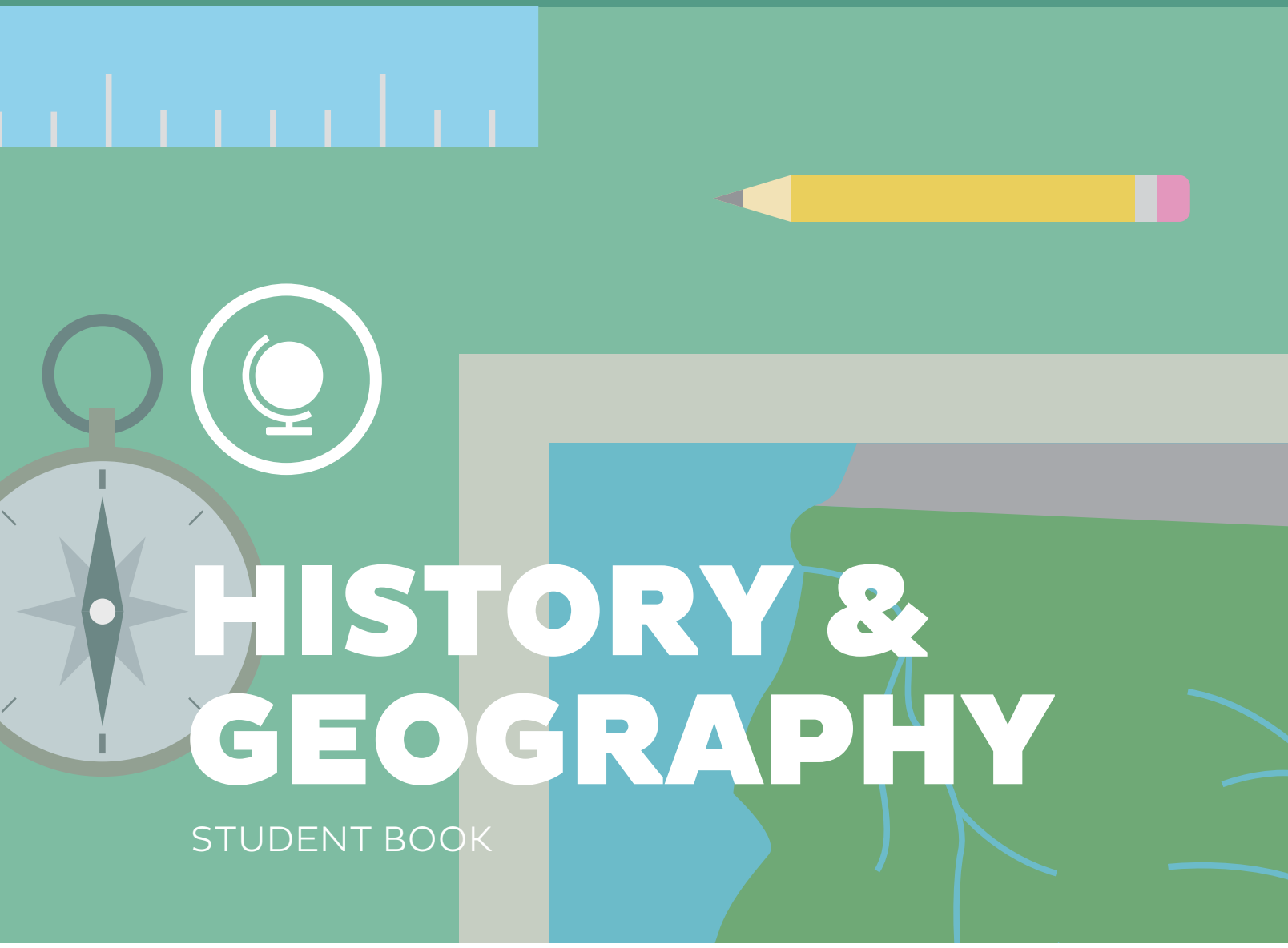
LIFEPAC®



HISTORY & GEOGRAPHY

STUDENT BOOK

4th Grade

Alpha Omega PUBLICATIONS

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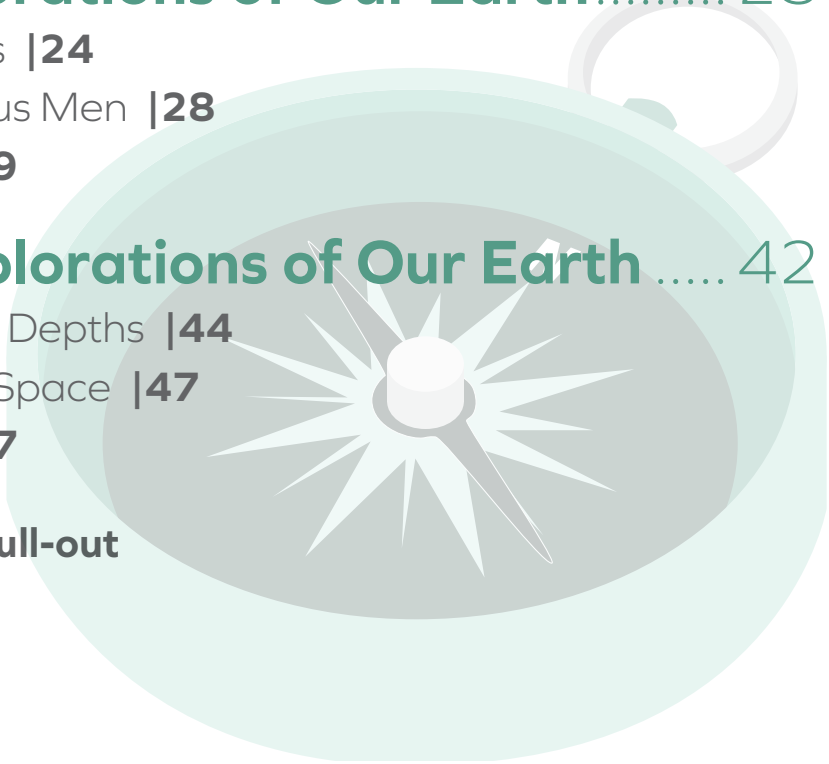
HISTORY & GEOGRAPHY 401
OUR EARTH



SEAPORT CITIES

Have you ever taken a trip on an ocean liner? In this LIFEPAC® you are going to follow the cruise of an ocean liner that will visit four famous seaport cities: Sydney in Australia, Hong Kong on the coast of China, Istanbul in Turkey, and London in Great Britain. You will learn about the geography, history, and life of these exciting cities. You will start and finish in San Francisco in the United States.

Objectives

Read these objectives. The objectives tell you what you will be able to do when you have successfully completed this LIFEPAC. Each section will list according to the numbers below what objectives will be met in that section. When you have finished this LIFEPAC, you should be able to:

1. Locate on a world map the places mentioned in the text and places along the route.
2. Tell about the history of each of the seaport cities.
3. Name the places in each city that are of special interest to visitors.
4. Tell a little about how people live in each city.
5. Recognize geography terms and use them.

1. WHAT IS A DESERT?

A desert is a place where very little rain falls and very few plants grow. Most deserts are very hot, too. Very few plants and animals can live in a desert because of the heat and lack of food.

Even in the desert, however, God has created life. Special plants and animals can live in the hot, dry deserts of the world. People, also, have learned how to live in the desert. They use the plants and animals God put there to help them survive.

Objectives

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

2. Know the continents and some map features.
3. Explain how moisture is blocked from reaching a desert.
4. Explain how plants and animals live in the desert.

Vocabulary

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

barren (bar ən). Not able to produce much.

burrow (bėr' ō). Not able to produce much.

cactus (kak' təs). A fleshy plant with spines instead of leaves that grows in hot, dry regions of America.

dew (dü). Moisture from the air that collects on cool surfaces at night.

domesticate (də mes' tə kā t). To make a wild animal tame.

dune (dün). A hill of sand heaped up by the wind.

evaporate (i vap' ə rāt). To change from a liquid into a gas.

fog (fog). Thick mist.

