

# STRUCTURE OF THE LIFEPAAC CURRICULUM

The LIFEPAAC curriculum is conveniently structured to provide one Teacher's Guide containing teacher support material with answer keys and ten student worktexts for each subject at grade levels 2 through 12. The worktext format of the LIFEPAACs allows the student to read the textual information and complete workbook activities all in the same booklet. The easy-to-follow LIFEPAAC 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 LIFEPAAC at the 6th grade level, 5th book in the series would be LAN0605.

Each LIFEPAAC is divided into three to five 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 LIFEPAAC. 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 LIFEPAAC. The student should learn all vocabulary words before working the LIFEPAAC sections to improve comprehension, retention, and reading skills.

Each activity or written assignment in grades 2 through 12 has a number for easy identification, such as 1.1. The first number corresponds to the LIFEPAAC 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 LIFEPAAC.

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 in grades 2 through 12 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 LIFEPAAC section, the zero indicates that it is a self test question, and the number to the right of the zero the question number.

The LIFEPAAC test is packaged at the center of each LIFEPAAC. It should be removed and put aside before giving the booklet to the student for study.

Answer and test keys in grades 2 through 12 have the same numbering system as the LIFEPAACs. 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.

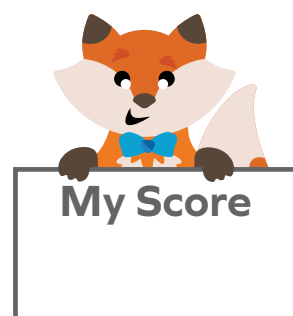
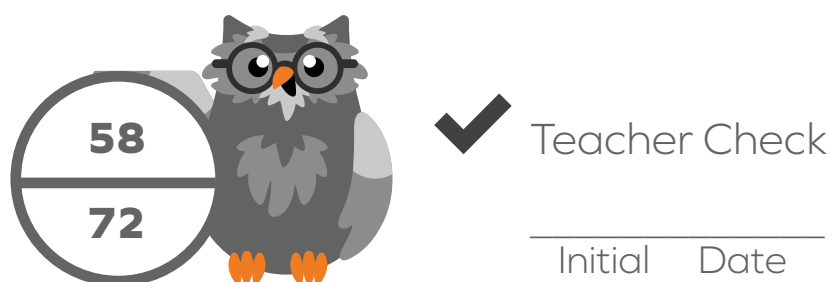
A thorough study of the Scope & Sequence by the teacher before instruction begins is essential to the success of the student. The teacher should become familiar with expected skill mastery and understand how these grade-level skills fit into the overall skill development of the curriculum. The teacher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

## TEST SCORING AND GRADING

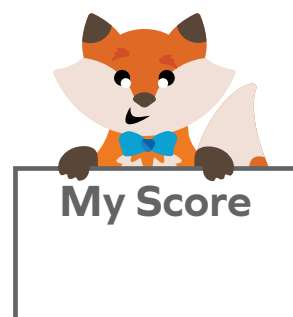
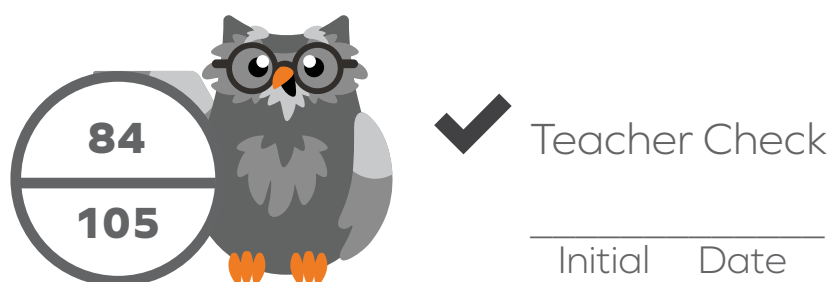
Answer keys and test keys give examples of correct answers. They convey the idea, but the student may use many ways to express a correct answer. The teacher should check for the essence of the answer, not for the exact wording. Many questions are high level and require thinking and creativity on the 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



