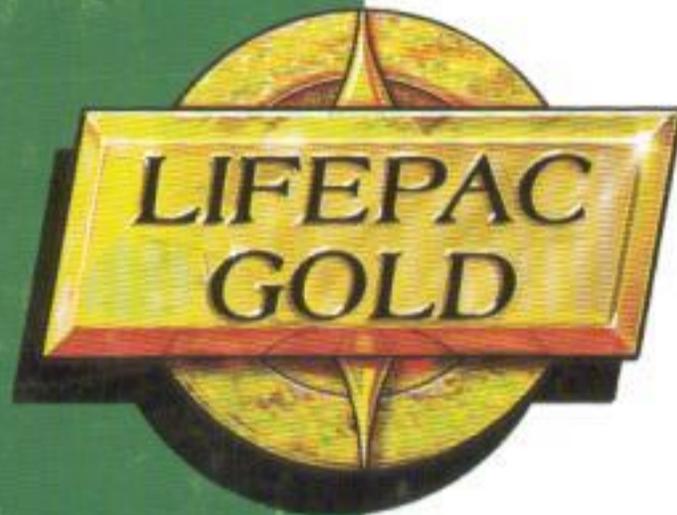


# TEACHER'S GUIDE

100

Part 2



# HISTORY & GEOGRAPHY

# History & Geography 100

## Teacher's Guide 2

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Revision Editor:

Alan Christopherson, M.S.



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# History & Geography 100 Teacher's Guide I

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Alan Christopherson, M.S.

Revision Editor



ALPHA OMEGA

PUBLICATIONS

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# HISTORY & GEOGRAPHY

Curriculum Overview  
Grades 1-12

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# HISTORY & GEOGRAPHY

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## Curriculum Overview Grades 1–12

# History & Geography LIFEPAK Overview

	Grade 1	Grade 2	Grade 3
LIFEPAK 1	<b>I AM A SPECIAL PERSON</b> <ul style="list-style-type: none"> <li>• God made me</li> <li>• You are God's child</li> <li>• All about you</li> <li>• Using proper manners</li> </ul>	<b>FAMILIES AND NEIGHBORS</b> <ul style="list-style-type: none"> <li>• We need a family</li> <li>• We help our family</li> <li>• Our neighborhood</li> <li>• Helping our neighbors</li> </ul>	<b>FISHING IN MAINE</b> <ul style="list-style-type: none"> <li>• At look at Deer Island</li> <li>• A lobster boat</li> <li>• Planting lobster traps</li> <li>• Catching lobsters</li> </ul>
LIFEPAK 2	<b>COMMUNICATING WITH SOUND</b> <ul style="list-style-type: none"> <li>• Sounds people make</li> <li>• Sounds the communicate</li> <li>• Communicating without sound</li> <li>• Communicating with God</li> </ul>	<b>COMMUNITY HELPERS</b> <ul style="list-style-type: none"> <li>• What is a community</li> <li>• Community helpers</li> <li>• Your church community</li> <li>• Helping your community</li> </ul>	<b>FARMING IN KANSAS</b> <ul style="list-style-type: none"> <li>• The six parts of Kansas</li> <li>• Getting to know Kansas</li> <li>• Exploring Kansas</li> <li>• Harvest in Kansas</li> </ul>
LIFEPAK 3	<b>I HAVE FEELINGS</b> <ul style="list-style-type: none"> <li>• I feel sad</li> <li>• I feel afraid</li> <li>• A feel happy</li> <li>• I have other feelings</li> </ul>	<b>NEIGHBORHOOD STORES</b> <ul style="list-style-type: none"> <li>• Pioneer goods and services</li> <li>• Modern goods and services</li> <li>• Some business rules</li> <li>• God's business rules</li> </ul>	<b>FRUIT-GROWING IN WASHINGTON</b> <ul style="list-style-type: none"> <li>• Geography of Washington</li> <li>• Cities in Washington</li> <li>• Apple blossom time</li> <li>• Apple harvest time</li> </ul>
LIFEPAK 4	<b>I LIVE IN A FAMILY</b> <ul style="list-style-type: none"> <li>• My mother and father</li> <li>• My brothers and sisters</li> <li>• My grandparents</li> <li>• What my family does</li> </ul>	<b>FARMS AND CITIES</b> <ul style="list-style-type: none"> <li>• Farming long ago</li> <li>• Farming today</li> <li>• Growing cities</li> <li>• Changing cities</li> </ul>	<b>FORESTS IN OREGON</b> <ul style="list-style-type: none"> <li>• A land of forests</li> <li>• Trees of the forests</li> <li>• Lumbering in Oregon</li> <li>• Keeping Oregon's forests</li> </ul>
LIFEPAK 5	<b>YOU AND GOD'S FAMILY</b> <ul style="list-style-type: none"> <li>• Getting ready in the morning</li> <li>• Walking to school</li> <li>• The school family</li> <li>• The church family</li> </ul>	<b>NEIGHBORS AROUND THE WORLD</b> <ul style="list-style-type: none"> <li>• Things all families need</li> <li>• How communities share</li> <li>• How communities change</li> <li>• Customs of the world</li> </ul>	<b>CALIFORNIA: A GOLDEN LAND</b> <ul style="list-style-type: none"> <li>• Early California</li> <li>• The ranch community</li> <li>• A trip around the state</li> <li>• Work on a truck farm</li> </ul>
LIFEPAK 6	<b>PLACES PEOPLE LIVE</b> <ul style="list-style-type: none"> <li>• Life on the farm</li> <li>• Life in the city</li> <li>• Life by the sea</li> <li>•</li> </ul>	<b>A JAPANESE FAMILY</b> <ul style="list-style-type: none"> <li>• Places people live in Japan</li> <li>• School in Japan</li> <li>• Work in Japan</li> <li>• Play in Japan</li> </ul>	<b>CATTLE IN TEXAS</b> <ul style="list-style-type: none"> <li>• Learning about Texas</li> <li>• Early ranches in Texas</li> <li>• Life on a ranch</li> <li>• A cattle round-up</li> </ul>
LIFEPAK 7	<b>COMMUNITY HELPERS</b> <ul style="list-style-type: none"> <li>• Firemen and policemen</li> <li>• Doctors</li> <li>• City workers</li> <li>• Teachers and ministers</li> </ul>	<b>HOW WE TRAVEL</b> <ul style="list-style-type: none"> <li>• Travel in Bible times</li> <li>• Travel in the past</li> <li>• Travel today</li> <li>• Changes in today's world</li> </ul>	<b>COAL MINING IN PENNSYLVANIA</b> <ul style="list-style-type: none"> <li>• The formation of coal</li> <li>• Products from coal</li> <li>• Methods of mining coal</li> <li>• The state of Pennsylvania</li> </ul>
LIFEPAK 8	<b>I LOVE MY COUNTRY</b> <ul style="list-style-type: none"> <li>• America discovered</li> <li>• The Pilgrims</li> <li>• The United States begin</li> <li>• Respect for your country</li> </ul>	<b>MESSAGES FROM FAR AND NEAR</b> <ul style="list-style-type: none"> <li>• Communication in Bible times</li> <li>• Communication today</li> <li>• Reasons for communication</li> <li>• Communication without sound</li> </ul>	<b>MANUFACTURING IN MICHIGAN</b> <ul style="list-style-type: none"> <li>• Facts about Michigan</li> <li>• Interesting people of Michigan</li> <li>• Places in Michigan</li> <li>• The treasures in Michigan</li> </ul>
LIFEPAK 9	<b>I LIVE IN THE WORLD</b> <ul style="list-style-type: none"> <li>• The globe</li> <li>• Countries</li> <li>• Friends in Mexico</li> <li>• Friends in Japan</li> </ul>	<b>CARING FOR OUR NEIGHBORHOODS</b> <ul style="list-style-type: none"> <li>• God's plan for nature</li> <li>• Sin changed nature</li> <li>• Problems in our neighborhoods</li> <li>• Helping our neighborhoods</li> </ul>	<b>SPACE TRAVEL IN FLORIDA</b> <ul style="list-style-type: none"> <li>• A place to launch spacecraft</li> <li>• Worker at the Space Center</li> <li>• The first flights</li> <li>• The trip to the moon</li> </ul>
LIFEPAK 10	<b>THE WORLD AND YOU</b> <ul style="list-style-type: none"> <li>• You are special</li> <li>• Your family</li> <li>• Your school and church</li> <li>• Your world</li> </ul>	<b>PEOPLE DEPEND ON EACH OTHER</b> <ul style="list-style-type: none"> <li>• Depending on our families</li> <li>• Depending on our neighbors</li> <li>• Depending on our communities</li> <li>• Communicating with God</li> </ul>	<b>REVIEW OF NINE STATES</b> <ul style="list-style-type: none"> <li>• California and Kansas</li> <li>• Washington and Maine</li> <li>• Oregon and Pennsylvania</li> <li>• Texas, Florida, and Michigan</li> </ul>

## History & Geography LIFEPAC Overview

Grade 4	Grade 5	Grade 6	◆
<b>OUR EARTH</b> <ul style="list-style-type: none"> <li>• The surface of the earth</li> <li>• Early explorations of the earth</li> <li>• Exploring from space</li> <li>• Exploring the oceans</li> </ul>	<b>A NEW WORLD</b> <ul style="list-style-type: none"> <li>• Exploration of America</li> <li>• The first colonies</li> <li>• Conflict with Britain</li> <li>• Birth of the United States</li> </ul>	<b>WORLD GEOGRAPHY</b> <ul style="list-style-type: none"> <li>• Latitude and longitude</li> <li>• Western and eastern hemispheres</li> <li>• The southern hemisphere</li> <li>• Political and cultural regions</li> </ul>	LIFEPAC 1
<b>SEAPORT CITIES</b> <ul style="list-style-type: none"> <li>• Sydney</li> <li>• Hong Kong</li> <li>• Istanbul</li> <li>• London</li> </ul>	<b>A NEW NATION</b> <ul style="list-style-type: none"> <li>• War for Independence</li> <li>• Life in America</li> <li>• A new form of government</li> <li>• The Nation's early years</li> </ul>	<b>THE CRADLE OF CIVILIZATION</b> <ul style="list-style-type: none"> <li>• Mesopotamia</li> <li>• The land of Israel</li> <li>• The Nation of Israel</li> <li>• Egypt</li> </ul>	LIFEPAC 2
<b>DESERT LANDS</b> <ul style="list-style-type: none"> <li>• What is a desert?</li> <li>• Where are the deserts?</li> <li>• How do people live in the desert?</li> </ul>	<b>A TIME OF TESTING</b> <ul style="list-style-type: none"> <li>• Louisiana Purchase</li> <li>• War of 1812</li> <li>• Sectionalism</li> <li>• Improvements in trade &amp; travel</li> </ul>	<b>GREECE AND ROME</b> <ul style="list-style-type: none"> <li>• Geography of the region</li> <li>• Beginning civilizations</li> <li>• Contributions to other civilizations</li> <li>• The influence of Christianity</li> </ul>	LIFEPAC 3
<b>GRASSLANDS</b> <ul style="list-style-type: none"> <li>• Grasslands of the world</li> <li>• Ukraine</li> <li>• Kenya</li> <li>• Argentina</li> </ul>	<b>A GROWING NATION</b> <ul style="list-style-type: none"> <li>• Andrew Jackson's influence</li> <li>• Texas &amp; Oregon</li> <li>• Mexican War</li> <li>• The Nation divides</li> </ul>	<b>THE MIDDLE AGES</b> <ul style="list-style-type: none"> <li>• The feudal system</li> <li>• Books and schools</li> <li>• The Crusades</li> <li>• Trade and architecture</li> </ul>	LIFEPAC 4
<b>TROPICAL RAIN FORESTS</b> <ul style="list-style-type: none"> <li>• Facts about rain forests</li> <li>• Rain forests of the world</li> <li>• The Amazon rain forest</li> <li>• The Congo rain forest</li> </ul>	<b>A DIVIDED NATION</b> <ul style="list-style-type: none"> <li>• Civil War</li> <li>• Reconstruction</li> <li>• Gilded Age</li> <li>• The need for reform</li> </ul>	<b>SIX SOUTH AMERICAN COUNTRIES</b> <ul style="list-style-type: none"> <li>• Brazil</li> <li>• Colombia</li> <li>• Venezuela</li> <li>• Three Guianas</li> </ul>	LIFEPAC 5
<b>THE POLAR REGIONS</b> <ul style="list-style-type: none"> <li>• The polar regions: coldest places in the world</li> <li>• The Arctic polar region</li> <li>• The Antarctic polar region</li> </ul>	<b>A CHANGING NATION</b> <ul style="list-style-type: none"> <li>• Progressive reforms</li> <li>• Spanish-American War</li> <li>• World War I</li> <li>• Roaring Twenties</li> </ul>	<b>OTHER AMERICAN COUNTRIES</b> <ul style="list-style-type: none"> <li>• Ecuador and Peru</li> <li>• Bolivia and Uruguay</li> <li>• Paraguay and Argentina</li> <li>• Chile</li> </ul>	LIFEPAC 6
<b>MOUNTAIN COUNTRIES</b> <ul style="list-style-type: none"> <li>• Peru – the Andes</li> <li>• The Incas and modern Peru</li> <li>• Nepal – the Himalayas</li> <li>• Switzerland – the Alps</li> </ul>	<b>DEPRESSION AND WAR</b> <ul style="list-style-type: none"> <li>• The Great Depression</li> <li>• War begins in Europe</li> <li>• War in Europe</li> <li>• War in the Pacific</li> </ul>	<b>AFRICA</b> <ul style="list-style-type: none"> <li>• Geography and cultures</li> <li>• Countries of northern Africa</li> <li>• Countries of central Africa</li> <li>• Countries of southern Africa</li> </ul>	LIFEPAC 7
<b>ISLAND COUNTRIES</b> <ul style="list-style-type: none"> <li>• Islands of the earth</li> <li>• Cuba</li> <li>• Iceland</li> <li>• Japan</li> </ul>	<b>COLD WAR</b> <ul style="list-style-type: none"> <li>• Korean War &amp; other crises</li> <li>• Vietnam War</li> <li>• Civil Rights Movement</li> <li>• Upheaval in America</li> </ul>	<b>MODERN WESTERN EUROPE</b> <ul style="list-style-type: none"> <li>• The Renaissance</li> <li>• The Industrial Revolution</li> <li>• World War I</li> <li>• World War II</li> </ul>	LIFEPAC 8
<b>NORTH AMERICA</b> <ul style="list-style-type: none"> <li>• Geography</li> <li>• Lands, lakes and rivers</li> <li>• Northern countries</li> <li>• Southern countries</li> </ul>	<b>THE END OF THE MILLENNIUM</b> <ul style="list-style-type: none"> <li>• Watergate</li> <li>• Détente &amp; Economic problems</li> <li>• The fall of Communism</li> <li>• Persian Gulf War</li> </ul>	<b>MODERN EASTERN EUROPE</b> <ul style="list-style-type: none"> <li>• Early government</li> <li>• Early churches</li> <li>• Early countries</li> <li>• Modern countries</li> </ul>	LIFEPAC 9
<b>OUR WORLD IN REVIEW</b> <ul style="list-style-type: none"> <li>• Europe and the explorers</li> <li>• Asia and Africa</li> <li>• Southern continents</li> <li>• North America, North Pole</li> </ul>	<b>THE UNITED STATES OF AMERICA</b> <ul style="list-style-type: none"> <li>• Review</li> <li>• Exploration &amp; Founding</li> <li>• Expansion &amp; Change</li> <li>• Superpower</li> </ul>	<b>THE DEVELOPMENT OF OUR WORLD</b> <ul style="list-style-type: none"> <li>• Cradle of civilization</li> <li>• The Middle Ages</li> <li>• Modern Europe</li> <li>• South America and Africa</li> </ul>	LIFEPAC 10

# History & Geography LIFEPAC Overview

	Grade 7	Grade 8	Grade 9
LIFEPAC 1	<b>WHAT IS HISTORY</b> <ul style="list-style-type: none"> <li>• Definition and significance of history</li> <li>• Historians and the historical method</li> <li>• Views of history</li> </ul>	<b>EUROPE COMES TO AMERICA</b> <ul style="list-style-type: none"> <li>• Voyages of Columbus</li> <li>• Spanish exploration</li> <li>• Other exploration</li> <li>• The first colonies</li> </ul>	<b>UNITED STATES HERITAGE</b> <ul style="list-style-type: none"> <li>• American colonies</li> <li>• Acquisitions and annexations</li> <li>• Backgrounds to freedom</li> <li>• Backgrounds to society</li> </ul>
LIFEPAC 2	<b>WHAT IS GEOGRAPHY</b> <ul style="list-style-type: none"> <li>• Classes of geography</li> <li>• Geography and relief of the earth</li> <li>• Maps and the study of our world</li> <li>• Time zones</li> </ul>	<b>BRITISH AMERICA</b> <ul style="list-style-type: none"> <li>• English colonies</li> <li>• Government</li> <li>• Lifestyle</li> <li>• Wars with France</li> </ul>	<b>OUR NATIONAL GOVERNMENT</b> <ul style="list-style-type: none"> <li>• Ideals of national government</li> <li>• National government developed</li> <li>• Legislative and Executive branches</li> <li>• Judicial branch</li> </ul>
LIFEPAC 3	<b>U.S. HISTORY AND GEOGRAPHY</b> <ul style="list-style-type: none"> <li>• Geography of the U.S.</li> <li>• Early history of the U.S.</li> <li>• Physical regions of the U.S.</li> <li>• Cultural regions of the U.S.</li> </ul>	<b>THE AMERICAN REVOLUTION</b> <ul style="list-style-type: none"> <li>• British control</li> <li>• Rebellion of the Colonies</li> <li>• War for independence</li> <li>• Constitution</li> </ul>	<b>STATE AND LOCAL GOVERNMENT</b> <ul style="list-style-type: none"> <li>• Powers of state government</li> <li>• County government</li> <li>• Township government</li> <li>• City government</li> </ul>
LIFEPAC 4	<b>ANTHROPOLOGY</b> <ul style="list-style-type: none"> <li>• Understanding anthropology</li> <li>• The unity of man</li> <li>• The diversity of man</li> <li>• The culture of man</li> </ul>	<b>A FIRM FOUNDATION</b> <ul style="list-style-type: none"> <li>• Washington's presidency</li> <li>• Adams administration</li> <li>• Jeffersonian Democracy</li> <li>• War of 1812</li> </ul>	<b>PLANNING A CAREER</b> <ul style="list-style-type: none"> <li>• Definition of a career</li> <li>• God's will concerning a career</li> <li>• Selecting a career</li> <li>• Preparation for a career</li> </ul>
LIFEPAC 5	<b>SOCIOLOGY</b> <ul style="list-style-type: none"> <li>• Sociology defined</li> <li>• Historical development</li> <li>• Importance to Christians</li> <li>• Method of sociology</li> </ul>	<b>A GROWING NATION</b> <ul style="list-style-type: none"> <li>• Jacksonian Era</li> <li>• Northern border</li> <li>• Southern border</li> <li>• Industrial Revolution</li> </ul>	<b>CITIZENSHIP</b> <ul style="list-style-type: none"> <li>• Citizenship defined</li> <li>• Gaining citizenship</li> <li>• Rights of citizenship</li> <li>• Responsibilities of citizenship</li> </ul>
LIFEPAC 6	<b>U.S. ANTHROPOLOGY</b> <ul style="list-style-type: none"> <li>• Cultural background of the U.S.</li> <li>• Native American cultures</li> <li>• Cultures from distant lands</li> <li>• Cultural and social interaction</li> </ul>	<b>THE CIVIL WAR</b> <ul style="list-style-type: none"> <li>• Division &amp; Session</li> <li>• Civil War</li> <li>• Death of Lincoln</li> <li>• Reconstruction</li> </ul>	<b>THE EARTH AND MAN</b> <ul style="list-style-type: none"> <li>• Man inhabits the earth</li> <li>• Man's home on the earth</li> <li>• Man develops the earth</li> <li>• The future of the earth</li> </ul>
LIFEPAC 7	<b>ECONOMICS</b> <ul style="list-style-type: none"> <li>• Economics defined</li> <li>• Methods of the economist</li> <li>• Tools of the economist</li> <li>• An experiment in economy</li> </ul>	<b>GILDED AGE TO PROGRESSIVE ERA</b> <ul style="list-style-type: none"> <li>• Rise of industry</li> <li>• Wild West</li> <li>• America as a world power</li> <li>• Progressive era</li> </ul>	<b>REGIONS OF THE WORLD</b> <ul style="list-style-type: none"> <li>• A region defined</li> <li>• Geographic and climate regions</li> <li>• Cultural and political regions</li> <li>• Economic regions of Europe</li> </ul>
LIFEPAC 8	<b>POLITICAL SCIENCE</b> <ul style="list-style-type: none"> <li>• Definition of political science</li> <li>• Roots of Western thought</li> <li>• Modern political thinkers</li> <li>• Political theory</li> </ul>	<b>A WORLD IN CONFLICT</b> <ul style="list-style-type: none"> <li>• World War I</li> <li>• Great Depression</li> <li>• New Deal</li> <li>• World War II</li> </ul>	<b>MAN AND HIS ENVIRONMENT</b> <ul style="list-style-type: none"> <li>• The physical environment</li> <li>• Drug abuse</li> <li>• The social environment</li> <li>• Man's responsibilities</li> </ul>
LIFEPAC 9	<b>STATE ECONOMICS AND POLITICS</b> <ul style="list-style-type: none"> <li>• Background of state government</li> <li>• State government</li> <li>• State finance</li> <li>• State politics</li> </ul>	<b>COLD WAR AMERICA</b> <ul style="list-style-type: none"> <li>• Origins of the Cold War</li> <li>• Vietnam</li> <li>• Truman to Nixon</li> <li>• Ending of the Cold War</li> </ul>	<b>TOOLS OF THE GEOGRAPHER</b> <ul style="list-style-type: none"> <li>• The globe</li> <li>• Types of maps</li> <li>• Reading maps</li> <li>• The earth in symbol form</li> </ul>
LIFEPAC 10	<b>SOCIAL SCIENCES REVIEW</b> <ul style="list-style-type: none"> <li>• History and geography</li> <li>• Anthropology</li> <li>• Sociology</li> <li>• Economics and politics</li> </ul>	<b>RECENT AMERICA &amp; REVIEW</b> <ul style="list-style-type: none"> <li>• Europe to independence</li> <li>• Colonies to the Civil War</li> <li>• Civil War to World War II</li> <li>• World War II through Cold War</li> </ul>	<b>MAN IN A CHANGING WORLD</b> <ul style="list-style-type: none"> <li>• Development of the nation</li> <li>• Development of government</li> <li>• Development of the earth</li> <li>• Solving problems</li> </ul>

## History & Geography LIFEPAC Overview

Grade 10	Grade 11	Grade 12	◇
<b>ANCIENT CIVILIZATION</b> <ul style="list-style-type: none"> <li>• Origin of civilization</li> <li>• Early Egypt</li> <li>• Assyria and Babylonia</li> <li>• Persian civilization</li> </ul>	<b>FOUNDATIONS OF DEMOCRACY</b> <ul style="list-style-type: none"> <li>• Democracy develops</li> <li>• Virginia</li> <li>• New England colonies</li> <li>• Middle and southern colonies</li> </ul>	<b>INTERNATIONAL GOVERNMENTS</b> <ul style="list-style-type: none"> <li>• Why have governments</li> <li>• Types of governments</li> <li>• Governments in our world</li> <li>• Political thinkers</li> </ul>	LIFEPAC 1
<b>ANCIENT CIVILIZATIONS</b> <ul style="list-style-type: none"> <li>• India</li> <li>• China</li> <li>• Greek civilization</li> <li>• Roman Empire</li> </ul>	<b>CONSTITUTIONAL GOVERNMENT</b> <ul style="list-style-type: none"> <li>• Relations with England</li> <li>• The Revolutionary War</li> <li>• Articles of Confederation</li> <li>• Constitution of the U.S.</li> </ul>	<b>UNITED STATES GOVERNMENT</b> <ul style="list-style-type: none"> <li>• U.S. Constitution</li> <li>• Bill of Rights</li> <li>• Three branches of government</li> <li>• Legislative process</li> </ul>	LIFEPAC 2
<b>THE MEDIEVAL WORLD</b> <ul style="list-style-type: none"> <li>• Introduction to Middle Ages</li> <li>• Early Middle Ages</li> <li>• Middle Ages in transition</li> <li>• High Middle Ages</li> </ul>	<b>NATIONAL EXPANSION</b> <ul style="list-style-type: none"> <li>• A strong federal government</li> <li>• Revolution of 1800</li> <li>• War of 1812</li> <li>• Nationalism and sectionalism</li> </ul>	<b>AMERICAN PARTY SYSTEM</b> <ul style="list-style-type: none"> <li>• American party system</li> <li>• Development political parties</li> <li>• Functions of political parties</li> <li>• Voting</li> </ul>	LIFEPAC 3
<b>RENAISSANCE AND REFORMATION</b> <ul style="list-style-type: none"> <li>• Changes in government and art</li> <li>• Changes in literature and thought</li> <li>• Advances in science</li> <li>• Reform within the Church</li> </ul>	<b>A NATION DIVIDED</b> <ul style="list-style-type: none"> <li>• Issues of division</li> <li>• Division of land and people</li> <li>• Economics of slavery</li> <li>• Politics of slavery</li> </ul>	<b>HISTORY OF GOVERNMENTS</b> <ul style="list-style-type: none"> <li>• Primitive governments</li> <li>• Beginnings of Democracy</li> <li>• Feudalism, Theocracy &amp; Democracy</li> <li>• Fascism &amp; Nazism</li> </ul>	LIFEPAC 4
<b>GROWTH OF WORLD EMPIRES</b> <ul style="list-style-type: none"> <li>• England and France</li> <li>• Portugal and Spain</li> <li>• Austria and Germany</li> <li>• Italy and the Ottoman Empire</li> </ul>	<b>A NATION UNITED AGAIN</b> <ul style="list-style-type: none"> <li>• Regionalism</li> <li>• The division</li> <li>• The Civil War</li> <li>• Reconstruction</li> </ul>	<b>THE CHRISTIAN &amp; GOVERNMENT</b> <ul style="list-style-type: none"> <li>• Discrimination &amp; the Christian</li> <li>• Christian attitudes</li> <li>• "Opinion &amp; Truth" in politics</li> <li>• Politics &amp; Propaganda</li> </ul>	LIFEPAC 5
<b>THE AGE OF REVOLUTION</b> <ul style="list-style-type: none"> <li>• Factors leading to revolution</li> <li>• The English Revolution</li> <li>• The American Revolution</li> <li>• The French Revolution</li> </ul>	<b>INVOLVEMENT AT HOME &amp; ABROAD</b> <ul style="list-style-type: none"> <li>• Surge of industry</li> <li>• The industrial lifestyle</li> <li>• Isolationism</li> <li>• Involvement in conflict</li> </ul>	<b>FREE ENTERPRISE</b> <ul style="list-style-type: none"> <li>• Economics</li> <li>• Competition</li> <li>• Money through history</li> <li>• International finance &amp; currency</li> </ul>	LIFEPAC 6
<b>THE INDUSTRIAL REVOLUTION</b> <ul style="list-style-type: none"> <li>• Sparks of preparation</li> <li>• Industrial revolution in England</li> <li>• Industrial revolution in America</li> <li>• Social changes of the revolution</li> </ul>	<b>THE SEARCH FOR PEACE</b> <ul style="list-style-type: none"> <li>• The War and its aftermath</li> <li>• The Golden Twenties</li> <li>• The Great Depression</li> <li>• The New Deal</li> </ul>	<b>BUSINESS AND YOU</b> <ul style="list-style-type: none"> <li>• Running a business</li> <li>• Government &amp; business</li> <li>• Banks &amp; Mergers</li> <li>• Deregulation &amp; Bankruptcy</li> </ul>	LIFEPAC 7
<b>TWO WORLD WARS</b> <ul style="list-style-type: none"> <li>• Mounting tension</li> <li>• World War I</li> <li>• Peace and power quests</li> <li>• World War II</li> </ul>	<b>A NATION AT WAR</b> <ul style="list-style-type: none"> <li>• Causes of the war</li> <li>• World War II</li> <li>• Korean Conflict</li> <li>• Vietnam Conflict</li> </ul>	<b>THE STOCK MARKET</b> <ul style="list-style-type: none"> <li>• How it started and works</li> <li>• Selecting stocks</li> <li>• Types of stocks</li> <li>• Tracking stocks</li> </ul>	LIFEPAC 8
<b>THE CONTEMPORARY WORLD</b> <ul style="list-style-type: none"> <li>• Korean War</li> <li>• International organizations</li> <li>• Atomic stalemate</li> <li>• A form of coexistence</li> </ul>	<b>CONTEMPORARY AMERICA</b> <ul style="list-style-type: none"> <li>• Kennedy's New Frontier</li> <li>• Johnson's Great Society</li> <li>• Nixon's New Internationalism</li> <li>• Ford and a new era</li> </ul>	<b>BUDGET AND FINANCE</b> <ul style="list-style-type: none"> <li>• Cash, Credit &amp; Checking</li> <li>• Buying a car</li> <li>• Grants, Loans &amp; IRAs</li> <li>• Savings &amp; E-cash</li> </ul>	LIFEPAC 9
<b>ANCIENT TIMES TO THE PRESENT</b> <ul style="list-style-type: none"> <li>• Ancient civilizations</li> <li>• Medieval times</li> <li>• The Renaissance</li> <li>• The modern world</li> </ul>	<b>UNITED STATES HISTORY</b> <ul style="list-style-type: none"> <li>• Basis of democracy</li> <li>• The 1800s</li> <li>• Industrialization</li> <li>• Current history</li> </ul>	<b>GEOGRAPHY AND REVIEW</b> <ul style="list-style-type: none"> <li>• Euro &amp; International finance</li> <li>• U.S. Geography</li> <li>• The global traveler</li> <li>• Neighbors, Heroes &amp; The Holy Land</li> </ul>	LIFEPAC 10





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## **STRUCTURE OF THE LIFEPAC CURRICULUM**

The LIFEPAC curriculum is conveniently structured to provide one teacher handbook containing teacher support material with answer keys and ten student worktexts for each subject at grade levels two through twelve. The worktext format of the LIFEPACs allows the student to read the textual information and complete workbook activities all in the same booklet. The easy to follow LIFEPAC numbering system lists the grade as the first number(s) and the last two digits as the number of the series. For example, the Language Arts LIFEPAC at the 6th grade level, 5th book in the series would be LA 605.

Each LIFEPAC is divided into 3 to 5 sections and begins with an introduction or overview of the booklet as well as a series of specific learning objectives to give a purpose to the study of the LIFEPAC. The introduction and objectives are followed by a vocabulary section which may be found at the beginning of each section at the lower levels, at the beginning of the LIFEPAC in the middle grades, or in the glossary at the high school level. Vocabulary words are used to develop word recognition and should not be confused with the spelling words introduced later in the LIFEPAC. The student should learn all vocabulary words before working the LIFEPAC sections to improve comprehension, retention, and reading skills.

Each activity or written assignment has a number for easy identification, such as 1.1. The first number corresponds to the LIFEPAC section and the number to the right of the decimal is the number of the activity.

Teacher checkpoints, which are essential to maintain quality learning, are found at various locations throughout the LIFEPAC. The teacher should check 1) neatness of work and penmanship, 2) quality of understanding (tested with a short oral quiz), 3) thoroughness of answers (complete sentences and paragraphs, correct spelling, etc.), 4) completion of activities (no blank spaces), and 5) accuracy of answers as compared to the answer key (all answers correct).

The self test questions are also number coded for easy reference. For example, 2.015 means that this is the 15th question in the self test of Section II. The first number corresponds to the LIFEPAC section, the zero indicates that it is a self test question, and the number to the right of the zero the question number.

The LIFEPAC test is packaged at the centerfold of each LIFEPAC. It should be removed and put aside before giving the booklet to the student for study.

Answer and test keys have the same numbering system as the LIFEPACs and appear at the back of this handbook. The student may be given access to the answer keys (not the test keys) under teacher supervision so that he can score his own work.

A thorough study of the Curriculum Overview by the teacher before instruction begins is essential to the success of the student. The teacher should become familiar with expected skill mastery and understand how these grade level skills fit into the overall skill development of the curriculum. The teacher should also preview the objectives that appear at the beginning of each LIFEPAC for additional preparation and planning.

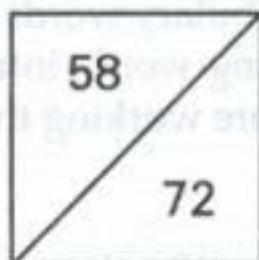
## History & Geography 100 LIFEPAC Management

### TEST SCORING and GRADING

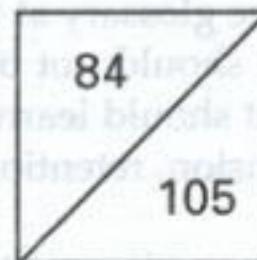
Answer keys and test keys give examples of correct answers. They convey the idea, but the student may use many ways to express a correct answer. The teacher should check for the essence of the answer, not for the exact wording. Many questions are high level and require thinking and creativity on the part of the student. Each answer should be scored based on whether or not the main idea written by the student matches the model example. "Any Order" or "Either Order" in a key indicates that no particular order is necessary to be correct.

Most self tests and LIFEPAC tests at the lower elementary levels are scored at 1 point per question; however, the upper levels may have a point system awarding 2 to 5 points for various questions. Further, the total test points will vary; they may not always equal 100 points. They may be 78, 85, 100, 105, etc.

ex. 1



ex. 2



A score box similar to ex.1 above is located at the end of each self test and on the front of the LIFEPAC test. The bottom score, 72, represents the total number of points possible on the test. The upper score, 58, represents the number of points your student will need to receive an 80% or passing grade. If you wish to establish the exact percentage that your student has achieved, find the total points of his correct answers and divide it by the bottom number (in this case 72.) For example, if your student has a point total of 65, divide 65 by 72 for a grade of 90%. Referring to ex. 2, on a test with a total of 105 possible points, the student would have to receive a minimum of 84 correct points for an 80% or passing grade. If your student has received 93 points, simply divide the 93 by 105 for a percentage grade of 86%. Students who receive a score below 80% should review the LIFEPAC and retest using the appropriate Alternate Test found in the Teacher's Guide.

The following is a guideline to assign letter grades for completed LIFEPACs based on a maximum total score of 100 points.

- LIFEPAC Test = 60% of the Total Score (or percent grade)
- Self Test = 25% of the Total Score (average percent of self tests)
- Reports = 10% or 10\* points per LIFEPAC
- Oral Work = 5% or 5\* points per LIFEPAC

\*Determined by the teacher's subjective evaluation of the student's daily work.

## History & Geography 100 LIFEPAC Management

Example:

LIFEPAC Test Score	= 92%	92	x	.60	=	55 points
Self Test Average	= 90%	90	x	.25	=	23 points
Reports					=	8 points
Oral Work					=	4 points

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**TOTAL POINTS** = 90 points

Grade Scale based on point system:	100	-	94	=	A
	93	-	86	=	B
	85	-	77	=	C
	76	-	70	=	D
	Below		70	=	F

Review is essential to student success. Time invested in review when review is suggested will be time saved in correcting errors later. Self tests, unlike the section activities, are closed book. Certain procedure helps to identify weaknesses before they become too great to overcome. Certain objectives from self tests are circled and test previous sections therefore good preparation for a self test must include all material studied up to that testing point.

The following procedure which has been found to be successful in developing good study habits in the LIFEPAC curriculum.

1. Read the introduction and Table of Contents.
2. Read the objectives.
3. Read and study the entire vocabulary (glossary) list.
4. Study each section as follows:
  - a. Read the introduction and study the section objectives.
  - b. Read all the text for the entire section, but answer none of the activities.
  - c. Return to the beginning of the section and reread each vocabulary word and definition.
  - d. Reread the section, complete the activities, check the answers with the answer key, correct all errors, and have the teacher check.
  - e. Read the self test but do not answer the questions.
  - f. Go to the beginning of the first section and reread the text and answer to the activities up to the self test you have not yet done.
  - g. Answer the questions to the self test without looking back.
  - h. Have the self test checked by the teacher.
  - i. Correct the self test and have the teacher check the corrections.
  - j. Repeat steps a-i for each section.

### **TEACHER HINTS and STUDYING TECHNIQUES**

LIFEPAC Activities are written to check the level of understanding of the preceding text. The student may look back to the text as necessary to complete these activities; however, a student should never attempt to do the activities without reading (studying) the text first. Self tests and LIFEPAC tests are never open book tests.

Language arts activities (skill integration) often appear within other subject curriculum. The purpose is to give the student an opportunity to test his skill mastery outside of the context in which it was presented.

Writing complete answers (paragraphs) to some questions is an integral part of the LIFEPAC Curriculum in all subjects. This builds communication and organization skills, increases understanding and retention of ideas, and helps enforce good penmanship. Complete sentences should be encouraged for this type of activity. Obviously, single words or phrases do not meet the intent of the activity, since multiple lines are given for the response.

Review is essential to student success. Time invested in review where review is suggested will be time saved in correcting errors later. Self tests, unlike the section activities, are closed book. This procedure helps to identify weaknesses before they become too great to overcome. Certain objectives from self tests are cumulative and test previous sections; therefore, good preparation for a self test must include all material studied up to that testing point.

The following procedure checklist has been found to be successful in developing good study habits in the LIFEPAC curriculum.

1. Read the introduction and Table of Contents.
2. Read the objectives.
3. Recite and study the entire vocabulary (glossary) list.
4. Study each section as follows:
  - a. Read the introduction and study the section objectives.
  - b. Read all the text for the entire section, but answer none of the activities.
  - c. Return to the beginning of the section and memorize each vocabulary word and definition.
  - d. Reread the section, complete the activities, check the answers with the answer key, correct all errors, and have the teacher check.
  - e. Read the self test but do not answer the questions.
  - f. Go to the beginning of the first section and reread the text and answers to the activities up to the self test you have not yet done.
  - g. Answer the questions to the self test without looking back.
  - h. Have the self test checked by the teacher.
  - i. Correct the self test and have the teacher check the corrections.
  - j. Repeat steps a-i for each section.

5. Use the SQ3R\* method to prepare for the LIFEPAC test.
6. Take the LIFEPAC test as a closed book test.
7. LIFEPAC tests are administered and scored under direct teacher supervision. Students who receive scores below 80% should review the LIFEPAC using the SQ3R\* study method and take the Alternate Test located in the Teacher Handbook. The final test grade may be the grade on the Alternate Test or an average of the grades from the original LIFEPAC test and the Alternate Test.

**\*SQ3R: Scan the whole LIFEPAC,  
Question yourself on the objectives,  
Read the whole LIFEPAC again,  
Recite through an oral examination, and  
Review weak areas.**

## History & Geography 100 LIFEPAC Management

### GOAL SETTING and SCHEDULES

Each school must develop its own schedule, because no single set of procedures will fit every situation. The following is an example of a daily schedule that includes the five LIFEPAC subjects as well as time slotted for special activities.

#### Possible Daily Schedule

8:15	–	8:25	Pledges, prayer, songs, devotions, etc.
8:25	–	9:10	Bible
9:10	–	9:55	Language Arts
9:55	–	10:15	Recess (juice break)
10:15	–	11:00	Mathematics
11:00	–	11:45	History & Geography
11:45	–	12:30	Lunch, recess, quiet time
12:30	–	1:15	Science
1:15	–		Drill, remedial work, enrichment*

\*Enrichment: Computer time, physical education, field trips, fun reading, games and puzzles, family business, hobbies, resource persons, guests, crafts, creative work, electives, music appreciation, projects.

Basically, two factors need to be considered when assigning work to a student in the LIFEPAC curriculum.

The first is time. An average of 45 minutes should be devoted to each subject, each day. Remember, this is only an average. Because of extenuating circumstances a student may spend only 15 minutes on a subject one day and the next day spend 90 minutes on the same subject.

The second factor is the number of pages to be worked in each subject. A single LIFEPAC is designed to take 3 to 4 weeks to complete. Allowing about 3-4 days for LIFEPAC introduction, review, and tests, the student has approximately 15 days to complete the LIFEPAC pages. Simply take the number of pages in the LIFEPAC, divide it by 15 and you will have the number of pages that must be completed on a daily basis to keep the student on schedule. For example, a LIFEPAC containing 45 pages will require 3 completed pages per day. Again, this is only an average. While working a 45 page LIFEPAC, the student may complete only 1 page the first day if the text has a lot of activities or reports, but go on to complete 5 pages the next day.

Long range planning requires some organization. Because the traditional school year originates in the early fall of one year and continues to late spring of the following year, a calendar should be devised that covers this period of time. Approximate beginning and completion dates can be noted

on the calendar as well as special occasions such as holidays, vacations and birthdays. Since each LIFEPAC takes 3-4 weeks or eighteen days to complete, it should take about 180 school days to finish a set of ten LIFEPACs. Starting at the beginning school date, mark off eighteen school days on the calendar and that will become the targeted completion date for the first LIFEPAC. Continue marking the calendar until you have established dates for the remaining nine LIFEPACs making adjustments for previously noted holidays and vacations. If all five subjects are being used, the ten established target dates should be the same for the LIFEPACs in each subject.

## FORMS

The sample weekly lesson plan and student grading sheet forms are included in this section as teacher support materials and may be duplicated at the convenience of the teacher.

The student grading sheet is provided for those who desire to follow the suggested guidelines for assignment of letter grades found on page 3 of this section. The student's self test scores should be posted as percentage grades. When the LIFEPAC is completed the teacher should average the self test grades, multiply the average by .25 and post the points in the box marked self test points. The LIFEPAC percentage grade should be multiplied by .60 and posted. Next, the teacher should award and post points for written reports and oral work. A report may be any type of written work assigned to the student whether it is a LIFEPAC or additional learning activity. Oral work includes the student's ability to respond orally to questions which may or may not be related to LIFEPAC activities or any type of oral report assigned by the teacher. The points may then be totaled and a final grade entered along with the date that the LIFEPAC was completed.

The Student Record Book which was specifically designed for use with the Alpha Omega curriculum provides space to record weekly progress for one student over a nine week period as well as a place to post self test and LIFEPAC scores. The Student Record Books are available through the current Alpha Omega catalog; however, unlike the enclosed forms these books are not for duplication and should be purchased in sets of four to cover a full academic year.

## History & Geography 100 LIFEPAK Management

on the calendar as well as special occasions such as holidays. Vacations should be marked on the calendar as well as special occasions such as holidays. LIFEPAK takes 3-4 weeks or eight to ten days to complete. It should take about 180 school days to complete. LIFEPAK takes 3-4 weeks or eight to ten days to complete. It should take about 180 school days to complete. LIFEPAK takes 3-4 weeks or eight to ten days to complete. It should take about 180 school days to complete.

FORMS

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The Student Record Book which was specifically designed for use with the LIFEPAK curriculum provides space to record weekly progress for one student over a nine week period as well as a plan for post-test and LIFEPAK scores. The Student Record Book may be duplicated for duplication and should be purchased in sets of four to cover a full academic year.

The Student Record Book which was specifically designed for use with the LIFEPAK curriculum provides space to record weekly progress for one student over a nine week period as well as a plan for post-test and LIFEPAK scores. The Student Record Book may be duplicated for duplication and should be purchased in sets of four to cover a full academic year.

The Student Record Book which was specifically designed for use with the LIFEPAK curriculum provides space to record weekly progress for one student over a nine week period as well as a plan for post-test and LIFEPAK scores. The Student Record Book may be duplicated for duplication and should be purchased in sets of four to cover a full academic year.

# WEEKLY LESSON PLANNER

Week of:

Subject	Subject	Subject	Subject
Monday			
Subject	Subject	Subject	Subject
Tuesday			
Subject	Subject	Subject	Subject
Wednesday			
Subject	Subject	Subject	Subject
Thursday			
Subject	Subject	Subject	Subject
Friday			

# WEEKLY LESSON PLANNER

Week of:

Subject	Subject	Subject	Subject
Monday			
Subject	Subject	Subject	Subject
Tuesday			
Subject	Subject	Subject	Subject
Wednesday			
Subject	Subject	Subject	Subject
Thursday			
Subject	Subject	Subject	Subject
Friday			

Student Name \_\_\_\_\_

Year \_\_\_\_\_

TEACHER

**Bible**

LP #	Self Test Scores by Sections					Self Test Points	LIFEPAC Test	Oral Points	Report Points	Final Grade	Date
	1	2	3	4	5						
01											10
02											20
03											30
04											40
05											50
06											60
07											70
08											80
09											90
10											100

**History & Geography**

LP #	Self Test Scores by Sections					Self Test Points	LIFEPAC Test	Oral Points	Report Points	Final Grade	Date
	1	2	3	4	5						
01											10
02											20
03											30
04											40
05											50
06											60
07											70
08											80
09											90
10											100

**Language Arts**

LP #	Self Test Scores by Sections					Self Test Points	LIFEPAC Test	Oral Points	Report Points	Final Grade	Date
	1	2	3	4	5						
01											10
02											20
03											30
04											40
05											50
06											60
07											70
08											80
09											90
10											100

Student Name \_\_\_\_\_

Year \_\_\_\_\_

**Mathematics**

LP #	Self Test Scores by Sections					Self Test Points.	LIFEPAC Test	Oral Points	Report Points	Final Grade	Date
	1	2	3	4	5						
01											10
02											20
03											30
04											40
05											50
06											60
07											70
08											80
09											90
10											01

**Science**

LP #	Self Test Scores by Sections					Self Test Points	LIFEPAC Test	Oral Points	Report Points	Final Grade	Date
	1	2	3	4	5						
01											10
02											20
03											30
04											40
05											50
06											60
07											70
08											80
09											90
10											01

**Spelling/Electives**

LP #	Self Test Scores by Sections					Self Test Points	LIFEPAC Test	Oral Points	Report Points	Final Grade	Date
	1	2	3	4	5						
01											10
02											20
03											30
04											40
05											50
06											60
07											70
08											80
09											90
10											01

**INSTRUCTIONS FOR FIRST GRADE HISTORY & GEOGRAPHY**

The first grade handbooks of the LIFEPAAC curriculum are designed to provide a step-by-step procedure that will help the teacher prepare for and present each lesson effectively. In the early LIFEPAAC, the teacher should read the directions and any other comments to the children. However, as the school year progresses, the student should be encouraged to begin reading and following his own instructional material in preparation for the independent study approach that begins at the second grade level.

This section of the Teacher's Guide includes the following teacher aids: 1) Cumulative Word List, 2) Teacher Instruction Pages.

The Cumulative Word List is made up of words introduced at least once in one of the subject LIFEPAACs. An asterisk (\*) following a word indicates a direction word that the children will need to know by sight to complete the work independently. Sight words are words that either are needed before their phonetic presentation or do not follow the guiding phonetic rules. These words need to be learned through memorization. Children should be drilled on them frequently. The drill may be done by use of a word board, a word placement piece, by word card drills, word recognition or meaning games. Some words on the Cumulative Word List are not expected to be part of the student's reading vocabulary, but part of his spelling vocabulary for better understanding of subject content.

The Teacher Instruction Pages list the Content to be taught as well as Student Objectives and Goals for the Teacher. The Teaching Page contains directions for teaching that page. Worksheet pages contained in some lessons follow this section and may be duplicated for individual student use. The Activities section at the end of each lesson is optional and may be used to reinforce or expand the concepts learned.

Materials needed are usually items such as pencils and crayons which are readily available. Additional items that may be required are LIFEPAAC tablets (purchased through the publisher or may be any lined paper), alphabet cards, color and number charts and flash cards for vocabulary words.

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**INSTRUCTIONS FOR FIRST GRADE HISTORY & GEOGRAPHY**

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Materials needed are usually items such as pencils and crayons which are readily available. Additional items that may be required are LIFEPAC tablets (purchased through the catalog or may be any lined paper), alphabet cards, color and number charts, and flash cards for vocabulary words.

# History & Geography 100 LIFEPAAC Notes

## INSTRUCTIONS FOR FIRST GRADE HISTORY & GEOGRAPHY

The first grade handbook for the LIFEPAAC curriculum was designed to provide a series of procedures that will help the teacher prepare for and present each lesson. In the early LIFEPAAC the teacher should read the directions and any other material to the children. However, as the school year progresses, the student should be encouraged to begin reading and following his own instructional material in preparation for the independent study approach that begins at the second grade level.

This section of the Teacher's Guide includes the following teacher aids: 1) Cumulative Word List 2) Teacher Instruction Pages.

The Cumulative Word List is made up of words introduced at least once in any of the subject LIFEPAAC. An asterisk (\*) following a word indicates a direction word that the student will need to know by sight to complete the work independently. Words that are words that either are needed before their phonetic presentation or do not follow the standard phonetic rules. These words need to be learned through memorization and should be drilled on frequently. The drill may be done by means of a card posted in a prominent place, by word card drills, word recognition or meaning games. Some words on the Cumulative Word List are not expected to be part of the student's reading vocabulary, but part of his speaking vocabulary for better understanding of subject content.

The Teacher Instruction Pages list the Concept to be taught as well as Student Objectives and Goals for the Teacher. The Teaching Page contains directions for teaching the page. Worked pages contain in some lessons follow directions and may be prepared for individual student use. The Activities section at the end of each lesson is optional and may be used to reinforce or expand the concepts taught.

Materials needed are usually items such as pencils and crayons which are readily available. Additional items that may be required are LIFEPAAC tables (purchased through the catalog or may be copy typed) alphabet cards, color and shape cards and flash cards for vocabulary words.

**Page 1: Places People Live**

**CONCEPT:** Children live in many different types of homes.

**TEACHER GOAL:** To teach the children about three different living environments.

**READING INTEGRATION:** vocabulary development, reading and writing questions, writing easy letters

**VOCABULARY:** living, farm, city, sea (places, people, spirit, objectives)

**MATERIALS NEEDED:** LIFE PAC Tablet, crayons, poster paper

**TEACHING PAGE 1:**

Put the vocabulary words on the board. Say them out loud as you write them. After you read the top of page one, ask the children what we mean when we say that the Spirit of God is with us all. See how many children have relatives living in one of the areas covered in LIFE PAC 106. Discuss with the class what they think it would be like to live on a farm, in the city, or by the sea. Questions you might ask are: "How would you get to school?" "What would you do for fun?" "What kind of chores do you think you might have?" "What types of food would you eat?" "What would your house look like?" "What types of pets would you have?" "What would the weather be like?"

**ACTIVITIES:**

1. *LIFE PAC Tablet Exercise:* Help the children write short letters to the characters in the LIFE PAC. Have them ask them questions about living where they do. Then as the children read through the LIFE PAC, their questions will be answered. Each child could ask one question of any of the characters.

2. *Packing:* What would the children pack in a suitcase if they were going to visit someone in the city, on the farm, or by the

**PLACES PEOPLE LIVE**

People live in many places.  
God's Spirit is with us all.  
Jeff lives on a farm.  
Nicky lives in the city.  
Linda lives by the sea.  
You will read about their homes.



1. I can tell about living on a farm.
2. I can tell about living in the city.
3. I can tell about living by the sea.

page 1 (one)

sea.

3. *Travel Posters:* Have each child design a travel poster that would depict vacationing in the city, by the sea, or on the farm.

4. *Read:* "City Mouse-Country Mouse" from Aesop's Fables.

**PART I**

**Page 2: Living On a Farm**

**CONCEPT:** living on a farm

**OBJECTIVE:** I can tell about living on a farm.

**TEACHER GOAL:** To teach the children what living on a farm is like.

**READING INTEGRATION:** word comprehension, contractions, compound words, main idea

**VOCABULARY:** it's, rooster, crows, wood, porch, garden, grow (morning)

**MATERIALS NEEDED:** Worksheets 1 and 2, LIFEPAK Tablet, paste, carrots

**TEACHING PAGE 2:**

Put the vocabulary words on the board. Have the children listen as the teacher reads each word out loud.

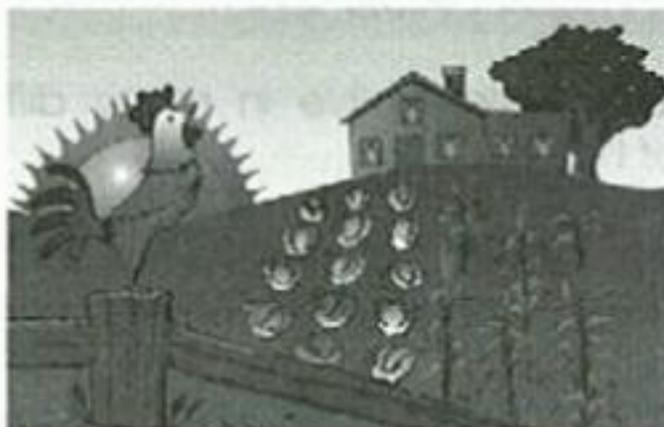
Ask the children: "What word means a place to grow things?" "What word tells what time of day it is?"

"What word means an animal?" "What word tells what a rooster does?"

"What word is a part of a house?" Choose children from the class to read the text on page two. Read the discussion question to the class. You might also talk about things that they might see on the farmhouse porch.

**ACTIVITIES:**

1. *LIFEPAK Tablet Exercises:*
  - a. Have the children complete the following "picture squares" in their Tablets. Put the drawing on the board.
  - b. Have the children write the short and long way of writing "it is" in their Tablets.
2. *Above or Below:* Discuss what things grow above the ground and what things grow below the ground in a garden. The class could make two wall murals to hang in

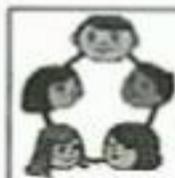


**I. LIVING ON A FARM**

Cock-a-doodle-doo!  
The fat rooster crows.  
It's morning on the farm.

**HOME ON THE FARM**

Jeff lives on a farm.  
His house is made of wood.  
It has a big porch.  
Beside the house is  
a garden.



How does God help the garden grow?

page 2 (two)

the class. One would have things growing below the ground and the other would have things growing about the ground.

3. *Top it Off:* Have the class grow carrot tops. Cut the ends off the carrots. Leave about two inches and the stem. Put them in a dish. Keep the dish filled with about a quarter inch of water. Watch for sprouts.

4. *Garden Guesswork:* Draw a garden on the board. Put seed packets with words on them in the garden. Some of the things do not belong in the garden. Have the children draw their own gardens and copy the seed packets from the board that do grow in gardens.

*Example:*

5. Do Worksheets 1

Have the children make a rooster using the shapes on the Worksheet. The teacher should have full color pictures of roosters on display to help the class.

Tell the children to cut out the pieces on the page and to paste them onto drawing

paper to form a rooster.

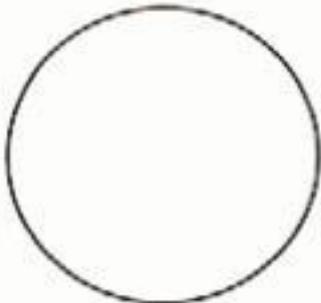
When they have finished, have them color the rooster and draw a background for it.

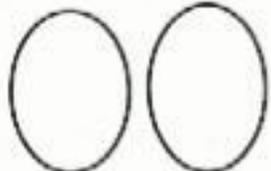
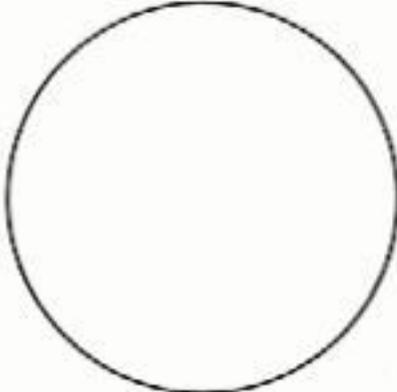
6. Do Worksheet 2.

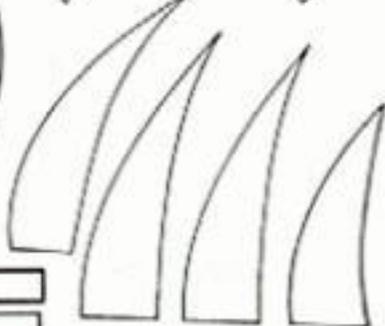
Instruct the children to connect the dots and unscramble the mystery word. Talk about the purpose of a scarecrow. Point out that the long word has two smaller words in it. Ask the class what they are. Discuss what each word means.

Name \_\_\_\_\_

**Make a rooster.**  
Use these shapes.  
Cut them out.  
Paste them on drawing paper.

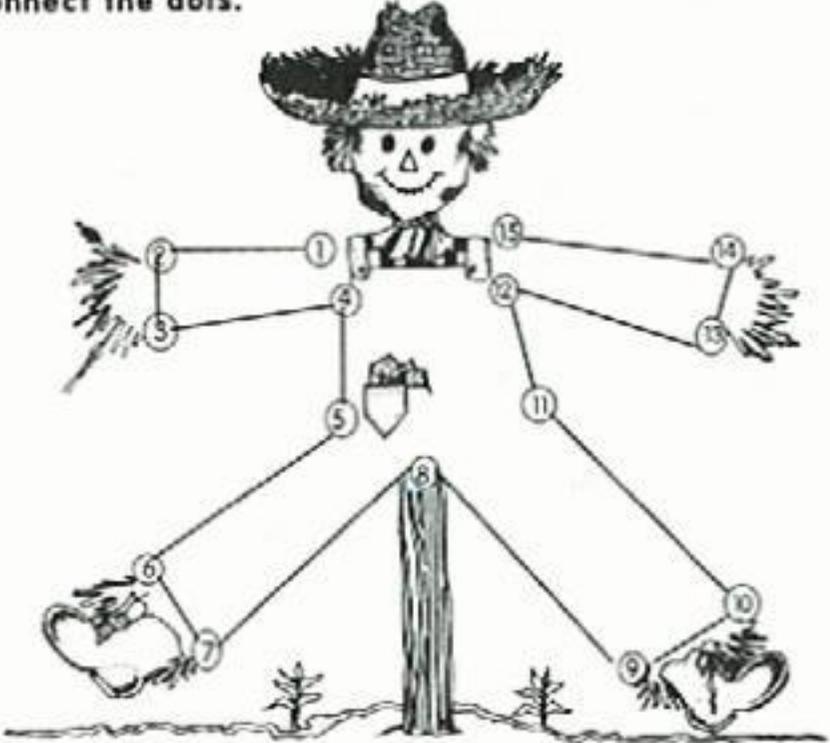



History & Geography 106  
Worksheet 1  
with page 2

Teacher check \_\_\_\_\_

Name \_\_\_\_\_

**What is in the Garden?**  
Connect the dots.



**Unscramble this word.**  
CSARECRWO

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

History & Geography 106  
Worksheet 2  
with page 2

Teacher check \_\_\_\_\_

**Page 3: Farm**

**CONCEPT:** things found on a farm

**OBJECTIVE:** I can tell about living on a farm.

**TEACHER GOAL:** To teach the children about things found in and on a barn.

**READING INTEGRATION:** following written directions, recalling details

**VOCABULARY:** barn, animals, tractor, weather vane (green)

**MATERIALS NEEDED:** pencils, crayons, Worksheets 3 and 4, brass tabs, LIFEPAK Tablet.

**TEACHING PAGE 3:**

Put the vocabulary words on the board. Have the children listen as the teacher reads each word out loud.

Ask the children: "What word means a color?"

"What word means more than one?"

"What word is a machine?"

"What two words have the short /a/ sound?"

Choose children from the class to read the text on page three. Read the discussion question to the class. Ask how many have seen a weather vane, how many know what a weather vane tells them, and how many have seen a weather vane on someplace besides a barn.

Ask one of the children in the class to explain in their own words what the directions on the middle of the page want them to do.

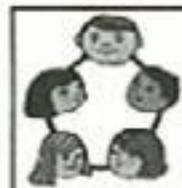
**ACTIVITIES:**

1. LIFEPAK Tablet Exercise: Dictate the vocabulary words to the class. Have the class write the beginning sounds of the words in their Tablet.

2. Do Worksheet 3.

Tell the children to color all of the

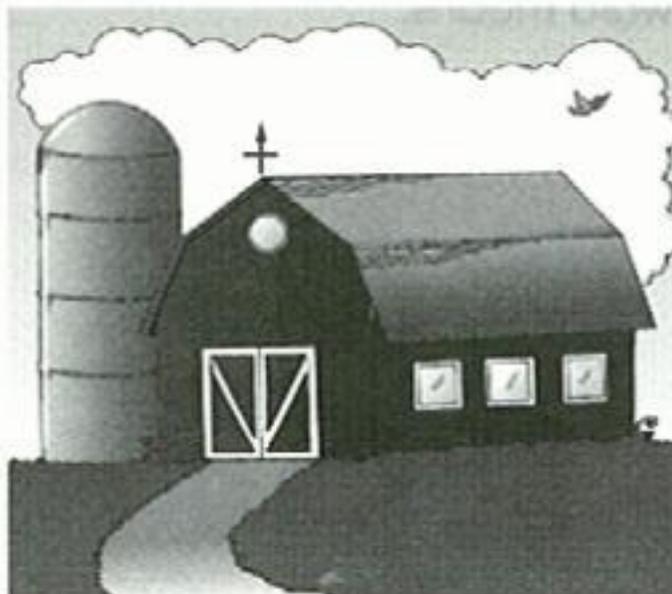
The farm has a big barn.  
A weather vane is on top.  
In the barn are animals.  
A green tractor is  
in the barn.



What does the weather vane do?



Put a weather vane on top of the barn.



page 3 (three)

pictures on the page. When they have finished, tell them to cut out the four pictures at the bottom of the page and to paste them in the correct home.

Check the Worksheet together and discuss what they know about each home

3. Do Worksheet 4.

Ask the children to color the barn and the three animals on the wheel. Tell them to draw a fourth farm animal in the empty quarter of the wheel.

Instruct the children to carefully cut out the circle. Help them to cut along the three sides of the barn door so that the top half of the door will fold open.

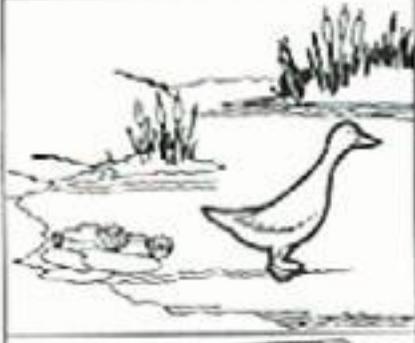
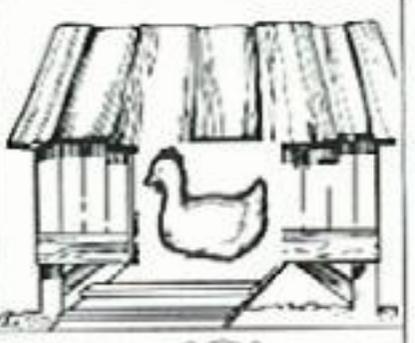
Help the children to punch a hole through the center of the wheel and through the matching hole below the hayloft.

Tell them to line up the two holes and insert the brass tab. Make sure that tab is not so tight that the disc cannot be turned easily.

The children can then turn the disc and open the barn door to see which animal is in the barn.

Name \_\_\_\_\_

**Farm Homes**

**Color. Cut out. Match.**

History & Geography 106  
Worksheet 3  
with page 3

Teacher check \_\_\_\_\_

Name \_\_\_\_\_

**Who is in the barn?**



**Cut the barn door on the dotted line.**

**Cut out the circle.**



History & Geography 106  
Worksheet 4  
with page 3

Teacher check \_\_\_\_\_

**Page 4: Work on the Farm**

**CONCEPT:** Work is part of living on a farm.

**OBJECTIVE:** I can tell about living on a farm.

**TEACHER GOAL:** To teach the children About the different types of work a young person will do on a farm.

**READING INTEGRATION:** verbs, plurals, main idea

**VOCABULARY:** feeds, gathers (something)

**MATERIALS NEEDED:** Worksheet 5, pencils, LIFEPAK Tablet

**TEACHING PAGE 4:**

Put the vocabulary words on the board. Have the children listen as the teacher reads each word out loud. Ask several of the children to read the text on page four out loud. Discuss what animals make the sounds found on the top of page four. Encourage the children to contribute sounds that other animals make. Ask what kinds of good things they think Jeff's mother will make with the eggs and milk.

**ACTIVITIES:**

1. *LIFEPAK Tablet Exercise:* Have the children title their Tablet pages with the heading "Doing Words". A doing word is one that shows action. Ask them to hunt for all the doing words on page four and to write them in their Tablets.

2. *Noisy Squares:* Put six squares on the board. In each square put the sound that a specific animal makes. Have the children fold a piece of paper into six parts. Then have them draw a picture of each animal and print the sound they make.

*Example:*

3. *Sing:* "The Farmer in the Dell"

4. *Cook:* The class could make something good with milk and eggs (pancakes, scrambled eggs, egg nog, and

**WORK ON THE FARM**

Cluck, cluck!  
Grunt, grunt!  
Moo, moo!  
Jeff feeds the animals.

He helps  
to milk the cows.  
He gathers hen eggs.  
Mother will make  
something good.



page 4 (four)

so on).

5. *Make:* Use eggshells to make mosaics. Give each child a page in an easy coloring book to use the shells on.

6. Do Worksheet 5.

This Worksheet provides reinforcement with plurals. Before the children begin, encourage them to tell you what it is they are to do on the page. Point out "Words to Use" at the bottom of the page.

Check the Worksheet together and give extra help to children who have difficulty.

Name \_\_\_\_\_

One or More?

	
cows	hen
	
eggs	boy
	
pigs	chick

Words to use:  
cow    chicks    hens    boy    chick    egg  
hen    boys    eggs    pig    pigs    cows

History & Geography 106  
Worksheet 5  
with page 4

 Teacher check \_\_\_\_\_

**Page 5: Farm Life**

**CONCEPT:** A tractor is an important machine of farm life.

**OBJECTIVE:** I can tell about living on a farm.

**TEACHER GOAL:** To teach the children how a tractor is used on the farm for work and play.

**READING INTEGRATION:** main idea

**VOCABULARY:** opens (fields)

**MATERIALS NEEDED:** Worksheet 6, crayons, scissors, LIFEPAK Tablet, pencils

**TEACHING PAGE 5:**

After the teacher has introduced the new vocabulary words, let several of the children read page five out loud to the class. Discuss the importance of the tractor on the farm. See if the children can tell different ways that a tractor is used on a farm. Is it just used for work?

Read books on farm life and discuss them with the class.

**ACTIVITIES:**

1. *LIFEPAK Tablet Exercise:* Using the rebus format, have the class write sentences.

*Example:*

The green \_\_\_\_\_ works .

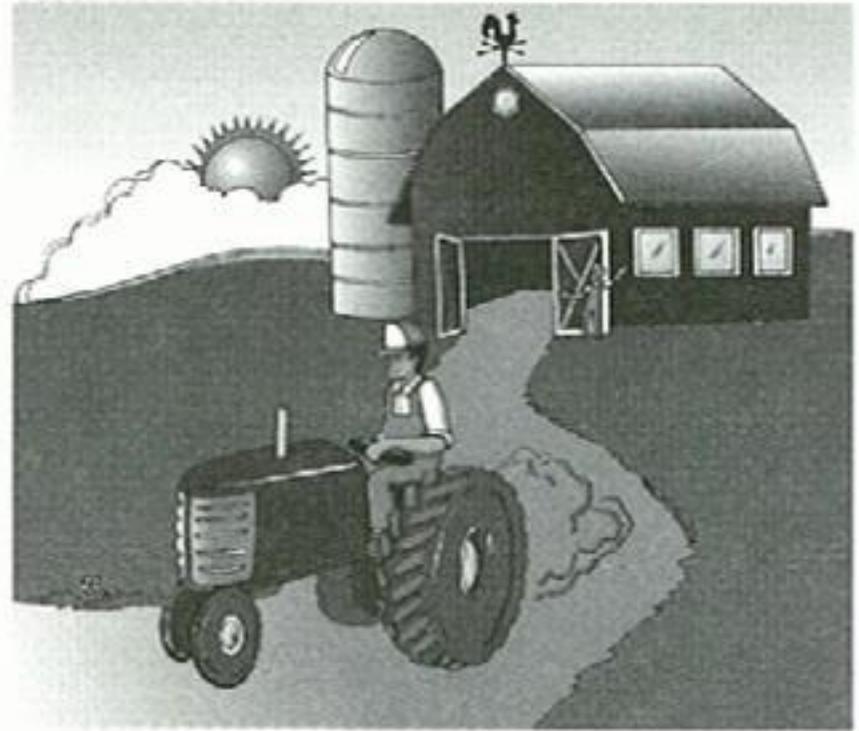
2. *Old and New:* On a sheet of drawing paper, have the children draw the "old" way of plowing fields (horse) and the "new" way (tractor) on the reverse side. You could further this activity by doing a bulletin board of "old" and "new" ways on the farm. Remind them that the "old" ways are still used successfully in some parts of our country and the world.

Have the children color and cut out the tractor. Then have them:

a. Write one or two sentences about the tractor.

b. Make a picture book showing things they can do with the tractor.

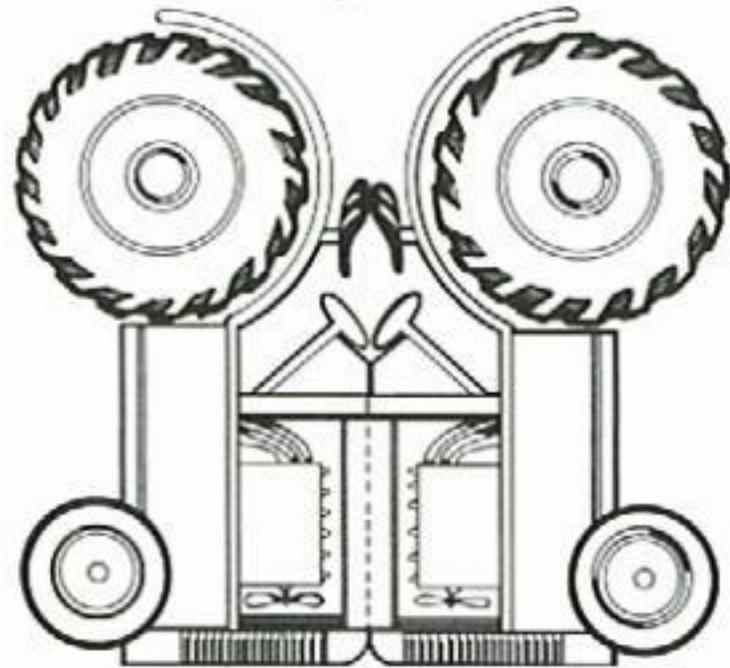
Chug, chug, chug!  
Jeff opens the barn doors.  
Jeff's father drives  
the green tractor  
to the fields.  
The tractor helps  
with the work.



