

★ “An **inspiring, sometimes frightening**, always richly thought-provoking exploration of our shared home.”

—Kirkus Reviews, Starred

OVERVIEW

A NEW WAY OF SEEING EARTH

YOUNG EXPLORER'S EDITION



BENJAMIN GRANT with SANDRA MARKLE

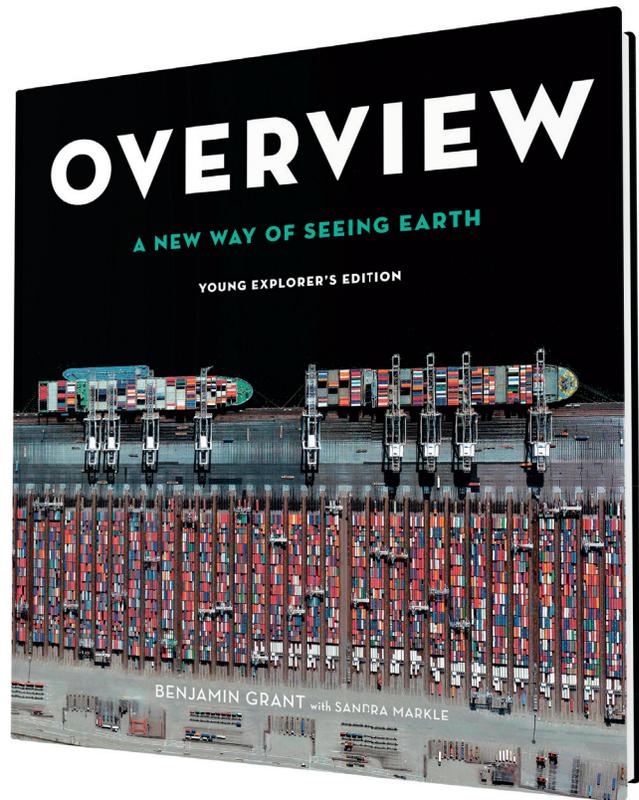
EDUCATORS' GUIDE

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ABOUT THE BOOK

Discover Earth as you've never seen it before in this stunning and unique collection of satellite images that offers an unexpected view of our planet. When astronauts look down from space and see its vibrant surface shining against the blackness, they experience the Overview Effect—a sense of awe, an awareness that everything is interconnected, and an overwhelming desire to take care of our one and only home.

Overview: Young Explorer's Edition, newly adapted for young readers from the adult book *Overview*, captures this sense of wonder and shares it with readers. Extraordinary aerial photographs reveal Earth's natural beauty and show the surprising, fascinating, and destructive ways humans have affected our environment. This eye-opening visual journey will change the way we see our home planet.



Grades: 3-7 | HC: 978-1-9848-3202-3
GLB: 978-1-9848-3203-0 | EL: 978-1-9848-3204-7

ABOUT THE AUTHORS



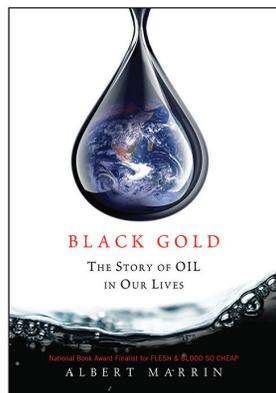
Photo © 2016 by Jessica Malafouris

Benjamin Grant is the author of *Overview: Young Explorer's Edition* and the founder of Daily Overview on Instagram, from which the book takes its inspiration. His daily posts have both delighted and challenged his audience from around the globe since 2013. Benjamin graduated from Yale University, where he studied history and art history and rowed on the heavyweight crew team. He lives and rides his bike in San Francisco. You can follow along on Instagram at @dailyoverview, and learn more at dailyoverview.com.



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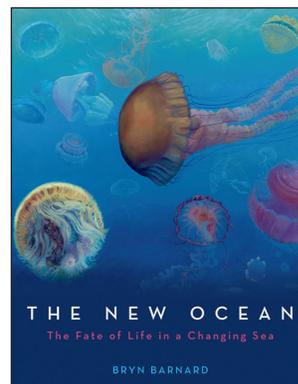
Sandra Markle is the coauthor of *Overview: Young Explorer's Edition* and more than 200 children's books, which have won numerous awards, including being named a *Boston Globe-Horn Book* Honor Book, an ILA-CBC Children's Choice, an NSTA-CBC Outstanding Science Trade Books for Children, NCTE Orbis Pictus Recommended, and ALA Notable Books for Children. She lives in Florida. You can follow her on Twitter at @SANDRA_MARKLE or discover more at sandra-markle.blogspot.com.