Look at the maps. Do you see the line drawn across the middle of each one? This line is called the **equator**. The equator is a line that divides the earth into two equal hemispheres. The half above the equator is the Northern Hemisphere. Most of the people in the world live in this hemisphere, because most of the land is there. Below the equator is the Southern Hemisphere. It is mostly water, with much less land for people to live on.

To the north and south of the equator are the Tropic of Cancer and the Tropic of Capricorn. These lines mark the end of the *tropical zone* around the equator, which you will study in a later LIFEPAC. It is only between these two lines that the sun ever gets exactly overhead in the center of the sky. You can remember that Capricorn is the one south of the equator by imagining that it sinks to the bottom because it is a bigger, heavier word than Cancer.

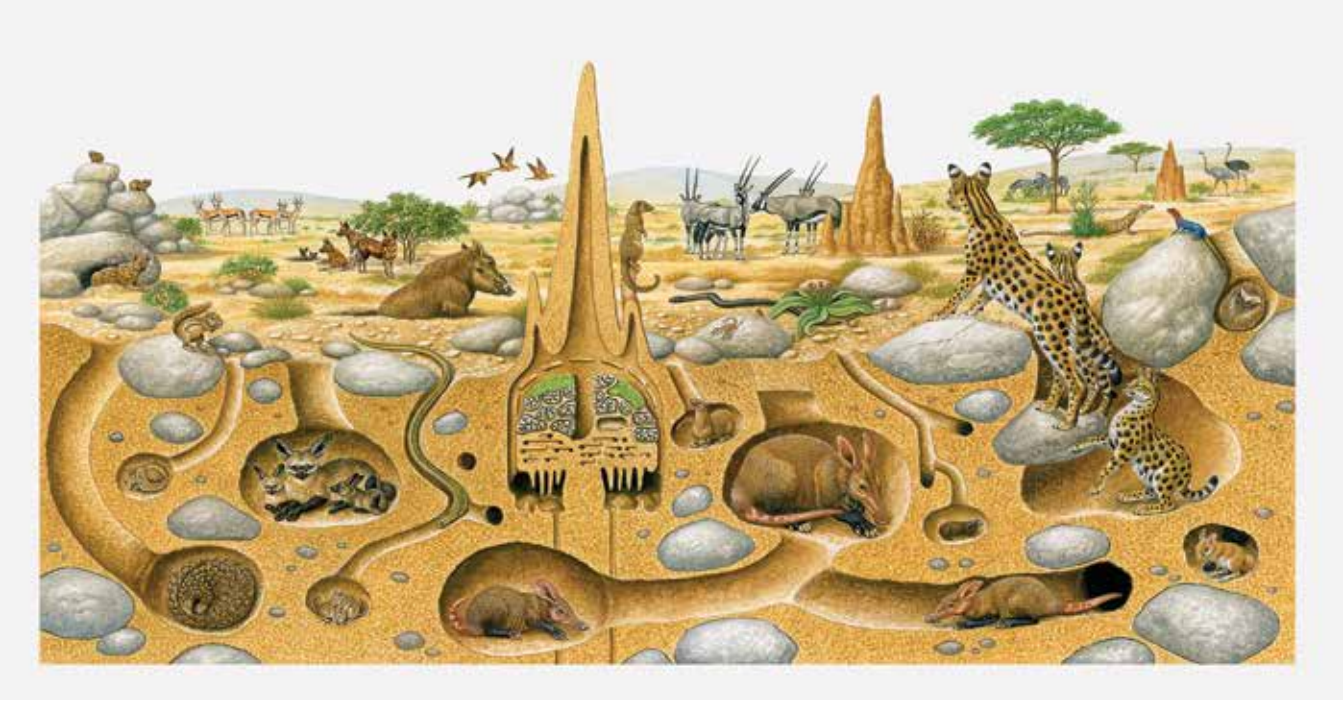
| Eastern Hemisphere

Desert animals. Many wild animals make their homes in the desert. God created these animals especially to live in the desert. Most of these animals are small. They are small so they do not need much food and they can easily find shade from the sun. Most of the animals hide in a **burrow** or under rocks and shrubs during the daytime. They come out to find food at night when it is cooler. There are fewer animals in a desert because there is less food for them to eat.