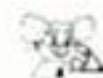
page 5 (fivel)

Name \_\_\_\_\_

Color. Cut out.



fold on dotted line



Page 6: Activity Page

**MATERIALS NEEDED:** pencils, felt board, felt letters, folder, envelope, LIFE PAC Tablet

**TEACHING PAGE 6:**

Go over all the directions. Be sure the children know what they are supposed to do before they start.

Check it together. The children may need extra drill on the *r*-controlled words.

**ACTIVITIES:**

- LIFE PAC Tablet Exercise:** Put scrambled vocabulary words on the board for the children to copy correctly in their Tablets.
- Felt Fun:** Make pictures of a kitten, table, and box that can be attached to a felt board. Also have felt letters available. Give the children verbal directions to place the kitten *by*, *on*, *under*, or *in* the box or table. Then have them put the correct word on the felt board with the felt letters.
- Folder Fun:** Make a folder activity to reinforce "positional words". On one side of the folder draw a barn and on the other side draw a garden. Have pictures available that the children can sort and lay either on the barn side or on the garden side of the folder. Attach an envelope on the back to store the pieces.
- Flashcard fun:** Make flashcards of the vocabulary words in the story that contain *r*-controlled vowels. Take a small group of children having trouble with the sounds. Hold up a card that has the sound missing. Pick a child to give the correct sound that is missing. Pick a correct sound that is missing. Be sure not to accept the letters, only the sound.
- Green Fun:** Make a green collage.

Where do they go?

 Write barn or garden.

			
garden	barn	barn	garden

 Circle the answer.

The weather vane is \_\_\_\_\_ the barn.  
 on /  in

The animals are \_\_\_\_\_ the barn.  
 on /  in

 Put ar, or, or er.

f <u>a</u> r <u>m</u>	p <u>o</u> r <u>ch</u>	b <u>a</u> r <u>n</u>
tract <u>o</u> r	weath <u>e</u> r	g <u>a</u> r <u>den</u>

page 6 (six)

Page 7: Activity Page

**MATERIALS NEEDED:** LIFEPAK Tablet, pencils, crayons, Worksheets 7 and 8, scissors, paste or glue

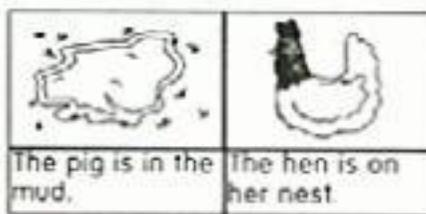
**TEACHING PAGE 7:**

Read all of the directions. Let the children do the page independently. Check it together. Allow time for each child to talk about his picture.

**ACTIVITIES:**

1. *LIFEPAK Tablet Exercise:* Sentence comprehension. Draw two squares on the board. Write an easy sentence under each square. Draw in half of the picture and tell the child to provide the rest. Let the children think of more.

*Example:*



2. Do Worksheet 7.

Tell the children to study the first picture strip carefully. Tell them that they must complete the strip with the correct picture from the bottom of the page.

When they have completed the first strip, tell them to do the same with the second picture strip.

Check together having the children tell a story for each picture strip.

Give each child a sheet of drawing paper. Tell them that this time they have only the third picture (the bowl of fruit) of the story. Have them paste the picture at the right side of the paper. Tell them that they must draw two pictures that came before the picture on the page.

Since the story pictures will differ, give each child an opportunity to explain his picture strip. Have the children color all three stories.

More advanced students may select

 **Match**

Cluck, cluck! 

Grunt, grunt! 

Moo, moo! 

Chug, chug, chug! 

 **Draw something Mother makes.**  
Did she use eggs and milk?

page 7 (seven)

one story strip and write about it in their Tablets.

3. Do Worksheet 8.

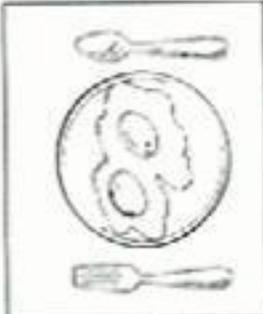
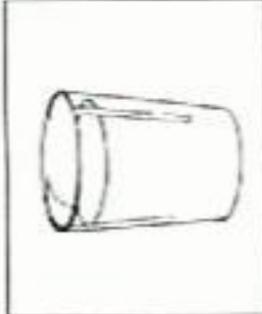
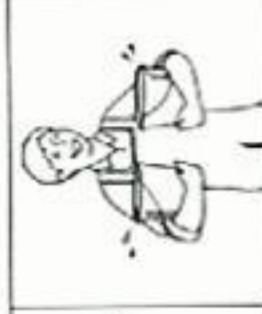
Tell the children to look at the jumbled words at the top of the page.

Tell them that the words are unscrambled on the separate pieces at the bottom.

Instruct them to cut out the pieces at the bottom very carefully and to match them to the identical piece at the top. Before they paste the piece down, tell them to check to be sure they have the correct unscrambled word.

When they have finished, have them read the words. Call attention to the r-controlled words.

Name \_\_\_\_\_

History & Geography 106  
Worksheet 7  
with page 7

 Teacher check \_\_\_\_\_

Name \_\_\_\_\_

**Puzzle Paste.**

farm	eggs	hen
barn	cow	garden
		tractor

History & Geography 106  
Worksheet 8  
with page 7

 Teacher check \_\_\_\_\_

**Page 8: Fun on the Farm**

**CONCEPT:** fun on the farm

**OBJECTIVE:**

I can tell about living on a farm.

**TEACHER GOAL:** To teach the children the kinds of things young people do for fun on a farm.

**READING INTEGRATION:** following written directions, main idea, vocabulary development

**VOCABULARY:** fair, calf, first, prize

**MATERIALS NEEDED:** crayons, clay, construction paper, paste, LIFEPAK Tablet, Worksheet 9, scissors, tagboard, pencils

**TEACHING PAGE 8:**

Put the vocabulary words on the board. Have the children listen as the teacher reads each word out loud. Ask the children which two words begin the same. Have them define the words *calf* and *prize*.

Have several of the children read the text on page eight out loud. Talk about fairs. Ask what kinds of things they do at a country fair.

Read the direction at the bottom. Talk about the illustration. Provide small pieces of blue construction paper or ribbon. Show the children what shape the ribbon should be. Have them cut out the blue ribbon and paste it on Kip's prize. Let them color the picture.

**ACTIVITIES:**

1. *LIFEPAK Tablet Exercise:* Have the children copy and fill in the correct answers to these sentences.

Kip is a \_\_\_\_\_, calf boy

Jeff is a \_\_\_\_\_, calf boy

"Moo" says \_\_\_\_\_, Jeff Kip

"Yippee" says \_\_\_\_\_, Kip Jeff

**FUN ON THE FARM**

The fair is here!  
Jeff will take Kip.  
Kip is the pet calf.

"Yippee," says Jeff.  
Jeff and Kip won  
first prize.



Paste a ribbon on Kip's prize.



page 8 feightl

2. *4-H Club:* Look into the 4-H club in your area. Have one of the people come out and talk to the children about the club.

3. *Fair Fun:* At the fair you see many types of contests going on. Here are a few mock situations your class can enjoy doing. Give out blue, red, and white ribbons for prizes. Let the class be your judges.

a. *Quilt Contest:* Have the children construct mini quilt designs using construction paper and odds and ends. Be sure to show the children pictures of quilts so they understand what they are before they start.

b. *Recipe Contest:* Children bring in samples of favorite recipes for the class to taste and judge. Have the students prepare the recipes at home and bring a sample for testing.

c. *Clay Animal Contest:* Each child constructs some type of farm animal out of clay. The class judges them using ribbons as prizes.

4. Do Worksheet 9.

This worksheet is a game the children can play either at home or during their free time at school.

The Worksheet provides two game cards of mother animals at the top and two sets of playing cards of baby animals at the bottom.

Have the children cut the page in half from top to bottom along the dotted line. Have them put one half aside and complete the first half by itself.

Next, have the children cut out all the baby animal cards for the first half (9 cards). Have them put the cards in an envelope. The mother card remains whole and should be glued to a piece of tagboard or heavy paper. Help the children clip the envelope and the playing card together. This set can be taken home.

Follow the same procedure for the second half of the page. This set will be kept in school.

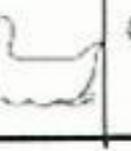
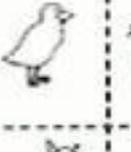
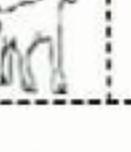
The child can use this as a matching game when his work is complete or he can play a game with a friend. The game is described here:

*Players:* two

*Object:* To get three cards in a row like tic tac toe.

*Play:* Mix up a small deck of cards and lay them in a pile upside down. Each child takes a turn drawing a card and placing it on the mother card. The first child to get three in a row (up and down, across, or diagonally) is the winner.

Name \_\_\_\_\_

History & Geography 106  
Worksheet 9  
with page 8

Teacher check \_\_\_\_\_

**Page 9: Fun on the Farm**

**CONCEPT:** fun on the farm

**OBJECTIVE:**

I can tell about living on a farm.

**TEACHER GOAL:** To teach the children the kinds of things young people do for fun on the farm.

**READING INTEGRATION:** compound words, definitions, predicting outcomes

**VOCABULARY:** hayride, tonight, wagon (children)

**MATERIALS NEEDED:** LIFEPAK Tablet, Worksheets 10 and 11, pencils, crayons

**TEACHING PAGE 9:**

Review the vocabulary before starting the page. Point out that two of the words are compound words (they are one big word with two little words hiding).

Ask several of the children to read the text on page nine out loud. Talk about hayrides. Have any of the children gone on one? What time of day do they start? Have they ever had something other than a tractor pull the wagon? Where do they ride to and what do they do when they get there?

**ACTIVITIES:**

1 *LIFEPAK Tablet Exercise:* Have the children write the two little words that are found in *tonight* and *hayride*.

*Example:*        hayride = hay ride  
                      tonight = to night

2. *Hey! A Hayride:* Arrange a real hayride or take the children on a pretend one on the playground.

3. *Songs:* Teach the children songs they could sing on a hayride.

4. Do Worksheet 10.

Tonight Jeff has a hayride.  
The tractor pulls the wagon.  
The children ride.  
They sing songs.

Jeff thanks God.  
for his home  
on the farm.



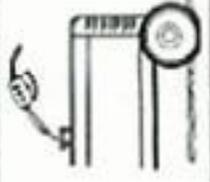
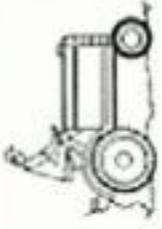
page 9 (nine)

Put an example on the board to illustrate what is wanted on this Worksheet. (Have the children supply the answers) Check it together. Let the children explain their answers.

5. Do Worksheet 11.

Have the children draw what they would wear on a hayride, and tell why.

Name \_\_\_\_\_

	before		before		before
	after		after		after

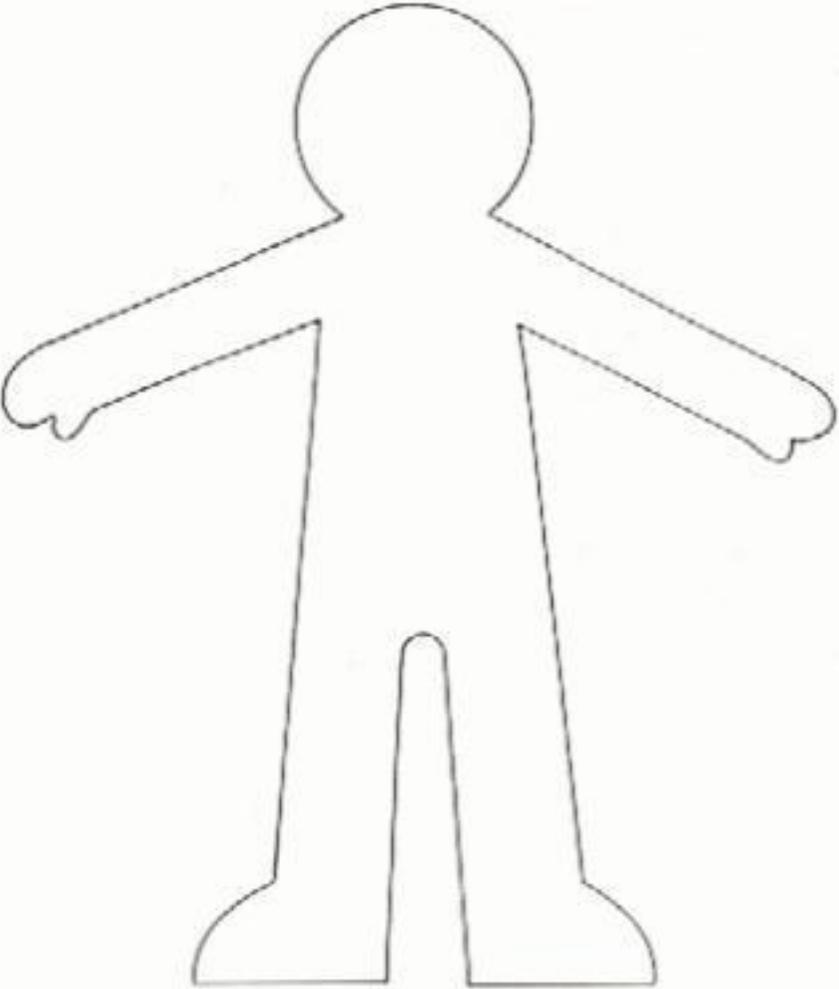
**Write before and after.**

	after		after
	before		before

History & Geography 106  
Worksheet 10  
with page 9

Teacher check \_\_\_\_\_

Name \_\_\_\_\_



History & Geography 106  
Worksheet 11  
with page 9

Teacher check \_\_\_\_\_

**Page 10: Activity Page**

**VOCABULARY:** count, steps (map)

**MATERIALS NEEDED:** pencils, LIFEPAK Tablet, crayons, Worksheet 12

**TEACHING PAGE 10:**

If this is the first time the class has worked with maps, the teacher may find it beneficial to put an example on the board. Talk about what a map is, and what the key tells us. (Refer back to HIS 102 and 105 for map review.)

If the children have difficulty, do this page together.

**ACTIVITIES:**

1. *LIFEPAK Tablet Exercise:* Have the children practice writing north, south, east, and west.

2. *Place to Map:* A map is a picture. It is like a picture from high in the sky. A map shows everything flat. Some kinds of maps are called floor plans: map your bedroom, or map your classroom. Other maps you can draw include: the school grounds, the neighborhood, or visit a farm and map that!

Make a compass on the board. Tell the class they can find one in the upper right hand corner of their Worksheet.

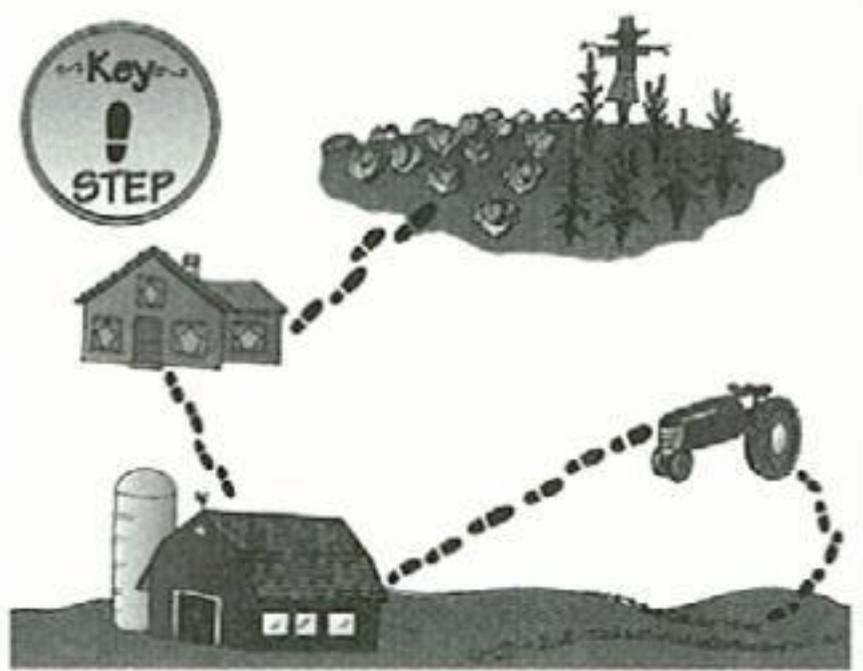
Explain that this compass tells the direction things can be found. There are four directions. They are north, south, east, and west.

Put an example of the Worksheet on the board. Use pictures not on the Worksheet. Then help the children discover what direction each picture is, using the house as your reference point.

Let the children do the Worksheet independently. Check it together.

Discuss the farm as a review for the self test.

**Home on the Farm**

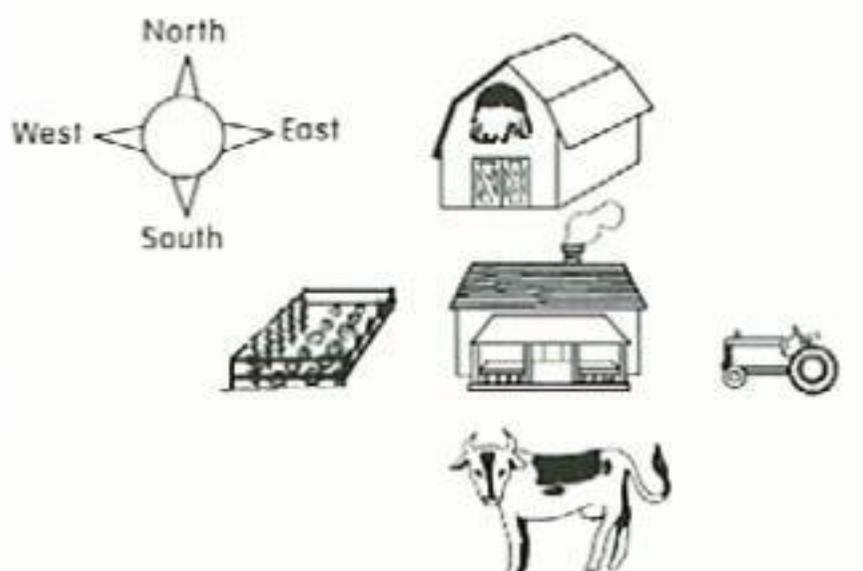


**Look at the map.**

How many steps from  
 house to barn? 4  
 house to garden? 4  
 barn to tractor? 6  
 tractor to fields? 5

page 10 (ten)

Name \_\_\_\_\_



The barn is North of the house.

The garden is West of the house.

The tractor is East of the house.

The cow is South of the house.

History & Geography 106  
 Worksheet 12  
 with page 10

Teacher check \_\_\_\_\_

Page 11 : Self Test 1

**CONCEPT:** evaluation

**OBJECTIVE:** I can tell about living on a farm.

**TEACHER GOAL:** To check each child's progress

**BIBLE REFERENCES:** Psalm 23, stories of David tending sheep; Ruth, stories about Jesus that deal with farm images

**READING INTEGRATION:** following written directions,

**VOCABULARY:** Review all words in part one.

**MATERIALS NEEDED:** pencils, Worksheets 13 and 14, LIFEPAK Tablet, crayons, scissors, paste, paper bag, Bible

**TEACHING PAGE 11:**

Read all the directions and sentences if necessary.

Let the children complete the page independently.

Check at once and review any concepts missed.

**ACTIVITIES:**

1. Do Worksheet 13.

This Worksheet may be used as review or for enrichment. It stresses action verbs (doing words).

Instruct the children to cut out and paste in the correct doing word for each sentence.

Have them read each sentence and color the pictures.

If a child did poorly on the self test, have the child explain each picture to see whether he has understood the concepts taught in part one.

2. Put several of the words from the vocabulary in a paper sack. Have each child in the class draw one word from the sack and write a sentence about it. The

**SELF TEST 1**

**Write yes or no.**

Jeff lives on a farm. yes

A rooster moos. no

The tractor is red. no

Kip is a pet. yes

**Write on or in.**

		
in	on	on

6  
7



Teacher Check \_\_\_\_\_  
page 11 (eleven)



teacher may wish to have the children read their sentences out loud.

3. Put the following ten words on the board: *tractor, rooster, barn, wagon, garden, calf, fair, green, tonight, and morning*. Have the children print these words in their LIFEPAK Tablets. Then give verbal directions as follows: *Circle* the animal words. Put a *check* on the color word. Draw a *line* under the words that have wheels. Put an *X* on the words that tell the time of day. Put a *box* around the words that are places you can go. Put this key on the board.

Key:

Circle = O                      An X = X  
 Check = ✓                      A box = □  
 A line under = under

4. *Farm Faith:* (stories, verses, and activities from the Bible). Explain to the children that many stories in the Bible tell about farm life long ago.

a. Tell the story of how the farmer Boaz and Ruth met. (Book of Ruth)

b. Tell the story of the farmer's son David. Have the children draw a picture of David tending the sheep and paste cotton on the drawings of the sheep.

c. Tell the story of Jesus being born in a stable. Help them to construct a diorama of the stable scene.

5. *Make:* Prepare other foods that would be made on a farm (*examples:* bread, home made jam, home made ice cream, and so on.)

6. Do Worksheet 14.

Have the children color the pictures, cut them out, and paste the band to their finger size.

Have them create and act out stories about farm animals.

Have them sing and act out "Old MacDonald Had a Farm."

Name \_\_\_\_\_

**The Farmer's Son**

	
Jeff feeds the hens.	Jeff opens the barn.
	
Jeff gathers the eggs.	Jeff grows something.

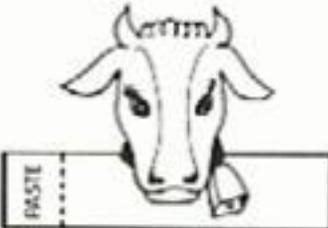
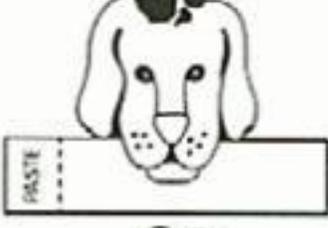
**Cut and paste the doing words.**

History & Geography 106  
Worksheet 13  
with page 11

Teacher check \_\_\_\_\_

Name \_\_\_\_\_

**Finger Puppets.**

History & Geography 106  
Worksheet 14  
with page 11

Teacher check \_\_\_\_\_

**PART II. LIVING IN THE CITY**

Page 12

**CONCEPT:** what living in a city is like.

**OBJECTIVE:**

I tell about living in a city.

**TEACHER GOAL:** To teach the children what living in the city is like.

**READING INTEGRATION:** number words, main Idea

**VOCABULARY:** alarm, clock, apartment, third, floor, brick, number (city)

**MATERIALS NEEDED:** LIFEPAK Tablet, pencils, Worksheets 15 and 16, crayons, scissors, paste or glue, brass tabs

**TEACHING PAGE 12:**

Put the vocabulary words on the board. Have the children listen as the teacher reads each word out loud. Teach the children how to clap out syllables with their hands. Then clap out all of the vocabulary words. Talk about where the words might be broken up.

Ask the children if they think living in the city is going to be like living on a farm . Choose children from the class to read the text on page twelve. Ask why Nicky's door has to have a number on it.

**ACTIVITIES:**

1. *Bulletin Board:* Make a bulletin board showing Nicky's street. Have the children cut out pictures from magazines and paste them in the store windows that fall into the same category as the picture.

2. *It's and Isn't:* Have the children copy these sentences from the board into their LIFEPAK Tablets:

\_\_\_\_\_ a four.

\_\_\_\_\_ it a smile?

Use: It's

Isn't

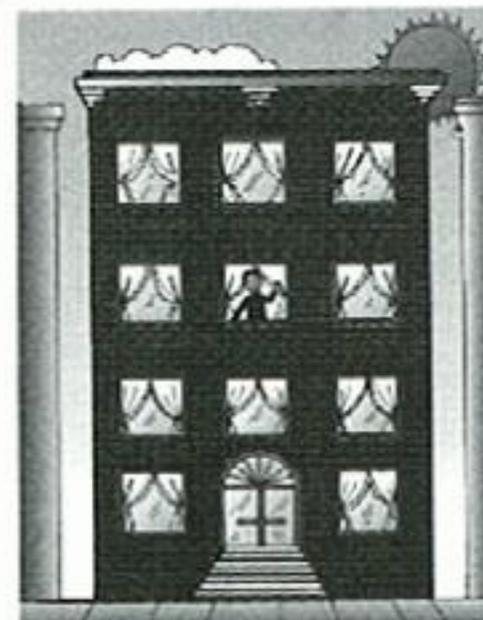
3. *Phone Codes:* Have the children do

**II. LIVING IN THE CITY**

Ring-a-ling!  
The alarm clock rings.  
Morning has come in the city.

**HOME IN THE CITY**

Nicky lives in the city.  
He lives in an apartment.  
The apartment house is  
made of brick.  
Nicky's apartment is  
on the third floor.  
The number  
on the door  
is four.



page 12 (twelve)

phone codes using Nicky's phone. Draw his phone on the board. The class uses the letters that correspond with the numbers on the phone to ring up the word.

**EXAMPLE**

Ring 1457	___	(city)
Ring 3488	___	(Jill)
Ring 299	___	(Zoo)
Ring 18910	___	(clock)

4. Do Worksheet 15.

The class makes individual alarm clocks to set on their desks. Take this opportunity to discuss why a city family would need a clock and why Nicky must learn how to tell time.

Color the clock. Cut it out. Help the children to assemble the hands and paste the stand.

Use for activities to help children tell time.

5. Do Worksheet 16.

After the children have cut and pasted

the Worksheet, ask them these questions:

"What floor is apartment six on?"

"What floor is apartment one on?"

"Do the numbers get bigger or smaller as you go higher?" "How many apartments are in Nicky's building?"

"Is the door with number ten on it an apartment?"

"How many floors are in Nicky's building?"

"How do you think the people get to the different floors?"

Name \_\_\_\_\_

Teacher check \_\_\_\_\_

History & Geography 106  
Worksheet 15  
with page 12

Name \_\_\_\_\_

**House Numbers**

Cut. Paste the numbers on the right door.

Teacher check \_\_\_\_\_

History & Geography 106  
Worksheet 16  
with page 12

Page 13: Living in the City

**CONCEPT:** Most apartment houses have roofs that people use for many things.

**OBJECTIVE:** I can tell about living in the city.

**TEACHER GOAL:** To teach the children the functions of an apartment house roof.

**READING INTEGRATION:** main idea, recalling details, following written directions

**VOCABULARY:** roof, pigeons

**MATERIALS NEEDED:** pencils, Worksheets 17 and 18, scissors, crayons, paste

**TEACHING PAGE 13:**

After the teacher has reviewed the new words for this page, have several children from the class read the text. Discuss the different functions or uses of an apartment roof. *Examples:*

- A place to keep pigeons.
- A place to plant box gardens.
- A place to hang clothes to dry.
- An escape route during a fire.

Read the directions for both activities. Go over the words and then let the children work independently.

**ACTIVITIES:**

1. *Pigeon Pets:* Have someone from the community come in and talk about raising pigeons.
2. *Pigeon Reading:* Set up a table with books telling about pigeons and other domestic birds.
3. *Pigeon Races:* This activity is a relay race: Divide the children into two lines. Put two boxes filled with scraps of paper about 100 yards from the two lines. The children (pigeons) are to carry the messages back to the home line. The first person in the line flies up to the box and grabs a message. He then runs back to the front of the line and passes the message to the end of the line



The apartment house has a roof.  
Nicky plays on the roof.

Coooo, coooo, coooo!  
He keeps his pet pigeons there.

 **Circle all the words that tell about Nicky's house.**

farm      brick      four  
roof      city      cows

 **Match.**

Ring-a-ling!

Coooo, coooo, coooo!




page 13 (thirteen)

via each child (pigeon). The child at the end of the line receives the message, runs to the box to drop the message off, gets another message, runs back to the front of the line, passes the message to the end, and so on until every one in the line has had a chance to be the pigeon.

4. Do Worksheet 17.

Be sure the class has discussed pigeons before the children do this Worksheet. When they are ready, have them make mini-filmstrips about pigeons and show and tell about their pictures using the viewer provided on the Worksheet.

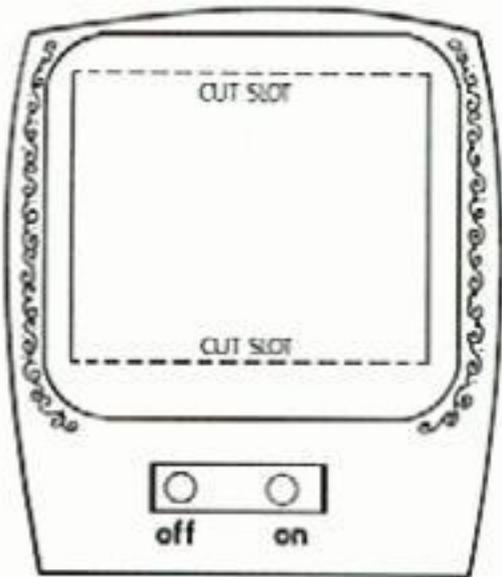
5. Do Worksheet 18.

Have a discussion about other kinds of pets Nicky could have in his city apartment. Then have the children cut, paste, and color the Worksheet.

Discuss the care of each kind of pet, the food they eat, and the type of home they need.

Name \_\_\_\_\_

**Birds-Eye Viewer**



Cut out picture strip.

History & Geography 106  
Worksheet 17  
with page 13

 Teacher check \_\_\_\_\_

Name \_\_\_\_\_



History & Geography 106  
Worksheet 18  
with page 13

 Teacher check \_\_\_\_\_

**Page 14: Work in the City**

**CONCEPT:** Work is part of living in the city.

**OBJECTIVE:** I can tell about living in the city.

**TEACHER GOAL:** To teach the children about types of work done in the city.

**READING INTEGRATION:** main idea, listening

**VOCABULARY:** trash, truck, vacuum

**MATERIALS NEEDED:** LIFEPAK Tablet, pencils, Worksheets 19 and 20, scissors, drawing paper, paste or glue, crayons

**TEACHING PAGE 14:**

Introduce the three new vocabulary words. Point out that two of the words begin with *tr*. Have the children think of other words that begin with *tr*. Define *vacuum* for the children. Ask someone from the class to read the text out loud.

**ACTIVITIES:**

1. *LIFEPAK Tablet Exercise:* On the board print the words *out*, *up*, *in*, and *over*. Dictate these sentences to the class and have the children copy the missing word in their Tablets using the words on the board.

- Nicky takes \_\_\_\_\_ the trash.
- Nicky runs the vacuum \_\_\_\_\_ the floor.
- The truck picks \_\_\_\_\_ the trash.
- Put litter \_\_\_\_\_ the trash.

2. *City Pollution:* Talk about city pollution with the children. What are some things that people in the city can do to help the situation? One way of keeping America beautiful is not littering. Have the children make litter bags.

3. Do Worksheet 19.

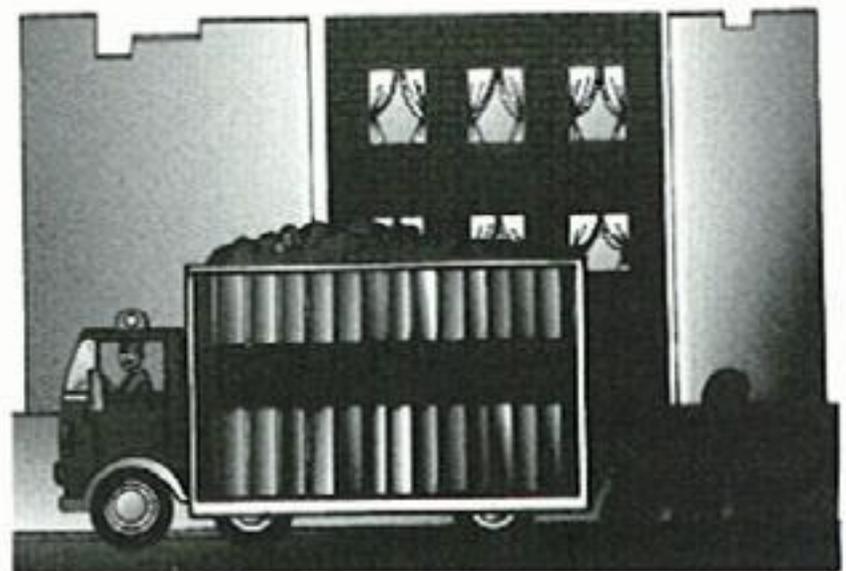
Have the children cut off the top part of the Worksheet and paste it on a larger piece of paper. Then have them cut out vehicles that you would find in the city and paste on the paper.

Talk about what each vehicle does to

**WORK IN THE CITY**

Swoosh, swoosh!  
Nicky runs the vacuum.  
He helps his mother.

Nicky takes out the trash.  
Rrrrr, clang, clang!  
A truck picks up  
the trash.



page 14 (fourteen)

help the city.

Ask where the remaining machines belong (tractor-farm, sailboat-sea, wheelbarrow-farm).

4. Do Worksheet 20.

This Worksheet provides practice on words that end with *sh*.

Have the children color the sweeper.  
Have them cut out the strip.

Help them to cut the two slots in the vacuum

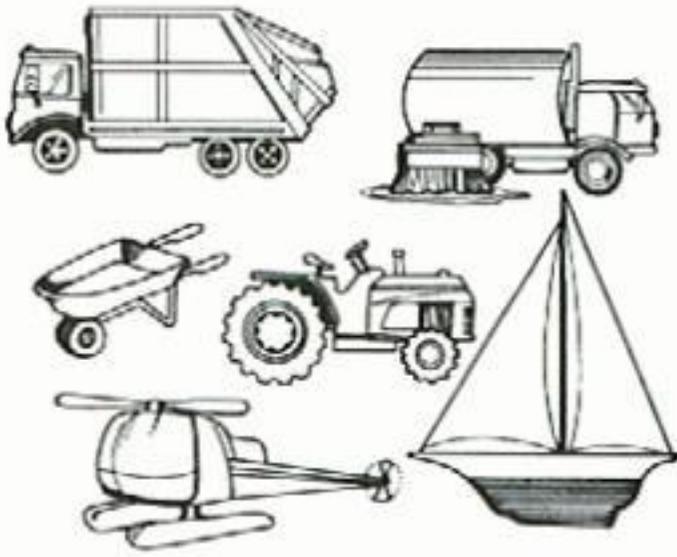
Tell them to slide the word strip through the vacuum and read the words that they "sweep up."

Name \_\_\_\_\_

**City Wheels**



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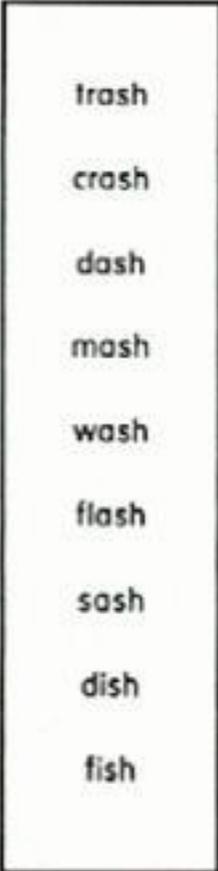
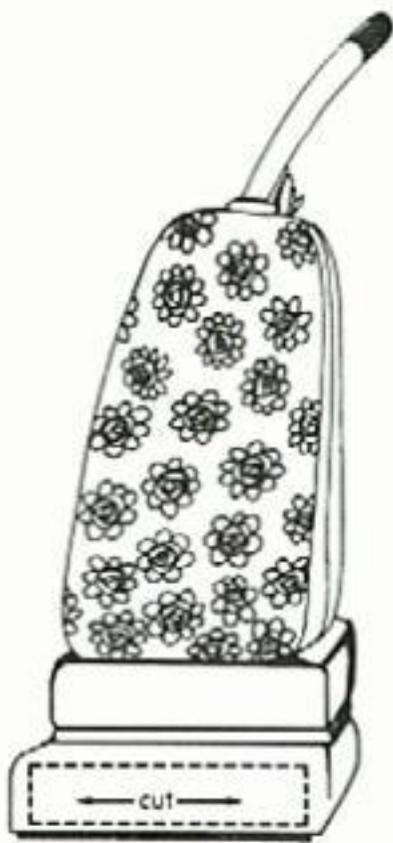


History & Geography 106  
Worksheet 19  
with page 14

 Teacher check \_\_\_\_\_

Name \_\_\_\_\_

**Sweep up the words.**



trash  
crash  
dash  
mash  
wash  
flash  
sash  
dish  
fish

History & Geography 106  
Worksheet 20  
with page 14

 Teacher check \_\_\_\_\_

Page 15: Work in the City

**CONCEPT:** Work is a part of living in the city.

**OBJECTIVE:** I can tell about living in the city.

**TEACHER GOAL:** To teach the children the types of work a young person can do in the city.

**READING INTEGRATION:** main idea, following written directions

**VOCABULARY:** paper, route, deliver (sister)

**MATERIALS NEEDED:** newspaper, scissors

**TEACHING PAGE 15:**

Have the class clap out with their hands how many syllables each of the vocabulary words has.

Maybe some of the children in the class have brothers or sisters that have paper routes.

Have one of those children tell the class what it involves.

Let several of the children read the text on page 15 out loud.

Read the directions for the activity.

Provide newspapers for class use.

**ACTIVITIES:**

All these activities use old newspapers.

1. Cut the comics out and put them in sequential order.
2. Make a newsprint collage.
3. Cut out squares of different types and colors of newsprint. Cut the squares in half, then try to match them up again.
4. Make a fan out of a piece of newsprint.
5. Count the vowels in a headline.
6. Cut the coupons out and do math problems with them.
7. Paste letters from the newspaper on paper to spell out your name.
8. Have a newsprint costume contest. The parents help the children to make

Jill is Nicky's sister.  
She has a paper route.  
Nicky walks with her.  
Plop!  
Nicky helps deliver papers.



Paste a piece of newspaper on the stack of papers.



page 15 (fifteen)

costumes out of newspaper and then the children vote on the one they like best.

9. Cook a recipe from the newspaper.
10. Have the children make *Good News Dolls* using the pattern provided at the end of the Worksheet section. The teacher will have to make some sturdy patterns for the children to trace. Have them fold a piece of newsprint, place one of the dolls hands on the folds and cut.

## Page 16: Activity Page

**VOCABULARY:** second

**MATERIALS NEEDED:** LIFEPAK Tablet, pencils, crayons

### TEACHING PAGE 16:

Go over all the directions. Be sure the children know what they are supposed to do before they start. The teacher may want to review vocabulary.

Discuss the pictures the children have drawn.

### ACTIVITIES:

1. *LIFEPAK Tablet Exercise:* Dictate short sentences to the children to write in their Tablets.

*Example:*

Nicky has a pet.

2. *Magic Squares:* Show the children how to do a magic square. Put the one below on the board. After the children understand how to do them, the teacher may want to make worksheets of magic squares.

f	a	r	m
o			a
u			k
r	a	k	e

1. Jeff lives on a

2. Uses in a garden

1. On Nicky's door

3. Rhymes with cake

3. *Basic Shapes:* Put the four basic shapes on the board. Then write four words in each shape. Have the children cross out the word that does not belong.

4. *Sound Search:* Have the children bring a mystery item from home that they think makes an unusual sound. The teacher puts it in a paper sack so the class cannot see it. The child can tell what sound it makes and let the class feel the sack for clues.

**Draw a picture.**

Swoosh, swoosh!

Rrrr, clang, clang!

Plop!

page 16 (sixteen)

Page 17 : Activity Page

**MATERIALS NEEDED:** pencils, Worksheet 21, scissors, paste, LIFEPAK Tablet index cards, small file

**TEACHING PAGE 17:**

Go over all the directions. Be sure the children know what they are supposed to do before they start.

Read the sentences and words with the children if necessary.

Check together and discuss each sentence.

**ACTIVITIES:**

1. *Ask Nicky:* Have the children write in their LIFEPAK Tablets two questions they would ask Nicky about the city.

2. *File Fun:* Put several short stories on index cards. Number each card and make an answer sheet for the children to use. Put the index cards in a small file. When the children have extra time they can go to the file and try to answer the questions to the short stories. Examples of stories might be these:

The city is very noisy.  
There are people in the city.  
There are cars in the city.  
This story is about the \_\_\_\_\_.

Nicky lives in the city.  
He has pet pigeons.  
He keeps them on the roof.  
Who is the story about?

3. Do Worksheet 21.

Read the sentences with the children. Tell them to cut the sentences out and to paste them on the pigeon or the truck.

When they have finished, check and discuss how the pigeon and the truck are alike.



Write the answer.

Nicky's apartment is  
on the \_\_\_\_\_ floor.  
first / second / **third**



Circle the word.

Nicky runs the \_\_\_\_\_.  
**vacuum** / tractor

Nicky takes out the \_\_\_\_\_.  
cow / **trash**

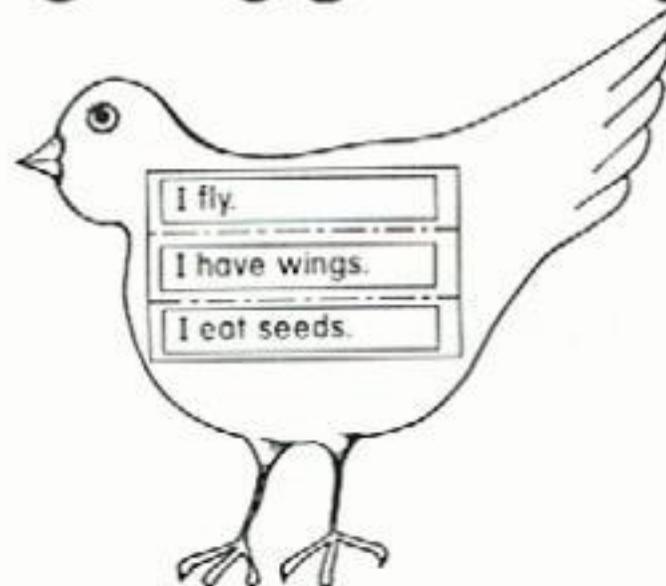
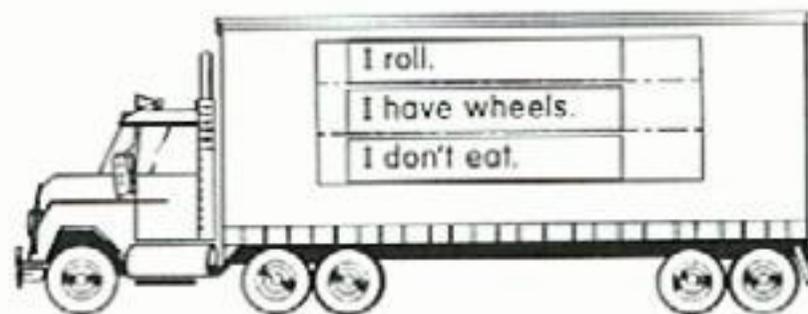
Nicky helps his \_\_\_\_\_.  
**sister** / brother

Nicky's sister's name is \_\_\_\_\_.  
Jan / **Jill**

Nicky helps deliver \_\_\_\_\_.  
**papers** / eggs

page 17 (seventeen)

Name \_\_\_\_\_



CUT AND PASTE

How are we alike?

History & Geography 106  
Worksheet 21  
with page 17



Teacher check \_\_\_\_\_

**Page 18: Fun in the City**

**CONCEPT:** how children in the city have fun

**OBJECTIVE:** I can tell about living in the city.

**TEACHER GOAL:** To teach the children What city children do to have fun.

**READING INTEGRATION:** opposites, main idea

**VOCABULARY:** rollerskate, hopscotch, marbles (friends)

**MATERIALS NEEDED:** LIFE PAC Tablet, pencils, Worksheet 22, crayons

**TEACHING PAGE 18:**

Put the vocabulary words on the board. Have the children listen as the teacher reads each word out loud. Have several of the children read the text on page eighteen out loud. Talk about the illustration.

**ACTIVITIES:**

1. *LIFE PAC Tablet Exercise:* Using *is* and *are*, have the children fill in the correct word.

Nicky \_\_\_\_\_ a boy.

Jill and Nicky \_\_\_\_\_ playing.

They \_\_\_\_\_ having fun.

Jill \_\_\_\_\_ on the hopscotch.

2. *Hopscotch Twist:* Instead of putting numbers in the boxes, have the children put letters. As one child takes his turn, The other child sets the rules. *Example:* When they land on a letter they have to say a word that begins with that letter, to make city noises that begin with that letter, to name things with wheels that begin with that letter, to name things to eat that begin with that letter, and so on.

If the child cannot think of something, he misses his turn.

3. Do Worksheet 22.

Have the children read the words on the skating path. Tell the children to choose the

**FUN IN THE CITY**

Rrrrrrrr!  
Nicky and Jill  
rollerskate.  
Jill shows Nicky  
how to hopscotch.  
They play marbles  
with friends.



page 18 (eighteen)

word from the box that is the opposite of the word in each part of the path.

Have them write the opposites in each box.

Check together.

Have the children think of more opposites.

Name \_\_\_\_\_



How well can you skate?

**WORD BOX**

mother	run	sad	cat
bad	hot	no	cold
rain	day	up	good

History & Geography 106  
Worksheet 22  
with page 18



Teacher check \_\_\_\_\_

**Page 19: Fun in the City**

**CONCEPT:** fun in the city.

**OBJECTIVE:** I can tell about living in the city.

**TEACHER GOAL:** To teach the children how children can have fun in the city.

**READING INTEGRATION:** compound words

**VOCABULARY:** buys, popcorn, (park)

**MATERIALS NEEDED:** popcorn, animal cookie cutters, bread, peanut butter, Worksheet 23, scissors, crayons

**TEACHING PAGE 19:**

Review the vocabulary words before starting the page. Ask which word has two smaller words in it. Ask several of the children to read the text on the page out loud.

Ask the children about their trips to the zoo.

**ACTIVITIES:**

1. *On the Way:* Discuss what types of signs the children would see on the way to the zoo. Have each of the children draw a safety sign Nicky and Jill might see on the way to the zoo.

2. *Popcorn:* Do a unit about popcorn: the history of popcorn, how it grows, what types there are, and so on. What are some other things you can do with popcorn besides eating it? (measure it, do a popcorn picture, estimate how many seeds are in a half cup, grow it, learn the parts of a corn plant, sew chains with it, compare two brands, or make popcorn ball animals).

Read books on popcorn

3. *Zoo Feast:* Use zoo animal cookie cutters to make peanut butter sandwiches.

4. *Zoo fun:*

a. Do a bulletin board displaying each child's favorite zoo animal. Make the board look like a large cage.

b. Have the children map their own zoo.

Nicky and Jill go to the park. The park has a zoo. They like to see the animals. Pop, pop, pop! Jill gets popcorn. Nicky buys a hot dog.

They thank God for their home in the city.



page 19 (nineteen)

5. Do Worksheet 23.

This Worksheet has two game sets (one for home, one for school).

Have the children cut out the game cards and mount them on separate sheets of posterboard.

Have them cut out one set of playing cards and put them in an envelope. Then have them do the same with the second set of cards.

To play the game: Each child has a zoo card and a small deck of 12 cards. They each shuffle their own decks and lay them face down to draw from. If they draw a zoo animal, they put it in the zoo. If not, they discard the card in a discard pile. The first zoo keeper to get his animals all back in the zoo, wins.

Name \_\_\_\_\_

**Play Zoo Keeper**

Game card #1



Game card #2



SET TWO

SET ONE

History & Geography 106  
Worksheet 23  
with page 19



Teacher check \_\_\_\_\_

## Page 20: Activity Page

**VOCABULARY:** minute

**MATERIALS NEEDED:** pencils, Worksheet 24, scissors, paste

### TEACHING PAGE 20:

Draw the children's attention to the Key. Put ten skates on the board. Tell the class that each skate equals one minute. Have them count the skates on the board. Ask *these questions:*

"If there are 10 skates how many minutes does that equal?"

If they are still having trouble, put one minute under each skate and then have them count the minutes. Now go back to the map and have them find out how many minutes it takes to skate from the house to the other places on the map.

### ACTIVITIES:

1. *LIFEPAC Tablet Exercise:* Have the children practice writing *below, above, and beside* in their Tablets.

2. *More Minute Maps:* Following the basic setup of the minute map found on page twenty, have the children make one of their own minute maps for friends to do. Draw a basic design on the board for them to follow. Make it very easy.

3 Do Worksheet 24.

Put the words *above, below, and beside* on *the* board. Be sure *the* children understand each of these positional words.

Following the directions, have them cut and paste the cages into the correct slots.

Check it together. Let them color the pictures.

### Home in the City

**KEY**

**Look at the map.**

How long does it take to skate from house to paper pick-up? 11

house to park? 6

house to zoo? 18

page 20 (twenty)

Name \_\_\_\_\_

**PLACE THE CAGES**

1. Put the elephant below the bird cage.
2. Put the lion above the zebras.
3. Put the monkey beside the pond.

History & Geography 106  
Worksheet 24  
with page 20

Teacher check \_\_\_\_\_

Page 21: Self Test 2

**CONCEPT:** evaluation

**OBJECTIVE:** I can tell about living in the city.

**TEACHER GOAL:** To check each child's progress.

**BIBLE REFERENCES:** Book of Joshua, Luke 2:42 through 52, Book of Revelation

**READING INTEGRATION:** following written directions, verbs, adjectives

**VOCABULARY:** Review all vocabulary.

**MATERIALS NEEDED:** pencils, Worksheet 25, scissors, paste, Bible, crayons

**TEACHING PAGE 21:**

Read all the directions and any words the children find difficult.

Let the children do the page independently.

Check at once. Review any concepts that were missed.

**ACTIVITIES:**

1. *Colorful Nouns:* Put a space before each of these nouns on the board:

- |                  |                |
|------------------|----------------|
| _____ clock,     | _____ city,    |
| _____ apartment, | _____ floor,   |
| _____ pigeon,    | _____ vacuum,  |
| _____ truck,     | _____ sister,  |
| _____ paper,     | _____ marbles, |
| _____ popcorn.   |                |

Have the class think of words to describe these nouns in the story. The teacher may have to put a word list on the board.

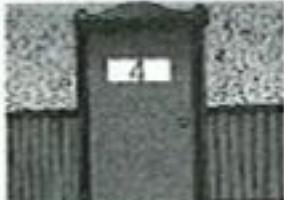
2. Draw book covers on the board and have the class write what each book is about.

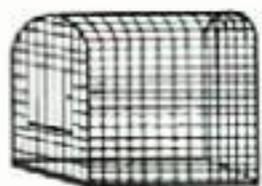
*Examples:*

This book is about \_\_\_\_\_.

**SELF TEST 2**

**Draw the answer.**

Put Nicky's number on the door. 

Put Nicky's bird in the cage. 

**Circle each game.**

marbles trash hopscotch

**Circle the food.**

popcorn papers hot dog

**Circle each number word.**

blue four red

  Teacher Check \_\_\_\_\_ 

page 21 (twenty-one)

3. *City Faith:* The Bible talks about life in the city or refers to life in the city. Here are a few to discuss with the class:

- Book of Joshua (the city of Jericho)
- Luke 2:42 through 52 (Jesus' visit to the city of Jerusalem)
- Book of Revelation (God's beautiful city of the future)

d. *Zoo Animals in the Bible:* Lions in the Book of Daniel. Other animals in the Bible that can be found at a city zoo are camels, sheep, and horses. Have the children put together a book called "Animals of the Bible."

4. Do Worksheet 25.

This Worksheet may be used as review or for enrichment. It stresses action verbs (doing words).

Instruct the children to cut out and paste in the correct *doing* word for each sentence. Have the children read the sentences and color the pictures.

If a child did poorly on the self test, have



**PART III. LIVING BY THE SEA**

Page 22

**CONCEPT:** living by the sea

**OBJECTIVE:** I can tell about living by the sea.

**TEACHER GOAL:** To teach the children what a home by the sea is like.

**READING INTEGRATION:** compound words, main idea

**VOCABULARY:** foghorn, sea, shingles, window, lighthouse

**MATERIALS NEEDED:** LIFEPAK Tablet, sand, white glue, library pockets

**TEACHING PAGE 22:**

Put the vocabulary words on the board. Have the children listen as the teacher reads each word out loud. The teacher may have to explain what *fog* and *shingles* are. Try to have pictures of lighthouses available for the children to see.

Choose children from the class to read the text on page twenty-two. The teacher should discuss the environment by the sea.

**ACTIVITIES:**

1. *LIFEPAK Tablet Exercise:* Have the children copy the tongue twister "She sells seashells by the seashore."

2. *Seacoast Window:* Draw a large window on the board. Tell the children that Linda sees a lighthouse from her seacoast window. Have them draw something else you could see from the window by the sea.

3. *Sea Plus:* There are many compound words that start with *sea*. *Seashell, seaman, seafood, seaweed, seabag, seaplane, seashore, and seasick* would be good ones to use with the children. The class could make a Sea Word Book. Each page could have a different sea word and picture. They could also make a Match Board. Put 15 library pockets on each side of a large

**III. LIVING BY THE SEA**

Whoooo, whoooo, whoooo!  
The foghorn says,  
"It's morning by the sea."

**HOME BY THE SEA**

Linda lives by the sea.  
Her house is made  
of shingles.

From her window  
she sees  
a lighthouse.



page 22 (twenty-two)

piece of tagboard. Letters go on one side and numbers go on the other. Place a word that can combine with another word in each pocket. The children try to make a compound word by matching a number and a letter.

4. *Sand Paintings:* Have the children draw their designs with glue, then sprinkle sand over the wet glue. Shake the excess sand off and decorate with details!

**Page 23: A Lighthouse**

**CONCEPT:** Many seacoasts have lighthouses to guide ships.

**OBJECTIVE:** I can tell about living by the sea.

**TEACHER GOAL:** To teach the children about lighthouses.

**READING INTEGRATION:** compound words, rhyming words, diagraphs

**VOCABULARY:** light, ships, flash, won't

**MATERIALS NEEDED:** LIFEPAK Tablet, pencils, Worksheets 26 and 27, yarn, scissors, crayons,

**TEACHING PAGE 23:**

Have several of the children in the class read the text out loud. *Ask:*

"What is tall?"

"When does the light shine?"

"Who runs the lighthouse?"

"How do you get to the top of the lighthouse?"

"Where do you find lighthouses?"

Go over all the directions.

Be sure the children know what they are supposed to do before they start.

Check it together.

**ACTIVITIES:**

1. *LIFEPAK Tablet Exercise:* Have the children practice writing sea words that begin with *sh*. (*shell, ship, shore, shingles*)

2. *Compound Rebus:* Have the children do *rebus* (picture) sentences using compound words.

*Example:*

The   was on.

3. *Sea or See:* Put sentences on the board and have the children write in the correct word. Point out that even though



Linda's father runs the lighthouse. The lighthouse is tall. It has a big light. The light helps ships.



**Write the two words.**

lighthouse= light house



**Write the words.**

The lighthouse will flash.

The ships won't crash  
crash / trash

The lighthouse's brick wall

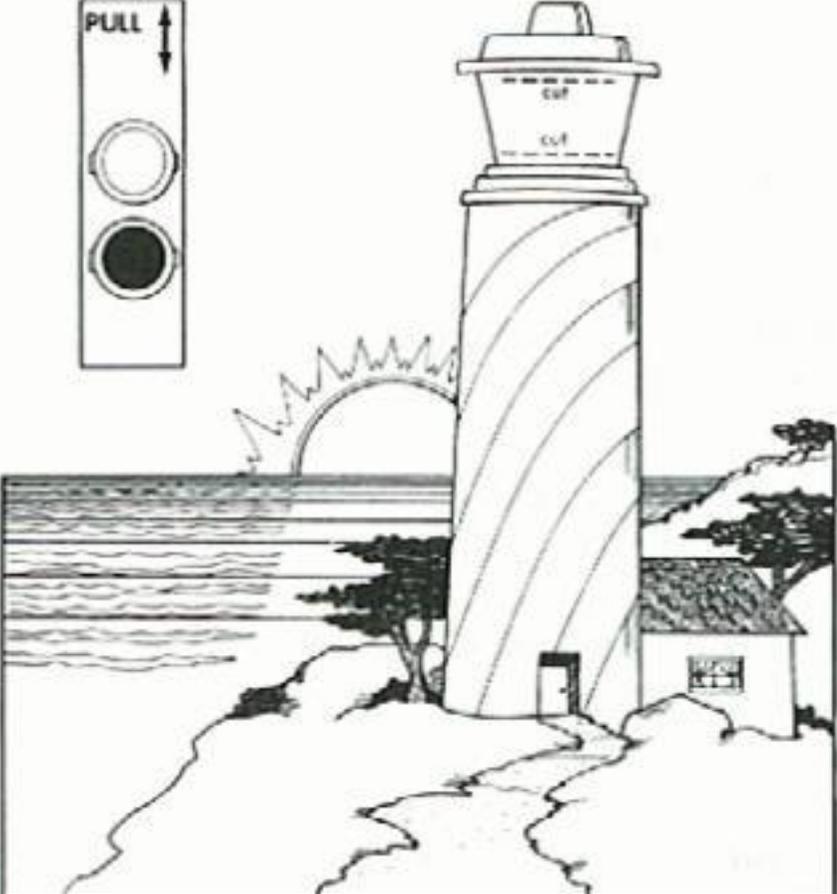
is very, very tall  
ball / tall

page 23 (twenty-three)

they sound the same, they are not spelled the same.

Name \_\_\_\_\_

Cut out  
PULL ↑ ↓

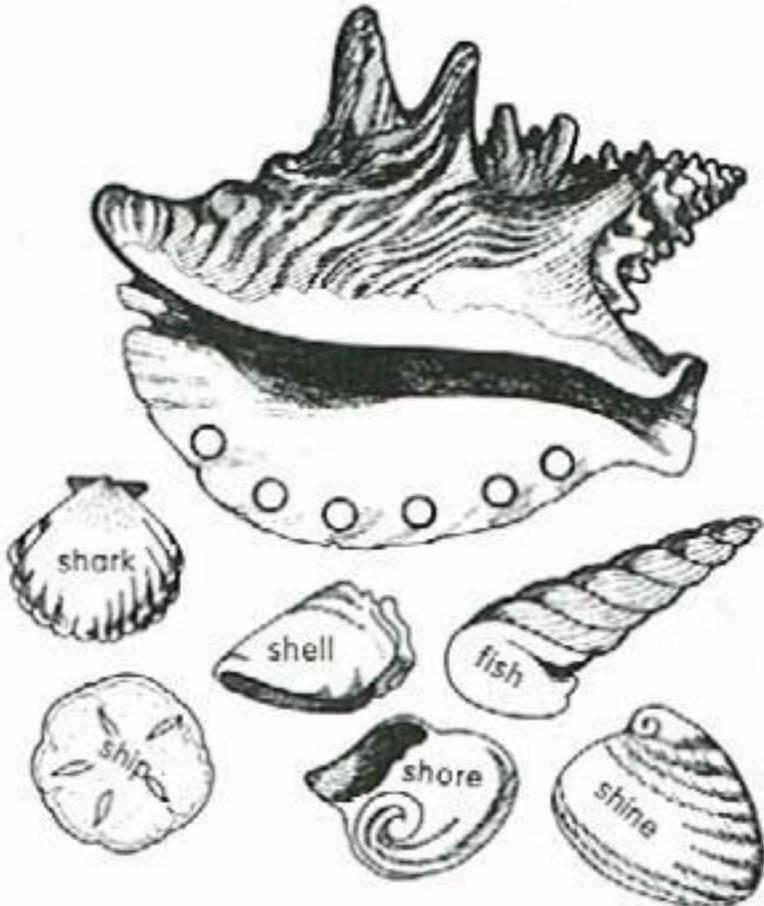


History & Geography 106  
Worksheet 26  
with page 23

Teacher check \_\_\_\_\_

Name \_\_\_\_\_

Seashell By  
the Seashore!



shark

shell

fish

shir

shore

shine

History & Geography 106  
Worksheet 27  
with page 23

Teacher check \_\_\_\_\_

**Page 24: Work by the Sea**

**CONCEPT:** Work is part of living by the sea.

**OBJECTIVE:** I can tell about living by the sea.

**TEACHER GOAL:** To teach the children what types of work people do by the sea.

**READING INTEGRATION:** main idea, following directions

**VOCABULARY:** early, clams, soup, along, shore, bucket

**MATERIALS NEEDED:** ingredients for clam chowder (Activity 1), bucket, clam shells, magazines

**TEACHING PAGE 24:**

Put the vocabulary words on the board. Have the children listen as the teacher reads each word out loud. Ask several of the children to read the text on page twenty-four.

Discuss in detail how people dig for clams. Ask: "What will she use the bucket?"

"What will she use the rake for?"

"What are some other ways that you can eat clams?"

**ACTIVITIES:**

1. *Clam Chowder: Easy Clam Chowder*

1 can cream of celery soup 1 can of potatoes (diced)

1 can of corn (do not drain) 1 cup of milk

1 can of clams diced very small 1 tablespoon snipped parsley 1 tablespoon margarine

Mix in saucepan. Heat and serve.

Makes 5 to 6 servings.

2. *Seafood Gumbo:* This activity is a bulletin board idea. Make a large cooking pot-to go on the bulletin board. Have the children cut different types of seafood that people eat from magazines and paste them in the pot.

3. *Clam Math:* Fill a small bucket with

**WORK BY THE SEA**

Linda gets up early.  
She will find clams.  
The clams make  
good soup.

Linda walks  
along the shore.  
She has a bucket.  
She has a rake.



page 24 (twenty-four)

clam shells and have the children do simple math problems using the shells. Teach the more than-less than concept using the clams. Example: Can this bucket of clams make more than or less than a bowl of soup?

4. Read books about beach life, and discuss with the class.

5. *Discuss:* What did Jeff use his rake for? What else can Linda use her bucket for?

**Page 25: Work by the Sea**

**CONCEPT:** working by the sea

**OBJECTIVE:**

I can tell about living by the sea.

**TEACHER GOAL:** To teach the children that a boat is part of seacoast life.

**READING INTEGRATION:** main idea, following directions

**VOCABULARY:** shines, boat (family)

**MATERIALS NEEDED:** foil, walnut, clay, toothpicks, deck of cards, Worksheet 28, crayons, scissors

**TEACHING PAGE 25:**

After the teacher has introduced the new vocabulary words, let several of the children read page twenty-five out loud to the class. Discuss the reasons a family living on the seacoast would need a boat. How is the boat used for work? How is the boat used in play?

Read the direction. Supply aluminum foil. Have the children paste or tape the foil to the bell.

**ACTIVITIES:**

1. *Boats! Boats!:* Make walnut shell boats and sail them in buckets of water. All you need is a small piece of clay for the bottom of the shell, a toothpick, and a small upper sail. Mount the toothpick on the clay. Have the children design their own sails.

2. *Boat Bells:* Have the children make boat bells out of paper cups, foil, string, and small bells.

3. Do Worksheet 28.

Have the children cut out and sail the little boat along the dotted line in the picture at the top of the worksheet. Then have them write one or two sentences about their voyage and make a picture book telling about sailboats.

Linda's family has a boat. She helps take care of the boat.

Ding, ding, ding! Linda shines the bell on the boat.

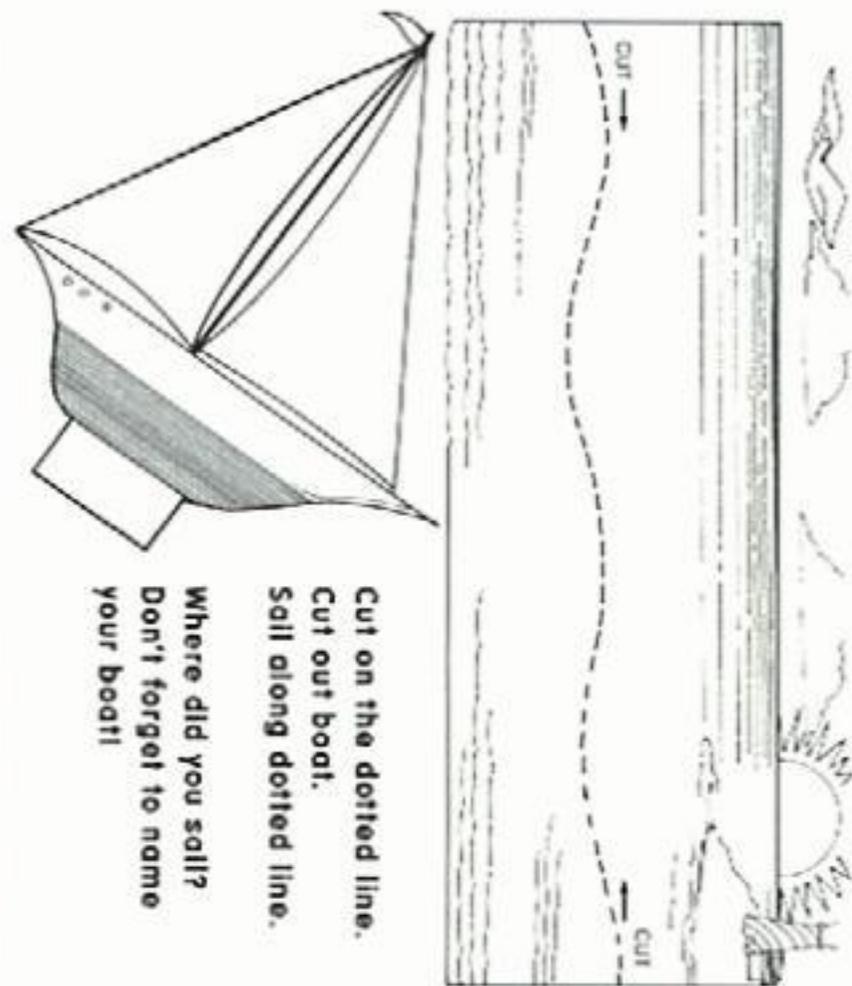


Paste foil on the bell.

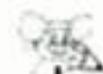


page 25 (twenty-five)

Name \_\_\_\_\_



Cut on the dotted line.  
Cut out boat.  
Sail along dotted line.  
Where did you sail?  
Don't forget to name your boat!



Teacher check \_\_\_\_\_

Page 26: Activity Page

**MATERIALS NEEDED:** pencils

**TEACHING PAGE 26:**

Read the directions. Have the children match the short vowel sounds to the word. Have the children name the words with short vowel sounds.

Read the second direction. Have children name other *sh* words.

 **Match.**



Linda      clam      bucket

 **Circle the words that begin like shell.**

sea      shingles

ship      see

page 26 (twenty-six)

Page 27: Activity Page

**VOCABULARY:** rhymes

**MATERIALS NEEDED:** crayons, pencils, LIFEPAK Tablet, box

**TEACHING PAGE 27:**

Be sure the children understand all the directions before they start.

Check it together. Ask the children where they often see bells.

**ACTIVITIES:**

1. *LIFEPAK Tablet Exercise:* Have the children write other words in their Tablets that rhyme with rake and boat.

2. *Sounds Familiar:* Here is a list of the different sounds given in LIFEPAK 106. Put all of the sounds on slips of papers and place them in a box. Have children come up to the box, draw a paper, and read the sound. The class must tell what makes the sound and where the sound can be found in the stories (*city, farm, sea*).

- Crackle, Crackle! (campfire)
- Cock-a-doodle doo! (rooster)
- Cluck, cluck! (hen)
- Grunt, grunt! (pig)
- Moo, moo! (cow)
- Chug, chug, chug! (tractor)
- Yippee! (Jeff)
- Ring-a-ling! (alarm clock)
- Coooo, coooo, coooo! (pigeon)
- Swoosh, swoosh! (vacuum)
- Rrrr Clang, clang! (trash truck)
- Plop! (newspaper)
- Rrrrrrrrr! (rollerskates)
- Pop, pop, pop! (popcorn)
- Whoooo, whoooo, whoooo! (fog horn)
- Ding, ding, ding! (boat bell)



What goes "ding, ding, ding"?



Write the word.

Linda's rake rhymes with

\_\_\_\_\_ cake \_\_\_\_\_  
can / cake

Linda's boat rhymes with

\_\_\_\_\_ coat \_\_\_\_\_  
coat / car

**Page 28: Fun by the Sea**

**CONCEPT:** fun by the sea

**OBJECTIVE:** I can tell about living by the sea.

**TEACHER GOAL:** To teach the children how children have fun by the sea.

**READING INTEGRATION:** main idea

**VOCABULARY:** sand castle, build, hunt, shells, ocean, large

**MATERIALS NEEDED:** styrofoam balls, plastic eggs, cotton, Worksheets 11 and 29

**TEACHING PAGE 28:**

Put the vocabulary words on the board. Have the children listen as the teacher reads each word out loud. Ask the children which words begin the same. Which words end the same?

Have several of the children read the text on page twenty-eight out loud. Discuss the illustration. Ask the children what other things they do at the beach.

**ACTIVITIES:**

1. Use Worksheet 11, which was used in part one. The children were supposed to dress the doll for a hayride. Use the same worksheet but have the children dress the doll for the beach.

2. LIFEPAK Tablet Exercise: Write the following sentences on the board and have the children copy them in their Tablets in the correct order that they happened in the text.

They hunt for shells.

They build castles.

They listen to the oceans.

3. Do Worksheet 29.

The whole class could write a story about the animal that used to live in the shell the class now has on exhibit. What kind of animal was he? What did he like to eat?

