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ABOUT DRAWING AROUND THE WORLD: EUROPE

Drawing Around the World: Europe is the first book in The Geography Drawing Series. This text is designed to teach children to draw, from memory, large sections of the globe. In *Drawing Around the World: Europe*, students learn to draw, from memory, the continent of Europe.

THE METHOD

Each week students study one or more new countries. As they do so, they become familiar with the shapes of the new countries by tracing them, locating them on a map, and labeling them. To give students an opportunity to learn interesting facts about each individual country, they are asked to complete a country fact table, documenting each countries' population, cultures, major religions, climate, and resources.

To complete the table, students may research the individual countries by studying a world atlas or one of several online resources; a couple of which are listed below:

World Fact Book CIA Geographical information—Very Thorough!

<https://www.cia.gov/library/publications/the-world-factbook/index.html>

Sheppard Software Containing geography games and information

http://www.sheppardsoftware.com/European_Geography.htm

To streamline the completion of the country fact table, instructors may prefer to purchase ***The National Geographic Bee Ultimate Fact Book: Countries A to Z***. With this resource, students will find an alphabetical listing of countries that provides, for each country, physical information, political information, and economic information.

LEARNING OBJECTIVE

To help students learn the names and relative positions of the European countries, students are asked to illustrate, from memory, the individual countries and their locations.

Although this is a geography curriculum that utilizes drawing, it is not a drawing curriculum in the traditional sense. Students are not expected to recreate the countries to scale, nor are they expected to perfectly recreate the shapes of the countries.

Students are expected to learn the countries and be able to create a map that demonstrates their knowledge of the countries' relative positions.

Upon completion of this program, students will be more intimately familiar with the continent of Europe. They will be able to draw many of the European countries, from memory, and they will have a greater understanding of the position of the European countries relative to one another.

WEEKLY SCHEDULE

Day 1: Study the New Country.
Complete the Country Fact Table.
Locate and label each new country on the dashed, black and white map.
Draw all countries studied thus far.

Day 2: Locate and label each new country onto the dashed, black and white map.
Draw all countries studied thus far.

Day 3: Locate and label each new country onto the dashed, black and white map.
Draw all countries studied thus far.

Day 4: List, from memory, the countries studied thus far.
Using the blank textbox, draw, also from memory, all of the countries you have learned.

(To incorporate timed drills, replace either the Day 3 or Day 4 map drawing with a timed drill. See the following page for guidelines on completing timed drills.)

ADDITIONAL MEMORIZATION TECHNIQUES:

Coloring Pencils

Have students use coloring pencils to color as well as trace the countries on the dashed, black and white map. (Days 1, 2, 3, or 4.)

Drawing Fun Pictures

On Day 1 encourage students to make a picture out of the individual country drawing. This will help many students to remember the country's shape.

Timed Drills

Drills are an extremely effective practice. Drills can help children memorize large amounts of material in a short amount of time. When engaged in timed drills, children often consider the activity to be more challenging and more fun.

General Guidelines for Timed Drills:

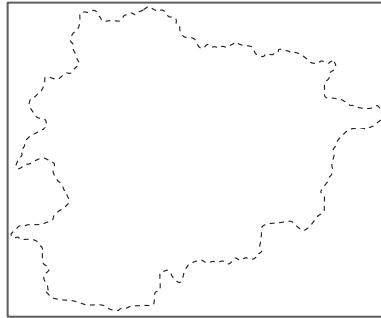
- Encourage students to compete against themselves.
- Even though students haven't learned all of the countries in the text, start timed drills of the entire continent. Give each student a completed map to use as a guide and source of information during the drill.
 - By engaging in timed drills over countries they haven't yet studied, early engagement with the material introduces students, in a fun manner, to the new countries.
 - Eventually students will find it easier and faster to draw the map from memory rather than by referring to the completely labeled map.
- Timed drills should always be fun and relaxed. For students that stress over the activity, remind them of the learning objective.
- When students are ready, remove the completely labeled map, and conduct a timed drill that requires students to draw and label the map from memory.

