

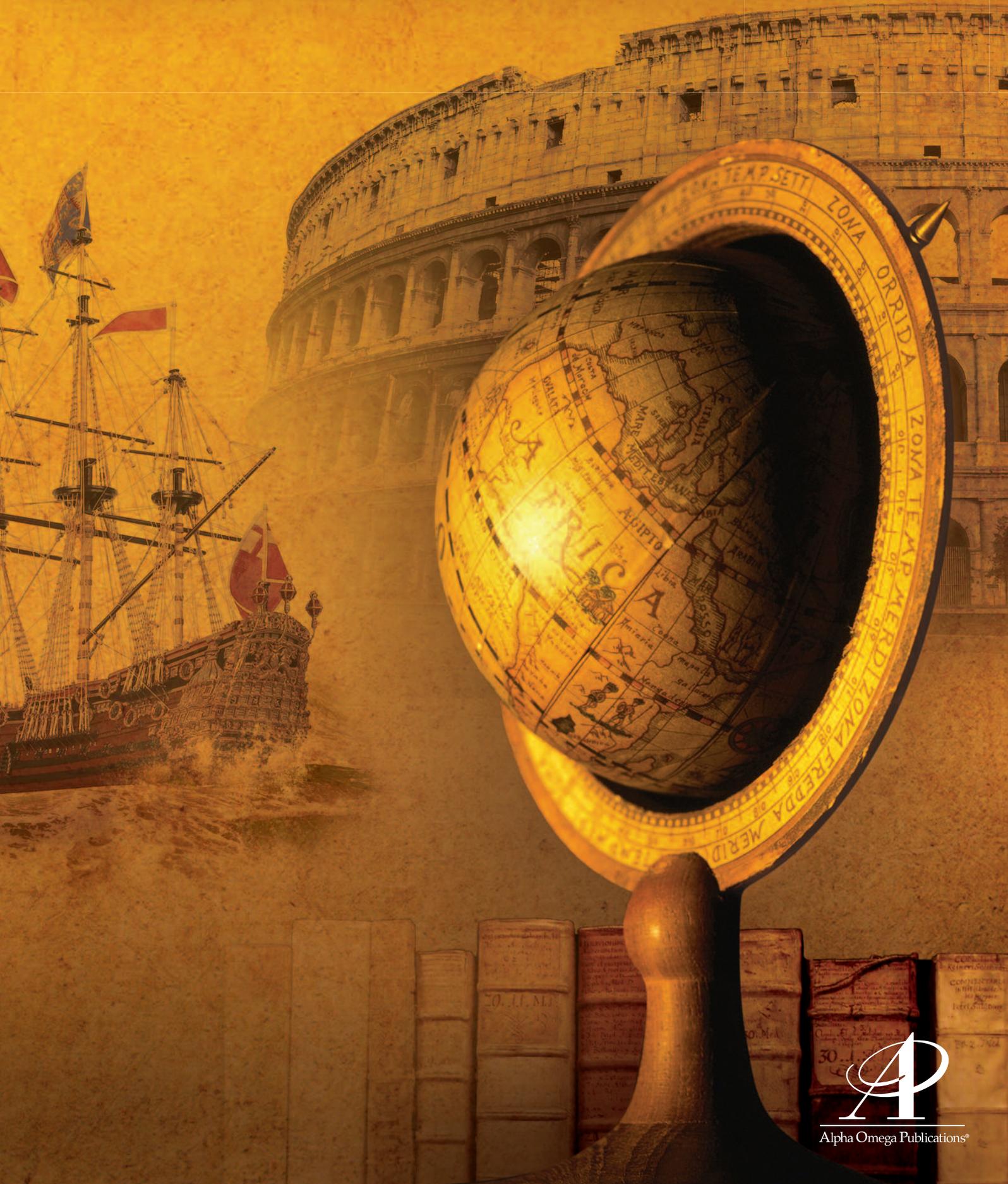


LIFE PAC®

History & Geography

Teacher's Guide

Grade 2



Alpha Omega Publications®

History & Geography 200

Teacher's Guide

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Alpha Omega Publications®

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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.

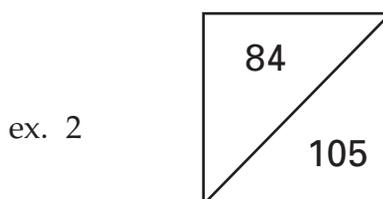
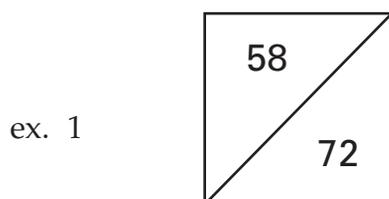
A thorough study of the Curriculum Overview by the teacher before instruction begins is essential to the success of the student. The teacher should become familiar with expected skill mastery and understand how these grade level skills fit into the overall skill development of the curriculum. The teacher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

History & Geography 200 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 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.



