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PUBLICATIONS

**4th grade**

# HISTORY & GEOGRAPHY

# HISTORY & GEOGRAPHY 400

## Teacher's Guide

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# HISTORY & GEOGRAPHY SCOPE & SEQUENCE

## World Geography and Culture (Grade 4)

|         |   |
|---------|---|
| Unit 1  | <p>OUR EARTH</p> <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>      |
| Unit 2  | <p>SEAPORT CITIES</p> <ul style="list-style-type: none"> <li>• Sydney</li> <li>• Hong Kong</li> <li>• Istanbul</li> <li>• London</li> </ul>   |
| Unit 3  | <p>DESERT LANDS</p> <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>                                      |
| Unit 4  | <p>GRASSLANDS</p> <ul style="list-style-type: none"> <li>• Grasslands of the world</li> <li>• Ukraine</li> <li>• Kenya</li> <li>• Argentina</li> </ul>  |
| Unit 5  | <p>TROPICAL RAINFORESTS</p> <ul style="list-style-type: none"> <li>• Facts about rainforests</li> <li>• Rainforests of the world</li> <li>• The Amazon rainforest</li> <li>• The Congo rainforest</li> </ul>  |
| Unit 6  | <p>THE POLAR REGIONS</p> <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>          |
| Unit 7  | <p>MOUNTAIN COUNTRIES</p> <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>        |
| Unit 8  | <p>ISLAND COUNTRIES</p> <ul style="list-style-type: none"> <li>• Islands of the earth</li> <li>• Cuba</li> <li>• Iceland</li> <li>• Japan</li> </ul>  |
| Unit 9  | <p>NORTH AMERICA</p> <ul style="list-style-type: none"> <li>• Geography</li> <li>• Lands, lakes, and rivers</li> <li>• Northern countries</li> <li>• Southern countries</li> </ul>                            |
| Unit 10 | <p>OUR WORLD IN REVIEW</p> <ul style="list-style-type: none"> <li>• Europe and the explorers</li> <li>• Asia and Africa</li> <li>• Southern continents</li> <li>• North America and the North Pole</li> </ul> |

# TEACHER NOTES

## MATERIALS NEEDED FOR UNIT

| Required  | Suggested  |
|---|--|
| <ul style="list-style-type: none"> <li>• dictionary</li> <li>• encyclopedia</li> <li>• atlas, maps, globe</li> <li>• pictures or videos of space travel or exploration</li> <li>• crayons, colored pencils or markers</li> </ul> <p>(the reference materials can be either in book or online formats)</p> | <ul style="list-style-type: none"> <li>• any books and magazines about space travel, exploration, and underwater discoveries</li> <li>• spices: peppercorns and pepper mill</li> <li>• pictures of fifteenth- and sixteenth-century sailing ships</li> <li>• paste and scissors</li> <li>• pictures (if available) of spaceships, astronauts, Earth as seen from outer space, scuba divers, underwater explorations, and so forth</li> </ul> |