Note: Conduct the first few drills without a timer. This will help you determine how much time to give students during timed drills.

MAPS INCLUDED

Individual Country Drawings

Each time a new country is introduced, students are asked to trace the new country and then recreate a freehand sketch of the new country. Each country is presented in a textbook. For an example, below is an illustration of the country of Andorra.



Dashed Black and White Continent Maps

Three days a week students are encouraged to locate, trace and label all of the countries they have learned onto the dashed, black and white map provided.



Frame Map

After tracing and labeling the new country onto the dashed black and white map, students are asked to draw, from memory, all countries they have studied onto the frame map. The black and white frame map is a blank map of the continent of Europe. The latitude and longitude lines are provided as well as the lands surrounding the continent of Europe. Students must provide the missing European countries.

If students cannot remember how to complete the frame map from memory, they are encouraged to refer to the maps of Europe located on page xii and xiii.



Final Map from Memory—Blank Textbox

On Day four, students are asked to list from memory, the countries they have studied. After completing the list, they recreate, also from memory, all that they have learned. For this illustration, nothing is provided except an area in which they may demonstrate their knowledge.

DRAWING DIRECTIONS

Drawing the individual countries:

As your students learn to draw the individual countries, you may find that they need additional practice. To help them, you may find that plastic sheet protectors or pockets and dry erase markers are a fast, fun, easy, and inexpensive way to give your students more practice drawing.

To use the sheet protectors, place the day's work in sheet protectors, and encourage your students to use dry erase markers to complete the drawings. This will allow them, with very little effort, to quickly draw and erase their illustrations several times, giving them as much practice as possible.

Drawing countries relative to one another:

Each week, as students learn additional countries, they are asked to draw a map of Europe that includes all the countries they have learned. Doing so gives students a greater understanding of the relative size of the various countries and the relative position of the countries.

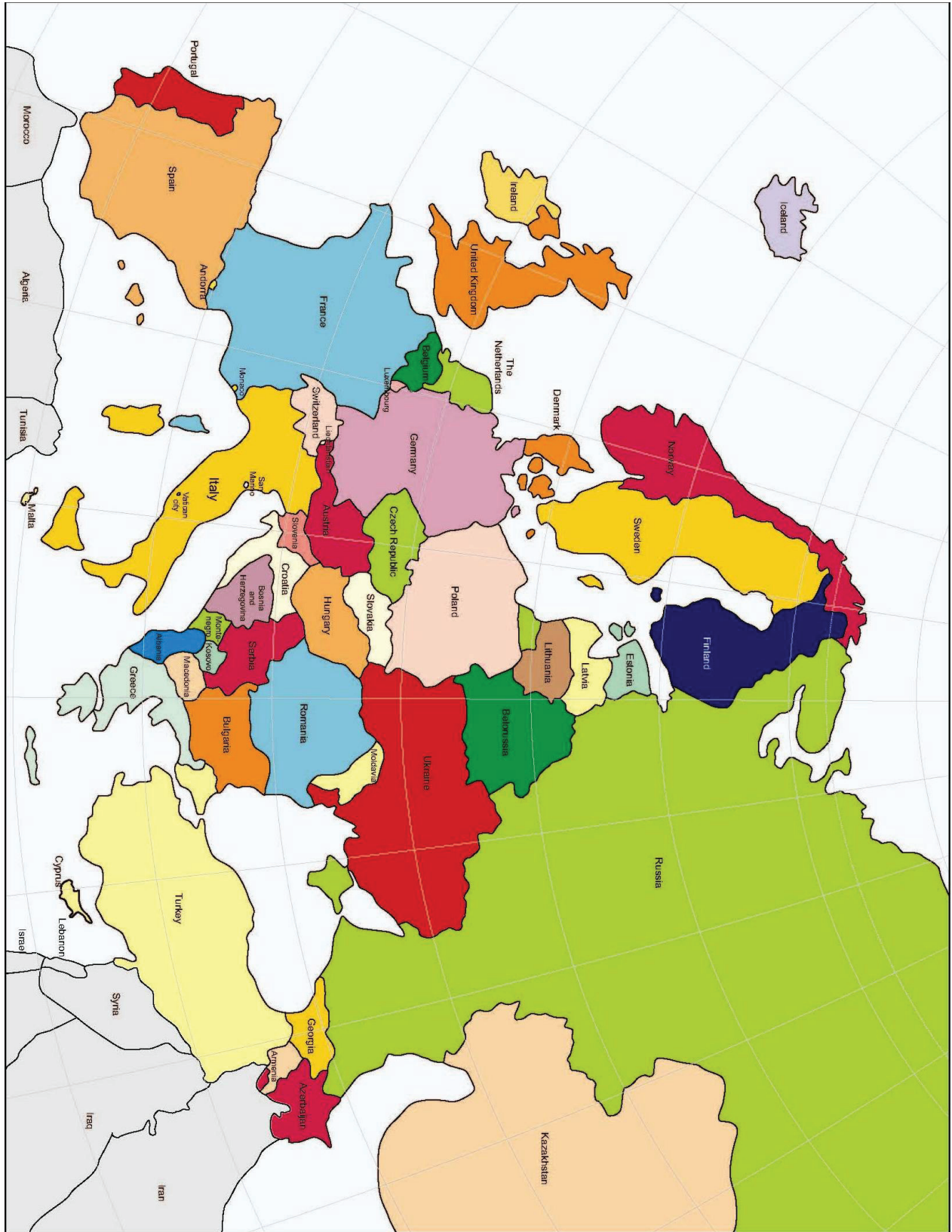
To help students learn the proper placement of the countries, latitude and longitude lines have been added to the dashed black and white maps and the frame maps, giving students reference lines that will guide them as they learn to place the countries onto the maps.