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 200 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 200 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 200 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.

T E A C H E R



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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 Teacher 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.

Materials Needed for LIFEPAC

Required:

Suggested:

paste
scissors
Bible

Additional Learning Activities

Section I *We Need a Family*

1. Discuss these questions with your student(s).
 - a. How many people are in your family?
 - b. Do you know your full name? Why were you named as you were? What does your name mean? What did Jesus' name mean?
 - c. Do you have a pet? What is its name? How do you care for your pet?
 - d. Are you part of God's heavenly family? Do you know how to tell someone else how to become part of God's family?
2. Take a photo of each student, or have the students bring photos of themselves. Print each full name on stiff strips of paper. These names can be matched with the pictures. This is a good get-acquainted activity. If the pictures are pinned to a bulletin board, make a small envelope under each picture to hold the name card. Corresponding numbers by each picture and on the back of the cards can be used as a self-checking device.
3. Make little books using magazine pictures or children's drawings about the family. Have a page for each family member. Child can print on opposite page what the family member does. The cover for the book can be made in the shape of a house, and the child can illustrate.
4. Using narrow strips of black or brown crepe paper, make a huge outline of a house divided into rooms. A chimney of brick-like wallpaper adds realism. Label the rooms. The students can look for magazine pictures of family activities and place them in the appropriate rooms. Don't forget the patio or yard area!

Note to teacher: If you know of any adopted children in your class, you have a special opportunity to explain a believer's position in Christ Jesus. See Romans 8:15, Galatians 4:5, and Ephesians 1:5.

5. Using pictures drawn by the children or discovered in magazines, display many different kinds of homes: house boats, apartments, houses, trailers, mobile homes, igloos, tents, or pueblos. The bulletin board could be titled HOME SWEET HOME or HOME IS WHERE THE HEART IS.
6. Adapt the above bulletin board for a center activity by printing the names of the types of homes on small cards. Children could match the words to the right pictures. Number each picture. Put the corresponding number on the back of the matching card. Children then turn the card over to see if the numbers match.
7. Let the children look through old magazines to find pictures of families engaged in different activities. These pictures can be added to a class bulletin board titled: FAMILY FUN. Have the children print out a sentence about what they see happening in the picture. Put the sentence under the appropriate picture.

8. Have each child draw his home for a bulletin board display. Add names and addresses. Be sure each child knows this information.
9. You will be able to tell how families know, need, and help their neighborhoods.
10. Put the children's drawings of their homes over the large chalkboard in the room (or in some other suitable place), making a long, narrow display. Print the vocabulary words for each section on trees or on cards scattered throughout the display. Affix a simple drawing of Ann and Ed to the end of a yardstick and have them "walk" through the neighborhood by the correct reading of the words by a student. Add the successful student's name to a simple drawing of a house on the right side of the display.
11. Print the names of family members on cards: father, mother, sister, brother, baby, grandpa, grandma. Children can match these cards with appropriate pictures affixed to a bulletin board or on a flat table.
 - a. Uppercase words could be matched with lowercase words: FATHER/father, BABY/baby, and so forth.
 - b. Arrange the words in A-B-C order.
 - c. Look up the words in a children's dictionary and write out a brief definition.
12. Inside a manila file folder, paste a picture of a man on one side and a woman on the other. Have several names for mother and father printed on small cards stored in a folder. The student puts the names on the appropriate side (Dad, Pa, Mommy, Papa, Mama, Daddy, Pop, Mom, Ma).

Section II *We Help Our Family*

1. Discuss these questions with your student(s).
 - a. What special jobs do you do in the morning? after school? on Saturday?
 - b. Are there some jobs around the home that you cannot do because you are too young? Who does those jobs?
 - c. What does God mean when He says "Love one another as I have loved you"?
2. Finger Play Author Unknown

This is the mother so fine and good.
This is the father who buys our food.
This is the brother so big and tall.
This is the sister who loves her doll.
This is the baby so little you see.
Short and tall in this family.
3. Make a large open Bible out of white and black paper, with a red marker. Print in red letters, "Love one another," "Obey your parents," and "Be ye kind." Arrange so they partially extend onto the Bible. Title: WHAT GOD SAYS ABOUT YOU AND YOUR FAMILY.
4. Either students or the teacher can write the Bible verses for this section on long strips of heavy paper. Cut each word and the reference apart. Store each verse in

a margarine container with the reference on the plastic lid. A student can take a container to his desk and assemble the verse into proper order. All the containers can be on a center table, where they can be assembled. They might get jumbled up that way, but would afford a greater challenge for separating them.

