

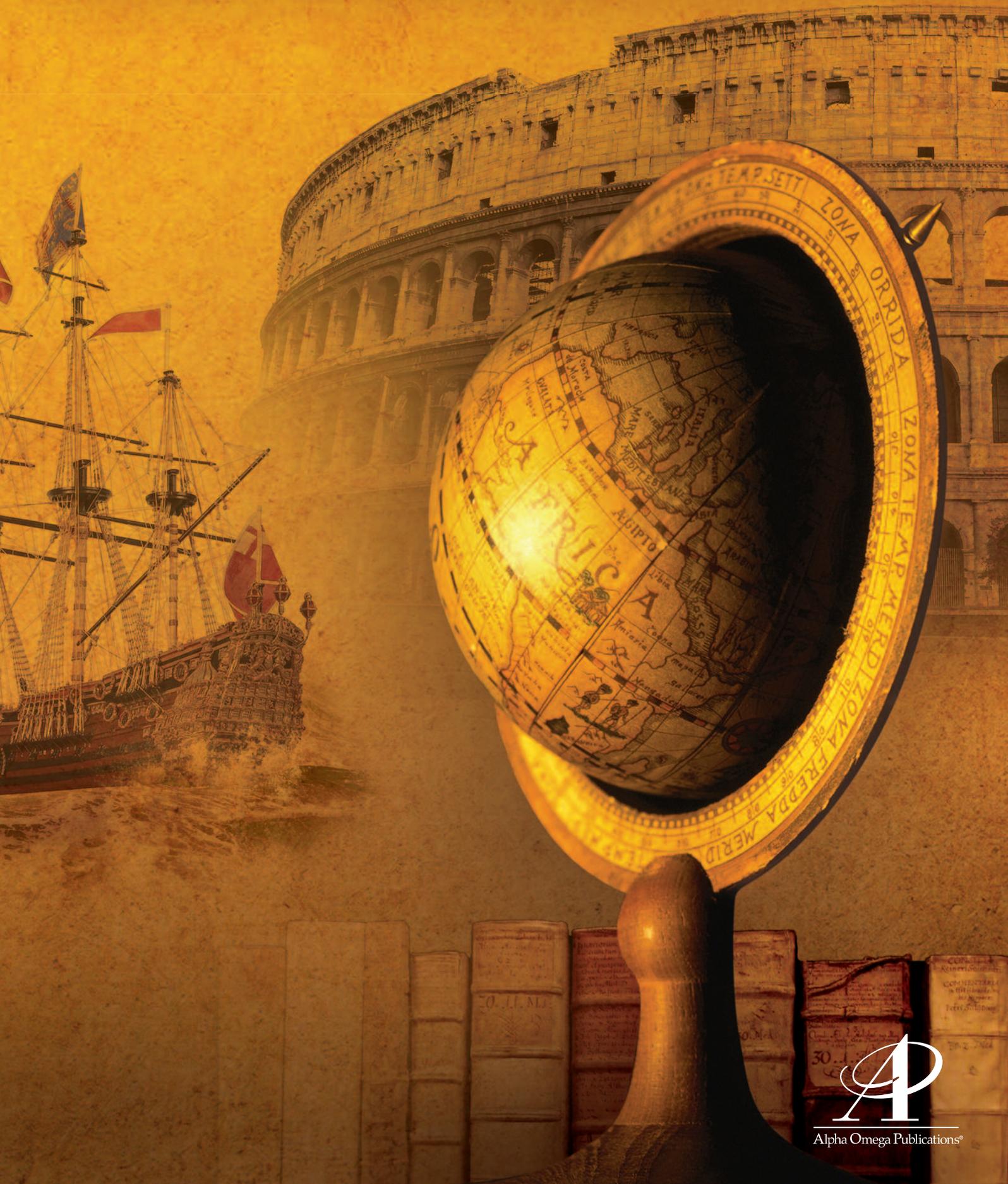


LIFE PAC®

# History & Geography

Teacher's Guide

Grade 1  
Part 1



Alpha Omega Publications®

# History & Geography 100

## Teacher's Guide Part 1

### CONTENTS

Curriculum Overview . . . . .	3
LIFEPAC® Management . . . . .	11
Teacher Notes . . . . .	25
History & Geography 101 . . . . .	29
History & Geography 102 . . . . .	65
History & Geography 103 . . . . .	103
History & Geography 104 . . . . .	145
History & Geography 105 . . . . .	199
Worksheets . . . . .	239
Alternate Tests . . . . .	303

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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 worktext 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, at the beginning of the LIFEPAC in the middle grades, 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 II. 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 and appear at the back of this handbook. 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.