As when drawing the individual countries, students may find that they need the additional practice that dry erase markers and plastic sheet covers provide.

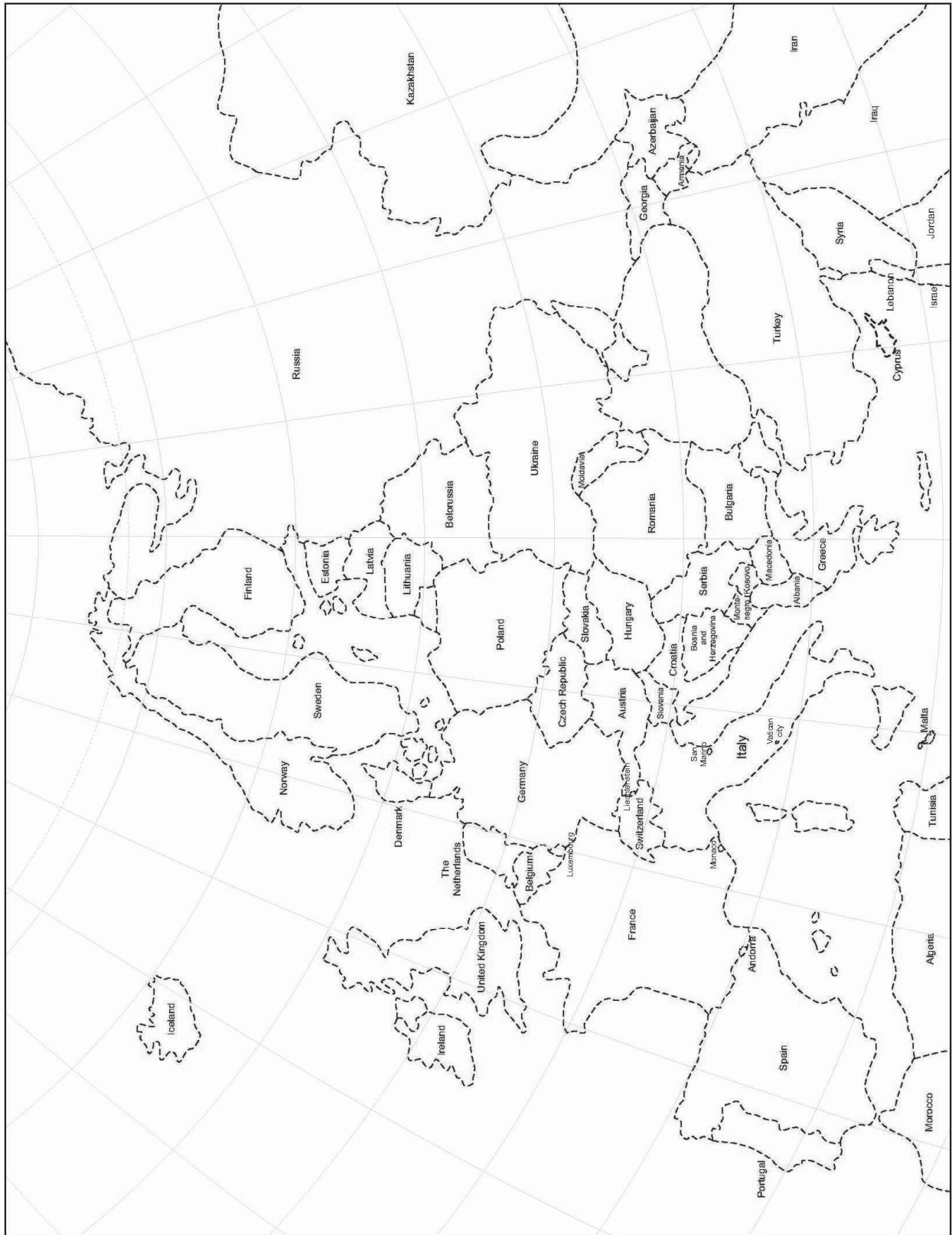
Memorizing the Countries

If following the schedule provided on page vii, you will notice that on Day 4 students