## ADDITIONAL LEARNING ACTIVITIES

### Section 1: The Surface of Our Earth

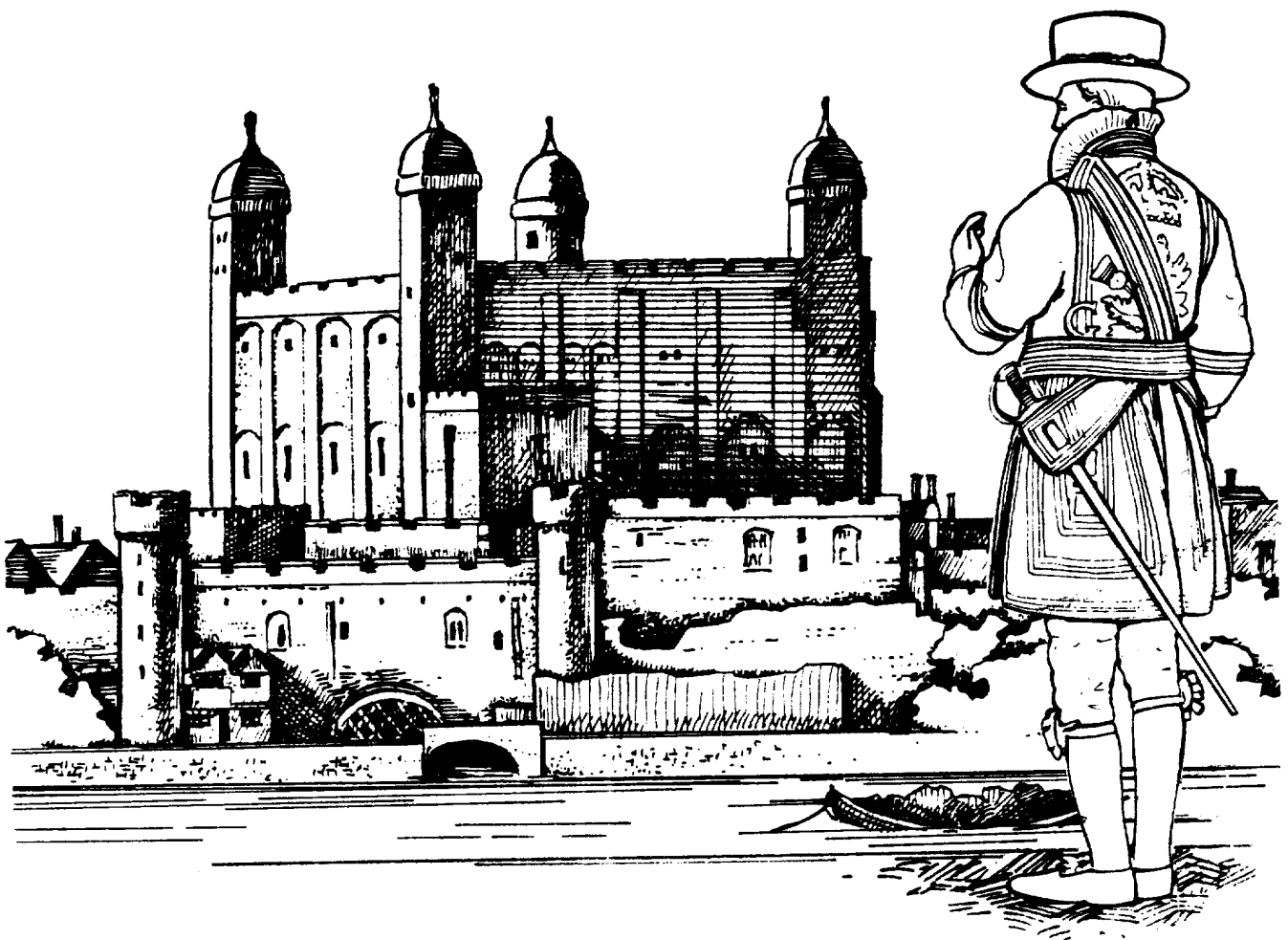
1. Set up map drills for review: Introduce the geographical FISH POND. Get a plastic dishpan for the pond. Cut strips of paper or card stock (about 2" x 10") and print names on them of important places in the world. (Use the places mentioned in the workbook and others the children suggest.) Put a paper clip on each paper strip for the "mouth of the fish." Get two or three tree branches or sticks about a yard long and tie a string to each. Fasten a magnetized hook or bar magnet to each fish line. The pond is ready for the children to fish. If they catch a tag they must locate the place on the world map or globe within a minute, or so, otherwise a new fisherman is chosen. Later the children can fish on their own in small groups when they have "free" time.
2. As a class, make a world map showing the seven continents and four large oceans. Have students color and label.
3. Some students could make a globe of paper mâché and paint on it the continents and oceans and label them. Paper mâché can be made by mixing paste (wallpaper or library paste or liquid starch), dipping strips of newspaper through it, and wrapping the strips around a frame. The frame for a globe could be a blown up balloon or a paper bag stuffed with crumpled paper.

