

The Seven Mountain Writing Curriculum

Christian School Version

By Cindy Holman



Welcome to the Seven Mountains Writing Curriculum! I hope these guidelines will help you and your class explore the Seven Mountains in depth, as well as give you opportunities to develop higher level thinking skills and writing practice for your students.

The first two days of weeks 2-9 will include **The Seven Mountains of Culture** and books from **The Seven Mountain Series**. Students will learn about the Seven Mountains and how they are a part of their lives. The prewriting activities will help students grasp the concepts and get prepared to do the writing later in the week. During the final week, students will choose their favorite writing from the previous weeks to publish. Of course, the teacher may use their discretion to adjust the program whenever needed. These plans are very simple, targeting writers who are still practicing writing paragraphs. (For a sample of expanding to essays go to the end of the lessons.) It is expected that you will adjust them to the level of your students.

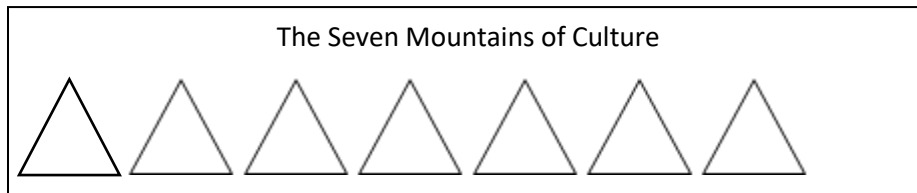
For this program you will need The Seven Mountains of Culture and The Seven Mountain Series books 1-8, a Seven Mountain of Culture journal for each child, chart paper for brainstorming, and a writing journal or blank paper, and a folder for each child's weekly writing assignments.

The Seven Mountain Writing Curriculum at a Glance

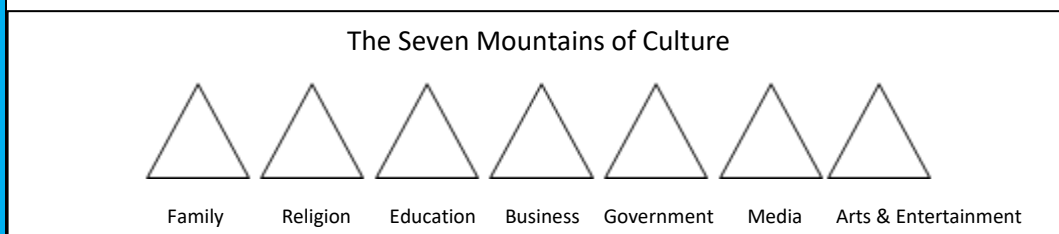
| | 1 The Seven Mountains of Culture | 2 Book from the Series | 3 Book from the Series | 4 Writing | 5 Writing |
|-------------------------------------|---|--|--|--|--------------|
| Week 1 Overview | Discuss the questions at the end of the section. Journal | Chart the people you know working on different mountains. | Discuss how the mountains overlap and interact Brainstorm chart | Expository: Choose a job that you think you would enjoy. Write about that job. | |
| Week 2 Family | Discuss the questions at the end of the section. Journal | List and discuss the attributes of family life | Tally which family attribute is most important Chart story ideas | Narrative: Write a story about a family that supports each other. | |
| Week 3 Pilgrim | Discuss the questions at the end of the section. Journal | List and discuss different aspects of being a pilgrim | Write down /illustrate how you believe God thinks about you Chart story | Expository: Write about a time when you had a problem and God answered your prayers. | |
| Week 4 Education | Discuss the questions at the end of the section. Journal | List and discuss different responsibilities of a teacher | Choose a problem at your school/propose a solution Chart for opinion | Opinion: Do you think school should only be four days a week? Write your answer. Other topics: longer recess; smaller classes; choose your own teacher. | |
| Week 5 Business | Discuss the questions at the end of the section. Journal | List the steps of opening a business in sequence | Imagine what a day at your <i>dream job</i> would be like. Chart your story | Narrative: Write a story about your day. -Create a logo for your company | |
| Week 6 Government | Discuss the questions at the end of the section. Journal | List different kinds of government jobs | Classify government jobs into the three criteria Chart for Day 4 | Expository: Write a paragraph about how the government protects its people. | |
| Week 7 Media | Discuss the questions at the end of the section. Journal | List different kinds of media jobs | Venn diagram of jobs in media: public vs. behind the scenes. Chart opinion | Opinion: Should students be allowed to have telephones during class? | |
| Week 8 Arts and Entertainment | Discuss the questions at the end of the section. Journal | List different ways people can express themselves | List the steps an athlete takes to improve. Chart your story. | Narrative: Write a story about a creative or an athlete who works to become the best in their school. | |
| Week 9 Review | Discuss the questions at the end of the section. Journal | Expository: Write about which mountain you would like to have a job on and how you will impact people there. | | Choose a favorite writing piece and edit, rewrite, and illustrate it. | |

