

HISTORY & GEOGRAPHY

Student Book

▶ **2nd Grade**

LOOKING BACK

HISTORY & GEOGRAPHY 201

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LIFEPAC Test |Pull-out

LOOKING BACK



Last year, you learned that you are part of a family. God also wants us to be part of His family. Your family lives in a community. This year, you will learn how God created man and woman in the Garden of Eden. They had children who grew up and had families of their own. Families continued to spread out until people lived in most parts of the world. Some people moved to America and settled all over the country. We call them Native Americans or North American Indians. In the early 1600s, settlers moved to America from England. They established colonies in the New World.

1. THE FIRST SETTLERS

In 1606, King James I of England gave a **charter** to some men from England. This charter allowed them to build a town, or settlement, in the New World. In 1607, this group of English pioneers sailed into the Chesapeake Bay off the coast of Virginia. They built a fort along the James River. They named their settlement Jamestown in honor of King James. Jamestown was the first **permanent** European settlement in the New World.



Words to Study

charter (chär' tər). A paper signed by a king or other leader telling a group what they can do.

deserted (dĭ zŭrt' ed). No longer being lived in; a deserted village is empty.

government (gŭv' ərn mənt). The rules and people that make the rules to help people live together in a town or country.

indentured (ĭn dĕn' chərd). Under the service of another person by an agreement; an indentured servant agreed to work for a colonist to pay for a trip to the New World.

permanent (pŭr' mə nənt). Lasting forever or staying at least for a long time.

persecuted (pŭr' sĭ kyüt ed). Treated cruelly because of your beliefs.

veto (vē' tō). To refuse to pass a law.

Ask your teacher to say these words with you.



Teacher Check _____

Initial

Date



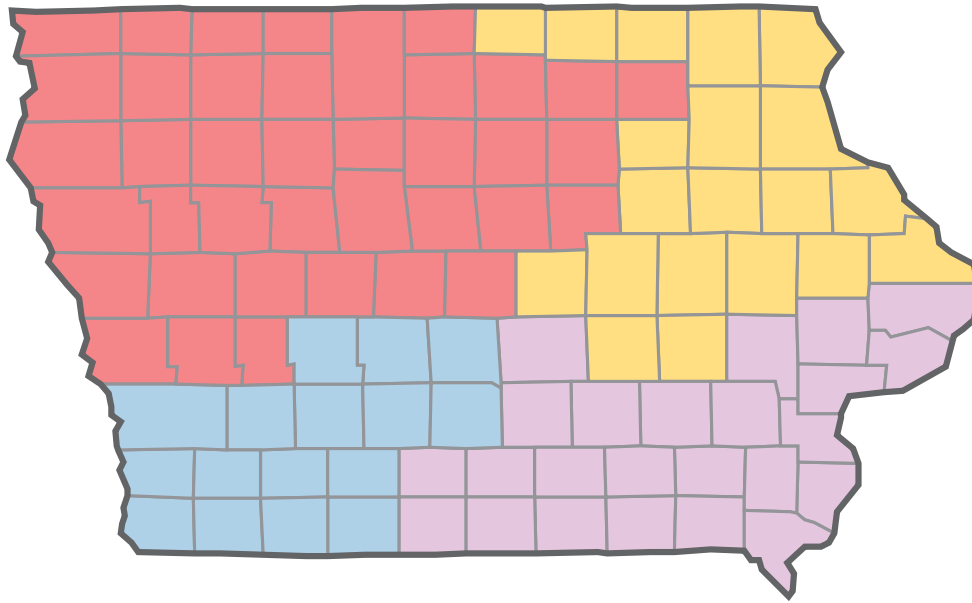
The Great Compromise

Do you remember how the small states worried they would have less power in government than the larger states? The large states had more people.



They thought they should have more votes in government. The framers of the Constitution wanted to make sure all states were treated fairly. Representatives came to an agreement. We call this decision the Great **Compromise**. The Founding Fathers decided to create two parts of the legislative branch. One part is the House of Representatives, or House, and the other is the Senate.