### Section 2: Early Explorations of Our Earth

1. Show the class a peppercorn and peel off some of the black skin. Let them try making white pepper out of the black berries. Let them grind some in a pepper mill.
2. Two or more students could prepare a report on several spices. The report could include where the spice comes from, what it is used for, what taste it has, and a sample put on a chart. The chart of samples could also include a drawing of the spice as a growing plant and also as it looks in the can purchased from the grocery store.

Color the picture and complete the statement. Turn back to the if you cannot remember the answers.

The first tower was built by \_\_\_\_\_ as a lookout tower to guard \_\_\_\_\_. Later, other towers were added. The tower was once used as a(n) \_\_\_\_\_. Now the tower is a(n) \_\_\_\_\_. The warders of the tower are called \_\_\_\_\_. The \_\_\_\_\_ of the kings and queens are kept in the Tower of London.



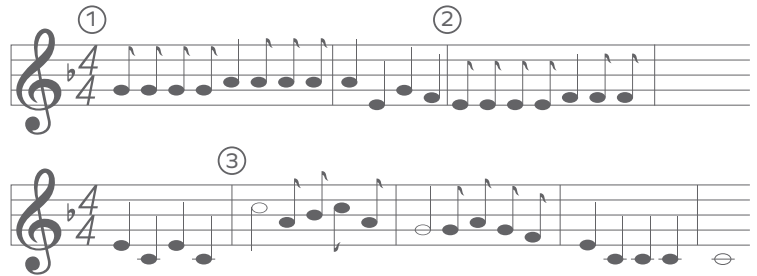
- Assign students the task of writing a report on mining salt in the Sahara, desert sandstorms, the Muslim religion, or related topics.

### Section 3: How do People Live in the Deserts

- Conduct map drills.
- Display videos on the Arabian desert and oil production, which are available through the educational division of major oil companies.
- Invite a person from Arabia or Australia, or a person with Native American decent (with knowledge of culture) to come and share with the class.
- As a class, make a bulletin board display of the deserts of the world. A large world map can be made by each group, making a different continent and shading the desert areas. Obtain or draw pictures of the people, plants, animals, or unique features of each desert area and apply to the map.
- Sing the “Kookaburra” round. This Australian folk song about the kookaburra can be sung as a round. Use three groups.

Kookaburra sits on an old gum tree,  
Merry, merry king of the bush is he,  
Laugh, kookaburra, laugh, kookaburra,  
Gay your life must be.

Kookaburra sits on the old gum tree,  
Eating all the gum drops he can see.  
Stop, Kookaburra! Stop, Kookaburra!  
Leave some there for me.

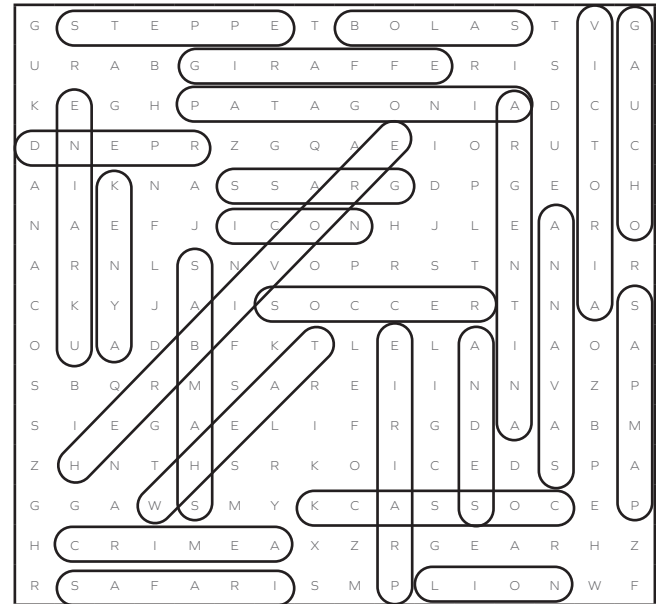


- Assign students the task of writing reports on Australian animals, an oasis, Hopi or Navajo art, or oil drilling in Arabia.