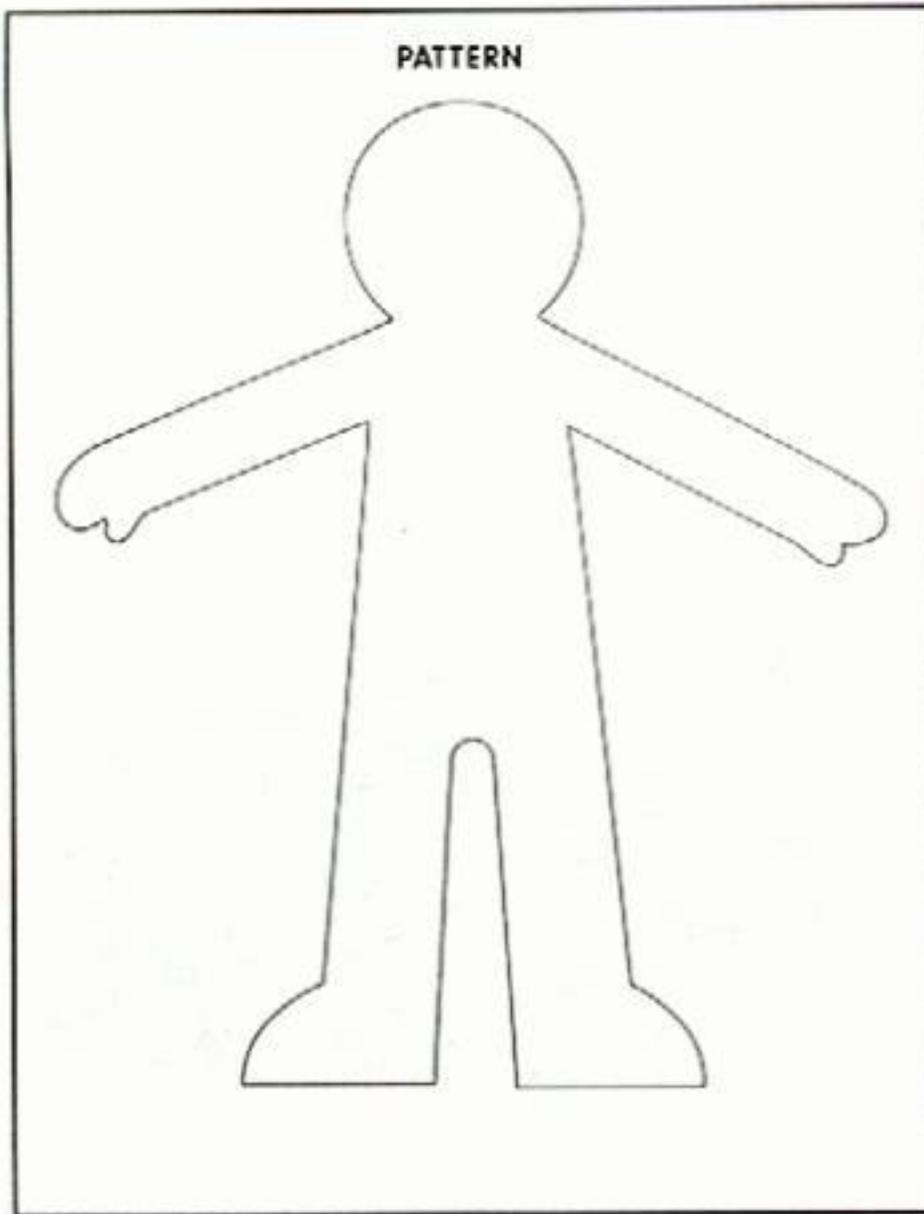
**FUN BY THE SEA**

Linda and her friends  
build a sand castle.  
They hunt for shells.  
They listen  
to the ocean  
in a large shell.

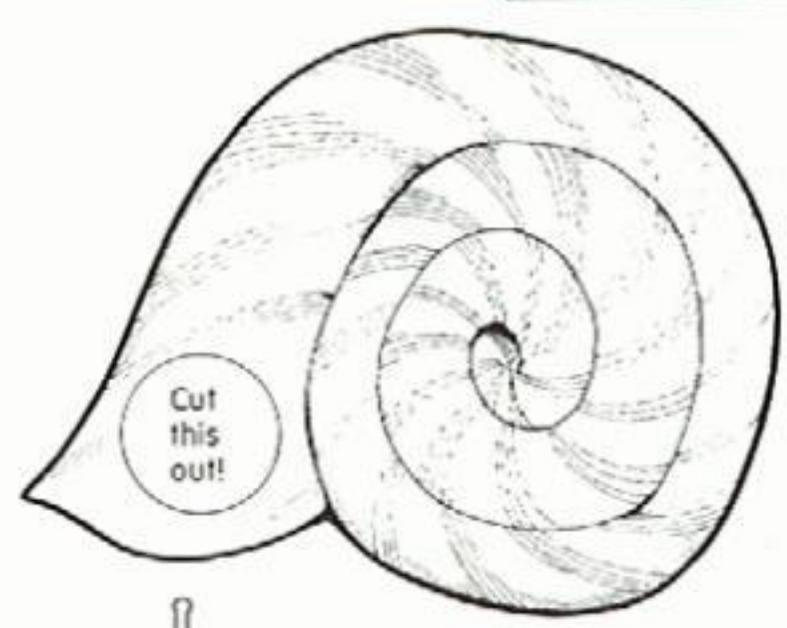


page 28 (twenty-eight)

Who were his friends? How did he lose his shell. To motivate the children, have them cut out the animal and his home on Worksheet 29.



Name \_\_\_\_\_



Cut this out!



Color.  
Cut out.  
Put head through circle.

History & Geography 106  
Worksheet 29  
with page 28



Teacher check \_\_\_\_\_

**Page 29: Fun by the Sea**

**CONCEPT:** fun by the sea

**OBJECTIVE:** I can tell about living by the sea.

**TEACHER GOAL:** To teach the children how people have fun by the sea.

**READING INTEGRATION:** main idea

**VOCABULARY:** campfire, roast, marshmallows, stories

**MATERIALS NEEDED:** LIFEPAC Tablets, pencils

**TEACHING PAGE 29:**

Put the vocabulary words on the board. Have the children listen as the teacher reads each word out loud. Ask the children what the word roast means. What kind of stories does the class think Linda's father tells? Where are other places that people build campfires? Discuss the sound the fire makes. What colors can you see in a campfire?

Have several of the children read the text on page twenty-nine out loud.

Discuss the illustration with the children.

**ACTIVITIES:**

1. *LIFEPAC Tablet Exercise:* Have the children hunt for words on page twenty-nine that mean more than one, and write them in their Tablets.

2. *Campfire Safety:* Campfire safety is universal. Discuss with the children some of the safety rules. Are the rules the same for children that live by the sea as they are for children that live other places?

3. *Marshmallows:* buy some marshmallows and try to roast them over an open fire. (This is a suggested activity for children and their families.)

Crackle, crackle!  
At night  
Linda's family builds  
a campfire.

They eat clams.  
They roast marshmallows.  
Linda's father tells  
stories.

Linda's family thanks God  
for their home  
by the sea.



page 29 (twenty-nine)

Page 30: Activity Page

**MATERIALS NEEDED:** paper clips (five per child 15/16 inch or 23.8 mm), Worksheet 30, pencils, crayons

**TEACHING PAGE 30:**

Point out the key at the top of page 30. Tell the children that the symbol in the circle is a paper clip. Ask the class if they can figure out what they are supposed to do with the map on page 30.

Give each child five paper clips and tell them to measure from the dots. Do the first one with the class to be sure they understand what they are supposed to do.

**ACTIVITIES:**

1. *LIFEPAC Tablet Exercise:* The children could write a sentence about the map in their Tablets and then measure their sentence with paper clips.

2. *Clip to Clip:* The class may enjoy measuring other things in the classroom using paper clips. It is sometimes easier to measure larger things by hooking the paper clips together into a chain.

3. Do Worksheet 30.

Before you begin:

1. Review what a compass means.
2. Point out the Key.
3. Discuss all symbols on the map. On the board put the following directions:

- 4 stones WEST
- 1 stone NORTH
- 3 stone SOUTH
- 2 stones EAST
- 3 stones NORTH

Tell the class to draw the object next to the stone. Do the first one as an example to be sure the children understand.

**Home by the Sea**

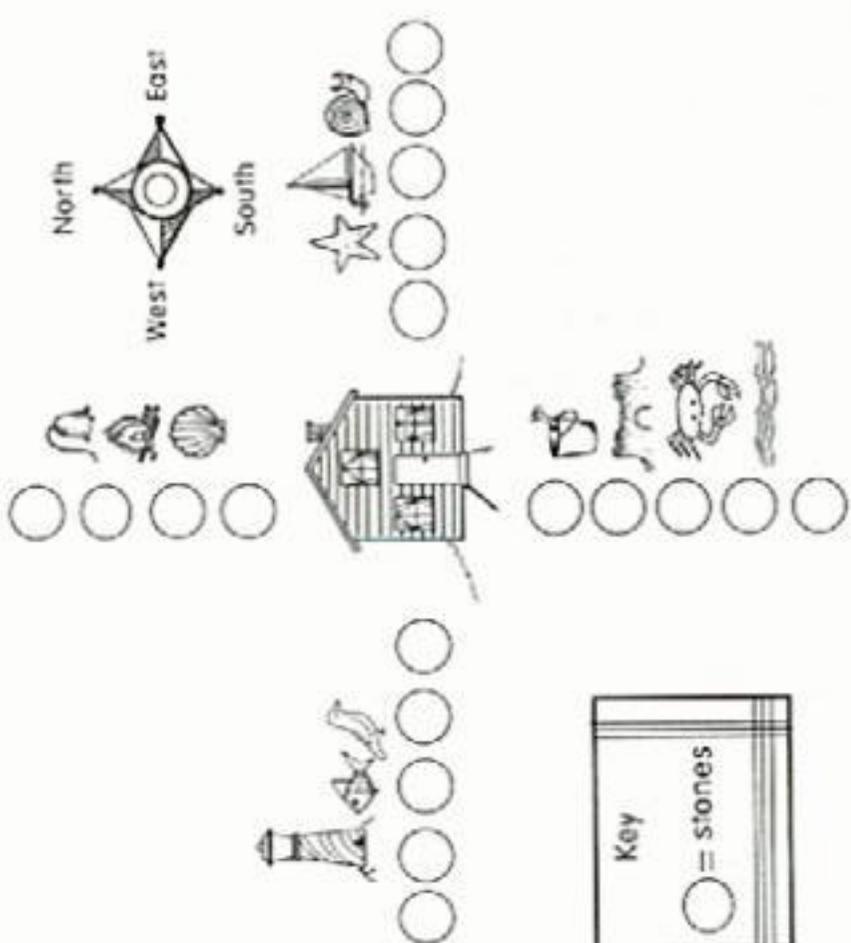


**Look at the map.**

How many 's from  
 house to lighthouse? 2  
 house to boat? 4  
 house to campfire? 2  
 house to sand castle? 2

page 30 (thirty)

Name \_\_\_\_\_



History & Geography 106  
Worksheet 30  
with page 30

Teacher check \_\_\_\_\_

**Page 31: Self Test 3**

**CONCEPT:** evaluation

**OBJECTIVE:** I can tell about living by the sea.

**TEACHER GOAL:** To check each child's progress

**BIBLE REFERENCES:** Book of Jonah; Luke 5:1 through 11; Mark 6:47 through 52; Matthew 14:24 through 33; John 6:16 through 21

**READING INTEGRATION:** following directions, recalling details

**VOCABULARY:** Review all the vocabulary words.

**MATERIALS NEEDED:** pencils, LIFE PAC Tablet, Bible

**TEACHING PAGE 31:**

Be sure the children understand what they are supposed to do before they start. Help with vocabulary in the first exercise if necessary.

**ACTIVITIES:**

1. *LIFE PAC Tablet Exercise:* Have the children write all the compound words found in part three.

2. *What's Linda's:* Provide practice with possessives. Put fill in the blank sentences on the board where the children have to provide either the word *Linda* or *Linda's*.

3. *Above or Below:* The class could work together to decorate a bulletin board that would show things above and below the ocean.

4. *Linking Words:* Have the children make a chain of the vocabulary words starting with the shortest word and working up to the longest words.

sea	words	soup
begin	boat	early
hunt	clams	ships
along	light	shore

**SELF TEST 3**

**Write the words.**

father	boat	marshmallows
house	bucket	

Linda's house is by the sea.

Linda's father runs the lighthouse.

Linda's boat has a bell.

Linda's bucket is full of clams.

Linda's marshmallows taste good.

**Circle the words that begin like shell.**

ship      sea      shingles

  **Teacher Check** \_\_\_\_\_ 

page 31 (thirty-one)

flash	build	ocean
listen	large	builds
night	foghorn	roast
friends	window	stories
bucket	shingles	family
campfire	shines	lighthouse
rhymes	sand castle	shells
marshmallow		

5. *Sea Faith:* (Stories from the Bible) Many stories in the Bible refer to the sea and to God's people. Some the children would enjoy are these:

a. Book of Jonah (Jonah and the whale) Have the children do watercolor pictures of Jonah and the whale.

b. Luke 5:1 through 11 (Jesus teaches the fishermen by the sea)

c. Mark 6:47 through 52, Matthew 14:24 through 33, John 6:16 through 21 (Jesus stops a terrible storm on the sea)

**Pages 32 and 33: Take Home Activity**

**MATERIALS NEEDED:** tape, Worksheet 31, scissors, cardboard

**TEACHING PAGES 32 and 33:**

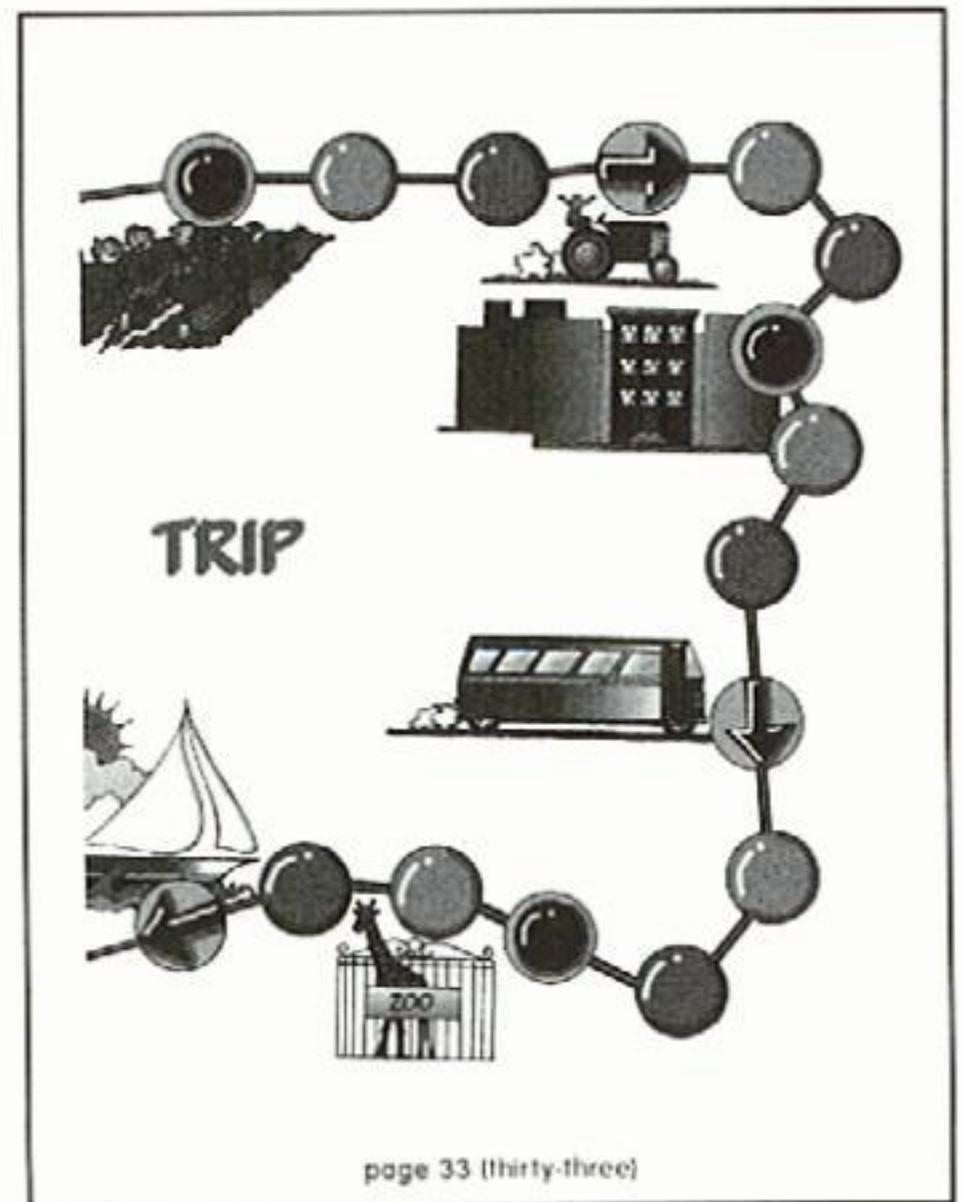
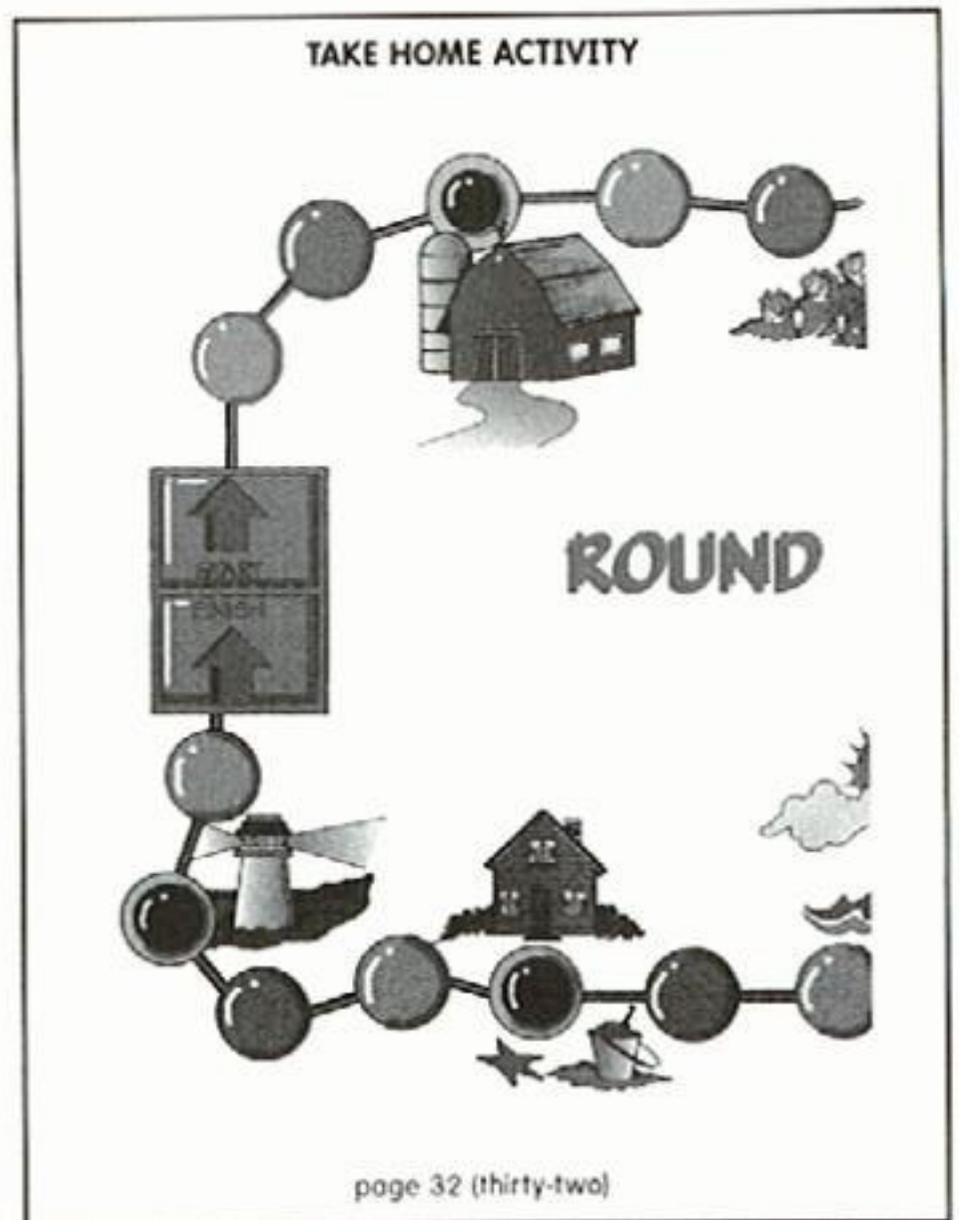
Teach the children the rules for playing the game "Round Trip". Before they begin they will have to make the number cube on Worksheet 31. Have the children cut it out, fold it on the dotted lines, and tape the sides together.

*To play the game:* The children take their turns throwing the cube. They move their marker the number of spaces shown on the cube. If their marker lands on a space that has an arrow, they move their marker an additional space. If their marker lands on a black space, they lose one turn. Whoever gets their marker around the game board first wins. The children can use buttons or small stones as markers.

The children may wish to cut out the gameboard, color it, and paste it on a piece of cardboard.

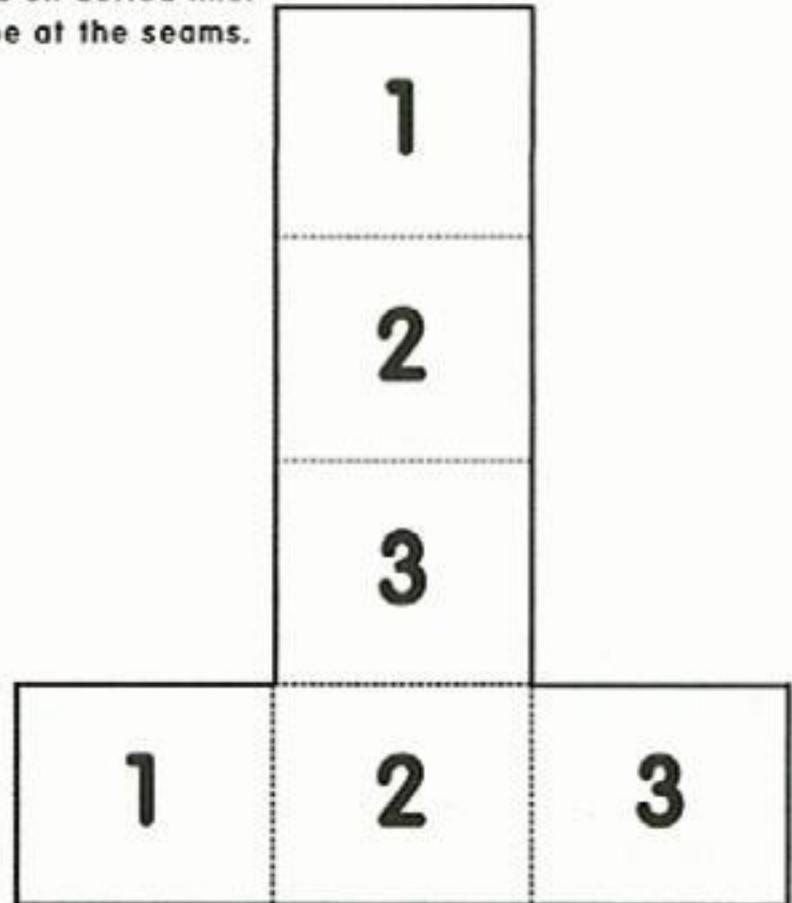
**ACTIVITY:**

*More Games:* Have the children make up their own games. They could dictate their ideas to the teacher. The teacher could copy them on a folder for the child to share with the other children in the class.



Name \_\_\_\_\_

Cut on solid lines.  
Fold on dotted line.  
Tape at the seams.



History & Geography 106  
Worksheet 31  
with page 32 and 33



Teacher check \_\_\_\_\_

**LIFEPAC TEST AND ALTERNATE LIFEPAC TEST:**

Administer the test to the class as a group. Ask to have directions read or read them to the class. In either case, be sure that the children clearly understand. Put examples on the board if it seems necessary. Give ample time for each activity to be completed before going on to the next.

Correct immediately and discuss with the child. Review any concepts that have been missed.

Give those children who do not achieve the 80% score additional copies of the worksheets and a list of vocabulary words to study. A parent or a classroom helper should help in the review.

When the child is ready, give the alternate LIFEPAC Test. Use the same procedure as for the LIFEPAC TEST.

**TEACHING THE LIFEPAC TEST:**

**TEACHING PAGE 1:**

If the teacher feels some type of review is necessary before page one is given, refer to the "Sound Familiar" activity for page 27 of the LIFEPAC.

This is not a reading test. The teacher may read the sounds out loud as the children draw a line to the correct matching picture.

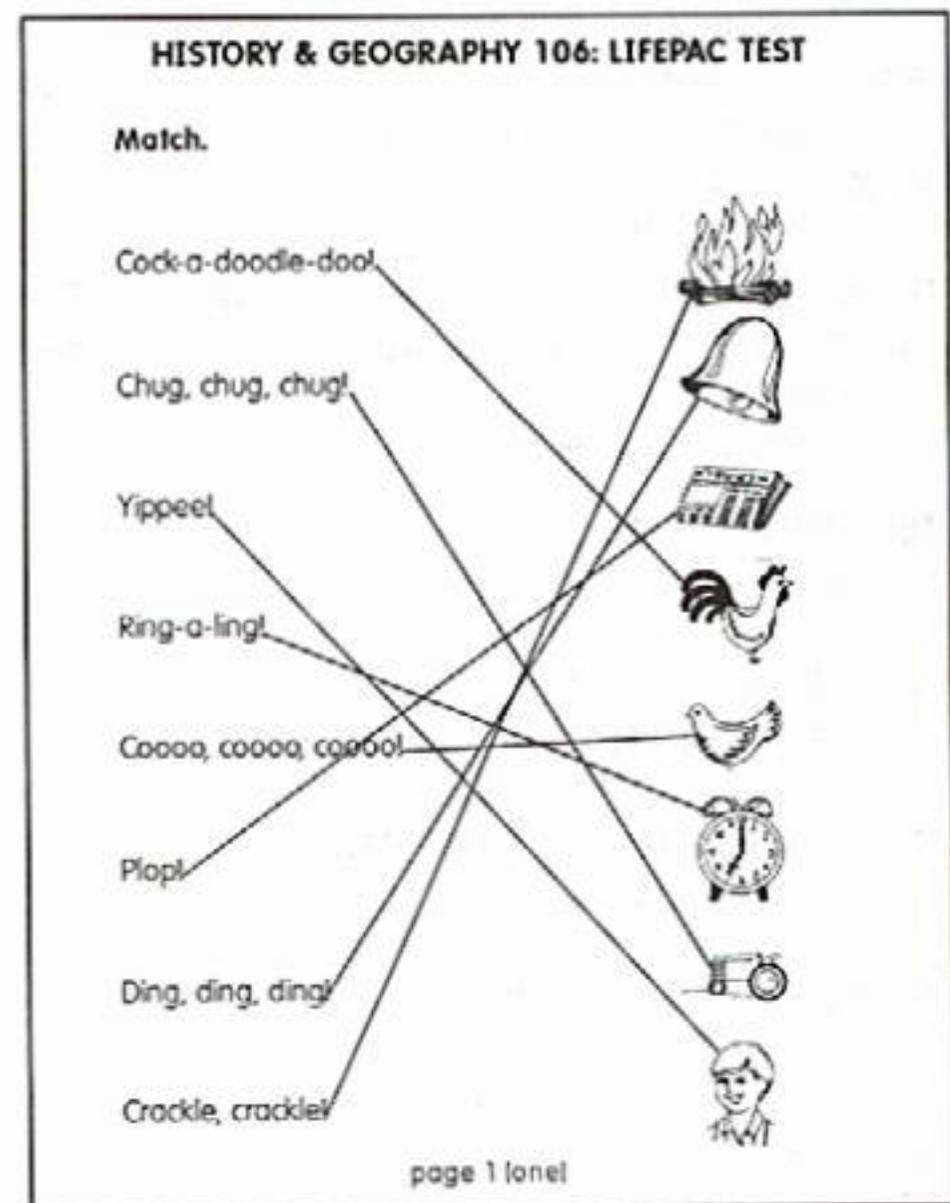
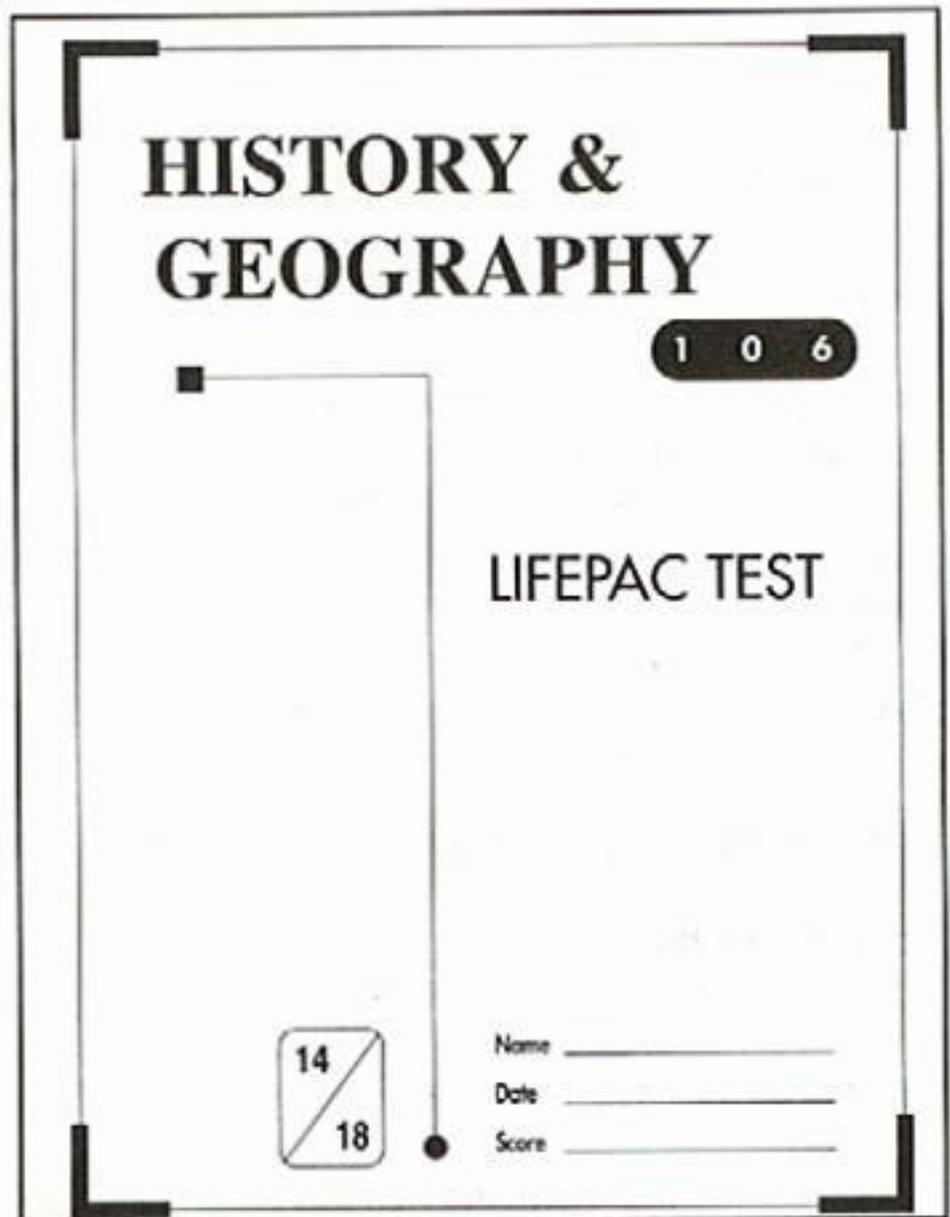
Before the children begin page one of the LIFEPAC Test, identify each picture on the page.

**ACTIVITY:**

Make two sets of cards. On one set put the sounds and on the other set put pictures of the objects that make the sounds. Put both sets of cards in an envelope marked *MATCH*. Encourage the children to use them during their free time.

**TEACHING PAGE 2:**

To insure the child's success on page two, review these vocabulary words before the test is given: *who, lives, farm, city, sea, on,*



## History & Geography 106 Teacher Notes

*In, house, wood, apartment, brick, shingles, four, and door.*

Make copies for the children with the above words on them and instruct the children to cut them up into flashcards for home drill.

Before the class begins page two, read all directions out loud and identify any pictures on the page. Review the concept of *on* and *in* by using items in the room as illustrations. *Example:* The pencil is *in* the desk.

Note: Since this is not a reading test, the teacher may feel it beneficial to read all test items to the class.

### TEACHING THE ALTERNATE LIFE PAC TEST:

#### TEACHING PAGE 1:

If the child did not pass the LIFE PAC Test, the Alternate LIFE PAC Test should be given on an individual basis to insure the child's success.

The same reinforcement activities suggested for page one of the LIFE PAC Test can be used for the top of page one in the Alternate Test. The teacher should identify each picture for the child and read all the sounds out loud.

For the bottom of page one, be sure you have discussed the homes of each of the characters in LIFE PAC 106 previously. Refer to pictures of their homes in the LIFE PAC for visual reinforcement.

#### TEACHING PAGE 2:

Before the children are given the Alternate LIFE PAC Test, you may want to play "How Well Do You Know...". Pick children in the class to tell about each of the children in LIFE PAC 106. If another child in the class does not feel enough was said about the character, he can raise his hand and say "I feel I know more about...", and proceed to give more information about the character.

Before giving the test, read each question out loud and give the child time to write his answer.

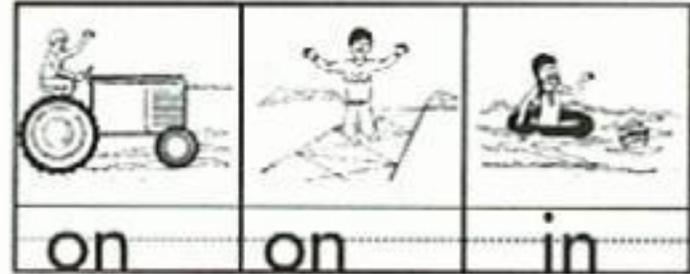
#### Circle the name.

Who lives on a farm?  
Linda /  Jeff / Nicky

Who lives in the city?  
Linda / Jeff /  Nicky

Who lives by the sea?  
 Linda / Jeff / Nicky

#### Write on or in.



#### Circle yes or no.

The house on the farm is wood.	<input checked="" type="radio"/> yes	no
The apartment house is brick.	<input checked="" type="radio"/> yes	no
The house by the sea has shingles.	<input checked="" type="radio"/> yes	no
The house on the farm has a four on the door.	yes	<input checked="" type="radio"/> no

page 2 (two)

#### NOTES

page 3 (three)

# HISTORY & GEOGRAPHY

1 0 6

## ALTERNATE LIFEPAC TEST

12 / 15

Name \_\_\_\_\_  
Date \_\_\_\_\_  
Score \_\_\_\_\_

### HISTORY & GEOGRAPHY 106: ALTERNATE LIFEPAC TEST

Match.

Cock-a-doodle-doo!

Coooo, coooo, cooo!

Ding, ding, ding!



Write city, farm, sea.

farm	city	sea

page 1 (one)

Circle yes or no.

- Jeff gathers eggs  yes / no
- The tractor is black. yes /  no
- Nicky's door has a two on it. yes /  no
- Nicky has a sister.  yes / no
- Linda digs for clams.  yes / no
- Linda has pigeons. yes /  no

What lives here?

pigeon                  cows                  fish

cows	fish	pigeon

page 2 (two)

### NOTES

page 3 (three)



**Page 1: Community Helpers**

**CONCEPT:** overall introduction to community helpers

**OBJECTIVE:** To introduce all the objectives

**TEACHER GOAL:** To teach the children the objectives of History & Geography 107.

**BIBLE REFERENCE:** Acts 2:44 through 47 and Acts 4:32 through 37

**READING INTEGRATION:** main idea, noting and recalling detail, speaking in a group, following oral directions, listening, writing a story

**VOCABULARY:** community, expects (special)

**MATERIALS NEEDED:** pictures of community helpers, LIFEPAK Tablet, drawing paper, pencils

**TEACHING PAGE 1:**

Write the word community on the board. Say the word. Ask how many think they know what a community is. Talk about other words similar to community such as communion and communication. Emphasize that each of these words tells about something that people do together. Explain that a community is people living and working together. People in a community help each other in many ways. The stories in Acts 2:44 through 47 and Acts 4:32 through 37 are examples. What are some things people in a community cannot do alone? (put out fires, catch lawbreakers, make laws, practice medicine, and so on.)

Have the children open their books to page 1. Read the title. Talk about the helpers in the picture. Read the page together.

Ask the children to think of helpers who keep them safe, who keep them well, and who help them learn. Post community helper pictures on a bulletin board and

**COMMUNITY HELPERS**







God gives you special helpers to keep you safe.  
Other helpers keep you well.  
Some workers help you learn.  
They all work together for your community.



**Objectives**

1. I can name some helpers God gives me.
2. I can tell how these helpers take care of me.
3. I can tell how God expects me to help these workers.

page 1 (one)

label each one.

**ACTIVITIES:**

1. Write about a personal experience with any community helper.

2. Draw a picture about a personal experience with any community helper. Share these experiences with the whole class or in small sharing groups.

3. Arrange for a trip to the fire station or have a firefighter or police officer visit and talk to the children. At this time arrange for any other trips or classroom visitors for this unit, such as trips to the library or a hospital. You might ask a doctor, dentist, or nurse to speak to the children. A trip to city hall or other government buildings can be a real learning experience for your young future voters.

**PART I: HELPERS WHO KEEP PEOPLE SAFE**

Pages 2 and 3

**CONCEPTS:** helpers who keep people safe

**OBJECTIVE:** I can name some helpers God gives me.

**TEACHER GOAL:** To teach the children to tell about other duties that firemen have.

**VOCABULARY:** Policeman Bill, Fireman Dan, protect

**MATERIALS NEEDED:** pencils, crayons, scissors, glue, Worksheet 1, pictures (police, fireman, forest rangers, men and women in the armed forces, and so on), books about policemen and firemen, magazines, large drawing paper

**TEACHING PAGE 2:**

Write the words protect, fireman, and policeman on the board. Say the words. Talk about what each one means. Have the children give examples of ways the police and fire departments protect them. Use the word protect as often as possible in different situations during the school day. Point out that fireman and policeman are compound words.

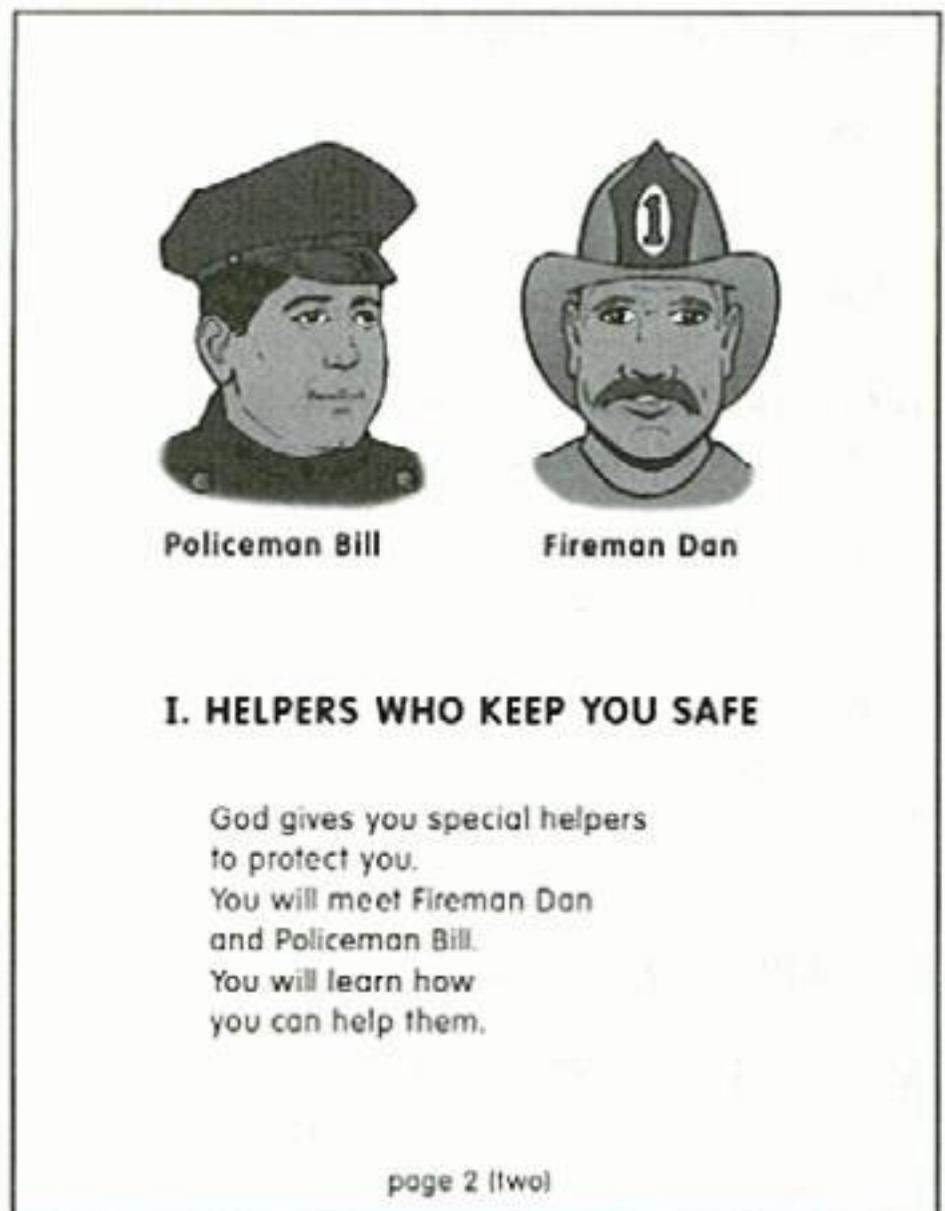
Have the children open their books to page 2 and read the names under the pictures. Ask the children to share stories about any policemen or firemen they know personally. Read the page together.

**TEACHING PAGE 3:**

Remind the children that the icons indicate something they are to do.

Read the directions together. Make sure all the children know what to do. Be available to help those children who may not know all the words.

Read the directions for the second activity. After talking briefly about what policemen do for us, have the children



complete the page.

**ACTIVITIES:**

1. Begin work on a class scrapbook of community helpers. Supply magazines for pictures. Label each page and during the course of the unit have the children look for pictures of helpers to cut out and paste into the proper page.

2. Instead of a class project, have each child make a scrapbook. Each page could have a picture of one helper and a story telling something about what that helper does.

3. Do Worksheet 1.  
Discuss what is happening in the picture. As children color the picture, ask them to think about other ways policemen and firemen help each other. This question would be good to ask a fireman or policeman in an interview.



Write yes or no.

Some helpers protect people.

yes

Your parents never need help.

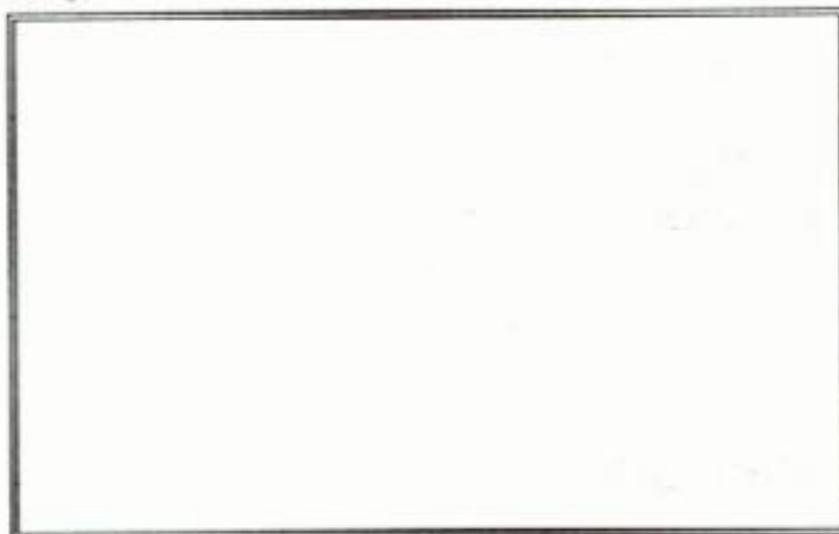
no

All workers work together.

yes

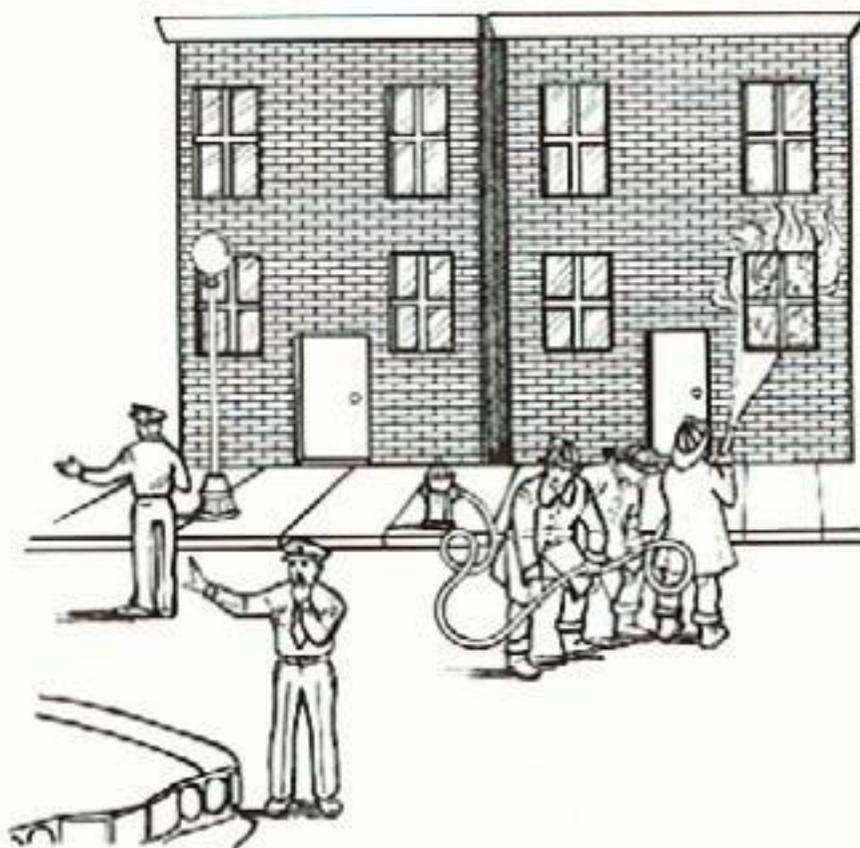


Draw Policeman Bill helping someone.



page 3 (three)

Name \_\_\_\_\_



Talk about other ways policemen and firemen help each other.



**Pages 4 and 5: Fireman Dan**

**CONCEPT:** ways firemen protect people

**OBJECTIVE:** I can tell how these helpers take care of me.

**TEACHER GOALS:** To teach the children

- To tell what firemen do,
- To tell what they can do to help firemen, and
- To gain a sense of being a contributing member of the community.

**READING INTEGRATION:** main idea, noting and recalling details, drawing conclusions, speaking in front of a group, retelling in own words, listening, sequence, following written directions

**VOCABULARY:** checks, buildings, report, address (number, danger safe, telephone)

**MATERIALS NEEDED:** Worksheet 2, crayons, toy telephone, LIFEPAK Tablet, drawing paper, phone book, pencils

**TEACHING PAGE 4:**

Write the vocabulary words on the board, one at a time. Talk about each word and what it means. Review the list of words once more before having the children open their LIFEPAKs to page 4. Discuss the picture on page 4 of the LIFEPAK. Talk about what Fireman Dan is doing. Ask the children to tell about other duties that firemen have besides putting out fires.

Read page 4 together. When the page has been read, talk about the ways we can help firemen to keep people safe. List the ways on the board or on chart paper. Keep this chart for future reference.

Pass out Worksheet 2. Give the children a few minutes to complete the dot-to-dots. Explain what is happening in each picture. Talk about the question in the discussion box.



**MEET FIREMAN DAN**

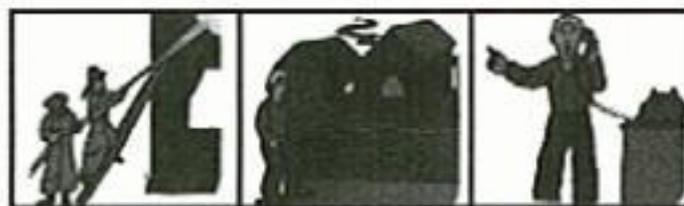
Fireman Dan helps put out fires. He helps people who are in danger. Fireman Dan checks buildings to make sure they are safe.

Fireman Dan needs your help. Learn how to report a fire. Never play with fire. Learn your own address and telephone number.

page 4 (four)



Write 1, 2, 3 to show what happens first, second, and third.



3                      1                      2



Circle the pictures that show what a fireman does.



page 5 (five)

**TEACHING PAGE 5:**

Have the children turn to page 5 in their LIFE PACs. Read the directions to the first activity together. Talk briefly about what is happening in each picture. Tell the children to mark the pictures. Check the answers when everyone is finished. Have the children make any corrections with a crayon.

Read the directions to the second activity. Make sure the children understand the pictures. Check the activity as soon as all the children are finished.

**ACTIVITIES:**

1. Write several questions to ask the firemen when visiting the fire station.
2. Use a toy telephone to practice the correct way to phone in a fire report. Before using the phone, discuss and list the steps to be taken: (a) dial 911; (b) tell why you are calling fire or medical emergency; and (c) tell where the emergency is (give an address).
3. Using the list of ways to help firemen, have each child make a fire poster, including one or more rules of fire safety.
4. Read a book about firemen or fire safety.
5. Take a trip to a nearby fire station or arrange to have a fireman visit the class.
6. Write thank-you letters to the fire station.

Name \_\_\_\_\_

**Fire Fighting of Long Ago**

1776



1900





In what ways is firefighting today different from long ago?

History & Geography 107  
Worksheet 2  
with page 5

Teacher check \_\_\_\_\_

**Pages 6 and 7: Policeman Bill**

**CONCEPT:** ways policeman protect people

**OBJECTIVES:**

I can tell how these helpers take care of me.

I can tell how God expects me to help these workers.

**TEACHER GOALS:** To teach the children

- To tell some of the duties of policemen,
- To tell some ways they can help policemen, and
- To grow in their respect for and understanding of law enforcement officers.

**BIBLE REFERENCE:** Romans 13:1

**READING INTEGRATION:** main idea, following written directions, noting and recalling details, dramatization, retelling in own words, writing sentences

**VOCABULARY:** direct, arresting, law, strangers (traffic, sick, break, obey, signs)

**MATERIALS NEEDED:** LIFEPAK Tablet, pencils, crayons, flash cards of traffic signs from Social Studies 102.

**TEACHING PAGE 6:**

Introduce the new words. Write them on the board and talk about their meanings.

Have the children open their LIFEPAKs to page 6. Discuss the picture. In the reading and discussion of this entire page, policemen should be spoken of with great respect. The children hear so many negative things about policemen in the secular world, that the building of a positive image of these men should be a vital concern of the Christian school. Introduce this lesson by reading Romans 13:1 to the class and discuss who are the authorities it refers to.



**MEET POLICEMAN BILL**

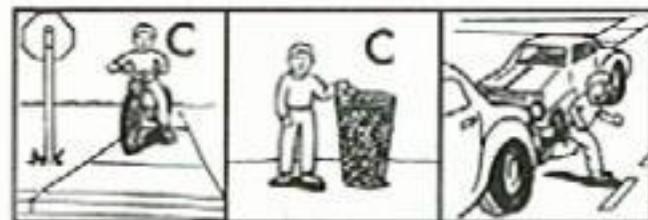
Policeman Bill is your friend. He helps you if you get lost. Sometimes he directs traffic. Policeman Bill helps people who are hurt or sick. He helps you by arresting people who break the law.

Policeman Bill needs your help. Always obey traffic signs. Never take candy or rides from strangers. Learn to ride a bike safely. Look both ways before crossing a street.

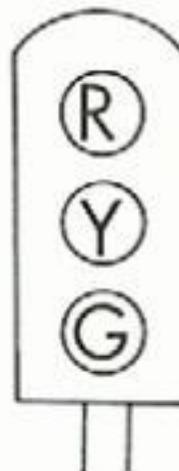
page 6 (six)



**Color the pictures that show children helping Policeman Bill.**



**Color the traffic light. Tell what each color means.**



STOP  
WAIT  
GO

page 7 (seven)

Read page 6 together. Discuss more ways policemen help people and ways that the children can help them.

**TEACHING PAGE 7:**

Read the directions together and make sure the children understand each picture. Before completing the second activity, review some common traffic signs, especially the stop light. Review the location of each color and what it means. Check the page as soon as all the children are finished.

**ACTIVITIES:**

1. Invite a police officer to visit the class and talk to the children.
2. Individually or in groups, have the children prepare questions to ask when the police officer visits.
3. Act out situations in which policeman Bill helps people. Involve as many children as possible. Girls as well as boys should play the part of the police officer.
4. In small groups have the children share what they learned when the police officer visited the classroom.
5. Write letters thanking the police officer for visiting the class.

## Pages 8 and 9: Activity Pages

**MATERIALS NEEDED:** crayons, pencils, Worksheet 3, toy telephone, free materials of U.S. Department of Agriculture: Forest-Service

### TEACHING PAGES 8 and 9:

Write all the vocabulary words from part one on the board. Give a definition for one of the words. Have the children tell which word you defined.

An alternative to this activity is to ask the children to open their LIFEPAK to page 4 and, find the word that tells about where you live and circle it with a pencil. Then ask one child to read the word he has circled. Continue in the same way with the other vocabulary words.

Have the children open their LIFEPAKs to pages 8 and 9. Read all directions together. The picture may be any part of town a child wishes to portray. Write the name of your community on the board for the children to copy. Make sure the children understand all directions and pictures.

Check page 9 as soon as all the children are finished.

### ACTIVITIES:

1. Have the children share their pictures on page 8 with either the whole class or a small sharing group.

2. Do Worksheet 3.

Pass out the Worksheet, Discuss the picture. Talk about what forest rangers do to protect people and wildlife. Talk about the difference between forest and brush fires and building fires. Have materials available from the Forest Service. Have the children list ways they can help the forest rangers.

3. Have the children draw pictures of ways they can help protect our forests and wildlife.

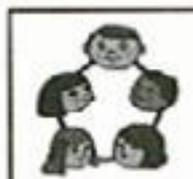
4. Give the children a chance to pantomime different jobs of firemen and police officers. Have the rest of the class try to guess what they are doing.



Draw a picture of your community.

I live in Phoenix,

Arizona



Tell about how a policeman or fireman has helped you or your family.

page 8 (eight)



Draw a line from each picture to the one who will help.



Fireman Dan

Policeman Bill

page 9 (nine)

Name \_\_\_\_\_



Forest rangers are policemen **and** firemen. They protect people and wildlife.

History & Geography 107  
Worksheet 3  
with page 9.



Teacher check \_\_\_\_\_

**Page 10: Self Test 1**

**CONCEPT:** helpers who keep us safe

**OBJECTIVES:**

I can name some helpers God gives me.

I can tell how these helpers take care of me.

I can tell how God expects me to help these workers.

**TEACHER GOAL:** evaluation of section one

**READING INTEGRATION:** following written directions, recalling details

**VOCABULARY:** Review all the vocabulary.

**MATERIALS NEEDED:** pencils, vocabulary flash cards

**TEACHING PAGE 10:**

Go over the word cards several times. The children should know these words.

Have the class open their LIFE PACs to page 10. Tell them they will do this page by themselves in order to find out how much they remember about firemen and police officers. Make sure the children understand the directions and any illustrations. Give them plenty of time to complete the page independently. Be available to help those who have a problem.

Check the page with the class. Errors should be explained immediately and corrections made with a crayon or colored pencil. Most children are able to check and correct their own self tests.

**ACTIVITIES:**

1. Work on community helpers scrapbook.

2. Make a safety collage. Bring out the magazines. Pass out 9" x 12" white drawing paper. Have the children look for pictures showing safe ways of doing things. Paste these pictures randomly all over the

**SELF TEST 1**

**Write yes or no.**

Policeman Bill puts out fires. no

Fireman Dan is your friend. yes

A red light tells you to go. no

Never take a ride from a stranger. yes

Policemen and fireman help people who are hurt. yes

**Circle the picture that shows how you can help a policeman.**

5/6 Teacher Check \_\_\_\_\_  
page 10 (ten) Date \_\_\_\_\_

drawing paper.

3. Read books on safety and discuss them with the class.

**PART II: PEOPLE WHO HELP YOU STAY WELL**

Page 11

**CONCEPT:** people who help others stay well

**OBJECTIVE:** I can name some helpers God gives me.

**TEACHER GOALS:** To teach the children  
 To consider the importance of workers who help them stay well, and  
 To name four health workers.

**READING INTEGRATION:** main idea, noting and recalling details, following written directions, speaking in a group, listening, drawing conclusions

**VOCABULARY:** nurse, doctor, dentist, city worker

**MATERIALS NEEDED:** pictures of community health workers, scrapbook materials, pencils, crayons

**TEACHING PAGE 11:**

Have the children open their books to page 11. Talk briefly about each picture. A few children may want to share a personal experience.

Read page 11 together. Tell the children to draw their own face in the empty circle at the top. As they work, talk about how they can help themselves and others stay well. After checking the first activity, have the children finish the page.

**ACTIVITIES:**

1. Work on community helpers scrapbooks.
2. Arrange for doctor and/or dentist to visit the class.

**II. PEOPLE WHO HELP YOU STAY WELL**

God loves you.  
 He gave you a wonderful body.  
 He wants you to take  
 good care of it.

Special helpers work  
 to keep you strong and well.  
 You will meet these helpers.  
 You will read about ways  
 to stay well.

page 11 (eleven)

**Pages 12 and 13: Dr. Jones**

**CONCEPT:** why we need doctors and nurses

**OBJECTIVES:**

I can tell how these helpers take care of me.

I can tell how God expects me to help these workers.

**TEACHER GOALS:** To teach the children

To tell about the work of doctors and nurses, and

To understand that God gives us doctors, nurses, and medicine.

**READING INTEGRATION:** main idea, noting and recalling details, dramatization, following written directions, drawing conclusions, listening, writing a story

**VOCABULARY:** ears, throat, breathe, medicine, exercise (weather, eyes, listens)

**MATERIALS NEEDED:** Worksheet 4, LIFEPAC Tablet, pencils

**TEACHING PAGES 12 and 13:**

Before reading the page, show pictures of doctors and nurses. Discuss what is taking place in each picture. Talk about the children's own experiences with doctors and nurses.

Have the children open their LIFEPACs to pages 12 and 13. Read the pages together. Discuss other things a doctor and nurse do. Stress that doctors are our helpers provided by God to help us when we are sick. Have the children name more ways they can help their doctor.

Read the activity directions on page 13 and let the children answer the questions independently. Identify any illustration they do not recognize.



**MEET DOCTOR JONES**

Doctor Jones helps you when you are sick or hurt. He checks your ears, eyes, and throat. He listens to you breathe. He might give you medicine. God helps him know what is best for you.

Miss Day is a nurse. She works with Doctor Jones. Miss Day and Doctor Jones are your friends.

page 12 (twelve)

You can help your doctor. Eat foods that are good for you. Get plenty of exercise. Dress right for the weather. Take your medicine when you are sick. Never play with medicine.



**Circle the picture that answers each question.**

Who helps Doctor Jones?



What helps you stay well?



What does a doctor use to listen to you breathe?



page 13 (thirteen)

**ACTIVITIES:**

Do Worksheet 4.

1. Read the directions together and let the children work the page independently. Talk about each picture as you check the page.

2. Read books on what to do in common emergencies such as a person choking or getting a bee sting and discuss them with the class.

3. Have the children write a story about their trip to the doctor.

4. Make up a list of questions to ask the doctor when he visits the class.

Name \_\_\_\_\_

Write yes by the children who are taking care of themselves.

 _____ <u>yes</u>	 _____ _____
 _____ <u>yes</u>	 _____ <u>yes</u>
 _____ _____	 _____ <u>yes</u>

History & Geography 107  
Worksheet 4  
with page 13

 Teacher check \_\_\_\_\_  
1991 010

**Pages 14 and 15: Doctor Brooks**

**CONCEPT:** why we need dentists

**OBJECTIVES:**

I can tell how these helpers take care of me.

I can tell how God expects me to help these workers.

**TEACHER GOALS:** To teach the children

- To tell something a dentist does,
- To tell how they can help their dentist, and
- To understand the importance of caring for their teeth.

**READING INTEGRATION:** main idea, noting and recalling detail, following oral and written directions.

**VOCABULARY:** teeth, strong, healthy, cavities, brush, chart, month (cleans)

**MATERIALS NEEDED:** large drawing paper, crayons

**TEACHING PAGES 14 and 15:**

Write the new words on the board. Talk about each word and what it means.

Before reading, ask the children what they think a dentist does and how they can help a dentist care for teeth. Write these suggestions on the board.

Read pages 14 and 15 together, comparing the things the children said with the text, especially the things they can do to help the dentist.

Collect some pamphlets about dental hygiene and show them to the class. Explain that the lady who helps the dentist is called a dental technician and that a dentist who only helps people get straight teeth is called an orthodontist. Dentists today do many things. They all work to keep children's teeth in good shape.



**MEET DOCTOR BROOKS**

Doctor Brooks is a dentist. She helps you take care of your teeth. Strong, healthy teeth mean a strong, healthy body. Doctor Brooks cleans teeth and looks for cavities. She will fill any cavities.

page 14 (fourteen)

You can help your dentist. Brush your teeth often. Eat foods that build strong teeth. Have six-month check-ups.



Keep this chart for one week.

**I BRUSHED MY TEETH THIS MORNING**

A black and white illustration of a young boy sitting on the floor, brushing his teeth with a toothbrush. He is holding a tube of toothpaste.	Sunday	X
	Monday	X
	Tuesday	X
	Wednesday	X
	Thursday	X
	Friday	X
	Saturday	X

page 15 (fifteen)

One of the most important ways the children can help the dentist is by regular cleaning of their teeth. Many times the children will hurry off to school in the morning without brushing. Explain the chart on page 15. Demonstrate the right way to brush teeth. Check the charts every day of the week.

**ACTIVITIES:**

1. Visit a dentist's office.
2. Set up a dentist's office and/or doctor's office and allow the children to act out various situations. Roles would include doctor, dentist, nurse, technician, receptionist, and patients.

**Pages 16 and 17: Mr. James**

**CONCEPT:** City workers help keep communities clean

**OBJECTIVES:**

I can tell how these helpers take care of me.

I can tell how God expects me to help these workers.

**TEACHER GOALS:** To teach the children

To tell about city workers who help keep cities clean and healthy,

To tell how they can help keep their community clean, and

To understand the importance of keeping their community clean.

**READING INTEGRATION:** main idea, noting and recalling details, predicting outcomes

**VOCABULARY:** litter bug, trash

**MATERIALS NEEDED:** Worksheet 5, drawing paper, paper sacks, construction paper (all colors), tempera paint or crayons, glue, pencils

**TEACHING 16 and 17:**

Write the vocabulary words on the board. Say them as you point to them.

Ask the children to tell what each one means.

Have the children open their LIFEPAcs to page 16. Talk about what they see in the picture. Ask the children to tell how the garbage is taken care of where they live. List other city workers who are involved in keeping the city clean. The list might include street sweeper operators, tractor operators at city dumps, health inspectors, and so on.

Read the page together. Have the children think of and list other ways to help keep the city clean. This list might include a school-ground cleanup and a neighborhood or park cleanup program.

Give the children time to do the dot to-



**MEET MR. JAMES**

Mr. James is a city worker.  
He drives a big truck.  
He helps keep your community clean.  
He helps make it a healthy place to live.  
You can help keep your community clean.  
Don't be a litter-bug.  
Always use trash cans.

page 16 (sixteen)



**Follow the dots.**



page 17 (seventeen)

dot on page 17. Have them color the picture.

**ACTIVITIES:**

1. Do Worksheet 5. Tell the children to decide what is happening in the first picture in each row. Then have them circle the picture on the right that best shows what will happen next. Check and discuss it together.

2. Organize a clean-up program around school or in the neighborhood. Give the children paper sacks to fill with litter on their walk around the school grounds or through the neighborhood.

3. *Art Project.* Using torn construction paper shapes, have each child construct a two dimensional litter bug. Have them use this "bug" as part of a poster reminding people not to be litter bugs. The poster itself can be done on heavy white paper with tempera paints or crayons. Paste the litter bug into the picture in the appropriate place.

Name _____		
<b>What will come next?</b>		
	<del></del>	
		<del></del>
	<del></del>	
		<del></del>
History & Geography 107 Worksheet 5 with page 17		
		 Teacher check _____

**Pages 18 and 19: Activity Pages**

**VOCABULARY:** paramedics

**MATERIALS NEEDED:** pencils, crayons, tempera paint (black and other colors), white drawing paper, 1" x 1" pieces of sponge, LIFEPAK Tablet, Worksheet 6, vocabulary cards for section two of the LIFEPAK

**TEACHING PAGE 18:**

If the children know their vocabulary words, they should have no difficulty completing page 18. Read all directions together. Identify the illustrations. Allow enough time for all the children to finish the picture.

Check the page as soon as everyone is finished. Help should be given to children with any errors. The errors should be corrected by the student with a crayon.

**TEACHING PAGE 19:**

Have the children turn to page 19. If the children visited the fire station, they most likely saw a rescue unit. It may not have looked just like the one in the picture, though. The children may have experiences related to paramedics and rescue work that they would like to share as they color this page. Talk about what they remember being told while at the fire station.

**ACTIVITIES:**

1. Do Worksheet 6.

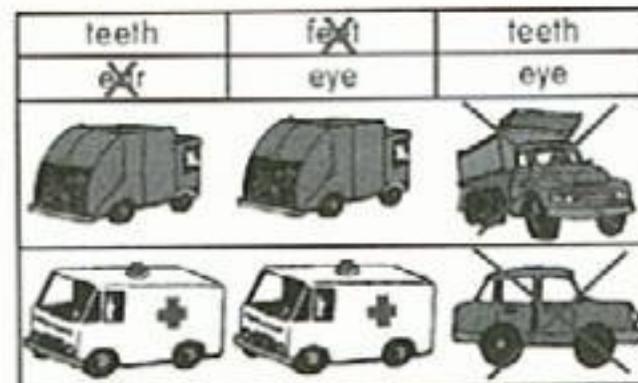
This sheet will help you to know if any vocabulary words are not easily recognized. Identify all pictures before the children begin. Check together and discuss as a review page.

2. Use flashcards to review all vocabulary words for section two. Check the page as soon as everyone is finished.

3. *Art Project:* Pass out large 12" x 18" white or blue construction paper. Tell the children they are going to paint a city truck.



Put an X on the one that is different in each row.



Circle the right word.

God gives you helpers to keep you \_\_\_\_\_  
well / sick

The doctor helps when you are \_\_\_\_\_  
well / sick

The dentist helps care for your \_\_\_\_\_  
eyes / teeth

The nurse is the doctor's \_\_\_\_\_  
doctor / helper

page 18 (eighteen)



Color the picture.



Paramedics are special helpers who keep us safe and well.

page 19 (nineteen)

street equipment, fire trucks, rescue squad, ambulance, or police car. Make the outline of the vehicle with heavy black crayon or tempera paint. The picture will be "colored" by patting a sponge piece dipped in paint wherever that color is desired. Change sponges when changing color. Two or three color choices should be sufficient. Use the completed pictures for a very colorful bulletin board display.

Name \_\_\_\_\_

**Match the word with the picture.**

teeth

city worker

litterbug

dentist

medicine

nurse








History & Geography 107  
Worksheet 6  
with page 19

Teacher check \_\_\_\_\_

**Page 20: Activity Page**

**MATERIALS NEEDED:** pencils, crayons

**TEACHING PAGE 20:**

Read the directions to the children. Have them do the page independently.

Check it together. Discuss the answers and the drawings as a review for the self test.

 **Draw a line to the right picture.**

doctor  
dentist  
city worker  
nurse

 **Draw a picture of your visit to a doctor or a dentist.**

 **Tell about your picture.**

page 20 (twenty)

**Page 21: Self Test 2**

**CONCEPT:** evaluation of workers who keep us well

**OBJECTIVES:**

I can name some helpers God gives me.  
I can tell how these helpers take care of me.

I can tell how God expects me to help these workers.

**TEACHER GOAL:** To evaluate the children's comprehension of section two.

**READING INTEGRATION:** following written directions, sequence, recalling details

**VOCABULARY:** Review all the vocabulary.

**MATERIALS NEEDED:** LIFE PAC Tablet, pencils, scrapbook materials

**TEACHING PAGE 21:**

Have the children open their LIFE PAC to page 21. Read the directions together. Identify all the illustrations. The children should finish the page independently.

As soon as all the children are finished, check the page together. If there were any serious errors on the part of any student, this is the time to clear them up. Have the children correct their pages with a crayon. The teacher should walk around the room while the pages are being checked.

**ACTIVITIES:**

1. Work on community helpers scrapbook. Find pictures of helpers who keep us well. Write stories about one or more of the helpers.

**SELF TEST 2**

Write 1, 2, 3 to show what happens first, second, and third.

		
2	3	1

**Name the workers.**

doctor	city worker	nurse	dentist
--------	-------------	-------	---------

drives a big truck      city worker

cares for your teeth      dentist

listens to you breathe      doctor

5  
6


 Teacher Check \_\_\_\_\_  
Initial                      Date



page 21 (twenty-one)

**PART III: FRIENDS WHO HELP US LEARN**

**PAGES 22 and 23**

**CONCEPT:** friends who help us learn.

**OBJECTIVE:** I can name some helpers God gives me.

**TEACHER GOALS:** To teach the children  
To recognize people who help them learn, and  
To name three people who help them learn

**READING INTEGRATION:** main idea, noting and recalling details, following written directions

**VOCABULARY:** librarian (minister, teacher)

**MATERIALS NEEDED:** LIFEPAK Tablet, pencils, crayons

**TEACHING PAGES 22 and 23:**

Have the children turn to page 22. Use the pictures and labels to introduce the vocabulary words.

Read the page together. As they read the sentence about each helper, ask what other things that person teaches besides what is written in the LIFEPAK.

After the discussion, look at the first activity on page 23. Read the directions and let the children match the faces and names. Encourage them to look at page 22 if they need help.

Follow the same procedure with the second activity. Read the directions together. Check the page together when everyone is finished.

**ACTIVITIES:**

1. Arrange to visit the library sometime in the next few weeks.
2. Have the children list as many people as they can think of who helps them learn.