are first asked to list all of the countries they have learned before drawing them onto the blank text box provided.

THE CONTINENT OF EUROPE

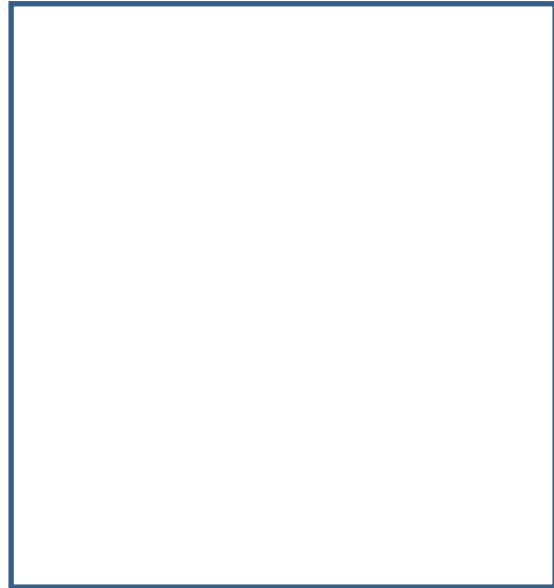
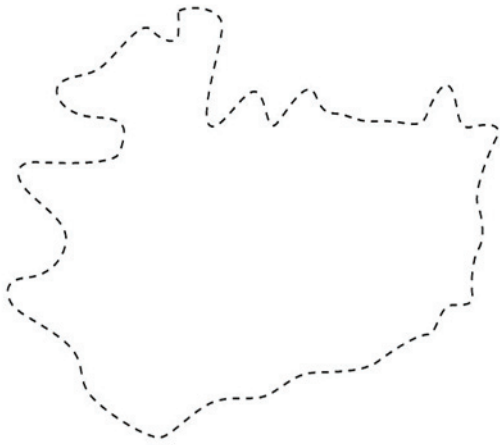


THE CONTINENT OF EUROPE



Iceland

Trace the country.
Draw it in the box below.