### Example 2



A score box similar to ex. 1 above is located at the end of each self test and on the front of the LIFEPAC test. The bottom score, 72, represents the total number of points possible on the test. The upper score, 58, represents the number of points your student will need to receive an 80% or passing grade. If you wish to establish the exact percentage that your student has achieved, find the total points of his correct answers and divide it by the bottom number (in this case, 72). For example, if your student has a point total of 65, divide 65 by 72 for a grade of 90%. Referring to ex. 2, on a test with a total of 105 possible points, the student would have to receive a minimum of 84 correct points for an 80% or passing grade. If your student has received 93 points, simply divide the 93 by 105 for a percentage grade of 89%. Students who receive a score below 80% should review the LIFEPAC and retest using the appropriate Alternate Test found in the Teacher's Guide.

The following is a guideline to assign letter grades for completed LIFEPACs based on a maximum total score of 100 points.

**Example:**

- LIFEPAC Test = 60% of the Total Score (or percent grade)
- Self Test = 25% of the Total Score (average percent of self tests)
- Reports = 10% or 10\* points per LIFEPAC
- Oral Work = 5% or 5\* points per LIFEPAC

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

**Example:**

LIFEPAC Test Score	=	92%	$92 \times .60$	=	55 points
Self Test Average	=	90%	$90 \times .25$	=	23 points
Reports				=	8 points
Oral Work				=	4 points
<hr/>					
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.
  - S**can the whole LIFEPAC.
  - Q**uestion yourself on the objectives.
  - R**ead the whole LIFEPAC again.
  - R**ecite through an oral examination.
  - R**evise 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's Guide. 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 LIFE-PAC 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 LIFE PAC 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 LIFE PAC is designed to take three to four weeks to complete. Allowing about three to four days for LIFE PAC introduction, review, and tests, the student has approximately 15 days to complete the LIFE PAC pages. Simply take the number of pages in the LIFE PAC, 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 LIFE PAC containing 45 pages will require three completed pages per day. Again, this is only an average. While working a 45-page LIFE PAC, the student may complete only one page the first day if the text has a lot of activities or reports, but go on to complete five 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 LIFE PAC takes three to four weeks or 18 days to complete, it should take about 180 school days to finish a set of ten LIFE PACs. Starting at the beginning school date, mark off 18 school days on the calendar and that will become the targeted completion date for the first LIFE PAC. Continue marking the calendar until you have established dates for the remaining nine LIFE PACs 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 LIFE PACs in each subject.



# TEACHING SUPPLEMENTS

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 as previously discussed. The student's self test scores should be posted as percentage grades. When the LIFE PAC 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 LIFE PAC 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 LIFE PAC or additional learning activity. Oral work includes the student's ability to respond orally to questions which may or may not be related to LIFE PAC 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 LIFE PAC 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 LIFE PAC 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.

**WEEKLY LESSON PLANNER**

Week of:

Monday	Subject	Subject	Subject	Subject
Tuesday	Subject	Subject	Subject	Subject
Wednesday	Subject	Subject	Subject	Subject
Thursday	Subject	Subject	Subject	Subject
Friday	Subject	Subject	Subject	Subject



WEEKLY LESSON PLANNER

Week of:

Monday	Subject	Subject	Subject	Subject
Tuesday	Subject	Subject	Subject	Subject
Wednesday	Subject	Subject	Subject	Subject
Thursday	Subject	Subject	Subject	Subject
Friday	Subject	Subject	Subject	Subject

Student Name \_\_\_\_\_

Year \_\_\_\_\_

**Bible**

LP	Self Test Scores by Sections					Self Test Points	LIFEPAAC Test	Oral Points	Report Points	Final Grade	Date
	1	2	3	4	5						
01											
02											
03											
04											
05											
06											
07											
08											
09											
10											