Desert animals can go without water for days. Some, like the kangaroo rat, do not need to drink water at all. They get all the moisture they need from the food they eat.

Desert animals have many ways to live in their harsh home. The sandgrouse, an African desert bird, can soak up water in its feathers to bring to its babies in the nest. Desert hares have large ears that take extra heat away from their bodies. A desert chameleon in Africa turns white in the hottest part of the day, to reflect sunlight away. A tortoise in Asia is active only a few months of the year, when the rain has made the desert green. The rest of the year it **hibernates** underground. Many bigger animals, like antelope and gazelles, live by traveling around constantly to search for food.

Desert animals eat many kinds of things. The kangaroo rat lives on seeds and plants. The horned lizard eats insects. The rattlesnake and the coyote hunt small **rodents** and rabbits that live in the desert. So, there is food in the desert. It is just hard to find.



| Desert animals that live in or above burrows.

Some of the rain in a rain forest is also recycled. The trees put the water back into the air through small holes in their leaves. This makes the air more humid and causes it to rain again. That creates a steady supply of rain for the forest and the rivers that flow through it. As much as half the rain in the Amazon may come from the forest itself! In places where the forest has been cut down, less rain falls.

Match these items.

1.10 _____ canopy

1.11 _____ understory

1.12 _____ floor

1.13 _____ nutrients

1.14 _____ classify

a. putting something in a group with others like it

b. top of the tallest rainforest trees

c. ground level of the rainforest

d. needed by living things to grow

e. middle level of the rainforest

Complete these sentences.

1.15 The soil in the rainforest is very _____ .

1.16 Rainforests do not become bare like those in the _____ _____ .

1.17 A rainforest has _____ kinds of plants.

1.18 About half of the _____ of animals in the world live in the rainforest.

1.19 Few plants can grow on the forest floor because very little _____ reaches there.

1.12 List four problems that make it difficult to live in the mountains.

a. _____

b. _____

c. _____

d. _____

1.13 The line between the forest and the alpine tundra is called the _____ _____ .

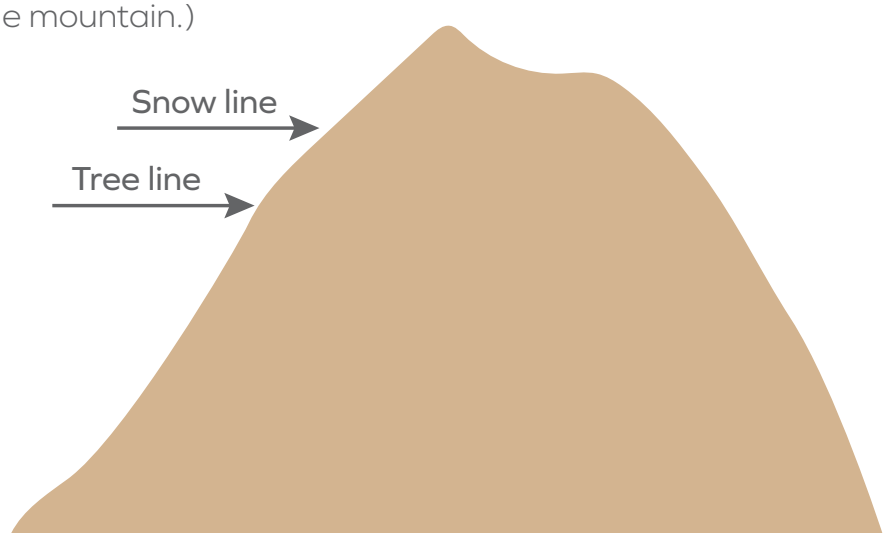
1.14 The line between the alpine tundra and the year-round snow is called the _____ .

