

HISTORY & GEOGRAPHY

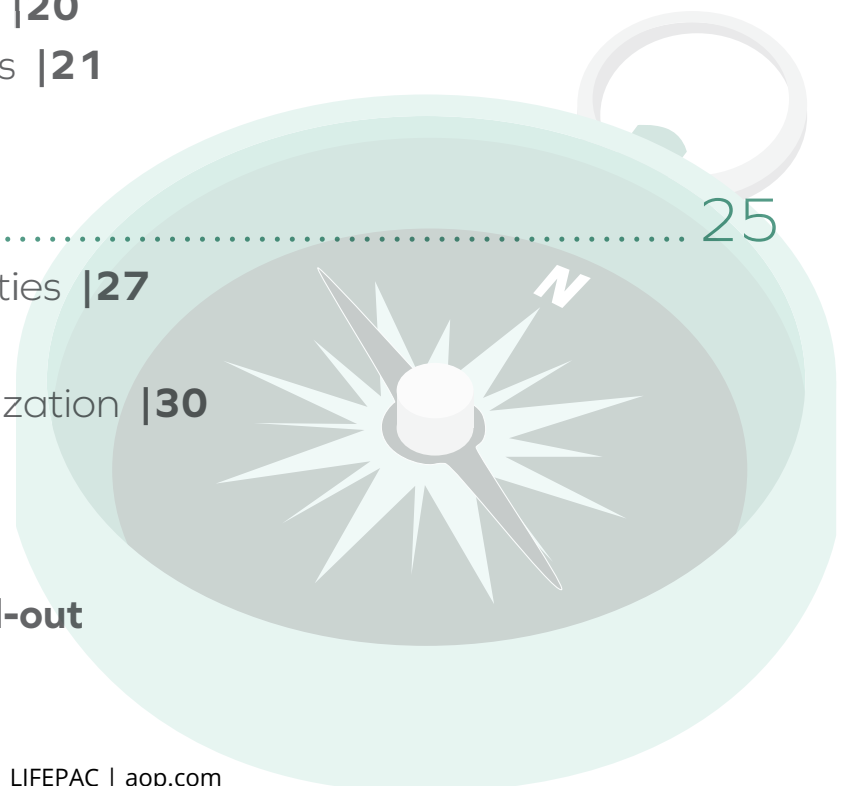
STUDENT BOOK

▶ **3rd Grade**

HISTORY & GEOGRAPHY 301

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STUDY SKILLS

Geography is the study of the earth. The study includes mountains, rivers, and fields. Weather, location, and plants are also part of geography. In this LIFEPAAC, you will study the geography of the United States. You will learn about the mountains and rivers that are part of the country. You will study the types of weather in different regions. You will also discover the plants and animals that can be found in the United States.

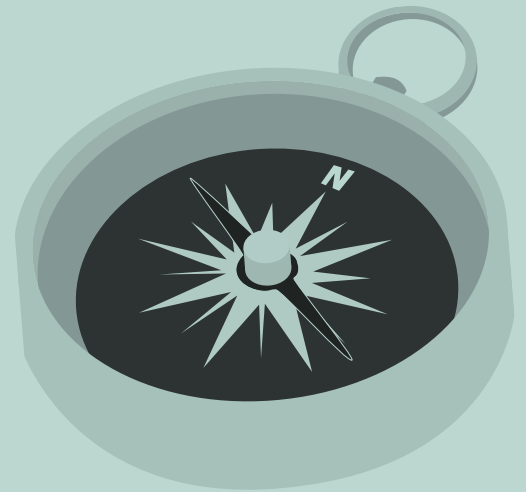
Along with geography, you will be studying the people who live in the United States. You will learn about what they do for work and fun. You will discover their history.

This unit provides you with the tools for studying the United States. One of these tools is vocabulary. You will learn words that are used in studying people and places. The ability to read maps is an important skill. In the first section, you will review and learn more about how to use maps. Resources will be the theme of the second section. The final section will focus on communities. You will study how people live and work together.