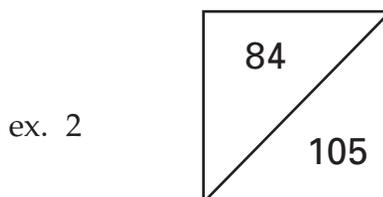
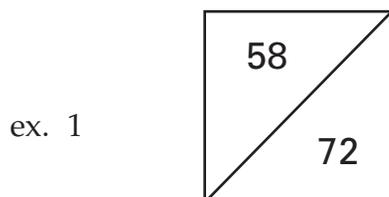
A thorough study of the Curriculum Overview by the teacher before instruction begins is essential to the success of the student. The teacher should become familiar with expected skill mastery and understand how these grade level skills fit into the overall skill development of the curriculum. The teacher should also preview the objectives that appear at the beginning of each LIFEPAC for additional preparation and planning.

## History & Geography 100 LIFEPAC Management

### 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 question; however, the upper levels may have a point system awarding 2 to 5 points for various questions. Further, the total test points will vary; they may not always equal 100 points. They may be 78, 85, 100, 105, etc.



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 LIFEPACs based on a maximum total score of 100 points.

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.

## History & Geography 100 LIFEPAK Management

Example:

LIFEPAK Test Score	=	92%	92	x	.60	=	55 points
Self Test Average	=	90%	90	x	.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

## History & Geography 100 LIFEPAC Management

### *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.
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.

\*SQ3R: Scan the whole LIFEPAC.

Question yourself on the objectives.

Read the whole LIFEPAC again.

Recite through an oral examination.

Review weak areas.

## History & Geography 100 LIFEPAC Management

### 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	Mathematics
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 3-4 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 3-4 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.

## **FORMS**

The sample weekly lesson plan and student grading sheet forms are included in this section as teacher support materials and may be duplicated at the convenience of the teacher.

The student grading sheet is provided for those who desire to follow the suggested guidelines for assignment of letter grades found on page 3 of this section. The student's self test scores should be posted as percentage grades. When the LIFEPAC is completed the teacher should average the self test grades, multiply the average by .25 and post the points in the box marked self test points. The LIFEPAC percentage grade should be multiplied by .60 and posted. Next, the teacher should award and post points for written reports and oral work. A report may be any type of written work assigned to the student whether it is a LIFEPAC or additional learning activity. Oral work includes the student's ability to respond orally to questions which may or may not be related to LIFEPAC activities or any type of oral report assigned by the teacher. The points may then be totaled and a final grade entered along with the date that the LIFEPAC was completed.

The Student Record Book which was specifically designed for use with the Alpha Omega curriculum provides space to record weekly progress for one student over a nine week period as well as a place to post self test and LIFEPAC scores. The Student Record Books are available through the current Alpha Omega catalog; however, unlike the enclosed forms these books are not for duplication and should be purchased in sets of four to cover a full academic year.

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## **INSTRUCTIONS FOR FIRST GRADE HISTORY & GEOGRAPHY**

The first grade handbooks of the LIFEPAC curriculum are designed to provide a step-by-step procedure that will help the teacher prepare for and present each lesson effectively. In the early LIFEPACs the teacher should read the directions and any other sentences to the children. However, as the school year progresses, the student should be encouraged to begin reading and following his own instructional material in preparation for the independent study approach that begins at the second grade level.

This section of the *Teacher's Guide* includes the following teacher aids: 1) Cumulative Word List 2) Teacher Instruction Pages.

The Cumulative Word List is made up of words introduced at least once in one of the ten subject LIFEPACs. An asterisk (\*) following a word indicates a direction-word that the children will need to know by sight to complete the work independently. Sight words are words that either are needed before their phonetic presentation or do not follow the standard phonetic rules. These words need to be learned through memorization and children should be drilled on them frequently. The drill may be done by use of a chart posted in a prominent place, by word card drills, word recognition or meaning games. Some words on the Cumulative Word List are not expected to be part of the student's reading vocabulary but part of his speaking vocabulary for better understanding of subject content.

