



HISTORY & GEOGRAPHY

TEACHER'S GUIDE

► **4th Grade**

HISTORY & GEOGRAPHY 400

Teacher's Guide

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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 work-text 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 LAN0605.

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 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 2. 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. 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.

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 answer; however, the upper levels may have a point system awarding 2 to 5 points for various answers or questions. Further, the total test points will vary; they may not always equal 100 points. They may be 78, 85, 100, 105, etc.

Example 1

<div style="border: 1px solid black; padding: 5px; display: inline-block;"> 58 <hr style="width: 50%; margin: 0;"/> 72 </div>	SCORE _____	TEACHER _____ <small>initials date</small>
--	--------------------	---

Example 2

<div style="border: 1px solid black; padding: 5px; display: inline-block;"> 84 <hr style="width: 50%; margin: 0;"/> 105 </div>	SCORE _____	TEACHER _____ <small>initials date</small>
---	--------------------	---

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 89%. 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.

Example:

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.

Example:

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

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

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.
 - Scan the whole LIFEPAC.
 - Question yourself on the objectives.
 - Read the whole LIFEPAC again.
 - Recite through an oral examination.
 - Review weak areas
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.

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	Math
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.

INSTRUCTIONS FOR HISTORY & GEOGRAPHY

The LIFEPAC curriculum from grades two through twelve is structured so that the daily instructional material is written directly into the LIFEPACs. The student is encouraged to read and follow this instructional material in order to develop independent study habits. The teacher should introduce the LIFEPAC to the student, set a required completion schedule, complete teacher checks, be available for questions regarding both content and procedures, administer and grade tests, and develop additional learning activities as desired. Teachers working with several students may schedule their time so that students are assigned to a quiet work activity when it is necessary to spend instructional time with one particular student.

This fourth grade curriculum is an adventure in geography. The intent of the course is to introduce the student to the geography of the world. The student will be exposed to geography terms like peninsula, archipelago, hemisphere and isthmus. The use of this terminology will give the student the vocabulary they need to discuss and understand geography. These terms will be introduced in the first LIFEPAC along with a quick history of the exploration of our earth. Later LIFEPACs will build on this foundation, continuing to use the new terms and introducing others.

Each LIFEPAC in 402–408 will take the student on a trip to different parts of the world exploring a specific type of climate or land form, such as deserts, mountains or islands. The student will learn about nations or areas in different parts of the world that share those specific characteristics. The theme of the LIFEPAC (islands, seaports, rainforests, etc.) will be used as a medium to introduce the student to life in several different places or nations, in different parts of our world, that share that fall under that theme. Culture, people, crops, animals, transportation, traditional life, religion and

products will be among the topics discussed for each nation or region. This will introduce the students to the wide expanse of world geography.

LIFEPAC 409 will focus on the continent of North America. It will use the student's new knowledge of different climates and land forms to show how God put them together on one particular continent, our own. This LIFEPAC will also discuss nations, history, people and culture in a more limited fashion. The last LIFEPAC will continue this trend by reviewing for the entire year, not by topic again, but by continent. Instead of all the deserts of the world, the review will present one continent, such as Africa, and review the deserts, islands, seaports, etc. that are on that continent.

Thus, by the end of the year the student should have a "bare bones" introduction to the climates, land forms and continents of the world. It is beyond the scope of this year's curriculum to learn the all nations of the world. There are just too many. This curriculum concentrates on a few representative nations and thereby introduces the student to such varied topics as trade, Hinduism, forest conservation, communism, drought, famine, ancient civilizations and colonialism. This is an introductory course that will hopefully lead the student into a life-long curiosity about the varied peoples and lands of our earth. For this purpose a general state history activity is located on the following pages.

This course is intended to be challenging for a fourth grader. The teacher should feel free to eliminate some of the outside activities to fit with the needs of the students or the goals of the instructor. Equally, activities can be added that are of particular interest to the instructor/student. This year is meant to be a geographic adventure that will supply the student with a basis for expanding his or her knowledge of geography as they grow.

HISTORY & GEOGRAPHY 401

Unit 1: Our Earth

TEACHING NOTES

MATERIALS NEEDED FOR LIFEPAC

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

ADDITIONAL LEARNING ACTIVITIES

Section 1: The Surface of the Earth

1. Map drills. Introduce the geographical FISH POND. Get a plastic dishpan for the pond. Cut strips of tag board about 2" x 10" and print names on them of important places in the world. (Use the places mentioned in the LIFEPAC and others the children suggest.) Put a paper clip on each tag 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 fishermen. Let the children 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. Make a world map showing the seven continents and four large oceans. Color and label.
3. Some students could make a globe of paper mache and paint on it the continents and oceans and label them. Paper mache 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.
3. Make a model of the Santa Maria or another explorer's ship.
4. Have a student plan a chart on spice samples, where the spice came from, and how it is used.
5. Have a student write down the qualities that helped make one of the explorers successful.

