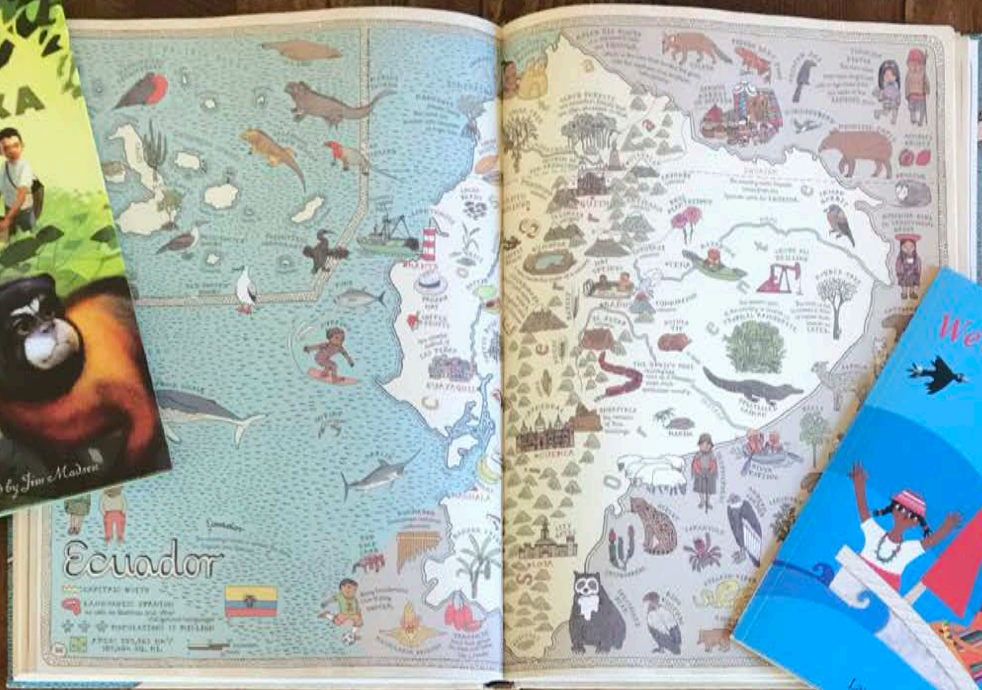
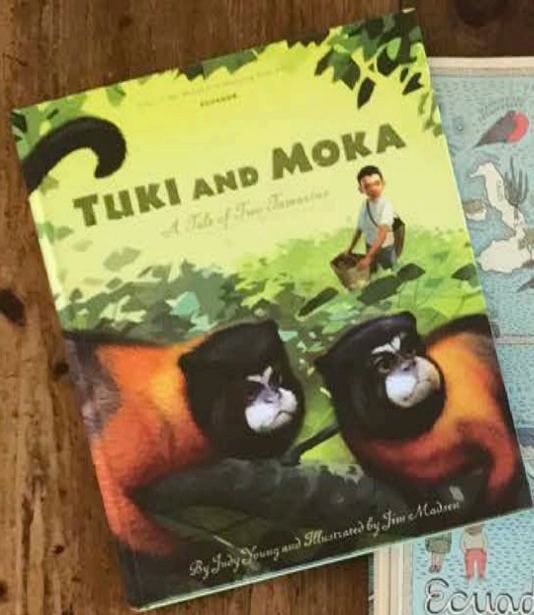
humanities and social sciences, teachers should feel confident that a full curriculum for the primary student requires only the addition of math and language arts.

A sample day using *Around the World with Picture Books II* might look like this: open *Maps* and explore the continent map from the inside front cover to locate the country to be studied, observing the features surrounding the country. Turn to pages 4-5 of *Maps* and find the continent again. Sing the "Continent Song." Identify the oceans surrounding the country to be studied and then turn to the specific country page. Spend time observing, discussing, and exploring. Ask questions about the geography, the landmarks, the wildlife, the crops, or any feature that piques your student's interest. Allow the joy of exploration to lead where it will.

Read the literature selection assigned for the country you are studying. Use the question prompts to generate discussion. Then turn to the Nature Connection and select an animal to study. After finding some basic facts about that animal, have the student cut out, color, or paint the picture from the back of the guide, and then paste it in the notebook. Select a book from the Biography or History Connection in the guide and read and discuss. If desired, have the student draw a picture about something he has learned and paste it in the notebook.

Each day following the guide will be a little different. Be flexible, allow for spontaneity, and remember that this guide is just that—a guide, and is not meant to be sacrosanct, or followed rigidly. Feel free to ramble off the trail at times as you are inspired to explore, discover, and enjoy the journey of *Around the World with Picture Books II*.