The Teacher Instruction Pages list the Concept to be taught as well as Student Objectives and Goals for the Teacher. The Teaching Page contains directions for teaching that page. Worksheet pages contained in some lessons follow this section and may be duplicated for individual student use. The Activities section at the end of each lesson is optional and may be used to reinforce or expand the concepts taught.

Materials needed are usually items such as pencils and crayons which are readily available. Additional items that may be required are writing tablets or any lined paper, alphabet cards, color and number charts, and flash cards for vocabulary words.

## I AM A SPECIAL PERSON

### Pages 1 and 2: WHY YOU ARE SPECIAL

**CONCEPT:** I am a special person.

**OBJECTIVE:** I can tell what being special means.

**TEACHER GOAL:** To help the children to understand that God made all people different.

**READING INTEGRATION:** vocabulary development, drawing a conclusion

**VOCABULARY:** special, person, parents, friends, loves

**MATERIALS NEEDED:** several pictures of people of various sizes, ages, and races; several mirrors (one full length, if possible); pencils; crayons; felt scraps; yarn; paint; butcher paper

### TEACHING PAGE 1:

Display the pictures of different kinds of people. Ask the pupils to tell you in what ways they are different. (Answers might include differences in skin color, size, facial features, hair color, etc.) Read page 1 to the students. Ask the children: "What do you think makes a person special? What does being special mean? Are the people in the pictures that we looked at special? Why or why not?"



**I AM A SPECIAL PERSON**

Did you know  
you are a special person?  
What makes someone special?  
Let's find out!



**Objectives**

1. I can tell what being special means.
2. I can tell about myself.
3. I can tell how a special person acts toward others.

page 1 (one)



**I. WHY YOU ARE SPECIAL**

God made all people.  
He loves everyone.  
Every person is special to Him.

God loves you very much.  
To Him, **you** are very special.

You are a special person  
because God loves you.

page 2 (two)

## PART I. GOD MADE YOU

### Page 4

**CONCEPT:** I am a special person.

**OBJECTIVE:** I can tell what being special means.

**TEACHER GOAL:** To help the children to appreciate some differences in people.

**BIBLE REFERENCE:** Psalm 8:3 through 6

**READING INTEGRATION:** vocabulary development

**VOCABULARY:** body, exactly, mind, twins

**MATERIALS NEEDED:** pictures of twins

### TEACHING PAGE 4:

Read this page together. Tell the children that even twins are different in some ways. *Ask these questions:* "What are some ways all people are different from each other?" (Answer might include facial features, height, weight, age, hair color, color of eyes, skin color, learning abilities, physical abilities, interests, likes, and dislikes.)

"What are some ways identical twins might be different? (personality, feelings, thoughts, abilities, interests, etc.) How are the twins in the picture different?" (one has glasses) Read Psalm 8:3 through 6. Talk about it. *Ask this question:* "What does God say about people being special?" (God has crowned man with glory and honor; people are to rule over God's creation.)

### ACTIVITY:

Play a guessing game that will help the children to become more observant of each other. The teacher will start by giving clues that describe one child in the classroom. After each clue give the



**GOD MADE YOU**

God made you special.  
No one else is exactly like you.  
God gave you your own body.  
He gave you your own mind.

page 4 (four)

children a chance to guess the identity of the mystery child. The child who finally guesses may then be the one to give clues about another child. Clues should always be of a positive nature. They may describe clothes, hair color, where they sit, something they like to do, and so on. For example, the teacher may say, "I'm thinking of somebody who is wearing a blue shirt." As the children get to know each other better, the clues might become less obvious, such as, "I'm thinking of someone who likes to draw airplanes." Ask these questions: "Could we play this game if everyone were exactly alike? Why not?"

**Page 11: Self Test 1**

**CONCEPT:** Why I am a special person.

**OBJECTIVE:** I can tell what being special means.

**TEACHER GOAL:** To evaluate the children's work.

**READING INTEGRATION:** following written directions

**VOCABULARY:** circle

**MATERIALS NEEDED:** pencils

**TEACHING PAGE 11:**

Read the directions to the class. Identify the pictures before the children begin.

Read the second part of the self test and wait for the children to circle the answer before reading the next sentence.

When all the children are finished, read the answers and let the children check their own pages. Help write the scores at the bottom.

Check to see how well the children did.

If the children did not do well in one or both activities, review the concepts taught before going on to Section II.