6. A student could make a map showing journeys of Columbus, Marco Polo, or Magellan.

Section 3: Recent Explorations of Our Earth

1. Have the students bring in news items on space shuttles, weather satellites, and so forth.
2. If some students are especially interested in oceanography, they might draw and label an underwater scene complete with divers, *Trieste*, plants, fish, and treasures. This idea could be expanded into a diorama with an accompanying report.
3. Students could prepare a bulletin board display of pictures and news stories about space and ocean exploration.
4. Have a student report on the current news or programs about undersea explorations. Discussion of these programs would increase interest as well as knowledge.
5. Some students may enjoy constructing a model of one of the many exploratory space vehicles. A short report explaining a little about the mission and crew of the space shuttle could be written also.
6. Draw and color a picture of the earth as seen from the moon.

ANSWER KEYS

SECTION 1

- 1.1 Any order: Africa, Asia, Europe, North America, South America, Australia, Antarctica
- 1.2 Pacific, Atlantic, Indian, Arctic
- 1.3-1.7 Teacher check
- 1.8 globe
- 1.9 sphere
- 1.10 equator
- 1.11 Any order: Cancer, Capricorn
- 1.12 Southern
- 1.13 Northern
- 1.14 north
- 1.15 south
- 1.16 east
- 1.17 north
- 1.18 west
- 1.19 1. Pacific
2. Atlantic
3. Indian
4. Arctic
- 1.20 day
- 1.21 South Pole
- 1.22 Atlantic Ocean; Mediterranean Sea
- 1.23 harbors
- 1.24 Three-fourths
- 1.25 imaginary
- 1.26 Hudson Bay
- 1.27 Asia
- 1.28 seven
- 1.29 Antarctica
- 1.30 Europe
- 1.31 Isthmus of Panama
- 1.32 Africa
- 1.33 Any order: North America, South America
- 1.34 Eurasia
- 1.35-1.38 Teacher check
- 1.39 a
- 1.40 e
- 1.41 f
- 1.42 b
- 1.43 c
- 1.44 d
- 1.45 Baykal
- 1.46 Mississippi
- 1.47 Nile; Africa
- 1.48 Superior; North America

SELF TEST 1

- 1.01 1. h
2. a
3. k
4. j
5. d
6. b
7. e
8. i
9. g
10. c
11. f
- 1.02 g
- 1.03 a
- 1.04 j
- 1.05 i
- 1.06 f
- 1.07 h
- 1.08 b
- 1.09 c
- 1.010 e
- 1.011 d
- 1.012 a. north
b. west
c. south
d. east
- 1.013 hemisphere
- 1.014 globe
- 1.015 Nile
- 1.016 Cancer
- 1.017 Capricorn
- 1.018 fresh
- 1.019 Mississippi
- 1.020 axis
- 1.021 Superior
- 1.022 equator
- 1.023 true
- 1.024 false
- 1.025 true
- 1.026 false
- 1.027 false
- 1.028 false
- 1.029 true
- 1.030 true

SECTION 2

- 2.1 They were brought a very long way over a difficult route.
- 2.2 Spices grew in the warm islands and coasts of the Far East (India and the Spice Islands).
- 2.3 Pepper, cinnamon, nutmeg, and cloves were some of the valuable spices.
- 2.4 They could bring back large cargoes without having to pay to bring it across land.
- 2.5 No one knew a route to sail a ship to the Far East and people were afraid.
- 2.6 Teacher check
- 2.7 Navigator
- 2.8 Africa
- 2.9 Bartholomeu Dias
- 2.10 Vasco da Gama
- 2.11 build ships, sail, navigate, and make maps
- 2.12 further
- 2.13 false
- 2.14 false
- 2.15 true
- 2.16 false
- 2.17 true
- 2.18 false
- 2.19 true
- 2.20 Columbus' ships were named the *Niña*, the *Pinta*, and the *Santa Maria*.
- 2.21 The sailors were afraid they would not be able to get home against the wind.
- 2.22 Columbus thought he was near India and the West Indies were named for his mistake.
- 2.23 Columbus made four trips to the New World.
- 2.24 true
- 2.25 false
- 2.26 false
- 2.27 true
- 2.28 *Victoria*
- 2.29 Philippines; April 27, 1521
- 2.30 peaceful
- 2.31 King of Spain
- 2.32 very southern end of South America
- 2.33 Vasco de Balboa
- 2.34 a. sank near South America
b. ran away back to Spain
c. left behind in the Philippines
d. had to return to the Spice Islands
- 2.35 eighteen
- 2.36 They learned the size, shape, and geography of the earth.