**History & Geography**

LP	Self Test Scores by Sections					Self Test Points	LIFEPAAC Test	Oral Points	Report Points	Final Grade	Date
	1	2	3	4	5						
01											
02											
03											
04											
05											
06											
07											
08											
09											
10											

**Language Arts**

LP	Self Test Scores by Sections					Self Test Points	LIFEPAAC Test	Oral Points	Report Points	Final Grade	Date
	1	2	3	4	5						
01											
02											
03											
04											
05											
06											
07											
08											
09											
10											

Student Name \_\_\_\_\_

Year \_\_\_\_\_

Math

LP	Self Test Scores by Sections					Self Test Points	LIFEPAAC Test	Oral Points	Report Points	Final Grade	Date
	1	2	3	4	5						
01											
02											
03											
04											
05											
06											
07											
08											
09											
10											

Science

LP	Self Test Scores by Sections					Self Test Points	LIFEPAAC Test	Oral Points	Report Points	Final Grade	Date
	1	2	3	4	5						
01											
02											
03											
04											
05											
06											
07											
08											
09											
10											

Spelling/Electives

LP	Self Test Scores by Sections					Self Test Points	LIFEPAAC Test	Oral Points	Report Points	Final Grade	Date
	1	2	3	4	5						
01											
02											
03											
04											
05											
06											
07											
08											
09											
10											



## INSTRUCTIONS FOR HISTORY & GEOGRAPHY

The LIFEPAAC curriculum for grades 2 through 12 is structured so that the daily instructional material is written directly in the LIFEPAACs. The student is encouraged to read and follow this instructional material in order to develop independent study habits. The teacher should introduce the LIFEPAAC to the student, set a required completion schedule, perform teacher checks, be available for questions regarding both content and procedures, administer and grade tests, and prepare and present additional learning activities as desired. A teacher working with several students may create a schedule so that the students are assigned a quiet work activity when it is necessary to spend instructional time with one particular student.

The second-grade curriculum is an exploration of the history and geography of the United States, along with an introduction to map skills. 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 United States.

The first LIFEPAAC will review the concept of community. The student will also learn about the people who lived in North America long before Christopher Columbus first landed. LIFEPAACs 202 through 207 explore the settling of the New World, the Revolutionary War, Westward Expansion, and the current boundaries of the United States. The student will also learn the basics of the U.S. government and how state governments work in much the same way.

LIFEPAACs 208 and 209 will focus on map skills. The student will learn about the cardinal directions, map legends, and time zones. Additionally, the student will learn that there are various types of maps. Maps also change over time.

LIFEPAAC 210 serves as a review of all the units. The students will receive one last overview of the key concepts covered in each unit. The review will follow the order in which the units were taught. At the end of the course, the students should have a general understanding of how the United States began and expanded its borders, the type of government laid out in the Constitution, and how to read different types of maps.

This course is not designed to be a comprehensive study of U.S. history, government, or map skills. Instead, it serves as an introduction to these topics. The concepts the student learns in this LIFEPAAC will be expanded and reviewed in subsequent years.

The Teacher Notes section of the Teacher's Guide lists the required or suggested materials of the LIFEPAACs and provides additional learning activities for the student. The materials section refers only to LIFEPAAC 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 201**

## Unit 1: Looking Back

# TEACHER NOTES

MATERIALS NEEDED FOR LIFEPAK	
Required	Suggested
<ul style="list-style-type: none"> <li>• LIFEPAK</li> <li>• paper</li> <li>• pencils</li> <li>• crayons</li> </ul>	<ul style="list-style-type: none"> <li>• dictionary</li> <li>• atlas</li> <li>• maps</li> <li>• pictures of early explorers (Marco Polo and Christopher Columbus)</li> <li>• Internet or encyclopedias</li> </ul>

## ADDITIONAL LEARNING ACTIVITIES

Choose activities that best suit the needs and interests of your student(s).