**SELF TEST 1**  
Circle the people who are speical to God.



Circle yes or no.

God loves you.  
 yes / no

All people are special to God.  
 yes / no

You are special because God loves you.  
 yes / no

  Teacher Check \_\_\_\_\_  
Initial \_\_\_\_\_ Date \_\_\_\_\_  My Score \_\_\_\_\_

page 11 (eleven)

## PART II. ALL ABOUT YOU

### Page 12:

**CONCEPT:** all about you

**OBJECTIVE:** I can tell about myself.

**TEACHER GOAL:** To help each child find what makes him unique.

**READING INTEGRATION:** vocabulary development, left to right, following oral directions, listening

**VOCABULARY:** family, name

**MATERIALS NEEDED:** drawing paper

### TEACHING PAGE 12:

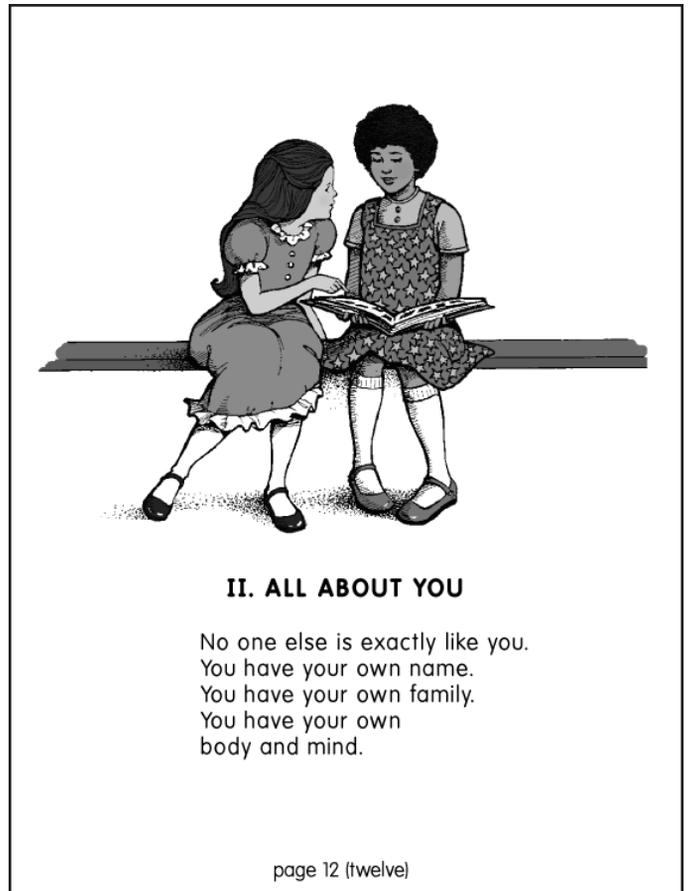
Read page 12 together. *Ask these questions:* "Can you think of any other things that are yours and no one else's? Does anyone you know look just like you? Does anyone think or feel just as you do? Do you know anyone else who acts just as you all the time?"

God made us all different for a reason. Why did God make everyone different? He has many jobs for us to do, and He gives every person the talent and personality to do certain tasks in this world.

Children must realize that our differences are for God's glory. We should use our differences to help each other, whether we are in school or at home or anywhere else. If everyone were exactly alike, the work of the church would never get done. God uses all kinds of people to carry out His work on earth.

### ACTIVITIES:

1. Have the children draw a picture of something that they think they do especially well. It might be art, music, sports, reading, mathematics, and so on.



2. Have the children share their special talent with the class. This activity could be a follow-up to the picture.

3. Talk about hobbies. *Ask these questions:* "Do any of you collect things? Do you play an instrument or belong to an athletic team of some kind?" Explain that a hobby can be anything people do in their free time that they especially enjoy doing. The children may be encouraged to bring a collection to class and tell about it. Others may want to bring an instrument or pictures of their hobbies. A display may be set up and each child may be given an opportunity to tell about his hobby. Some children who do not have a hobby may be encouraged to start one.

# History & Geography 101 Teacher Notes

## Page 22: Self Test 2

**CONCEPT:** evaluation

**OBJECTIVE:** I can tell about myself.

**TEACHER GOAL:** To evaluate the children's progress.

**READING INTEGRATION:** following directions, left to right

**VOCABULARY:** Review all words needed for this page.

**MATERIALS NEEDED:** pencils

### TEACHING PAGE 22:

Depending on the reading abilities of the class, the page may be read to the children allowing them time to answer questions or the children may be directed to work the page independently.