The number of representatives in the House is based on the number of people in a state. The states with a greater **population** have more representatives than states with a small population. But the Senate has an **equal** number of representatives. Each state has two **senators**. This compromise pleased both sides.



| Iowa congressional districts (in color) and counties (outlined in gray)

The Representatives

Our country has been separated into 50 states. In our national government, the number of representatives in Congress depends on the state. Likewise, every state has a number of smaller areas called **districts**. Each district has a certain number of people in it. The number of state representatives for each district is based on the population or what the state has decided. In this way, every district is fairly represented. Members of the Senate are called state senators and members of the House are called representatives, or **legislators**.

Each state constitution describes the duties of its representatives. Like Congress, the main duty of the state legislature is to pass laws for the state. Each house is given certain responsibilities. Our state governments also have a system of checks and balances so that no branch becomes too powerful.

STUDY PROJECT:

My State Government—Part 1

In an earlier unit, you studied your national leaders. Now, you will learn about your state leaders. Ask your teacher to help you find out about your state legislature. On a piece of paper, write the title “My State Legislature.” Then, write two facts about your legislature. Use the questions below to help you decide what to write.

- How many houses, or chambers, do you have in your legislative branch?
- What are the names of your legislative houses?
- How many representatives are in your state legislature?
- What are the names of your district representatives?

Save this assignment, because you will add more leaders later in this unit.



Teacher Check _____

Initial

Date



Maps of the 50 States






Look at the map of the United States. Most of the map is made up of 48 states. Black lines show the **borders** between states. The states of Alaska and Hawaii are pictured in the lower left corner. Hawaii and Alaska are not connected to the rest of the United States. Alaska is to the north by Canada. Hawaii is made up of several islands in the Pacific Ocean. They are both U.S. states, even though they are not attached to the other 48. The boxes on the map are not where the states are located in real life.

You will notice that Alaska looks about the same size as many of the states. Alaska is really much larger than the states of Texas or California. On the map, Hawaii does not look that much smaller than Alaska. But Hawaii is closer in size to the state of Massachusetts.

SELF TEST 1

Each answer = 1 point

Draw a line to match the symbol with its meaning.

- | | | | | |
|------|---|---|----|---------------|
| 1.01 |  | ▶ | a. | interstate |
| 1.02 |  | ▶ | b. | museum |
| 1.03 |  | ▶ | c. | library |
| 1.04 |  | ▶ | d. | music center |
| 1.05 |  | ▶ | e. | train station |

Circle the correct answer to finish the sentence.

- 1.06** The state of _____ is north of Illinois.
 a. Tennessee b. Wisconsin c. Colorado
- 1.07** The state of _____ is east of Illinois.
 a. Indiana b. Minnesota c. Wyoming
- 1.08** Most U.S. cities have square _____.
 a. buildings b. malls c. blocks
- 1.09** Abraham Lincoln was president during the _____ War.
 a. Civil b. Revolutionary c. U.S.-Mexican
- 1.010** City maps and state maps use colors and _____ to show certain places and features.
 a. borders b. symbols c. blocks

- 1.011** You can find the capital city of a state by _____ .
- a. looking for a star on a map
 - b. checking lines of latitude and longitude
 - c. using the letters and numbers at the top and side of a map
 - d. all of these ways (a, b, and c)
- 1.012** Many streets in Springfield are named for _____ .
- a. animals
 - b. pioneers
 - c. U.S. presidents
- 1.013** People often use city maps to find train stations and _____ .
- a. schools
 - b. malls
 - c. airports