SELF TEST 2

- 2.01 B
- 2.02 J
- 2.03 A
- 2.04 G
- 2.05 C
- 2.06 D
- 2.07 F
- 2.08 H
- 2.09 I
- 2.010 E
- 2.011 C
- 2.012 H
- 2.013 M
- 2.014 C
- 2.015 C
- 2.016 M
- 2.017 C
- 2.018 H
- 2.019 M
- 2.020 H
- 2.021 d
- 2.022 c
- 2.023 e
- 2.024 h
- 2.025 f
- 2.026 a
- 2.027 i
- 2.028 g
- 2.029 b
- 2.030 j
- 2.031 They were brought a very long way over a difficult route.
- 2.032 They learned the size, shape, and geography of the earth.
- 2.033 smaller; the Americas
- 2.034 Spice Islands
- 2.035 Either order: Cancer, Capricorn

SECTION 3

- 3.1 Jacques Cousteau
- 3.2 continental shelf
- 3.3 Mariana Trench
- 3.4 bathysphere
- 3.5 mountain ridge
- 3.6 true
- 3.7 false
- 3.8 false
- 3.9 true
- 3.10 a. *Mercury*
b. *Gemini*
c. *Apollo*
- 3.11 astronauts; cosmonauts
- 3.12 Any order:
Command Module, Lunar Module
- 3.13 *Apollo 11*
- 3.14 Any order:
Neil Armstrong, Edwin Aldrin
- 3.15 Bible
- 3.16 Alan Shepard
- 3.17 John Glenn
- 3.18 World War II
- 3.19 a. 1
b. 2
c. 3
- 3.20 a. man-made object in space
b. man in space
c. woman in space
d. space walk
- 3.21 the launch of *Sputnik*
- 3.22 a. *Mercury*
b. *Gemini*
c. *Apollo*
d. Skylab
e. Space Shuttle
- 3.23 fell from orbit
- 3.24 five to seven
- 3.25 Three
- 3.26 80
- 3.27 *Soyuz 19*
- 3.28 *Mir*
- 3.29 reused
- 3.30 Teacher check
- 3.31 hurricanes
- 3.32 Venus
- 3.33 telephone
- 3.34 *Voyger*
- 3.35 lost
- 3.36 *Viking I and II*

SELF TEST 3

- 3.01 j
- 3.02 b
- 3.03 h
- 3.04 c
- 3.05 d
- 3.06 e
- 3.07 f
- 3.08 i
- 3.09 a
- 3.010 g
- 3.011 Mercury
- 3.012 Gemini
- 3.013 Apollo
- 3.014 Skylab
- 3.015 Space Shuttle
- 3.016 Apollo
- 3.017 Skylab
- 3.018 Mercury
- 3.019 Gemini
- 3.020 Space Shuttle
- 3.021 They have found what the ocean floor looks like, sunken ships, and sunken cities.
- 3.022 The Soviet Union and the United States raced to explore space.
- 3.023 A globe is the best map of the earth because it is the same shape as the real earth.
- 3.024 true
- 3.025 false
- 3.026 false
- 3.027 true
- 3.028 false
- 3.029 true
- 3.030 true
- 3.031 true
- 3.032 true
- 3.033 false
- 3.034 *Mir*
- 3.035 Pacific
- 3.036 Arctic
- 3.037 Vasco da Gama
- 3.038 equator
- 3.039 axis
- 3.040 hemisphere
- 3.041 peninsula
- 3.042 Spice Islands
- 3.043 Columbus

LIFEPAC TEST

1. B
 2. H
 3. G
 4. J
 5. C
 6. I
 7. A
 8. D
 9. E
 10. F
- (Give partial credit on 11-13)
11. They wanted to bring in spices without the problems of carrying them over land.
 12. They learned the size, shape, and geography of the earth.
 13. A globe is the best map of the earth because it is the same shape as the real earth.
 14. North
 15. East
 16. equator
 17. hemisphere
 18. astronauts
 19. b
 20. d
 21. c
 22. e
 23. a
- 24.-27. Any order:
 24. Pacific
 25. Atlantic
 26. Indian
 27. Arctic
 - 28.-34. Any order:
 28. Asia
 29. Africa
 30. Europe
 31. Australia
 32. North America
 33. South America
 34. Antarctica
 35. Jacques Cousteau
 36. Columbus
 37. Voyager
 38. Magellan
 39. *Sputnik*
 40. Vasco da Gama
 41. Alan Shepard
 42. Neil Armstrong
 43. *Viking I and II*
 44. Prince Henry
 45. false
 46. false
 47. false
 48. false
 49. true
 50. false