The page should be checked immediately after the class is finished. The children can mark their own scores.

Review any concepts that have been missed.

**SELF TEST 2**

**Circle yes or no.**

All people are alike in some ways.  
 yes / no

Twins are alike in all ways.  
yes /  no

God loves you the way you are.  
 yes / no

**Circle the picture of something God gave to everyone.**



a family



a car

3  
4

 Teacher Check \_\_\_\_\_  
Initial                      Date

 My Score \_\_\_\_\_

page 22 (twenty-two)

### PART III. ACTING LIKE A SPECIAL PERSON

**CONCEPT:** acting like a special person

**OBJECTIVE:** I can tell how a special person acts toward others.

**TEACHER GOAL:** To help the children to learn the importance of good manners.

**READING REFERENCE:** I John 4:11

**READING INTEGRATION:** vocabulary development, left to right

**VOCABULARY:** act, kind, manners

**MATERIALS NEEDED:** pictures of children, adults, or families using good manners

#### TEACHING PAGE 23:

Before opening the LIFE PAC, ask the children: "How do you think a special person should act? How do you act to a special person?" Have the children open their books to page 23. Read the page together. "How can others tell you are special? How do you show good manners?"

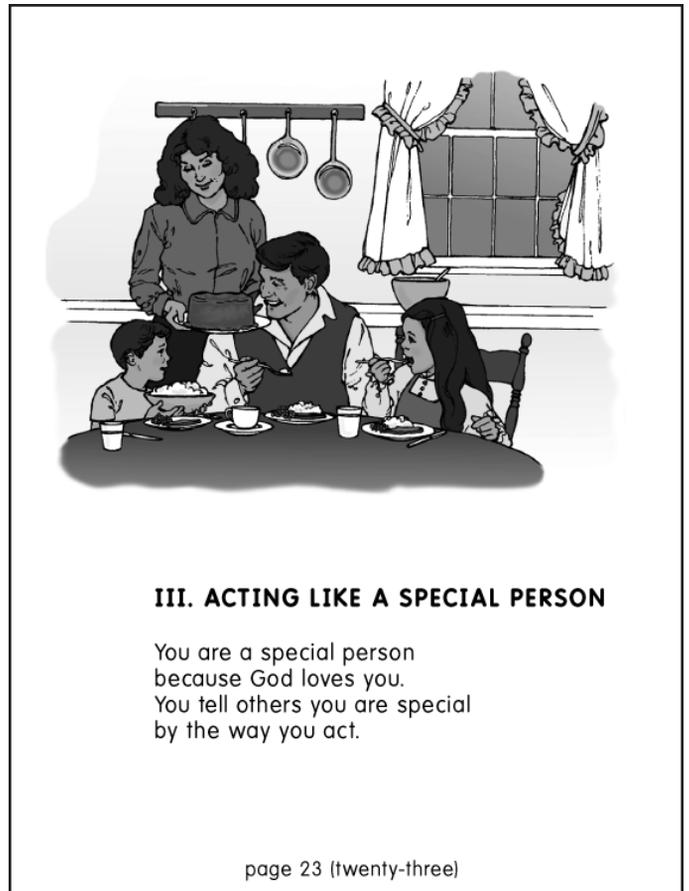
Scripture helps us know why we need good manners. I John 4:11 says, ". . . if God so loved us, we ought also to love one another." Good manners are one way of showing love to all people who are around us.

Discuss the pictures that show good manners.

#### ACTIVITIES:

1. Find a child's book on manners and read portions of it to the class. Give the children a chance to share their ideas about showing good manners to others.

2. Let children act out situations in which good manners are required.



**Page 32: Self Test 3**

**CONCEPT:** evaluation

**OBJECTIVE:** I can tell how a special person acts toward others.

**TEACHER GOAL:** To evaluate the children's progress.

**READING INTEGRATION:** left to right, following directions, vocabulary

**MATERIALS NEEDED:** pencils

**TEACHING PAGE 32:**

Read the directions carefully with the children. Clearly identify all illustrations. The children should be able to complete the page independently. Check the page as soon as the children are finished. The children should make corrections as the page is checked. Corrections can be made with a crayon rather than erasing.

Review activities and pages that deal with any concepts missed.