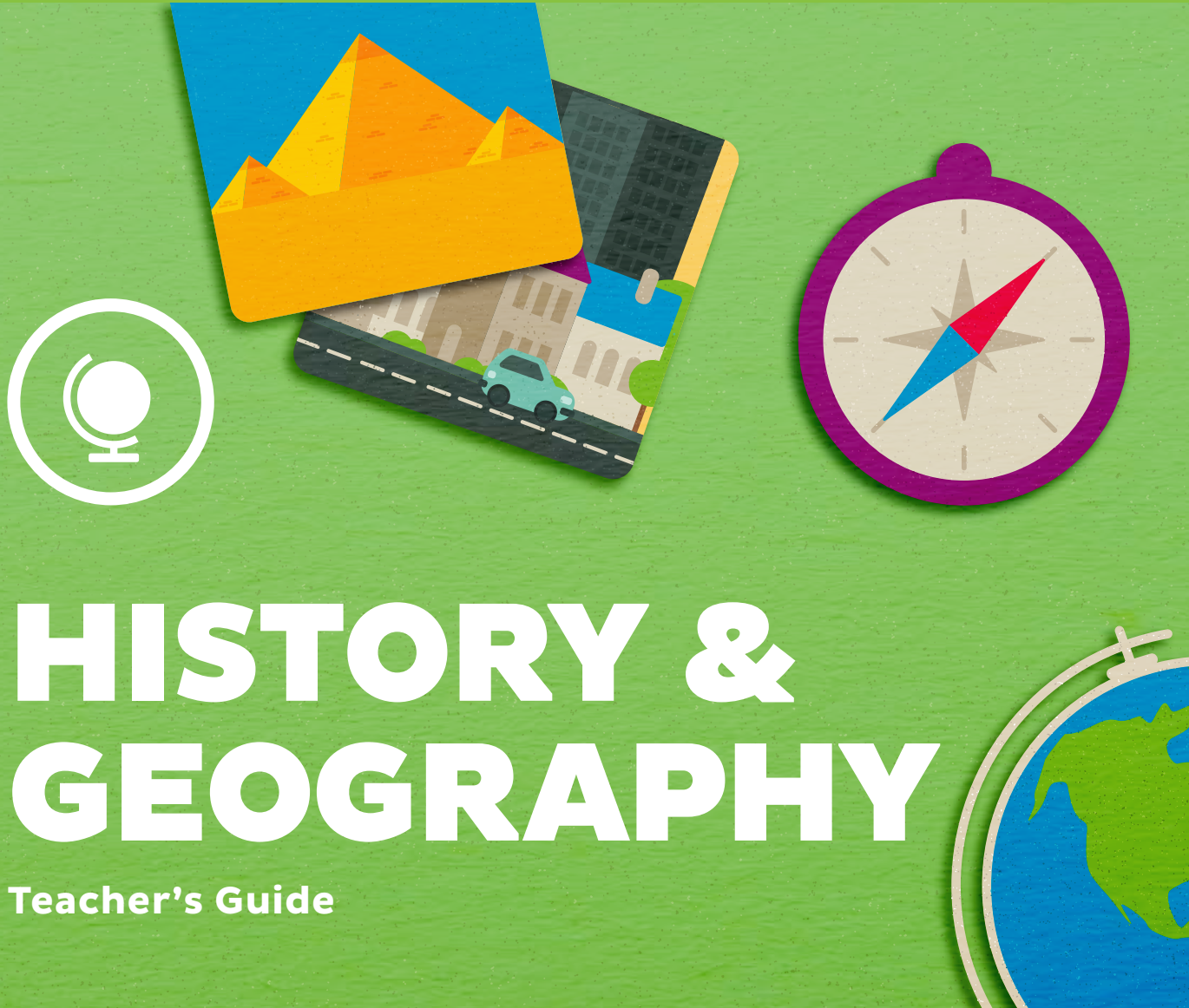


Teacher Check

Initial Date



My Score



HISTORY & GEOGRAPHY

Teacher's Guide

▶ **2nd Grade**

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HISTORY & GEOGRAPHY 200

Teacher's Guide

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INSTRUCTIONS FOR HISTORY & GEOGRAPHY

The LIFEPAC curriculum for grades two through twelve is structured so that the daily instructional material is written directly in 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, perform teacher checks, be available for questions regarding both content and procedures, administer and grade tests, and prepare and present additional learning activities as desired. A teacher working with several students may create a schedule so that the students are assigned a quiet work activity when it is necessary to spend instructional time with one particular student.