Week 1 – Introduction to the Seven Mountains

Prepare ahead: Make a classroom chart of the Seven Mountains without the labels. Make sure that there is room to list people and their jobs under each label.

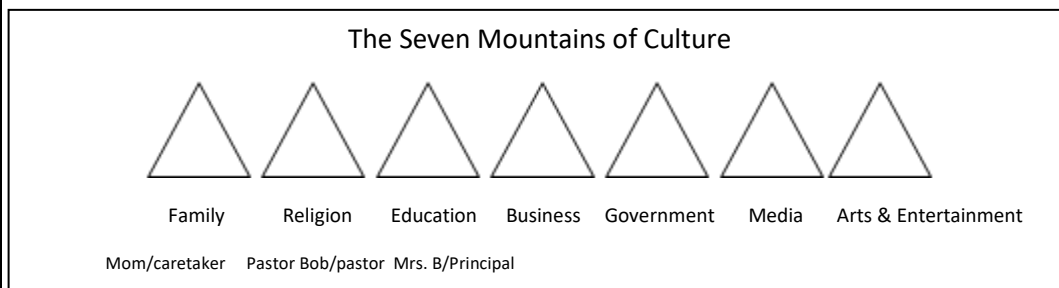


- Day 1
- Introduce The Seven Mountains of Culture, by Cindy Holman. Read the first section and answer the discussion questions.
 - Whole class: Label the Seven Mountains chart.

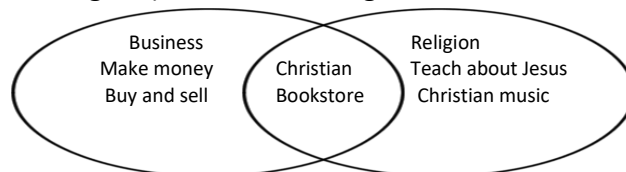


-Have students list the Seven Mountains on the front page of the Seven Mountains of Culture Journal and give students a folder to keep it in.

- Day 2
- Reread the first section of The Seven Mountains of Culture again. Review the concept of the Seven Mountains.
 - As a class, generate a list of people the students know with jobs in each mountain. For example:



- Day 3
- Review the concept of the Seven Mountains. Ask the students which mountain a Christian bookstore would be on. (The answer is that it is a business that influences the Mountain of Religion.) Use a Venn diagram to illustrate. For example:



Continue this process for: a comic book writer (Art/Media) and PTA member (Family/Ed.)

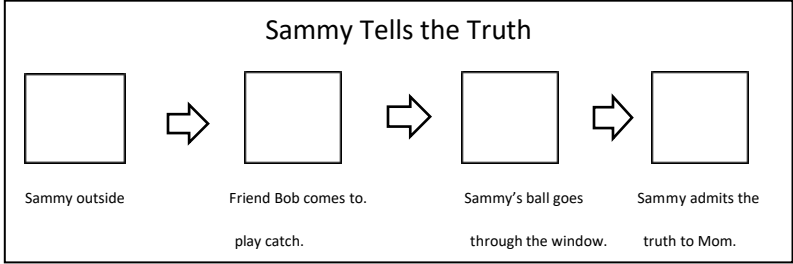
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| | <p>(Other ideas: Christmas celebrations; Sunday School; Lakeshore or another teacher store; CNN or FOX News; video games) -Choose a job to write about and model brainstorming all the things you like about that job onto chart paper. For example:</p> <div data-bbox="773 394 1117 659" style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p>works with kids creative</p> <p>reads fun books</p> <p style="text-align: center;">Teacher</p> <p>inside and outside job music</p> <p>helps parents</p> </div> <p>-Have students pick a job they would like to do and brainstorm what they like about that job. Save in their folder for Day 5.</p> |
| Day 4 | <p>-Using the brainstorming page from Day 3, model how to use your ideas to write a paragraph about a job that you would like to have. Explain your thinking as you do this.</p> <ol style="list-style-type: none"> 1. Generate a topic sentence that gives the general idea of what you are writing about. 2. Write two to four supporting sentences to support the topic. You may wish to talk through your process of combining things on your chart to make longer sentences. You may skip some things on your chart. 3. Write an ending sentence that restates your topic. <p>For example:</p> <div data-bbox="396 1180 1321 1306" style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p>I want to be a teacher. I would get to work with kids. We would read books, sing fun learning songs, and do creative projects. I would also get to work with parents. Being a teacher would be amazing!</p> </div> <p>(Depending on the level of your students, you may want to make increase or decrease the level of difficulty of your paragraph.)</p> |
| Day 5 | <p>-Review your writing sample from Day 4. Have students write their own paragraphs using their brainstorming from Day 3. Have students save this in their Seven Mountain Folder.</p> |