## SECTION 3

- 3.1 d
- 3.2 k
- 3.3 e
- 3.4 a
- 3.5 h
- 3.6 j
- 3.7 f
- 3.8 i
- 3.9 b
- 3.10 c
- 3.11 g
- 3.12 They did not find gold and silver there.
- 3.13 1580
- 3.14 It was made the capital of a new colony, the Viceroyalty of La Plata.
- 3.15 Whether there would be a strong government in Buenos Aires or the provinces would control themselves.
- 3.16 He convinced the provinces to declare independence and defeated the Spanish.
- 3.17 A dictator who ruled from 1829-1853 and drove the Indians off the Pampas.
- 3.18 false
- 3.19 true
- 3.20 false
- 3.21 true
- 3.22 false
- 3.23 true
- 3.24 false
- 3.25 true
- 3.26 true
- 3.27 true
- 3.28 e
- 3.29 c
- 3.30 f
- 3.31 b
- 3.32 a
- 3.33 d
- 3.34 g
- 3.35 true
- 3.36 false
- 3.37 false
- 3.38 true
- 3.39 true
- 3.40 true

### 3.41 Word search puzzle key:



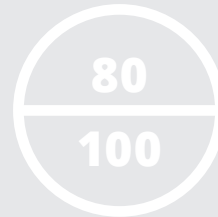
# HISTORY & GEOGRAPHY 405

## ALTERNATE TEST

NAME \_\_\_\_\_

DATE \_\_\_\_\_

SCORE \_\_\_\_\_



**Match these items** (2 points, each answer).

- |                    |   |
|--------------------|---|
| 1. _____ army ants | a. product that made Manaus a rich city     |
| 2. _____ manioc    | b. food plant                               |
| 3. _____ rubber    | c. lives and eats upside down               |
| 4. _____ piranha   | d. lay eggs in pools of water in air plants |
| 5. _____ ivory     | e. tropical fish with very sharp teeth      |
| 6. _____ sloth     | f. pig-like; member of rhinoceros family    |
| 7. _____ tapir     | g. makes nests of their own bodies at night |
| 8. _____ tree frog | h. tree-climbing bird                       |
| 9. _____ hoatzin   | i. comes from elephant's tusks              |
| 10. _____ gorilla  | j. largest of the apes                      |

**Using the words below, write the correct answers in the blanks** (2 points, each answer).

Portugal

Belgium

Andes

Henry Stanley

Mobutu

Rio Negro

Amazon

El Dorado

tropics

Kinshasa

11. \_\_\_\_\_ explored the Congo.
12. \_\_\_\_\_ became dictator of Congo and ruined the country.
13. \_\_\_\_\_ is a city in Congo.



**Draw a line to connect the words that go together.**

North Pole

Amundsen

Sámi

penguins

whales

South Pole

seals and gulls

Arctic Ocean

Antarctica

krill

Scott

reindeer

**Unscramble the words below and write each one in the correct box.**

1. hoeduPr yBa

2. Bdry

3. guePnni

4. ttoSc

5. Aaaittnrcc

6. aksalA

7. rllIK

8. ndumnesA

9. Llaapdn

10. Rreeeind

11. Hsonud

12. Wsurla

### Explorers

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### Animals

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### Places

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Find sixteen words in this puzzle about Peru and Switzerland.  
The following clues will help you.

|   |   |   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| A | L | P | S | A | G | E | N | E | V | A | C | B |
| N | D | E | W | N | F | G | H | I | J | K | L | E |
| D | M | I | I | R | E | D | C | R | O | S | S | E |
| E | K | M | T | N | O | P | I | U | V | W | S | P |
| S | C | U | Z | C | O | Q | R | R | S | E | Z | E |
| A | B | B | E | R | N | E | E | E | E | F | G | R |
| M | M | M | R | L | I | K | J | H | L | I | H | U |
| P | Q | R | L | C | H | O | C | O | L | A | T | E |
| S | V | W | A | T | C | H | E | S | A | A | M | Z |
| T | W | L | N | W | T | T | L | I | M | A | A | P |
| U | G | Z | D | O | B | E | R | N | A | R | D | P |