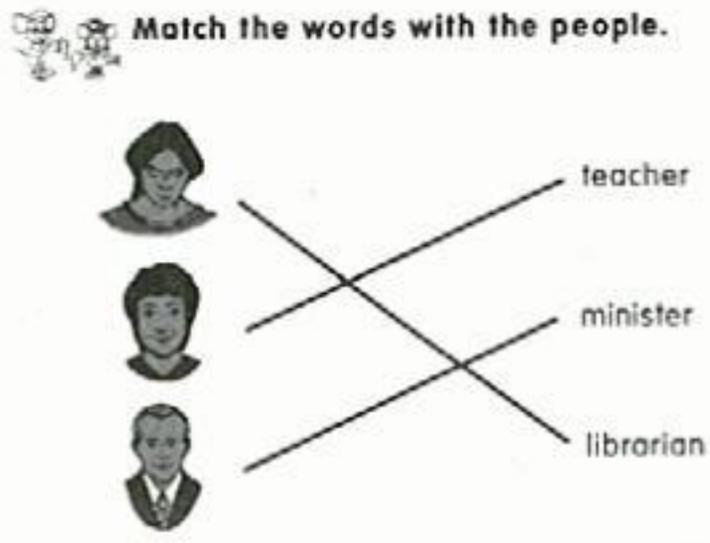


**III. FRIENDS WHO HELP YOU LEARN**

You learn many things.  
Your minister teaches you about God's love.  
Your teacher helps you learn to read and write.  
The librarian helps you learn about books.

page 22 (twenty-two)

**Match the words with the people.**



**Circle the right answer.**

The librarian helps you learn about \_\_\_\_\_  
art / books

The minister helps you learn about \_\_\_\_\_  
the Bible / art

The teacher teaches about \_\_\_\_\_  
reading / radios

page 23 (twenty-three)

3. Write one or two sentences about each of the three helpers on page 2 in the Tablet. Have the children tell what they have learned from each one.
4. Tell about a favorite book.
5. Arrange to have a minister visit the class and talk about what he does.

**Pages 24 and 25: Ministers**

**CONCEPT:** all about the minister

**OBJECTIVE:**

I can tell how these helpers take care of me.

I can tell how God expects me to help these workers.

**TEACHER GOALS:** To teach the children

To understand that their minister is a good friend and someone to know and respect, and

To tell something they can do for their minister.

**READING INTEGRATION:** main idea, noting and recalling details, following directions, drawing conclusions, listening, retelling in own words

**VOCABULARY:** baptizes (pray, church)

**MATERIALS NEEDED:** pictures of ministers showing different ways they dress, pictures of churches, pencils, LIFEPAK Tablet, crayons or paint

**TEACHING PAGES 24 and 25:**

Find out how many of the children know the name of their own pastor. This information is probably in the school record if you need to help them out. Those children who have no church home might consider the school pastor as their pastor. Ask the children to share what they think pastors do.

Have them turn to page 24 in their LIFEPAKs and read the page to themselves. After all have finished reading, let the children share what they read. Talk about what pastors really do besides what they read in the LIFEPAK. If you have invited a pastor to speak to the class, make a list of some questions the children would like him to answer.



**MEET YOUR MINISTER**

Your minister is your friend.  
He is God's helper.  
He tells how Jesus came  
to save all people from their sins.  
Christians are part of God's family.

You can help your minister.  
Pray for him every day.  
Pray for your church, too.

page 24 (twenty-four)



**Write the answer on the line.**

The minister is your friend  
find / friend

Jesus came to save all people.  
many / all

Pray for your minister.  
Help / Pray



**Circle the picture that goes with each helper.**



page 25 (twenty-five)

The children should turn to page 25. Read all the directions together. Have the children complete the page independently. Check the page with the class when everyone is finished.

**ACTIVITIES:**

1. Write a prayer for your pastor and your church. Before the children begin, discuss the kinds of requests a person might make concerning the pastor and the church.

2. Show the pictures of different pastors and churches. Talk about how the children's churches differ from the ones in the picture.

3. Have the child draw and color or paint their own church, either an inside or outside view. They should include the pastor in the picture.

**Pages 26 and 27: Teachers**

**CONCEPT:** all about teachers

**OBJECTIVES:**

I can tell how these helpers take care of me.

I can tell how God expects me to help these workers.

**TEACHER GOAL:** To teach the children to be aware that teachers do more than just teach school.

**READING INTEGRATION:** main idea, noting and recalling details, following written directions, writing a two paragraph story, speaking in a group, listening

**VOCABULARY:** math (write, teacher, listen)

**MATERIALS NEEDED:** LIFEPAK Tablet, pencils, crayons, scrapbooks, glue, scissors, magazines

**TEACHING PAGES 26 and 27:**

Have the children open their LIFEPAKs to page 26. Ask someone to tell who they see in the picture. Read the page together. List on the board all the things learned during the day. This list should be the children's list. Then make a list of all the things the children think they should do for the teacher. All together, evaluate the lists. Help the children decide if the lists are complete or if anything was missed. Read the directions on page 27. As the children finish their pictures have some of them share their pictures and ideas with the whole class.

**ACTIVITIES:**

1. Have each child write a prayer asking God to help them do their best in school and to remember to help the teacher.

2. Have the children write a story in their Tablets entitled "If I Were a Teacher". Some of these may be shared with the class.



**MEET YOUR TEACHER**

You will learn to read and write.  
You will learn to do math.

Your teacher helps you learn.  
She is God's helper.  
God wants you to learn.

Your teacher needs your help.  
Listen to her.  
Do your work.  
Pray for your teacher every day.

page 26 (twenty-six)



**Draw a picture of something you can do for your teacher and your minister.**



Talk about your picture.  
Carry out your plan.

page 27 (twenty-seven)

3. Work on community helpers  
scrapbooks.

**Pages 28 and 29: Librarians**

**CONCEPT:** all about the librarian

**OBJECTIVES:**

I can tell how these helpers take care of me.

I can tell how God expects me to help these workers.

**TEACHER GOALS:** To teach the children

To visit the library, and

To respect the librarian and treat the books as their own.

**READING INTEGRATION:** main idea, noting and recalling details, sequence, speaking in a group, listening, following written direction, fact/ fantasy.

**VOCABULARY:** library, librarian, card, buys, return (careful)

**MATERIALS NEEDED:** Worksheet 7, pencils, drawing paper, LIFEPAK Tablet, thread, construction paper, clothes hangers or dowels

**TEACHING PAGES 28 and 29:**

Write the vocabulary words on the board. Read each one and explain what it means. Have the children turn to page 28 in their LIFEPAKs.

Read page 28 together. Discuss what was read. Talk about what the children have observed on their own trips to the library. What did they see the librarian doing?

Read page 29 together. Have the children think of some other ways they can help the librarian.

Read the directions for the activity on page 29. It might be necessary to identify the illustrations before the children begin working. When all the children have completed the activity, check it together. It



**MEET YOUR LIBRARIAN**

Have you been to a library?  
The librarian works at the library.  
She helps you get a library card.  
She shows you how to find books.  
The librarian buys books for the library.

page 28 (twenty-eight)

You can help the librarian.  
Always have clean hands.  
Be careful with library books.  
Keep your library books in a safe place.  
Return your books on time.

Write 1, 2, 3 to show what happens first, second, and third.



1      3      2

page 29 (twenty-nine)

might be necessary to identify the illustrations before the children begin working.

**ACTIVITIES:**

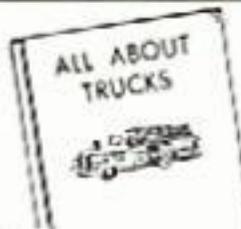
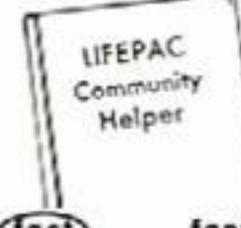
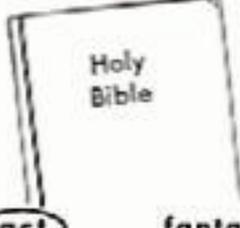
1. Review the concept of fact versus fantasy. Pass out Worksheet 7. Tell the children they are to decide whether each book pictured is fact or fantasy. They are to circle the correct word. Check the page together. Talk about any stories that the children are not sure about.

2. *Art Project:* Have each child pick a favorite Bible story. Draw and cut out all the most important characters in the story. Tie thread through each character and hang them from a hanger or dowel. Suspend the mobiles all around the room.

3. Write original stories. These stories could be compiled and duplicated. This book of original stories could then be sent home with each child.

4. Write or tell about a favorite book. This may be a small group activity. Have the children draw pictures to illustrate their talk.

5. Review the vocabulary words for section three.

Name _____	
<b>Tell if the book is fact or fantasy.</b>	
 <input type="radio"/> fact <input type="radio"/> fantasy	 <input type="radio"/> fact <input checked="" type="radio"/> fantasy
 <input type="radio"/> fact <input type="radio"/> fantasy	 <input type="radio"/> fact <input type="radio"/> fantasy
 <input type="radio"/> fact <input checked="" type="radio"/> fantasy	 <input type="radio"/> fact <input checked="" type="radio"/> fantasy
<small>History &amp; Geography 107 Worksheet 7 with page 29</small>	 Teacher check _____

**Pages 30 and 31: Activity Pages**

**MATERIALS NEEDED:** crayons, LIFE PAC Tablet

**TEACHING PAGES 30 and 31:**

Discuss the picture on page 31 carefully before the children color the picture.

Read the direction on page 31. After the children finish their drawing, have them write three paragraphs about the book in their Tablets.

Allow class time for the children to read their paragraphs and discuss their pictures. Remind them of the proper speaking rules they have learned in Language Arts.



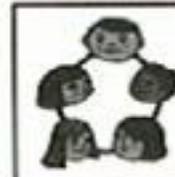
Color this picture.



page 30 (thirty)



Draw a picture about your favorite library book.



Tell about this book you have read.

page 31 (thirty-one)

**Page 32: Self Test 3**

**CONCEPT:** friends who help us learn

**OBJECTIVES:**

I can name some helpers God gives me.  
I can tell how these helpers take care of me.

I can tell how God expects me to help these workers.

**TEACHER GOAL:** To evaluate section three and determine whether the children are ready for the LIFE PAC Test.

**READING INTEGRATION:** following written directions, recalling details

**MATERIALS NEEDED:** pencils, scrapbook, magazines, glue, scissors

**TEACHING PAGE 32:**

Have the children open their LIFE PAC to page 32. Read the directions together. Identify all the illustrations. The children should finish the page independently.

As soon as all the children are finished, check the page together. If there were any serious errors on the part of any student, this is the time to clear them up. Have the children correct their pages with a crayon. The teacher should walk around the room while the pages are being checked.

**ACTIVITY:**

Have the children finish the community helpers scrapbooks. These can be sent home along with page 33 from the LIFE PAC.

**SELF TEST 3**

**Circle yes or no.**

The minister tells about Jesus.  
 yes     no

The librarian teaches you math.  
 yes     no

You help your teacher when you pray.  
 yes     no

**Draw lines to show who will help.**

Teacher Check \_\_\_\_\_ Date \_\_\_\_\_  
 page 32 (thirty-two)

**Page 33: Take Home Activity Page**

**MATERIALS NEEDED:** crayons

**TEACHING PAGE 33:**

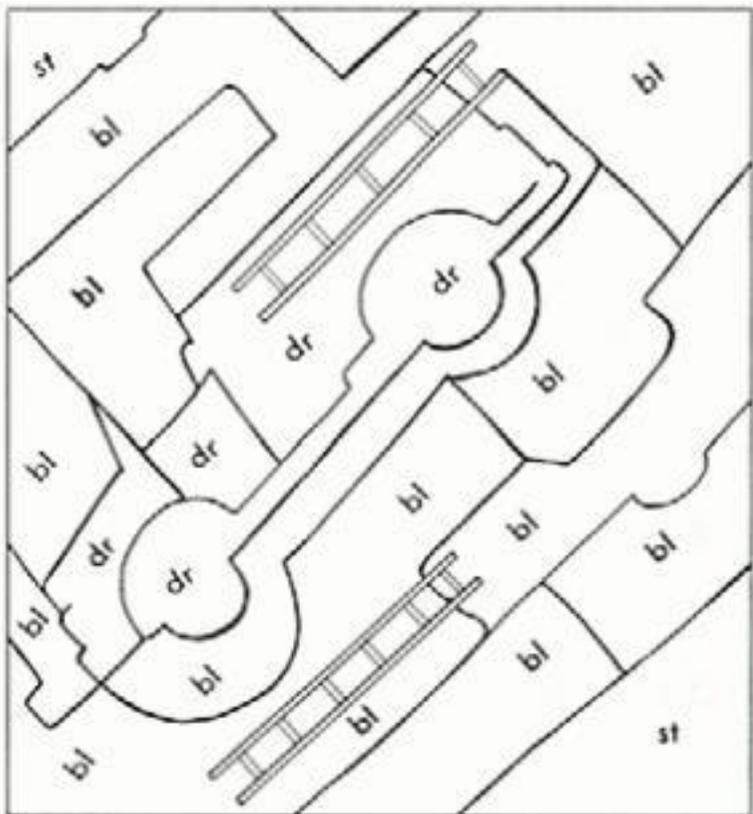
Read the directions and explain the color key.

Let the children do the page independently or take it home to do.

**TAKE HOME ACTIVITY**

 **Color the picture using this color code.**

bl - blue      dr - red      st - yellow



page 33 (thirty-three)

**LIFEPAC TEST AND ALTERNATE LIFEPAC TEST**

Administer the test to the class as a group. Ask to have directions read or read them to the class. In either case, be sure that the children clearly understand. Put examples on the board if it seems necessary. Give ample time for each activity to be completed before going to the next.

Correct immediately and discuss with the child.

Review any concepts that have been missed.

Give those children who do not achieve the 80% score additional copies of the worksheets and a list of vocabulary words to study. A parent or a classroom helper should help in the review.

When the child is ready, give the Alternate LIFEPAC Test. Use the same procedure as for the LIFEPAC TEST.

# HISTORY & GEOGRAPHY

107

LIFEPAC TEST

8  
10

Name \_\_\_\_\_

Date \_\_\_\_\_

Score \_\_\_\_\_

HISTORY & GEOGRAPHY 107 : LIFEPAC TEST

Who are the children helping?  
Draw a line to the right picture.







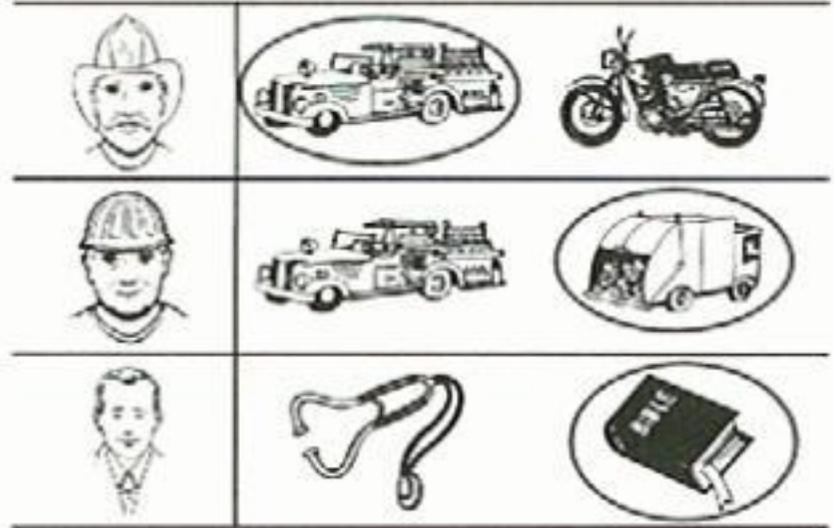






page 1 (one)

Circle the picture that goes with each helper.



Circle the right answer.

God gives you special \_\_\_\_\_  
helpers / here

We help the dentist when we brush our \_\_\_\_\_  
hair / teeth

We help Fireman Dan when we are careful  
with \_\_\_\_\_  
bikes / fire

page 2 (two)

NOTES

page 3 (three)

# HISTORY & GEOGRAPHY

1 0 7

## ALTERNATE LIFE PAC TEST

8  
11

Name \_\_\_\_\_  
Date \_\_\_\_\_  
Score \_\_\_\_\_

### HISTORY & GEOGRAPHY 107: ALTERNATE LIFE PAC TEST

Match the sentences and pictures.

Who teaches about  
Gods love?

Who lends books?

Who fills cavities?

Who gives medicine?

Who cleans streets?

Who puts out fires?

Who protects wildlife.



page 1 (one)

Circle the child who is helping each worker.



page 2 (two)

### NOTES

page 3 (three)



**Page 1: I Love My Country**

**CONCEPT:** I love my country.

**OBJECTIVE:** To introduce all of the objectives

**TEACHER GOALS:** To teach the children  
 To understand a table of contents, and  
 To understand the difference between a state and a country.

**READING INTEGRATION:** table of contents, main idea, noting and recalling details, syllables, compound words

**VOCABULARY:** United States, America, President, pledge, allegiance (laws, rules, country)

**MATERIALS NEEDED:** large maps of the world and the United States, globe, pocket chart, vocabulary cards and vocabulary definition cards, LIFEPAK Tablet

**TEACHING PAGE 1:**

Pass out the new LIFEPAK. Read the name of the LIFEPAK. Have the children open to the contents. *Ask the following questions:*

"Who can tell what a contents page is?"

"How many sections are in this LIFEPAK?"

"Who can find a compound word on the page?"

"Who can find and read the two names of people on this page?"

"On what page will you read about our first President? the flag? Christopher Columbus?"

"What are holidays?"

Have the children turn to page 1. Put up the two large maps on the board where everyone can see them. Ask the children to point to the map that is like the one on page 1. Tell them the name *United States* as you write it on the board. Then ask in what state the children live. Have them find it on the wall map and then put an X on it on the LIFEPAK map.

**I LOVE MY COUNTRY**



You live in a free country.  
 It is called the United States of America.  
 Your country is over 200 years old.  
 The United States was built  
 on God's laws.



**Objectives**

1. I can tell the name of my country.
2. I can tell how my country began.
3. I can name our first President.
4. I can tell why people need rules.
5. I can say the Pledge of Allegiance.

page 1 (one)

Explain to the children that when our country first began a long time ago, it was very small. Point to the darkened eastern states. Ask the children to count the states. Use the wall map to compare. Rhode Island is not distinguishable on the LIFEPAK map. Tell the class that in 200 years our country has grown from 13 states to 50 states. Using the world map, draw a line around the continental U.S. plus Alaska and Hawaii. Have several children find the United States on the globe.

Read page 1 together. As the children read objective one, reiterate the name of the country. Often times small children have a difficult time remembering the difference between a country, a state, and a city.

**ACTIVITIES:**

1. Have the children write a sentence in their Tablets about where they live.

*Example:*

## History & Geography 108 Teacher Notes

I live in the United States of America. Using the world map, help the children to see that the United States is just one country in America.

2. Tell the children they are going to match some cards with their new words on them and cards that tell what the new words mean.

Put all the vocabulary cards into a column on the left side of the pocket chart. Say the words as you place the cards. Have the children read the words. Hold up the definitions one at a time. Read the definition card with the class. Now ask one child to come up and put the definition in the pocket next to the word it tells about. Do the others word cards the same way.

**PART I: HOW AMERICA WAS DISCOVERED**

Pages 2 and 3

**CONCEPT:** the discovery of America

**OBJECTIVE:** I can tell how my country began.

**TEACHER GOAL:** To help the children to gain some understanding of the early history of our country.

**READING INTEGRATION:** main idea, noting and recalling details, following written directions, speaking in a group, listening, syllables

**VOCABULARY:** discovered, Indians, (ocean)

**MATERIALS NEEDED:** world map; globe; pictures of sailing vessels, circa 1492; pencils; crayons

**TEACHING PAGE 2 and 3:**

Write the word *discover* on the board. Talk about what it means. Encourage the children to share personal experiences of discovering things. As each child shares, ask if he made the discovery on purpose or by accident.

Have the children open their LIFEPAcs to page 2 and read the title. Explain that the discovery of America was really an accident. None of the first Europeans who came here had known in advance that a new country was on the other side of the ocean. Some of these men were looking for other countries when they discovered America.

Read page 2 together. Briefly, talk about several early explorers who came to America. Leif Ericson explored the Canadian coastline in the area of Nova Scotia; Amerigo Vespucci, after whom our continent was named, explored the coastline from Florida to the Delaware or Chesapeake Bay; and Columbus, whose



**I. HOW AMERICA WAS DISCOVERED**

For a long time only Indians lived in our country. Then other men came across the ocean. They sailed in small ships. These men found a new land. More and more people came to live in this new land.

page 2 (two)



**Circle yes or no.**

The United States is 100 years old.

yes  no

You live in the United States.

yes no



**Color the picture.**



What is Columbus doing in this picture?

page 3 (three)

## History & Geography 108 Teacher Notes

explorations were limited to the islands of the Caribbean Ocean. As you talk about each of these men, locate the site of their explorations on the map. Show also where they came from. Amerigo Vespucci was the first to refer to the Americas as new continents.

The questions on page 3 will give the class a chance to review pages 1 and 2. Read the directions together. Correct the activity as soon as the children are finished. The question at the bottom of the page can be discussed as the children color the picture.

### **ACTIVITIES:**

1. Read books on Columbus and discuss them with the class.
2. Have the children reread page 2 and find *three* 3-syllable words. Have them circle the words. Review all vocabulary words and their meanings. Use word cards or the word chart.

**Pages 4 and 5: Columbus**

**CONCEPT:** Christopher Columbus discovers a new world.

**OBJECTIVE:** I can tell how my country began.

**TEACHER GOALS:** To teach the children  
To understand the history of their country, and

To tell who Christopher Columbus was and what he did.

**READING INTEGRATION:** main idea, noting and recalling details, following directions, listening

**VOCABULARY:** Americans, brave, Nina, Pinta, Santa Maria, Columbus, sailors

**MATERIALS NEEDED:** pictures of Columbus and his ships, pencils, construction paper, glue, scissors, crayons, LIFEPAK Tablet

**TEACHING PAGES 4 and 5:**

Introduce the vocabulary words before reading the page.

Have the children read the paragraphs silently. Check comprehension and vocabulary with the following activity: Each child should have a red, blue, green, and orange crayon. Give these oral directions.

1. Put a blue line under an action word that tells how Columbus came to America. (sailed)

2. Put a green box around the word that tells what the Nina, the Pinta, and the Santa Maria were. (ships)

3. Put a red circle around the word that tells the name of the new land that Columbus discovered. (America )

4. Put an orange 4 behind the word that tells what people are called who live in America. (Americans)



**CHRISTOPHER COLUMBUS**

Christopher Columbus lived long ago. He was a very brave man. He sailed across the ocean with three small ships. His ships were called the Nina, the Pinta, and the Santa Maria.

page 4 (four)

Columbus found a new land. He had discovered America. He met the people who lived in the new land. Columbus called them Indians. The Indians were the first Americans.



**Write the answer.**

Columbus found a new land.  
land / ocean

He sailed with three ships.  
two / three

The Indians were the first Americans.  
sailors / Indians

page 5 (five)

Have the children complete the activity on page 5. Check both the listening and the written activity as soon as all the children are finished.

### **ACTIVITIES:**

1. *Art Project:* Review what has been learned about Columbus. Have the children draw or paint an ocean background on 12" x 18" paper. Using construction paper, have them cut out the three ships Columbus brought to America. The ships should be small enough to fit on the background. Cut three slits in the "ocean" and partially insert each ship in a slit. Glue the ship to the background or attach them with paper fasteners. The second method allows the children to make the ships rock back and forth.

2. Have the children write a story about Christopher Columbus in their Tablets. Tell why he is an important person in America's history.

3. Read more about Columbus.

**Pages 6 and 7: The Pilgrims**

**CONCEPT:** The Pilgrims

**OBJECTIVE:** I can tell how my country began.

**TEACHER GOALS:** To teach the children  
 To tell why the Pilgrims came to the United States,  
 To tell who the Pilgrims were,  
 To understand the reasons why the Pilgrims were thankful, and  
 To appreciate the relationship between the Indians and the Pilgrims.

**READING INTEGRATION:** main idea, noting and recalling details, syllables, speaking in a group

**VOCABULARY:** free, Mayflower, Pilgrims, Plymouth, Squanto (corn, worship)

**MATERIALS NEEDED:** crayons, pictures and bulletin board cut out prints of Pilgrims and Indians, books about the Pilgrims, milk cartons (1/2 pint size), scissors, glue, construction paper, drawing paper, LIFEPAK Tablet

**TEACHING PAGES 6 and 7:**  
 The story of the Pilgrims is one that is fairly familiar to the children. As they read pages 6 and 7, they should be given the chance to talk about things they remember about the Pilgrims. Read the two pages together. Question the class about where the Pilgrims came from and why they came to America. Use the world map to point out the countries of England and Holland. Show the route the Pilgrims sailed in coming to the new world. Stress to the children that Christians today should be thankful for the courage and faith of the Pilgrims who lived so long ago. They were willing to give up everything, even their lives, for freedom to worship their God.

The picture of page 7 shows Squanto,



**THE PILGRIMS**

More people came to the new land. They were called Pilgrims. The Pilgrims loved God. In their own country they could not worship God in their own way. They wanted to be free to worship God.

One hundred (100) Pilgrims came to America in a very small ship. The ship was called the Mayflower. The Pilgrims named their town Plymouth.

page 6 (six)

The Pilgrim's friend, Squanto, showed them how to plant corn and other food.



**Color the picture.**



Talk about other ways the Indians helped the Pilgrims.

page 7 (seven)

who became an especially good friend to the Pilgrims. Without his help, they may all have died. He spoke English and understood the ways of white men. The story of how this came to be is one that the children will enjoy.

As the children color the picture, discuss the question on the bottom of page 7.

**ACTIVITIES:**

1. Build a Pilgrim village using milk cartons for the basic house. Construction paper and other scraps can be used for the details. Most books about the Pilgrims give good clear pictures of what their houses and fort looked like.

2. Draw a map of the Plymouth village after it has been built.

3. Find a story about the Pilgrims trip to America or their first year in the United States. Have the children discuss travel then and how people would travel now.

4. Write (in the Tablets) thank-you prayers to God for His many blessings today.

5. Read books about Squanto and Indian life at the time of the Pilgrims' arrival in America.

Pages 8 and 9: Activity Pages

**VOCABULARY:** Thanksgiving, thankful

**MATERIALS NEEDED:** vocabulary cards, pocket chart, 9-inch paper plates, pencils, construction paper, LIFEPAK tablets, three paper fasteners for each child, scissors, Worksheet 1

**TEACHING PAGES 8 and 9:**

Before coloring page 8 and discussing the question, it might be helpful to read a story to the children about the Pilgrims' first year in their new home. Emphasize especially the hardships they were willing to suffer in order to be free. It is often difficult for children and even adults to begin to realize what it would be like without the many freedoms we often take for granted. Emphasize the friendship between the Pilgrims and the Indians. In spite of very different ways of life, they were able to help each other. The children might enjoy learning more about the way of life of the Indians who lived near the Pilgrims from books in the library. The *Highlights Handbook About American Indians* is one source for this information.

As the children color the picture on page 8, discuss the question at the bottom. List their answers on the board. Were the Pilgrims thankful for the same things the children are thankful for?

Read the directions on page 9 together. After the children have completed the page, check and correct it.

**ACTIVITIES:**

1. Have the children divide their writing paper into three columns. Write 1, 2, or 3 at the top of each column. Post the vocabulary cards in the pocket chart where everyone can see them. The words should be written in the columns according to the numbers of syllables in each word (*Example:* Squanto would be in



Follow the dots. Color the picture.



What were the pilgrims thankful for?

page 8 (eight)



Write 1, 2, 3 to show who came first, second, and third.



2

1

3



Match the pictures.

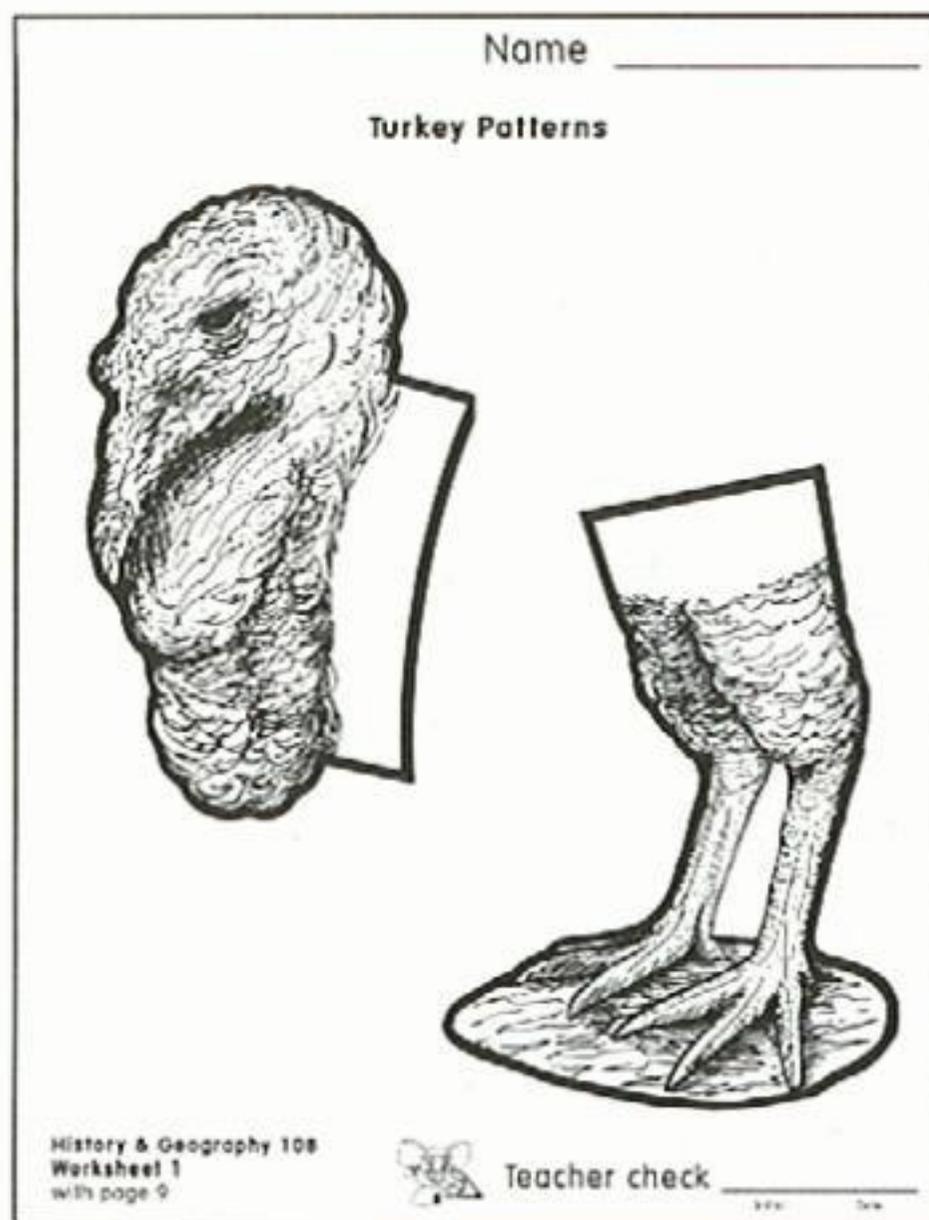


page 9 (nine)

column 2).

2. Divide a pocket chart into three columns. Number each column 1, 2, or 3. Review the concept of syllables. Have the children place the vocabulary cards into the right column according to the number of syllables in each word. This activity can be a small group activity or a whole class activity.

3. *Art Project:* Make thankfulness turkeys. The turkey body is 9-inch plate. The body may be colored any color. Each child should then cut a head and feet (Worksheet 1) from red or orange construction paper. A pattern for the head and feet is included with the Worksheets or the children can design their own. After cutting out the head and feet, they are attached with paper fasteners or glue. Each child then makes a tail full of feathers. The individual feathers may be cut from a variety of colors of construction paper. On each feather the children should print the names of things for which they are thankful. The feathers are then glued to the turkey body. These colorful turkeys can be a daily reminder of how much each child has to be thankful for.



**Pages 10 and 11: Mayflower Compact**

**CONCEPT:** laws in the new world

**OBJECTIVE:** I can tell why people need rules.

**TEACHER GOALS:** To teach the children  
 To tell about the Mayflower Compact,  
 To understand why everyone needs rules, and  
 To understand what a city with no rules or laws would be like.

**BIBLE REFERENCE:** Deuteronomy 6:6

**READING INTEGRATION:** main idea, noting and recalling details, alphabetical order, speaking in a group, listening

**VOCABULARY:** Commandments, Compact, list

**MATERIALS NEEDED:** black construction paper, white crepe paper, colored construction paper, scissors, glue, large grocery sacks, Worksheet 2, pencils

**TEACHING PAGES 10 and 11:**

Ask the children to tell what laws are. Talk about why people *NEED* laws (man's sinful nature). Discuss what would happen if a place had no laws.

Remind the class that God gave the first set of written laws. Ask the children what God's laws are called. Even if these laws were not written down, God tells us in the Bible that He put His laws in men's hearts (Deuteronomy 6:6).

The Pilgrims, too, needed laws for their new town. Have the children turn to page 10 and read about the Mayflower Compact. If time allows, read a story about the Mayflower to the students.

As the children listen to the story, they can finish the picture of the Mayflower on page 11.



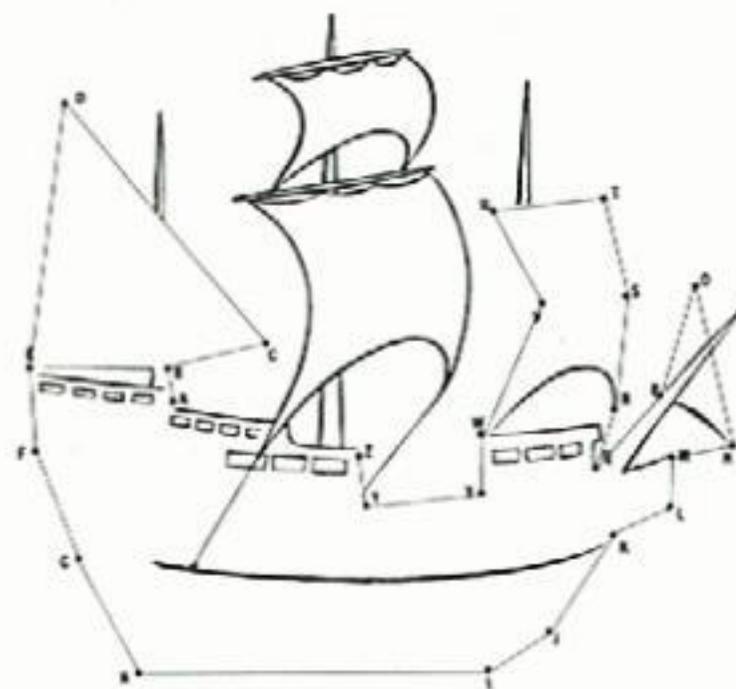
**THE MAYFLOWER COMPACT**

God gives laws.  
 His laws tell people how to live.  
 The Pilgrims needed laws for their new town.  
 They asked God's help.  
 Their laws followed the Ten Commandments.  
 Their list of laws was called the Mayflower Compact.

page 10 (ten)



**Finish the dot-to-dot.**



**The Mayflower**

page 11 (eleven)

**ACTIVITIES:**

1. *Art Project:* Make hats, collars, capes and Indian headbands and shirts. With these simple costumes the children will be ready to reenact the first year of the Pilgrims in their new home.

Pilgrim men's hats can be made of black construction paper. The women's hats can be made of white crepe paper. Cut a circle of white crepe paper with a 12-inch diameter. Using yarn and a needle, put a drawstring around the edge. Carefully pull it to fit the child's head and tie off the yarn in a bow. Indian shirts can be easily made by cutting neck and arm holes in brown grocery sacks.

These sacks are then decorated in Indian designs. Headbands and feathers are made with the construction paper.

2. Reenact some of the scenes of the Pilgrim's lives during the first year they lived in the United States. Some of these scenes might be used: the first meeting with Samoset and other Indians; Squanto teaching the Pilgrims how to fish, make nets, plant corn, and so on; Pilgrims and Indians hunting; the first Thanksgiving feast.

3. Read books on the Pilgrims and discuss them with the class.

4. Together write a play about the Pilgrims' first-year experiences in the new world. Perform the play for parents and other classes.

5. Provide Worksheet 2 as a vocabulary review. Let the children do the page independently. Check together, discuss the pictures, and drill words that prove difficult.

Name \_\_\_\_\_

**Match the words and the pictures.**

United States	
Indians	
Columbus	
Pilgrims	
Plymouth	
ship	

History & Geography 108  
Worksheet 2  
with page 11

 Teacher check \_\_\_\_\_

Page 12: Self Test 1

**CONCEPT:** discovery of America

**OBJECTIVES:**

I can tell how my country began.  
I can tell why people need rules.

**TEACHER GOAL:** To evaluate the children's progress and recall of Part I.

**READING INTEGRATION:** recalling details, following written directions, sequence, speaking in a group, listening

**VOCABULARY:** Review all the vocabulary.

**MATERIALS NEEDED:** pencil flannelboard, interfacing material for making flannelboard characters, LIFE PAC Tablet, pocket chart, vocabulary cards for section one.

**TEACHING PAGE 12 :**

Have the children open their LIFE PACs to page 12. Read the directions together. Identify all illustrations. As the children work on the page, be available to help any child who may have trouble reading the sentences.

Correct the page as soon as the children are finished. Review any areas that may have caused some children problems.

**ACTIVITIES:**

1. Tell the story of the Pilgrims and the First Thanksgiving using the flannelboard figures. These may be free-hand drawn or traced. After the teacher tells the story one time, the children will enjoy using the figures to tell the story themselves.

2. Write the following groups of words on the board.

- |             |              |            |
|-------------|--------------|------------|
| a. Columbus | b. Mayflower | c. Indians |
| Pinta       | Pilgrims     | Compact    |
| America     | laws         | brave      |

Put the following word cards in the

**SELF TEST 1**

**Circle the right word.**

The first Americans were \_\_\_\_\_  
Pilgrims / Indians / Columbus

The Pilgrims wanted to be \_\_\_\_\_  
free / brave / old

The Pilgrims named their town \_\_\_\_\_  
Mayflower / America / Plymouth

God's \_\_\_\_\_ tell people how to live.  
help / laws / house

**Draw a line to the right picture.**

Mayflower	Pilgrim	Plymouth
		


 Teacher Check \_\_\_\_\_  
THAT ONE  
 page 12 (twelve)

pocket chart: *free, discover, ship*. Review alphabetical order and have the children help to rearrange the word cards into alphabetical order. Then have the children write the three groups of words that are on the board in alphabetical order in their Tablets.

**PART II: HOW THE UNITED STATES BEGAN**

Page 13

**CONCEPT:** how the United States began

**OBJECTIVES:**

I can tell the name of my country.  
I can tell how my country began.

**TEACHER GOAL:** To teach the children a sense of patriotism through their gaining some understanding of the early struggles of our country.

**READING INTEGRATION:** main idea, noting and recalling details, speaking in a group

**VOCABULARY:** freedom, war

**MATERIALS NEEDED:** books and pictures of people and ways of living in colonial times

**TEACHING PAGE 13 :**

As more and more Europeans came across the ocean, their freedom to make their own laws was slowly taken away from them. The king of England made their laws and sent governors and soldiers to enforce the laws. Finally, about 150 years after the first groups of people came to the United States to live, they voted to become independent. A long, hard war was fought to gain the freedoms we enjoy today.

After introducing page 13, have the children open the LIFE PACs and read page 13 to themselves. Then *ask these questions:*

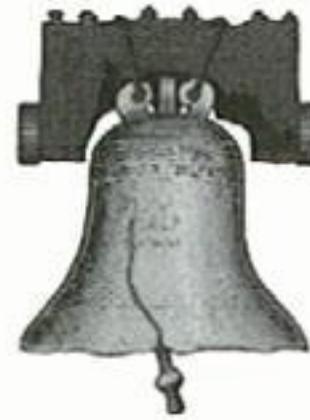
"Why were the United States people unhappy a long time ago? "

"What did they fight for?"

"What did they call their new country? "

**ACTIVITY:**

Make a bulletin board display of the pictures of colonial living. Make the books available to the children. Encourage them to find out what life was like in eighteenth-century America.



**II. HOW THE UNITED STATES BEGAN**

Long ago, the people in America were not free.  
The people could not make their own laws.  
People were unhappy.

The Americans fought for their freedom.  
When the war was over, the new country was free.  
The new country was the United States.  
Now the people could make their own laws.

page 13 (thirteen)

Pages 14 and 15: Activity Pages

**VOCABULARY:** Independence

**MATERIALS NEEDED:** crayons, magazines, 9" x 12" drawing paper, pictures of colonial Philadelphia (include Independence Hall) and Boston, glue, scissors

**TEACHING PAGES 14 and 15:**

Show the children the pictures of colonial America. Talk about each one. Tell what it is. Discuss how the buildings and people are different from those seen today in America.

Have the children open their LIFEPAcs to page 14. Talk about the building in the picture. Some of the children may remember what it is. Discuss what happened in Independence Hall in 1776 and why. As the children color, talk about symbols and their meanings, especially symbols of the United States. Review the meaning of the word 'symbol' as it was presented in Social Studies 102. Have the children name other symbols and tell what they stand for.

On page 15, have the children find all the symbols of our country and circle them. When everyone is finished, discuss each symbol as you check the page. A few of the symbols, such as the Canadian flag, may have to be explained to the class.

**ACTIVITY:**

*Art Project:* Make a collage of pictures that remind the children of the United States. Pass out the paper and the magazines. Each child should find as many pictures as they can of places or things or people that represent or remind them of the United States. Suggest such things as fireworks, Indians, turkeys, eagles, mountains, the Statue of Liberty, or the flag. Have the children glue the pictures on the Liberty Bell or Washington Monument spaces are covered. When the glue is fairly dry, trace a simple shape of a symbol of liberty on the



Color the picture.

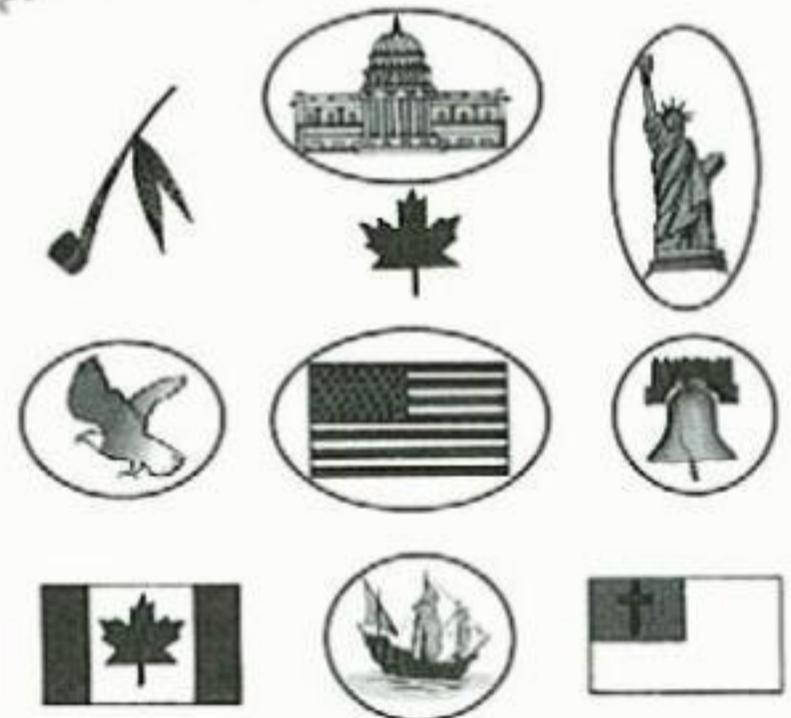


Independence Hall

page 14 (fourteen)



Circle all of the symbols of your country.



Tell what each symbol means.

page 15 (fifteen)

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back of the collage. Simple shapes such as the Liberty Bell or Washington Monument work the best. Cut out the shape. Use the finished collages on a bulletin board display entitled *Symbols of Freedom*.

Pages 16 and 17: The First President

**CONCEPT:** the first President

**OBJECTIVE:** I can name our first President.

**TEACHER GOAL:** To teach the children to tell about George Washington.

**READING INTEGRATION:** main idea, noting and recalling details, speaking in a group, listening

**VOCABULARY:** George Washington, leader, President, wise

**MATERIALS NEEDED:** pictures and books about Washington and other well-known men and women of colonial United States, pictures of colonial living, crayons, Worksheet 3

**TEACHING PAGES 16 and 17:**

Have the children open their books to pages 16 and 17. Ask them who they see in the picture on page 16. Ask them if they can point to the same man in the picture on page 17. Show other pictures of Washington at different ages, if possible.

Discuss the picture on page 17. Explain that the men are signing a paper called the Constitution. Talk about the Constitution, what it is, and why it is important. Mention the Bill of Rights and its importance to all United States citizens, then and today. Ask if the children recognize any other people in the picture. Some may recognize Benjamin Franklin.

Read page 16 together. Discuss the page. At this point you may want to read a book about George Washington to give the children a little more insight into what kind of person he was.

Give the children time to color page 17.

**ACTIVITIES:**

1. Pass out Worksheet 3.  
As you discuss what it was like to go to



**THE FIRST PRESIDENT**

The people of the United States needed a leader. They chose George Washington. He was the first President.

President Washington was a wise leader. He helped make the laws. He helped make the country strong.

Today, George Washington is called, "The Father of His Country."

page 16 (sixteen)



Color this picture.



Talk about what is happening in the picture.

page 17 (seventeen)

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school in George Washington's time, the children's appreciation and thankfulness for their own school should increase greatly.

2. Have the children make a hornbook. Use heavy cardboard for the basic paddle. Cut a piece of unlined paper to fit within the top of the paddle shape. Write the alphabet, math problems, memory work, or other daily work on the paper. Glue the paper to the hornbook. Staple a piece of plastic over the top of the paddle. The word hornbook was used because, instead of plastic, a clear sheet of horn was used to cover the paddle.

3. Introduce the children to other famous people of the colonial era through pictures and books. Some figures to include might be Benjamin Franklin, Paul Revere, Betsy Ross, and Thomas Jefferson.

4. Bake some johnnycake. This corn bread was a staple in the diet of Washington's army as well as in the homes of colonial United States.

1 cup cornmeal	1 cup of milk
1/2 cup sugar	1 egg, well beaten
pinch of salt	1/2 teaspoon baking soda
1 teaspoon cream of tartar	1 Tablespoon molasses
1 tablespoon melted butter	

Sift dry ingredients together in a bowl. Add the other ingredients and beat well. Pour into a shallow greased baking pan and bake in a hot oven (375°F.) for 30 minutes.

Name \_\_\_\_\_

Going to school in colonial days.



The children read their lessons from boards called **hornbooks**.

History & Geography 108  
Worksheet 3  
with page 17



Teacher check \_\_\_\_\_

Pages 18 and 19: Abraham Lincoln

**CONCEPT:** Abraham Lincoln

**OBJECTIVE** I can tell why people need rules.

**TEACHER GOAL:** To teach the children to appreciate the struggle of our nation to finally fulfill the Declaration of Independence for all people.

**READING INTEGRATION:** main idea, noting and recalling details, following written directions

**VOCABULARY:** Abraham Lincoln

**MATERIALS NEEDED:** pencils, crayons, pictures of Lincoln and the Lincoln Memorial, a penny, Worksheet 4

**TEACHING PAGES 18 and 19:**

Hold up the picture of the Lincoln Memorial. Ask if any children know who the statue represents. Discuss why such a big statue and building was built in memory of this man. Explain a little about the Civil War and why it was fought. God created all people. Our laws today ensure that all people are free.

Read page 18 together. Help the children to understand that although all our Presidents have not been Christians, God has used them to make our country strong and free. Christians, young and old, should pray for our leaders that God will continue to work through them for the good of the United States and all people in the world.

Page 19 is a review of several historical figures. Read the directions. Then have the children do the page.

**ACTIVITIES:**

1. We know quite a bit about the childhood of Lincoln, especially concerning his great thirst for knowledge. Pass out Worksheet 4. Talk about the pictures and read the sentences. Read other stories and



**ABRAHAM LINCOLN**

Abraham Lincoln lived over 100 years ago. He was a very wise President. He knew that the laws of our country must work for all people. He helped to make all people free. He helped to make our country strong.

page 18 (eighteen)



**Circle the right picture.**

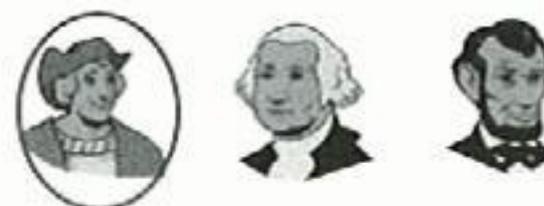
He is called "The Father of His Country"



He helped to make all people free.



He discovered America.



page 19 (nineteen)

## History & Geography 108 Teacher Notes

books about Lincoln.

2. Make a collage mural for the bulletin board about Abraham Lincoln. Include childhood incidents as well as stories about him when he was President. The log cabin of his youth might be made from brown corrugated cardboard. Trees and bushes can be real twigs with green construction paper or crushed green tissue paper for leaves. Cut paper people may be dressed with fabric. The children's imaginations are the only limitation to this project.

Name \_\_\_\_\_



Abe Lincoln loved to read and learn. He borrowed books from anyone who would loan him one.



Abe Lincoln was honest and a hard worker. Once a book he borrowed was ruined in the rain. He worked 3 days to pay for the book.

History & Geography 108  
Worksheet 4  
with page 19



Teacher check \_\_\_\_\_

Pages 20 and 21: Laws

**CONCEPT:** the need for laws

**OBJECTIVE:** I can tell why People need rules.

**TEACHER GOAL:** To teach the children to understand the need for rules, both for a country and for their own classrooms.

**READING INTEGRATION:** main idea, noting and recalling details, following written directions, speaking in a group, listening

**VOCABULARY:** travel (protect)

**MATERIALS NEEDED:** vocabulary cards, pocket chart, crayons, pencils

**TEACHING PAGES 20 and 21:**

Washington, Lincoln and other early leaders of our country realized the importance of laws that guarantee certain basic freedoms to all United States citizens. The Declaration of Independence, the Constitution, and the Bill of Rights all are based on the laws that God laid down for His people in the Bible and wrote in the hearts of people. Without these laws the world would be a frightening place in which to live.

As the children read page 20 together, discuss the consequences of not having any laws or rules. Suggest situations that might arise at school if no laws governed stealing or lying, for instance. Because of sin, God in His love did give us rules. They are for our protection and happiness.

If an encyclopedia is available, look up the Bill of Rights and list on the board all the freedoms it guarantees to United States citizens. Discuss how each one affects the children's lives.

Read the directions on page 21. After the children have finished the first activity, check it.

Review sections one and two of the LIFE PAC. Use the objectives listed on page 1



**OUR COUNTRY NEEDS LAWS**

God made our country free.  
The first laws were His laws.

You are free to worship God.  
You can say what you think.  
You are free to travel.  
People are not free to hurt others.  
These laws protect your freedom.

page 20 (twenty)



**Write yes or no.**

The President is the leader of our country. yes

Our country was always free. no

George Washington was the first President. yes

People need laws. yes



**Draw and color a picture of something you are free to do.**

page 21 (twenty-one)

## History & Geography 108 Teacher Notes

as a guide to questions to (*ask the children*).

"Who can tell the name of the country in which we live?"

"Will someone point to the United States on the map?"

"Who came to America and thought he had found India?"

"Which people came to the United States for freedom of religion?"

"Who was the first President of the United States?"

"Why do people need laws?"

### **ACTIVITIES:**

1. Have the children tell about their pictures on page 21. This may be done in small groups or as a whole class activity.

2. Review the vocabulary words. Write the words on the board or post them in the pocket chart. Give sentence definitions and ask the class to tell which word you are talking about. Have one student come forward and point to the correct word.

Page 22: Self Test 2

**CONCEPT:** how the United States began

**OBJECTIVE:**

- I can tell how my country began.
- I can name our first President.
- I can tell why people need rules.

**TEACHER GOAL:** To evaluate what the children have learned about the early history of their country.

**READING INTEGRATION:** recalling details, following written directions, sequence

**VOCABULARY:** Review all the vocabulary words.

**MATERIALS NEEDED:** pencils, lunch-size paper sacks, crayons, construction paper, glue, scissors, scrap art materials (yarn, cotton balls, fabric, and so on.)

**TEACHING PAGE 22:**

Have the children turn to page 22 in their LIFEPAcs. Read the directions together. Answer any questions about what to do. Identify all illustrations. Allow the children sufficient time to complete the page. Check the page as soon as possible after all are finished.

**ACTIVITY:**

Make paper bag puppets. Tell each child to think about the different people they have learned about in this LIFEPAc. List some of them on the board. Tell the children that they are going to make paper bag puppets, (see illustration). They should choose one character they have learned about to personify in a puppet. The faces are cut from construction paper with the features either glued on or drawn on with crayon. The face is then glued to the bottom of the bag. Hair can be made of yarn, cotton, or other suitable material. Hats, clothing, arms, legs, and beards may be

**SELF TEST 2**

Put an X on each picture that shows something we are free to do.



Write 1, 2, 3 to show who came first, second, and third.

1

2

3

4  
5



Teacher Check \_\_\_\_\_

page 22 Itwenty-two



added. As the children work, give helpful suggestions. For the most part encourage them to use their own imaginations.

**PART III: HOW TO SHOW RESPECT FOR YOUR COUNTRY**

Pages 23 and 24:

**CONCEPT:** showing respect for our country

**TEACHER GOAL:** To teach the children to tell ways of showing respect for their country.

**READING INTEGRATION:** main idea, noting and recalling detail, following written directions, writing sentences

**VOCABULARY:** respect, pledge, allegiance

**MATERIALS NEEDED:** LIFE PAC Tablet, pencils

**TEACHING PAGES 23 and 24:**

Introduce the vocabulary words by writing them on the board. Discuss the meaning of each one. Although the children may say the Pledge of Allegiance every day, they may not know what it means to pledge allegiance to something. Look the words pledge and allegiance up in a dictionary. Read the definitions and talk about them.

Have the children open their LIFE PACs to page 23. Talk about what the children in the picture are doing. Ask if they have ever seen people salute the flag in a different way than the one in the picture.

Read the page together. Ask the children to repeat back to you the three ways they can show respect for the United States.

The United States is, of course, not the only thing children must learn to respect. Most important of all, they learn ways to show their love and respect for God. Tell the children that when they ask Jesus to come into their hearts and be the ruler of their lives, they are pledging their allegiance to Him. This pledge is one way they show their love and respect for Jesus.

Give the class time to work on the drawing on page 24. They may want to



**III. HOW TO SHOW RESPECT FOR YOUR COUNTRY**

Do you salute the flag?  
Can you say the Pledge of Allegiance?  
People stand when they sing  
our country's song.  
Show your love for the United States  
by doing these three things.

page 23 (twenty-three)

draw only a few class members. Remind them to put the flag into their picture.

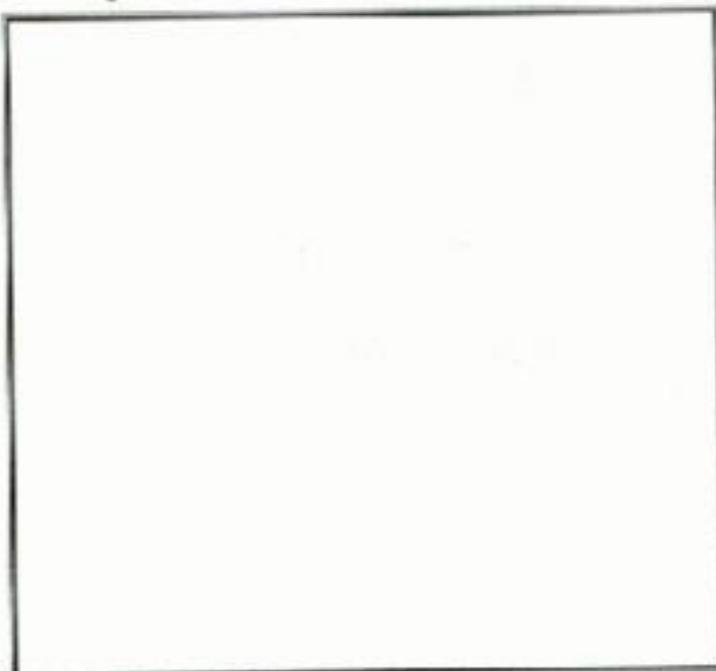
Be sure each child can say the pledge by himself.

**ACTIVITIES:**

1. In their Tablets have the children write the three things they can do to show love and respect for their country. They should use complete sentences.
2. Sing patriotic songs.



**Draw your class saying the Pledge of Allegiance.**



**The Pledge of Allegiance**

I pledge allegiance to the flag  
of the United States of America  
and to the republic for which it stands,  
one nation under God, indivisible,  
with liberty and justice for all.

page 24 (twenty-four)

**Page 25: Christian Flag**

**CONCEPT:** the Christian flag

**TEACHER GOALS:** To teach the children the meaning of the Christian flag and the pledge to the Saviour, and to have them memorize the pledge to the Christian flag.

**READING INTEGRATION:** main idea, listening, speaking in a group

**VOCABULARY:** (Christian, Kingdom, crucified, risen, liberty)

**MATERIALS NEEDED:** crayons religious symbols patterns, construction paper, glue, scissors,

**TEACHING PAGE 25:**

Have the children turn to page 25 in their LIFE PACs. Ask if any of them have ever seen a flag like the one on page 25. Have them tell where they saw one.

Many churches display the Christian flag along with the United States flag. This flag is one way of saying "we as Christians give honor, first to God, and secondly, to the country God has given us." (*Talk about the colors of the flag as the children color it.*)

"What does the white stand for?"  
(purity and holiness of God)

"What does the blue stand for?"  
(heaven)

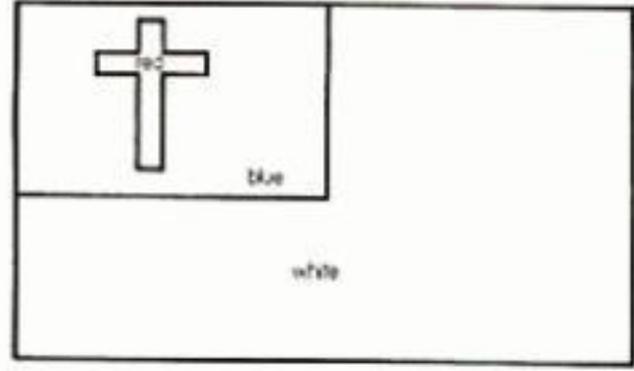
"What does the red cross symbolize?"  
(Jesus' blood shed for our sins on the cross at Calvary)

Read the pledge together. Talk about what it means. In effect it is really a pledge to our Saviour, Jesus Christ. Have the students memorize the pledge. Use it as part of your daily opening activities.

**ACTIVITIES:**

1. *Art Project:* Make a Christian banner or flag. Each child can design their own flag or banner that will remind people of Jesus their Saviour. Stencils may be used or the

 **Color the Christian flag.**



**The Pledge of the Christian Flag**

I pledge allegiance  
to the Christian flag  
and to the Saviour  
for whose kingdom it stands;  
one Saviour, crucified, risen,  
and coming again  
with life and liberty  
for all who believe.

page 25 (twenty-five)

children may want to design their own symbols. The shape of the banner or flag should also be left up to the child. Several shapes may be suggested for them to choose from. The illustration shows some possible shapes. The flags and banners may be displayed around the school and classroom before they are taken home.

2. The Pledge to the Bible is another good pledge for Christians to make daily.

I pledge allegiance to the Bible God's Holy Word. I make it a lamp unto my feet and a light unto my path. I will hide its word in my heart that I might not sin against God.

**Pages 26 and 27: The Flag**

**CONCEPT:** the flag

**OBJECTIVE:** I can say the Pledge of Allegiance.

**TEACHER GOAL:** To teach the children to understand the symbolism of the flag

**READING INTEGRATION:** main idea, noting and recalling detail, following written directions, plurals

**VOCABULARY:** fifty, stand, straight, stripes, thirteen (heart)

**MATERIALS NEEDED:** crayons, pencils, pictures of some of the flags used by the United States colonies before the Revolution, LIFEPAK Tablet

**TEACHING PAGES 26 and 27:**

Have the children open their LIFEPAKs to pages 26 and 27. Read the first paragraph together. *Ask these questions:*

"What do you see on the top of page 26?"

"How many stripes are on the flag?"

"What color should the stripes be?"

"Who knows how many stars are on the flag?"

"Can anyone tell what each color stands for?" (red for courage, white for liberty, and blue for the heavens or sky)

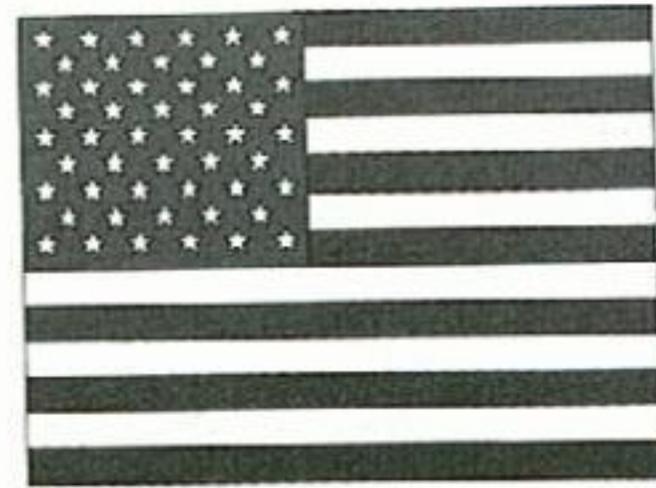
"Why are there thirteen stripes?"

"Why are there fifty stars?"

Finish reading page 26 and the top of page 27. Ask the children to answer the question and ask why two flags are different. Show the pictures of some of the flags used by the different colonies before we became a nation.

When the children color the flag on page 27, remind them to start with a red stripe.

Read the words at the bottom of page 27. Have the children add s and read the



**THE FLAG**

This flag is the United States flag. It is red, white, and blue. The flag has thirteen stripes and fifty stars.

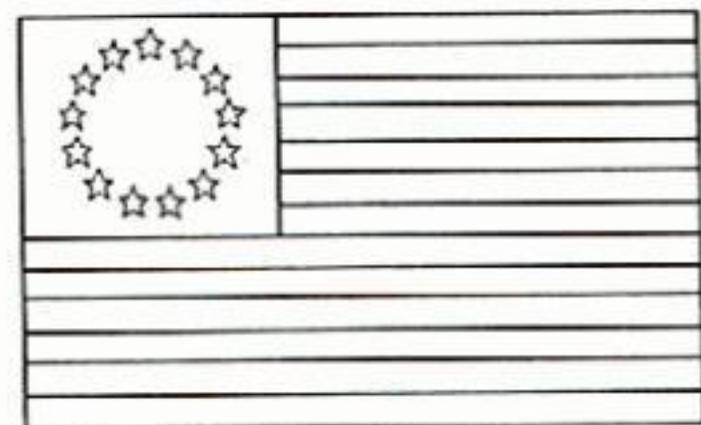
Stand up straight when you say the Pledge of Allegiance. Put your right hand over your heart.

page 26 (twenty-six)

This picture shows our first flag. How is it different from our flag today.



**Color this flag.**



**Add s to the words. Read the new words.**

\_\_\_\_\_ flags \_\_\_\_\_ stars \_\_\_\_\_  
 \_\_\_\_\_ stripes \_\_\_\_\_ hands \_\_\_\_\_

page 27 (twenty-seven)

## History & Geography 108 Teacher Notes

words one more time together. Discuss how the meanings of the words changed when an s was added .

### **ACTIVITIES:**

1. Have the children write sentences in their LIFE PAC Tablets using the plural words on the bottom of page 27.

2. Read a book about the flag. Talk about other holidays that honor the United States flag.

3. The children may enjoy reading or putting on a play about the flag

**Pages 28 and 29: Songs**

**CONCEPT:** songs about America

**TEACHER GOALS:** To teach the children  
To name the national anthem, and  
To sing several songs about the United States.

**READING INTEGRATION:** main idea, noting and recalling details, following written directions

**VOCABULARY:** Francis Scott Key, Star-Spangled Banner

**MATERIALS NEEDED:** pencils, banner paper, crayons, box screen, LIFE PAC Tablet, Worksheet 5

**TEACHING PAGES 28 and 29:**

Have the children open their LIFE PACs to page 28. Use the picture as a basis for telling the story of how our national anthem was written. Read the page together and talk about it. Have the children list ways they can show their love for the country they live in.

Many songs have been written in honor of the United States. In some, such as the national anthem, we sing about symbols (the flag). Others, such as "America," speak of the beauty and diversity of nature in the United States.

**ACTIVITIES:**

1. Learn and sing the "Star-Spangled Banner".
2. Write prayers in the Tablet showing thankfulness for our free and beautiful nation.
3. Pass out Worksheet 5. Read the directions together. After the children have completed and checked this page, review all the vocabulary words in this LIFE PAC.



**SONGS ABOUT OUR COUNTRY**

Our country has a special song.  
It is called the "Star Spangled Banner."  
Francis Scott Key wrote the words.  
He loved the United States.  
He was happy to be an American.

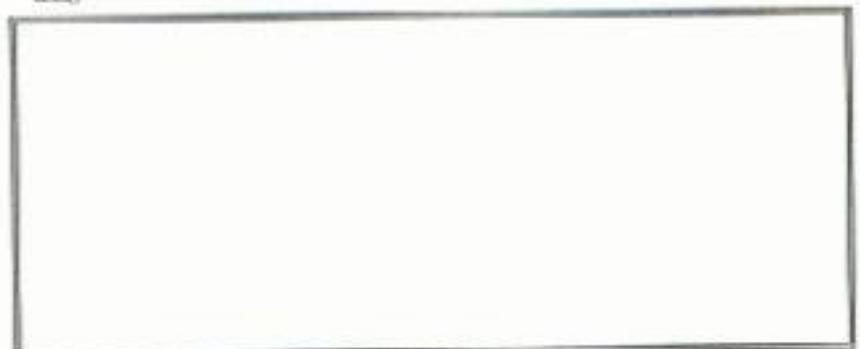
page 28 (twenty-eight)

Do you know this song?  
Sing it with your class.

O say can you see,	Gave proof through the night,
By the dawn's early light,	That our flag was still there.
What so proudly we hail'd,	O say, does that star-
At the twilight's last gleaming,	spangled banner yet wave,
Whose broad stripes and	O'er the land of the free,
bright stars,	And the home of the brave?
Through the perilous fight	
O'er the ramparts we	
watched,	
Were so gallantly streaming?	
And the rockets' red glare,	
The bombs bursting in air,	



**Draw a picture from this song.**



page 29 (twenty-nine)

Name \_\_\_\_\_

Find the right word and write it on the line.

flag	Pilgrim	president
Indian	pledge	United States



Pilgrim

president



flag

pledge



Indian

United States



Teacher check \_\_\_\_\_

**Pages 30 and 31: Holidays**

**CONCEPT:** national holidays

**TEACHER GOAL:** To teach the children to name several national holidays.

**READING INTEGRATION:** main idea, noting and recalling details, following written directions, sequence

**VOCABULARY:** Independence Day, holidays, (July, birthday)

**MATERIALS NEEDED:** Worksheet 6, apples, lemon juice, sugar, cinnamon, hot plate, large kettle, water, spoon, measuring spoons, record or book: *The Story of Johnny Appleseed*, crayons, LIFEPAK Tablets

**TEACHING PAGES 30 and 31:**

Our country has many national holidays that people celebrate every year. List as many as the children and teacher can remember. Check a calendar for a complete list. Distinguish between national holidays and Christian holidays.

Read page 30 in the LIFEPAK. Here only two holidays are mentioned. Talk about the ways people observe these holidays. How do Christians observe Thanksgiving that is different from the way non-Christians observe the day?

Besides national holidays, the calendar lists many days set aside to remember people who have had a special part in the history of our country. One of these special people is John Chapman, otherwise known as Johnny Appleseed. A great deal of legend is mixed with fact in the story of John Chapman but it's a story the children will enjoy. Learning a little about this United States pioneer will be an enjoyable conclusion to this LIFEPAK about our nation's early history and its people.

Review symbols of the country. Have the children turn to page 31. Read the directions and names of the symbols. This



**HOLIDAYS**

One special holiday is Independence Day. It comes on July 4th. It is the birthday of the United States.

Another special holiday is Thanksgiving. It is a day to say "thank you" to God.

page 30 (thirty)



**Find these things in the picture.**

flag    liberty bell    Mayflower    eagle



turkey

George Washington

Abraham Lincoln

Indian



page 31 (thirty-one)

page does not have to be checked.

**ACTIVITIES:**

1. Listen to the record or read about Johnny Appleseed.

2. Make applesauce as a classroom project. Peel and slice 2 quarts of apple pieces. Put 2 cups of water and the apples in a large kettle. Add 1 cup of sugar, a pinch of salt, 2 teaspoons of lemon juice, and 1/4 teaspoon of cinnamon.

Cook all the ingredients until the apples are tender. Mash the apples with a potato masher or an electric mixer. Serve warm and enjoy.

3. Pass out Worksheet 6. Discuss the pictures in order. Have the children draw what they think will happen next to the apple trees. Then the children should write about the picture they drew in their Tablets.

Name \_\_\_\_\_

**Johnny Appleseed**  
Draw what happens next.



**Johnny plants apple seeds.**

---



**Johnny waters tiny trees.**

---



**Teacher check** \_\_\_\_\_

History & Geography 108  
Worksheet 6  
with page 31

Page 32: Self Test 3

**CONCEPT:** show respect for your country

**OBJECTIVE:** I can say the Pledge of Allegiance.

**TEACHER GOAL:** To evaluate the children's recall of section three and the rest of the LIFE PAC.

**READING INTEGRATION:** following written directions, recalling details

**TEACHING PAGE 32:**

Have the children turn to page 32 in their LIFE PACs. Read the directions together. Answer any questions about what to do. Identify all illustrations. Allow the children sufficient time to complete the page. Check the page as soon as possible after all are finished.

Review any concepts that have been missed before administering the LIFE PAC Test.

