



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.

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 _____ <i>initials</i> <i>date</i>
--	--------------------	---

Example 2

<div style="border: 1px solid black; padding: 5px; display: inline-block;"> 84 <hr style="width: 50%; margin: 0;"/> 105 </div>	SCORE _____	TEACHER _____ <i>initials</i> <i>date</i>
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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 LIFEPAACs based on a maximum total score of 100 points.

Example:

LIFEPAAC 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 LIFEPAAC
Oral Work	=	5% or 5* points per LIFEPAAC

*Determined by the teacher's subjective evaluation of the student's daily work.

Example:

LIFEPAAC 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.

HISTORY & GEOGRAPHY 301

Unit 1: U.S. Geography

TEACHING NOTES

MATERIALS NEEDED FOR LESSON

Required

- LIFEPAC
- paper
- pencils
- crayons

Suggested

- 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

ADDITIONAL LEARNING ACTIVITIES:

Choose those activities that best suit the needs and interests of your student.

Section 1: Map Skills

1. Create flash cards for the vocabulary words the student will be learning. On one side of the flash card, the student should write the vocabulary word. On the other side, the student should draw a picture representing the vocabulary word. You may need to help the student decide on an appropriate picture to draw.
2. Give the student a map of the U.S. with longitude and latitude lines. Ask the student to find the approximate lines of latitude or longitude where he/she lives. Give the student latitude and longitude coordinates and ask the student to find the state in which the lines meet.
3. Find a game of Battleship and play it with your student. As you play the game, remind the student of how longitude and latitude coordinates are used.

Section 2: Resources

1. Give the student a state or local map without a legend. Ask the student to create a legend for that map.
2. Ask the student to list three natural resources that can be found in his/her community. Ask the student to think of two human resources that he/she possesses.
3. Have the student keep track of all the goods and services he/she uses in an hour. These services would include clothing, electricity, paper, and food. Encourage the student to recognize how interdependent people are on each other for their daily needs.