Objectives

Read these unit objectives. The objectives tell you what you should be able to do when you have successfully completed this LIFE PAC. When you have finished this LIFE PAC, you should be able to:

1. Locate the New England states.
2. Know the geography of the New England states.
3. List natural resources found in New England.
4. State the types of businesses and employers found in New England.
5. Know some of New England's settlers.
6. Recognize the importance of education in New England.
7. Identify the pastimes of the people living in New England.



1. GREAT LAKES GEOGRAPHY

You will begin this LIFEPAC by studying the geography of the Great Lakes states. You will learn the names of some of the land features in the Great Lakes region. You will also learn the names of the major cities in the Great Lakes states. The location of these states impacts the types of food people grow, the places they live, and the activities they do.

Objectives

Review these objectives. When you have completed this section, you should be able to:

1. Locate the Great Lakes states.
2. Know the geography of the Great Lakes states.

Vocabulary

Study these new words. Learning the meanings of these words is a good study habit and will improve your understanding of this LIFEPAC.

peninsula (pə-nīn'syə-lə, -sə-lə). Land which is almost completely surrounded by water.

tributary (trīb'yə-tēr'ē). A river that flows into another river or body of water.

Note: All vocabulary words in this LIFEPAC appear in **boldface** print the first time they are used. If you are unsure of the meaning when you are reading, study the definitions given.

Pronunciation Key: hat, āge, cāre, fār; let, ēqual, tērm; it, īce; hot, ōpen, ōrder; oil; out; cup, pūt, rüle; child; long; thin; /FH/ for then; /zh/ for measure; /u/ or /ə/ represents /a/ in about, /e/ in taken, /i/ in pencil, /o/ in lemon, and /u/ in circus.



Answer true or false.

- 1.17 _____ The Mid-Atlantic region has four seasons.
- 1.18 _____ The coldest temperature in New York State was -5 degrees F.
- 1.19 _____ The average amount of moisture that falls in the region is the same in January and July.




Teacher check:

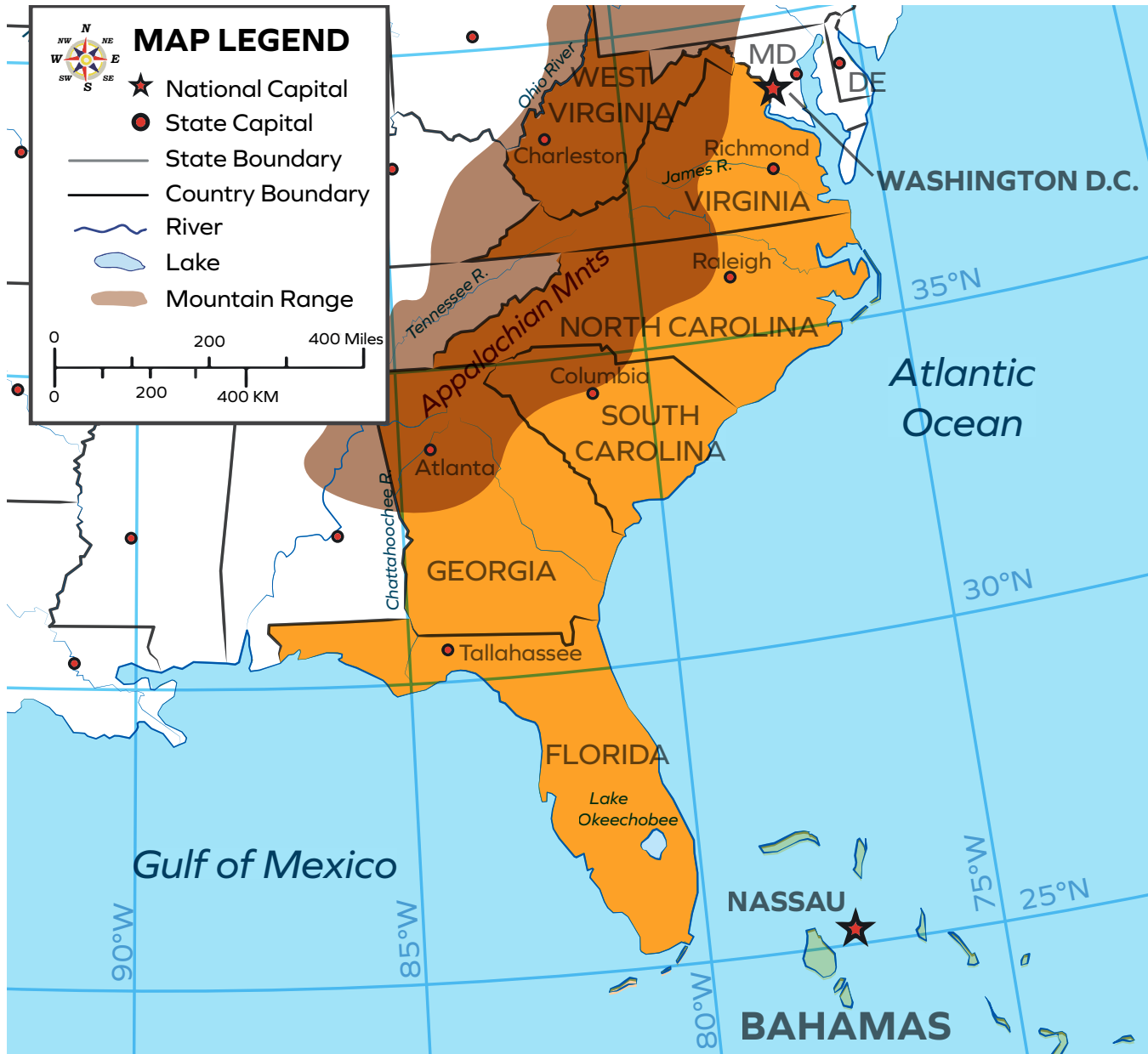
Initials _____ Date _____



For this Self Test, study what you have read and done. The Self Test will check what you remember.

Ask your teacher to say these vocabulary words with you.