## 8. LET'S VISIT ECUADOR!

### LESSON 1

**O**pen *Maps* book to the inside front cover. Locate Ecuador on the map of South America. Then turn to pages 4-5 of *Maps* and sing the "Continent Song" pointing to the seven continents while singing. Turn to page 86 of *Maps* and study Ecuador. Note all the different types of wildlife that live here. In the course of our study of South America, we will study the Andean condor, the capybara, the Galápagos tortoise, the blue-footed booby, the tapir, the spectacled bear, the magnificent frigatebird, the Jesus Christ lizard, the rhea, the armadillo, the Magellanic penguin, the guanaco, the harpy eagle, and the golden-mantled tamarin.

Note the inset box to the left of Ecuador, which highlights the Galápagos Islands. This important group of islands is home to some extraordinary creatures due to its isolation 600 miles from the coast of Ecuador. Hundreds of scientists and naturalists over the years have filmed these islands and their unique inhabitants. Sorting through the films made over decades can be laborious. The National Geographic website has a number of brief videos of interest. BBC's Planet Earth II has a number of scenes from the Galápagos—one which garnered acclaim for its marvelous cinematography is *Iguana vs Snakes*—a look at the gauntlet of snakes that baby iguanas must run between the sea and safer higher ground.

Locate the capital of Ecuador (it is Quito). Point out the important line of latitude that runs through Ecuador (the equator). Find the monument that marks the equator. Note the ocean that borders Ecuador to the west (the Pacific). Point out the many volcanos that are part of the landscape of Ecuador. What type of forest covers most of eastern Ecuador? (tropical rainforest).

**LESSON 2**

Read *Tuki and Moka: A Tale of Two Tamarins* by Judy Young. Young Eduardo and his father are castañeros—nut gatherers, in the Ecuadoran rainforest. Gathering brazil nuts together to support the family is a tradition Eduardo and his ancestors have followed for generations. In the forest, Eduardo makes friends with two golden-mantled tamarins and some agoutis and welcomes the macaws back to the nest where they rear their young every year. But when animal traffickers begin to threaten the animals that Eduardo loves, he rises to the challenge to protect them. As you read the story, consider the following: how does the agouti help propagate brazil nuts? (The agouti often forget where they have stored some of their nuts, and this helps propagate more trees, assuring their continued abundance.) Why did Eduardo add empty brazil nut pods to his basket? (Abuela, which means grandmother, will carve the pods into beautiful shapes to sell at market.) How does this contribute to the economy of the rainforest? (Utilizing nature's bounty, even what would be cast off, to create useful and beautiful items contributes to the economy and preserves resources.) Identify the tapir and the caiman that

Eduardo sees on the river. (The tapir is featured in the Nature Connection of Brazil, and a caiman is a type of crocodile with alligator-like features.) How did Eduardo's quick thinking save the animals from the traffickers? (He used what he had in hand—his new pocket-knife—to bring down the tent over the traffickers.) Was Eduardo's father happy he had done this alone? (Papá said that though he was very proud of how quick-thinking and brave Eduardo had been, that he should have gone for help.)

**LESSON 3**

Read *We're Sailing to Galapagos: A Week in the Pacific* by Laurie Krebs. As you read this book, notice all the different types of animals featured as part of a trip to the Galápagos Islands. Notice the children's clothing. What about their clothes is fitting for this book? (The children are dressed in the bright traditional colors of Ecuadoran dress which were derived hundreds of years ago from natural substances used to dye the alpaca wool used to make their clothing.) Take time to study the back matter in this book that describes important animals of the islands and the extraordinary way life grew up there.



## Ecuador Nature Connection

The **Galápagos tortoise**—*Chelonoidis nigra* is native to the seven Galápagos Islands and is the largest living tortoise. They can weigh up to 900 pounds and can live to be 100 years old. The tortoises are herbivores that consume a diet of cacti, grasses, leaves, lichens, berries, melons, oranges, and milkweed. A brief video tells the story of one of the last Galápagos tortoises—*Lonesome George's Story—Galapagos Tortoise* by BBC.

The **blue-footed booby**—*Sula nebouxii* is an indigenous bird unique to the western Pacific Ocean. They range from the Gulf of California to Peru and about half of these birds nest and breed on the Galápagos. Their mating dance is humorous as they show off and display their vivid blue feet to potential mates. The birds measure up to 35 inches from head to tail feathers, and their wingspan can reach five feet. They lay 1-3 eggs at a time, but chicks hatch at different rates which means chicks of different size and maturity will share a nest. They live on fish such as sardines, anchovies, mackerel, and flying fish, caught by diving and swimming underwater. Watch *Dance of the Blue-Footed Booby* on PBS.