1.15 The animals and the climate _____ as you go up or down a mountain.

1.16 God designed people so that their bodies can _____ in thin mountain air.

Complete this activity.

1.17 On this mountain show the tree and snow lines by drawing in trees and snow where they belong. (The trees will become smaller and further apart as you climb higher on the mountain.)



Teacher check:

Initials _____ Date _____

SELF TEST 1

Choose the correct letter from the map for each feature (3 points each answer).

Parts of the ocean:

1.01 _____ Labrador Sea

1.02 _____ Bering Sea

1.03 _____ Gulf of Mexico

1.04 _____ Caribbean Sea

1.05 _____ Hudson Bay

1.06 _____ Gulf of California

1.07 _____ Bering Strait

1.08 _____ Baffin Bay

Isthmus:

1.09 _____ Panama

Archipelagoes:

1.010 _____ Antilles

1.011 _____ Aleutian

1.012 _____ Bahamas

1.013 _____ Queen Elizabeth

Land:

1.014 _____ Cordillera

1.015 _____ Appalachian Mts.

1.016 _____ Great Plains

1.017 _____ Canadian Shield

1.018 _____ Coastal Plains

Waters:

1.019 _____ St. Lawrence River

1.020 _____ Mississippi River

1.021 _____ Great Lakes

Peninsulas:

1.022 _____ Baja California

1.023 _____ Yucatan

Islands:

1.024 _____ Greenland

1.025 _____ Newfoundland

1.026 _____ Baffin

1.018 _____ main religion is Eastern Orthodox

1.019 _____ Bern is the capital

1.020 _____ people live along the coast, not the interior; many volcanoes and glaciers

Match these items (3 points each answer).

1.021 _____ Western Hemisphere

1.022 _____ Prince Henry

1.023 _____ *Sputnik*

1.024 _____ Apollo

1.025 _____ Magellan

1.026 _____ Columbus

1.027 _____ Space Shuttle

1.028 _____ Neil Armstrong

1.029 _____ Skylab

1.030 _____ Eastern Hemisphere

a. first satellite in space

b. reusable American spaceship

c. American space program that went to the moon

d. sailed west from Europe and found the West Indies

e. led first trip around the world

f. first man to walk on the moon

g. planned route around Africa

h. American space station

i. Africa, Asia, Europe

j. North and South America

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

1.031 _____ The Tropic of Cancer is north of the equator.

1.032 _____ The North Pole is on Antarctica.

1.033 _____ The first man in space was an American.

1.034 _____ The explorers wanted to find a water route to Asia to get aluminum and gold.