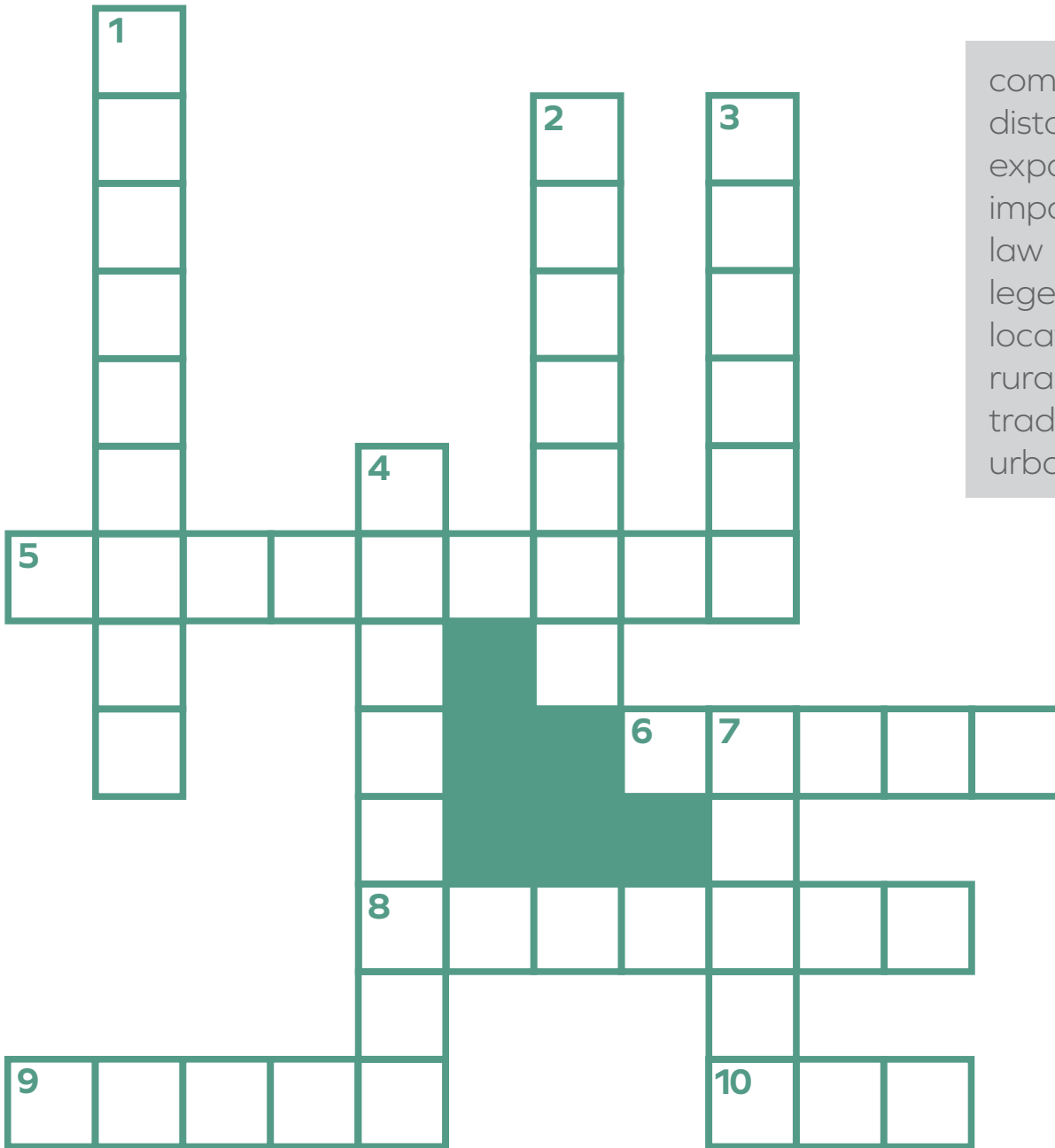
Section 3: Community

1. Have the student create a list of five characteristics of being a good member of a church, school, family, or other community. If you teach a number of students, have them compare their lists. Note those items that appear on more than one list.
2. Ask the student to think of traditions that his/her family or community celebrates. Ask the student to discover how those traditions started and why they continue.
3. Invite the student to draw pictures of the many services he/she receives from the town or city community in which he/she lives. Examples may include a library, police, firefighters, roads, and sidewalks.

Explore the Internet:

The Internet can be a useful resource for additional activities and information. Visit the National Geographic Kids website for geographical games and other fun facts. Search the Internet for websites with interactive maps. Remember to monitor the sites your students visit.

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

» INDEPENDENT STUDY ACTIVITY: YOUR STATE

Follow all directions carefully. Check the box as you complete each activity.

GEOGRAPHY:

Begin your study by learning about the geography of your home state. For these activities you will need a good map of your state. Ask your teacher to print a map of the outline of your state. You will look up information on the geography of your state and place it on the map.

- Activity 1:** Find the names to three major rivers in your state. Draw them on the map in blue. Label them in pencil.
- Activity 2:** Find the names of three cities with the greatest population in your state. If your state capital is not one of the three, add that as well. Draw them on your map with red circles. Use a red star to indicate your state's capital. Label the cities in pencil.
- Activity 3:** Find the location of your home on the map. Draw a circle in yellow where you live and label it as your home in pencil.
- Activity 4:** Locate two major bodies of water, oceans, or lakes. Draw them in purple and label them on your map.
- Activity 5:** Locate any significant mountains or hills in your home state. Draw them in green and label them with pencil.

EVENTS:

Learn about important events in the settlement of your state. Look at why these settlers came to your state and where they lived.

Fill out the form with the following information. You may need to write the information on a separate sheet of paper so you have more room.

The first explorers to my home state of _____ were

_____ .

More settlers followed because they wanted to _____ .

Many settlers came from the country of _____ .

My state became a part of the U.S. in _____ .

An important event that occurred in my state was

_____ .

This event was important because

_____ .

PEOPLE:

Fill out the form with the following information.

One important person from my state was

_____ .

He/She was important because _____ .

A second important person from my state was

_____ .

He/She was important because _____ .

RESOURCES:

Fill out the form with the following information.

An important natural resource in my state is _____ .

It is used to/for _____ .

A business that is important to my state is _____ .

It is important to my state because _____ .

It is located in _____ .

PLACES:

Fill out the form with the following information.

An important place in my state is _____

_____ .

The reason it is important is because _____

_____ .

One place I would like to visit in my home state is _____

because _____

_____ .



» INDEPENDENT STUDY ACTIVITY: ANY STATE

Follow all directions carefully. Check the box as you complete each activity.

GEOGRAPHY:

Begin your study by learning about the geography of any state you have chosen. For these activities you will need a good map of the state. Ask your teacher to print a map of the outline of the state. You will look up information on the geography of the state and place it on the map.

- Activity 1:** Find the names to three major rivers in the state. Draw them on the map in blue. Label them in pencil.
- Activity 2:** Find the names of three cities with the greatest population in the state. If the state capital is not one of the three, add that as well. Draw them on your map with red circles. Use a red star to indicate the state's capital. Label the cities in pencil.
- Activity 3:** Find the location of a city on the map that has special meaning. This could be a city where you used to live, where a friend or relative lives, or a city that you have heard about. Draw a circle in yellow where this city is located and label it with the city name in pencil.
- Activity 4:** Locate two major bodies of water, oceans, or lakes. Draw them in purple and label them on your map.
- Activity 5:** Locate any significant mountains or hills in the state. Draw them in green and label them with pencil.

EVENTS:

Learn about important events in the settlement of this state. Look at why these settlers came to the state and where they lived.

Fill out the form with the following information. You may need to write the information on a separate sheet of paper so you have more room.