**SELF TEST 3**

**Circle the right answer.**

Today the flag has \_\_\_\_\_ stars.  
 thirteen / fifty

You \_\_\_\_\_ to pledge the flag.  
stand / sit

July 4th is the country's \_\_\_\_\_  
 Thanksgiving / birthday

**Match the pictures with the right words.**



Pledge of Allegiance



"Star-Spangled Banner"

4  
5



Teacher Check \_\_\_\_\_

page 32 (thirty-two)



**Page 33: Take Home Activity Page**

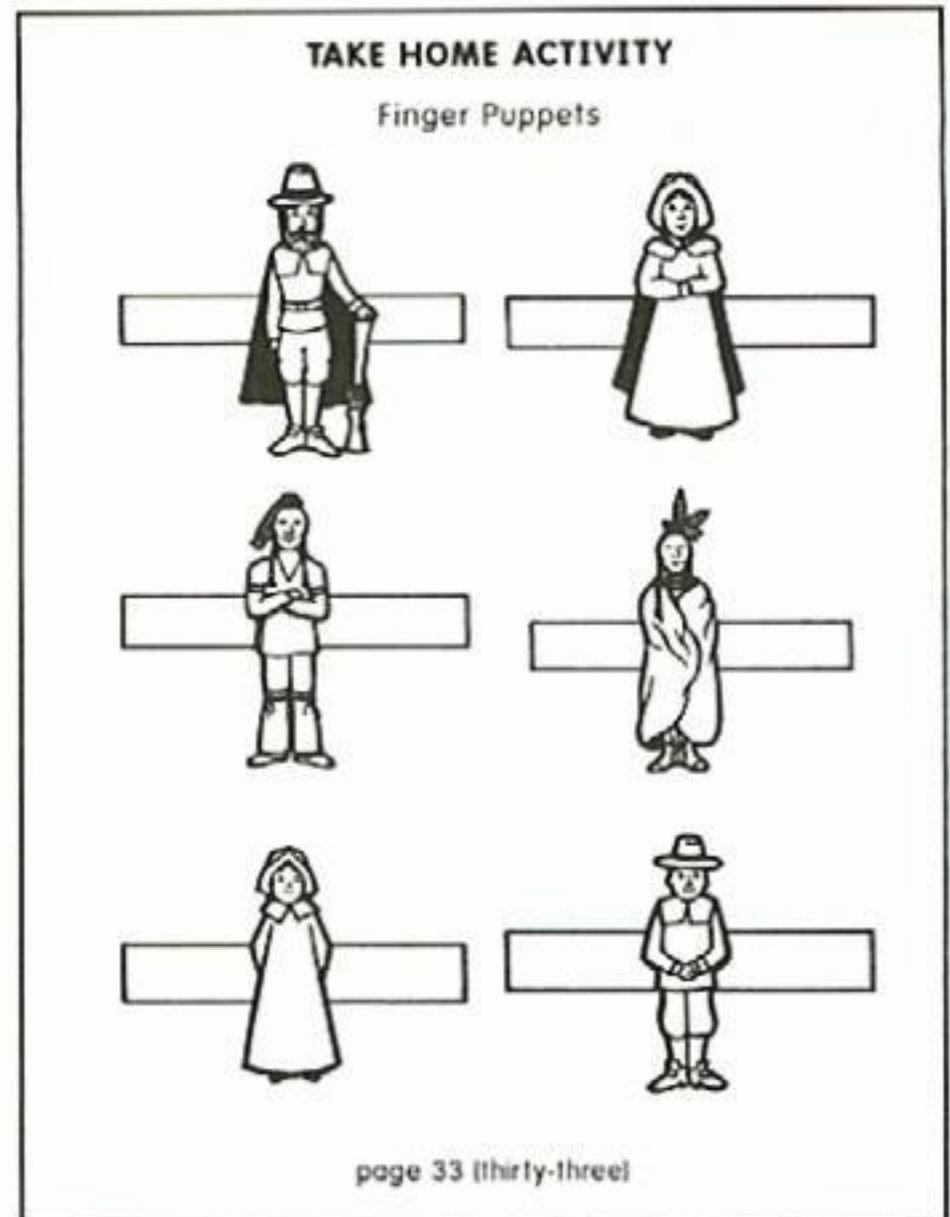
**MATERIALS NEEDED:** scissors, crayons, tape

**TEACHING PAGE 33:**

Have the children color the puppets and cut them out. Make sure they do not cut off the tabs.

Help the children fit the puppets around their fingers. Tape the tabs to the right size.

The children may use the puppets to reenact the Pilgrim stories, the story of Squanto, or the First Thanksgiving. They may take them home and act out the stories for their families.



**LIFEPAC TEST AND ALTERNATE LIFEPAC TEST**

Administer the test to the class as a group. Ask to have directions read or read them to the class. In either case, be sure that the children clearly understand. Put examples on the board if it seems necessary. Give ample time for each activity to be completed before going on to the next.

Correct immediately and discuss with the child.

Review any concepts that have been missed.

Give those children who do not achieve the 80% score additional copies of the worksheets and a list of vocabulary words to study. A parent or a classroom helper should help in the review.

When the child is ready, give the Alternate LIFEPAC Test. Use the same procedure as for the LIFEPAC TEST.

# HISTORY & GEOGRAPHY

1 0 8

## LIFEPAC TEST

9  
/ 11

Name \_\_\_\_\_  
 Date \_\_\_\_\_  
 Score \_\_\_\_\_

**HISTORY AND GEOGRAPHY 108: LIFEPAC TEST**

**Read the sentences. Draw lines to the right pictures.**

They needed laws for their town.

He helped all people to be free.

He discovered America.

He was the first President.

You pledge allegiance to this.







page 1 (one)

Circle the right word.

Independence Day is \_\_\_\_\_ birthday.  
Columbus's / America's

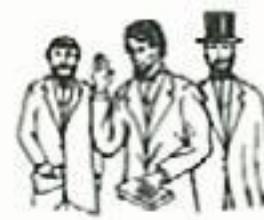
Laws are made to \_\_\_\_\_ people.  
hurt / help

The name of my country is \_\_\_\_\_  
Plymouth / United States

Write 1, 2, 3 to show what happened first, second, and third.



1



3



2

page 2 (two)

NOTES

page 3 (three)

# HISTORY & GEOGRAPHY

**1 0 8**

## ALTERNATE LIFE PAC TEST

10 / 13

Name \_\_\_\_\_  
 Date \_\_\_\_\_  
 Score \_\_\_\_\_

### HISTORY & GEOGRAPHY 108: ALTERNATE LIFE PAC TEST

Write 1, 2, 3 to show what happened first, second, and third.



\_\_\_\_\_

2



\_\_\_\_\_

1



\_\_\_\_\_

3

Write the right word.

Squanto was the \_\_\_\_\_ friend.  
 President's / Pilgrim's

Columbus had \_\_\_\_\_ ships.  
 one / two / three

The Mayflower Compact was a list of \_\_\_\_\_  
 people / rules

page 1 (one)

Circle yes or no.

Rules and laws protect people.      yes / no

The first President was Lincoln.      yes / no

You can say the Pledge of Allegiance      yes / no

Match the names and the pictures.

Squanto	
Lincoln	
Washington	
United States	

page 2 (two)

### NOTES

page 3 (three)



**Page 1: I Live in the World**

**CONCEPT:** Introduction to I Live in the World

**OBJECTIVE:** To introduce all of the objectives.

**TEACHER GOAL:** To teach the children to review the structure and use of a table of contents.

**READING INTEGRATION:** table of contents, main idea

**VOCABULARY:** world, Japan, Mexico, globe

**MATERIALS NEEDED:** pictures of people from many places around the world, globe, world map, LIFEPAK Tablet, pencils

**TEACHING PAGE 1:**

Have the children turn to the Contents Page in the LIFEPAK, I Live In The World. Read the title together and discuss the word *world*. Show a globe for any who do not know what the word *world* means.

Review the purpose of a contents page. *Ask specific questions about this Table of Contents.*

"What are the three sections of this LIFEPAK?"

"What will you learn about on page 11?"

"What are some things you learn about Mexico?"

"What other country are you going to learn about?"

"What page does the part about Japan begin on?"

Have the children turn to page 1. Discuss the pictures of the children at the top. The first girl is from Sweden. She wears the crown of candles as part of the Swedish Christmas celebration. Point out where Sweden is located on a map or globe. The next girl is an Eskimo. Locate the land of the Eskimos on a map. The last child is an Indian boy

**I LIVE IN THE WORLD**



The world is filled with people.  
God makes everyone different.  
In some ways everyone is alike.  
You will read how people are different.  
You will read how people are alike.

**OBJECTIVES**

1. I can tell about a globe.
2. I can tell ways all people are alike.
3. I can tell ways all people may be different.
4. I can tell how people live in Japan and Mexico.

page 1 (one)

from South America, Peru or Bolivia. Find his home on the map. Talk about ways all three of these children are alike and ways they are different.

Read page 1 together. Put up the pictures of people of many nations. Mention one or two ways they are all alike and one or two ways they are all different. Ask the children to repeat some of the objectives of this LIFEPAK. This is a good time to remind the children that God sent His Son to save all nations (John 3:16).

**ACTIVITIES:**

1. Have the children write several sentences in their Tablets about how they are like the people in the pictures that were posted. They should also write several sentences about how they are different from those people. Allow time for the children to read and compare their sentences in small groups.

## History & Geography 109 Teacher Notes

2. Post the world map where all the children can have easy access to it. Label the pictures of the people from other nations with the name of their country. Have the children try to locate the different countries on the map or on a globe.

**PART I: THE WORLD AROUND US**

Pages 2 and 3:

**CONCEPT:** The world around us

**OBJECTIVE:** I can tell about a globe.

**TEACHER GOALS:** To teach the children  
 To appreciate all God has created for them, and  
 To recognize the country in which they live.

**BIBLE REFERENCE:** Genesis, Chapter 1

**READING INTEGRATION:** main idea, noting and recalling details, written directions, speaking in a group, listening

**VOCABULARY:** earth

**MATERIALS NEEDED:** Bible, globe, picture of solar system, assorted colors of construction paper, crayons, world map, flannelboard, magazines, white paper, glue, scissors, pencils

**TEACHING PAGES 2 and 3:**

Write the word *earth* and *world* on the board. Show the picture of the solar system. Ask the children to tell what they see in the picture. Explain the planets. Each one has a name. You might mention several of them. One of the planets is called Earth. Point to our planet. As part of the heavens and earth, God made it in a special way so we would have all the things we need to live a happy life. Have the children name some of the things we need to live a happy life. Have the children name some of the things they think they need to live a happy life. Write their responses on the board. Read the creation story from Genesis. As you read what was created each day, write it on the board. When you have finished the story, ask the children again what things are needed



**I. THE WORLD AROUND US**

Our world is very big.  
 It is called Earth.  
 It has land and water.  
 God made the earth for us.  
 Let's find out  
 what the earth looks like!

page 2 (two)



Write yes or no.

God made the world for us.

yes

All people are the same.

no

People live all over the world.

yes



Place an X on your state.



I live here.

page 3 (three)

## History & Geography 109 Teacher Notes

for people to live a happy life. Compare the Biblical list with the children's list.

Have the children open their LIFE PACs to page 2. Read the page together. Talk about the earth God made for us. Talk about the illustration. Compare the illustration to the globe. Do the exercise on page 3 as a review of what the children have read so far. After they have completed the dot-to-dot, identify the two countries (Canada, United States). Find them on the map and on the globe. Have the children put an X on the country in which they live.

### **ACTIVITIES:**

1. Tell the story of creation on a flannelboard. Allow the children to tell the story after you. Give several children a chance to do this. It will help to plant the sequence of events in their minds.

2. *Art Project:* Make a World We Live In collage. Cut pictures out of the magazines of as many different kinds of places as the children can find. Glue these randomly all over a piece of 9" x 12" construction paper. Use them for a bulletin board display entitled God's Beautiful World.

3. Give each child seven white circles about six inches in diameter. Have the children review the sequence of creation. Have them draw and color one day of creation on each circle. Staple these together into a booklet. Divide the class into small groups. Give each child a chance to share his booklet with the other children in the group.

**Pages 4 and 5: The Globe**

**CONCEPT:** the globe

**OBJECTIVE:** I can tell about a globe.

**TEACHER GOALS:** To teach the children  
 To use a globe for locating countries of the world, and  
 To understand the significance of the colors blue and green on a globe.

**READING INTEGRATION:** main idea, noting and recalling details, writing sentences, listening, speaking in a group, following oral and written directions

**VOCABULARY:** (globe, north, south)

**MATERIALS NEEDED:** globe, world map, Worksheet 1, crayons, LIFEPAK Tablet, flashcards of the four directions, words, pencils

**TEACHING PAGES 4 and 5:**

Hold up a globe. Ask the class to tell you what it is. Ask what it represents. Explain that the real world is a very large place. The globe helps us to see what the earth would look like from the moon or another point in space.

Have the children open their LIFEPAKs to page 4. Discuss the picture. Read the page together. Discuss it. *Ask the children:*

"Why is a globe round?"

"What does a globe show us?"

"What does the blue on the globe represent?"

"What does the green on the globe represent?"

"What is the name of the world that is shown by this globe?"

Read the directions on the top of page 5 together. Give the children time to answer the questions. Check the answers when all the children are finished. Read the



**THE GLOBE**

The children are looking at a globe. A globe is round. It shows us what the earth looks like. It shows where there is land and where there is water.

page 4 (four)



**Circle the right word.**

A globe is \_\_\_\_\_  
 round / flat

A globe shows what the \_\_\_\_\_ looks like.  
 heaven / earth

Our world is called \_\_\_\_\_  
 Earth / Moon



**Color the land green.**  
**Color the water blue.**



page 5 (five)

## History & Geography 109 Teacher Notes

directions at the bottom of the page and give the children time to complete the activity independently. The teacher should walk around the room as the children are working to give assistance where it is needed. Have the classroom globe in plain sight of the children for reference purposes.

### ACTIVITIES:

1. Introduce the children to the directions North and South on the globe. Use the classroom globe and Worksheet 1 for this activity. Pass out the Worksheets. Compare the picture on the Worksheet to the globe. Let the children find each country that they see on their map and point to it on the globe. Ask the children where they think the North Pole is located. Identify it on the globe by marking it with chalk or taping a sign to it. Do the same with the South Pole. Point out that when we look at the globe, the North Pole is at the top and the South Pole is at the bottom. Sometimes the North Pole is called the top of the world. The same thing is true on a flat map like the one the children have in front of them. Tell the children to write the word *NORTH* on the line at the top of the Worksheet and the word *SOUTH* on the line at the bottom. Give the children the following directions for marking on their Worksheet.

- Put a big green X on the United States, the country in which we live.
- Color the country that is north of the United States *blue*.
- Color the country that is closest to the North Pole *yellow*.
- Color the country that is closest to the South Pole *red*.
- Color the country that is just south of the United States *orange*.

2. Practice direction finding in the classroom. Label the walls of the room North, South, East, and West. First just have the children turn to the various directions as



you say them. Later have them locate objects in the room by telling if the object is on the North, South, East, or West side of the room. Play a guessing game using the children a chance to make up the sentences in their Tablets using the directions. Say, for example, "I'm thinking of something that starts with a *b* and is hanging on the West wall." Give the children a chance to make up the directions for the other students.

3. Have the children write sentences in their Tablets using the words North, South, East, and West.

**Pages 6 and 7: Many Kinds of Places**

**CONCEPT:** many kinds of places

**TEACHER GOAL:** To teach the children about some of the different places that God has created for people to live.

**READING INTEGRATION:** main idea, noting and recalling details, following written directions, writing stories, dictionary work, speaking in a group

**VOCABULARY:** mountains, flat, rainy (dry)

**MATERIALS NEEDED:** LIFEPAK Tablet, drawing paper, crayons, pictures of different kinds of places (the ocean, deserts, mountains, jungles, forests, plains, frozen tundra, and so on), pencils

**TEACHING PAGES 6 and 7:**

Display the pictures of the different kinds of places on the earth. Name and talk about each one. *Ask:*

"Is it cold or hot?"

"Is it wet or dry?"

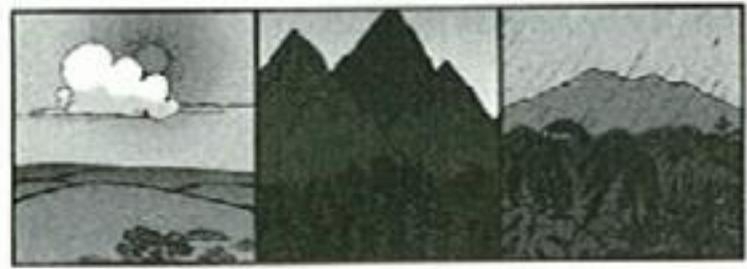
"What kind of plants and animals live there?"

"Do people live there?"

Compare where you live with the different places shown in the pictures. Let the children share personal experiences about various places they have lived or visited. Use the map to point out the areas of the world where it is very cold, or wet, or hot. Encourage the children to look at the books on the book table that have to do with these different places in the world.

Read page 6 together. Talk about the pictures in relationship to what is read and has been discussed. Write the words *hot*, *dry*, *mountain*, and *cold* on the board. Have the children read them and use them in oral sentences about the earth.

Turn to page 7 and read the directions. The children should draw lines from the



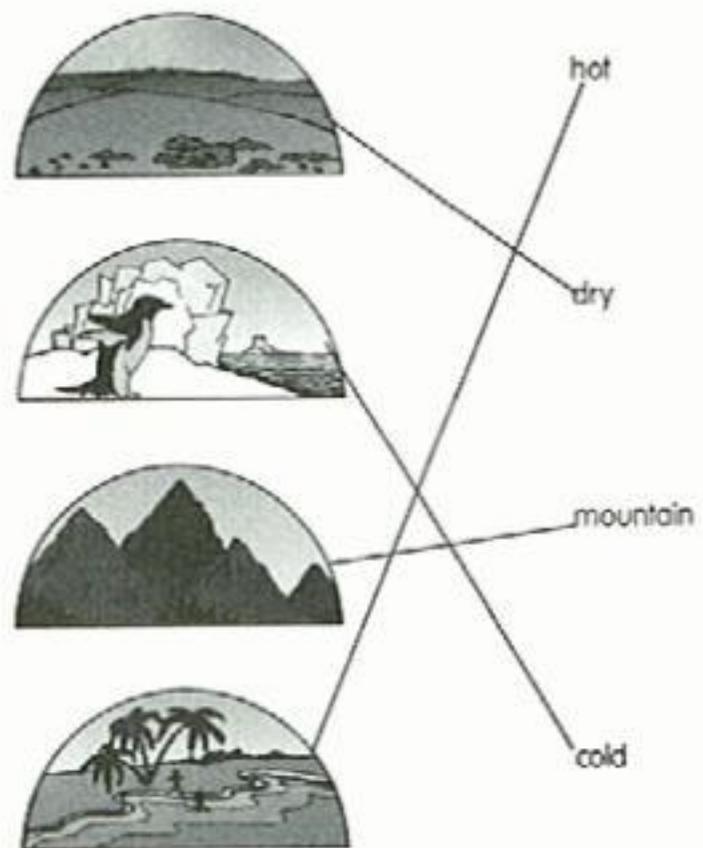
**MANY KINDS OF PLACES**

God has made many kinds of places. Some places have tall mountains. Other places are very flat.

Some places may be very hot or very cold. Some places are wet and rainy. Other places are very dry.

page 6 (six)

**Match the words and pictures.**



page 7 (seven)

## History & Geography 109 Teacher Notes

pictures to the words. Check the page as soon as they are finished.

### **ACTIVITIES:**

1. Have the children write a story in their Tablets about one kind of place in the world. It should be a place they have visited or have lived. It might be the area they are living in now. Have them tell about the land, the weather, and the kinds of plants and animals that are found in the place.

2. Pass out drawing paper and have the children illustrate the story they wrote for activity one. When they are finished, have each child share his picture with the whole class or with a small group.

3. Make books about the different kinds of places in the world available to the class. Some of these may be read to the class or even assigned as outside reading to more accelerated students. Those students could report back to the class about what they read.

**Pages 8 and 9: Many Countries**

**CONCEPT:** many countries in the world

**OBJECTIVE:** I can tell about a globe.

**TEACHER GOALS:** To teach the children  
To distinguish different countries on a globe or map, and  
To help them recognize Japan and Mexico.

**READING INTEGRATION:** main idea, noting and recalling details, written directions, dictionary work

**VOCABULARY:** smallest, closer (Mexico, Japan)

**MATERIALS NEEDED:** globe, world map, Worksheet 2, flashcards, word chart, alphabet chart, pencils

**TEACHING PAGES 8 and 9:**

Using the globe and the map, talk about how different countries are distinguished by color and boundary lines. Talk about some of the different countries and where they are located. Indicate islands that are countries such as England and Ireland.

Point to Japan and show that this country is made up of a whole group of islands. Review what the color blue stands for on maps and globes. Tell the children the name of the ocean surrounding Japan. Point out Japan's location in relation to the United States.

Talk about the neighboring countries to the United States. Identify these neighbors and locate them on the map. Give the children a chance to share any experiences they may have had visiting or living in any of these countries.

Have the children open their LIFEPAcs to page 8 and read the page together. Answer the questions that are raised during the reading. Have the children locate the



**MANY COUNTRIES**

The people of the world live in many countries. Look at the three countries marked on the globe. Which one is the United States? The other countries are Mexico and Japan. Which one is the smallest? Which one is closer to the United States?

page 8 (eight)



**Write yes or no.**

Japan is smaller than the United States. yes

Mexico is far away from the United States. no

Japan is close to the United States. no

Mexico is bigger than Japan. yes

page 9 (nine)

## History & Geography 109 Teacher Notes

various countries on the globe in their books and on the classroom map.

Have the children turn to page 9. Before assigning this page to the class, practice using comparative words for different things in the classroom. (Example: "Is the window or the blackboard farther away from your desk?") Questions about the map may also be used as a preparation for the page. (Example: "Is Canada smaller than the United States?") Have the children work the page independently. Check the page together when everyone is finished. If the children have a great deal of difficulty deciding whether something is larger or smaller, farther away or closer, do some measuring activities using the map and the globe. String stretched between the different countries will show which are closer and which are farther away. Cutout shapes of the countries placed one on top of another will help the children to see which are larger and which are smaller.

### **ACTIVITY:**

Worksheet 2 is a practice page for the part one vocabulary words as well as for dictionary work. Review the vocabulary words from section one using flashcards or a word chart.

Put the following group of words on the board: *earth, globe, flat*. Underline the first letter in each word. Review the concept of alphabetical order. Have the children decide which word of the three on the board comes first alphabetically. Write the word in a second column on the board. Decide which word will come next and write it under the first word. Write the third word.

Write three more words on the board: *dry, cold, hot*. Follow the same procedure as with the first three. If necessary, practice with as many more groups of words as the children need to be able to do the activity independently.

Pass out the Worksheet. Give the

Name \_\_\_\_\_

Write the word on the line.

<b>WORD BOX</b>	mountains	globe
	country	north

mountains globe

north country

Write the words in alphabetical order.

rainy \_\_\_\_\_ rainy \_\_\_\_\_

world \_\_\_\_\_ south \_\_\_\_\_

south \_\_\_\_\_ world \_\_\_\_\_

History & Geography 109  
Worksheet 2  
with page 9

 Teacher check \_\_\_\_\_

directions and make sure everyone understands what to do on both parts of the page. Check the Worksheet as soon as everyone is finished.

**Page 10: Self Test 1**

**CONCEPT:** the world around us

**OBJECTIVE:** I can tell about a globe.

**TEACHER GOAL:** To evaluate the children's understanding of part one of this LIFE PAC.

**READING INTEGRATION:** recalling detail, following written directions, speaking in a group

**VOCABULARY:** Review all the new words.

**MATERIALS NEEDED:** LIFE PAC Tablet, drawing paper, crayons, pencils

**TEACHING PAGE 10:**

Have the children turn to page 10 in their LIFE PACs. Read the directions together. Answer any questions about what to do. Identify all illustrations. Allow the children sufficient time to complete the page. Check the page as soon as possible after all are finished.

**ACTIVITIES:**

1. Review any areas of the test that may have caused difficulty. Go back in the LIFE PAC to the pages that cover the trouble-spots. Reread and discuss the subject causing the difficulty.
2. Have the children write a story in their Tablets about what the world looks like where they live. Have them tell about their own neighborhood and about the geographic area in which their school is located.
3. Have the children draw pictures to go with their stories. Stories and pictures should be shared with the class or in small groups. The stories and pictures can also be used for a bulletin board display.

**SELF TEST 1**

**Circle the answer.**

Our world is called \_\_\_\_\_  
(Earth) / Japan

A \_\_\_\_\_ can show what the earth looks like.  
country / (globe)

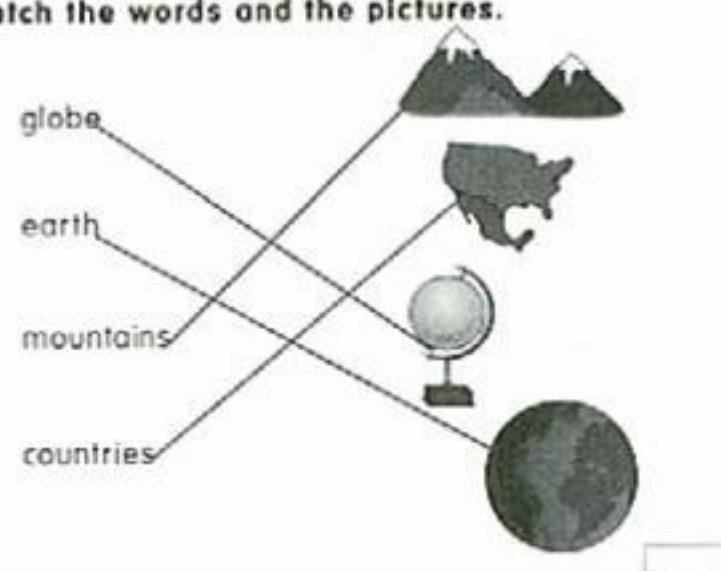
**Match the words and the pictures.**

globe

earth

mountains

countries



5  
6



Teacher Check \_\_\_\_\_

Initial Date



page 10 (ten)

**PART II: FRIENDS IN MEXICO**

Page 11

**CONCEPT:** introduction to friends in Mexico

**TEACHER GOAL:** To teach the children about our neighbor to the South.

**READING INTEGRATION:** main idea, noting and recalling details, following oral directions

**VOCABULARY:** (neighbor, Mexico)

**MATERIALS NEEDED:** yellow and blue crayon, globe, map, picture of Mexican flag

**TEACHING PAGE 11:**

Use the globe and the wall map to locate the United States. Have the children find the country that is just south of the United States on the map. Write the word Mexico on the board. Give the children a chance to share anything they may know about the country of Mexico.

Have the children turn to page 11 in the LIFE PAC. Identify the two countries in the picture. Show an enlarged picture of the Mexican flag if one is available. Read the page together. Discuss the meaning of the word *neighbor* in relation to people and what it might mean in relation to whole countries.

**ACTIVITY:**

Have the children find the words *United States* on the page. Using the blue crayon, tell them to underline the words every time they see them. Have them color the United States in on the map.

Using the yellow crayon, have the children color in the word *Mexico* on the map and underline *Mexico* every time they see the word on page 11.



**II. FRIENDS IN MEXICO**

Mexico is close to the United States. Mexico is our neighbor. Boys and girls in Mexico are like you in many ways. In some ways they are much different from you.

page 11 (eleven)

Pages 12 and 13: Mexico

**CONCEPT:** the country of Mexico

**OBJECTIVE:**

I can tell ways all people are alike.

I can tell ways people may be different.

I can tell how people live in Japan and Mexico.

**TEACHER GOAL:** To teach the children about the land and people of Mexico.

**READING INTEGRATION:** main idea, noting and recalling details, following written directions, irregular plurals

**VOCABULARY:** cities, Spanish, English (farmers)

**MATERIALS NEEDED:** records and books about Mexico that include some Spanish language, map of Mexico, posters and pictures of Mexico and the Mexican people, crayons, Worksheet 3, pencils

**TEACHING PAGES 12 and 13:**

Show pictures of Mexico and the Mexican people, both city and country people. Read a story such as *Two Pesos for Catalina* by Ann Kirn or *Rosa* by Leo Politi. Any such story will introduce the children to the life of the majority of the Mexican people. It will also give them some idea of the kind of country Mexico is (sand and cactus in the north and hot jungles in the south).

Have the children open their LIFEPAcs to page 12. Read the page together. Talk about the concepts presented on the page. Use as many pictures as can be found to help the children visualize the country of Mexico. Ask questions such as these:

"What kind of land is in Mexico?"

"What do most of the people do?"

"What language do the people speak?"

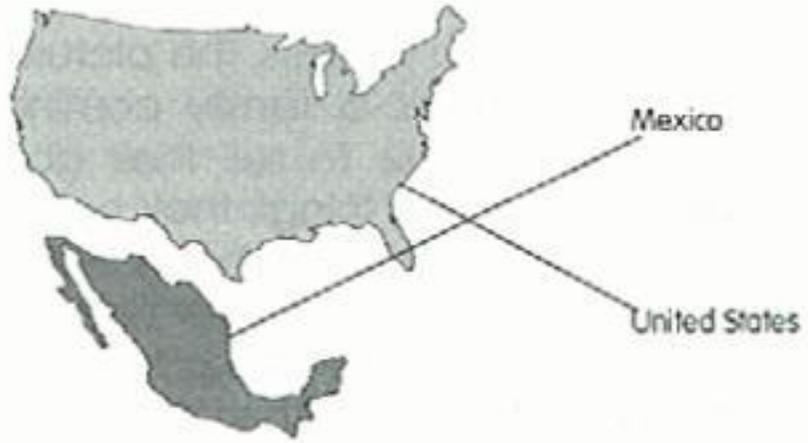


**MEXICO**

Mexico is a big country.  
It has hot and cool places.  
It has dry and rainy places.  
Mexico has tall mountains.  
Mexico has lots of flat land.  
Many people in Mexico are farmers.  
Some people live in cities and towns.  
Most people in Mexico speak Spanish.

page 12 (twelve)

 Draw a line to the name of the country.



**Circle the right word.**

Mexico is \_\_\_\_\_ than the United States.  
bigger / smaller

Most people in Mexico speak \_\_\_\_\_.  
Spanish / English

page 13 (thirteen)

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"What kind of place do you see in the picture?"

(Most stories about Mexico include some reference to the marketplace.)

Have the children turn to page 13. Read the directions together. Make sure the children understand what to do before they start to work. After all are finished, correct the page together.

### ACTIVITIES:

1. Have the children underline with a crayon, all the words on page 12 that tell about the country of Mexico.

2. Introduce the children to some Spanish words that are common in America. These might include *taco*, *tamale*, *tostada*. Other Spanish words that the children might enjoy learning are *gracias* (GRAH-see-ahs), thank you; *por favor* (pohr-fah-VOR), please; *buenos dias* (BWAIN-nohs dee-ahs), good morning; *muchacho* (mu-CHA-cho), boy; *muchacha* (mu-CHA-cha), girl; *senor* (sehn-YOR), Mister; *senora* (sehn-YOR-ah), Mrs.; *si* (see), yes; *adios* (ah-dee-YOHS), good-bye.

3. Do Worksheet 3.

Page 12 pictures the market place found in all Mexican villages. The picture on the Worksheet shows a family coming in from the country side to sell their goods. They will also buy the things they need for the coming weeks while at the market. The people are very poor and their needs are quite simple. Many of the things they make are for the tourist trade. The family in the picture is one of the fortunate ones to own a burro. Most of the people carry everything on their backs as they have no animals to do the work. These farmer people raise corn on their very small farms. This is ground to make flour. From this they make tortillas and other corn meal foods. Corn is the main staple in their diets.

Discuss the picture with the children. Have pictures available so that the children

Name \_\_\_\_\_

Discuss the picture and color it.



This Mexican family is on their way to the market place.

History & Geography 109  
Worksheet 3  
with page 13

Teacher check \_\_\_\_\_

can see the proper colors for clothing, foods, and so on.

Pages 14 and 15: Carlos

**CONCEPT:** meet Carlos

**OBJECTIVES:**

- I can tell ways all people are alike.
- I can tell ways people may be different.

**TEACHER GOALS:** To teach the children about life in Mexico City, and about ways Carlos is different from children in the United States and ways he is like children in the United States.

**READING INTEGRATION:** main idea, noting and recalling details, speaking in a group, listening, dictionary work, following written directions

**VOCABULARY:** Carlos, soccer, beans, tamales (favorite)

**MATERIALS NEEDED:** LIFEPAK Tablet, pencils, crayons, drawing paper, electric fry pan, spatula, cooking oil, ingredients for tacos (hamburger, lettuce, cheese, tomatoes, taco sauce)

**TEACHING PAGES 14 and 15:**

Ask the children to name some of their favorite games and foods. Have them list the things they learn about in school. Make separate lists for each of these categories on the board.

Have the children open the LIFEPAKs to pages 14 and 15. Tell the children that the boy on the right is Carlos. The other two boys are his best friends, Juan (in the center) and Jose (on the left). Tell the children to put a red C under the picture of Carlos. Write the names Juan (pronounce the *Ju* as a *w*) and Jose (pronounce the *J* as an *h*) on the board and say them again. Tell the children that some letters of the alphabet have different sounds in other languages. In English, Juan would be John and Jose



**CARLOS**

Carlos lives in Mexico City. It is the biggest city in Mexico. Carlos likes to go to school. He learns reading and math. Carlos and his friends play soccer after school.

Carlos is always on time to eat. Mexican food may be quite different from the food you eat. Carlos's favorite foods are beans and tamales.

page 14 (fourteen)



**Circle the words that tell how Carlos and you are alike.**

- We: go to school      like to eat  
 speak Spanish      eat tamales  
play soccer      learn to read



**Circle the right word.**

- Carlos \_\_\_\_\_ soccer.  
 play / plays
- Children \_\_\_\_\_ to read.  
learn / learns
- Children in Mexico \_\_\_\_\_ Spanish.  
speak / speaks
- Carlos \_\_\_\_\_ beans and tamales.  
 like / likes
- Carlos and his family \_\_\_\_\_ in Mexico City.  
live / lives

page 15 (fifteen)

would be Joseph. Let the children guess what Carlos would be in English (Carl).

Read the page together. Talk about Carlos' life as compared to the children in the class. Compare the lists of food and games the children made with the food and games Carlos likes. Read the directions on page 15. After the class is finished with the page, check their answers. As you check the first activity, have the children think of other ways that they are like Carlos and some other ways that they are different from Carlos.

**ACTIVITIES:**

1. Have the children draw a picture showing one way they are different from Carlos. Talk about how differences in people are a gift from God, just as likenesses are. The children should share these pictures with the whole class or in small groups.

2. Try some Mexican foods. Many are available at the grocery store or you can make your own. Tacos would be a simple and delicious way to first try a Mexican-type food. Bean tostadas are also easy to make. For tacos you will need fried out hamburger, crumbled; cheddar cheese, grated; lettuce chopped into small pieces; tomatoes cut into small chunks; taco shells. The taco shell is filled with the above ingredients in layers: hamburger on the bottom and the other ingredients layered on top of it. Top off the whole thing with some taco sauce. (This sauce should be a mild variety if the children have never had it before.)

Bean tostadas are made by spreading heated refried beans (available at the grocery store) on a fried flour or corn tortilla. If left open and flat it is a tostada. If it is rolled up, it is called a bean burro.

3. Tell the children to pretend they are going to write to Carlos and tell him about their favorite food. In their Tablets, have the children write about two of their favorite foods. Describe what they look like and how they are made.

**Pages 16 and 17: Fiesta Time**

**CONCEPT:** holidays in Mexico

**OBJECTIVES:**

- I can tell ways all people are alike.
- I can tell ways people may be different.
- I can tell how people live in Japan and Mexico.

**TEACHER GOAL:** To teach the children about several holidays in Mexico and how they are celebrated.

**READING INTEGRATION:** main idea, noting and recalling details, dictionary work, retelling in own words

**VOCABULARY:** celebrated, fiestas, Feast, receive, remind, Easter, pinata

**MATERIALS NEEDED:** crayons, balloons, newspaper, wheat paste or white glue and water, tempera paint, crepe paper, scissors

**TEACHING PAGES 16 and 17:**

Write the word *fiesta* on the board. Tell the children it is a Spanish word that means party or celebration. The Mexican people have many fiestas. Read books about festivals in Mexico.

Have the children open their LIFEPAcs to pages 16 and 17. Read the pages together and discuss them as they are read.

*Ask the children:*

"What is Carlos' favorite fiesta?"

"What is the Feast of Three Kings?"

"What happens on that day?"

"What is a pinata?"

"What are the children doing in the picture on page 16?"

"What is happening in the picture on page 17?"

**ACTIVITIES:**

1. Write the vocabulary words on the board in groups of three or four. Have the



**FIESTA TIME**

Many holidays in Mexico are celebrated with fiestas. A fiesta is a party. Carlos' favorite fiesta time is the Feast of Three Kings. On this day, boys and girls receive gifts. The gifts remind them of Jesus. He was God's gift to all people. Carlos believes in Jesus as his Saviour.

page 16 (sixteen)

Mexico has many other holidays. Some of them are Easter, Independence Day, and Columbus Day

A pinata filled with candy is part of every fiesta.



**Color this fiesta picture.**



page 17 (seventeen)

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children put them in alphabetical order.

2. *Art Project:* Make a pinata. Let each child make their own simple pinata. Cover blown up balloons with strips of torn newspaper. The newspaper strips are soaked in wheat paste or in a mixture of white glue and water. If glue and water are used the proportions should be no more than one third water to two-thirds glue. When the newspaper is thoroughly dry (about 36 to 48 hrs. drying time), the balloon can be popped with a pin. The outside of the ball can be decorated any way the children want to do it. It can be painted, covered with strips of crepe paper, or colored with other types of decoration. Many books on making pinatas are available from the library.

Pages 18 and 19: Activity Pages

**VOCABULARY:** floating, gardens

**MATERIALS NEEDED:** LIFE PAC Tablet, crayons, pencils, number line

**TEACHING PAGES 18 and 19:**

Write all the vocabulary words on the board from section two. Review them by matching words with meanings. *Example:* Which word tells what language Carlos speaks?

Have the children turn to page 18 in their LIFE PAC. Read the directions together for both activities. Check the first activity when all the children are finished with it.

**ACTIVITIES:**

1. Have the children share their pictures about favorite holidays with the whole class or in small sharing groups.

2. Have the children write about their favorite holidays in their Tablets. The stories may be read or put up as part of a bulletin board display.

3. Make statements about the material covered so far in the LIFE PAC. Have the children respond to your statements with the words fact or opinion. This skill may need to be reviewed before asking the children to respond.



Write the answer on the line.

A fiesta is a party  
party / gift

A pinata is filled with candy  
books / candy

Holidays are celebrated with fiestas  
food / fiestas

Carlos lives in Mexico  
Mexico / United States



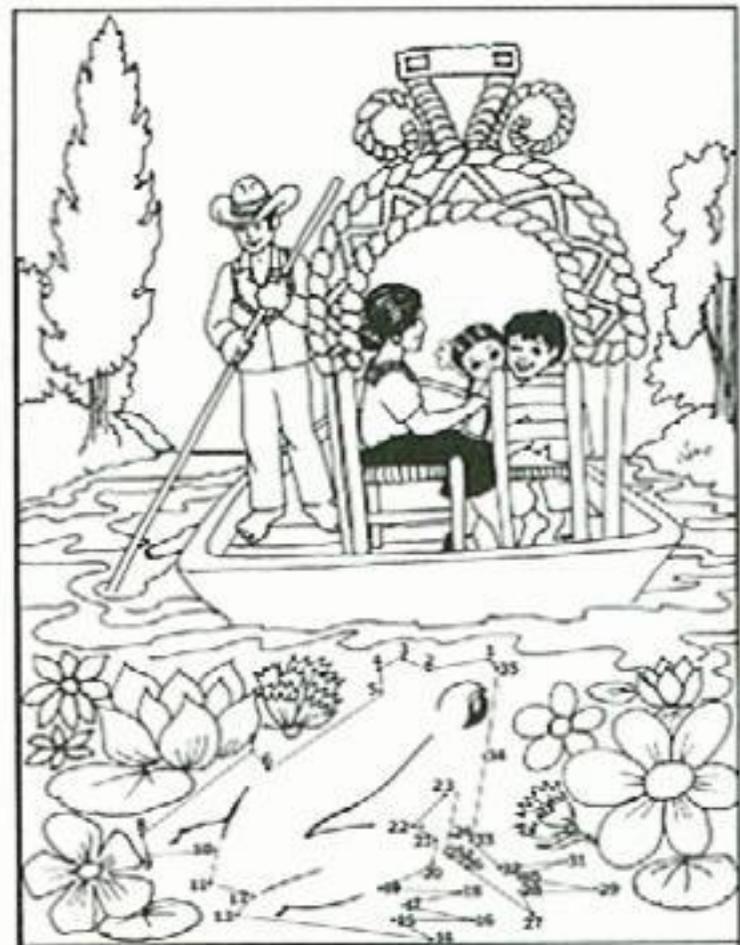
Draw a picture of your favorite holiday.



page 18 (eighteen)



Follow the dots with a green crayon.  
Color the picture.



page 19 (nineteen)

**Pages 20 and 21: Games and Sports**

**CONCEPT:** games and sports in Mexico

**OBJECTIVE:** I can tell how people live in Japan and Mexico.

**TEACHER GOALS:** To teach the children about the games and sports of Mexico, and about one or two games played by Mexican children.

**READING INTEGRATION:** main idea, noting and recalling details, speaking in a group, listening, following written directions

**VOCABULARY:** marbles, canicas, hole, point, treat, sport, enjoys, basketball, baseball

**MATERIALS NEEDED:** small paper cup, aluminum foil, string, marbles, pencils

**TEACHING PAGES 20 and 21:**

Have the children open their LIFEPAcs to page 20. Talk about the picture. Ask if any of the children have ever played a game similar to the one the boys in the picture are playing. Have them explain how to play the game.

Read page 20 together. Discuss the games and sports mentioned on the page. Ask which ones are the same as games in the United States. Ask how the game canicas is played (give several children a chance to explain the game).

Another game often played by Mexican children is *gato y raton* or (*the cat and the mouse*.) This is a circle game played by many children. The children of the class form a circle and hold hands tightly. One child is chosen to be the cat and one the mouse. The mouse is on the inside of the circle. The cat, on the outside, tries to break through the held hands to get to the mouse on the inside. If the cat should break through, he tries to catch the mouse before the mouse can escape to the outside of the circle. The



**GAMES AND SPORTS**

Have you ever played marbles? Carlos plays a marble game. It is called *canicas*. A small hole is found or made. One person rolls a marble into the hole. If the marble stays in the hole, you score one point. Then the next player rolls his marble.

It is a special treat for Carlos to go to a soccer game. This sport is the favorite one in Mexico.

Other sports that Carlos enjoys are baseball and basketball.

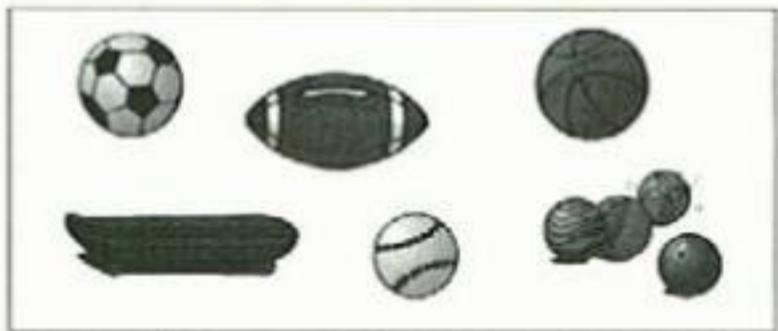
page 20 (twenty)



**Circle the games Carlos likes.**



**Circle the games you like.**



How are children in Mexico and the United States different?  
How are they the same?

page 21 (twenty-one)

children in the circle do what they can to keep the cat from catching the mouse. When the mouse is finally caught, a new mouse and cat are chosen.

Read the directions of page 21 together. Discuss the second activity as you check. Have the children explain why they like certain games or sports. Discuss the question at the bottom. List the likenesses and differences on the board as the children give them.

**ACTIVITY:**

Many children in Mexico play with a small toy called a *valero*. It is a wooden ball with a hole in it. A stick is attached to the ball with a string. The child holds the stick upright, swings the ball up into the air and tries to catch the ball on top of the stick. A similar toy can be made from a paper cup and a small ball made of aluminum foil. Cut a piece of string 8 to 10 inches long and tie a knot on both ends to join the cup and the foil ball. When the cup is held, the ball is swung into the air and caught in the cup on its way down.

**Page 22: Self Test 2**

**CONCEPT:** friends of Mexico

**OBJECTIVES:**

I can tell ways all people are alike.  
I can tell ways people may be different.  
I can tell how people live in Japan and Mexico.

**TEACHER GOAL:** To evaluate the children's recall of the material covered in section two.

**READING INTEGRATION:** recall of details, following written directions, syllables, dictionary work

**VOCABULARY:** Review all the new words.

**MATERIALS NEEDED:** vocabulary word cards, pocket chart, pencils

**TEACHING PAGE 22:**

Have the children turn to page 22 in their LIFEPAcs. Read the directions together. Answer any questions about what to do. Allow the children sufficient time to complete the page. Check the page as soon as possible after all are finished. Allow for family customs on the first activity (some students may celebrate the Feast of Three Kings in their families).

**ACTIVITIES:**

1. Put the vocabulary cards in the pocket chart in groups of three or four making sure the first letter of each word in a group is different. Have the children come forward and put the words in each group in alphabetical order. Increase the difficulty by regrouping the words so that the first letters are not all different.

2. Put all the vocabulary word cards in the pocket chart in random order. Have the

**SELF TEST 2**

**Circle the words that tell how Carlos and you are different.**

<u>lives in Mexico City</u>	plays games
learns to read	<u>speaks Spanish</u>
goes to basketball games	<u>Celebrates Feast of Three Kings</u>

**Circle the right word.**

People in Mexico Speak \_\_\_\_\_  
English / Spanish

Mexico is the United States' \_\_\_\_\_  
Neighbor / flag

Carlos \_\_\_\_\_ marbles.  
play / plays

  Teacher Check \_\_\_\_\_  
Initial \_\_\_\_\_ Date \_\_\_\_\_



page 22 (twenty-two)

children come forward and separate the words into one-syllable, two-syllable, and three-syllable word groups.

**PART III: JAPAN**

Page 23

**CONCEPT:** friends in Japan

**TEACHER GOAL:** To teach the children about some basic geographic facts about the country of Japan.

**READING INTEGRATION:** main idea, noting and recalling details, following oral directions

**VOCABULARY:** island

**MATERIALS NEEDED:** globe, map, crayons, LIFEPAK Tablet, pictures of Japan

**TEACHING PAGE 23:**

Have the children locate the country of Japan on the globe and on the map. Ask the children:

"From the United States which way do you have to go to get to Japan by the shortest route?"

"What ocean is all around Japan?"

"What is land called that has water all around it?"

"How many big islands can you count in the country of Japan?"

Have the children open their LIFEPAKs to page 23. Talk about the map and the picture of the flag. Tell the children to color the circle on the flag red. The red ball stands for the rising sun. Japan is often called the land of the rising sun. Have the children put lines under the names of the four islands that make up the country of Japan. Tell the children that Japan is a very small country. All the land of Japan is about the same size as the state of California. Locate California on the map. Talk about whether Japan is smaller or larger than the United States. Compare Japan to Mexico and decide which is smaller or larger. Discuss which



**III. FRIENDS IN JAPAN**

Japan is far away.  
It is across the ocean.  
Japan is an island country.  
An island has water  
all around it.  
You will read how children  
in Japan are like you.  
You will read about ways  
they are different from you.

page 23 (twenty-three)

country, Japan or Mexico, is closer to the United States.

Read page 23 together. Discuss the page.

Ask the children: "What ocean do you have to cross to get to Japan?" (Have the children point to the answer on the map.)

"What is an island?"

"Can you find any other island countries on the map or globe?"

Tell the children to take out a blue crayon. Have them circle the names of the ocean on the map on page 23. With a green crayon, have them underline the word *island* every time you see it on page 23. Have them circle the word *Japan* with a red crayon as often as they find it on the page.

**ACTIVITY:**

Have the children write several sentences in their Tablets about what they

## History & Geography 109 Teacher Notes

have learned so far about Japan. Allow time for them to share their sentences with the whole class or in small groups.

**Pages 24 and 25: Japan**

**CONCEPT:** more about the land and the people of Japan

**OBJECTIVE:** I can tell how people live in Japan and Mexico.

**TEACHER GOAL:** To teach the children about the land of Japan and its people.

**READING INTEGRATION:** main idea, noting and recalling details, plurals, written directions

**VOCABULARY:** summer, winter, fishermen

**MATERIALS NEEDED:** pictures of the land and people of Japan, books about Japan, globe, map, crayons, pencils

**TEACHING PAGES 24 and 25:**

Have the children come up to the map and point to the countries of Japan, Mexico, and the United States as you name them. Write the names of the three countries on the board. Ask questions about the countries and have different children come up to the board and point to the country that answers the questions.

Show pictures of the land of Japan. Pictures should show the broad variety of countryside in Japan, everything from semitropical forests to the very cold northern areas. Climate variations are similar to those in the United States.

Have the children open their LIFEPAcs to page 24. Talk about the picture. Tell the children that the name of the mountain in the picture is Mt. Fuji. Mt. Fuji is very tall and is covered with snow all year round. It is a "sleeping" volcano. It is said to be one of the most beautiful mountains in the world. The Japanese people are very proud of Mt. Fuji. Many people take vacation trips to this mountain every year. Read the page together and discuss it.



**JAPAN**

Japan is a very small country.  
It has many tall mountains.  
In summer, Japan is very hot.  
In winter it is very cold.  
Japan has lots of rain.

Most people live and work  
in the cities.  
Some people are farmers.  
Some people are fisherman.

page 24 (twenty-four)



**Color the flags. Write the name of the country.**

Japan

Mexico

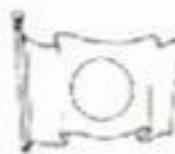
United States



\_\_\_\_\_

.....Mexico.....

\_\_\_\_\_



\_\_\_\_\_

.....Japan.....

\_\_\_\_\_



\_\_\_\_\_

.....United States.....

\_\_\_\_\_

page 25 (twenty-five)

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Ask the children: "How big is Japan?"

"What is it like in summer?"

"What season of the year has lots of rain?"

"Where do most of the people live and work?"

"What do people do who live out in the country?"

Have the children turn to page 25. Read the directions together. Check the page as soon as all the children are finished. If possible have larger versions of these flags posted on a bulletin board in plain sight of all the children. Review the meaning of the colors and symbols of the flags.

### **ACTIVITIES:**

1. Have each child draw a picture of a famous landmark in the area in which you live. This landmark should have some national significance. It can be a place of nature (as Mt. Fuji in Japan) or a man made landmark. (Mt. Rushmore, for instance). After they are finished with their pictures, allow time for the children to share their work with the whole class or in small sharing groups.

2. Have them write in their Tablets about the kind of work done by the children's parents. Compare with what is known about work done by people in Japan.

3. Read a story about living in the country in Japan. Read other stories that tell about the life of different people in the country.

Pages 26 and 27: Ikuko

**CONCEPT:** Ikuko

**OBJECTIVE:** I can tell how people live in Japan and Mexico.

**READING INTEGRATION:** main idea, noting and recalling details, following written directions

**VOCABULARY:** Ikuko, paper, wood, music

**MATERIALS NEEDED:** crayons, string, scissors, Worksheets 4 and 5, paste, pictures of Japanese people

**TEACHING PAGES 26 and 27:**

Show the children pictures of Japanese people, cities, houses, and so on.

Discuss the illustration on page 26.

Read the text on pages 26 and 27.

Ask the children:

"Where does Ikuko live?"

"What is her house made of?"

"How many days does she go to school?"

"What does she learn in school?"

"What does Ikuko do after school?"

"What is the Japanese favorite sport?"

Read the direction sentence. When the children finish their drawings, let them share them with the class.

**ACTIVITIES:**

1. Worksheet 4 is a mobile for the children to put together and hang up to remind them that people all over the world are their friends and neighbors. To make the mobile more durable, the children might glue all the pieces to cardboard before they string them together. Hang the finished mobiles around the room until the LIFEPAK has been completed.

2. Introduce the children to the art of Japanese paper folding or *origami*. Using the basic outline on Worksheet 5, the children can make a folded replica of a



**IKUKO**

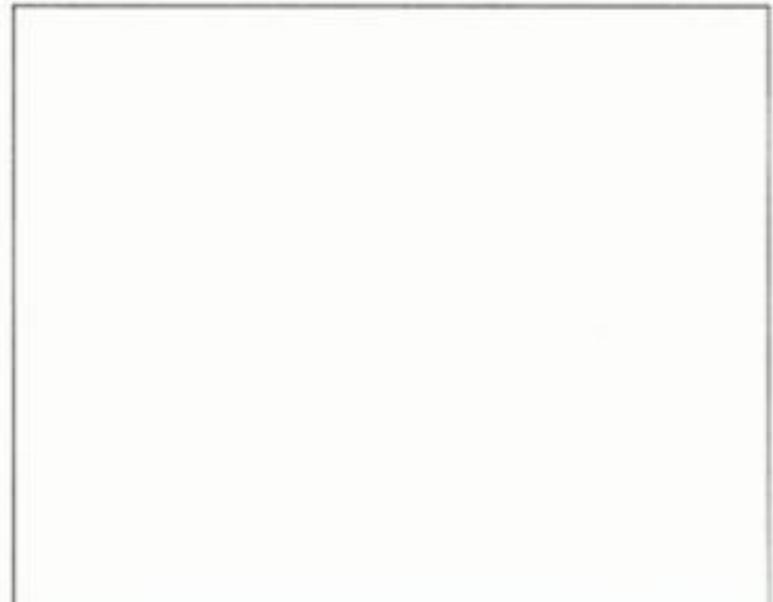
Ikuko lives in a small city. Her house is made of paper and wood. She goes to school six days a week. She learns reading, writing, spelling, and math. She learns music and art. She learns about Jesus.

page 26 (twenty-six)

After school, Ikuko plays in the park with her friends. Sometimes, she goes to a baseball game. Baseball is the favorite sport of Japanese people.



**Draw a picture showing what you like to do after school.**



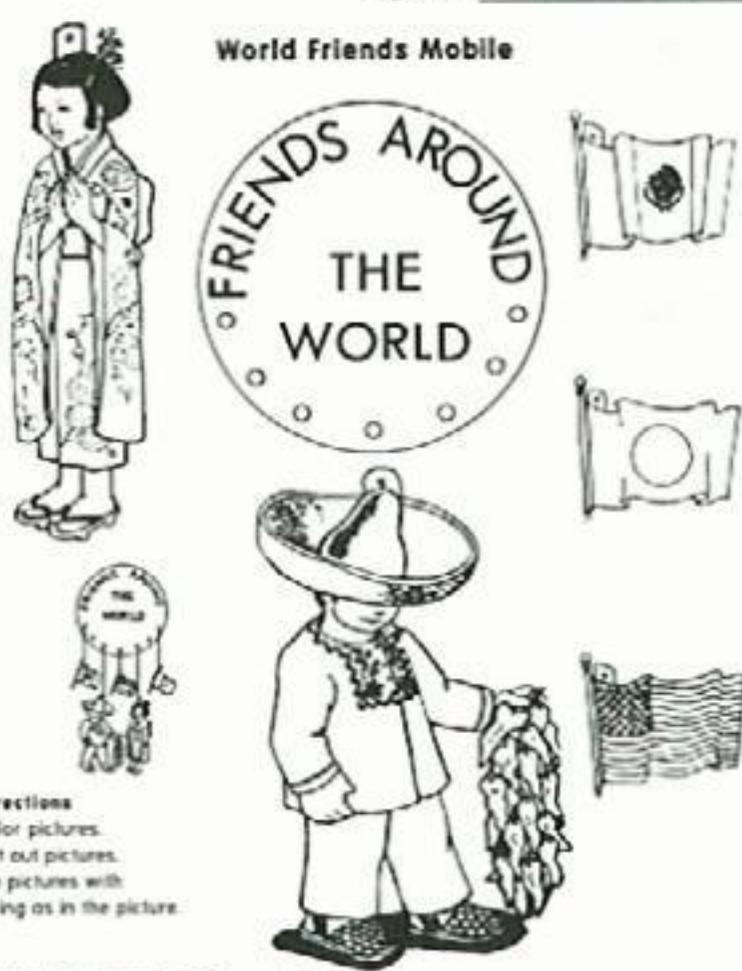
page 27 (twenty-seven)

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volcano. This replica can then be used as part of a picture, either painted or drawn, of Mt. Fuji or another famous volcano. All folding directions are on the Worksheet (The pattern should be duplicated onto regular weight typing paper).

Name \_\_\_\_\_

**World Friends Mobile**





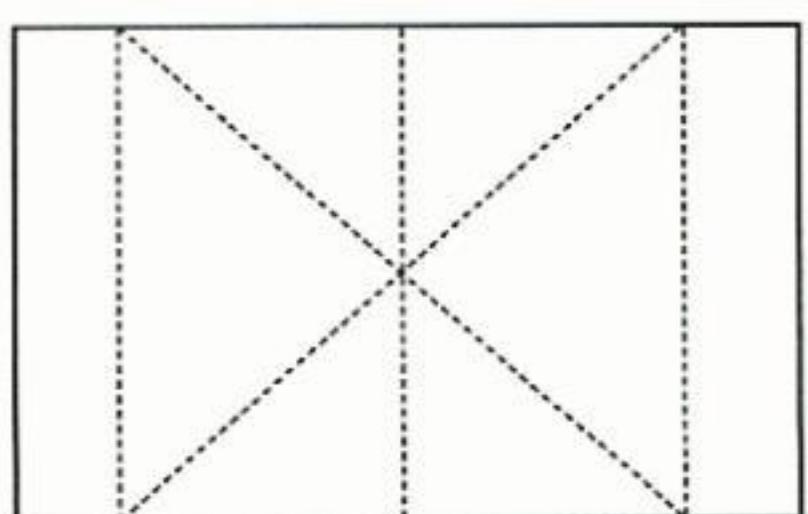
**Directions**  
 Color pictures.  
 Cut out pictures.  
 Tie pictures with string as in the picture.

History & Geography 109  
 Worksheet 4  
 with page 27

Teacher check \_\_\_\_\_

Name \_\_\_\_\_

**ORIGAMI PATTERN**



- 1   
cut on solid lines  
fold on center dotted line
- 2   
fold forward on dotted lines
- 3   
fold upon bottom dotted lines
- 4   
clip corners and draw or paint snow on the top

History & Geography 109  
 Worksheet 5  
 with page 27

Teacher check \_\_\_\_\_

**Page 28 and 29: Two Ways of Living**

**CONCEPT:** two ways of living

**OBJECTIVE:** I can tell how people live in Japan and Mexico.

**TEACHER GOAL:** To teach the children the idea of people living and working in a dual culture.

**READING INTEGRATION:** main idea, noting and recalling details, following written directions, writing sentences

**VOCABULARY:** Japanese, English, clothes, kimono, getas, furniture, table, pillows, vegetables

**MATERIALS NEEDED:** Worksheet 6, crayons, pictures that show the traditional way of living and the modern, western living in Japan, pencils

**TEACHING PAGES 28 and 29:**

Use the pictures to compare the way people live in Japan. Many of the books about Japan point out the modern and traditional ways. For instance, a man might wear a Western style suit to work every day, but as soon as he gets home he will change into the traditional kimono. This custom is true for many Japanese people. In their social life, the people may go to sports events and picnics, but the traditional entertainment such as kabuki plays and sumo wrestling are just as popular. Compare living in Japan with life in the United States where you live.

Have the children open their LIFEPAcs to pages 28 and 29. Read the pages together and talk about them

*Ask the children:*

"What languages does Ikuko learn?"

"What is a kimono?" "What are getas?"

"What are the main foods in Japan?"

"Meat is an almost unheard of



**TWO WAYS OF LIVING**

Ikuko learns two ways of living. She learns Japanese and English in school. Sometimes she wears clothes just like yours. For special days she wears a kimono and getas.

page 28 (twenty-eight)

Ikuko's home has little furniture. Her family eats at a low table. They sit on pillows. They eat rice, fish, and vegetables. Ikuko sleeps on a soft mat. In the daytime she rolls it up

Ikuko and her family are at dinner.



**Color the picture.**



page 29 (twenty-nine)

## History & Geography 109 Teacher Notes

commodity in Japan."

"Why do you think so?"

"What is Ikuko's bed like?"

Explain to the children as they work on the picture on page 29, that the Japanese people who live in the old style wood and paper houses have little furniture. The reason for this is that heavy furniture would destroy the tatami mats that mat up the floors in these Japanese homes. For this same reason, a person always removes street shoes before going into the house.

### ACTIVITIES:

1. Read a story about a Japanese boy or girl and the way they live. Use the story as the basis for a discussion. The discussion may be held in small groups or with the class as a whole.

2. Worksheet 6 may be used as a worksheet or you may write the questions on the board and have the children answer them in their Tablets.

3. Build models of the kind of homes in which Carlos and Ikuko live. You will need clay for a Mexican home. Popsicle sticks or toothpicks covered with tissue paper would make good Japanese homes. Boxes painted appropriately might also be used. The children might also want to make models of their own homes to display along with those of Carlos and Ikuko.

Name \_\_\_\_\_

Write a sentence telling where Ikuko lives.

(Japan)

How many days a week do you go to school?

(5)

Write a sentence tell about the house in which you live.

(will vary)

History & Geography 109  
Worksheet 6  
with page 29



Teacher check \_\_\_\_\_

**Pages 30 and 31: Japanese Holidays**

**CONCEPTS:** holidays in Japan

**OBJECTIVE:** I can tell how people live in Japan and Mexico.

**TEACHER GOAL:** To teach the children several important Japanese holidays and their significance.

**READING INTEGRATION:** main idea, noting and recalling details, following written directions

**VOCABULARY:** decorations, Festival, cloth, flown

**MATERIALS NEEDED:** Worksheet 7, crayons, large size construction paper or tissue paper in assorted colors, scissors, glue, LIFEPAK Tablet, pencils

**TEACHING PAGES 30 and 31:**

Have the children open their LIFEPAKs to pages 30 and 31. Talk about what they see in the picture. Read the page together. *Ask the children:* "What is the holiday that is represented in the picture?" Explain to the children that until recently very few Christian holidays were celebrated in Japan because there were very few Christian people. That is changing today. Ikuko, as a Christian, celebrates Christmas, Easter, and other Christian holidays just like we do. Finish reading the top of page 31.

*Ask:*

"Do people in the United States have any holidays just for children?"

"What groups of people do we honor with special holidays?"

(Mothers' Day, Fathers' Day, Grandparents' Day)

Complete and check the activity on page 31. Look up any answers that cause difficulty.



**HOLIDAYS IN JAPAN**

Ikuko has two favorite holidays. The most exciting one is New Years. Everyone puts up decorations. Mother makes special foods. People give gifts to each other.

The Festival of Dolls is a special day for girls. Ikuko invites her friends to a party.

page 30 (thirty)

Another holiday is Boys' Day. A cloth fish is flown in honor of each boy in a family. Most of Japan's holidays are much different than yours.



**Circle yes or no.**

Ikuko learns Japanese and Spanish in school.  
yes     no

Ikuko sits on a chair when she eats.  
yes     no

Ikuko learns two ways of living.  
 yes    no

Ikuko has a party on the Festival of Dolls.  
 yes    no

On New Years, Mother makes special foods.  
 yes    no

page 31 (thirty-one)

**ACTIVITIES:**

1. Worksheet 7 gives the children an idea what the carp kite flown on Boys' Day looks like. The carp is a symbol of the strength and determination to the Japanese people. Boys' Day is an opportunity for fathers to share with their sons stories of national heroes of Japan.

2. Have the children write about an American holiday that is not celebrated in Japan. The story could be in the form of a letter to Ikuko, telling her about the celebration here.

3. Make a carp kite similar to the ones flown in Japan. These may be made two or three-dimensional. A two-dimensional fish can be drawn on construction paper, decorated, and cut out. If a three-dimensional fish is made, cut out two identical fish patterns. Lay them together and decorate both sides. After the fish have been decorated, glue them carefully together along the edge of the patterns. Leave an opening at the mouth. The fish may be lightly stuffed with crumpled newspaper or other scrap paper. These fish can then be flown from sticks or hung as mobiles.

Name \_\_\_\_\_

Color and discuss the picture.



**Boys' Day in Japan**

History & Geography 109  
Worksheet 7  
with page 31

Teacher check \_\_\_\_\_



**Page 33: Self Test 3**

**CONCEPT:** evaluation

**OBJECTIVES:**

- I can tell about a globe.
- I can tell ways all people are alike.
- I can tell ways people may be different.
- I can tell how people live in Japan and Mexico.

**READING INTEGRATION:** following written directions, recalling details

**VOCABULARY:** Review all the vocabulary

**MATERIALS NEEDED:** pencils, LIFE PAC Tablet

**TEACHING PAGE 33:**

Have the children turn to page 33 in the LIFE PAC. Read the directions together. Answer any questions about what to do. Identify all illustrations. Allow the children sufficient time to complete the page. Check the page as soon as possible after all are finished.

**ACTIVITIES**

1. Review all the vocabulary words learned in this LIFE PAC. Use the pocket chart to post the words in groups of about ten. Say a word and have a child come up and take that word from the chart. Replace the word and follow the same procedure with all the words.

Go through the words a second time. This time, give a definition for one of the words and ask a child to find that word.

2. Have the children write a paragraph in their Tablets about each country they have learned about, including their own. They might just tell about the land or the people or about the likenesses and differences in people of different countries.

**SELF TEST 3**

**Circle the answer.**

Most people in Japan live in the \_\_\_\_\_  
country / cities

The United States' neighbor is \_\_\_\_\_  
Japan / Mexico

People in \_\_\_\_\_ sit on pillows.  
Japan / Mexico

People in \_\_\_\_\_ have fiestas.  
Mexico / Japan

**Circle the name of the country.**

	Japan	<u>United States</u>
	Mexico	<u>Japan</u>

  Teacher Check \_\_\_\_\_  
Initial \_\_\_\_\_ Date \_\_\_\_\_



page 33 (thirty-three)

**LIFEPAC TEST AND ALTERNATE LIFEPAC TEST**

Administer the test to the class as a group. Ask to have directions read or read them to the class. In either case, be sure that the children clearly understand. Put examples on the board if it seems necessary. Give ample time for each activity to be completed before going to the next.

Correct immediately and discuss with the child.

Review any concepts that have been missed.

Give those children who do not achieve the 80% score additional copies of the worksheets and a list of vocabulary words to study. A parent of a classroom helper should help in the review.

When the child is ready, give the Alternate LIFEPAC Test. Use the same procedure as for the LIFEPAC TEST.

# HISTORY & GEOGRAPHY

12


---

15

Name \_\_\_\_\_

Date \_\_\_\_\_

Score \_\_\_\_\_

## LIFEPAC TEST

**HISTORY AND GEOGRAPHY 109: LIFEPAC TEST**

Draw a line from name to country.

United States

Mexico

Japan

**Circle the right word.**

Carlos lives in \_\_\_\_\_  
Mexico / Japan

Ikuko \_\_\_\_\_ Japanese.  
speak / speaks

Boy's Day is a holiday in \_\_\_\_\_  
Mexico / Japan

A fiesta is a \_\_\_\_\_  
gift / party

page 1 (one)

Circle the name of the country.



United States

Japan

Mexico



Mexico

Japan

United States

Circle the groups of words that tell ways Ikuko, Carlos, and you are alike.

go to school

sleep on the floor

like to eat

go to basketball games

have a fiesta

play with friends

Draw lines to the right pictures.



Mexico

United States

Japan

page 2 (two)

NOTES

page 3 (three)

# HISTORY & GEOGRAPHY

109

## ALTERNATE LIFE PAC TEST

13  
15

Name \_\_\_\_\_  
Date \_\_\_\_\_  
Score \_\_\_\_\_

### HISTORY & GEOGRAPHY 109: ALTERNATE LIFE PAC TEST

Circle the right word.

		
<u>globe</u> / pole	south / <u>north</u>	<u>earth</u> / sun

Circle the groups of words that tell ways  
Ikuko, Carlos, and you are different.

- |                     |                         |
|---------------------|-------------------------|
| <u>language</u>     | go to school            |
| play games          | play with friends       |
| <u>food you eat</u> | <u>clothes you wear</u> |

Circle yes or no.

God made all people the same on the inside.  
YES / no

page 1 (one)

Circle the right word.

Mexico is a \_\_\_\_\_ country.  
cold / hot

Japan has many tall \_\_\_\_\_  
mountains / buildings

The \_\_\_\_\_ is round.  
globe / map

Japan is \_\_\_\_\_ than Mexico.  
bigger / smaller

Match the house with the country.

	_____	United States
	_____	Japan
	_____	Mexico

page 2 (two)

### NOTES

page 3 (three)



**Page 1: The World and You**

**CONCEPT:** the world and you

**OBJECTIVE:** To introduce all the objectives.

**TEACHER GOAL:** To teach the children what a review LIFEPAC is.

**READING INTEGRATION:** table of contents, main idea, noting and recalling details, retelling in own words, writing sentences

**MATERIALS NEEDED:** LIFEPAC Tablet, magazines, glue, scissors, construction paper, drawing paper, pencils

**TEACHING PAGE 1:**

Have the children read the title of the LIFEPAC. Explain that this is the last LIFEPAC at this level and that it will review all the things they have learned throughout the 100 level of social studies. Open the book to the contents. Have the children tell you what a contents page is. Go through the contents and locate titles and page numbers. Have the children tell about each of the headings. Questions will help to refresh their memories.

Turn to page 1. Discuss the picture in light of the title. Ask: "What is the meaning of the picture?" Read the page together. As you read each sentence, have the children respond with anything they remember about that subject.

**ACTIVITIES:**

1. Have the children write sentences in their Tablets about the various headings on the contents page. Have them make illustrations to go with the sentences.

2. Have each child draw a picture of himself and cut it out. Have him glue this self-portrait in the middle of a piece of construction paper. Then have the children look through magazines to find pictures of



**THE WORLD AND YOU**

You have studied much about yourself this year.  
You have studied about other people.  
You have studied about the world in which you live.