ALTERNATE LIFE PAC TEST

1. C
2. R
3. C
4. M
5. O
6. O
7. O
8. C
9. C
10. R
11. M
12. R
13. R
14. O
15. C
16. C
17. R
18. C
19. M
20. R
21. g
22. h
23. a
24. f
25. d
26. k
27. n
28. j

29. o
30. b
31. i
32. l
33. e
34. m
35. c

(Give partial credit on 36, 37, and 40)

36. Spices had to come a very long way over a difficult route.
37. It allows a diver to carry air on his back and move freely in the ocean.
38. a. north
b. west
c. south
d. east
39. a. sea
b. isthmus
c. strait
d. peninsula
40. They learned the size, shape, and geography of the earth.
41. false
42. true
43. false
44. false
45. true

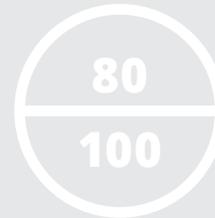
HISTORY & GEOGRAPHY 401

ALTERNATE LIFEPAC TEST

NAME _____

DATE _____

SCORE _____



Put the correct letter next to each name (2 points each answer).

C - continent

O - ocean

R - name or part of a river

M - imaginary map line

- | | |
|------------------------|----------------------------|
| 1. _____ Asia | 11. _____ equator |
| 2. _____ Nile | 12. _____ Mississippi |
| 3. _____ Australia | 13. _____ mouth |
| 4. _____ axis | 14. _____ Indian |
| 5. _____ Arctic | 15. _____ Antarctica |
| 6. _____ Pacific | 16. _____ Europe |
| 7. _____ Atlantic | 17. _____ source |
| 8. _____ Africa | 18. _____ North America |
| 9. _____ South America | 19. _____ Tropic of Cancer |
| 10. _____ delta | 20. _____ tributary |

Choose the correct letter for the person or thing that matches each item listed below (2 points each answer).

- | | | |
|-----------------|-------------------|--------------------|
| a. Prince Henry | b. Magellan | c. Columbus |
| d. Skylab | e. <i>Sputnik</i> | f. <i>Voyager</i> |
| g. Norsemen | h. Vasco da Gama | i. Viking I and II |
| j. <i>Mir</i> | k. Apollo | l. Mercury |
| m. Gemini | n. bathysphere | o. Space Shuttle |

- 21. _____ First Europeans to reach North America
- 22. _____ First man to sail around Africa to India
- 23. _____ Built a sailing school in Portugal and planned trips around Africa to the Far East
- 24. _____ Probes that went to Jupiter, Saturn, Uranus, and Neptune
- 25. _____ American space station
- 26. _____ Space program that landed men on the moon
- 27. _____ Diving ship used to explore the deep ocean
- 28. _____ Russian space station
- 29. _____ Reusable American space ship
- 30. _____ Led the first voyage that successfully sailed around the world
- 31. _____ Probes that landed on Mars
- 32. _____ First American space program, ship held only one man
- 33. _____ First man made object put into space
- 34. _____ Second American space program, ship held two men
- 35. _____ He made two mistakes: thought the world was smaller than it is and did not know that the Americas blocked the route west from Europe to the Spice Islands

Answer the questions (4 points each answer).

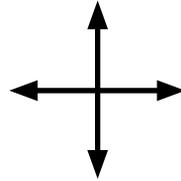
- 36. Why were spices so expensive in Europe before the Age of Exploration?

37. What does an aqualung do?

38. Put north, south, east, and west in the correct place as they belong on a map.

a. _____

b. _____



d. _____

c. _____

39. Complete these sentences using the correct geography term.

a. A large body of salt water, often a part of the ocean surrounded by land or islands is called a _____ .

b. An _____ is a narrow bridge of land connecting two larger pieces of land.

c. A _____ is a narrow waterway that connects two larger bodies of water.

d. A _____ is a piece of land almost surrounded by water or extending far out into the water.

40. What did Europeans learn about the earth during the Age of Exploration?

Write *true* or *false* on the line (2 points each answer).

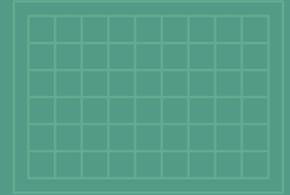
41. _____ Three-fourths of the earth is covered with land.

42. _____ A globe is the best map of the earth.

43. _____ Neil Armstrong was the first person ever to orbit the earth.

44. _____ Lakes and rivers usually have salt water.

45. _____ Soviet/Russian space ships are manned by cosmonauts.



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