**Magnificent Frigate**—*Fregata magnificens* is the largest of the frigate birds, measuring up to 45 inches. This species is notable for the male mating ritual. The male puffs out its bright red gular sac to the size of a football. This frigate catches its fish in flight—often flying fish. Christopher Columbus encountered this bird when passing the Cape Verde Islands in 1492. This bird often makes its nest atop mangrove trees and lays one clear white egg which is incubated by both sexes and then the mother cares for the chick for one year. On the Popular Science website see the video *How Frigatebirds Stay in the Air for Months at a Time*. Also see National Geographic Endeavor *Great Frigatebirds of Genovesa Island*.

**Golden-mantled tamarin**—*Saguinus tripartitus* is found primarily in Ecuador and Peru and lives under the forest canopy where it feeds mainly on fruit, nectar, and insects. It also consumes gum from holes created by the pygmy marmoset. The tamarin drinks water from dew accumulated on leaves and flower cups. Tamarins live in small groups of four to nine and give birth to twins, who are cared for by all members of the group. Wildscreen Arkive has two brief videos that show these adorable creatures in their forest environments titled *Golden-mantle saddleback tamarin*.

# The Galápagos Islands

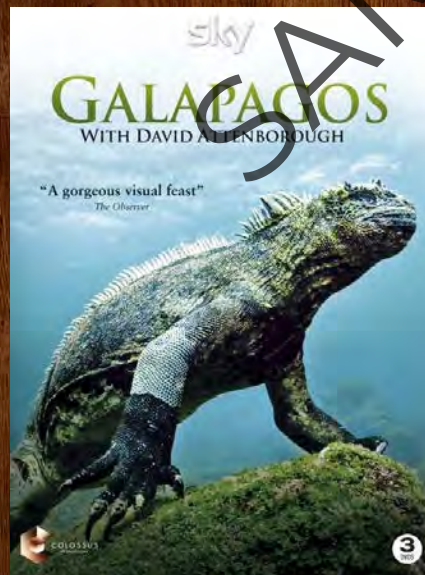
While many consider the Galápagos Islands and Charles Darwin as synonymous, this archipelago 600 miles from the coast of Ecuador was discovered in 1535 by Fray Tomás de Berlanga when a storm diverted his ship on its way to Peru. Berlanga was the fourth bishop of Panama, and he described the islands in a report of his discovery to Charles V, the King of Spain.

In 1570 the islands were named Galápagos after the giant tortoises that live there. It wasn't until 1835—300 years after their discovery that the 22-year-old Charles Darwin visited the islands as a naturalist and studied the unique adaptations of the animals to their environment there. These findings became the basis of his later work *On the Origin of Species*.

Today the Galápagos comprise one of nature's most glorious displays. The delightful book, *Take Your Time* by Eva Furrow is a simple look at the extraordinary wildlife of these islands through the rhythm of a Galápagos tortoise, named Harriet. Both *Island: A Story of the Galápagos* by Jason Chin and *Galápagos George* by Jean Craighead George are valuable for the glorious pictures and facts presented. Preview per your family's origins position.







The Instagram artist—Grandpa Chan, was invited in 2017 by National Geographic to visit the Galápagos Islands and capture their beauty through his art. The magazine published some of his work on their website titled *Travel to the Galápagos with a Watercolor Artist*. You can view his lovely works on the National Geographic site. His work was also published in the June/July 2018 edition of *National Geographic Traveler*. You can also see some of his work on his Instagram account. His work inspired me to try my hand at a small landscape of the islands, and a blue-footed booby from the Nature Connection. I cut out the booby from the Nature Connection and pasted it on watercolor paper and then painted this background scene. You might want to try this together with your student to see what you can do. It is a fun way to spend some time in the Galápagos! In the Art Section at the back of the guide, find the map of the Galápagos Islands. Have the student cut it out, color, and paste it in the student notebook. Record some facts about the Galápagos Islands.

David Attenborough of BBC's *Planet Earth* has done a full exploration of the islands. It is available online or on Netflix. Look for *BBC Earth Galápagos*.

# Ecuadoran Cuisine

## ECUADORAN SHRIMP CEVICHE

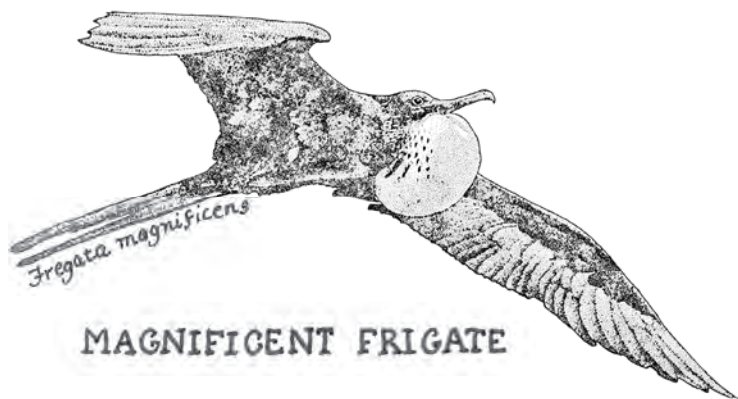
1 medium red onion  
 Juice of 3 limes  
 Salt and pepper to taste  
 1 pound medium shrimp, peeled and deveined  
 1 large tomato, peeled  
 1 cup orange and red cherry tomatoes halved  
 ¼ cup ketchup  
 2 tablespoons finely chopped cilantro  
 1 tablespoon olive oil  
 Plantain chips to accompany