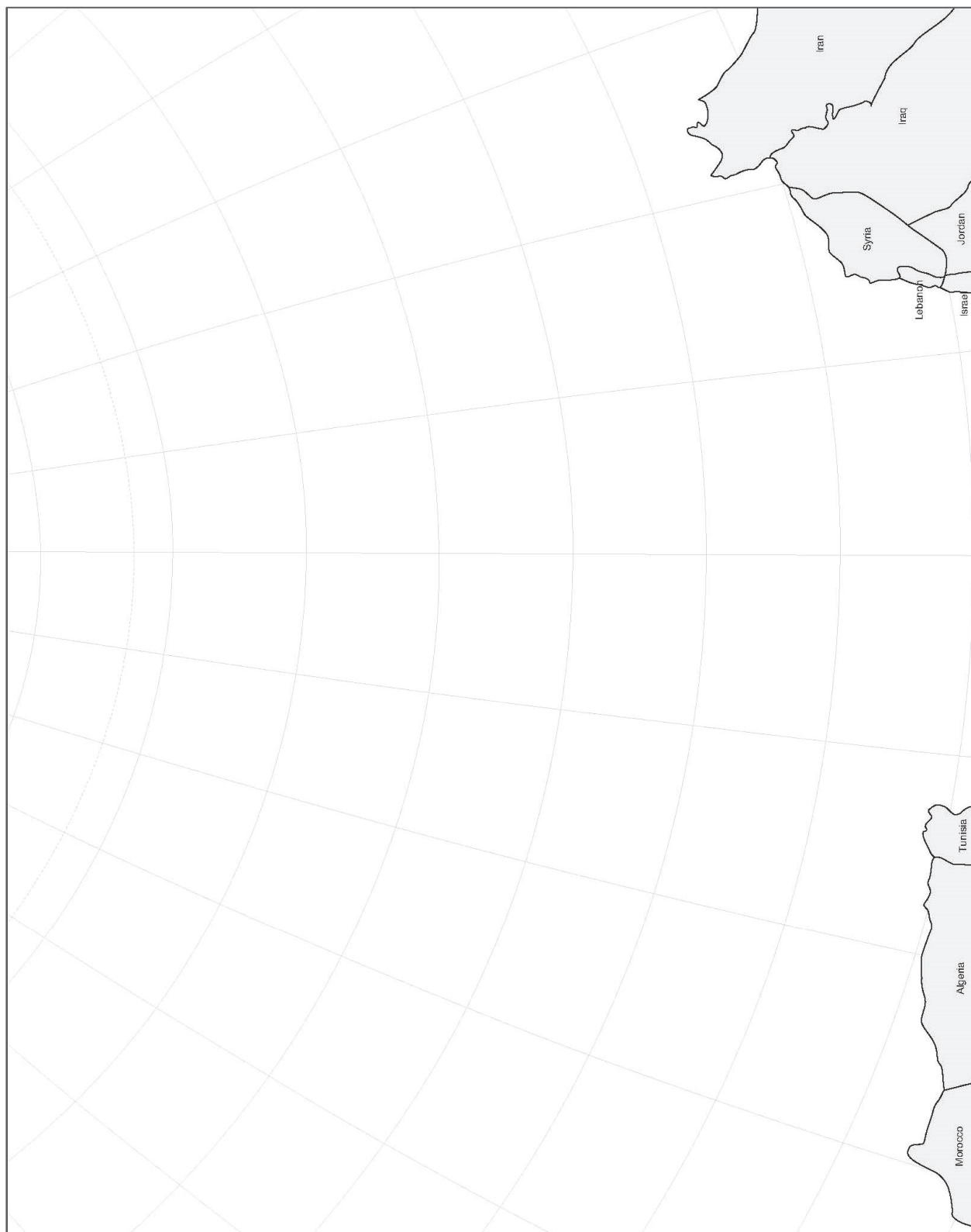
Country Facts

Area / Population	/
Capital	
People (Cultures)	
Major Religion(s)	
Climate	
Resources	

Day 1: On the map below, trace and label the **new country (or countries)** you have learned.