1. St. \_\_\_\_\_ Pass in the Alps
2. July 28 is the Independence Day of \_\_\_\_\_ .
3. Camel of the mountains
4. The Inca Indians capital
5. The banks of \_\_\_\_\_ are very safe.
6. A large mass of ice
7. City with famous clock tower
8. Switzerland mountains
9. Swiss \_\_\_\_\_ ; best timepieces
10. Began in Geneva
11. Favorite sport of the Alps
12. Capital of Peru
13. Mountains of Peru
14. Palace of Nations is here
15. Two famous Swiss foods: \_\_\_\_\_ and \_\_\_\_\_

# TEACHER NOTES

| MATERIALS NEEDED FOR UNIT   |   |
|---|---|
| Required  | Suggested   |
| <ul style="list-style-type: none"> <li>• dictionary</li> <li>• encyclopedia</li> <li>• atlas, maps, globe</li> <li>• crayons, colored pencils, or markers</li> </ul> <p>(the reference materials can be either in book or online formats)</p> | <ul style="list-style-type: none"> <li>• book on origami, art of paper folding (library)</li> <li>• materials for volcano</li> <li>• music book with the tunes “Aloha Oe” and “Farewell to Thee”</li> </ul> |

## ADDITIONAL LEARNING ACTIVITIES

### Section 1: Cuba

1. Have the students bring products to class that are made from the crops grown in Cuba.
2. Have the students locate and label minerals that are found in Cuba.
3. Have the students draw a map of the islands of Cuba showing where they are in relation to the United States, Mexico, and South America.
4. Have students make a chart showing the average rainfall for each month of the year in Cuba.
5. Assign students the task of writing a report on the communistic government in Cuba.

### Section 2: Iceland

1. Appoint a committee to build and demonstrate an erupting volcano.
2. As a class, create a weather map for Iceland.
3. Have students make a poster of the animals that live in Iceland.
4. Assign students the task of writing a report on one of the “sagas” of Iceland’s past.

### Section 3: Japan, A Country of Islands

1. As a class, prepare a Japanese meal. Encourage students to use their imagination. Form committees to plan and prepare the menu, the decorations, the placemats, the tables, pillows, chopsticks, and centerpieces. The menu should include rice, tea, vegetables, soy sauce, pickles, dried seaweed, and perhaps some shrimp. Eat at low tables while seated on pillows on the floor. Chopsticks could be used. Placemats could be made ahead of time by students, each one showing an aspect of Japanese life or a map of the islands. A Japanese flower arrangement for each table could be made by some students.
2. Have students create Japanese maps and flags. Make sure that they are accurate. Drawings of the Japanese flag and important tourist places could be hung around the room.

**STATES AND CAPITALS TEST KEY**

1. Alaska, Juneau
2. Hawaii, Honolulu
3. Washington, Olympia
4. Oregon, Salem
5. California, Sacramento
6. Nevada, Carson City
7. Idaho, Boise
8. Montana, Helena
9. Wyoming, Cheyenne
10. Utah, Salt Lake City
11. Colorado, Denver
12. Arizona, Phoenix
13. New Mexico, Santa Fe
14. North Dakota, Bismarck
15. South Dakota, Pierre
16. Nebraska, Lincoln
17. Kansas, Topeka
18. Oklahoma, Oklahoma City
19. Texas, Austin
20. Minnesota, St. Paul
21. Iowa, Des Moines
22. Missouri, Jefferson City
23. Arkansas, Little Rock
24. Louisiana, Baton Rouge
25. Wisconsin, Madison
26. Illinois, Springfield
27. Michigan, Lansing
28. Indiana, Indianapolis
29. Kentucky, Frankfort
30. Tennessee, Nashville
31. Mississippi, Jackson
32. Alabama, Montgomery
33. Ohio, Columbus
34. New York, Albany
35. Pennsylvania, Harrisburg
36. West Virginia, Charleston
37. Virginia, Richmond
38. North Carolina, Raleigh
39. Georgia, Atlanta
40. South Carolina, Columbia
41. Florida, Tallahassee
42. Vermont, Montpelier
43. New Hampshire, Concord
44. Maine, Augusta
45. Massachusetts, Boston
46. Connecticut, Hartford
47. Rhode Island, Providence
48. New Jersey, Trenton
49. Maryland, Annapolis
50. Delaware, Dover