To find websites with additional information, learning games, or other study materials related to these activities, explore the Internet by searching these key words and phrases: North American Native Americans or American Indians, sea monsters on maps, Vikings, Marco Polo, Christopher Columbus, explorers of North America, and European explorers.

### Section 1: Remembering Last Year

1. Have the student draw a picture of one of the communities in which they live. Ideas for drawings may include a family, church, or neighborhood.
2. Arrange to visit a police station or fire station. The student can learn more about the people who keep a community safe.
3. With the student, look at a globe or map. Identify North America, the United States, and the state in which you live.

### Section 2: Learning about Early Times

1. Monitor the student as they identify the continents on a map or globe.
2. Marco Polo brought back spices from his journey including cloves, nutmeg, peppercorn, and cinnamon. Have the student see if he or she can find any of these spices at home. As an additional activity, prepare a food using one of the spices.
3. Have the student draw a picture of an imaginary sea creature that might be seen on an ancient map.

### Section 3: The Trail of the Native Americans

1. Help the student research and find pictures of early Native American dwellings, such as igloos, tepees, longhouses, earth lodges, pueblos, cliff dwellings, etc.

2. Ask the student to consider this question: If you were sailing to a new place, like the Vikings long ago, what belongings would you take with you?
3. Find some symbols the North American Plains Indians painted on their tepees. Identify the meaning of the symbols.

## INDEPENDENT STUDY ACTIVITY:

Have the student choose one of the following early explorers to study: Vasco de Gama, John Cabot, Henry the Navigator, Amerigo Vespucci, Sebastian Cabot, Jacques Cartier, or Ponce de Leon. The student should do enough research to be able to answer a few basic questions about the explorer. Questions to ask: What country did the explorer represent? When did the explorer live? Where did the explorer go? Why did the explorer go to that area of the world? What did the explorer find? How did the explorer make a difference in history? As an added activity, ask the student to create a poster of the chosen explorer.

## UNIT REVIEW ACTIVITY:

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

## » WORKSHEET ANSWERS

1. 😊
2. 😞
3. 😊
4. 😊
5. 😞
6. 😊
7. 😞
8. 😊

### Administer the LIFEPAC Test.

The test is to be administered in one session. Give no help except with directions. Evaluate the tests and review areas where the students have done poorly. Review the pages and activities that stress the concepts tested. If necessary, administer the Alternate LIFEPAC Test.





# History & Geography 201 Unit Review

**Put a smiley face next to the sentences that are correct.**

**Put a frowny face next to those statements which are wrong.**

1. ☐ Families can include many people.
2. ☐ Only buildings make up a community.
3. ☐ People who live next door to you are neighbors.
4. ☐ Christopher Columbus traveled by ship to the New World.
5. ☐ The largest bodies of water are called lakes.
6. ☐ Small bodies of land in the oceans are islands.
7. ☐ Marco Polo traveled to North America.
8. ☐ Vikings visited Canada before Columbus sailed.



# ANSWER KEYS

## SECTION 1

- 1.1** a. family
- 1.2** a. talk
- 1.3** b. praying
- 1.4** father, mother (answers will vary)
- 1.5** Picture will show family members.
- 1.6** Answers will vary. Student should record two or three activities from a family reunion or family visit.
- 1.7** c. neighbors
- 1.8** a. near or far
- 1.9** a. close
- 1.10** c. park
- 1.11** b. police
- 1.12** b. parents
- 1.13** c. church family
- 1.14** a. Yes
- 1.15** b. No
- 1.16** Answers will vary. Student should draw his/her home.
- 1.17** Answers will vary.
- 1.18** Answers will vary.
- 1.19** b. many
- 1.20** a. sell the television  
c. make the parts
- 1.21** a. Christopher Columbus
- 1.22** a. Canada  
c. Mexico