**ACTIVITIES:**

1. Make flashcards of some of the most common polite expressions (thank you, please, excuse me, I'm sorry, pardon me, etc.). Put the cards on the chalk tray or anywhere where all the children can see them. Say them twice as you set them up. Have the children name each card. When they are familiar with the cards, relate a situation that would require the use of one of the expressions. Ask a child to come to the board and choose the appropriate card. (Example: You are walking around a corner and you bump into somebody. What would you say? Show the card with the right words printed on it.)

2. Drill the vocabulary words for the LIFE PAC. Use flashcards, sentence drills, or any other method.

**SELF TEST 3**

**Match the words and pictures.**

school \_\_\_\_\_

church \_\_\_\_\_

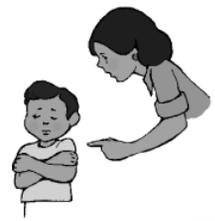
home \_\_\_\_\_





**Circle the child that has good manners.**





3
4



Teacher Check \_\_\_\_\_

Initial \_\_\_\_\_ Date \_\_\_\_\_



My Score \_\_\_\_\_

page 32 (thirty-two)

**Page 33: Take Home Activity**

**MATERIALS NEEDED:** red and yellow crayons, color chart, number chart

**TEACHING PAGE 33:**

Read the puzzle key to the children.

Explain that every area that has an a in it should be colored *red*. All other areas (*d, g, c*) should be colored yellow.

This puzzle may be done in school and taken home or done entirely at home.

**TAKE HOME ACTIVITY  
PUZZLE**

**Color.**    a-red    other letters-yellow

33 (thirty-three)

**LIFEPAC TEST AND ALTERNATE LIFEPAC TEST:**

Read all the directions carefully with the children. Any illustrations should be clearly identified. Read any parts of the test that the children cannot comfortably read for themselves. This test is not a reading test.

The teacher should check the tests as soon as possible after they have been completed. Any child who misses more than 20 per cent of the questions should receive individual reteaching. Sometimes, errors result only from misunderstanding of the question on the child's part. Sometimes, a child has a very logical reason for the answer given. In such a case, the teacher should decide whether to count the answer incorrect.

Some reteaching may be necessary. This reteaching should be done on a one-to-one or small-group basis. Go back in the LIFEPAC and review the pages that cover the questions missed. Use as many activities as necessary to plant the concept in the children's minds. An Alternate LIFEPAC Test is provided in this manual for retesting.

# HISTORY & GEOGRAPHY

1 0 1

## LIFEPAC TEST

7  
9

Name \_\_\_\_\_

Date \_\_\_\_\_

Score \_\_\_\_\_

**HISTORY & GEOGRAPHY 101: LIFEPAC TEST**

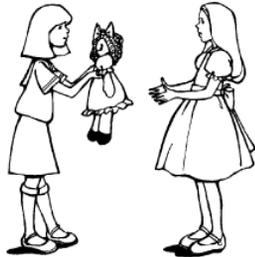
**Circle yes or no.**

The Bible teaches good manners.  
 yes / no

God loves you the way you are.  
 yes / no

The Bible says, "Be ye kind."  
 yes / no

**What do you say?  
Circle the right words.**



Thank you.  
 I'm sorry.



Please.  
 I'm sorry.

page 1 (one)

Circle the children with the good manners.



page 2 (two)

NOTES

page 3 (three)

# HISTORY & GEOGRAPHY

**1 0 1**

## ALTERNATE LIFEPAC TEST

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/  
8

Name \_\_\_\_\_

Date \_\_\_\_\_

Score \_\_\_\_\_

### HISTORY & GEOGRAPHY 101: ALTERNATE LIFEPAC TEST

What would you say?  
Draw lines to the right words.

- Please
- Excuse me
- Thank you
- I'm sorry

page 1 (one)

**Circle yes or no.**

The Bible says God is love.  
 yes / no

All twins are exactly alike.  
yes /  no

Saying please is good manners.  
 yes / no

**Circle the children with good manners.**

page 2 (two)

### NOTES

page 3 (three)

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**Reproducible Worksheets**  
for use with the  
History & Geography 100  
Teacher's Guide

Name \_\_\_\_\_

**God's Gifts  
to You**



Teacher check \_\_\_\_\_

Initial

Date

Name \_\_\_\_\_



**What makes me  
feel happy?**



Name \_\_\_\_\_