**SELF TEST 2**

- 2.01 G
- 2.02 I
- 2.03 A
- 2.04 E
- 2.05 D
- 2.06 K
- 2.07 L
- 2.08 P
- 2.09 M
- 2.010 Q
- 2.011 N
- 2.012 C
- 2.013 F
- 2.014 J
- 2.015 S
- 2.016 H
- 2.017 B
- 2.018 T
- 2.019 O
- 2.020 R
- 2.021 G
- 2.022 C
- 2.023 U
- 2.024 U
- 2.025 G
- 2.026 U
- 2.027 U
- 2.028 C
- 2.029 C
- 2.030 G
- 2.031 g
- 2.032 c
- 2.033 h
- 2.034 j
- 2.035 b
- 2.036 d
- 2.037 i
- 2.038 e
- 2.039 a
- 2.040 f

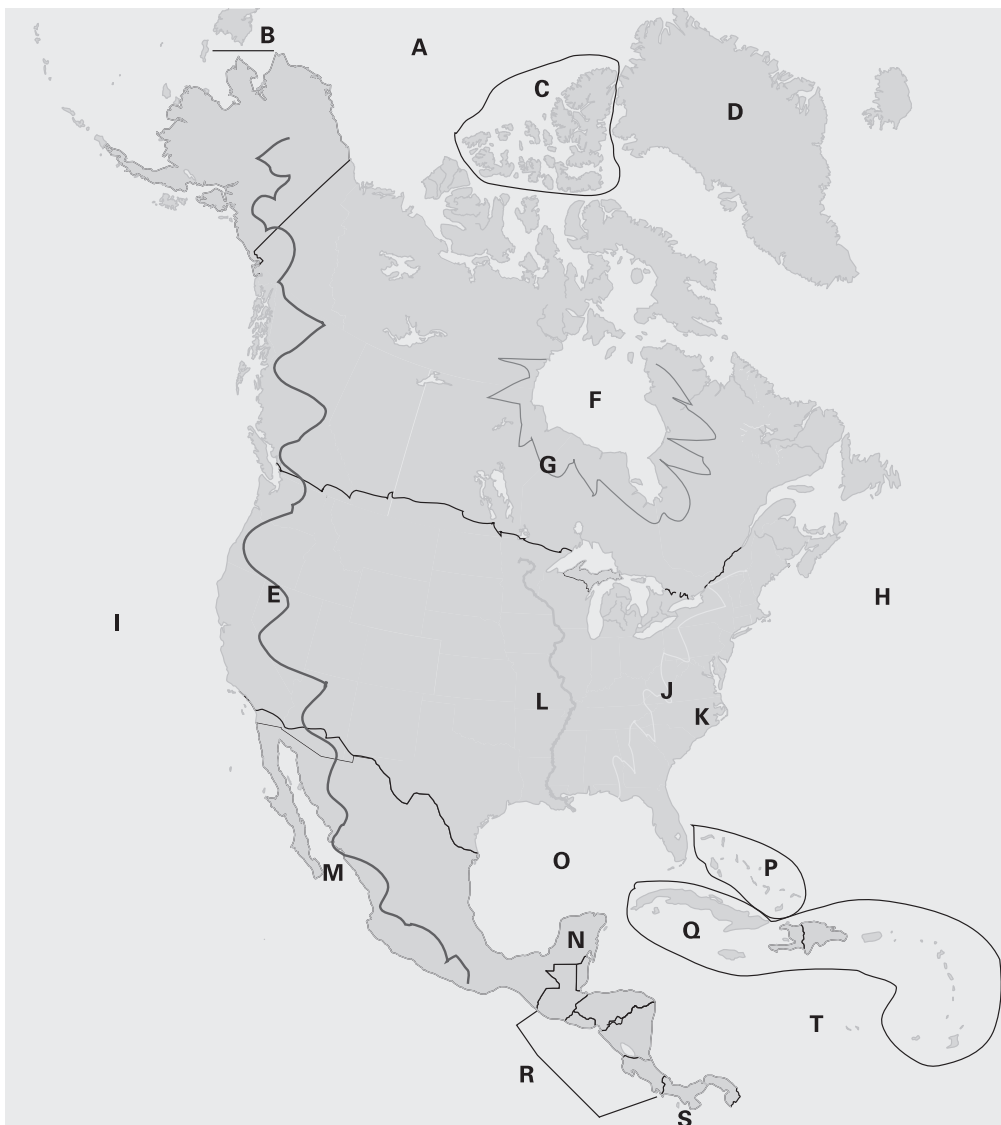
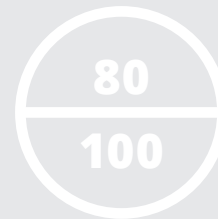
# HISTORY & GEOGRAPHY 409