**Objectives**

1. I can tell about myself.
2. I can tell about people who live around me.
3. I can tell about the world in which I live.

page 1 (one)

things in the world around them that they especially like or that are especially meaningful to them. These pictures should be glued all around the cutout of themselves. Use these collages as a bulletin board display to introduce this LIFEPAC.

# History & Geography 110 Teacher Notes

## Pages 2 and 3: Activity Pages

**VOCABULARY:** Review of vocabulary words from LIFEPAcs 101, 102, and 103.

**MATERIALS NEEDED:** word cards, pocket chart, LIFEPAc Tablet, crayons, pencils

### TEACHING PAGES 2 and 3:

Have the children turn to page 2 in their LIFEPAcs. Read the directions together. Tell the children that some things are missing from the picture. You are going to tell them to draw some of the missing parts. They are to draw only what you tell them in just the way you tell them. Stress the importance of following the directions exactly as you give them.

1. Add a star over the stable.
2. Color the star yellow.
3. Draw a lamb near the manger.
4. Draw Mary to the *right* of the manger. Color her dress blue.
5. Draw Joseph to the *left* of the manger. Color his robe brown.

When the children have finished coloring the rest of the picture any way they choose, break into small discussion groups. Have each group talk about the question at the bottom of the page. After five or ten minutes, come together again and have each group share what the picture "said" to them.

As a follow-up activity, have the children write a story in their Tablets to go with the picture.

Have the children turn to page 3. Read the directions together. Give the children sufficient time to complete the page. Check the page as soon as all are finished.

### ACTIVITY:

Review all the vocabulary words from the first three social studies LIFEPAcs. This review can be done with flash cards or by writing the words on the board. Have the children just read the words the first time through. On the second time, have them tell what the words mean or use them in sentences.

 **Color the picture and talk about it.**





What does the picture tell about you and the world.

page 2 (two)

 **Circle the right word.**

 <p>glass      <u>globe</u></p>	 <p><u>sign</u>      symbol</p>
 <p>face      <u>family</u></p>	 <p><u>United States</u>      Japan</p>
 <p>children      <u>church</u></p>	 <p><u>map</u>      man</p>

page 3 (three)

**PART I. ALL ABOUT YOU**

Pages 4 and 5

**CONCEPT:** all about you

**OBJECTIVE:** I can tell about myself.

**TEACHER GOAL:** To review the LIFE PAC about the child and other people around him.

**READING INTEGRATION:** main idea, noting and recalling details, writing a story, speaking in front of a group, following written directions

**VOCABULARY:** (special, person, wonderful, body, feelings)

**MATERIALS NEEDED:** LIFE PAC Tablet, pencils

**TEACHING PAGES 4 and 5:**

Write the vocabulary words on the board. These are words that should be especially emphasized in section one of the LIFE PAC. Have the children read the words. Talk about what they mean. Use them in sentences.

Read page 4 together. Talk about what being a special person means. Have the children tell some things about their bodies that they consider wonderful.

Look at the pictures on the top of page 5. Have someone read the discussion question. Give the children a few minutes to look at the pictures. As the children mention likenesses and differences list them on the board. Make a point to stress to the children that in one important way all people are alike, they are created and loved by God.

Finish page 5 and check the page when all the children are finished.

**ACTIVITIES:**

1. Have the children write a story in their Tablets about "How I Take Care of Myself."



**I. ALL ABOUT YOU**

God made you because  
He loves you.  
You are a special person.  
You are different  
from any other person.  
God gave you a wonderful body.  
God gave you feelings.  
You show your love for God  
by taking care of yourself.

page 4 (four)



Talk about how these children are alike and how they are different.



**Circle the right word.**

God \_\_\_\_\_ you.  
love / **loves**

You \_\_\_\_\_ God for your body.  
**thank** / thanks

Children \_\_\_\_\_ at the park.  
**play** / plays

page 5 (five)

## History & Geography 110 Teacher Notes

Allow time for the children to share their stories.

2. Hold a special Primary Olympics designed to show that each child is a special person. Include academic subjects, sports, game activities, and such things as art, music, and dramatics. Stress that in this olympic contest there will be no winners. Each person must participate in some way. All the activities combined will make a nice program for the parents. The children should all understand that the purpose of this program is to show how everyone has some special area in which they excel. You, as teacher, must make sure that activities will include the best points of every child in the class.

**Pages 6 and 7: You are a Special Person**

**CONCEPT:** You are a special person.

**OBJECTIVE:** I can tell about myself.

**TEACHER GOAL:** To review the ways that all people are special.

**READING INTEGRATION:** main idea, noting and recalling details, following written directions, speaking in a group

**VOCABULARY:** (family, answers, prayers)

**MATERIALS NEEDED:** LIFEPAK Tablet, drawing paper, crayons, pencils

**TEACHING PAGES 6 and 7:**

Write the vocabulary words on the board. Without saying them first, say definitions for each word and have a child identify the word you are talking about. Have other children use the words in sentences.

Turn to page 6 in the LIFEPAK and read the page together. Have the children find the three vocabulary words that are on the board in the book and circle them. After reading the page, ask the children to tell what makes them special persons. Talk about ways people show their thanks to God for His love.

Now have the children look at page 7. Read the directions together. Give the children time to complete both activities before checking the page. Talk about each answer as the page is checked. Ask the children to explain why they chose certain answers and not others.

**ACTIVITIES:**

1. Have the children write a prayer in their Tablets thanking God for making them special and for sending Jesus so they can live with Him forever in heaven. Have them



**YOU ARE A SPECIAL PERSON**

God made you a special person.  
You have your own family.  
Your name tells who you are.  
No other person looks just like you.

God loves you.  
He takes care of you.  
He answers your prayers.  
You show love for God when you are kind and helpful.  
You show your love for God when you thank Him for sending Jesus.

page 6 (six)



**Circle the right answer.**

You are special because \_\_\_\_\_ loves you. Mother / Father / **God**

You are \_\_\_\_\_ anyone else. **different from** / the same as

When you act like a special person, you show good \_\_\_\_\_ health / **manners**



**Circle the picture of the child who shows love for Jesus.**



page 7 (seven)

## History & Geography 110 Teacher Notes

share their prayers with their families.

2. Draw pictures of families. Write several sentences about each family member. Share the sentences and pictures with the class.

3. Have each child draw a picture of himself and a best friend. Emphasize external differences such as coloring, dress, length of hair, and so on. Write the name of the friend under the picture. The picture should show how the two children are different. Have each child write a paragraph about how he/she is like the friend that he/she drew. Share the paragraphs and pictures with the class.

Pages 8 and 9: Let's Communicate

**CONCEPT:** let's communicate

**OBJECTIVE:** I can tell about people who live around me.

**TEACHER GOALS:**

To review the many ways people and other living creatures communicate with each other.

How people who are *hearing* or *sight* impaired learn to communicate with other people.

**READING INTEGRATION:** main idea, noting and recalling details, following written directions, writing sentences, dictionary work, classifying

**VOCABULARY:** (communication, communicate, sound, volces, sirens, praises, silently, maps, smile)

**MATERIALS NEEDED:** magazines, glue, LIFEPAK Tablet, scissors, Worksheet 1, word cards, pencils, pocket chart

**TEACHING PAGES 8 and 9:**

Place all the vocabulary word cards in the pocket chart. Separate them into groups of three or four. Have the children read them as they rearrange them in alphabetical order. Give definitions for some of the words and ask individual children to select the correct word and hand it to you. Ask another child to use the word in a sentence.

Have the children open their LIFEPAKs to page 8. Read the page together. Discuss the page as it is read. Ask the children to name as many ways as they can think of to communicate. After they are listed, group them according to sound or silent communication. Take about hearing impaired people. Review the ways in which they communicate with other people. Also



**LET'S COMMUNICATE**

Telling someone something is communication.  
There are many ways to communicate.  
You can communicate with sound. People's voices and sirens are sounds that communicate. We communicate with God when we sing praises and pray to Him.  
You can communicate silently. Maps show you where to go. A smile tells someone you are happy.

page 8 (eight)

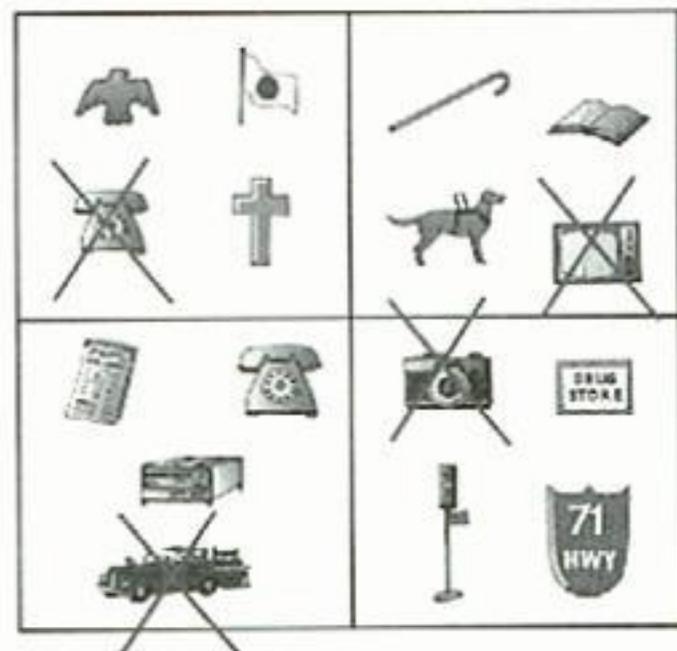


Circle the things that communicate.

- siren      baby      chair      sign  
owl      rock      dog      telephone



Put an X on the picture that does not belong.



page 9 (nine)

## History & Geography 110 Teacher Notes

review the ways in which blind people communicate, especially the way in which they cope with silent communication signals in the world around them. Reread the sections in Social Studies LIFEPAK 102 that deal with blind and deaf people and how they communicate.

Have the children turn to page 9. Read the directions together. Give the children sufficient time to complete the entire page. Check the page together as soon as all the children are finished.

### ACTIVITIES:

1. Practice giving and receiving silent communication signals by body language.

2. Have the children find two or three pictures of any form of communication. Glue these down the left side of a piece of Tablet paper. Next to each picture, have the children write several sentences about the picture. Share these with the class when there is time. They may be posted as a bulletin board display.

3. Worksheet 1 will review the children's recognition and understanding of some of the vocabulary words presented in section one. Read the directions with the children and do the first one or two with them. They should be able to finish the page independently.

Name \_\_\_\_\_

Write the number of the word next to the right sentence.

- |                |           |
|----------------|-----------|
| 1. communicate | 4. sound  |
| 2. special     | 5. silent |
| 3. feelings    | 6. family |

6 You are part of these.

2 This is the way each person is to God.

3 When you cry, you show these.

1 You do this when you call someone on the telephone.

5 This is the way the world seems to a deaf person.

4 When you sing, you make this.

History & Geography 110  
Worksheet 1  
with page 9



Teacher check \_\_\_\_\_

Pages 10 and 11: You Have Feelings

**CONCEPT:** You have feelings.

**OBJECTIVE:** I can tell about myself.

**TEACHER GOAL:** To teach the children that all people have feelings given to us by God.

**READING INTEGRATION:** main idea, noting and recalling details, following written directions, speaking in a group, following oral directions, listening

**VOCABULARY:** (afraid, angry, share)

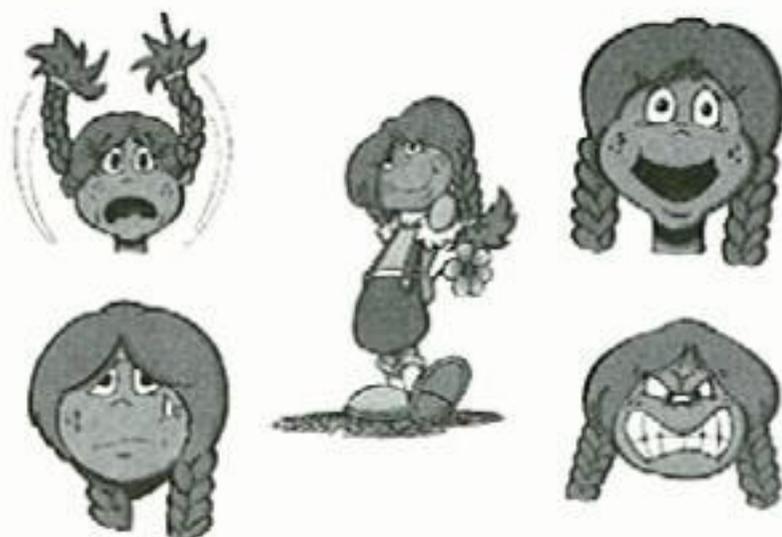
**MATERIALS NEEDED:** pencils, tempera paint, crayons, 9" x 12" paper for painting, word cards, lunch-size paper sacks, pictures of clowns

**TEACHING PAGES 10 and 11:**

Have the children open their LIFEPAcs to page 10. Have the children read the page orally. Talk about the pictures in connection with the text of the page. Tell the children they are going to mark some of the pictures in a certain way. Give the following directions:

1. Circle the happy face.
2. Put a *one* above the angry face.
3. Put a *box* around the sad face.
4. Color the hair *yellow* on the girl who is scared.

Write the words *happy*, *sad*, *afraid*, and *angry* on the board. Read these words or have a child read them. Have the children turn to page 11 and read the directions. Check the page when all the children have finished. If any of the pictures are interpreted differently than the answers in the Teacher Handbook, have that child explain his or her reasoning. In such cases, it is entirely up to the teacher whether the answer is correct.



**YOU HAVE FEELINGS**

God gave you feelings.  
 Sometimes you feel happy.  
 Sometimes you feel sad.  
 You may feel afraid or angry.  
 God wants you to share  
 your feelings with Him.  
 He will help when  
 you are sad or afraid.  
 When you are happy,  
 God shares your happiness.

page 10 (ten)



Write how the children feel.  
 Use these words.

happy      sad      afraid      angry



afraid

sad



angry

happy

page 11 (eleven)

**ACTIVITIES:**

1. Have the children act out various situations involving strong feelings. The teacher should suggest these situations, at least at first.

2. Show as many pictures of clowns as possible. Talk about why clowns wear such faces. When a clown is in makeup, can you tell how he really feels or do you just see the makeup face? The makeup covers up the real face and the real feelings. Sometimes people are just like clowns. They cover up their real feelings by putting on a false face. Sometimes this is the only way to behave and sometimes it can be the wrong thing to do. Talk about when it would be good to let your real feelings show and in what situations it might be best to cover up your feelings, at least for a time.

After the discussion, pass out the paper and the paints. Let each child create their own clown face. Encourage them to use bright colors and large designs.

Page 12 : Self Test

**CONCEPT:** all about you

**OBJECTIVE:** I can tell about myself.

**TEACHER GOAL:** To evaluate the children's responses to the self test.

**READING INTEGRATION:** recalling details, following written directions, speaking in a group, listening, retelling in own words

**VOCABULARY:** Review all the words.

**MATERIALS NEEDED:** lunch-size paper sacks, Worksheet 2, crayons, yarn and other scraps to decorate the puppets, construction paper, pencils

**TEACHING PAGE 12:**

Have the children turn to page 32 in their LIFEPAcs. Read the directions together. Answer any questions about what to do. Identify all the illustrations. Allow the children sufficient time to complete the page. Check the page as soon as possible after all are finished.

**ACTIVITY:**

Pass out Worksheet 2 and the paper sacks. Have the children illustrate the puppet face with a very definite expression of feeling. Attach the face to the bottom of the sack as in the illustration. Add all the finishing details with yarn, cloth, cotton, and so on. Use the puppets to play out various situations calling for emotional responses.

**SELF TEST 1**

**Circle the right word.**

 <input checked="" type="radio"/> communicate    children	 same <input checked="" type="radio"/> different
 good night <input checked="" type="radio"/> thank you	 <input checked="" type="radio"/> happy    afraid

**Circle the right word.**

God communicates with you through the, \_\_\_\_\_

radio /  Bible

4  
5


 Teacher Check \_\_\_\_\_  
Initial                      Date



page 12 (twelve)

Name \_\_\_\_\_

**Finish the face.  
Make a puppet.**



  
 Paste face



  
 Hand makes puppet move

History & Geography 110  
 Worksheet 2  
 with page 12


 Teacher check \_\_\_\_\_

**PART II. PEOPLE AROUND US**

Page 13

**CONCEPT:** people around us

**OBJECTIVE:** I can tell about people who live around me.

**TEACHER GOAL:** To teach the children about some of the important people in the children's lives.

**READING INTEGRATION:** main idea, noting and recalling details, writing sentences

**VOCABULARY:** (neighbors)

**MATERIALS NEEDED:** LIFE PAC Tablet, pencils

**TEACHING PAGE 13:**

Write the words PEOPLE AROUND US on the board. Ask the children what those words make them think of. Have them name some of the people who are around them. Talk about how these people affect the lives of the children and their families.

Have the children open their LIFE PACs to page 13. Read the page silently.

Ask: "Who puts other people and helpers into your life?"

"Who did God give you to take care of you as you grow up?"

"Who are some special helpers who keep you well?"

"Name some helpers who teach you about God's love."

**ACTIVITY:**

Tell the children to make a list of helper in their lives. Then have them choose the five most important ones to them. Write two sentences about why each one of these friends or helpers is important to the child. Share the sentences with the class.



**II. PEOPLE AROUND US**

God puts many people  
into your life.  
He gave you your own  
special family.  
You have friends and neighbors.

God gives you special helpers  
to keep you safe.  
Other helpers keep you well and  
help you learn.

page 13 (thirteen)

**Pages 14 and 15: Your Family**

**CONCEPT:** your family

**OBJECTIVE:** I can tell about people who live around me.

**TEACHER GOAL:** To help the children gain a deeper understanding of family relationships.

**READING INTEGRATION:** main idea, noting and recalling details, following written directions, speaking in a group, listening

**MATERIALS NEEDED:** crayons, chart paper

**TEACHING PAGES 14 and 15:**

Have the children open their LIFEPAcs to page 14. Talk about the picture and read the title. Ask "Are the cat and dog really members of the family?" Read the page together. Talk about some Bible families such as Joseph's and David's. Talk about how they helped each other. Encourage the children to talk about ways their families help each other.

Have the children draw pictures of their families on page 15. Remind them to show the size differences between members as well as other less obvious differences.

**ACTIVITIES:**

1. Have each child tell about the picture he drew.
2. Make a graph showing the number of persons in the children's families. When the graph is finished, use the graph to answer questions about the biggest and smallest size families.



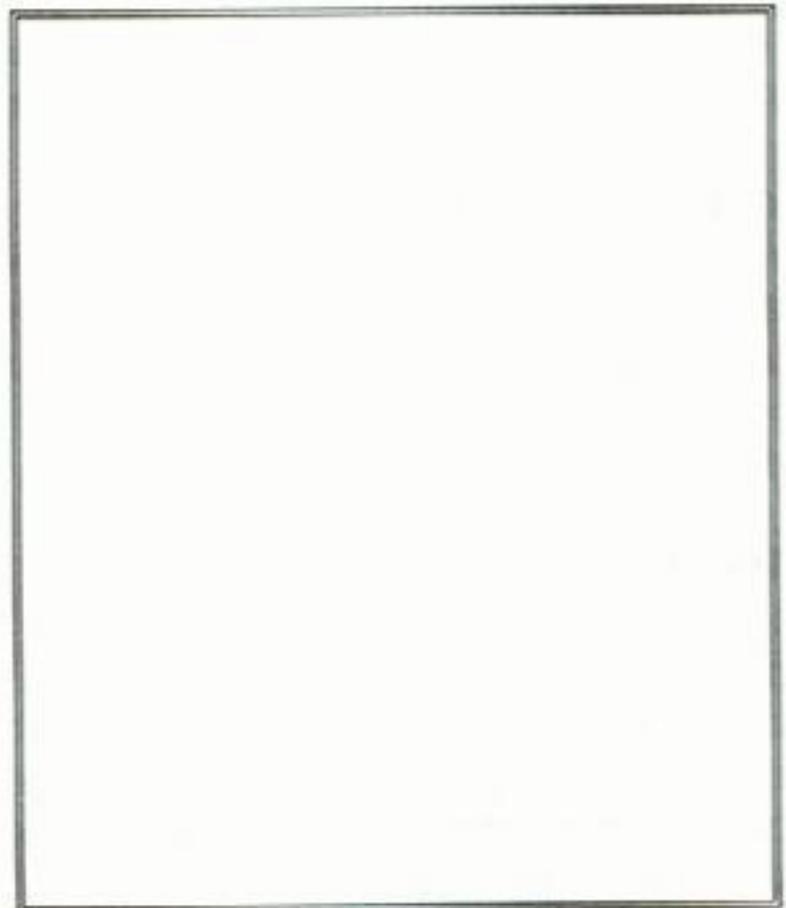
**YOUR FAMILY**

Families live together.  
They work together.  
They play together.  
God wants families  
to help each other.  
All families are not  
the same size.  
How big is your family?

page 14 (fourteen)



**Draw a picture of your family playing together.**



page 15 (fifteen)

**Pages 16 and 17: Your School and Church**

**CONCEPT:** your school and church

**OBJECTIVE:** I can tell about people who live around me.

**TEACHER GOAL:** To review with the children the friends who work for the school and the church.

**READING INTEGRATION:** main idea, noting and recalling details, following written directions

**VOCABULARY:** (important, principal, classmates, teachers, secretary, pastor, congregation, worship)

**MATERIALS NEEDED:** LIFEPAK Tablet, pencils

**TEACHING PAGES 16 and 17:**

Have the children open their LIFEPAKs to pages 16 and 17. Talk about the people in the picture. Discuss who they are and how they help the children. Read page 16 together. Talk about the members of your school family. List them on the board. Ask the children if they think all school families are just alike.

Go on to page 17 and read the paragraph together. Ask the children to share about the people who make up their church families. List these on the board. Complete the activity on page 17 and check it when all the children are finished.

**ACTIVITIES:**

1. Have the children choose two persons from each list you made on the board. Have them write a paragraph about each of the people they chose from the list. Read the paragraphs when time allows.

2. Have the children write thank you letters to the people they wrote about thanking them for the work they do in the church and the school .



**YOUR SCHOOL AND CHURCH**

Going to school is very important. You have many friends in school. The teachers, principal, classmates, and secretary are all part of the school family. They help you learn how to show love for Jesus by loving others. In school we have times for work and times for play.

page 16 (sixteen)

Your pastor is the head of your church family. He leads the congregation in worshipping God. Going to church is a very special time. It is a way of saying to God, "I love you."



**Match the words with the pictures.**

worship

classmates

maps



page 17 (seventeen)

**Pages 18 and 19: Activity Pages**

**MATERIALS NEEDED:** drawing paper, construction paper, scissors, glue, crayons, magazines, pencils

**TEACHING PAGES 18 and 19:**

Have the children turn to page 18. Read the first three lines. Talk about the kinds of food that are considered good food and what would be poor food. Talk about why we need food and what happens to the body when it does not get the right kind of food or enough of the right kind of food. Show pictures of many foods cut from magazines and decide as a class whether each one would be considered good food or poor food. Sometimes the quantity of a certain food that is consumed determines whether it is good or poor food.

Have the children complete the activities on pages 18 and 19. Check the answers together. Discuss the questions as they are being checked.

**ACTIVITY:**

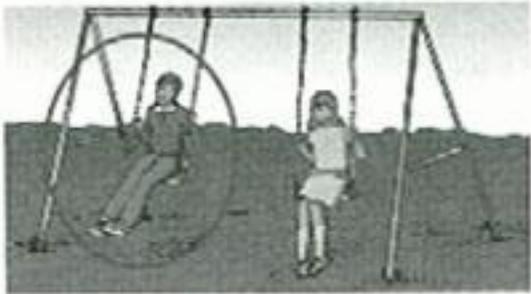
Have each child show what is a good breakfast by cutting shapes of food from construction paper and pasting them down, collage style, on another piece of paper. When the children have their breakfast pictures finished, have each child share why his picture shows a good breakfast.

God gives us good food to eat.  
It helps us do our work.  
It gives us energy to play.

 Write 1, 2, 3 to show what happens first, second, and third.

 3	 1	 2
--	--	--

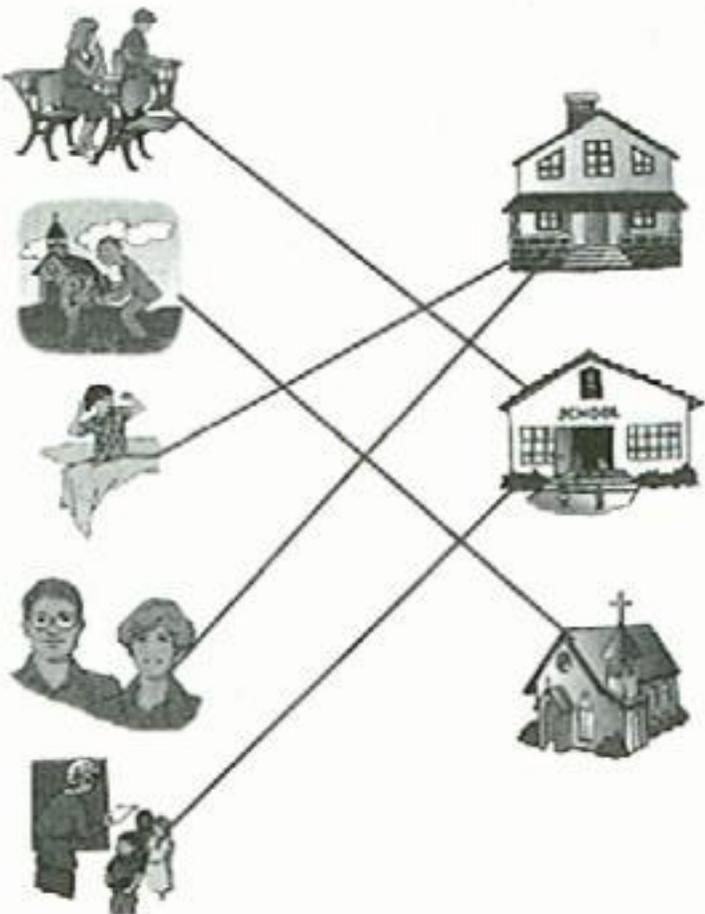
 Circle the child who ate a good breakfast.



 What is a good breakfast?

page 18 (eighteen)

 Match the people with the places.



page 19 (nineteen)



**Page 22: Activity Page**

**MATERIALS NEEDED:** pencils

**TEACHING PAGE 22:**

Review the jobs of community helpers. Have the children open their LIFEPAcs to page 22. Read the directions together. Check the page as soon as the children are finished.

Review all the vocabulary words from section two of the LIFEPAc. Use the word chart or word cards and the pocket chart. Make sure the children not only recognize the words, but that they also can read them and know what they mean.



**Circle the name of the helper.**

Who puts out fires?

dentist / fireman

Who keeps you safe in the park?

policeman / city worker

Who teaches you God's Word?

librarian / minister

Who helps you stay well?

teacher / doctor

Who keeps your city clean?

city worker / fireman

page 22 [twenty-two]



**PART III. THE WORLD AROUND YOU**

Pages 24 and 25

**CONCEPT:** the world around you

**OBJECTIVE:** I can tell about the world in which I live.

**TEACHER GOAL:** To review what the children have learned about the world around them.

**READING INTEGRATION:** main idea, noting and recalling details, following written directions, writing sentences

**VOCABULARY:** (world, town, country)

**MATERIALS NEEDED:** globe, world and U.S. maps, pictures of different places in the world, pencils

**TEACHING PAGES 24 and 25:**

Have the children open their LIFEPAcs to page 24. Discuss what they see in the picture. Ask the picture to tell what they remember about the object the girl and her dog are looking at. Name the country they are pointing to. Find it on the classroom globe and map. Have the children find and name other countries. Have them tell the name of the world we live in.

Read the page together. Discuss the question at the bottom. How many of the children can name the town and country they live in? How many know what the name of your state is?

Write the words *school*, *town*, *country*, *home*, and *world* on the board. Say the words together. Make sure all the children know them. Have them turn to page 25 and read the directions to themselves. Let the children do the page independently. Be available to help any children who may have difficulty with a word or a picture. Check the work together.



**III. THE WORLD AROUND YOU**

God made the world  
in which you live.  
It has many kinds of places.  
Your school is in a town.  
Your town is in a country.  
The country is part  
of the whole world.

Can you tell the name of your town and of your country?

page 24 (twenty-four)

 Write the word that tells about the picture.

town	home	world
school	country	

town

country

school

home

world

page 25 (twenty-five)

## History & Geography 110 Teacher Notes

### **ACTIVITY:**

Write the words *north* and *south* on the board. Ask the children to read them and tell you what each means. Review north and south as directions on a map or globe. Review all the directions in relation to the classroom. See the Teachers Handbook for Social Studies 109 page 6 for direction activities.

**Pages 26 and 27: Places People Live**

**CONCEPT:** places people live

**OBJECTIVE:** I can tell about the world in which I live.

**TEACHER GOAL:** To teach and review the various kinds of places people live.

**READING INTEGRATION:** main idea, noting and recalling details, following written directions, classifying

**VOCABULARY:** (farms, cities, sea)

**MATERIALS NEEDED:** Worksheet 3, crayons, pencils

**TEACHING PAGES 26 and 27:**

Have the children open their LIFE PACs to page 26. Read the title and ask the children to name some different places people live. Talk about the three shown on this page. Read the captions one-at-a-time and discuss what it would be like to live in that place. Have the children decide what kind of place they live in. How would they describe the place they live to someone who had never been there.

Pass out the Worksheet. Here is another kind of place people live today. Find Arizona on the map. Talk about the kind of weather this Indian family has where they live. Explain that although people usually think of Arizona as being very hot all the time, only parts of the state are like that. Where the Navajo Indians live the summers are very warm and dry but the winters are usually cold and sometimes snowy. The houses have to be built so they stay cool in the summer and can be heated easily in the winter. Many Navajos today live in more modern homes, but many still live in the old style houses known as *hogans*. Have the children describe the picture and what they see in it. If any have ever visited

**PLACES PEOPLE LIVE**

People live in many different places.



Some people live on farms.



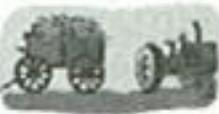
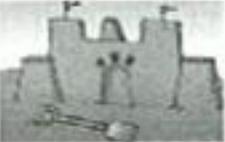
Some people live in cities.



Other people live by the sea.

page 26 (twenty-six)

**Circle the right word.**

 city <u>farm</u> sea	 city <u>farm</u> sea
 city   farm <u>sea</u>	 <u>city</u> farm   sea
 city <u>farm</u> sea	 city   farm <u>sea</u>
 city   farm <u>sea</u>	 <u>city</u> farm   sea

page 27 (twenty-seven)

## History & Geography 110 Teacher Notes

Navajoland, now is a good time for them to share their experiences.

Have the children turn to page 27. Read the directions together. Identify any pictures that may not be clearly understood. When the children are finished check the page together and talk about the children's answers.

Name \_\_\_\_\_

To talk about and color.



This family lives in the high deserts of Arizona.

History & Geography 110  
Worksheet 3  
with page 27

 Teacher check \_\_\_\_\_

**Pages 28 and 29: Your Country**

**CONCEPT:** your country

**OBJECTIVE:** I can tell about the world in which I live.

**TEACHER GOAL:** To teach and review facts about the United States and its history.

**READING INTEGRATION:** main idea, noting and recalling details, following written directions, listening

**VOCABULARY:** (United States), beautiful, mountains, deserts, Pilgrims, America, Columbus, discovered, George Washington, President, Abraham Lincoln, Americans

**MATERIALS NEEDED:** crayons, pictures of historical America, pencils

**TEACHING PAGES 28 and 29:**

Have the children open their LIFEPAcs to page 28. Discuss the picture. What is the family doing? Have the children share experiences about their family's vacation trips. Talk about some of the places they have visited. Show pictures of historical places in America. Mention any that are close to where your school is located.

Have the children read the page together and talk about it in relation to places they have been. After reading the page, tell the children to take out their crayons. Give them the following directions. Stress to them the importance of listening carefully.

1. Find the word that means a very high place and put a *red line* under it.
2. Put a *blue line* under the name of the people who came to America to be free to worship God in their own ways.
3. Put a *green box* around the name of our first President.
4. *Circle* the word that tells what the leader of America is called.



**YOUR COUNTRY**

God has made the United States a very beautiful country. It has mountains, deserts, rivers, and lakes.

God has made our country free. You are free to worship God. The Pilgrims came to the United States to worship God.

Columbus discovered America. George Washington was the first President. Abraham Lincoln was another President. People in the United States thank God for a free and beautiful country.

page 28 (twenty-eight)



**Circle the right word.**

Who was our first President?

Columbus / George Washington

Who discovered America?

Columbus / Abraham Lincoln

Who came to America to worship?

Abraham Lincoln / Pilgrims



**Match the words and the pictures.**

Columbus

Abraham Lincoln

George Washington



page 29 (twenty-nine)

## History & Geography 110 Teacher Notes

5. Put a *yellow line* under the name of the person who discovered America.

Have the children turn to page 29 and read the directions. When they are finished, check the page together. Review any points that caused a problem.

Pages 30 and 31: Your World

**CONCEPT:** your world

**OBJECTIVE:** I can tell about the world in which I live.

**TEACHER GOAL:** To teach and review facts about the world in general and Mexico and Japan in particular.

**READING INTEGRATION:** main idea, noting and recalling details, following written directions, speaking in a group, listening

**VOCABULARY:** (earth, Mexico, Japan, ocean)

**MATERIAL NEEDED:** LIFEPAK Tablet, globe, map, pencils, crayons

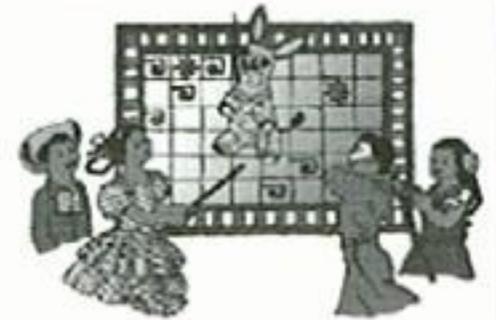
**TEACHING PAGES 30 and 31:**

Have the children open their LIFEPAKs to page 30. Have the children tell about the two pictures they see at the top. Write Ikuko and Carlos on the board. Ask which country each of the two children is from. Ask which family at the top belongs to Ikuko and which one belongs to Carlos. *Ask the children:* "What are the children doing in the picture of Mexico?"

"Why do Japanese people eat sitting on the floor?"

Read the pages together and talk about them. Find the countries of Japan and Mexico on the globe and on the map. Talk about how children in Japan and Mexico are like children in America. Talk about how these children are different from American children.

Have the children finish the activity on page 31 before discussing the question at the bottom of the page. Talk about some of the fiestas that are celebrated in Mexico and some of the important holidays celebrated in Japan.



**YOUR WORLD**

The world you live in is called Earth. Earth has many different places. People live all around the world. Mexico is a neighbor of the United States. Japan is far away across the ocean.

page 30 (thirty)

Children in Mexico and Japan may look different, but they are very much like you. They play and go to school. They have families and friends. Best of all, many of them are your brothers and sisters in God's family.



**Finish the dot-to-dot.**



What country has fiestas?

page 31 (thirty-one)

**ACTIVITY:**

Have the children write a story about what it would be like to live in either Mexico or Japan. Have them illustrate their stories and share them with the class when time allows.

**Page 32: Activity Page**

**MATERIALS NEEDED:** pencils

**TEACHING PAGE 32:**

Have the children turn to page 32. Read the directions together for the first activity. As the children work, be available for any child who may need help with a word. Explain that in the second activity they are not looking for pictures that are just alike but kinds of things that BELONG TOGETHER, that are in some way similar. As soon as all the children are finished, check the page and discuss each answer as it is read.

Using the flashcards and word chart, review all the vocabulary words for the entire LIFE PAC. This review and practice should cover word recognition, reading the word, and being able to use the word in a sentence or tell what it means.



**Circle the words that tell how you are like boys and girls in other countries.**

<u>like to eat</u>	<u>need a house</u>
speak Japanese	<u>go to school</u>
<u>play games</u>	sleep on the floor
<u>learn to read</u>	live on an island



**Circle the pictures in each row that belong together.**

page 32 (thirty-two)

219

# History & Geography 110 Teacher Notes

## Page 33: Self Test 3

**CONCEPT:** evaluation

**OBJECTIVE:** I can tell about the world in which I live.

**READING INTEGRATION:** following directions, recalling details

**VOCABULARY:** Review all the vocabulary words.

**MATERIALS NEEDED:** pencils

### TEACHING PAGE 33:

Have the children turn to page 33. Read the directions together. Answer any questions about what to do. Identify all the illustrations. Allow the children sufficient time to complete the page. Check the page as soon as possible after all are finished.

### ACTIVITY:

Review all the concepts and facts presented in this LIFE PAC before the children take the LIFE PAC Test.

**SELF TEST 3**

Write the word on the line.

America    sea    Earth

The world we live in is Earth.

You see lighthouses by the sea.

God has made America free.

Match the person with the place.

6/7 Teacher Check \_\_\_\_\_  
Initial \_\_\_\_\_ Date \_\_\_\_\_  
page 33 (thirty-three)

**LIFEPAC TEST AND ALTERNATE LIFEPAC TEST**

Administer the test to the class as a group. Ask to have directions read or read them to the class. In either case, be sure that the children clearly understand. Put examples on the board if it seems necessary. Give ample time for each activity to be completed before going to the next.

Correct immediately and discuss with the child.

Review any concepts that have been missed.

Give those children who do not achieve the 80% score additional copies of the worksheets and a list of vocabulary words to study. A parent of a classroom helper should help in the review.

When the child is ready, give the Alternate LIFEPAC Test. Use the same procedure as for the LIFEPAC TEST.

# HISTORY & GEOGRAPHY

1 1 0

LIFEPAC TEST

11  
/
   
14

Name \_\_\_\_\_  
 Date \_\_\_\_\_  
 Score \_\_\_\_\_

**HISTORY & GEOGRAPHY 110: LIFEPAC TEST**

**Circle the right word.**

He teaches you God's Word.  
 minister      dentist      secretary

It helps you communicate.  
 plant       telephone      house

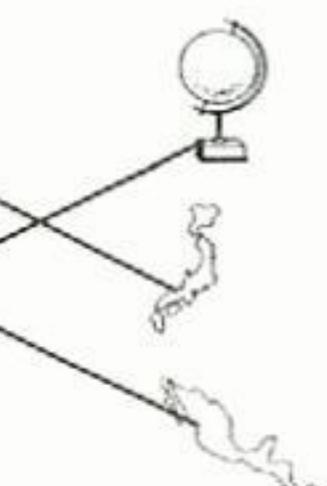
He made you.  
 God      father      brother

**Match.**

Ikuku

Carlos

globe



page 1 (one)

Write yes or no on the line.

People communicate.

yes

All people love God.

no

Everyone is the same.

no

God gave us laws  
because He loves us.

yes

Write the word.

missionary

symbol

sad

worship



symbol



worship



missionary



sad

page 2 (two)

NOTES

page 3 (three)

# HISTORY & GEOGRAPHY

**1 1 0**

## ALTERNATE LIFE PAC TEST

12 / 15

Name \_\_\_\_\_  
 Date \_\_\_\_\_  
 Score \_\_\_\_\_

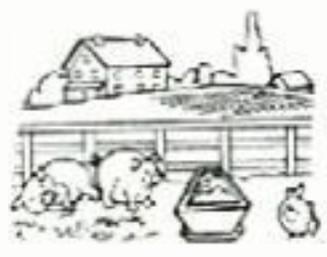
### HISTORY & GEOGRAPHY 110: ALTERNATE LIFE PAC TEST

Match.

Columbus	
missionary	
Washington	
Lincoln	
policeman	
farmer	

page 1 (one)

**Circle the word.**

	
sea / desert / <b>farm</b>	desert / farm / <b>city</b>
	
sea / <b>desert</b> / farm	city / <b>sea</b> / desert

**Circle yes or no.**

God made all people.	<b>yes</b> / no
God loves all people.	<b>yes</b> / no
You live in Japan.	yes / <b>no</b>
A President leads a congregation.	yes / <b>no</b>
All people have feelings.	<b>yes</b> / no

page 2 (two)

### NOTES

page 3 (three)

## HISTORY & GEOGRAPHY 101-110: Cumulative Word List

Abraham Lincoln	cavities	doors	front
across	celebrated	dream	funny
act	chapel	dressed	furniture
address	chart	each	garden
afraid	check	early	gathers
alarm	church	earns	George Washington
alone	circle	ears	getas
along	cities	earth	glad
already	city	Easter	globe
always	city worker	energy	grade
America	clams	English	grandma
Americans	claps	enjoys	grandparents
angry	class	errand	grow
animals	classmates	everyone	guides
another	clean	everything	gym
apartment	clock	evil	happen
arresting	closer	exactly	happy
baby	cloth	exercise	hard
baptizes	clothes	excuse	having
barn	Columbus	expects	hayride
baseball	commandments	eyes	healthy
basketball	communicate	fair	heart
beans	communicated	families	heaven
bear	community	family	hello
because	compact	farm	helps
begin	congregation	favorite	helpful
bells	cooks	fear	helping
belongs	copy	feast	hole
best	count	feeds	holidays
Bill	cries	feelings	home
Billy	crossing	festivals	hopscotch
blind	crows	fiesta	horns
boat	cry	fifty	house
Bobby	curtains	fight	hug
both	customs	findeth	hungry
brave	danger	Fireman Dan	hunt
breakfast	day	first	hurt
breathe	deaf	fisherman	Ikuko
brick	decorations	five	important
brush	deliver	flash	Independence
bucket	dentist	flat	Indians
build	desks	floor	island
buildings	devil	flown	it's
buys	different	foghorn	jacket
calf	direct	follow	Japan
campfire	discovered	food	Japanese
canicas	dishes	four	Jimmy
card	disobeyed	Francis Scott Key	kimono
carefully	doctor	free	kind
cares	doing	freedom	kitchen
Carlos	don't	friend	kiss

knocked  
knows  
large  
law  
lawn  
leads  
leader  
learning  
lessons  
letters  
librarian  
library  
light  
lighthouse  
Lisa  
list  
loud  
loves  
lunch  
made  
manners  
maps  
marbles  
marshmallows  
math  
Mayflower  
medicine  
meet  
members  
Mexico  
Mike  
mind  
mine  
minute  
mirror  
Mr. James  
Mr. Riley  
Mrs. Howard  
Mrs. Wills  
money  
month  
morning  
mountains  
mows  
music  
mysterious  
name  
needs  
Nina  
number  
nurse  
obey  
ocean

office  
oldest  
opens  
paper  
paramedics  
parents  
park  
Pastor Johnson  
people  
person  
pictures  
pigeons  
Pilgrims  
pillows  
pinata  
Pinta  
play  
please  
Pledge of Allegiance  
Plymouth  
point  
policeman  
polite  
porch  
prayer  
President  
principal  
prize  
promised  
protect  
question  
quiet  
rainy  
rake  
ready  
receive  
recess  
remind  
report  
respect  
return  
rhymes  
right  
roast  
rollerskate  
roof  
room  
rooster  
route  
sad  
safe  
sailors  
sand castle

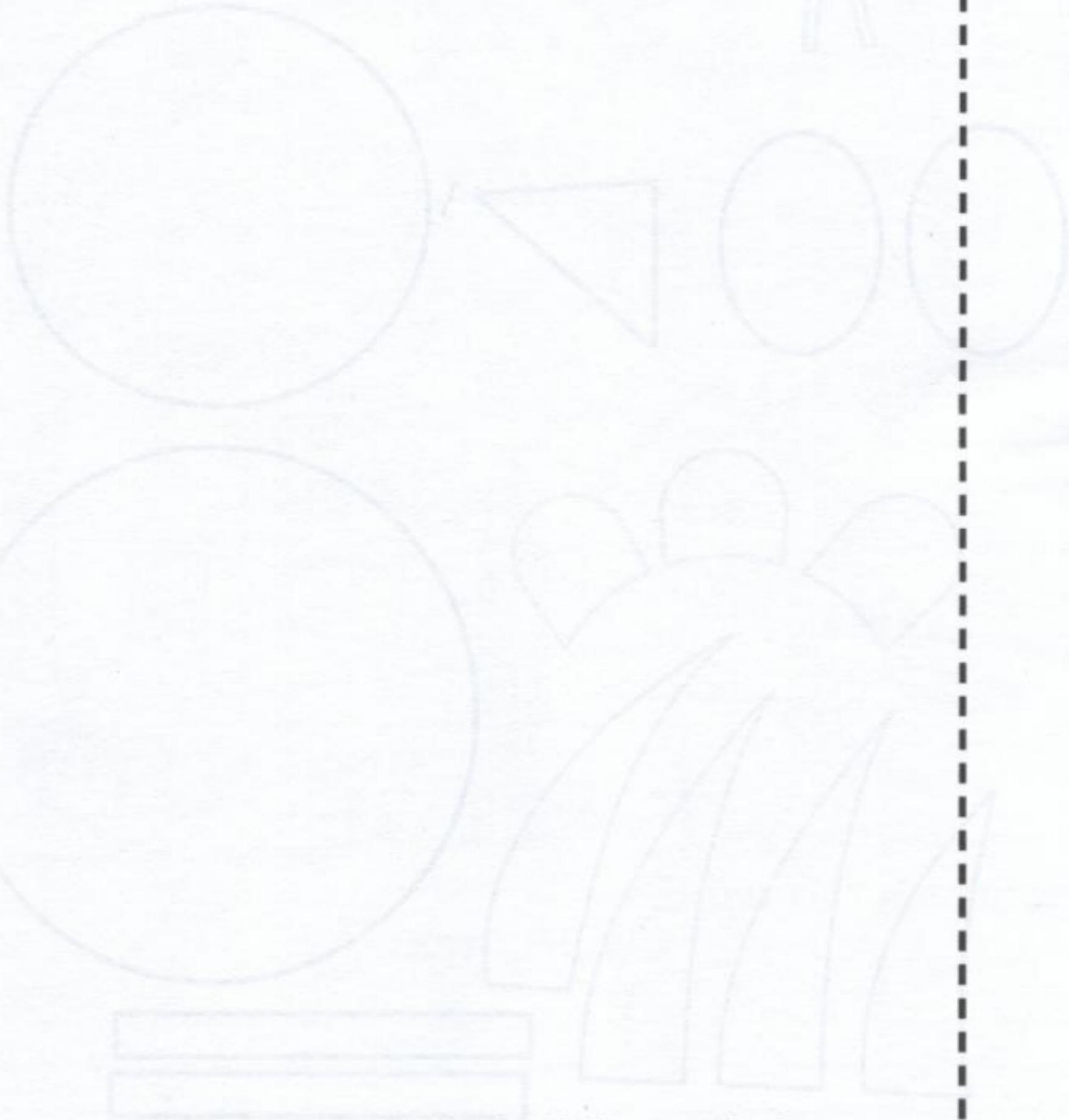
Santa Maria  
school  
sea  
second  
secretary  
sentences  
share  
sharing  
shells  
shines  
shingles  
ships  
shore  
pick  
signs  
silent  
sirens  
sister  
smallest  
smiles  
soccer  
something  
song  
sorry  
sounds  
soup  
Spanish  
special  
sport  
Squanto  
stand  
"Star-Spangled  
Banner"  
steps  
stoplight  
story  
stories  
straight  
strangers  
street  
stripes  
strong  
summer  
Sunday  
sunshine  
surprise  
symbols  
table  
talk  
tamales  
teaches  
teeth  
tell

thankful  
Thanksgiving  
thank you  
there's  
third  
thirteen  
throat  
through  
time  
today  
together  
tonight  
torn  
touch  
tractor  
traffic  
trash  
travel  
treat  
truck  
tucks  
twins  
United States  
vacuum  
vegetables  
very  
visited  
wagon  
wait  
wake  
war  
warning  
wear  
weather vane  
week  
what  
where  
window  
winter  
wisdom  
wise  
wonder  
wood  
world  
worship  
wrong  
youngest  
yourself



Name \_\_\_\_\_

Make a rooster.  
Use these shapes.  
Cut them out.  
Paste them on drawing paper.



W  
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**Reproducible Worksheets**  
for use with the  
History & Geography 100  
Teacher's Guide

History & Geography 100  
Worksheet 1  
with page 2

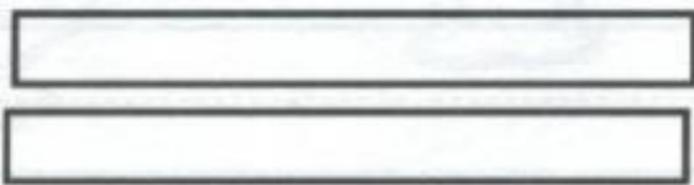
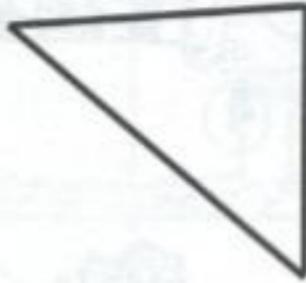
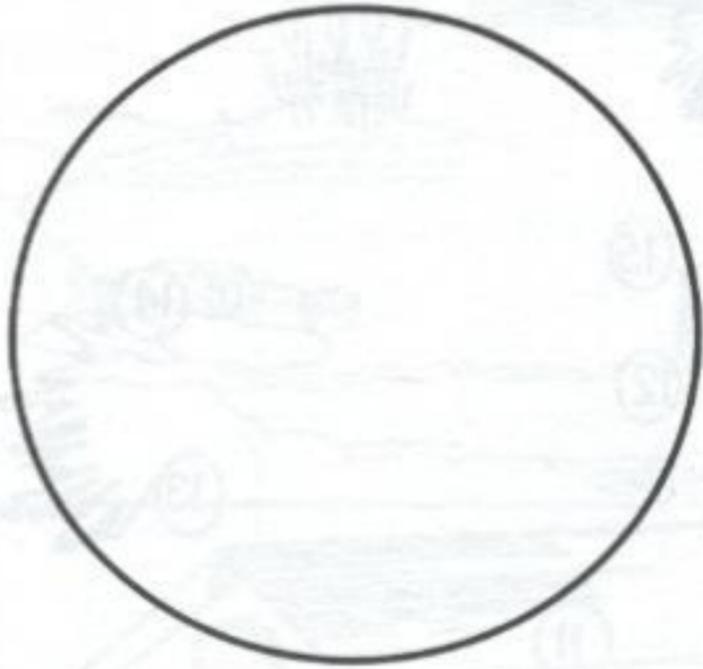
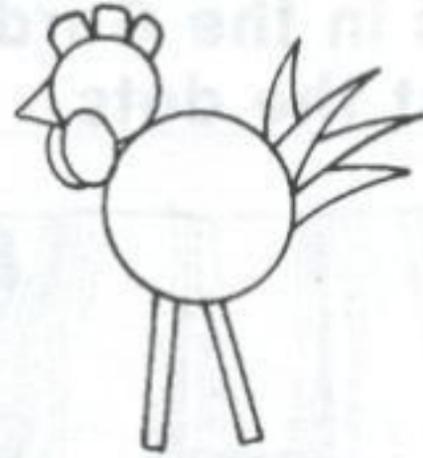
W  
O  
R  
L  
D  
H  
I  
S  
T  
O  
R  
Y  
&  
G  
E  
O  
G  
R  
A  
P  
H  
Y



Reproducible Worksheets  
for use with the  
History & Geography 100  
Teacher's Guide

Name \_\_\_\_\_

**Make a rooster.**  
**Use these shapes.**  
**Cut them out.**  
**Paste them on drawing paper.**



Name \_\_\_\_\_

**What is in the Garden?  
Connect the dots.**



**Unscramble this word.**

CSARECRWO

\_\_\_\_\_

-----

\_\_\_\_\_



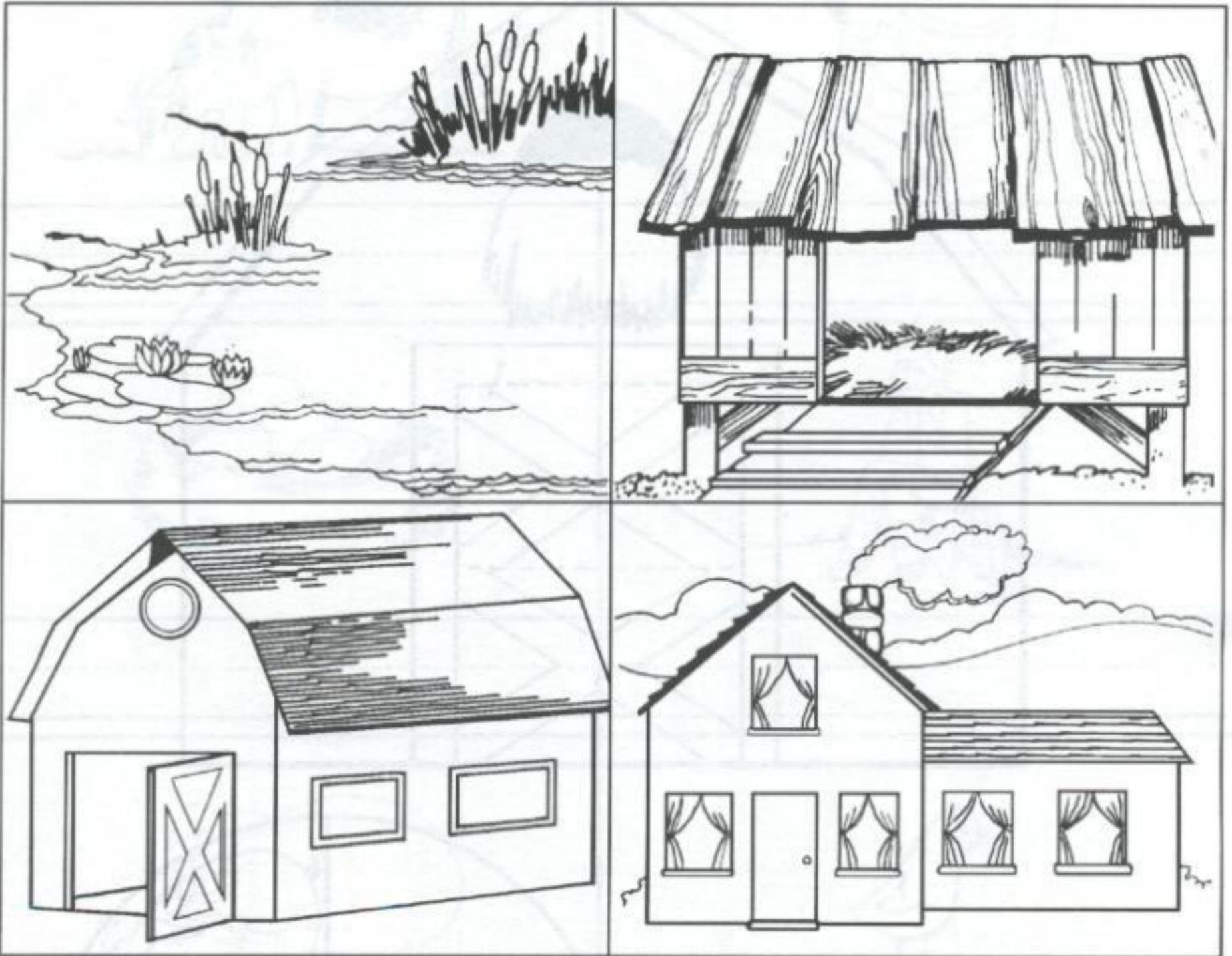
Teacher check \_\_\_\_\_

Initial

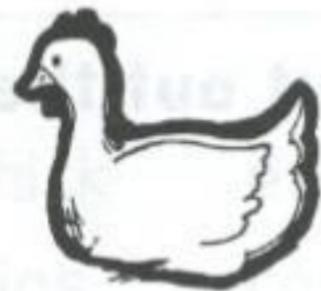
Date

Name \_\_\_\_\_

# Farm Homes



Color. Cut out. Match.



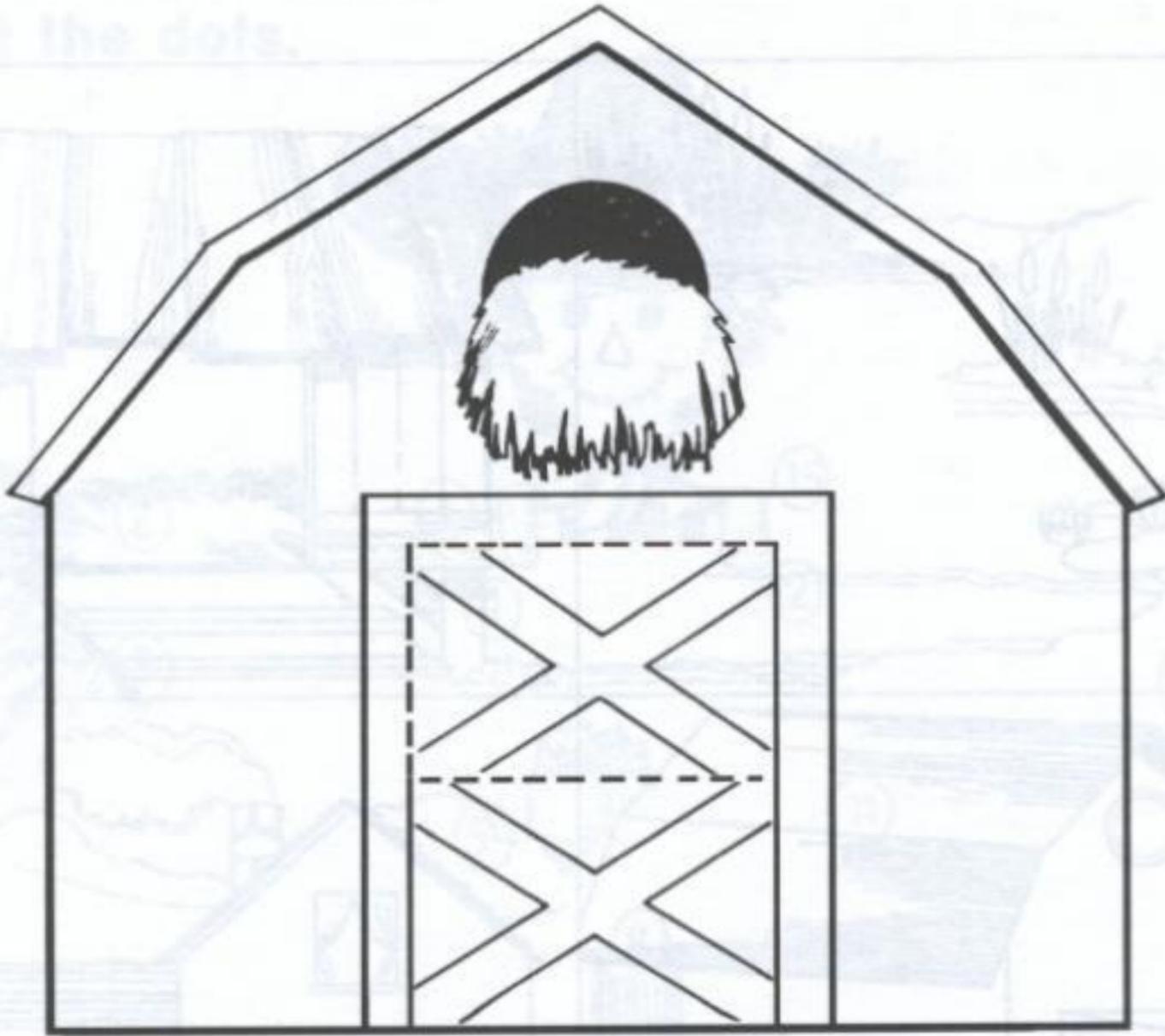
Teacher check \_\_\_\_\_

Initial

Date

Name \_\_\_\_\_

## Who is in the barn?



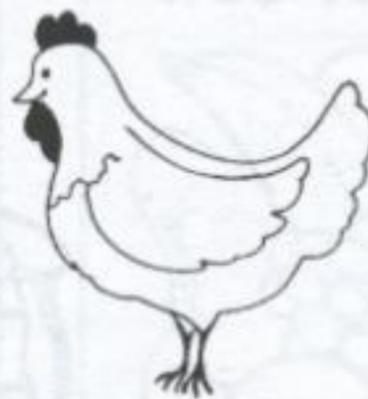
**Cut the barn door on the dotted line.**

**Cut out the circle.**



Name \_\_\_\_\_

One or More?



**Words to use:**

cow

chicks

hens

boy

chick

egg

hen

boys

eggs

pig

pigs

cows



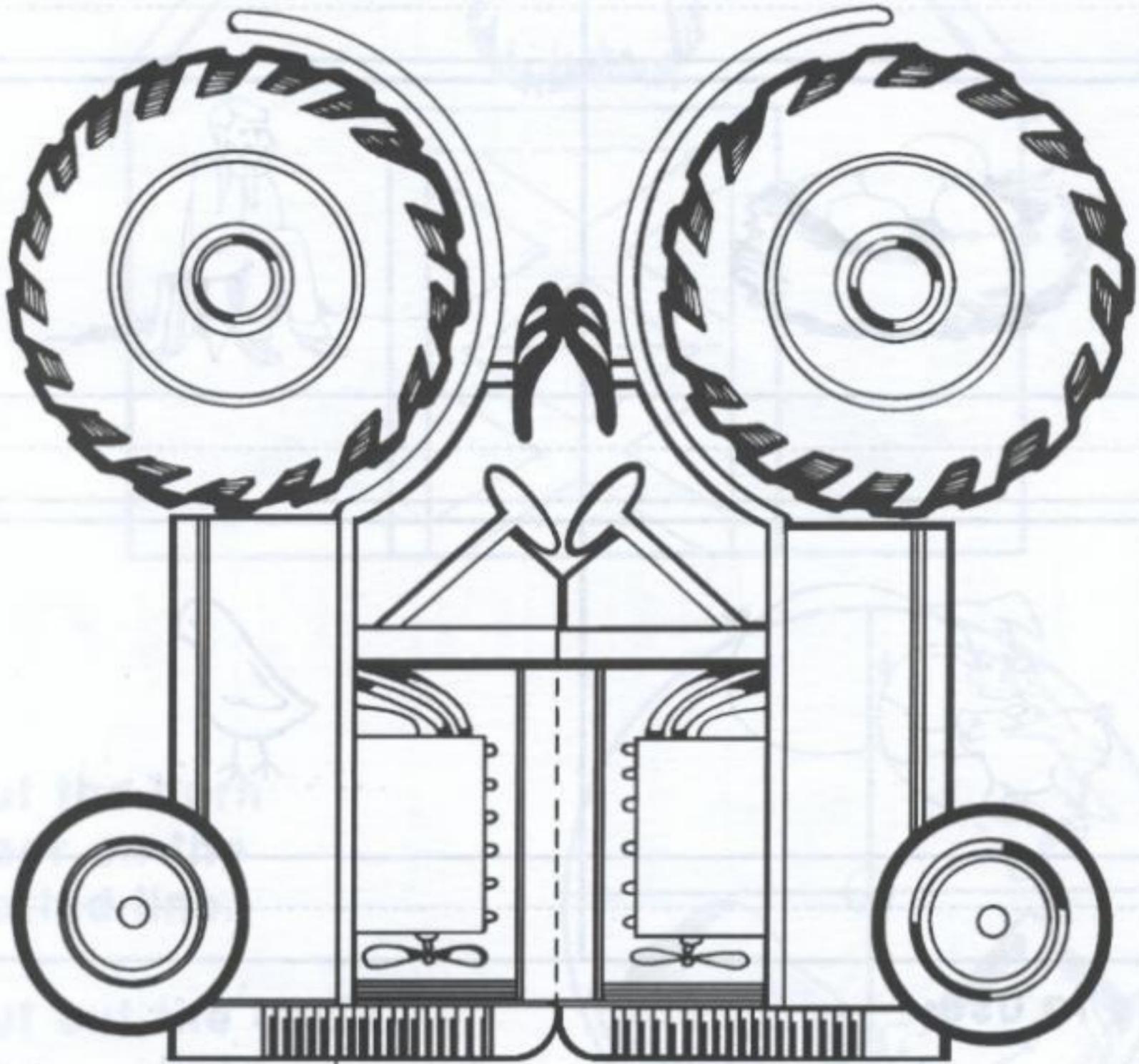
Teacher check \_\_\_\_\_

Initial

Date

Name \_\_\_\_\_

**Color. Cut out.**



fold on dotted line

**History & Geography 106**  
**Worksheet 6**  
with page 5

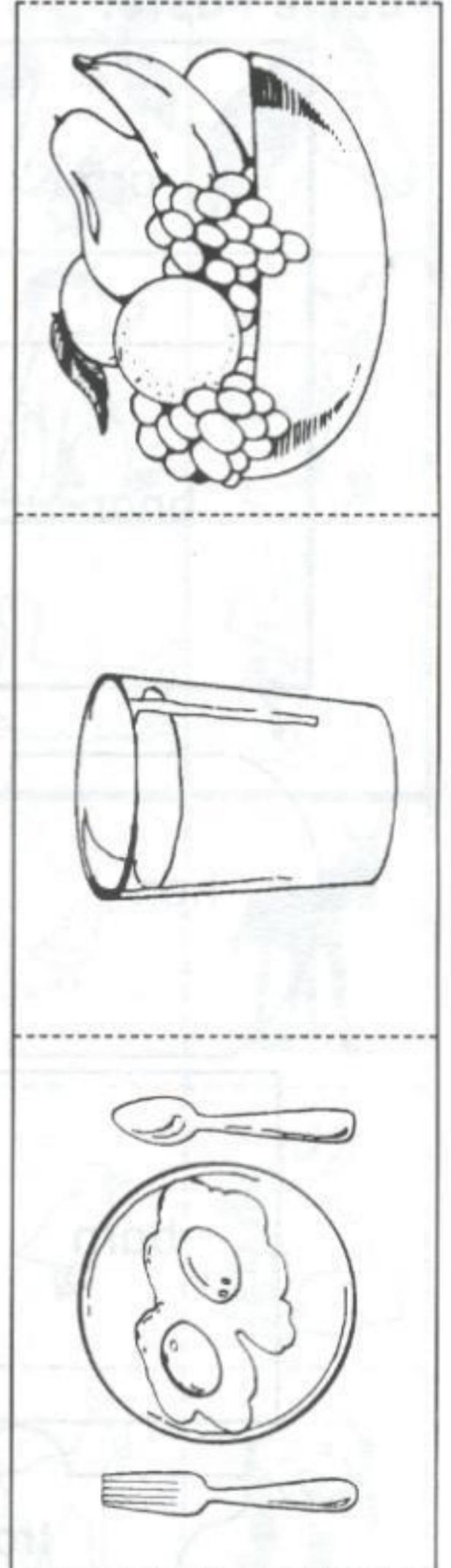


Teacher check \_\_\_\_\_

Initial

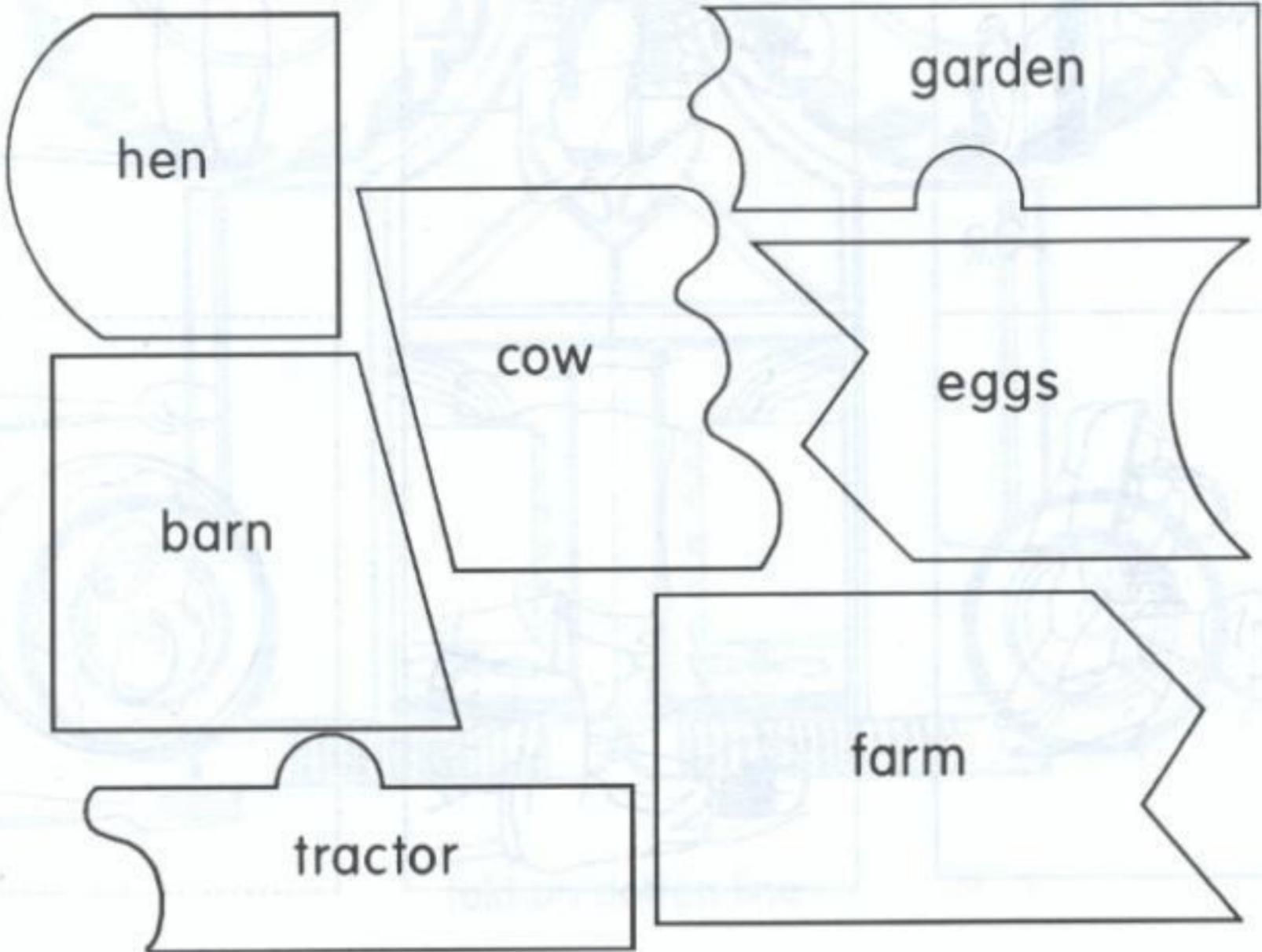
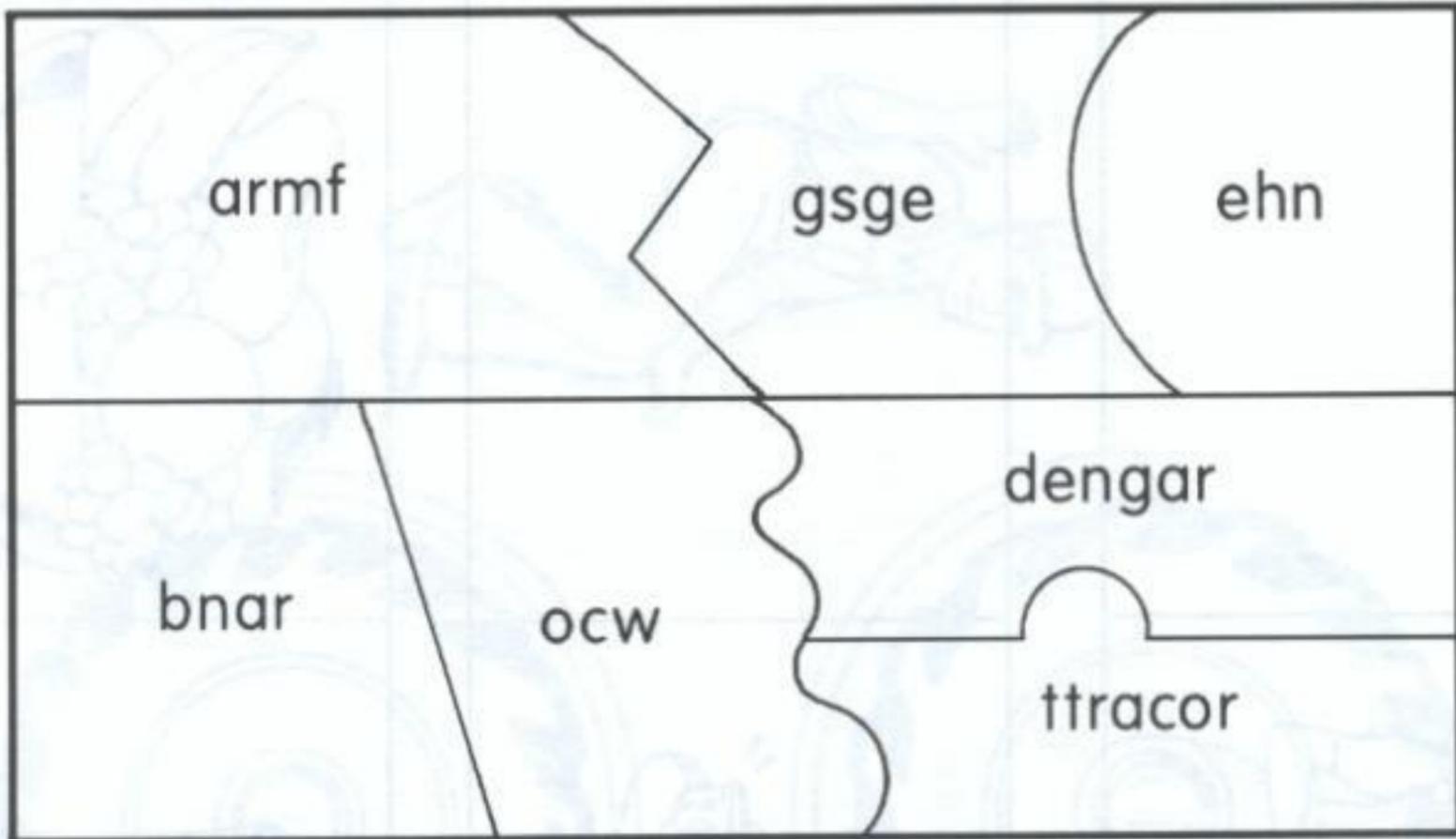
Date

Name \_\_\_\_\_

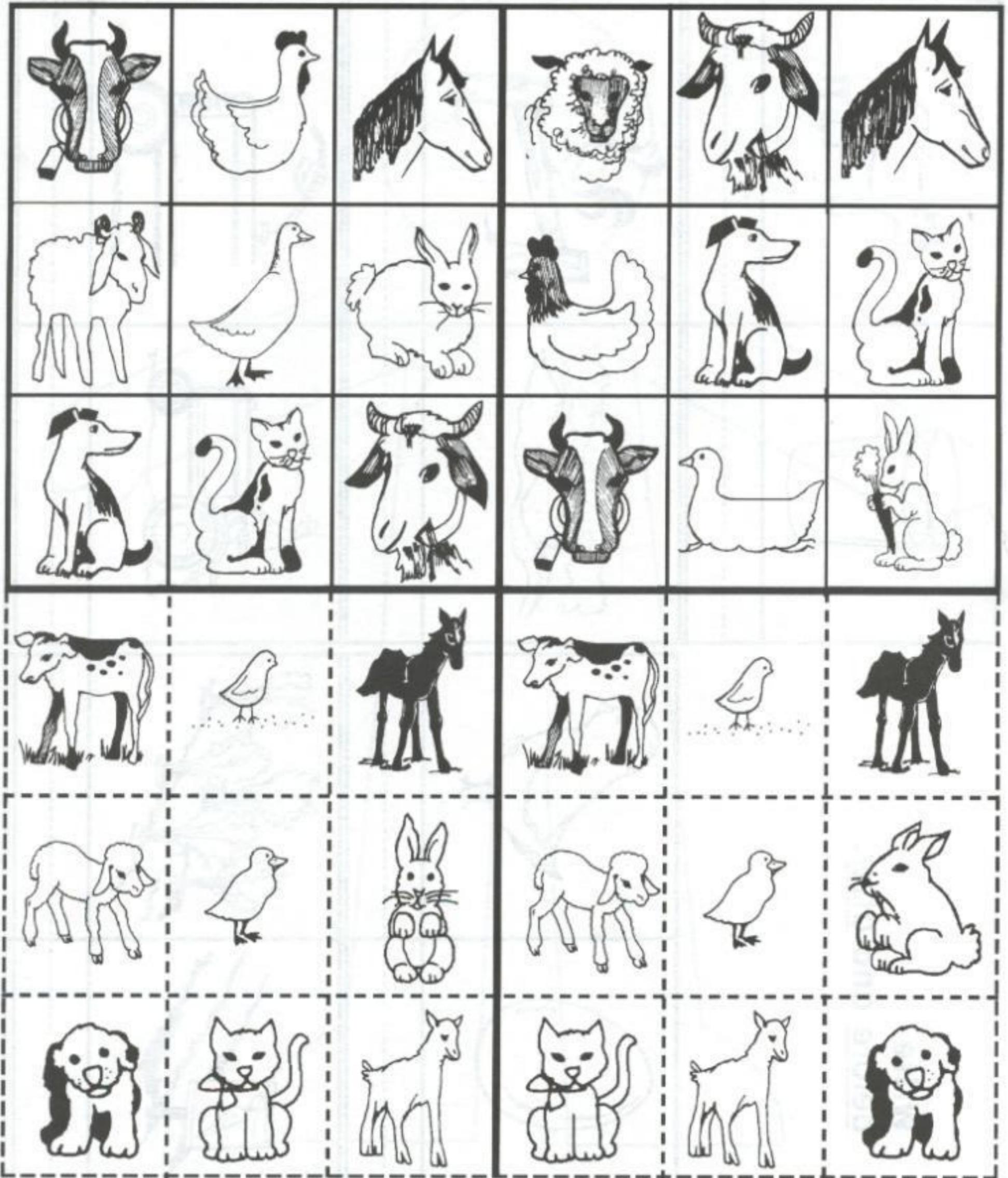


Name \_\_\_\_\_

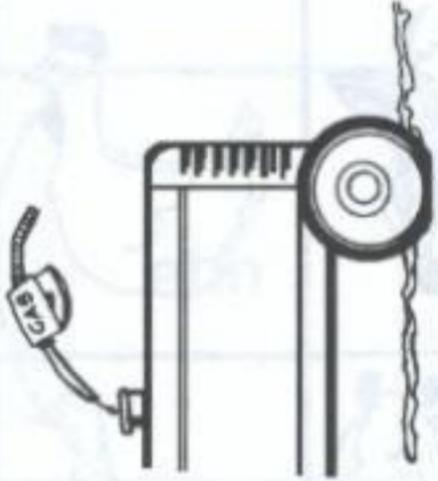
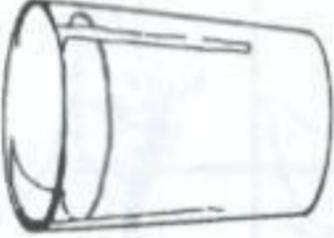
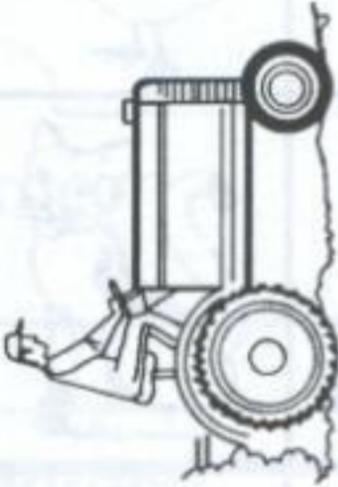
### Puzzle Paste.