5. Write stories about pictures of family activities found in magazines.
6. Have the children memorize these Bible verses: John 15:12, Ephesians 6:1, and Ephesians 4:32.
7. Each child can draw his own version of the HOME illustration on page 13 of the LIFE PAC. This can be taken home and displayed.

Section III *Families Need a Neighborhood*

1. Discuss these questions with your student(s).
 - a. What kind of neighborhood do you live in—townhouses, farms, or apartments?
 - b. What do you like best about your neighborhood?
 - c. What would you like to change about your neighborhood?
 - d. How does your neighborhood make your life easier or more pleasant?
 - e. If a visitor asked you for directions from your home to the post office or gas station, could you tell him?
2. Draw simple maps of the neighborhood. Locate the school, your home, and the homes of friends.
3. Take a tour of the neighborhood. Note special features. Note street names and how they make it easier to find places. Street numbers make it easier to find certain buildings.
4. Use the overhead projector during map discussion. Class focus is more direct. It is easier for the teacher to pinpoint the area under discussion. If desired, make the map of Ann and Ed's neighborhood into a transparency for group discussion *before* the children work it out in their books.
5. For short vowel practice, make cards with a large tic-tac-toe outline. Make little cards with vocabulary words with short vowels. Two students play on one card. The first student draws a word card, reads it aloud, and places it anywhere on the tic-tac-toe outline. The next student does the same. The idea is to get a row or a diagonal filled with words containing the same vowel sounds. Players try to foil each other's attempts.
6. To learn street addresses, make a game board with many houses of various designs scattered along the game track. Label each with a child's name and actual street address. Place the cards face down. As a player draws a card, he may move his token to that address. Winner gets to the city park, or some other attraction, first. If some cards have various setbacks to be followed, the game will last longer. (Help a sick neighbor. Lose a turn; street cleaner going by. Lose a turn; pick up litter. Go back two houses.)
7. Children can draw simple maps of their classroom. It should be clear enough so they can locate their own desk and those of other friends.
8. Have children look in magazines for pictures of different kinds of neighborhoods. Display under title: WHO IS MY NEIGHBOR?, or title of your own choosing.

9. Make a town on the classroom table, using blocks, model cars, paper trees, mirrors for lakes and ponds. Use toy people or draw some on folded paper. Adapt uses for activities appropriate for the class. Suggestions: Put signs where they belong; such as traffic and labels for different buildings. What is the shortest path from school to the fire station? church to the park?

Section IV *Our Family Helps Our Neighborhood*

1. Discuss these questions with your student(s).
 - a. How have you helped your neighbors?
 - b. When have you been helped by neighbors?
 - c. Can you think of anyone who has no neighbors?
2. Read Luke 10:29 through 37, the parable of the Good Samaritan, as a devotion with the class. Perhaps an illustrated children's Bible story book is available with the same story. Be sure the students understand it before doing Section IV in their LIFEPAK.
3. Using the open Bible idea from Section II, display verses concerning neighbors under the title "GOD'S NEIGHBORHOOD PLAN." As students memorize the verses, put their names under the appropriate verse (Exodus 20:16, Exodus 20:17).
4. Act out the story of the Good Samaritan. Write the different characters needed on little slips of paper. Let the students draw the parts they will play. Save the slips, and draw again for another portrayal at another time. This eliminates arguments over who plays what and usually insures an exchange of roles.
5. Put the names of all the students on separate pieces of paper. Put the slips of paper in a box or can. Shake. Let each student draw one name. This will be their Secret Neighbor for a week. Encourage them to do at least one nice thing for their Secret Neighbor each day, such as cleaning desks, bringing an apple, or writing a fun note. At the end of the designated time (one week or so), reveal who was whose Secret Neighbor. Discuss the favorite aspects of the game. How could it carry over into daily living? in the classroom? in one's neighborhood?
6. Encourage the children to memorize these Bible verses concerning neighbors: Exodus 20:16, Exodus 20:17, Leviticus 19:13, and Matthew 19:19.
7. Have the children think of things they can do to help others, each suggestion beginning with the letters in N-E-I-G-H-B-O-R.