Week 2 – The Mountain of Family

Prepare ahead: Make a classroom flowchart with four squares.

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graph LR
    A[ ] --> B[ ]
    B --> C[ ]
    C --> D[ ]
    
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| Day 1 | <p>-Read the second section, <i>The Mountain of Family</i>, from <u>The Seven Mountains of Culture</u>, by Cindy Holman. Answer the discussion questions.</p> <p>- Have students write down a sentence or two about the Family Mountain and draw a picture on the Family page of their journal. For younger students, you may want to generate a sentence to write as a whole class.</p> |
| Day 2 | <p>Read <u>I'm in a Family</u>, Book 1 of the Seven Mountain Series. Answer the discussion questions. List and discuss the attributes of family life on chart paper. Save for Day 3.</p> |
| Day 3 | <p>-Have students choose the three attributes of family life that they feel are most important. Have students share their top three, making tally marks by each attribute as it is called out to see which attributes receive the most tally marks. Discuss your results.</p> <p>-Choose an attribute of family life to write a story about. Using simple drawings or stick figures, sketch a picture in each box and put key words under each one.</p> <p>Box 1 – Beginning – setting and main character (s)</p> <p>Box 2 – Action of the character.</p> <p>Box 3 – Problem</p> <p>Box 4 - Solution</p> <p>For example:</p> <div style="border: 1px solid black; padding: 10px; text-align: center;"> <p>Sammy Tells the Truth</p>  <pre> graph LR A[] --> B[] B --> C[] C --> D[] </pre> <p>Sammy outside Friend Bob comes to. play catch. Sammy's ball goes through the window. Sammy admits the truth to Mom.</p> </div> <p>-Have students choose a family attribute and start their own flowchart.</p> |
| Day 4 | <p>-Model how to write the story using the flowchart as a guide.</p> <p>For example:</p> <div style="border: 1px solid black; padding: 10px; text-align: center;"> <p>One day Sammy was playing in his back yard. His friend Bob came over and asked him to play catch. Sammy got silly when he threw the ball and it accidentally went through a window in his house. When Mom came out and asked what happened, Sammu told her the truth.</p> </div> <p>-Have students start their own stories.</p> |
| Day 5 | <p>-Have students finish their stories and edit. If they have time, have them draw a picture to go with their story. Save these in their Seven Mountain Folder.</p> |

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| | <p><u>Week 3 – The Mountain of Religion</u></p> <p>Prepare ahead: Make a flow chart with 5 boxes.</p> |
| Day 1 | <p>-Read the third section, <i>The Mountain of Religion</i>, from <u>The Seven Mountains of Culture</u>, by Cindy Holman. Answer the discussion questions.</p> |