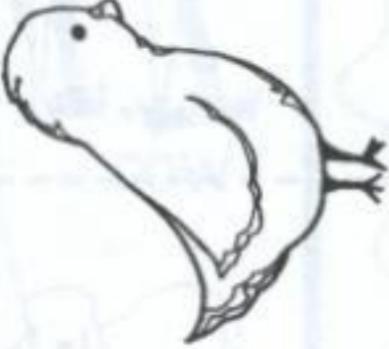
Name \_\_\_\_\_



Name \_\_\_\_\_

**Write** before **and after.**

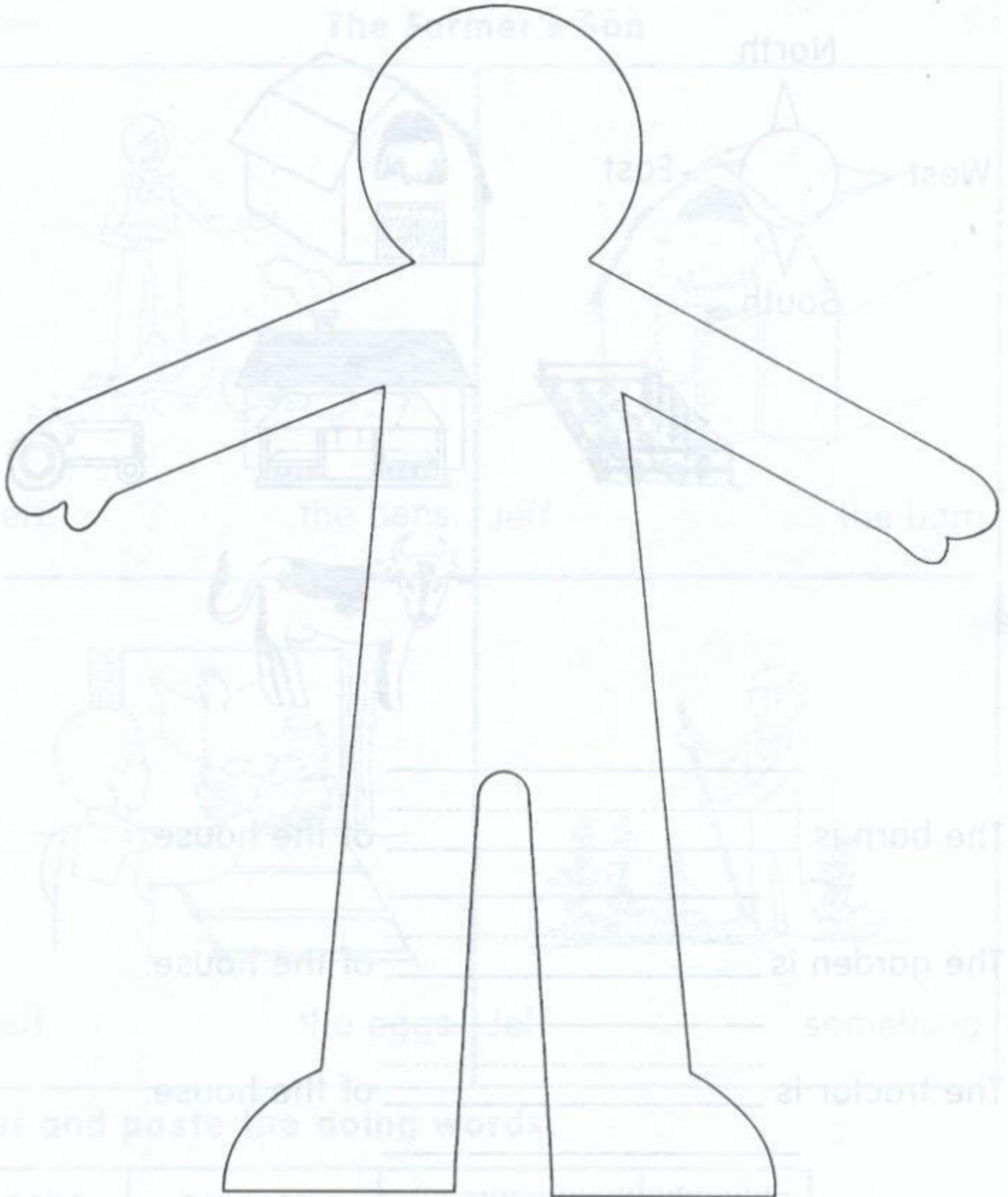


Teacher check \_\_\_\_\_

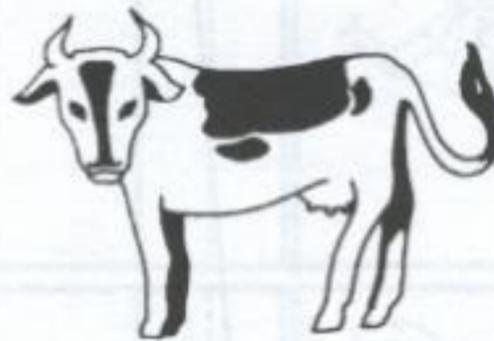
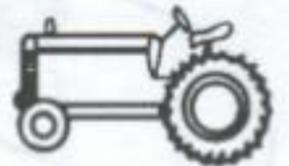
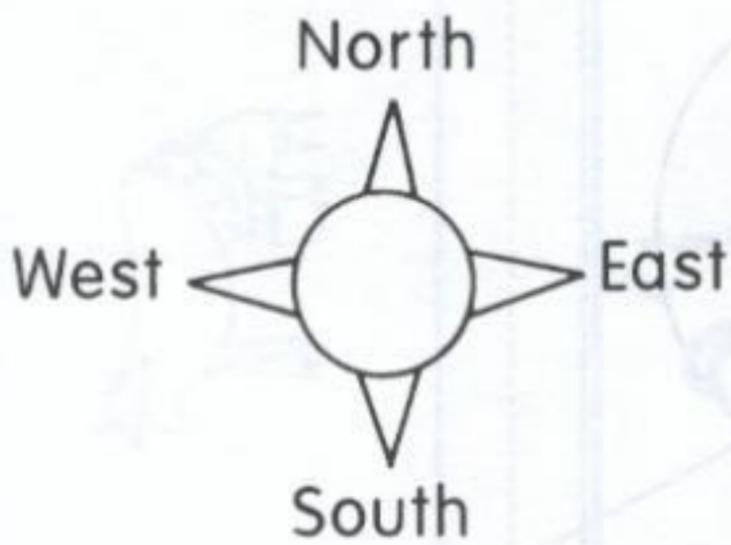
Initial

Date

Name \_\_\_\_\_



Name \_\_\_\_\_



The barn is \_\_\_\_\_ of the house.

The garden is \_\_\_\_\_ of the house.

The tractor is \_\_\_\_\_ of the house.

The cow is \_\_\_\_\_ of the house.



Name \_\_\_\_\_

## The Farmer's Son



Jeff feeds the hens.



Jeff opens the barn.



Jeff gathers the eggs.



Jeff grows something.

**Cut and paste the doing words.**

opens

gathers

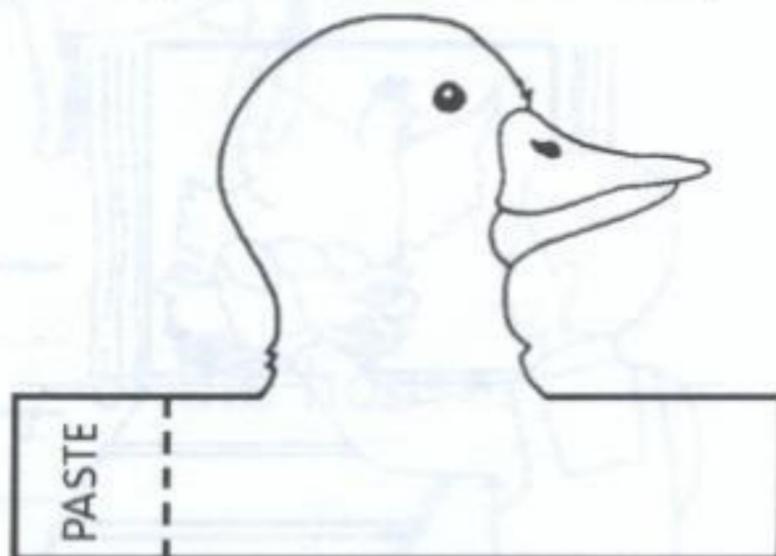
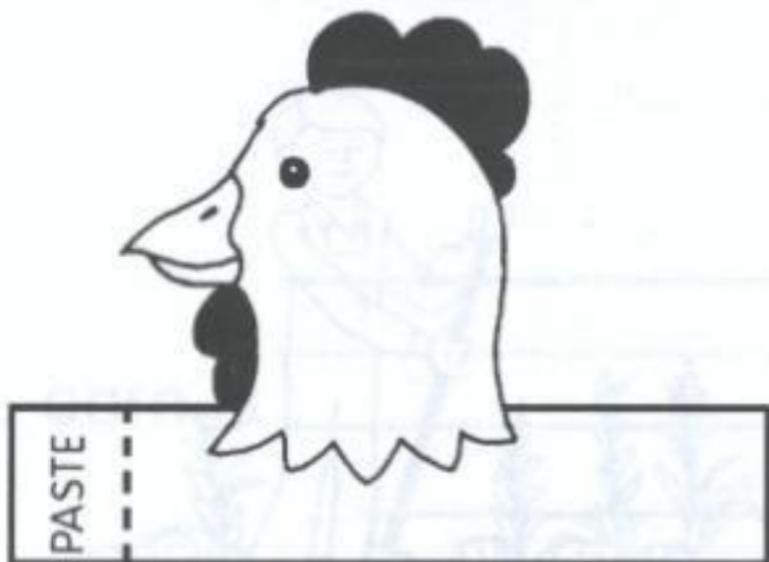
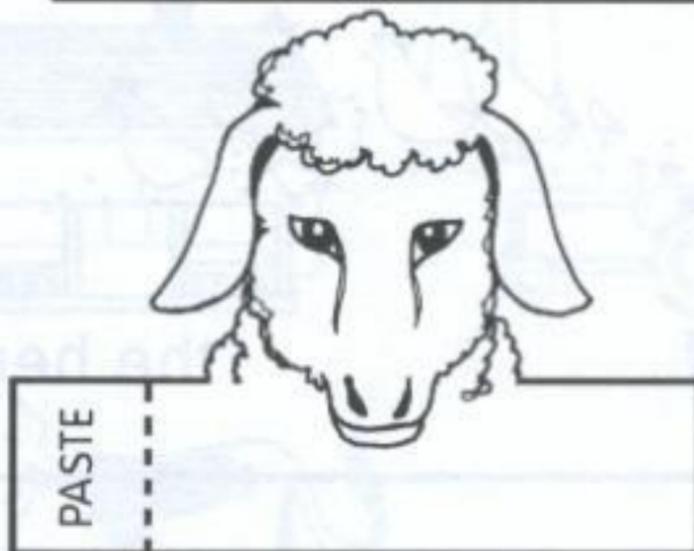
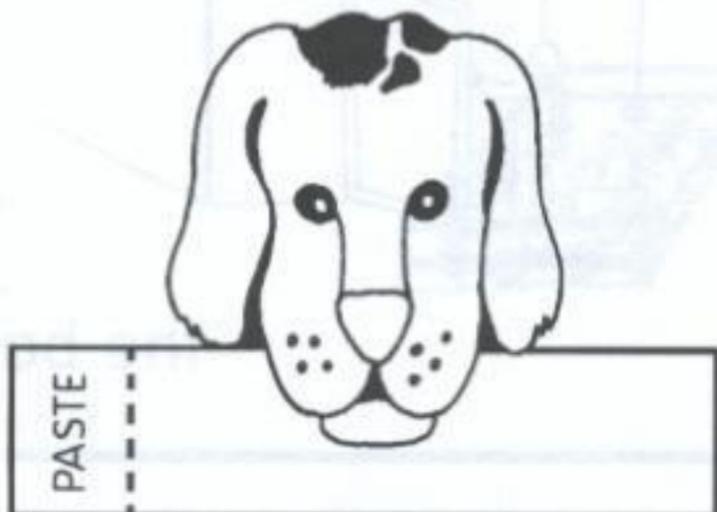
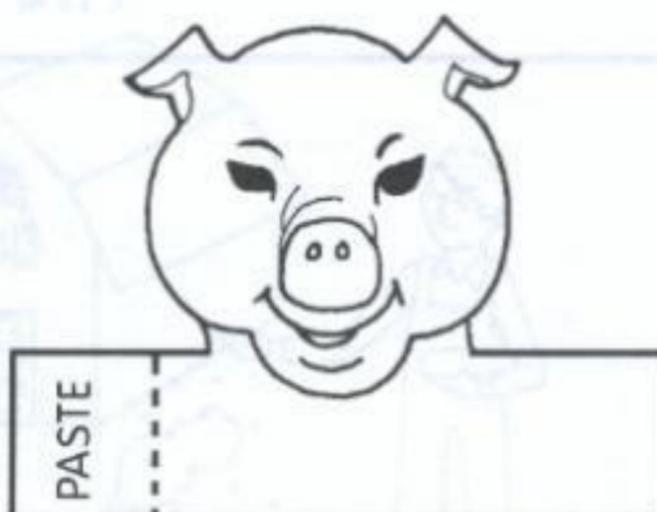
grows

feeds



Name \_\_\_\_\_

# Finger Puppets



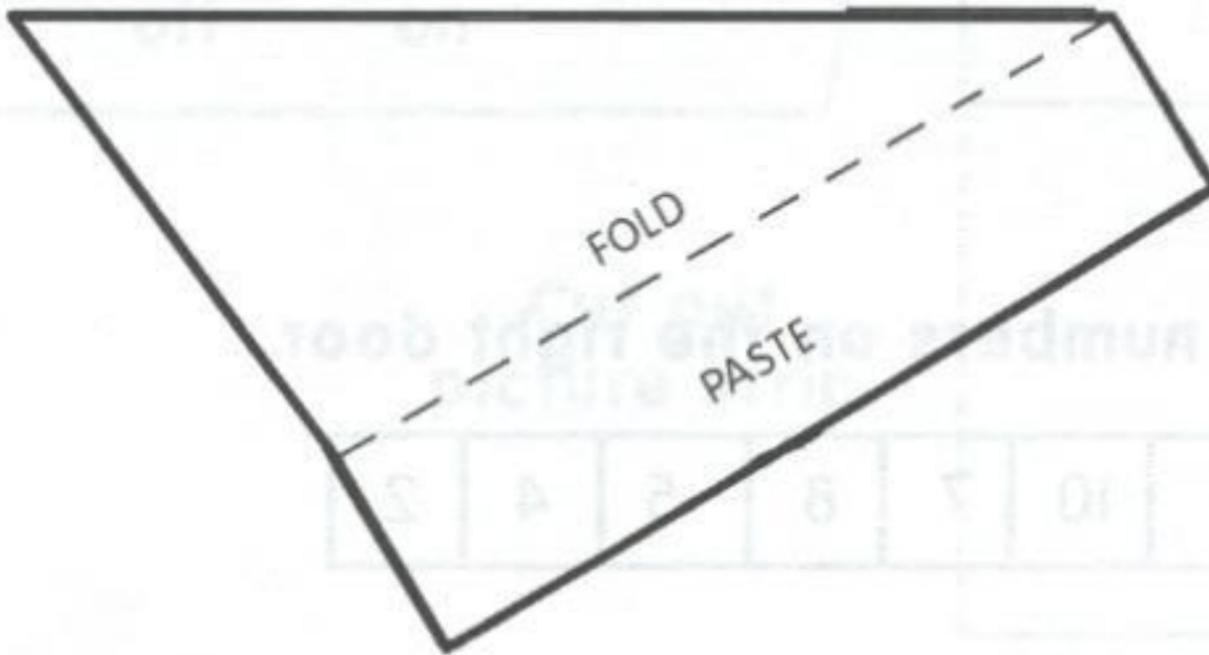
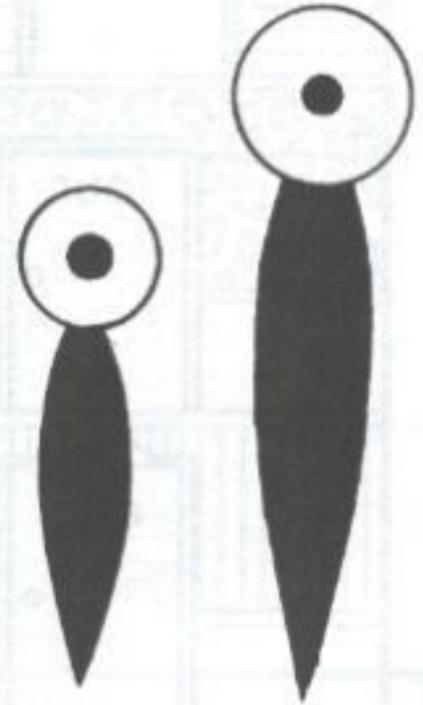
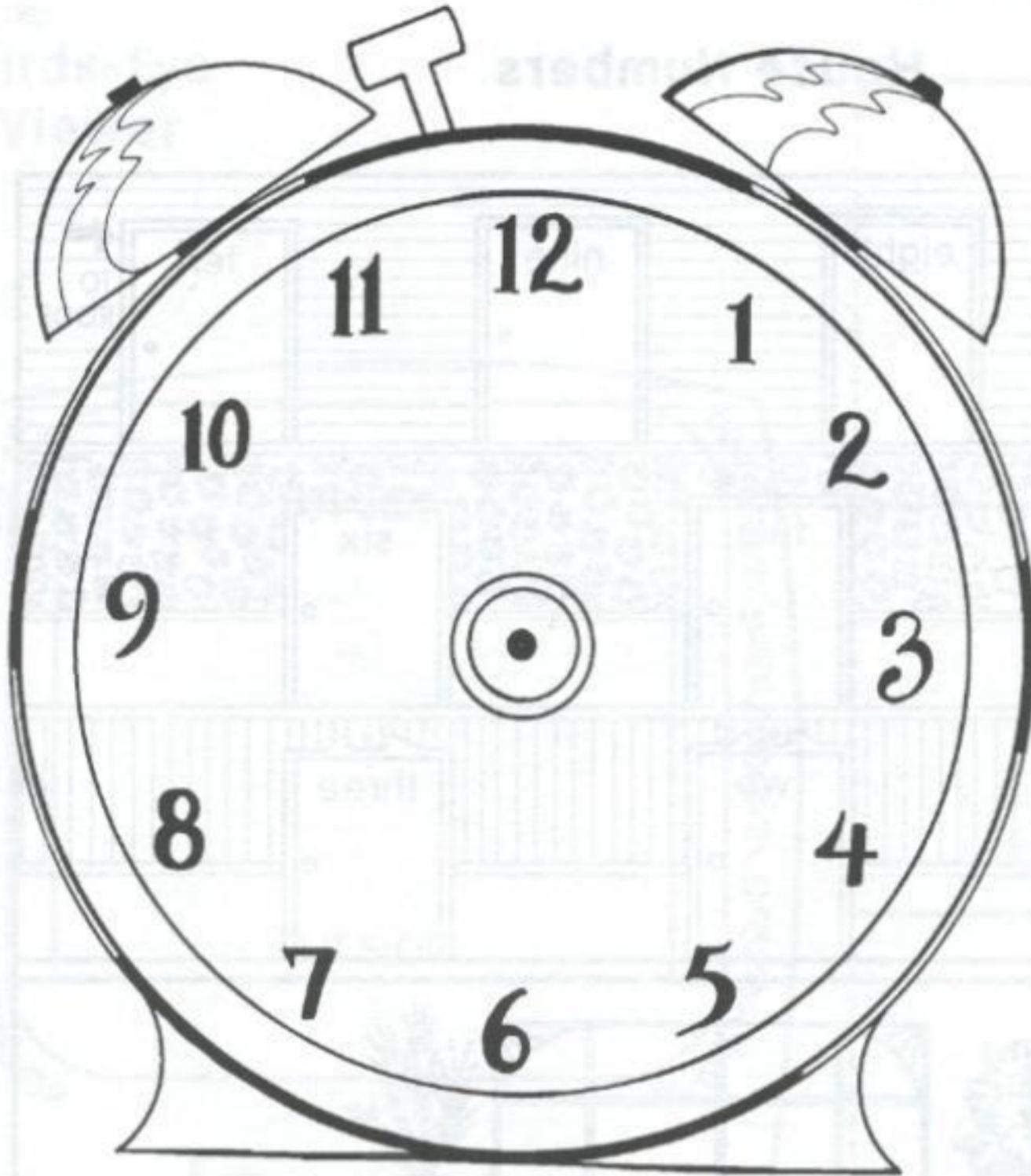
History & Geography 106  
Worksheet 14  
with page 11



Teacher check \_\_\_\_\_

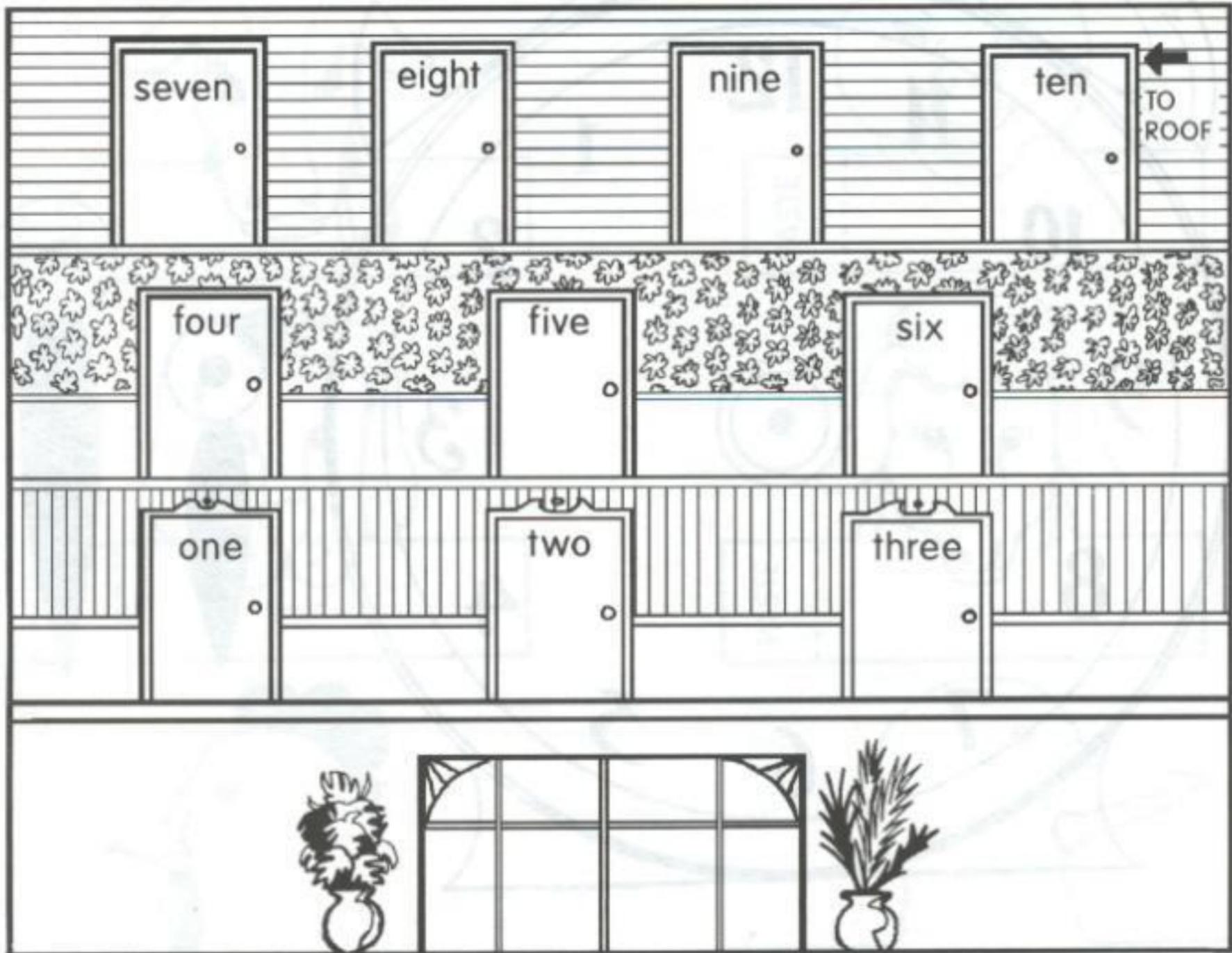
Initial \_\_\_\_\_ Date \_\_\_\_\_

Name \_\_\_\_\_



Name \_\_\_\_\_

### House Numbers



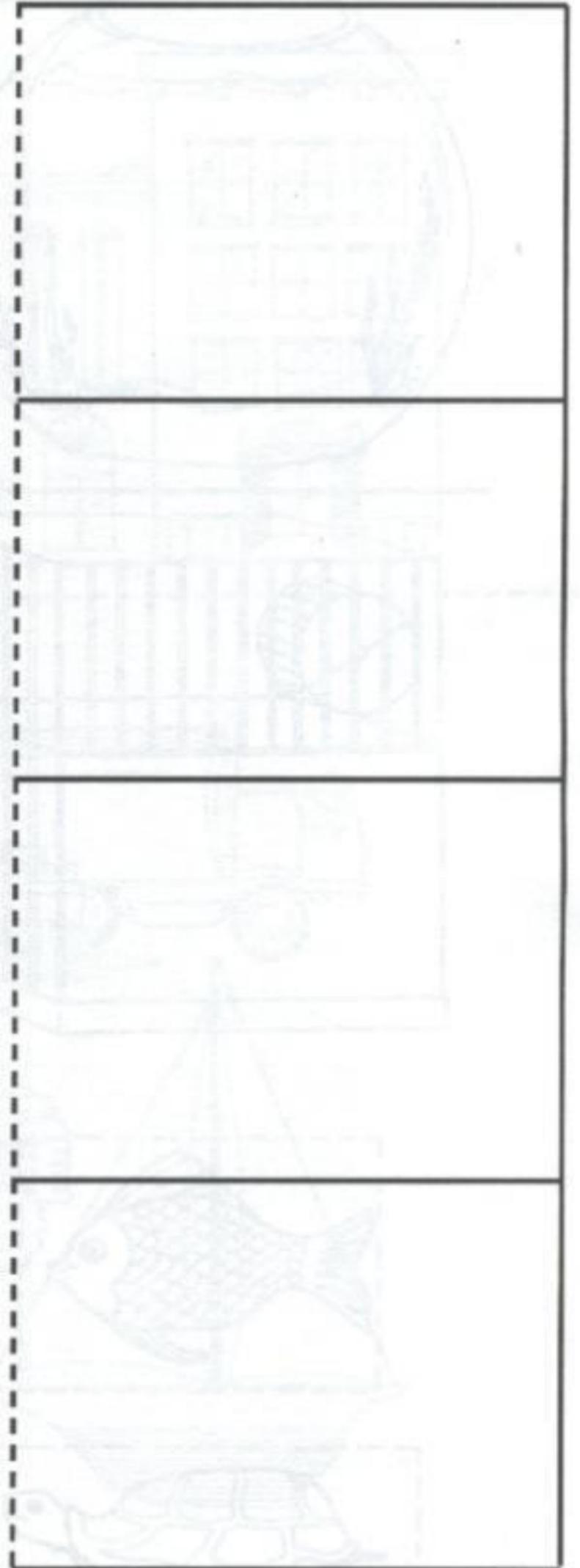
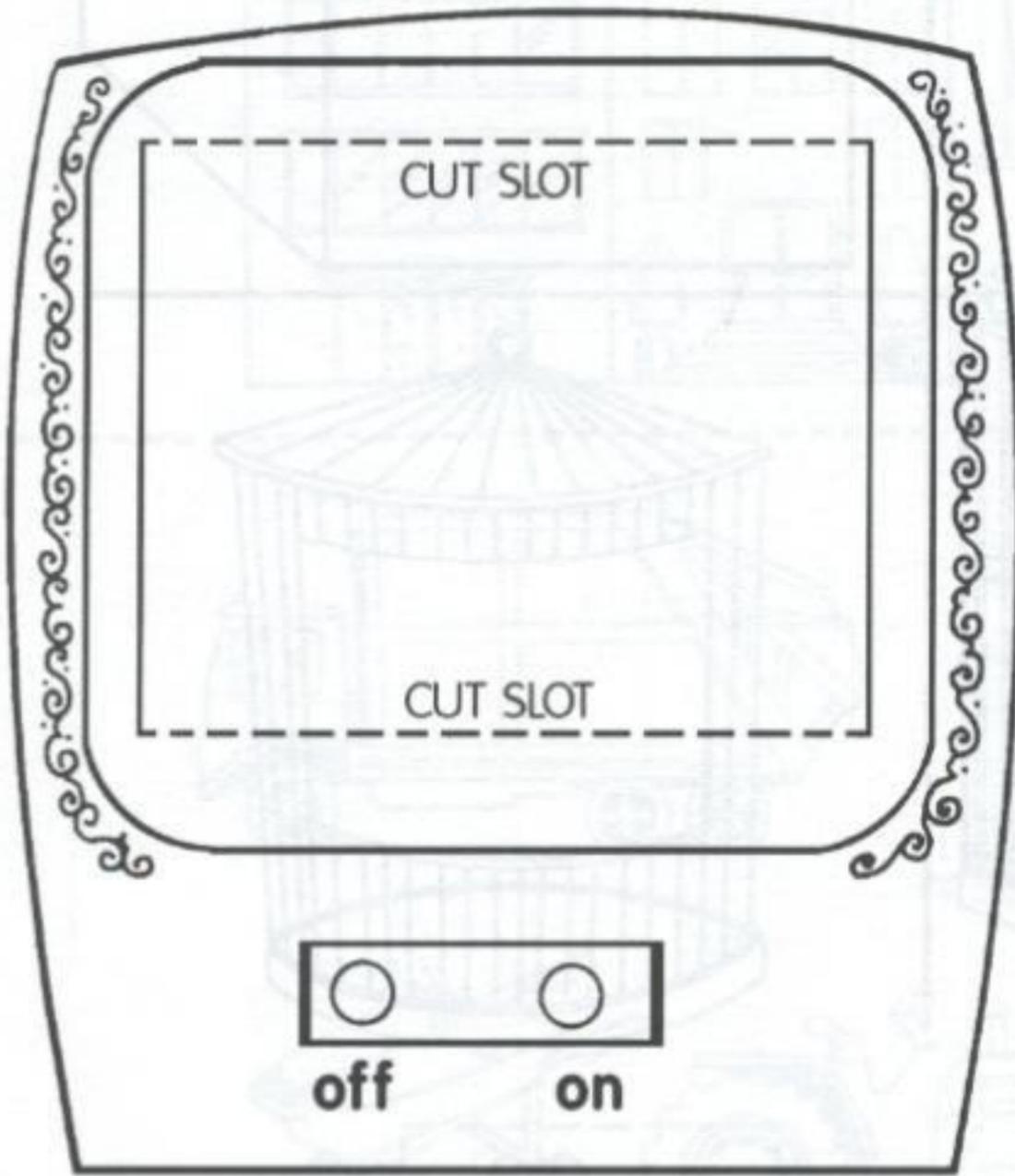
**Cut. Paste the numbers on the right door.**

3	9	6	1	10	7	8	5	4	2
---	---	---	---	----	---	---	---	---	---



Name \_\_\_\_\_

# Birds-Eye Viewer



**Cut out picture strip.**

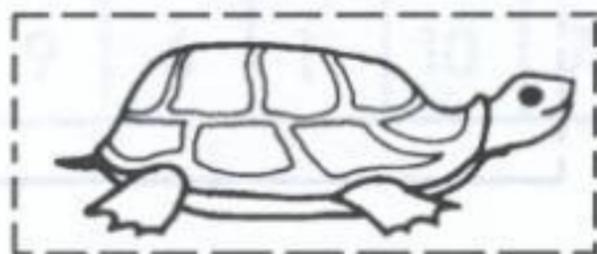
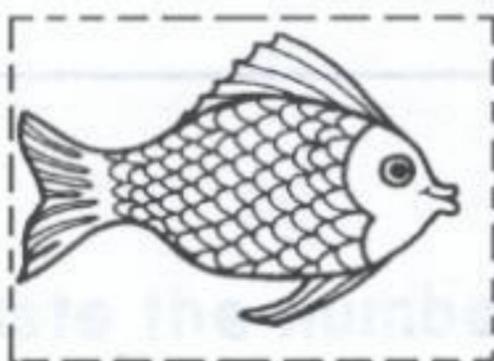
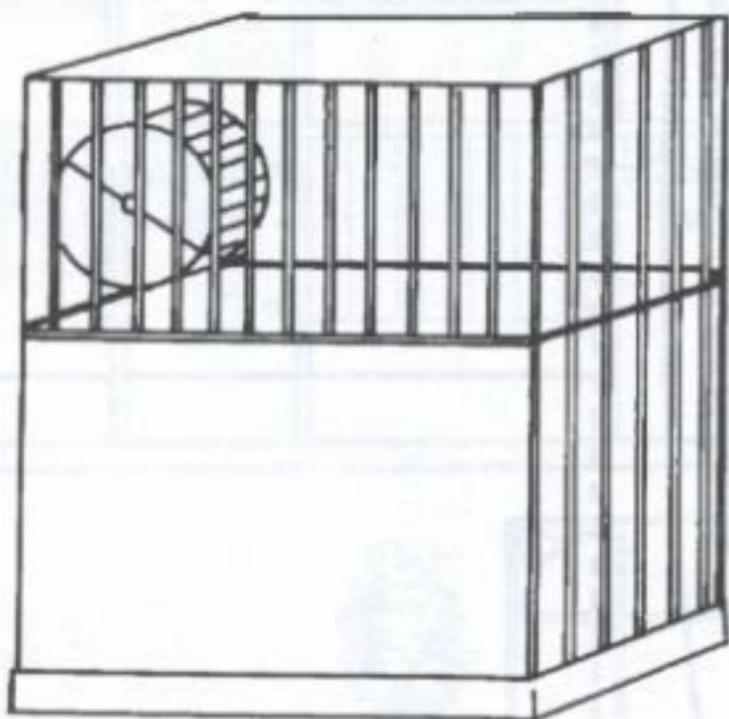
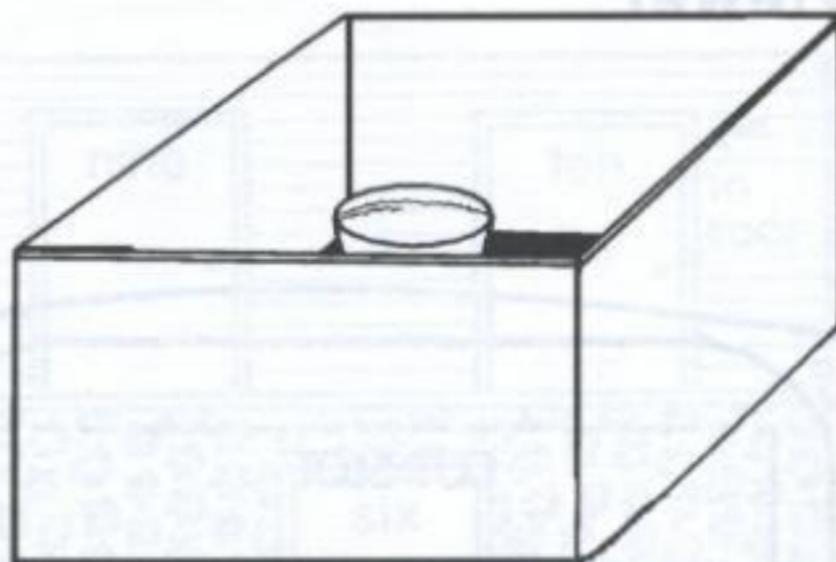


Teacher check \_\_\_\_\_

Initial

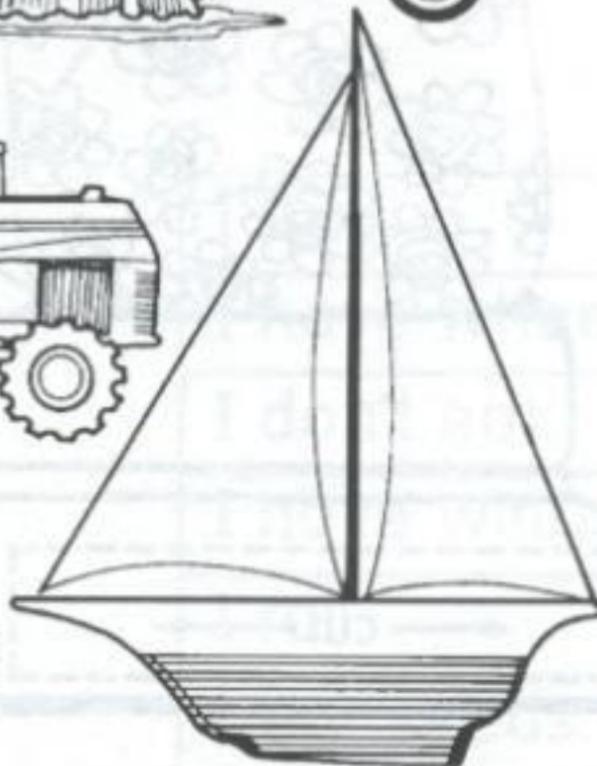
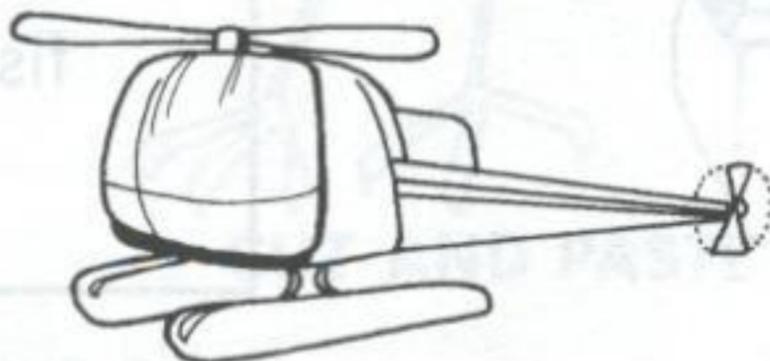
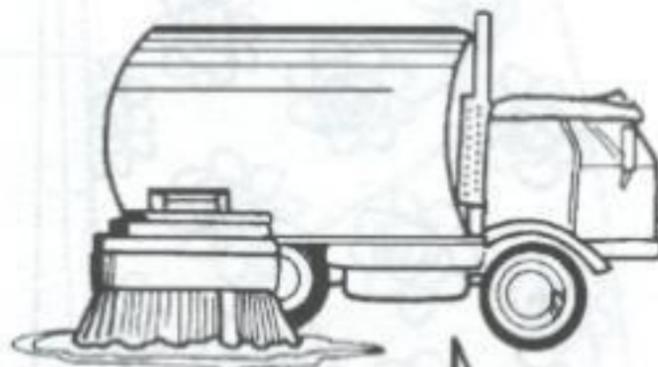
Date

Name \_\_\_\_\_



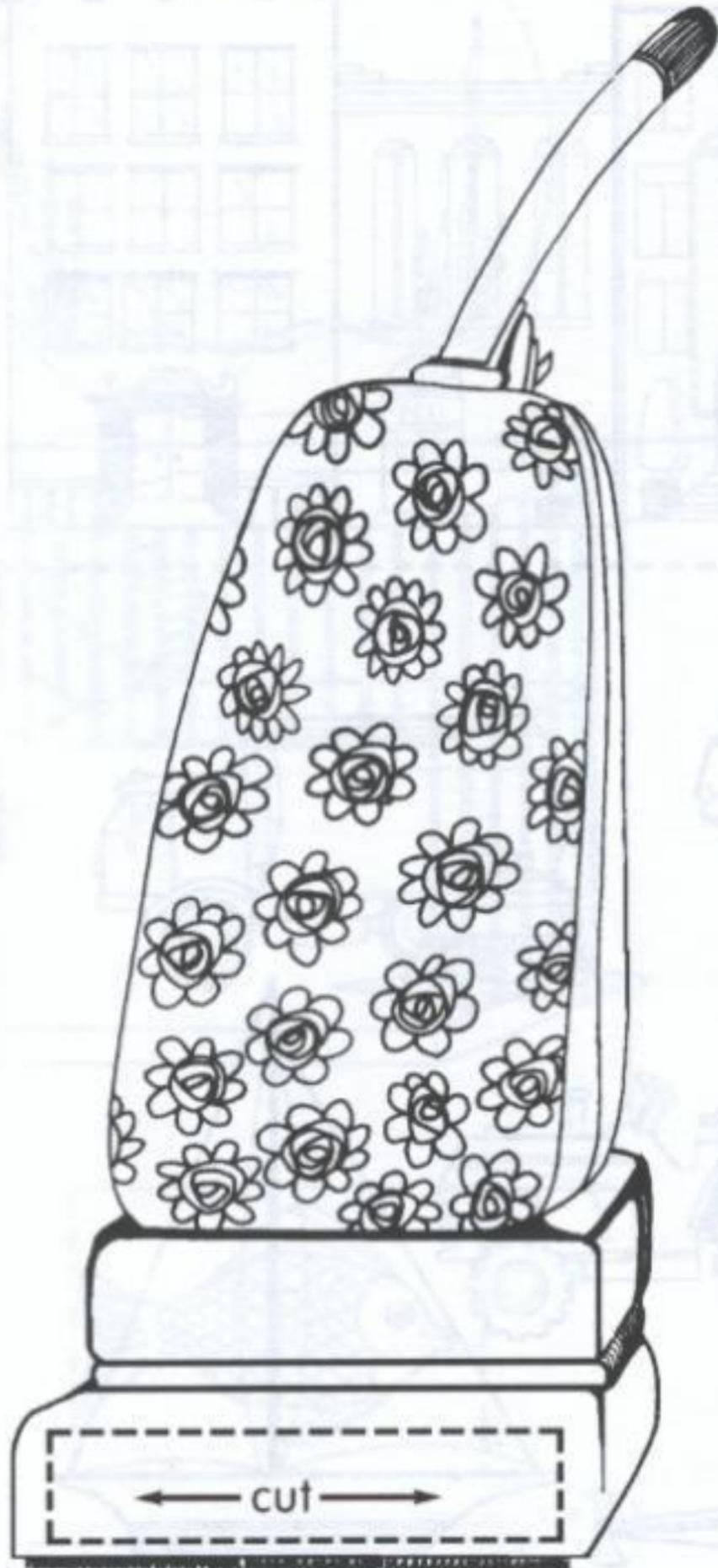
Name \_\_\_\_\_

## City Wheels



Name \_\_\_\_\_

Sweep up the words.



trash

crash

dash

mash

wash

flash

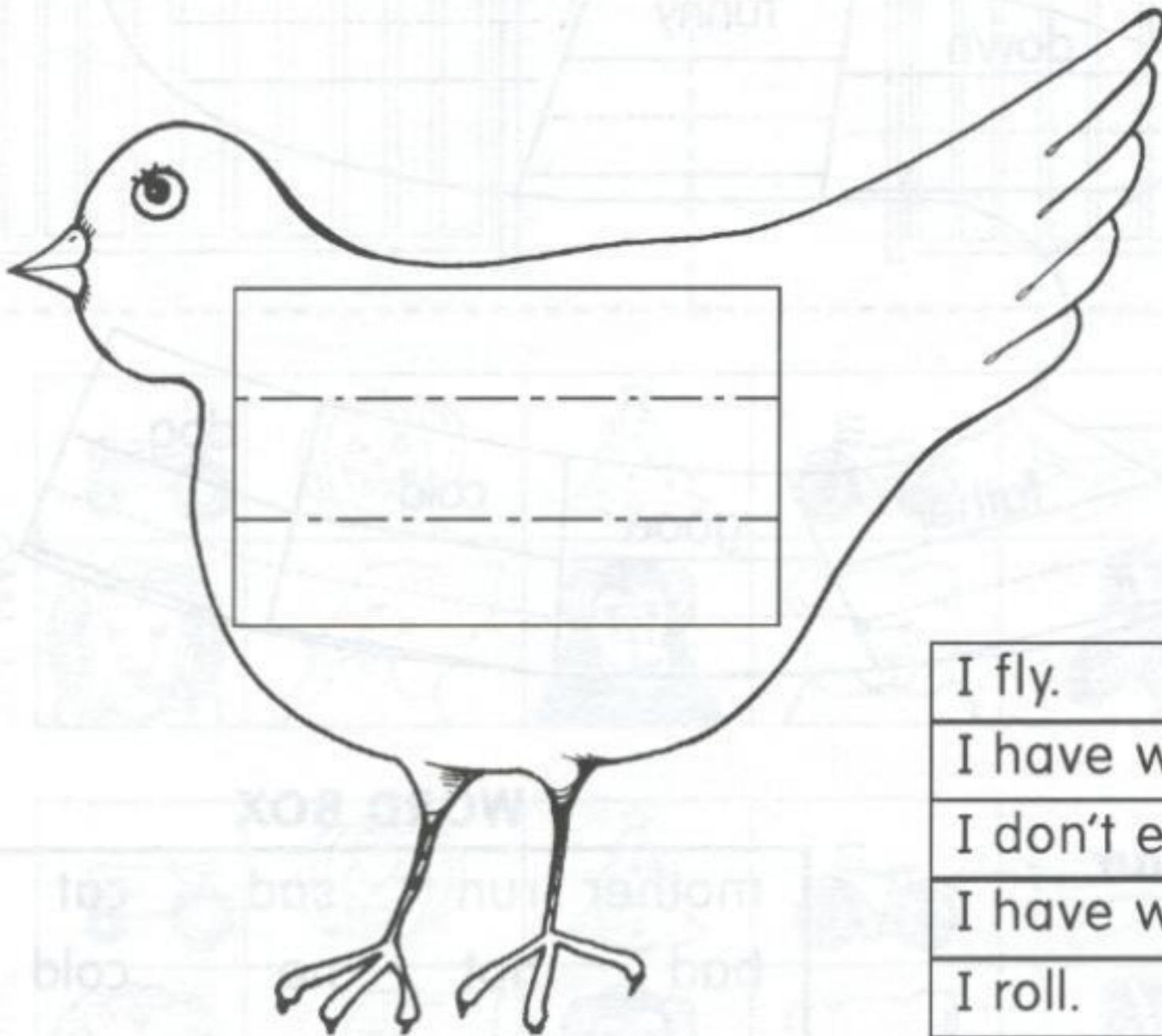
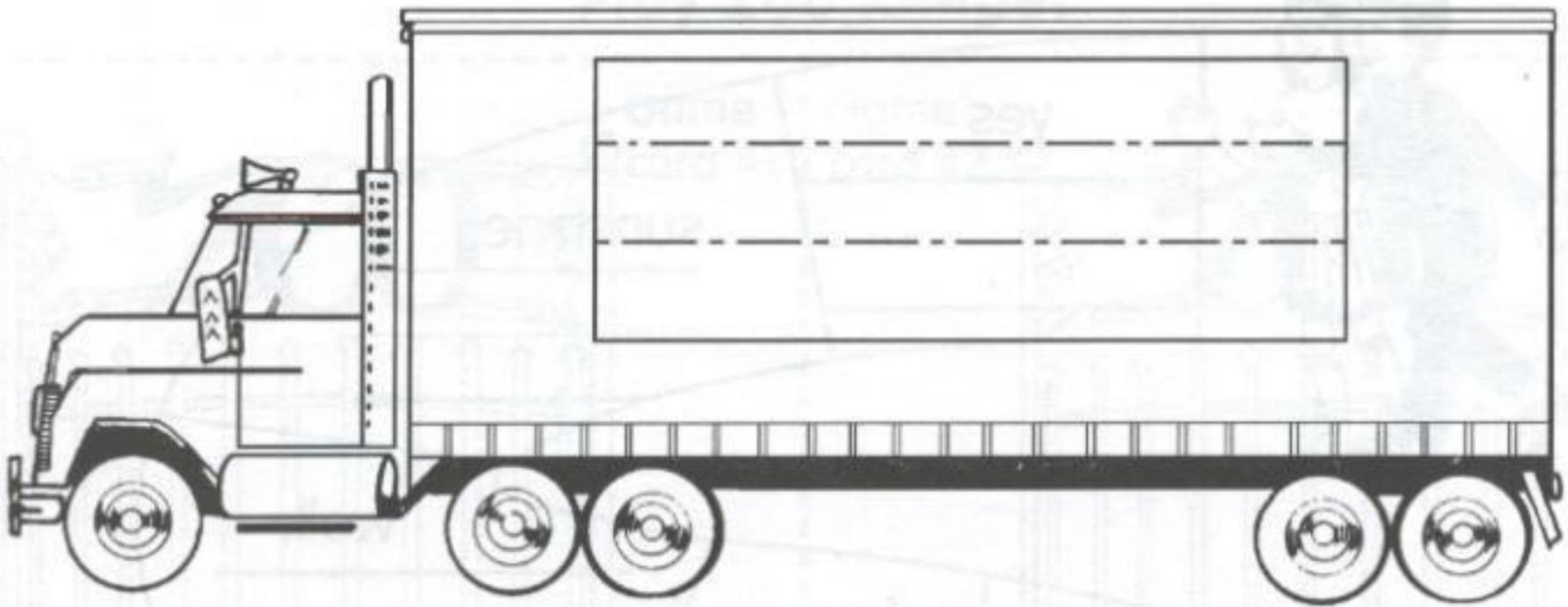
sash

dish

fish



Name \_\_\_\_\_



**CUT AND PASTE**

I fly.
I have wheels.
I don't eat.
I have wings.
I roll.
I eat seeds.

How are we alike?

History & Geography 106  
Worksheet 21  
with page 17



Teacher check \_\_\_\_\_

Initial

Date



yes

sunshine

walk

funny

down

night

father

good

cold

dog

How well can you skate?

**WORD BOX**

mother	run	sad	cat
bad	hot	no	cold
rain	day	up	good

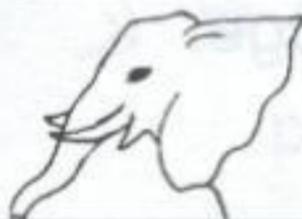


Name \_\_\_\_\_

# Play Zoo Keeper

Game card #1	Game card #2
	

SET TWO

SET ONE

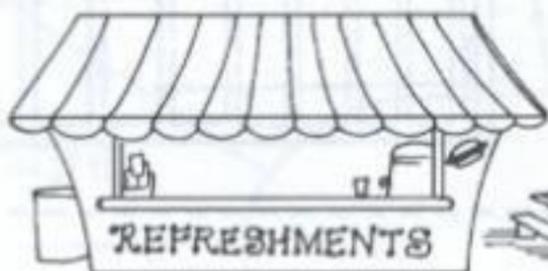
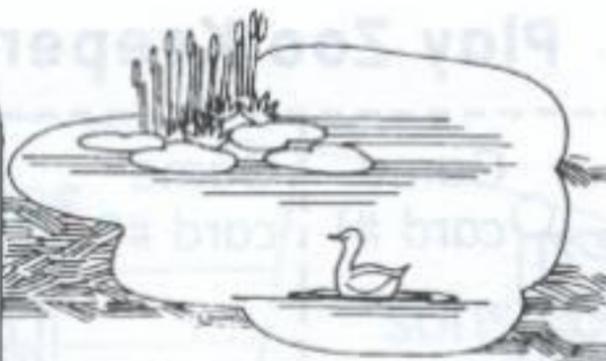


Teacher check \_\_\_\_\_

Initial

Date

Name \_\_\_\_\_



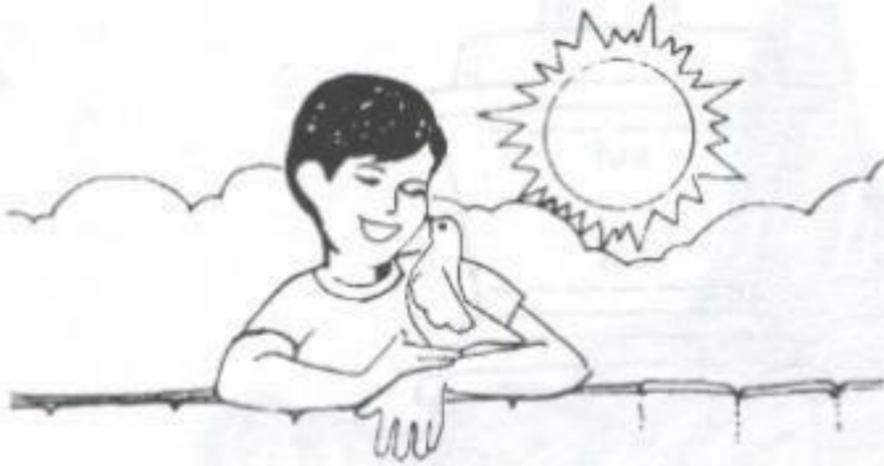
### PLACE THE CAGES

1. Put the elephant below the bird cage.
2. Put the lion above the zebras.
3. Put the monkey beside the pond.

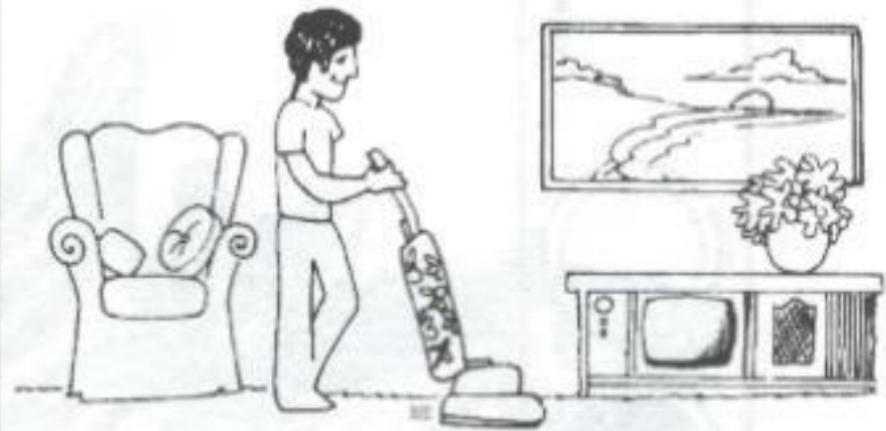


Name \_\_\_\_\_

### City Boy



Nicky the pigeon.



Nicky the vacuum.



Nicky papers.



Nicky with Jill.