The first explorers to the state of _____ were _____ .

More settlers followed because they wanted to _____ .

Many settlers came from the country of _____ .

This state became a part of the U.S. in _____ .

An important event that occurred in this state was _____ .

This event was important because _____ .

PEOPLE:

Fill out the form with the following information.

One important person from this state was _____ .

He/She was important because _____ .

A second important person from this state was _____ .

He/She was important because _____ .

RESOURCES:

Fill out the form with the following information.

An important natural resource in this state is _____ .

It is used to/for _____ .

A business that is important to this state is _____ .

It is important to the state because _____ .

It is located in _____ .

PLACES:

Fill out the form with the following information.

An important place in this state is _____ .

The reason it is important is because _____ .

One place I would like to visit in this home state is _____

because _____



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

SECTION 2

- 2.1 basic needs
- 2.2 Renewable
- 2.3 non-renewable
- 2.4 Non-renewable
- 2.5 Renewable
- 2.6 false
- 2.7 true
- 2.8 true
- 2.9 Examples may include television, mattress, or pencil
- 2.10 Teacher check
- 2.11 Teacher check

SELF TEST 2

- 2.01 N (non-renewable)
- 2.02 R (renewable)
- 2.03 R (renewable)
- 2.04 d
- 2.05 c
- 2.06 a
- 2.07 e
- 2.08 b
- 2.09 g
- 2.010 f
- 2.011 false
- 2.012 true
- 2.013 false
- 2.014 false
- 2.015 true
- 2.016 true

SECTION 3

- 3.1 citizen
- 3.2 rural
- 3.3 population
- 3.4 urban
- 3.5 community
- 3.6 false
- 3.7 true
- 3.8 false
- 3.9 false
- 3.10 true
- 3.11 Teacher check
- 3.12 Teacher check

SELF TEST 3

- 3.01 e
- 3.02 f
- 3.03 a
- 3.04 c
- 3.05 b
- 3.06 d
- 3.07 true
- 3.08 false
- 3.09 false
- 3.010 true
- 3.011 false
- 3.012 true
- 3.013 a
- 3.014 c
- 3.015 a
- 3.016 b
- 3.017 c

LIFEPAC TEST

1. d
2. a
3. f
4. e
5. c
6. b
7. b
8. c
9. b
10. c
11. a
12. c
13. true
14. false
15. true
16. false
17. true
18. true
19. true
20. Oregon
21. a red dot
22. Tulare
23. Interstate 5
24. Lake Tahoe
25. a black dashed line

ALTERNATE LIFEPAC TEST

1. c
2. d
3. e
4. f
5. a
6. b
7. b
8. c
9. a
10. a
11. b
12. a
13. c
14. true
15. false
16. false
17. true
18. true
19. true
20. false
21. a black dot
22. about 22 miles
23. Madison
24. Illinois
25. Eau Claire

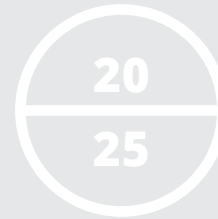
HISTORY & GEOGRAPHY 301

ALTERNATE LIFEPAC TEST

NAME _____

DATE _____

SCORE _____



Each answer = 1 point

Draw a line to the correct answer.

1. urban ●
2. rural ●
3. citizen ●
4. population ●
5. cartographer ●
6. distorted ●

- a. a map maker
- b. misshapen
- c. city
- d. the area in the country
- e. a member of a state or nation
- f. the number of people who live in an area

Choose the correct answer.

7. A person who buys goods is called a _____ .
a. producer b. consumer c. buyer
8. Food, water, and shelter are considered _____ .
a. non-renewable resources b. services
c. basic needs
9. A _____ is something which represents something else.
a. symbol b. legend c. good
10. Items coming from other places are called _____ .
a. imports b. goods c. exports
11. An example of a manufactured good is _____ .
a. water b. computers c. coal
12. An example of a renewable resource is _____ .
a. corn b. coal c. diamonds
13. The _____ is a famous line of latitude.
a. north pole b. border c. equator

Answer true or false.

14. _____ A scale on a map helps you tell the distance between places.
15. _____ All maps show cities and towns.
16. _____ A car is an example of a basic need.
17. _____ In a diverse community, there are many different types of people.
18. _____ Each area of the United States has both natural and human resources.
19. _____ Laws help communities remain safe and peaceful.
20. _____ People can only be members of one community at a

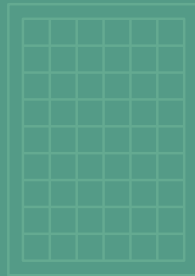
time.

Answer the questions based on the map on the following page.

- 21.** What symbol is used to show a major town? _____
- 22.** What is the distance from Racine to Milwaukee? _____
- 23.** What is the capital city of Wisconsin? _____
- 24.** What state borders Wisconsin to the south?

- 25.** Which city is farther north: Madison or Eau Claire?





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