The second-grade curriculum is an exploration of the history and geography of the United States, along with an introduction to map skills. The intent of the course is to give the student an overview of the United States. The student will learn map terminology such as latitude, longitude, and compass rose. These terms and others will help the student discuss and understand the geography of the United States.

The first LIFEPAC will review the concept of community. The student will also learn about the people who lived in North America long before Christopher Columbus first landed. LIFEPACs 202 through 207 explore the settling of the New World, the Revolutionary War, Westward Expansion, and the current boundaries of the United States. The student will also learn

the basics of the U.S. government and how state governments work in much the same way. LIFEPACs 208 and 209 will focus on map skills. The student will learn about the cardinal directions, map legends, and time zones. Additionally, the student will learn that there are various types of maps. Maps also change over time.

LIFEPAC 210 serves as a review of all the units. The students will receive one last overview of the key concepts covered in each unit. The review will follow the order in which the units were taught. At the end of the course, the students should have a general understanding of how the United States began and expanded its borders, the type of government laid out in the Constitution, and how to read different types of maps.

This course is not designed to be a comprehensive study of U.S. history, government, or map skills. Instead, it serves as an introduction to these topics. The concepts the student learns in this LIFEPAC will be expanded and reviewed in subsequent years.

The Teacher Notes section of the Teacher's Guide lists the required or suggested materials of the LIFEPACs and provides additional learning activities for the student. The materials section refers only to LIFEPAC materials and does not include materials which may be needed for the additional activities. Additional learning activities provide a change from the daily school routine, encourage the student's interest in learning, and may be used as a reward for good study habits.

TEACHER NOTES

MATERIALS NEEDED FOR LIFE PAC

Required

- LIFE PAC
- paper
- pencils
- crayons

Suggested

- dictionary
- atlas
- maps
- pictures of early explorers (Marco Polo and Christopher Columbus)
- Internet or encyclopedias

ADDITIONAL LEARNING ACTIVITIES

Choose activities that best suit the needs and interests of your student(s).

To find websites with additional information, learning games, or other study materials related to these activities, explore the Internet by searching these key words and phrases: North American Native Americans or American Indians, sea monsters on maps, Vikings, Marco Polo, Christopher Columbus, explorers of North America, and European explorers.

Section 1 – Remembering Last Year

1. Have the student draw a picture of one of the communities in which he or she lives. Ideas for drawings may include a family, church, or neighborhood.
2. Arrange to visit a police station or fire station. The student can learn more about the people who keep a community safe.
3. With the student, look at a globe or map. Identify North America, the United States, and the state in which you live.

Section 2 – Learning about Early Times

1. Identify the continents on a map or globe.
2. Marco Polo brought back spices from his journey including cloves, nutmeg, peppercorn, and cinnamon. Have the student see if he or she can find any of these spices at home. As an additional activity, prepare a food using one of the spices.
3. Draw a picture of an imaginary sea creature that might be seen on an ancient map.

Section 3 – The Trail of the Native Americans

1. Help the student research and find pictures of early Native American dwellings, such as igloos, tepees, longhouses, earth lodges, pueblos, cliff dwellings, etc.

History & Geography 201 Unit Review

Put a smiley face next to the sentences that are correct. Put a frowny face next to those statements which are wrong.

1. Families can include many people.
2. Only buildings make up a community.
3. People who live next door to you are neighbors.
4. Christopher Columbus traveled by ship to the New World.
5. The largest bodies of water are called lakes.
6. Small bodies of land in the oceans are islands.
7. Marco Polo traveled to North America.
8. Vikings visited Canada before Columbus sailed.

ANSWER KEYS

SECTION 1

- 1.1 a. family
- 1.2 a. talk
- 1.3 b. praying
- 1.4 father, mother (answers will vary)
- 1.5 Picture will show family members.
- 1.6 Answers will vary. Student should record two or three activities from a family reunion or family visit.
- 1.7 c. neighbors
- 1.8 a. near or far
- 1.9 a. close
- 1.10 c. park
- 1.11 b. police
- 1.12 b. parents
- 1.13 c. church family
- 1.14 a. Yes
- 1.15 b. No
- 1.16 Answers will vary. Student should draw his/her home.
- 1.17 Answers will vary.
- 1.18 Answers will vary.
- 1.19 b. many
- 1.20 a. sell the television
c. make the parts
- 1.21 a. Christopher Columbus
- 1.22 a. Canada AND
c. Mexico should both be circled.