Peel the onion and cut a ½-inch slice off the root ends. Reserve. Thinly slice remaining onion and combine with the lime juice and a pinch of salt. Mix well and set aside. In a medium saucepan, combine 4 cups water, the reserved onion slice, 2 teaspoons salt, and ¼ teaspoon freshly ground pepper and bring to a boil. Add the shrimp and blanch for 1 to 2 minutes or until lightly pink. Remove shrimp with a slotted spoon and place in a bowl of ice water to stop the cooking. Reserve the cooking liquid and set aside to cool. Drain the shrimp. In a blender, purée the large tomato with 1 cup of cooled, reserved cooking liquid. Add the tomato mixture, shrimp, and ketchup to the onion and lime juice. Mix well, cover, and refrigerate for an hour. Right before serving, add the chopped cilantro, halved tomatoes, and oil and mix to combine. Taste for seasoning and add more salt and pepper if needed. Serve chilled, with plantain chips.



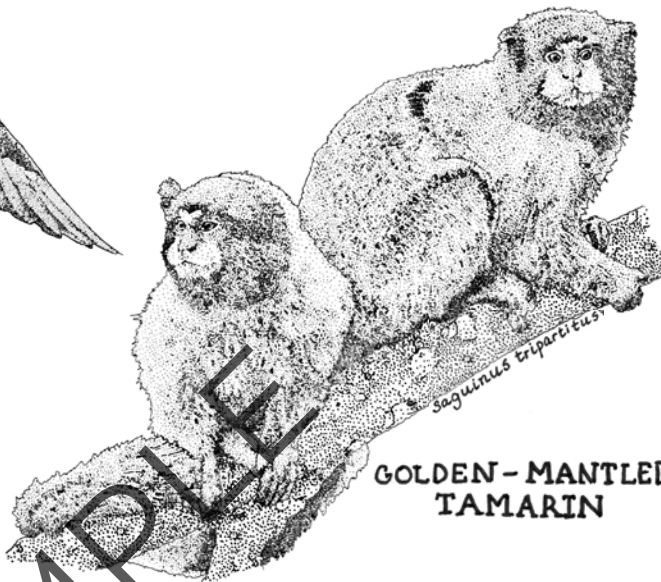
The Brazil nut is an important commodity of the rainforest. By purchasing Brazil nuts we can help support castañeros like Eduardo and his father. A brief film about this important industry is available on Green Living Project, titled *Brazil Nuts*.

# ECUADOR



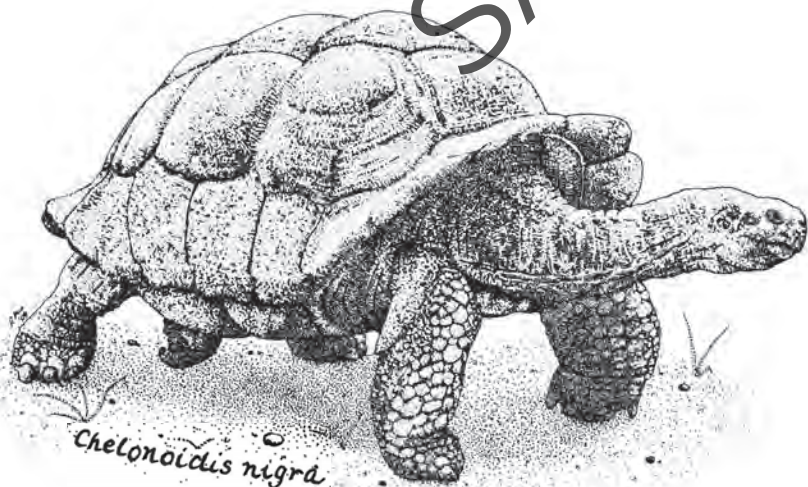
*Fregata magnificens*

MAGNIFICENT FRIGATE



*Leontideus tripartitus*

GOLDEN-MANTLED TAMARIN



*Chelonoidis nigra*

GALÁPAGOS TORTOISE



*Sula nebouxi*

BLUE-FOOTED BOOBY

SAMPLE