 **Teacher check:**
Initials _____ Date _____

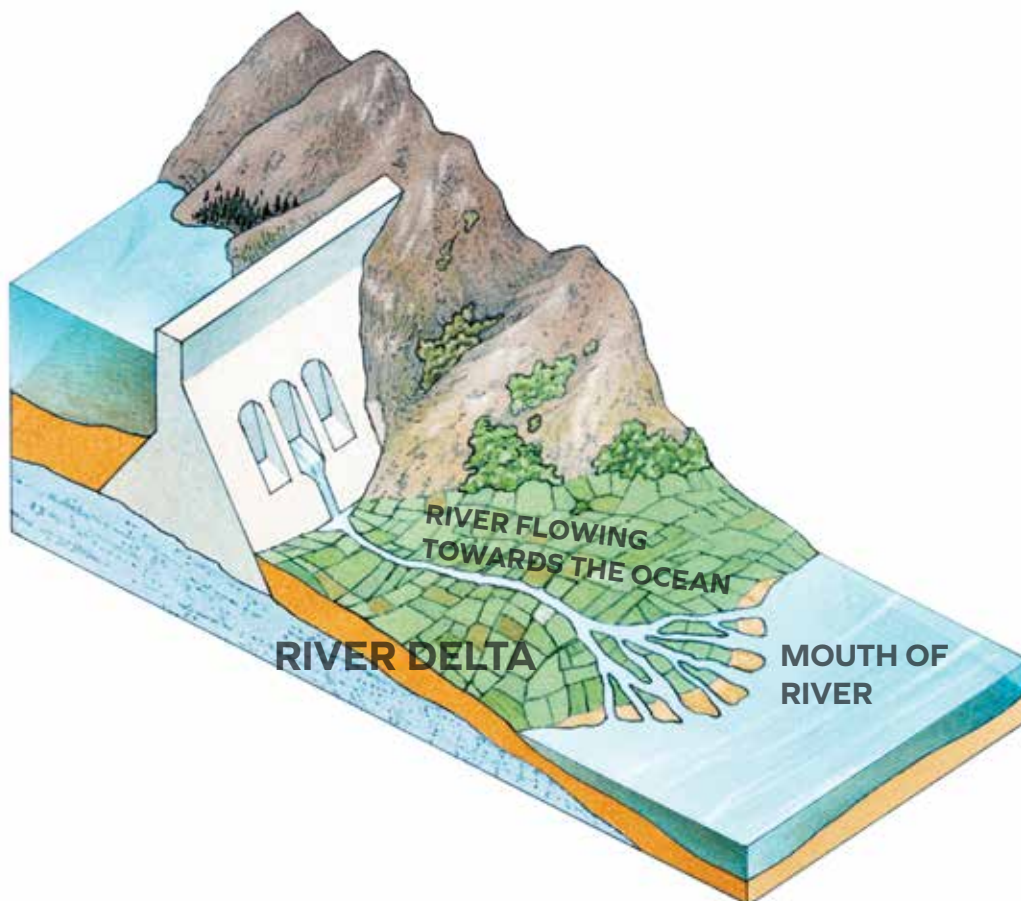


States in the Southern-Atlantic

Before you study the Southern-Atlantic states, look at the map above. The map will introduce you to the Southern-Atlantic area.

river flows into a larger body of water. The flow of water slows as it enters an ocean or lake. As the water slows, **sediment** in the water is deposited at the mouth of the river. Over time, this sediment builds and a large area of land is formed. Often, a river delta is in the shape of a triangle. The Mississippi River delta area is mainly comprised of wetlands. It is home to shrimp, crabs, and crayfish.

Louisiana is also home to numerous **bayous**. A bayou forms when a river or stream slowly flows in a low, flat area. Numerous bayous can be found along the southern Gulf Coast of Louisiana, Mississippi, and Alabama. Bayous are home to crawfish, shrimp, and catfish. Large water birds that make their homes in bayous include the great blue heron, the egret, and pelican. Bald cypress trees are abundant in the swampy bayous. These trees can grow to over 100 feet in height. Bald cypress need lots of water to grow. This makes them a perfect tree for the bayou region.



SELF TEST 1

Each answer = 1 point

Choose the correct answer.

- 1.01** _____ is *not* the name of a Great Lake.
 a. Huron b. Mississippi c. Michigan
- 1.02** The Great Salt Lake is located in _____ .
 a. Idaho b. Utah c. Michigan
- 1.03** The Rio Grande River forms the border between Mexico and _____ .
 a. California b. New Mexico c. Texas
- 1.04** The highest mountain in the U.S. is _____ .
 a. Denali b. Mauna Loa c. Mount St. Helens
- 1.05** Long Island is located near _____ .
 a. Florida b. Virginia c. New York

Answer true or false.

- 1.06** _____ The Missouri and Colorado Rivers flow into the Mississippi River.
- 1.07** _____ There are five Great Lakes.
- 1.08** _____ The Appalachian Mountains are located on the western side of the U.S.
- 1.09** _____ The Rocky Mountains are all located within the state of Colorado.
- 1.010** _____ Lake Okeechobee is located in central Florida.

Fill in the blank.

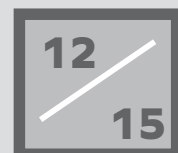
- 1.011** The capital of the U.S. is _____ .
- 1.012** The _____ Ocean is north of Alaska.
- 1.013** The Mississippi River flows into the _____ .
- 1.014** The state of Hawaii is located entirely within the _____ Ocean.
- 1.015** The _____ River serves as the border between Nevada and Arizona.

**Teacher check:**

Score _____

Initials _____

Date _____





HISTORY & GEOGRAPHY

TEACHER'S GUIDE

▶ **3rd Grade**

HISTORY & GEOGRAPHY 300

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.

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 to 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 to 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.

The third grade curriculum is an exploration of the history and geography of the United States. 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 U.S. Geographical terms along with an overview of the geography of the U.S. will be introduced in the first LIFEPAC. The first LIFEPAC will also introduce the student to terms used in the study of resources and culture in later LIFEPACs.