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Reproducible Tests
for use with the History &
Geography 200 Teacher's
Guide

Name _____

Check the five (5) best answers.

1. Who can be in a family?

- | | | |
|---------------|--------------|--------------|
| _____ house | _____ yard | _____ sister |
| _____ Mother | _____ fence | _____ dishes |
| _____ brother | _____ Father | _____ baby |

Check the three (3) right answers.

2. How can you help your family?

- | | |
|---------------------|---------------------|
| _____ run away | _____ do the dishes |
| _____ make the beds | _____ kick the dog |
| _____ share things | |

Check the four (4) right answers.

3. How can your family help you?

- | | |
|----------------------|---------------------------|
| _____ love you | _____ stop talking to you |
| _____ feed you | _____ fix your toys |
| _____ help you learn | _____ send you away |

Do this activity.

4. Put *F* by words that go with a *family*.
Put *N* by words that go with a *neighborhood*.

- | | | |
|--------------------|--------------------|----------------|
| _____ Mother | _____ church | _____ baby |
| _____ school | _____ park | _____ Father |
| _____ parents | _____ sisters | _____ brothers |
| _____ fire station | _____ grandparents | _____ stores |

History & Geography 201 Alternate Test

Check the three (3) right answers.

5. People who are part of God's family _____.
- _____ have asked Jesus into their hearts
 - _____ all live in apartments
 - _____ love God with all their hearts
 - _____ are part of a big heavenly family

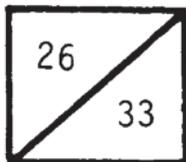
Check the two (2) right answers.

6. You can become part of God's family _____.
- _____ **only when you are ten years old**
 - _____ when you ask Jesus into your heart
 - _____ whenever you are ready
 - _____ just on Sunday

Finish each Bible verse by printing in the best word from the WORD BOX.

WORD BOX			
another	love	obey	kind

7. "Love one _____."
8. "Children, _____ your parents."
9. " _____ your neighbor as yourself."
10. "Be ye _____ one to another."



Date _____
Score _____



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R
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Section One

- | | | | | | |
|------|----------------------------|------|---------------------|---|----|
| 1.1 | sister | 1.12 | brother | — | br |
| 1.2 | brother | | sister | — | i |
| 1.3 | parents | | mother | — | o |
| 1.4 | feed us, dress us, love us | | father | — | a |
| 1.5 | Drawings will vary. | 1.13 | Rex | — | e |
| 1.6 | home | | dog | — | o |
| 1.7 | home | | Ann | — | a |
| 1.8 | yes | | little | — | i |
| 1.9 | yes | 1.14 | up | — | u |
| 1.10 | dog | 1.15 | Drawings will vary. | | |
| 1.11 | love and feed it | 1.16 | no | | |
| | | | yes | | |

Section Two

- | | | | |
|-----|-------------------------------|------|-------------------|
| 2.1 | We help our family every day. | 2.8 | obey your parents |
| 2.2 | teacher check | 2.9 | be ye kind |
| 2.3 | teacher check | 2.10 | yes |
| 2.4 | yes | 2.11 | yes |
| 2.5 | in the Bible | 2.12 | yes |
| 2.6 | love | 2.13 | God says to. |
| 2.7 | teacher check | 2.14 | teacher check |

Section Three

- | | | | | | |
|-----|---|------|---------------|---|----|
| 3.1 | neighborhood | | plant | — | nt |
| 3.2 | neighors | | parents | — | nt |
| 3.3 | play together, talk to each other,
help each other | 3.9 | teacher check | | |
| 3.4 | teacher check | 3.10 | yes | | |
| 3.5 | teacher check | 3.11 | different | | |
| 3.6 | teacher check | 3.12 | neighbors | | |
| 3.7 | build, help, play, work | 3.13 | no | | |
| 3.8 | help — lp | 3.14 | no | | |
| | build — ld | 3.15 | no | | |
| | paint — nt | 3.16 | yes | | |

3.17 teacher check

3.18 teacher check

Section Four

4.1 washed clothes

4.20 no

4.2 washed the car

4.21 no

4.3 played catch

4.22 no

4.4 pulled weeds

4.23 are good neighbors

4.5 fixed the fence

4.24 anyone who needs help

4.6 help in the yard
 throw rocks at houses
 water the lawn
 care for their pets

4.25 neighbor, neighbor, neighbor,
neighbor

4.7 Example: pick up trash
obey your neighbors' rules

4.26 Love your neighbors.
 Don't lie about your
neighbors.
 Don't help your neighbors.
 Don't rob your neighbors.

4.8 third man

4.27 just your family
 just the people in the next
house

4.9 yes

4.10 yes

4.11 no

4.12 helped a hurt man.

everyone who needs help
4.28 Take care of yourself first.
 Talk about others.
 Love others.