**Cut and paste the doing words.**

delivers

skates

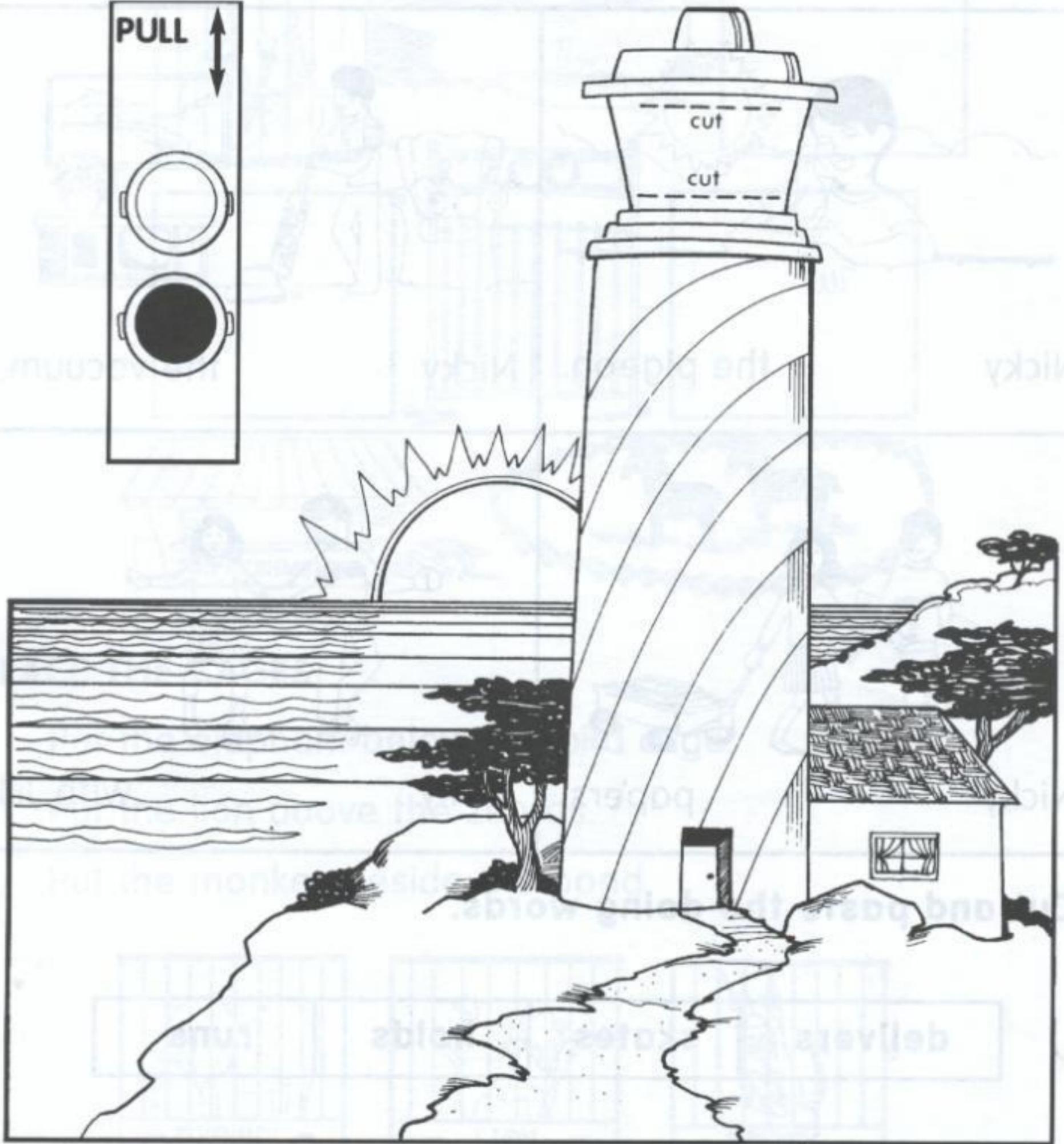
holds

runs



Name \_\_\_\_\_

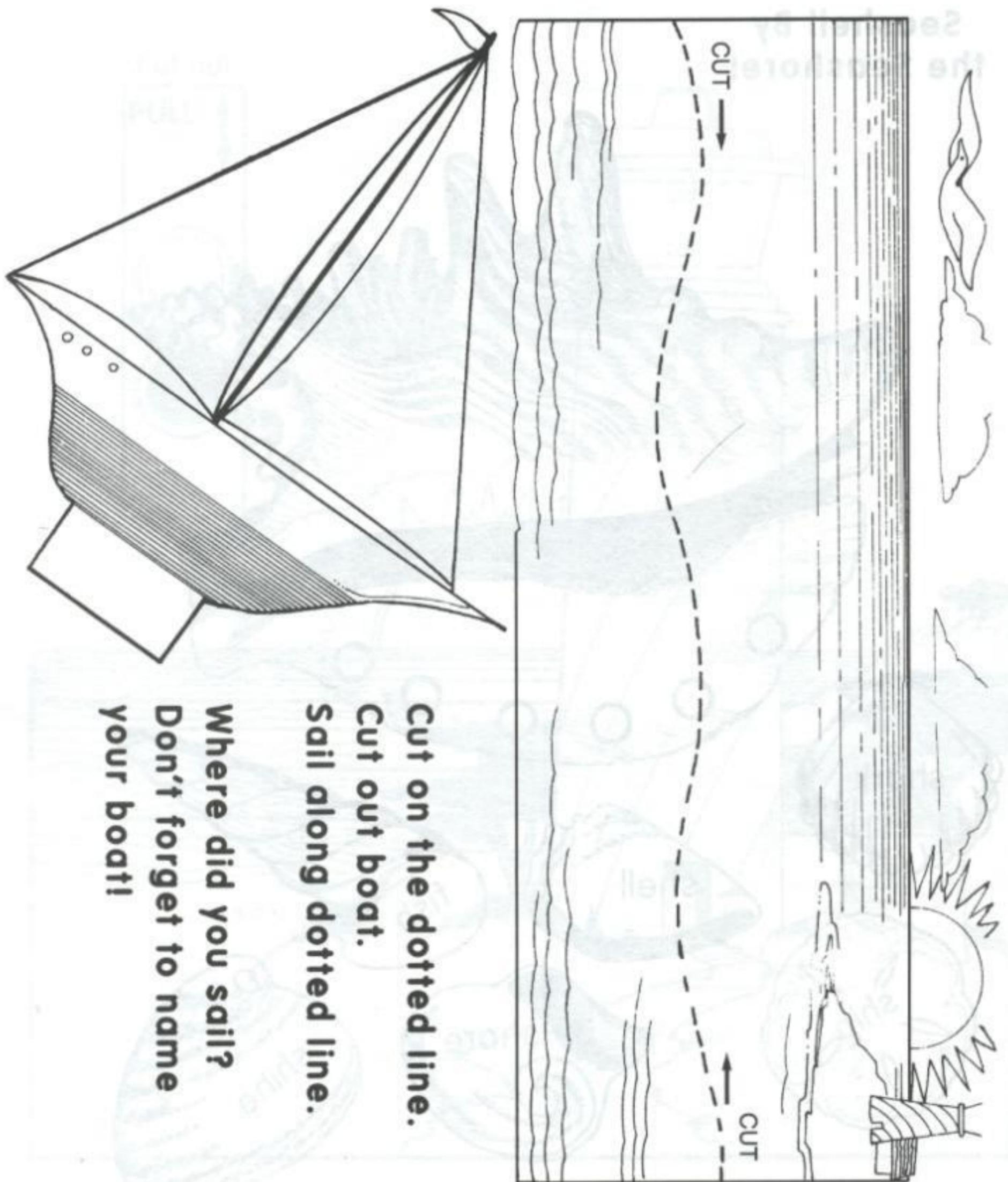
Cut out



Name \_\_\_\_\_

# Seashell By the Seashore!



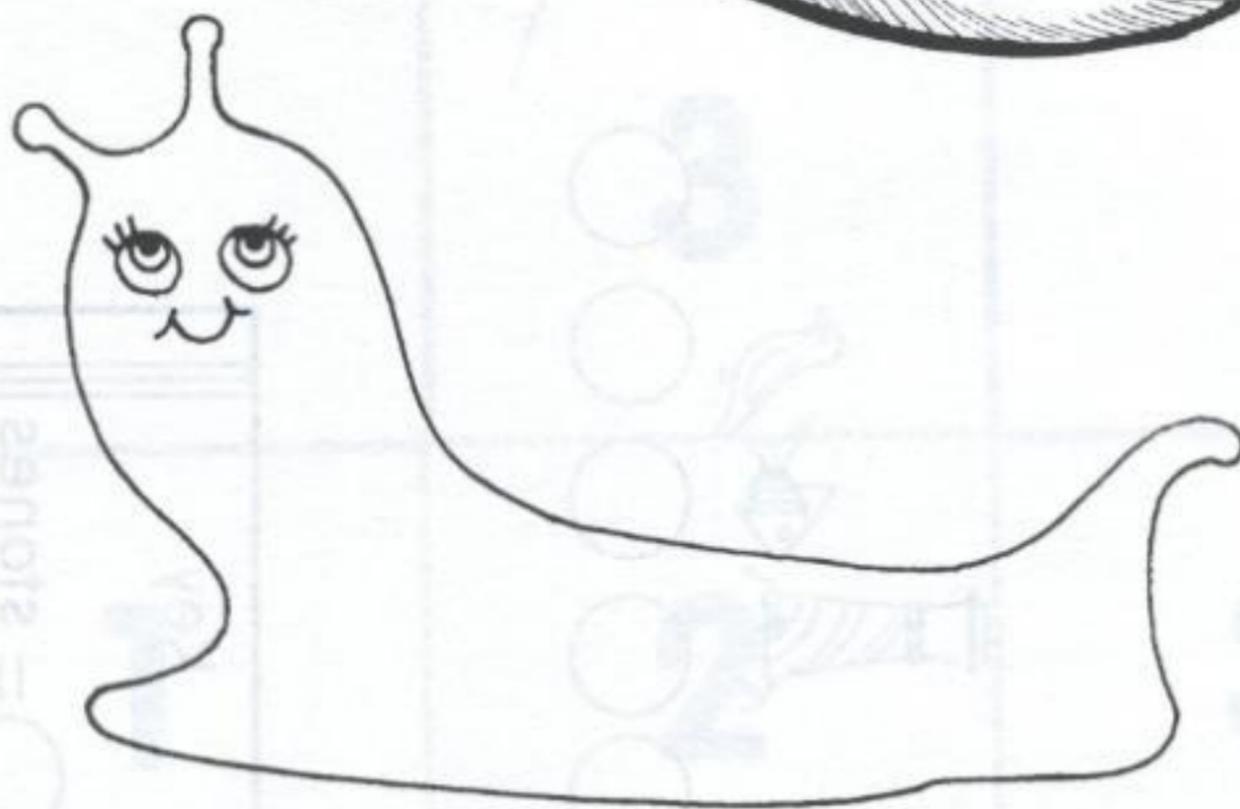
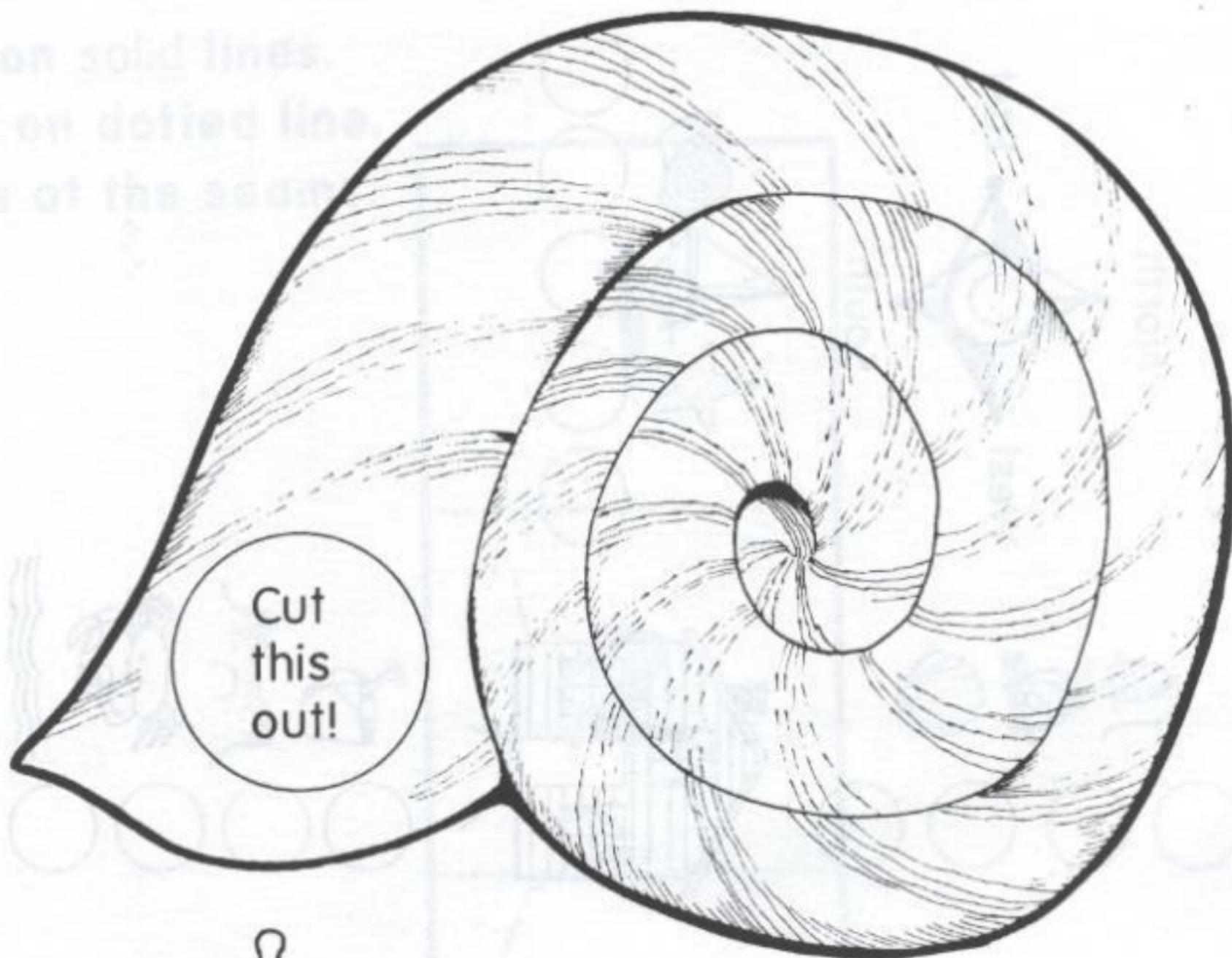


**Cut on the dotted line.**  
**Cut out boat.**  
**Sail along dotted line.**  
**Where did you sail?**  
**Don't forget to name**  
**your boat!**



Name \_\_\_\_\_

Cut on solid lines.  
Fold on dotted line.  
Tape at the seam.



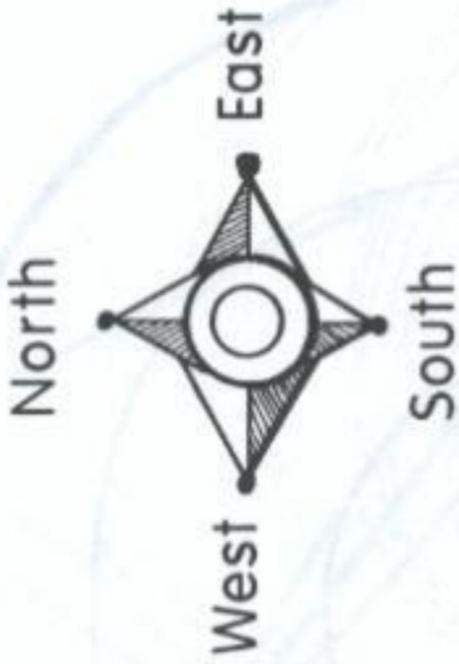
**Color.**  
**Cut out.**  
**Put head through circle.**



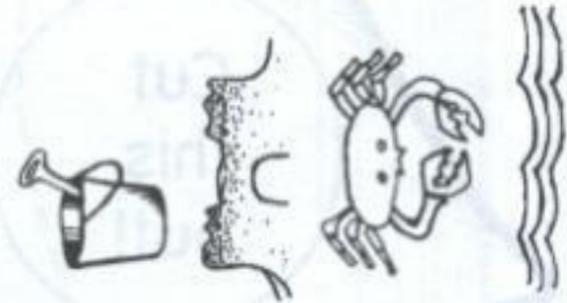
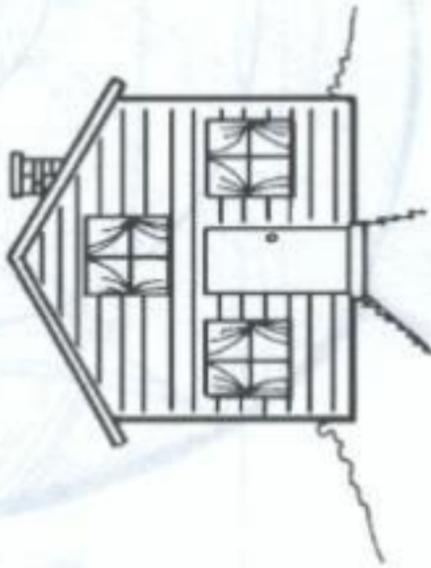
Teacher check \_\_\_\_\_

Initial

Date



North South East West



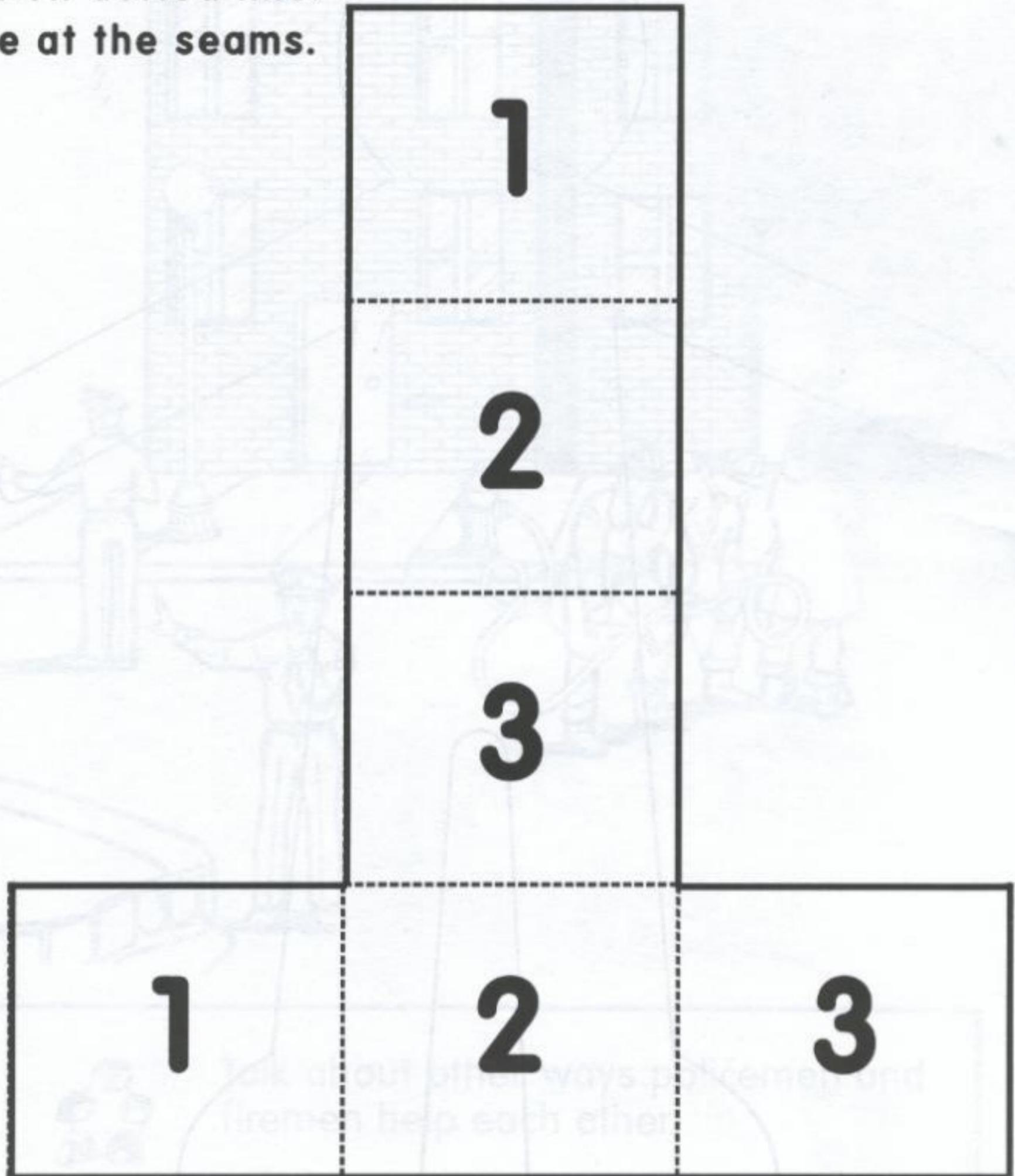
Key

= stones



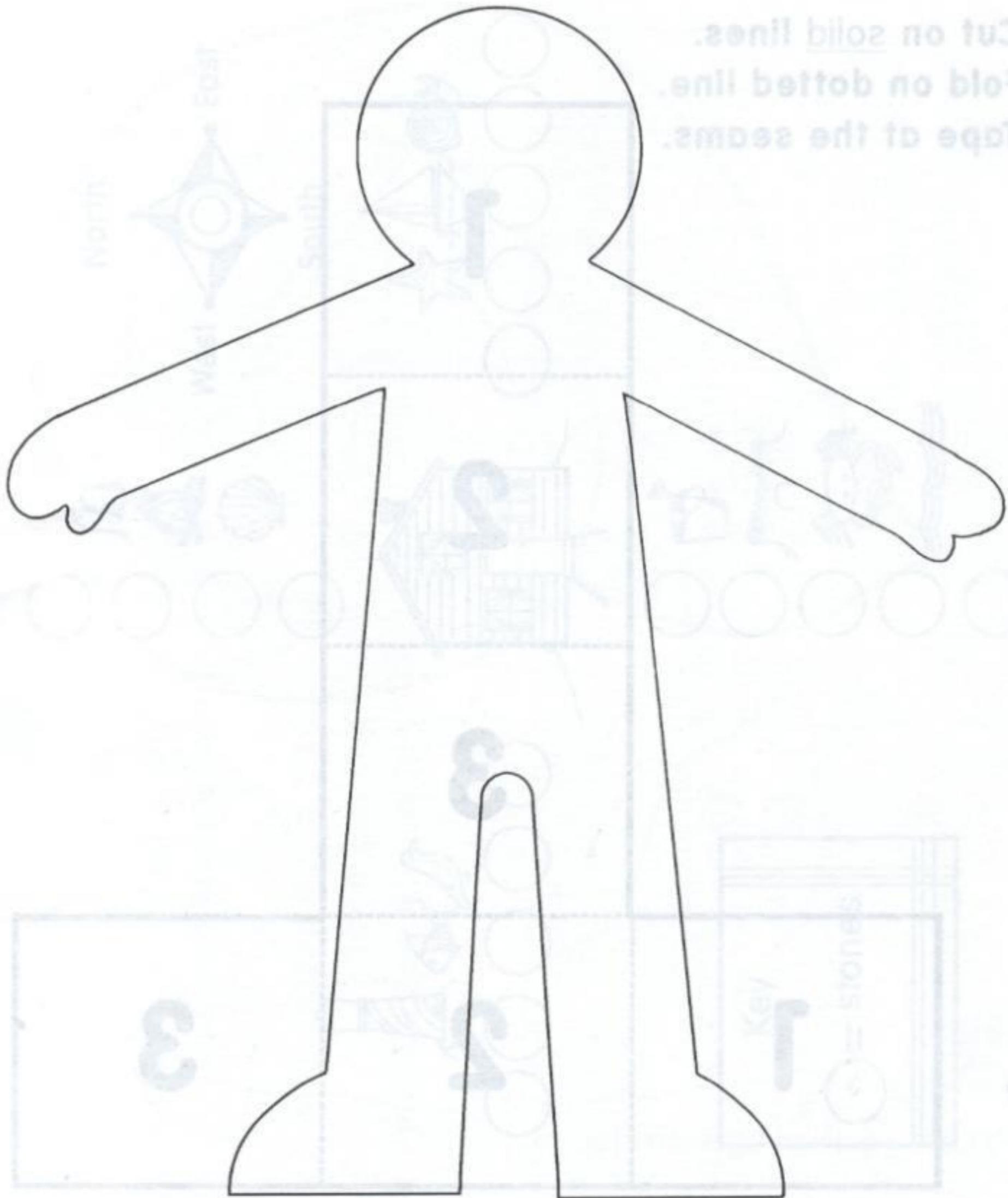
Name \_\_\_\_\_

**Cut on solid lines.**  
**Fold on dotted line.**  
**Tape at the seams.**

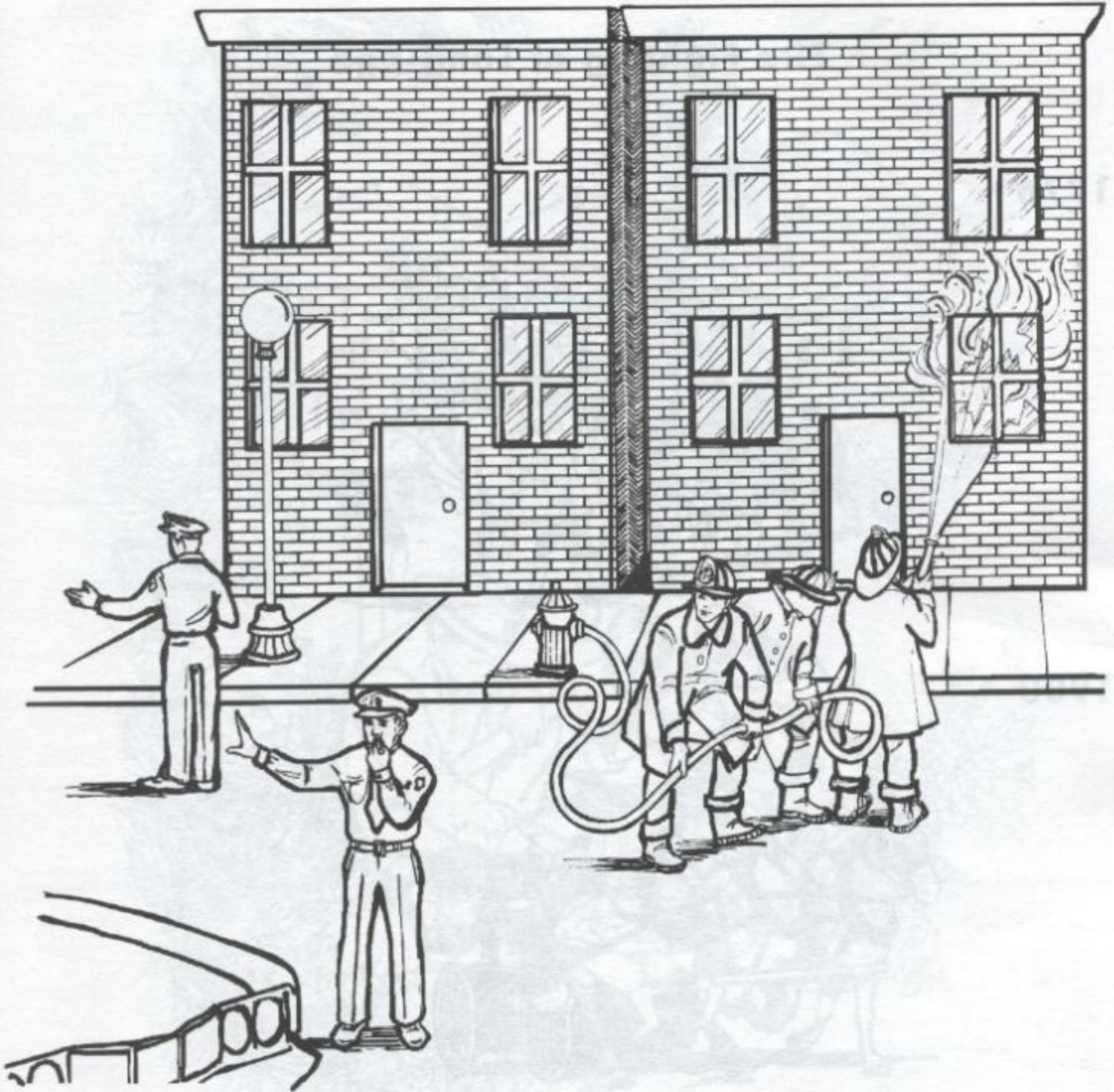


# PATTERN

Cut on solid lines.  
Fold on dotted line.  
Tape at the seams.



Name \_\_\_\_\_



Talk about other ways policemen and firemen help each other.



Teacher check \_\_\_\_\_

Initial

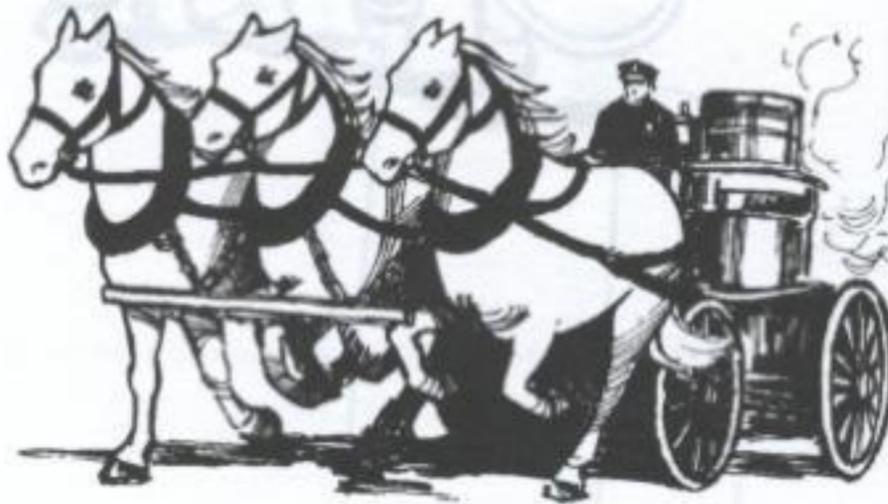
Date

## Fire Fighting of Long Ago

1776



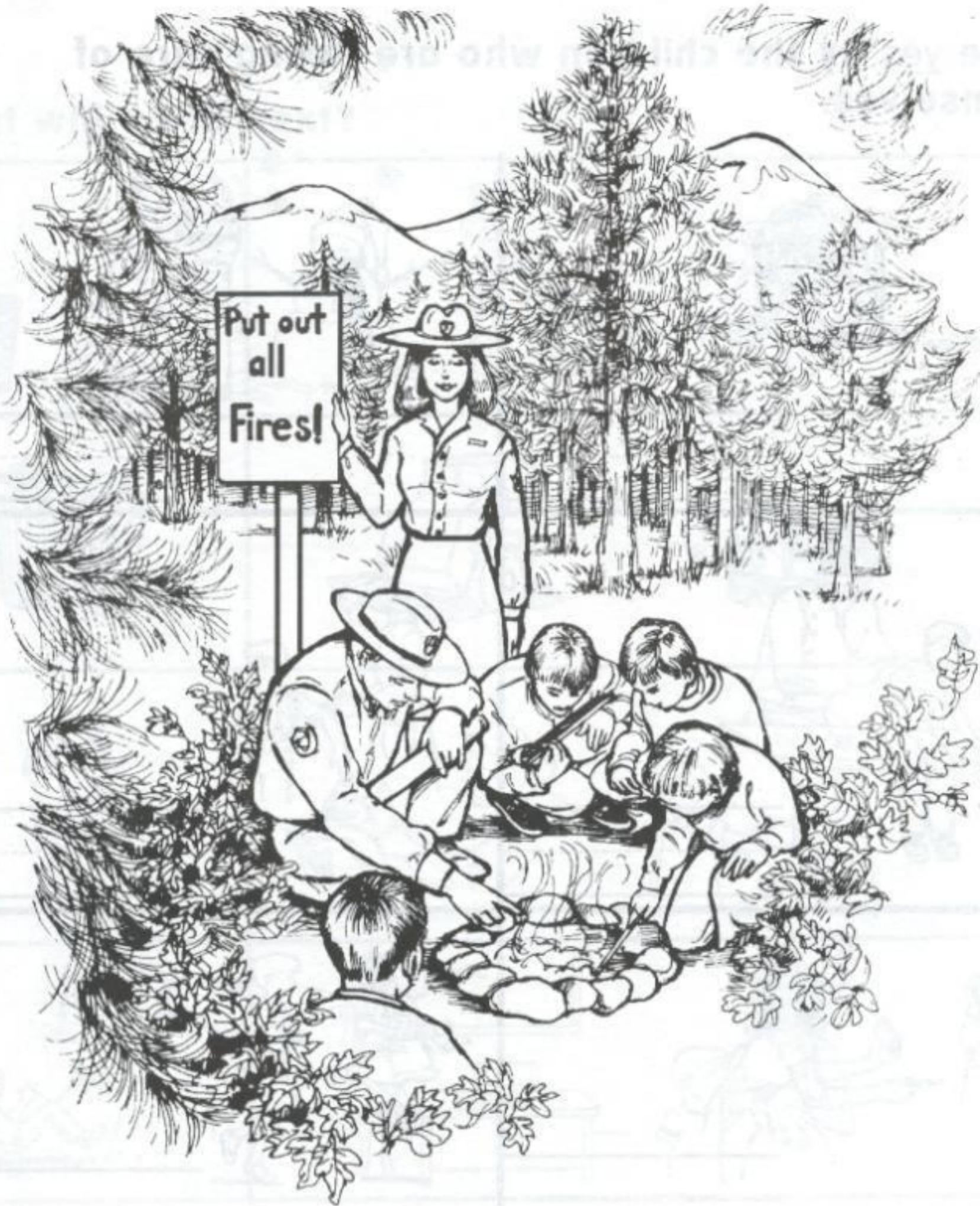
1900



In what ways is firefighting today different from long ago?



Name \_\_\_\_\_



Forest rangers are policemen **and** firemen. They protect people and wildlife.

History & Geography 107  
Worksheet 3  
with page 9



Teacher check \_\_\_\_\_

Initial

Date

Write yes by the children who are taking care of themselves.



\_\_\_\_\_

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\_\_\_\_\_



\_\_\_\_\_

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\_\_\_\_\_



\_\_\_\_\_

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\_\_\_\_\_



\_\_\_\_\_

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\_\_\_\_\_



\_\_\_\_\_

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\_\_\_\_\_



\_\_\_\_\_

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\_\_\_\_\_



Name \_\_\_\_\_

Match the word with the picture.

### What will come next?



Match the word with the picture.

teeth

city worker

litterbug

dentist

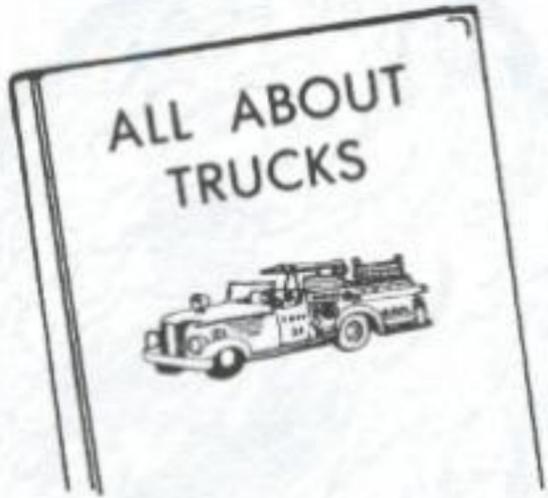
medicine

nurse



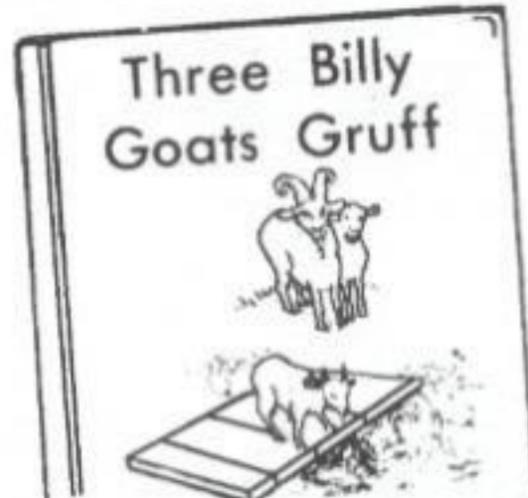
Name \_\_\_\_\_

Tell if the book is fact or fantasy.



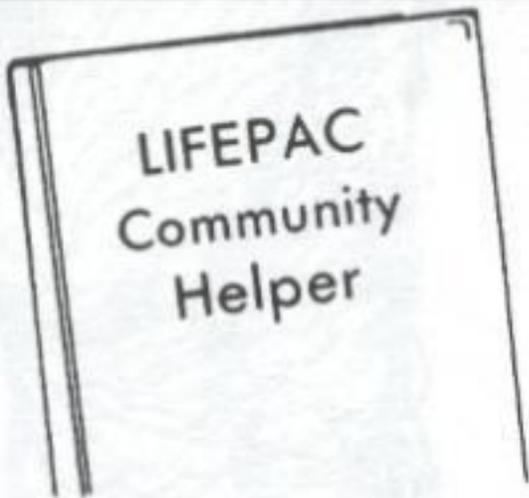
fact

fantasy



fact

fantasy



fact

fantasy



fact

fantasy



fact

fantasy



fact

fantasy



Read the story and tell if it is fact or fantasy.

Tell if the book is fact or fantasy.

	<p>fact</p>		<p>fact</p>
	<p>fact</p>		<p>fact</p>
	<p>fantasy</p>		<p>fantasy</p>

Name \_\_\_\_\_

# Turkey Patterns



Teacher check \_\_\_\_\_

Initial

Date

**Match the words and the pictures.**

United States

Indians

Columbus

Pilgrims

Plymouth

ship



Name \_\_\_\_\_

## Going to school in colonial days.



The children read their lessons from boards called **hornbooks**.



Name \_\_\_\_\_



Abe Lincoln loved to read and learn.  
He borrowed books from anyone who would loan  
him one.



Abe Lincoln was honest and a hard worker. Once  
a book he borrowed was ruined in the rain. He  
worked 3 days to pay for the book.



Name \_\_\_\_\_

Find the right word and write it on the line.

flag	Pilgrim	president
Indian	pledge	United States



\_\_\_\_\_

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\_\_\_\_\_



\_\_\_\_\_

-----

\_\_\_\_\_



\_\_\_\_\_

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\_\_\_\_\_



Name \_\_\_\_\_

**Johnny Appleseed**  
**Draw what happens next.**



**Johnny plants apple seeds.**



**Johnny waters tiny trees.**



Name \_\_\_\_\_

## Finding Directions



History & Geography 109  
Worksheet 1  
with page 5



Teacher check \_\_\_\_\_

Initial

Date

Name \_\_\_\_\_

Write the word on the line.

<b>WORD BOX</b>	mountains	globe
	country	north



\_\_\_\_\_

-----

\_\_\_\_\_



\_\_\_\_\_

-----

\_\_\_\_\_

Write the words in alphabetical order.

rainy

\_\_\_\_\_

-----

\_\_\_\_\_

world

\_\_\_\_\_

-----

\_\_\_\_\_

south

\_\_\_\_\_

-----

\_\_\_\_\_



Teacher check \_\_\_\_\_

Initial \_\_\_\_\_ Date \_\_\_\_\_

Name \_\_\_\_\_

Discuss the picture and color it.



This Mexican family is on their way to the market place.

History & Geography 109  
Worksheet 3  
with page 13



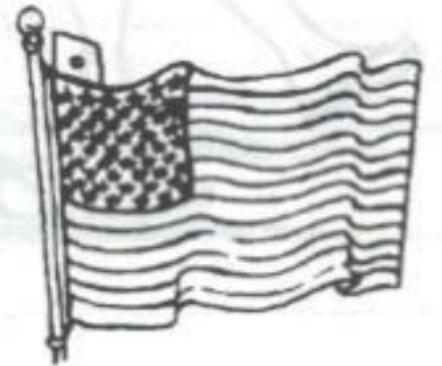
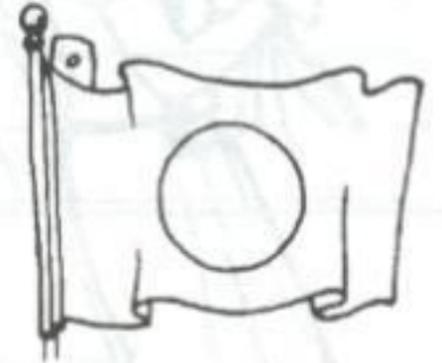
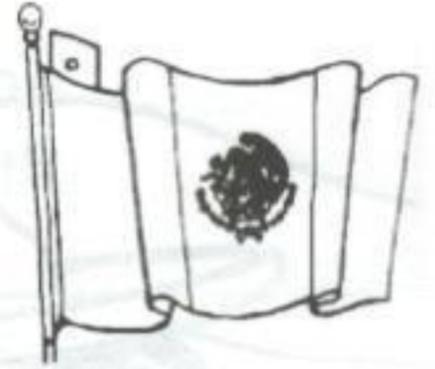
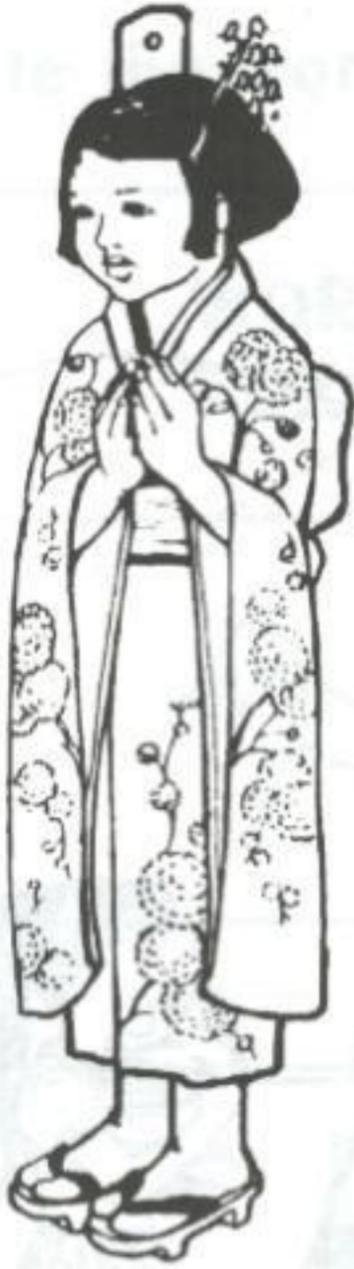
Teacher check \_\_\_\_\_

Initial

Date

Name \_\_\_\_\_

# World Friends Mobile



## Directions

- Color pictures.
- Cut out pictures.
- Tie pictures with string as in the picture.

History & Geography 109  
Worksheet 4  
with page 27



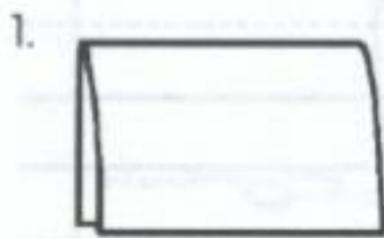
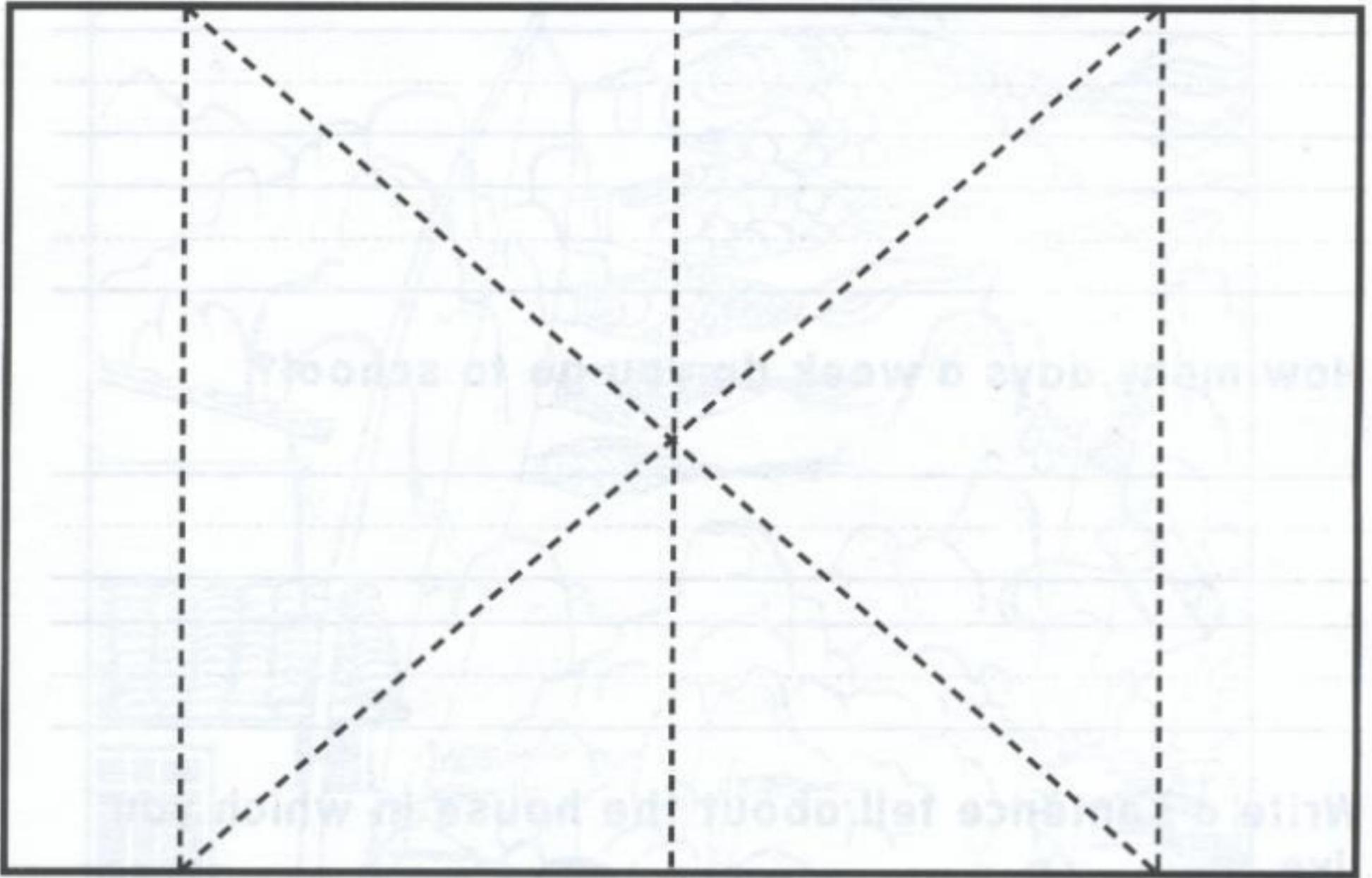
Teacher check \_\_\_\_\_

Initial

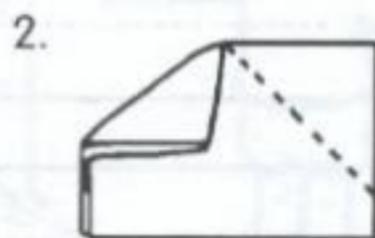
Date

Name \_\_\_\_\_

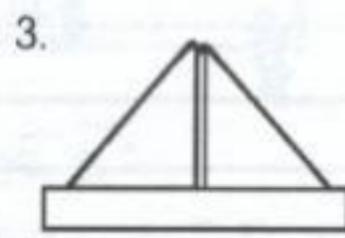
## ORIGAMI PATTERN



cut on solid lines  
fold on center  
dotted line



fold forward  
on dotted  
lines



fold upon  
bottom dotted  
lines



clip corners  
and draw or  
paint snow  
at the top



Name \_\_\_\_\_

**Write a sentence telling where Ikuko lives.**

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

**How many days a week do you go to school?**

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

**Write a sentence tell about the house in which you live.**

\_\_\_\_\_

-----

\_\_\_\_\_

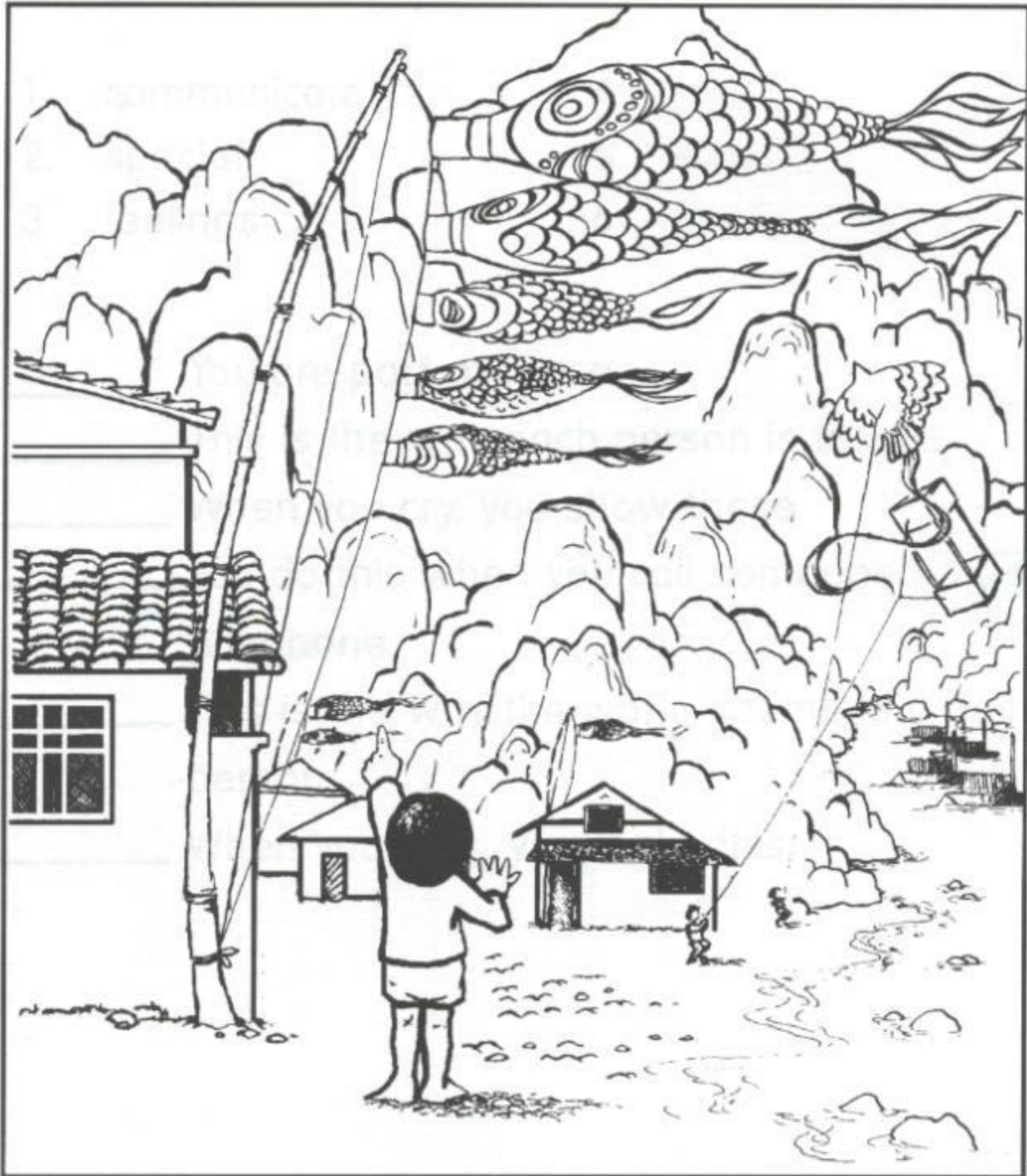
-----

\_\_\_\_\_



Name \_\_\_\_\_

**Color and discuss the picture.**



**Boys' Day in Japan**



Color and discuss the picture.



Boys' Day in Japan

Name \_\_\_\_\_

**Write the number of the word next to the right sentence.**

1. communicate

4. sound

2. special

5. silent

3. feelings

6. family

\_\_\_\_\_ You are part of these.

\_\_\_\_\_ This is the way each person is to God.

\_\_\_\_\_ When you cry, you show these.

\_\_\_\_\_ You do this when you call someone on the telephone.

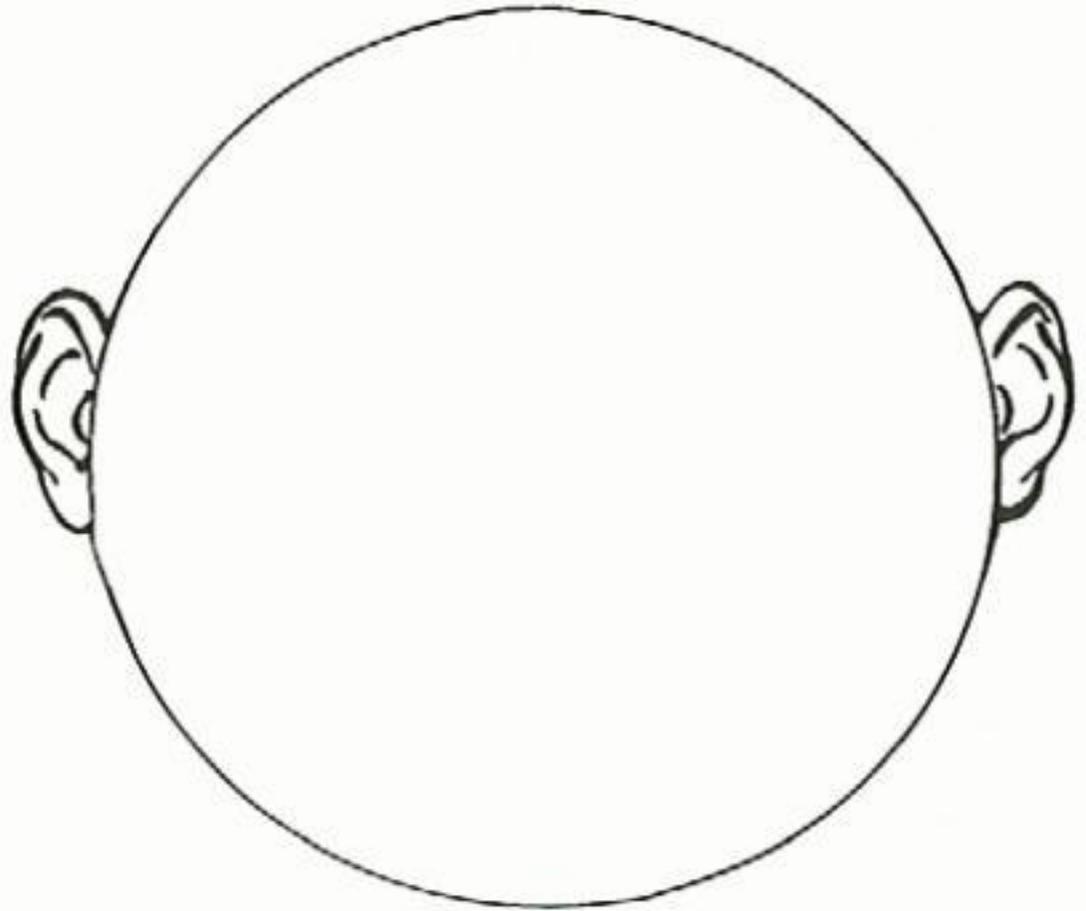
\_\_\_\_\_ This is the way the world seems to a deaf person.

\_\_\_\_\_ When you sing, you make this.

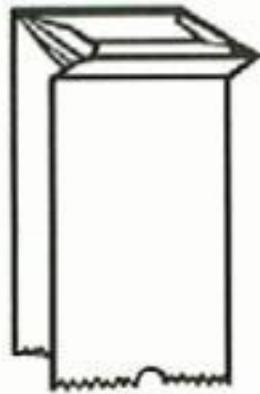


Name \_\_\_\_\_

**Finish the face.  
Make a puppet.**



Paste face

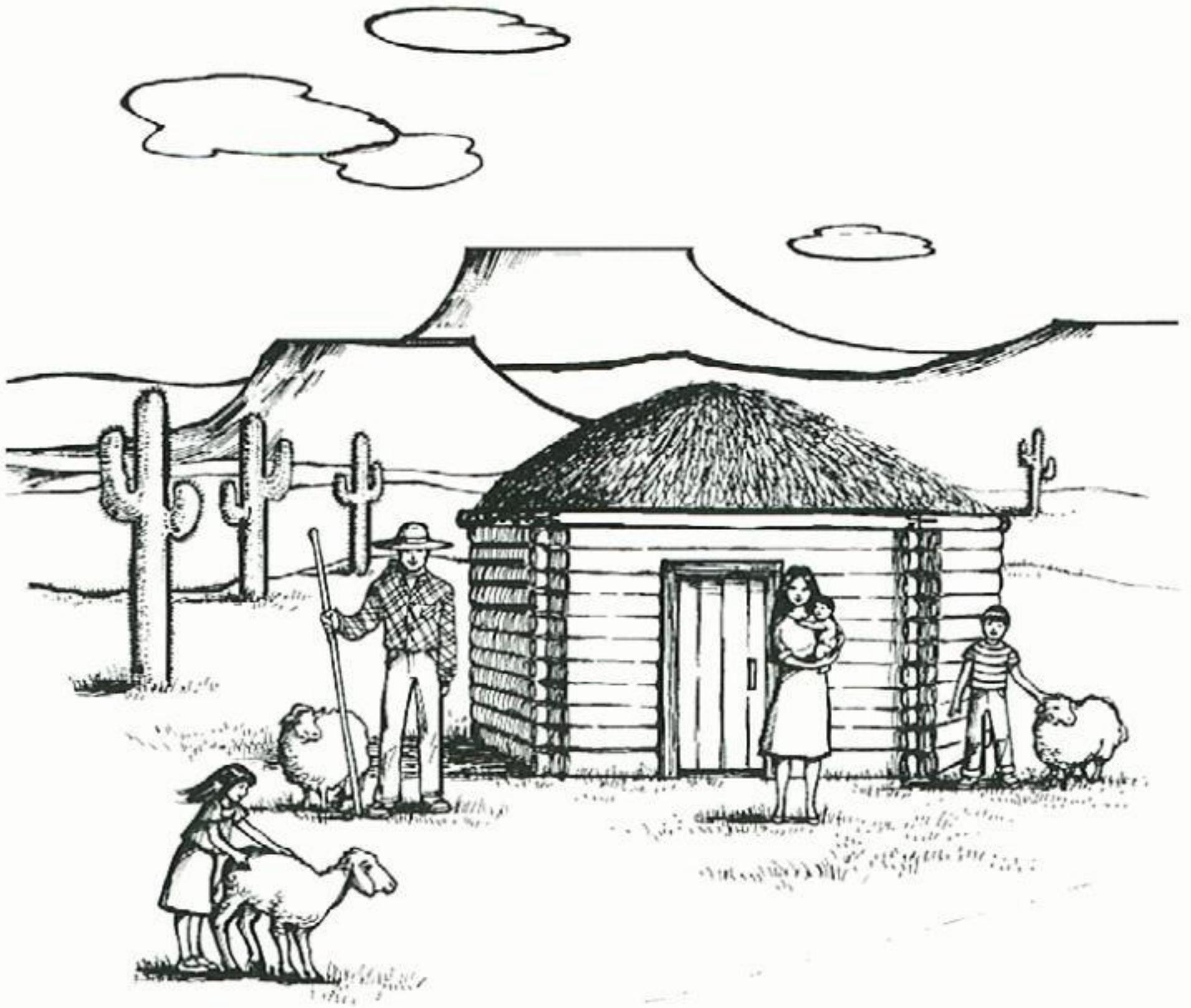


Hand makes  
puppet move



Name \_\_\_\_\_

To talk about and color.



This family lives in the high deserts of Arizona.





# HISTORY & GEOGRAPHY

# T E S T S

ALTERNATE  
LIFEPAC TEST

**Reproducible Tests**  
for use with the  
History & Geography 100  
Teacher's Guide



For use with the  
History & Geography  
Teacher's Guide

Reproducible Tests  
for use with the  
History & Geography  
Teacher's Guide

# HISTORY & GEOGRAPHY

1 0 6

## ALTERNATE LIFEPAC TEST

12

15

Name \_\_\_\_\_

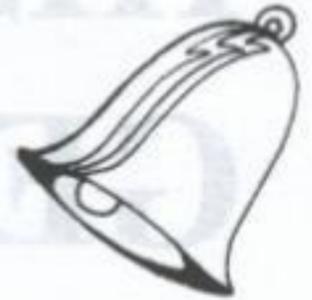
Date \_\_\_\_\_

Score \_\_\_\_\_

# HISTORY & GEOGRAPHY 106: ALTERNATE LIFE PAC TEST

**Match.**

Cock-a-doodle-doo!



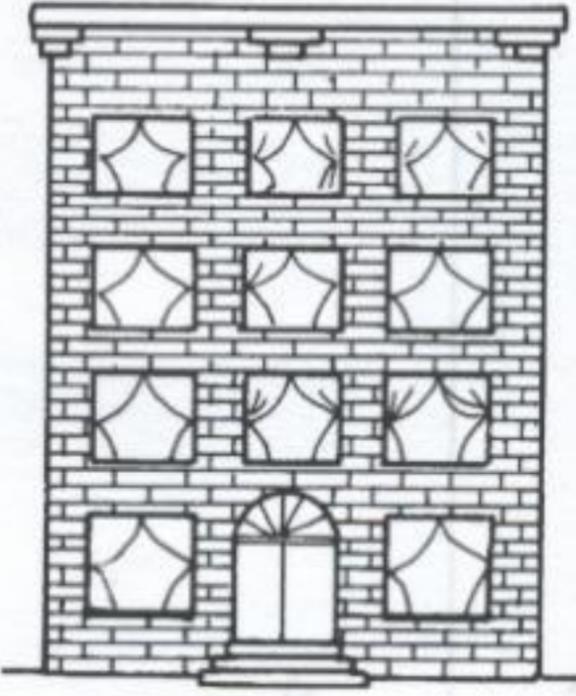
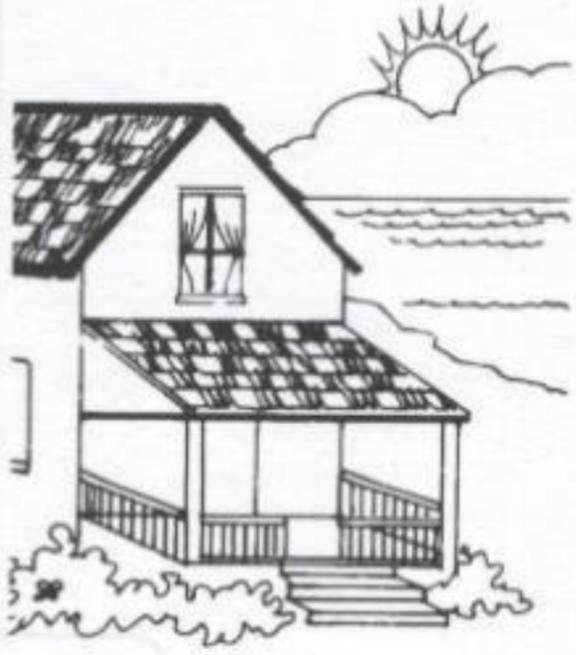
Coooo, coooo, cooo!



Ding, ding, ding!



**Write** city, farm, sea.

		
<hr/>	<hr/>	<hr/>

Circle yes or no.

Jeff gathers eggs

yes / no

The tractor is black.

yes / no

Nicky's door has a two on it.

yes / no

Nicky has a sister.

yes / no

Linda digs for clams.

yes / no

Linda has pigeons.

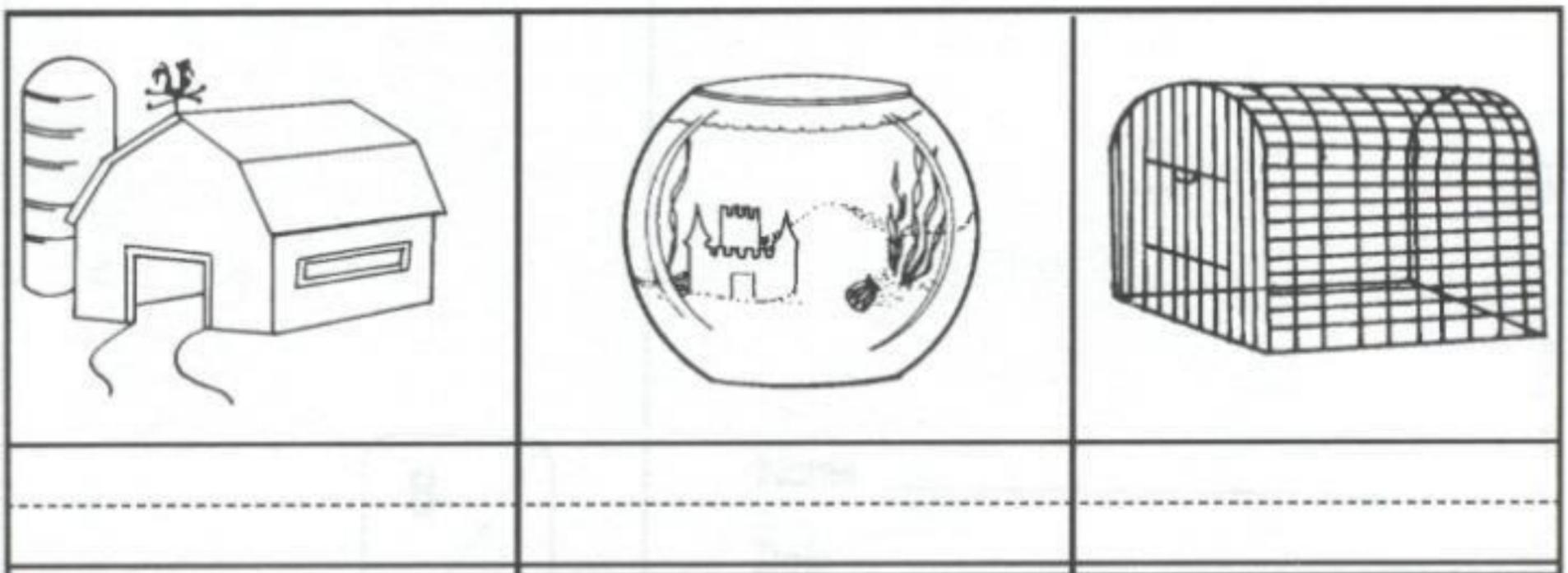
yes / no

**What lives here?.**

**pigeon**

**cows**

**fish**



ALTERNATE LIFE PAC TEST

Left gathers eggs

The tractor is black.

Nicky's door has a two on it.

Nicky has a sister.

Linda digs for clams.

Linda has pigeons.

What lives here?

pigeon

cows

fish



# HISTORY & GEOGRAPHY

1 0 7

## ALTERNATE LIFEPAC TEST

8  
11

Name \_\_\_\_\_

Date \_\_\_\_\_

Score \_\_\_\_\_

# HISTORY & GEOGRAPHY 107: ALTERNATE LIFE PAC TEST

Match the sentences and pictures.

Who teaches about  
Gods love?



Who lends books?



Who fills cavities?



Who gives medicine?



Who cleans streets?



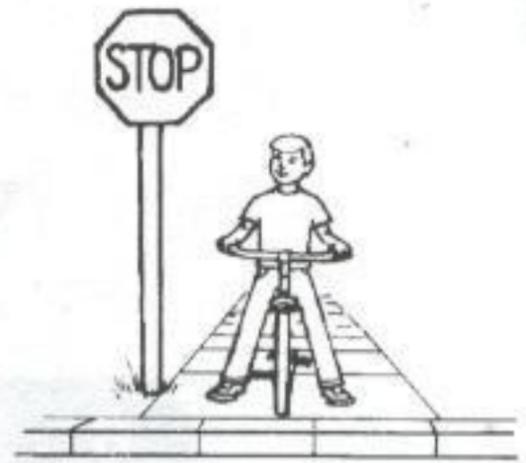
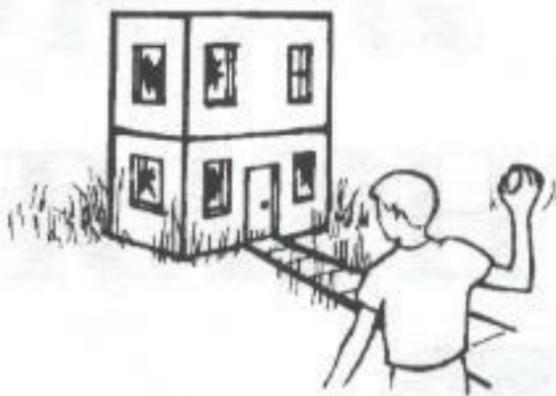
Who puts out fires?



Who protects wildlife.



Circle the child who is helping each worker.



# NOTES

ALTERNATE USEPAGE 7 51



Who works here?



Who fills cavities?

Who does medicine?

Who works on streets?



Who puts out fires?

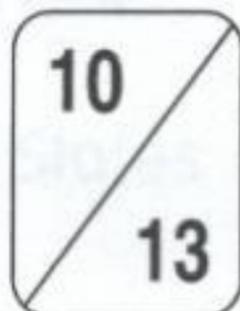
Who protects wildlife?



# HISTORY & GEOGRAPHY

1 0 8

## ALTERNATE LIFEPAC TEST



Name \_\_\_\_\_

Date \_\_\_\_\_

Score \_\_\_\_\_

# HISTORY & GEOGRAPHY 108: ALTERNATE LIFE PAC TEST

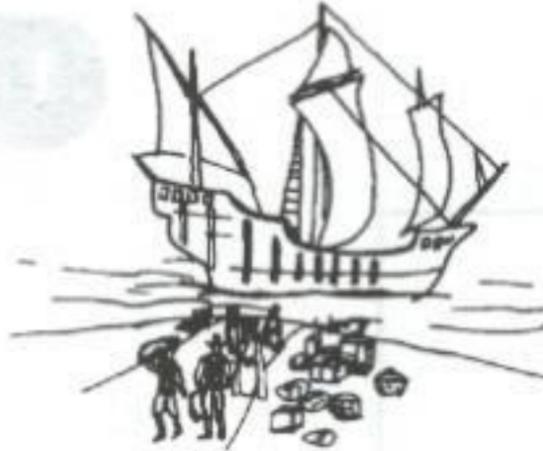
Write 1, 2, 3 to show what happened first, second, and third.



---

---

---



---

---

---



---

---

---

Write the right word.

Squanto was the \_\_\_\_\_ friend.  
President's / Pilgrim's

Columbus had \_\_\_\_\_ ships.  
one / two / three

The Mayflower Compact was a list of \_\_\_\_\_.  
people / rules

Circle yes or no.

Rules and laws protect people.

yes / no

The first President was Lincoln.

yes / no

You can say the Pledge of Allegiance

yes / no

Match the names and the pictures.

Squanto



Lincoln



Washington



United States



# NOTES

## ALTERNATE LIFE PAGES

yes / no

Rules and laws protect people

yes / no

The first President was Lincoln.

You can say the Pledge of Allegiance



Match the names and the pictures.

2 points



Lincoln / Pilgrims / President's

one / two / three



Washington

people / ruler

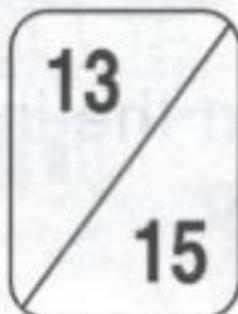


United States

# HISTORY & GEOGRAPHY

1 0 9

## ALTERNATE LIFEPAC TEST



Name \_\_\_\_\_

Date \_\_\_\_\_

Score \_\_\_\_\_

# HISTORY & GEOGRAPHY 109: ALTERNATE LIFE PAC TEST

Circle the right word.



globe / pole



south / north



earth / sun

Circle the groups of words that tell ways  
Ikuko, Carlos, and you are different.

language

play games

food you eat

go to school

play with friends

clothes you wear

Circle yes or no.

God made all people the same on the inside.

yes / no

**Circle the right word.**

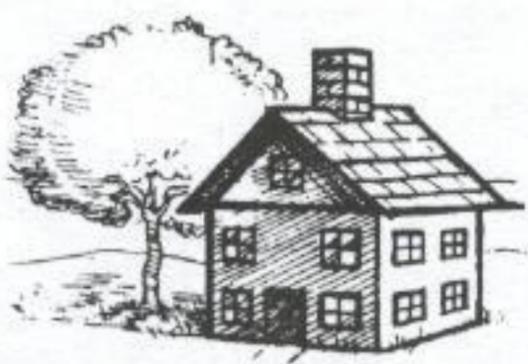
Mexico is a \_\_\_\_\_ country.  
cold / hot

Japan has many tall \_\_\_\_\_.  
mountains / buildings

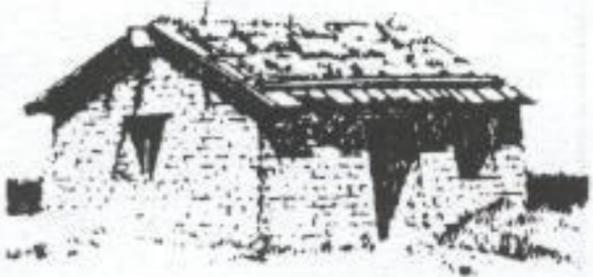
The \_\_\_\_\_ is round.  
globe / map

Japan is \_\_\_\_\_ than Mexico.  
bigger / smaller

**Match the house with the country.**



United States



Japan



Mexico

# NOTES

Mexico is a \_\_\_\_\_ country.  
 cold / hot

Japan has many tall \_\_\_\_\_  
 mountains / buildings

The \_\_\_\_\_ is found in \_\_\_\_\_  
 globe / map

Japan is \_\_\_\_\_ than Mexico.  
 bigger / smaller

\_\_\_\_\_ is north of \_\_\_\_\_  
 north / south

Match the house with the country.

United States

Japan

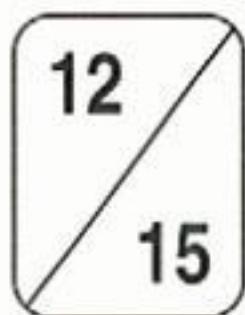
Mexico



# HISTORY & GEOGRAPHY

1 1 0

## ALTERNATE LIFEPAC TEST



Name \_\_\_\_\_

Date \_\_\_\_\_

Score \_\_\_\_\_

# HISTORY & GEOGRAPHY 110: ALTERNATE LIFE PAC TEST

Match.

Columbus



missionary



Washington



Lincoln



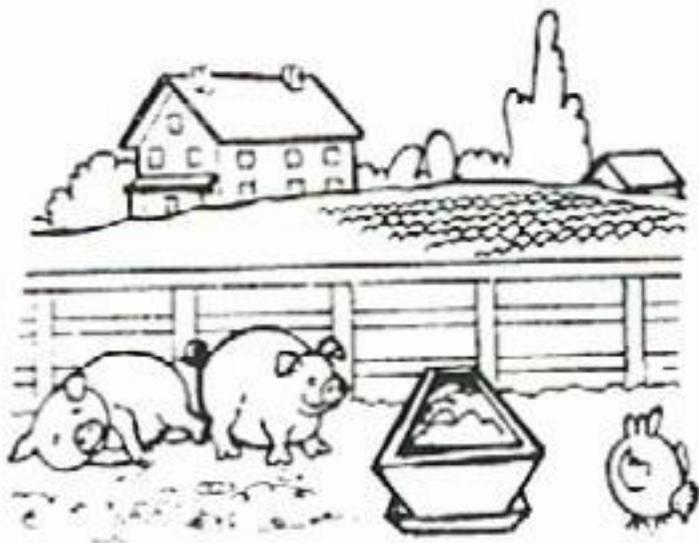
policeman



farmer



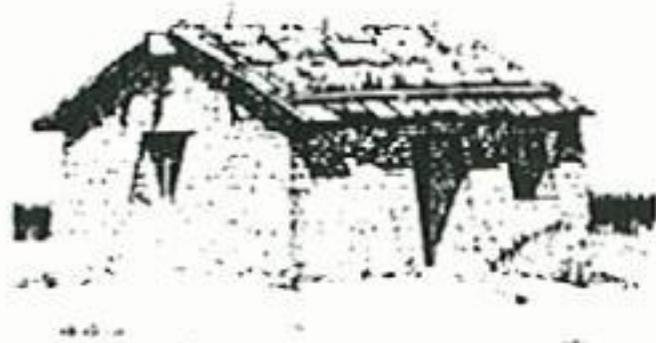
Circle the word.



sea / desert / farm



desert / farm / city



sea / desert / farm



city / sea / desert

Circle yes or no.

God made all people.

yes / no

God loves all people.

yes / no

You live in Japan.

yes / no

A President leads a congregation.

yes / no

All people have feelings.

yes / no

# NOTES