Each LIFEPAC in 302-309 will introduce the student to a different region of the U.S. The curriculum will also introduce the student to the region's geography, climate, and resources. The student will also learn about key events in the history of the U.S. and the particular region. Famous individuals will also be highlighted in each LIFEPAC. The student will gain some general information about the founding of the U.S. He/she will also receive a general introduction to the U.S. government. Major industries of a region as well as places that people enjoy visiting will be introduced.

LIFEPAC 310 serves as a review of the U.S. regions. The student will receive one last overview of the geography of the U.S. He/she will also review the geography of those states east and west of the Mississippi River. Finally, the student will spend time reviewing each of the regions in the order in which they were taught. At the end of the course, the student should have a general understanding of the U.S.'s geography, history, and resources.

This course is not designed to be a comprehensive U.S. history or geography course. Instead it serves as an introduction to the geography of the U.S. as well as its history. The student will be introduced to each of the states but will not be given a comprehensive understanding of each. The student will gain an understanding of the characteristics of the various regions of the U.S. This will help the student to gain an overview of where each of the states is located as well as a general understanding of their characteristics.

This course is meant to stimulate a student's interest in the geography and history of the U.S. Ideally, the student will want to learn more about a particular region or state. This curriculum will serve as a foundation of a student's later study of geography in general and the U.S. in particular.

The Teaching Notes section of the Teacher's Guide lists the required or suggested materials for the LIFEPACs and provides additional learning activities for the students. 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.

TEACHING NOTES

MATERIALS NEEDED FOR LESSON	
Required	Suggested
<ul style="list-style-type: none"> • LIFEPAC • paper • pencils • crayons 	<ul style="list-style-type: none"> • dictionary • atlas • maps • pictures or videos of the U.S. regions • Internet or encyclopedias

INDEPENDENT STUDY ACTIVITY: YOUR STATE OR ANY STATE

As you study the various regions of the U.S., you and your student may find it interesting to study the state in which you live. If you do not live in a U.S. state, your student may choose a state that is of particular interest to him/her. In the study, the student will learn about the geography, history, resources, and people of the chosen state. The student should place all of his/her work in a folder. The student will need an encyclopedia or Internet access in order to complete the study. This activity can be repeated for any state that you find is particularly interesting. It could be a state in which friends or relatives live or a state to which travel is planned. Duplication masters are provided for the Your State activity and for the Any State activity.