## ALTERNATE TEST

NAME \_\_\_\_\_

DATE \_\_\_\_\_

SCORE \_\_\_\_\_

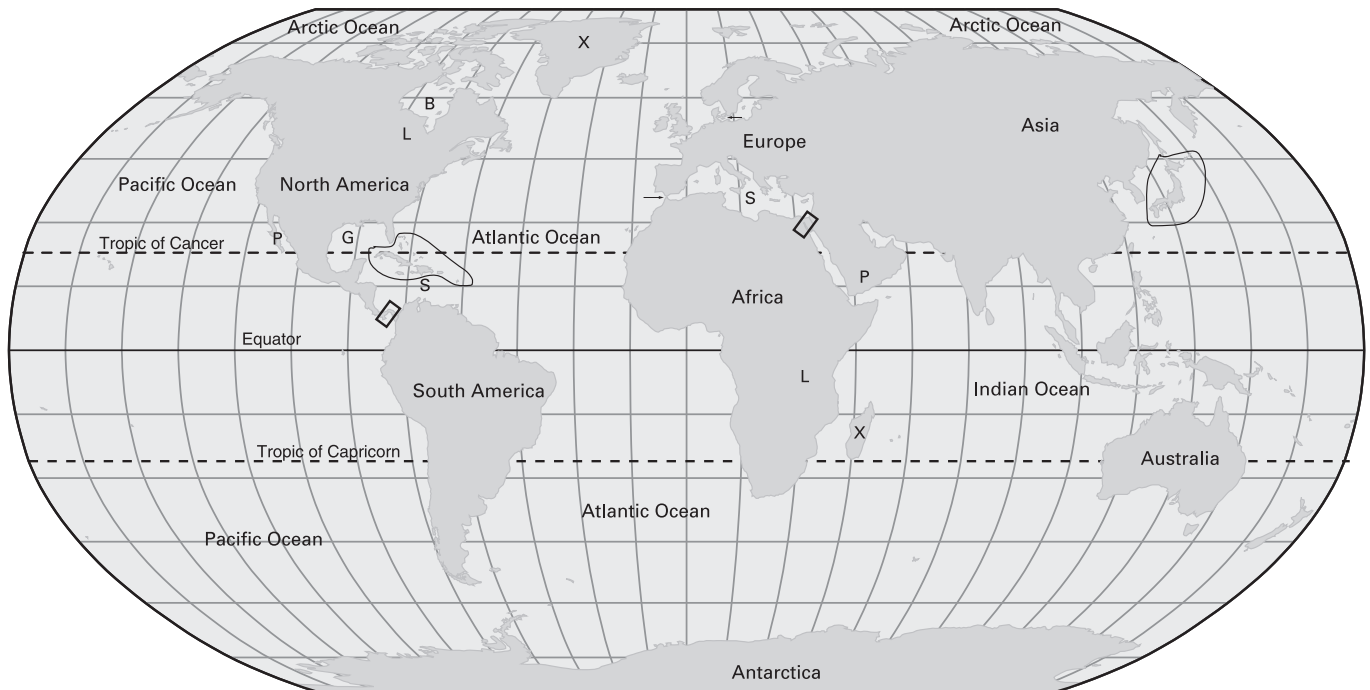


| North America

# ANSWER KEYS

## SECTION 1

1.1 - 1.9



- |      |   |      |                                      |
|------|---|------|--------------------------------------|
| 1.10 | d   | 1.33 | i                                    |
| 1.11 | e   | 1.34 | Mediterranean                        |
| 1.12 | c   | 1.35 | Ural                                 |
| 1.13 | b   | 1.36 | Mediterranean; Atlantic              |
| 1.14 | f   | 1.37 | Teacher check                        |
| 1.15 | a   | 1.38 | Either order: Alps, Jura             |
| 1.16 | h   | 1.39 | Either order: Constance, Geneva      |
| 1.17 | g   | 1.40 | neutral                              |
| 1.18 | spices  | 1.41 | Ukraine; Switzerland                 |
| 1.19 | Spain   | 1.42 | Any three:                           |
| 1.20 | through an air hose above the water             |      | watches, cheese, chocolate, banking, |
| 1.21 | Soviet Union                                    |      | mountains                            |
| 1.22 | Apollo  | 1.43 | Breadbasket; The Steppes             |
| 1.23 | They could be reused and land like an airplane. | 1.44 | Cossacks                             |
| 1.24 | c   | 1.45 | USSR; communist                      |
| 1.25 | h   | 1.46 | Eastern Orthodox                     |
| 1.26 | f   | 1.47 | L                                    |
| 1.27 | a   | 1.48 | L                                    |
| 1.28 | b   | 1.49 | I                                    |
| 1.29 | j   | 1.50 | L                                    |
| 1.30 | d   | 1.51 | I                                    |
