# HISTORY & GEOGRAPHY 100

## Teacher’s Guide Part 2

### LIFEPAC® Overview

<table>
<thead>
<tr>
<th>HISTORY &amp; GEOGRAPHY SCOPE &amp; SEQUENCE</th>
<th>STRUCTURE OF THE LIFEPAC CURRICULUM</th>
<th>TEACHING SUPPLEMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>8</td>
<td>14</td>
</tr>
</tbody>
</table>

### Unit 6: Places People Live

<table>
<thead>
<tr>
<th>TEACHER NOTES</th>
<th>STUDENT WORKSHEETS</th>
<th>ALTERNATE LIFEPAC TEST</th>
</tr>
</thead>
<tbody>
<tr>
<td>22</td>
<td>67</td>
<td>87</td>
</tr>
</tbody>
</table>

### Unit 7: Community Helpers

<table>
<thead>
<tr>
<th>TEACHER NOTES</th>
<th>STUDENT WORKSHEETS</th>
<th>ALTERNATE LIFEPAC TEST</th>
</tr>
</thead>
<tbody>
<tr>
<td>92</td>
<td>129</td>
<td>137</td>
</tr>
</tbody>
</table>

### Unit 8: I Love My Country

<table>
<thead>
<tr>
<th>TEACHER NOTES</th>
<th>STUDENT WORKSHEETS</th>
<th>ALTERNATE LIFEPAC TEST</th>
</tr>
</thead>
<tbody>
<tr>
<td>142</td>
<td>181</td>
<td>187</td>
</tr>
</tbody>
</table>

### Unit 9: I Live In The World

<table>
<thead>
<tr>
<th>TEACHER NOTES</th>
<th>STUDENT WORKSHEETS</th>
<th>ALTERNATE LIFEPAC TEST</th>
</tr>
</thead>
<tbody>
<tr>
<td>192</td>
<td>231</td>
<td>239</td>
</tr>
</tbody>
</table>

### Unit 10: The World and You

<table>
<thead>
<tr>
<th>TEACHER NOTES</th>
<th>STUDENT WORKSHEETS</th>
<th>ALTERNATE LIFEPAC TEST</th>
</tr>
</thead>
<tbody>
<tr>
<td>244</td>
<td>280</td>
<td>283</td>
</tr>
</tbody>
</table>

### Cumulative Word List

287
1. LIFE ON THE FARM

PAGES 2 AND 3: LIFE ON THE FARM / HOME

MATERIALS NEEDED

- writing tablets
- pencils
- crayons
- scissors
- brass tabs
- glue or paste
- drawing or construction paper
- Worksheets 1 and 2
- (optional: Worksheet 3)

Concept:
Living on a farm.

Objective:
I will know about farm life.

Teacher Goal:
To teach the children what life is like on a farm.

Reading Integration:
Comprehension, main idea, following written and verbal directions, recalling details

Vocabulary:
barn, tractor, field, plant

Teaching Pages 2 and 3:
Put the vocabulary words on the board. Have the children listen as you read each word out loud. Discuss each word with the children.

Choose a volunteer to read the text on page 2. Discuss things that are seen in the picture.

Read the text on page 3 or call on volunteers to read.
Ask:
What is the large area of land around Stanley's home called?
What is a field used for?
Where do animals stay?
Why do animals need a barn?

Activities:
1. Writing Tablet Exercise: Dictate the vocabulary words to the class. Have the class write the beginning sounds of the words in their writing tablets.
2. Do Worksheet 1.
   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 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 the 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.
3. Do Worksheet 2.
   Tell the children to cut out the four pictures at the bottom of the page and to paste them in the correct home. When they have finished, have them color all of the pictures on the page.
   Check the worksheet together and discuss what they know about each home.
PAGES 4 AND 5: FIREFIGHTER DAN

MATERIALS NEEDED

- Worksheet 2
- crayons
- toy or nonworking phone
- writing tablet
- drawing paper
- pencils

Concept:
Ways firefighters protect people.

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

Teacher Goals:
To teach the children to tell what firefighters do, to tell what they can do to help firefighters, 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)
Note: Vocabulary words in parentheses were previously introduced and are being reviewed.

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 LIFEPACs to page 4. Discuss the picture on page 4 of the LIFEPAC. Talk about what Firefighter Dan is doing. Ask the children to tell about other duties that firefighters have besides putting out fires.