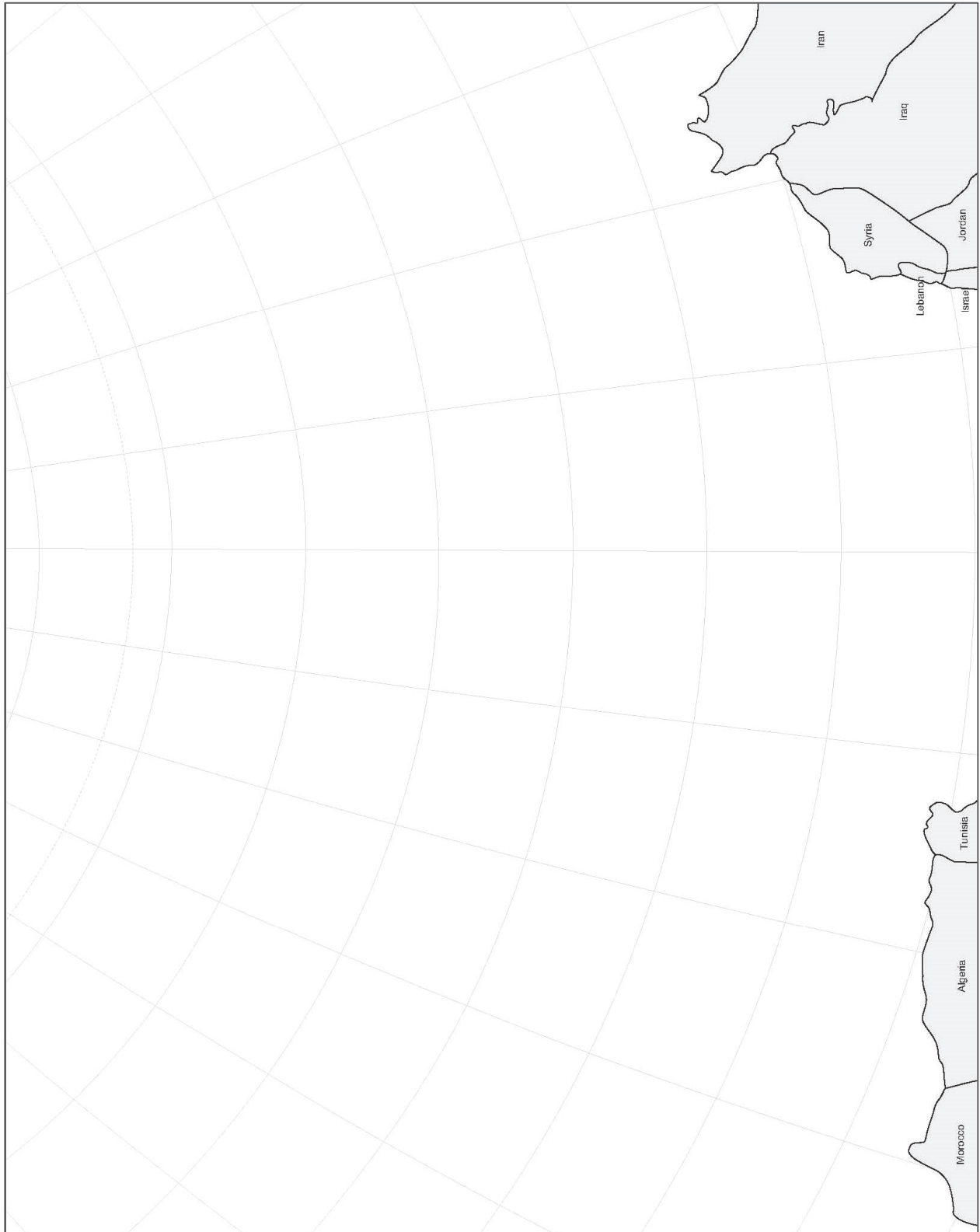
Day 1: On the map below, draw and label the **new country (or countries)** you have learned.



Day 2: On the map below, trace and label all of the countries you have learned.



Day 2: On the map below, draw and label **all** of the countries you have learned.



Day 3: On the map below, trace and label all of the countries you have learned.



Day 3: On the map below, draw and label **all** of the countries you have learned.



Day 4: On the map below, draw and label **all** of the countries you have learned. Draw them without looking back for help.