## SELF TEST 1

- 1.01** communicate
- 1.02** family
- 1.03** community
- 1.04** church
- 1.05** neighbors
- 1.06** park
- 1.07** c. workers
- 1.08** b. many
- 1.09** a. Christopher Columbus
- 1.010** c. pioneers
- 1.011** b. respect

## SECTION 2

- 2.1 a. people
- 2.2 b. land & water
- 2.3 c. flood
- 2.4 c. Great
- 2.5 ocean
- 2.6 sea
- 2.7 lake
- 2.8 pond or pool
- 2.9 b. continents
- 2.10 a. islands
- 2.11 Africa, Asia, Europe
- 2.12 b. Middle
- 2.13 b. disobeyed
- 2.14 3, 2, 1, 4
- 2.15 a. Italy
- 2.16 b. China
- 2.17 b. flat
- 2.18 The shape should be a circle.
- 2.19 a. China
- 2.20 c. America
- 2.21 b. Christopher Columbus
- 2.22 c. Native Americans

## SELF TEST 2

- 2.01 third
- 2.02 animals
- 2.03 Mediterranean Sea
- 2.04 flood
- 2.05 oceans
- 2.06 continents
- 2.07 islands
- 2.08 continents
- 2.09 Africa, Europe, Asia
- 2.010 North America, South America
- 2.011 Australia
- 2.012 Antarctica
- 2.013 a. East
- 2.014 a. crossroads
- 2.015 c. leave
- 2.016 c. China
- 2.017 b. learn more  
c. get more goods
- 2.018 c. flat
- 2.019 a. India

## SECTION 3

- 3.1** c. Asia
- 3.2** a. Alaska
- 3.3** b. Inuits
- 3.4** a. Yes
- 3.5** b. Indians
- 3.6** b. Native
- 3.7** a. lived
- 3.8** c. buffalo
- 3.9** b. deer
- 3.10** a. cliff dwellers
- 3.11** a. Norse
- 3.12** b. home

## SELF TEST 3

- 3.01** c. Asia
- 3.02** b. Alaska
- 3.03** b. Inuits
- 3.04** c. Native
- 3.05** hunters, warriors, farmers, cliff dwellers
- 3.06** b. many
- 3.07** b. Norse
- 3.08** b. No
- 3.09** Inuits
- 3.010** Plains Indians
- 3.011** Eastern Woodlands
- 3.012** Southwest Indians

## LIFEPAC TEST

1. respect
2. neighborhood
3. oceans
4. flood
5. family
6. United States
7. Africa, Asia, Europe
8. a. Middle East
9. b. Inuits
10. c. Southwest Indians
11. a. Plains Indians
12. c. Eastern Woodlands Indians
13. b. East
14. a. Indians
15. c. Americans
16. Norse
17. Marco Polo
18. Adam
19. Columbus
20. Noah
21. cure
22. ripples
23. divided
24. continent
25. crude

### THOUGHT QUESTION

Answers will vary.

26. a. The students should describe their families (1 pt.), the jobs their parents hold (1 pt.), and where they live (1 pt.).
- b. For the second thought question, the student should briefly tell how people spread out from the Middle East and went as far as the Pacific Ocean (1 pt.). They then went up the shore, crossed over into Alaska (1 pt.), and spread down through North and South America (1 pt.).

## ALTERNATE LIFEPAC TEST

1. Middle East
2. family
3. continents
4. islands
5. community
6. Alaska
7. North America, South America
8. West Indies
9. b. Inuits
10. c. Southwest Indians
11. a. Plains Indians
12. c. Eastern Woodlands Indians
13. b. India
14. c. Leif Eriksson
15. c. Americans
16. Columbus
17. Adam
18. Norse
19. Noah
20. Marco Polo
21. ripples
22. pioneers
23. divided
24. cure
25. crude

### THOUGHT QUESTION

Answers will vary.