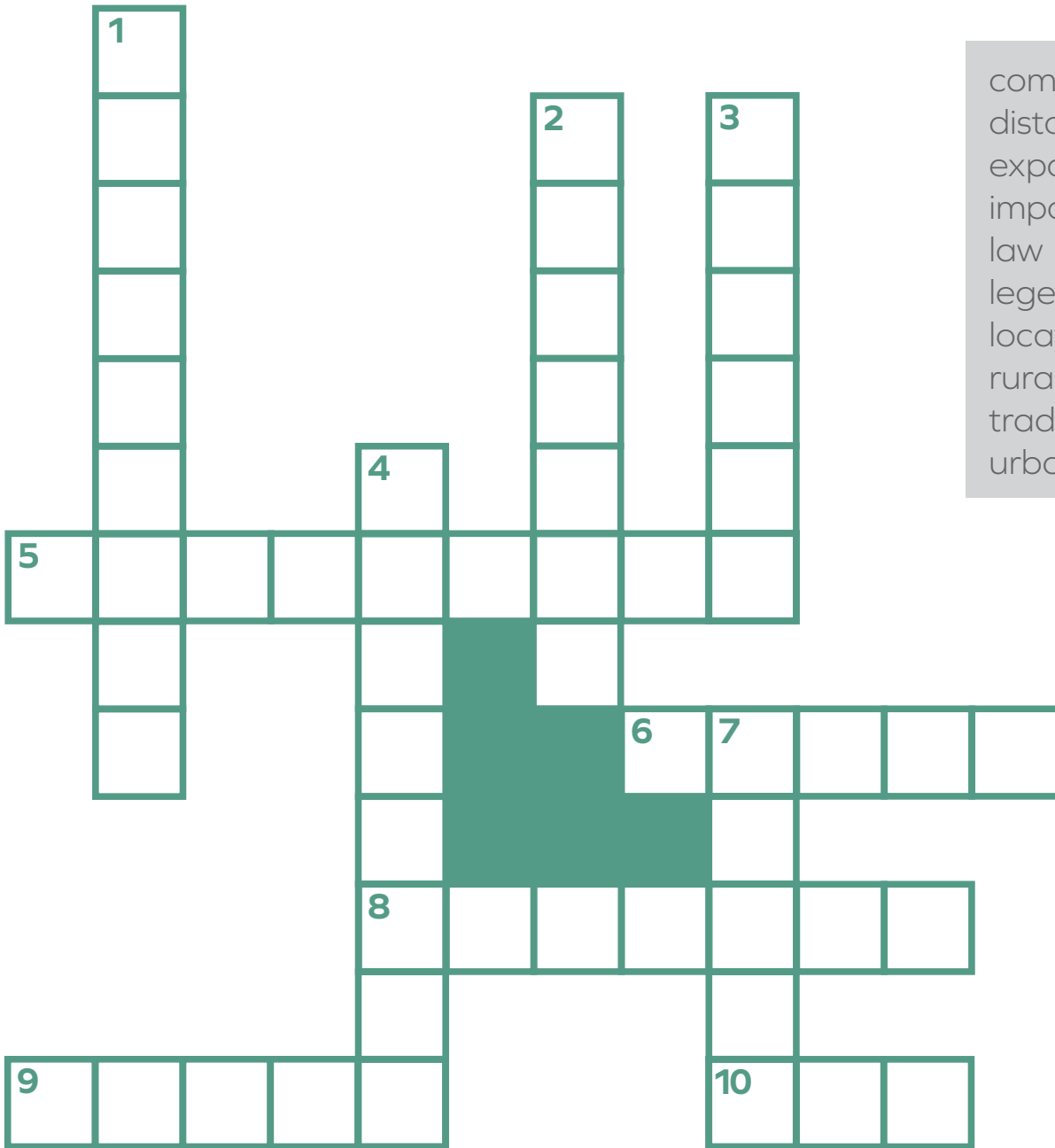
UNIT CROSSWORD PUZZLE REVIEW WORKSHEET:

A duplication master for a review activity is provided for this unit. After the student has completed the unit, have him/her complete it as part of his/her preparation for the final LIFEPAC Test.

» ANSWERS FOR THE REVIEW WORKSHEET

1. community
2. exports
3. legend
4. location
5. distorted
6. trade
7. rural
8. imports
9. urban
10. law

U.S. GEOGRAPHY AND HISTORY CROSSWORD PUZZLE REVIEW



community
distorted
exports
imports
law
legend
location
rural
trade
urban

ACROSS:

- 5. Misshapen
- 6. The buying and selling of goods
- 8. Items coming from other places
- 9. Area within a city
- 10. Rule for living

DOWN:

- 1. People living in a similar area
- 2. Items sold to others
- 3. Explanation on a map
- 4. A place
- 7. The area around the country

ANSWER KEYS

SECTION 1

- 1.1 state boundary
- 1.2 state capital
- 1.3 north
- 1.4 river
- 1.5 Canada
- 1.6 Atlantic, Pacific
- 1.7 red circle, red star
- 1.8 California, Arizona, New Mexico, Texas
- 1.9 Minnesota
- 1.10 Bismark, Lansing, Richmond, Phoenix
- 1.11 Mississippi River
- 1.12 about 560 miles
- 1.13 about 280 miles
- 1.14 Teacher check

SELF TEST 1

- 1.01 e
- 1.02 c
- 1.03 a
- 1.04 b
- 1.05 d
- 1.06 Arcadia
- 1.07 12
- 1.08 Any: Okeechobee, Glades, Hendry, Palm Beach, or Martin
- 1.09 Interstate 75
- 1.010 about 130 miles
- 1.011 South
- 1.012 true
- 1.013 true
- 1.014 false
- 1.015 true