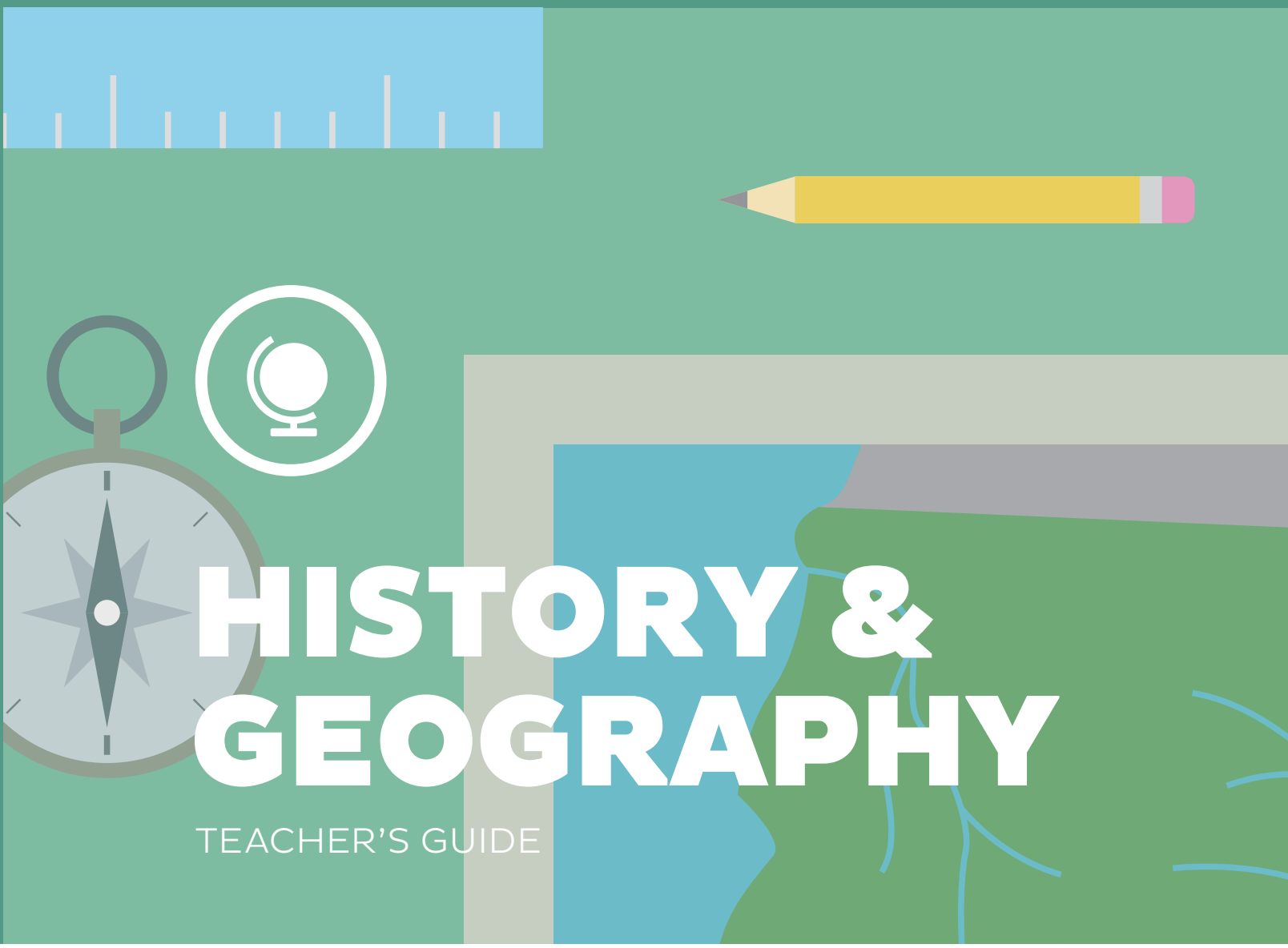
1.035 _____ The *Trieste* explored the deepest part of the ocean, the Mariana Trench.

Teacher check: Initials _____

Score _____ Date _____

80/100

LIFEPAC®



HISTORY & GEOGRAPHY

TEACHER'S GUIDE

4th Grade

LIFEPAC | aop.com

Alpha Omega PUBLICATIONS

HISTORY & GEOGRAPHY 400

Teacher's Guide

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

Example 2

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.

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.

TEACHING NOTES

MATERIALS NEEDED FOR LIFEPAC	
Required	Suggested
• dictionary • encyclopedia • atlas, maps, globe • pictures or videos of space travel or exploration • crayons, colored pencils or markers (the reference materials can be either in book or online formats)	• 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.

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 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

ALTERNATE LIFEPAC 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 _____

80
100

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

2. _____ Nile

3. _____ Australia

4. _____ axis

5. _____ Arctic

6. _____ Pacific

7. _____ Atlantic

8. _____ Africa

9. _____ South America

10. _____ delta

11. _____ equator

12. _____ Mississippi

13. _____ mouth

14. _____ Indian

15. _____ Antarctica

16. _____ Europe

17. _____ source

18. _____ North America

19. _____ Tropic of Cancer

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. *Sputnik*	f. *Voyager*
g. Norsemen	h. Vasco da Gama	i. Viking I and II
j. *Mir*	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?

_____

_____

_____