4.13 Jesus

4.14 obey

4.15 teacher check

4.29 yes

4.16 teacher check

4.30 yes

4.17 They helped others in the
neighborhood.

4.31 yes

4.18 Mother — other
Ann — can
glad — sad
Ed — red
old — told
walk — talk

4.19 Answers will vary.

Self Test 1

- | | | | | |
|-------|-----------------|-------|-----|--------------------|
| 1.01 | sister | 1.011 | ___ | to print |
| 1.02 | brother | 1.012 | ✓ | to help me learn |
| 1.03 | pet dog | 1.013 | ✓ | to love me |
| 1.04 | parents | 1.014 | | Answers will vary. |
| 1.05 | Heavenly Father | 1.015 | | Answers will vary. |
| 1.06 | Ann, Ed | 1.016 | | home |
| 1.07 | Mother, Father | 1.017 | | family |
| 1.08 | God | 1.018 | | are not |
| 1.09 | ✓ to dress me | 1.019 | | everyone |
| 1.010 | ✓ to feed me | | | |

Self Test 2

- | | | | | |
|-------|-----|---------------------------|-------|---------------------|
| 2.01 | ___ | drive the car | 2.016 | brother |
| 2.02 | ✓ | take care of Rex | 2.017 | sister |
| 2.03 | ✓ | cut the grass | 2.018 | dog |
| 2.04 | ___ | feed the family | 2.019 | parents |
| 2.05 | ✓ | pick up trash | 2.020 | God |
| 2.06 | ✓ | cares for Ann and Ed | 2.021 | Bible |
| 2.07 | ___ | gives away houses | 2.022 | love |
| 2.08 | ___ | cuts the grass | 2.023 | obey |
| 2.09 | ✓ | makes the meals | 2.024 | family |
| 2.010 | ✓ | cleans the house | 2.025 | families |
| 2.011 | ___ | kicks Rex | 2.026 | Parents, love, obey |
| 2.012 | ✓ | works every day | 2.027 | Children |
| 2.013 | ✓ | takes care of the car | 2.028 | another |
| 2.014 | ___ | prints on dishes | 2.029 | kind |
| 2.015 | ✓ | loves Ann, Ed, and Mother | 2.030 | plan |
| | | | 2.031 | Bible |

History & Geography 201
LIFEPAC Test

1. baby, Mother, Father, sister, brother
2. to take care of you
 to get little
 to help you learn
 to feed you
 to love you
3. play with trash
 share things
 pick up toys
 obey your parents
 hurt people
4. be kind to each other
 obey your parents
 go to town
 love your neighbors
 cut the grass
5. play with you
 help your parents
 lie about you
 rob you
 take care of you
6. father and mother
7. everyone who lives with you
8. everyone who lives near you
9. homes and families around your home
10. the place where you live
11. yes
12. love others
13. yes
14. people who have asked Jesus into their lives
15. no
16. Love
17. parents
18. kind
19. neighbor

**History & Geography 201
Alternate LIFEPAK Test**

- | | | |
|---|--|--|
| 1. Mother
brother
Father
sister
baby | | <i>N</i> words:
school, fire station, church, park,
stores |
| 2. share things
do the dishes
make the beds | | 5. have asked Jesus into their hearts
love God with all their hearts
are part of a big heavenly family |
| 3. love you
feed you
help you learn
fix your toys | | 6. when you ask Jesus into your heart
whenever you are ready |
| 4. <i>F</i> words:
Mother, parents, sisters,
grandparents, baby, Father, brothers | | 7. another
8. obey
9. Love
10. kind |

**History & Geography 202
Alternate LIFEPAK Test**

- | | | |
|--|--|---------------------|
| 1. yes | | divided the work |
| 2. no | | 10.–14. Examples: |
| 3. yes | | 10. ranchers |
| 4. no | | 11. carpenters |
| 5. no | | 12. fishermen |
| 6. people | | 13. farmers |
| 7. Bethlehem | | 14. fireman |
| 8. community, people, rules | | 15. Whatsoever; God |
| 9. needed rules or laws
had community helpers | | 16. might |

**History & Geography 203
Alternate LIFEPAK Test**

- | | | |
|---------------------------------|--|--------------|
| 1. Food, clothes and shelter | | 4. long ago. |
| 2. Babysitting and washing cars | | 5. yes |
| 3. income. | | 6. yes |