*Black Gold:
The Story of Oil in Our Lives*
Albert Marrin

Oil is not pretty, but it is a resource that drives the modern world. This riveting book explores what oil is and the role this precious resource has played in America and the world.

Grades: 7 & Up | Lexile: 1070L | HC: 978-0-375-86673-9
TR: 978-0-375-85968-7 | EL: 978-0-375-89686-6



*The New Ocean: The Fate of Life
in a Changing Sea*
Bryn Barnard

The Earth—our home—is covered mostly with water. But life in the ocean is in trouble. This book tells the stories of the probable fates of six sea dwellers.

Grades: K-3 | Lexile: 1070L | HC: 978-0-375-87049-1
GLB: 978-0-375-97049-8 | EL: 978-0-307-97403-7

PRE-READING ACTIVITIES

Daily Overview

Introduce the Overview Effect by reading the foreword and visiting @DailyOverview as a class. Before reading the captions together, ask students to make observations about the images, and guess what each is and where in the world it might be. What are their initial reactions to the photos? What clues do they see in the landscapes? What does the image make them wonder?

📍 Correlated Standards: CCSS.ELA-LITERACY.RI.3.7, CCSS.ELA-LITERACY.RI.6.7

Guess That Shape



Have students view the **EARTH Shapes** images on pages 126–127. Ask them what they observe in each image. What can they infer from the pictures? Have students guess what each picture is. For an extra challenge and some friendly competition, have students write down their answers. Reveal the correct answers and discuss what else *Overview* might include and how it will help them learn about Earth. If students were given control of a satellite camera, what would they photograph?

EXTENSIONS

Use a color copy of the pages to create an interactive lift-the-flap guessing game. Write details about the location and characteristics of the landscape on one piece of paper, and cover this information with the corresponding image. Once students have guessed what the image shows, they can lift the flap to find out more. This activity can have seven kinesthetic stations spread around the room.

📍 Correlated Standards: CCSS.ELA-LITERACY.RI.3.7

CLASSROOM ACTIVITIES

What's in a Name?

Names often have important meanings and stories behind them. As a class, discuss what students' names mean. Are there stories behind their names? Do they have nicknames that their family or friends have given them? Then, broaden the scope of discussion to address place names. Do they know the meaning of their community's name, or their state's name? Have students find examples in *Overview: Young Explorer's Edition* that point out the significance of a place's name. Does it have an indigenous name? Does it have multiple names? What does the name tell us about the place or the people who live there?

EXTENSIONS

Have students research a place name of their choice to learn about its meaning. They may wish to research one of their favorite pictures from the book or somewhere local. Give students a choice to either write a story about the name or to create illustrations about the name's story. Have students share their story with a partner.

📍 Correlated Standards: CCSS.ELA-LITERACY.RI.3.5, CCSS.ELA-LITERACY.W.3.7, CCSS.ELA-LITERACY.RI.4.7, CCSS.ELA-LITERACY.RI.5.3, CCSS.ELA-LITERACY.RI.5.6

Compare and Contrast

Have students choose a place from Chapter 5, "A Planet We Call Home" where people live, and draw a Venn diagram to compare and contrast the place you live with the place they've chosen. What is similar? What is different?

📍 Correlated Standards: CCSS.ELA-LITERACY.RI.3.3, CCSS.ELA-LITERACY.RI.3.8, CCSS.ELA-LITERACY.RI.4.7

The Next Wonder of the World

Design the world's next wonder! Have students read Chapter 9, "A Planet of Marvels" for inspiration. Encourage them to note what materials are used and what amazes them about the creations they see. Then have students create their own marvel. It could be a building, a park, a bridge, or another type of structure. They will draw, sculpt, or build a model of their new wonder of the world. Have students share what they created by explaining how it would be built, what materials would be needed, and what its purpose is.

📍 Correlated Standards: CCSS.ELA-LITERACY.SL.4.4, CCSS.ELA-LITERACY.RI.4.7, CCSS.ELA-LITERACY.SL.5.4

CLASSROOM ACTIVITIES

Solution Seekers

Split the class into several teams. Each group's mission is to come up with an innovative solution to address a problem shown in *Overview: Young Explorer's Edition*. Use chapter 8, "A Planet We Change," for topic options. The group will create a plan, a diagram, or a three-dimensional model that illustrates their invention, and present it to the class.