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| | -Have students write down a sentence or two about the Religion Mountain and draw a picture on the Religion page of their journal. |
| Day 2 | -Read <u>I Am a Pilgrim</u> , Book 2 of the Seven Mountain Series. Answer the discussion questions. -Using chart paper, have the class list aspects of being a Christian. |
| Day 3 | -Give students 10 minutes to draw a picture or write how they think God sees them. Allow time for students to share if they would like. -Model using a flow chart to help you organize your thoughts about a time when God answered your prayers. Box 1 – Introductory sentence Box 2 – First... Box 3 – Next... Box 4 – Then... Box 5 – Conclusion -If time permits, have students make their chart for a time when God answered their prayers. |
| Day 4 | -Use your chart from Day 3 as a guideline, as you write a paragraph about a time God answered your prayers. Don't forget to share your reasoning about word choices, etc. -Have students finish their charts and start writing their paragraph about a time when God answered their prayers. |
| Day 5 | -Have students finish their writing and edit. If they have time, have them draw a picture to go with it. Save these in their Seven Mountain Folder. |

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| | <u>Week 4 – The Mountain of Education</u> |
| | Prepare ahead: Make a chart with a blank outline. Make the following chart to explain how to structure an opinion paragraph. |
| | <p style="text-align: center;">Opinion Paragraph</p> <p>A. Topic Sentence – State your opinion</p> <p>B. Supporting Sentence – give a reason to support your opinion 1. Give an example</p> <p>C. Supporting Sentence – give another reason to support your opinion 1. Give an example</p> <p>D. Conclusion – Restate your topic another way</p> |
| Day 1 | -Read the fourth section, <i>The Mountain of Education</i> , from <u>The Seven Mountains of Culture</u> , by Cindy Holman. Answer the discussion questions. -Have students write down a sentence or two about the Education Mountain and draw a picture on the Education page of their journal. |
| Day 2 | -Read <u>I Am a Teacher</u> , Book 3 of the Seven Mountain Series. Answer the discussion questions. -Using chart paper, have the class list some responsibilities of a teacher. |

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| Day 3 | <ul style="list-style-type: none"> -Using chart paper, generate a class list of problems or areas of concern at your school or in Education, such as school uniforms; the length of recess; what time the school day starts; kids running in the hallway, etc. -Use the blank outline chart to model how to make an outline for an opinion. Save the Opinion chart for Week 7. -Have students pick an area of concern and make an outline of their opinion paragraph. |
| Day 4 | <ul style="list-style-type: none"> -Model how to write an opinion paragraph. -Have students begin their opinion paragraphs. |
| Day 5 | <ul style="list-style-type: none"> -Have students finish their writing and edit. If they have time, have them draw a picture to go with it. Save these in their Seven Mountain Folder. |

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| | <p><u>Week 5 – The Mountain of Business</u></p> <p>Prepare ahead: Make 2 flowcharts with at least 4 boxes.</p> |
| Day 1 | <ul style="list-style-type: none"> -Read the fifth section, <i>The Mountain of Business</i>, from <u>The Seven Mountains of Culture</u>, by Cindy Holman. Answer the discussion questions. -Have students write down a sentence or two about the Business Mountain and draw a picture on the Business page of their journal. |
| Day 2 | <ul style="list-style-type: none"> -Read I Am in Business, Book 4 of the Seven Mountain Series. Answer the discussion questions. -Using the flowchart model, have the class list the steps to starting a business. |
| Day 3 | <ul style="list-style-type: none"> -As a class, have students generate ideas of different businesses they would like to have. -Using a flow chart, write a story about a day at your <i>dream job</i>. You should limit this to about 6 boxes. -Have students make their flow charts for a story about a day at their <i>dream job</i>. |
| Day 4 | Have students write their paragraph about a day at their <i>dream job</i> . |
| Day 5 | <ul style="list-style-type: none"> -When students have finished their writing and edit, have them create their own logo on a piece of white paper. Save these in their Seven Mountain Folder or display them in the classroom. |

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| | <p><u>Week 6 – The Mountain of Government</u></p> <p>Prepare ahead: Make a tree map.</p> |
| Day 1 | <ul style="list-style-type: none"> -Read the sixth section, <i>The Mountain of Government</i>, from <u>The Seven Mountains of Culture</u>, by Cindy Holman. Answer the discussion questions. -Have students write down a sentence or two about the Government Mountain and draw a picture on the Government page of their journal. |
| Day 2 | <ul style="list-style-type: none"> -Read I Am in Government, Book 5 of the Seven Mountain Series. Answer the discussion questions. -As a class, generate a list of government jobs. |
| Day 3 | <ul style="list-style-type: none"> -Using a tree map, classify the list of government jobs from Day 2 under the three main purposes of government. |