SELF TEST 1

- 1.01 communicate
- 1.02 family
- 1.03 community
- 1.04 church
- 1.05 neighbors
- 1.06 park
- 1.07 c. workers
- 1.08 b. many
- 1.09 a. Christopher Columbus
- 1.010 c. pioneers
- 1.011 b. respect

LIFEPAC TEST

1. respect
2. neighborhood
3. oceans
4. flood
5. family
6. United States
7. Africa, Asia, Europe
8. a. Middle East
9. b. Inuits
10. c. Southwest Indians
11. a. Plains Indians
12. c. Eastern Woodlands Indians
13. b. East
14. a. Indians
15. c. Americans
16. Norse
17. Marco Polo
18. Adam
19. Columbus
20. Noah
21. cure
22. ripples
23. divided
24. continent
25. crude

THOUGHT QUESTION

Answers will vary.

26. a. The students should describe their families (1 pt.), the jobs their parents hold (1 pt.), and where they live (1 pt.).
- b. For the second thought question, the student should briefly tell how people spread out from the Middle East and went as far as the Pacific Ocean (1 pt.). They then went up the shore, crossed over into Alaska (1 pt.), and spread down through North and South America (1 pt.).

ALTERNATE LIFEPAC TEST

1. Middle East
2. family
3. continents
4. islands
5. community
6. Alaska
7. North America, South America
8. West Indies
9. b. Inuits
10. c. Southwest Indians
11. a. Plains Indians
12. c. Eastern Woodlands Indians
13. b. India
14. c. Leif Eriksson
15. c. Americans
16. Columbus
17. Adam
18. Norse
19. Noah
20. Marco Polo
21. ripples
22. pioneers
23. divided
24. cure
25. crude

THOUGHT QUESTION

Answers will vary.

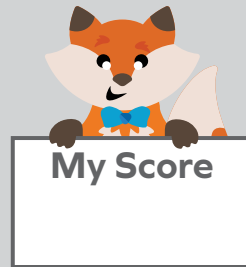
26. a. Look for a list of people or groups in the community and for information about your neighbors.
- b. Things to look for would be the trip to China, the cloth, perfumes and fireworks he brought back, and the book he wrote.

HISTORY & GEOGRAPHY 201

ALTERNATE LIFEPAC TEST

Name _____

Date _____



Each answer = 1 point

Draw a line to match each phrase with its correct answer.

- | | | | |
|----|--|---|---------------|
| 1. | Place where three continents are connected | ▶ | ◀ islands |
| 2. | When you were born you became part of a | ▶ | ◀ family |
| 3. | The largest masses of land | ▶ | ◀ Middle East |
| 4. | Hawaii is made up of several | ▶ | ◀ community |
| 5. | Your family is part of a | ▶ | ◀ continents |

Circle the correct answer.

6. Which one of these is NOT a continent?
- | | | |
|--------|-----------|--------|
| Africa | Asia | Alaska |
| Europe | Australia | |

7. Circle the *two* continents that are connected to each other.

Australia

North America

Asia

South America

8. The islands that Christopher Columbus discovered were the _____ .

Middle East

North Africa

West Indies

Circle the correct answer for each statement.

9. The natives of Alaska are called _____ .

a. Plains Indians

b. Inuits

c. Eastern Woodlands Indians

10. The Native Americans who carved homes into the cliffs in Colorado and New Mexico were the _____ .

a. Plains Indians

b. Inuits

c. Southwest Indians

11. The Native Americans who moved during the year to follow herds of buffalo were the _____ .

a. Plains Indians

b. Southwest Indians

c. Eastern Woodlands Indians