| 1.31 | g   | 1.52 | I                                    |
| 1.32 | e   | 1.53 | I                                    |
|      |   | 1.54 | L                                    |

## SECTION 4

- 4.1 Teacher check
- 4.2 Teacher check
- 4.3 Teacher check
- 4.4 Atlantic
- 4.5 Teacher check
- 4.6 third
- 4.7 Canadian Shield
- 4.8 Europeans
- 4.9 Bering Strait
- 4.10 Greenland
- 4.11 Greenland
- 4.12 an ice cap
- 4.13 Viking
- 4.14 second
- 4.15 British
- 4.16 fur
- 4.17 never did
- 4.18 south
- 4.19 b
- 4.20 c
- 4.21 g
- 4.22 f
- 4.23 a
- 4.24 e
- 4.25 d
- 4.26 h
- 4.27 false
- 4.28 false
- 4.29 true
- 4.30 false
- 4.31 false
- 4.32 true
- 4.33 Any order:  
Belize, El Salvador, Guatemala, Honduras,  
Nicaragua, Costa Rica, Panama
- 4.34 Either order:  
Bahamas, Antilles
- 4.35 mix of European and African called Creole
- 4.36 Any order:  
Jamaica, Puerto Rico, Cuba, Hispaniola
- 4.37 twenty-four
- 4.38 Any order:  
sugar, tobacco
- 4.39 Spanish-American War
- 4.40 communist; Fidel Castro
- 4.41 Havana
- 4.42 They can go to jail.
- 4.43 North
- 4.44 Arctic; North America
- 4.45 tundra
- 4.46 Sámi (Lapps)

- 4.47 Any order:  
North America, Asia
- 4.48 Northwest, Roald Amundsen
- 4.49 Robert Peary
- 4.50 Richard Byrd; *Nautilus*

### CROSSWORD REVIEW

| Across          | Down          |
|-----------------|---------------|
| 2. Kinshasa     | 1. Nairobi    |
| 4. Kiev         | 2. Kathmandu  |
| 5. Brasilia     | 3. Nuuk       |
| 8. Buenos Aires | 6. Washington |
| 10. Havana      | 7. Reykjavik  |
| 13. Victoria    | 9. Ottawa     |
| 15. Mexico City | 11. Lima      |
| 16. London      | 12. Bern      |
|                 | 14. Tokyo     |



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