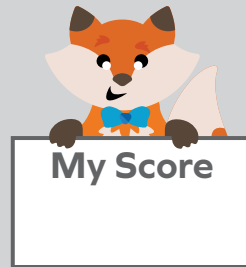
26. a. Look for a list of people or groups in the community and for information about your neighbors.
- b. Things to look for would be the trip to China, the cloth, perfumes and fireworks he brought back, and the book he wrote.

# HISTORY & GEOGRAPHY 201

## ALTERNATE LIFEPAK TEST

Name \_\_\_\_\_

Date \_\_\_\_\_



**Each answer = 1 point**

**Draw a line to match each phrase with its correct answer.**

- |    |  |   |   |             |
|----|--|---|---|-------------|
| 1. | Place where three continents are connected | ▶ | ◀ | islands     |
| 2. | When you were born you became part of a    | ▶ | ◀ | family      |
| 3. | The largest masses of land                 | ▶ | ◀ | Middle East |
| 4. | Hawaii is made up of several               | ▶ | ◀ | community   |
| 5. | Your family is part of a                   | ▶ | ◀ | continents  |

**Circle the correct answer.**

6. Which one of these is NOT a continent?
- |        |           |        |
|--------|-----------|--------|
| Africa | Asia      | Alaska |
| Europe | Australia |        |



7. Circle the *two* continents that are connected to each other.

Australia

North America

Asia

South America

8. The islands that Christopher Columbus discovered were the \_\_\_\_\_.

Middle East

North Africa

West Indies

**Circle the correct answer for each statement.**

9. The natives of Alaska are called \_\_\_\_\_.

a. Plains Indians

b. Inuits

c. Eastern Woodlands Indians

10. The Native Americans who carved homes into the cliffs in Colorado and New Mexico were the \_\_\_\_\_.

a. Plains Indians

b. Inuits

c. Southwest Indians

11. The Native Americans who moved during the year to follow herds of buffalo were the \_\_\_\_\_.

a. Plains Indians

b. Southwest Indians

c. Eastern Woodlands Indians

- 12.** The Native Americans who planted crops and hunted small animals were the \_\_\_\_\_.  
a. Plains Indians  
b. Southwest Indians  
c. Eastern Woodlands Indians
- 13.** Columbus decided that he could sail west in order to reach \_\_\_\_\_.  
a. America                      b. India                      c. Africa
- 14.** The first Europeans to set foot in the New World were led by \_\_\_\_\_.  
a. Marco Polo  
b. Christopher Columbus  
c. Leif Eriksson
- 15.** Today, the first people who lived in North America are called Native \_\_\_\_\_.  
a. Indians                      b. West Indians                      c. Americans

**Draw a line to match the correct answer to the name.**

- |            |  |   |   |            |
|------------|--|---|---|------------|
| <b>16.</b> | Discovered the New World                             | ▶ | ◀ | Norse      |
| <b>17.</b> | Lived in the Garden of Eden                          | ▶ | ◀ | Noah       |
| <b>18.</b> | Europeans who came but did not stay in the New World | ▶ | ◀ | Adam       |
| <b>19.</b> | Built an ark   | ▶ | ◀ | Marco Polo |
| <b>20.</b> | Traveled from Europe to China                        | ▶ | ◀ | Columbus   |

**Draw a line from the definition to the word.**

- |            |                              |   |   |          |
|------------|------------------------------|---|---|----------|
| <b>21.</b> | Small waves                  | ▶ | ◀ | divided  |
| <b>22.</b> | First people to enter a land | ▶ | ◀ | ripples  |
| <b>23.</b> | To separate into parts       | ▶ | ◀ | crude    |
| <b>24.</b> | To prepare skins             | ▶ | ◀ | pioneers |
| <b>25.</b> | Not well done                | ▶ | ◀ | cure     |

**Pick one of the questions below and write answers in two or three sentences on a separate piece of paper. (3 points)**

- 26.**
- a. Tell about your community. Tell who is in your community, and tell about your neighbors.  
or
  - b. Describe Marco Polo's trip and his return home.