Read page 4 together. When the page has been read, talk about the ways we can help
firefighters 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 study the images. Explain what is happening in each picture. Talk about the question in the discussion box.

Teaching Page 5:

Have the children turn to page 5 in their LIFEPACs. 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 firefighters when visiting the fire station.

2. Use a toy or nonworking phone 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 firefighters, have each child make a fire poster, including one or more rules of fire safety.

4. Read a book about firefighters or fire safety.

5. Take a trip to a nearby fire station or arrange to have a firefighter visit the class.

6. Write thank-you letters to the fire station.
PAGES 8 AND 9: ACTIVITY PAGES

MATERIALS NEEDED

- vocabulary cards
- pocket chart
- 9-inch paper plates
- pencils
- construction paper
- writing tablets
- three paper fasteners for each child
- scissors
- Worksheet 1

Vocabulary:
Thanksgiving, thankful

Teaching Pages 8 and 9:
Before coloring page 8 and discussing the question 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 or reliable sources online.

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 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.
Find the right word and write it on the line.

- flag
- Pilgrim
- Indian
- pledge
- president
- United States

---

History 108
Worksheet 5
with page 29

Teacher Check ________________
Initial Date
Each answer = 1 point

Write 1, 2, and 3 to show what happens first, second, and third.
1. THE WORLD AROUND US
PAGES 2 AND 3

MATERIALS NEEDED

- Bible
- globe
- picture of solar system
- assorted colors of construction paper
- crayons
- world map
- flannelboard
- magazines
- white paper
- glue
- scissors
- pencils

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

Teaching Pages 2 and 3:
Write the words 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
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 and 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, voices, sirens, praises, silently, maps, smile)
Note: Vocabulary words in parentheses were previously introduced and are being reviewed.

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 LIFEPACs 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.

Talk about hearing-impaired people. Review the ways in which they communicate with other people. Also 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 History & Geography LIFEPAC 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 writing 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 1. Read the directions with the children and do the first one or two with them. They should be able to finish the page independently.
CUMULATIVE WORD LIST

Abraham Lincoln    build
across              buildings
act                 buys
address             calf
afraid              campfire
alarm               canicas
alone               card
along               carefully
already             cares
always              Carlos
americas           cavities
angry               celebrated
animals            chapel
another             chart
apartment           check
arresting           church
city worker         circle
cities             city
city               city worker
clams               claps
class               class
classmates          clean
clock               clock
closer              clothes
barn                clothes
baseball            Columbus
basketball          commandments
beans               communicate
bear                communicated
begin               community
bells               compact
clothes            congregation
clock               cooks
closet              copy
count              count
cries               cries
crossing           crossing
crows               cry
curtains            customs
danger              day
deaf                devil
dependence          deliver
dentist             desks
devil               different
direct              discovered
dishes             dollar
disobeyed           doctor
doctor              doing
don’t                doors
dream               dream
dressed             each
ear                 early
earns              ears
earth               Easter
Easter              energy
England             enjoys
enjoys              errand
everyone            evil
everyone            exactly
everything          excuse
evil                exercise
expects             eyes
fair                families
families           family
farm               favorite
favor               fear
feast               feeds
feelings           festivals
fiesta             fifty
fight               fireman
fireman             five
flash               flat
floor               flown
foghorn             follow
follow              food
food               four
four               Francis Scott Key
Francis Scott Key   free
free               freedom
friend             front
front               funny
funny              furniture
furniture          garden
garden             gathers
gather             George Washington
George Washington   getas
getas               glad
globe               globe
globe             grade
grade             grandma
grandparents        grow
grow               guides
guides             gym
gym                happen
happen             happy
happy             hard
hard               having
having             hayride
hayride             healthy
healthy           heart
heart                heaven
heaven             hello
hello               helpful
helpful           helping
helping           helps
helps                hole
hole               holidays
holidays          home
home                hopscotch
hopscotch          horns
horns               house
house              hug
hug                hungry
hungry             hurt
hurt               Ikuko
Ikuko             important
important            Independence
Independence        Indians
Indians             island
island             it’s
it’s               jacket
jacket             Japan
Japan               Japanese
Japanese           Jimmy
Jimmy               kimono
kimono              kind
kind               kiss
kiss                kitchen
kitchen             knocked
knocked