Correlated Standards: CCSS.ELA-LITERACY.W.3.7, CCSS.ELA-LITERACY.SL.5.4, CCSS.ELA-LITERACY.SL.5.5, CCSS.ELA-LITERACY.RI.5.7

Your Own Overview

Overview: Young Explorer's Edition offers incredible glimpses of global settings. Students will explore their interests, both locally and globally, by creating their own Overview images. Have students choose two settings: one public place from their life, like a park or their school, and one location that interests them, like a place they would like to travel to one day. Use Google Maps to see an aerial view of the locations. Students draw each of their Overviews and share them with their classmates. Have students include a title on the back, and on the front include latitude, longitude, date, legend, source, and scale. When complete, have students stand in two circles facing each other and take turns showing their partner their Overview. The partner can guess where it is and discuss various aspects of the Overview, then the inner circle can rotate clockwise.



EXTENSIONS

- Create a large local map and/or a world map for the class. Students identify the location of their Overviews and pin them on the maps.
- If you are able to visit a building with a view, a bridge, or other overlooks, take students for a walk with drawing materials to create their local Overview.

Captivating Colors

Color is a captivating theme in *Overview: Young Explorer's Edition*. Have students find a color combination in an Overview image that amazes them. What is unexpected about the example? What might it tell us about that place on Earth? What questions do they have about the Overview after looking closely at the image and reading its caption?

Then, visit the **EARTH** Colors pages 40–41. Have students pick one color to read about, and find another example of that color featured in the book in a different image. What does the **EARTH** Colors description have in common with the color shown in a different Overview? What is different? What does the color tell us about the setting? What do they wonder about the color in different settings?

EXTENSIONS

Take students on a walk to find examples of colors from one of their favorite Overviews in nature. Their goal is to find things in nature like leaf stems, flowers, insects, or human-made objects that match the colors they selected. Students may take photos of their examples, or draw them in a sketchbook. When you return to class, have students summarize the color patterns they noticed on the nature walk with images and captions. Students should complete their entry by writing one thing they wonder about the color patterns they observed, and one prediction about what color patterns may change or stay the same if they went on a walk during another season.

Correlated Standards: CCSS.ELA-LITERACY.RI.3.3, CCSS.ELA-LITERACY.W.3.4, CCSS.ELA-LITERACY.RI.3.7

CLASSROOM ACTIVITIES

Geotag Scavenger Hunt

Students will choose five geotag locations that interest them from the index on pages 146–147. You may wish to require a certain number of domestic and international locations, or challenge them to choose locations from five different continents. Review latitude and longitude before students use Google Maps to locate their Overviews. Students will explore their relationships to the Overview location by describing it using cardinal directions, intermediate directions, and relative location.

Food: The Land and Us

Using the Overviews and captions in Chapter 4, “A Planet That Feeds Us,” students will analyze the impacts humans have on the planet when harvesting food. Have students provide evidence of how our need for food impacts the environment, and give examples of both beneficial and harmful impacts our practices have on the planet and people.



EXTENSIONS

Explore an agricultural practice that is influenced by local beliefs and practices. For example, the “Manoomin: Food That Grows on the Water” video focuses on Anishinaabe practices when harvesting wild rice in Wisconsin. Show the clip and use the following questions to analyze these practices, as well as the rice terraces depicted in *Overview: Young Explorer’s Edition*.

Video Questions:

1. Describe the tools Fred Ackley Jr. and others use to harvest wild rice. What impacts do humans have on their environment in this video?
2. How do Ackley Jr.’s spiritual beliefs shape his harvesting practices?
3. Compare and contrast the rice terraces you see in Yuanyang County, China, on pages 56–57 to the wild rice farming in Mole Lake, Wisconsin, in this video.

Take Action

As a class, list environmental issues shown in the book. Ask students to provide evidence for their ideas. Have students choose an issue that they believe requires civic action, and consider it, or a similar issue, on a local scale. What are the human impacts on the environment? What kind of solutions can they imagine? Create an action plan to address this issue. Students may write a letter, script a phone call, or create an educational ad, brochure, or video.

Activities prepared by Gena Roisum, high school social studies teacher and candidate for master of education with an environmental education certificate

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