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| | For example: | | |
| | <table border="1"> <tr> <td><u>Protection</u> police firefighters army</td> <td><u>Government</u> <u>Justice</u> judge Congressmen</td> <td><u>Building and Sustaining</u> libraries highway maintenance</td> </tr> </table> | <u>Protection</u> police firefighters army | <u>Government</u> <u>Justice</u> judge Congressmen |
| <u>Protection</u> police firefighters army | <u>Government</u> <u>Justice</u> judge Congressmen | <u>Building and Sustaining</u> libraries highway maintenance | |
| | -Have students choose a job from under the <i>Protection</i> branch of your chart. Give them a blank piece of paper and have them brainstorm at least three ways people in that job protect people and their property. | | |
| Day 4 | -Review the structure of a paragraph from Week 1, Day 4. -Have students write a paragraph on how people in their chosen job protect citizens and/or property. | | |
| Day 5 | -Have students finish their writing and edit. If they have time, have them draw a picture to go with their it. Save these in their Seven Mountain Folder. | | |

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| | <u>Week 7 – The Mountain of Media</u> |
| | Prepare ahead: Make a Venn diagram. |
| Day 1 | -Read the seventh section, <i>The Mountain of Media</i> , from <u>The Seven Mountains of Culture</u> , by Cindy Holman. Answer the discussion questions. -Have students write down a sentence or two about the Media Mountain and draw a picture on the Media page of their journal. |
| Day 2 | -Read I Am in Media, Book 6 of the Seven Mountain Series. Answer the discussion questions. -As a class, generate a list of media jobs. |
| Day 3 | -As a class, categorize the media jobs you listed on Day 2 on a Venn diagram as either <i>behind the scenes</i> or <i>in the public eye</i> . -Review how to structure an opinion paragraph using the chart from Week 4. -Have students make an outline for a paragraph about whether students should be allowed to have a personal cell phone in the classroom. |
| Day 4 | -Review your model opinion paragraph from Week 4. -Have students write an opinion paragraph on whether students should be allowed to have their cell phones in class. |
| Day 5 | -Have students finish their writing and edit. If they have time, have them draw a picture to go with their it. Save these in their Seven Mountain Folder. |

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| | <u>Week 8 – The Mountain of Arts & Entertainment</u> |
| | Prepare ahead: Make a |
| Day 1 | -Read the eighth section, <i>The Mountain of Arts & Entertainment</i> , from <u>The Seven Mountains of Culture</u> , by Cindy Holman. Answer the discussion questions. -Have students write down a sentence or two about the Mountain of Arts & Entertainment, and draw a picture on the Arts & Entertainment page of their journal. |

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| Day 2 | -Read I Am an Artist, Book 7 of the Seven Mountain Series. Answer the discussion questions. -As a class, use chart paper to list different ways people can be creative. |
| Day 3 | -Read I Am an Athlete, Book 8 of the Seven Mountain Series. Answer the discussion questions. -As a class, use chart paper to list different steps an athlete must take to improve their game. |
| Day 4 | -Have students use a flow chart to develop a story about a creative person or an athlete who work hard to become the best in their school. |
| Day 5 | -Have students finish their writing and edit. If they have time, have them draw a picture to go with their it. Save these in their Seven Mountain Folder. |

| Week 9 – Conclusion | |
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| Day 1 | -Read the ninth and final section <u>The Seven Mountains of Culture</u> , by Cindy Holman. Answer the discussion questions. -Discuss what you have learned about the Seven Mountains. Allow students to share their favorite parts of the unit. |
| Day 2 | -Allow students a few minutes to dream about which mountain that they would like to have a job on and how they might impact people there. Have them record their ideas. - Review the structure of a paragraph from Week 1, Day 4. Allow students time to begin their paragraph. |
| Day 3 | -Have students finish their writing. If they have time, have them draw a picture to go with their it. Save these in their Seven Mountain Folder. |
| Day 4 | -Allow students to go through their Seven Mountains Folder and choose their favorite writing during the unit. Have them edit, rewrite, and illustrate it. |
| Day 5 | -If time allows, have students share their writing with the class. |

To expand the paragraph format to an essay format you use the same frame, changing the sentences to paragraphs. (The topic paragraph and concluding paragraphs may be only have one or two sentences.)
For example:

