

# History & Geography LIFEPAC Overview

Grade 10	Grade 11	Grade 12	
<b>ANCIENT CIVILIZATION</b> <ul style="list-style-type: none"> <li>• Origin of civilization</li> <li>• Early Egypt</li> <li>• Assyria and Babylonia</li> <li>• Persian civilization</li> </ul>	<b>FOUNDATIONS OF DEMOCRACY</b> <ul style="list-style-type: none"> <li>• Democracy develops</li> <li>• Virginia</li> <li>• New England colonies</li> <li>• Middle and southern colonies</li> </ul>	<b>INTERNATIONAL GOVERNMENTS</b> <ul style="list-style-type: none"> <li>• Why have governments</li> <li>• Types of governments</li> <li>• Governments in our world</li> <li>• Political thinkers</li> </ul>	LIFEPAC 4
<b>ANCIENT CIVILIZATIONS</b> <ul style="list-style-type: none"> <li>• India</li> <li>• China</li> <li>• Greek civilization</li> <li>• Roman Empire</li> </ul>	<b>CONSTITUTIONAL GOVERNMENT</b> <ul style="list-style-type: none"> <li>• Relations with England</li> <li>• The Revolutionary War</li> <li>• Articles of Confederation</li> <li>• Constitution of the U.S.</li> </ul>	<b>UNITED STATES GOVERNMENT</b> <ul style="list-style-type: none"> <li>• U.S. Constitution</li> <li>• Bill of Rights</li> <li>• Three branches of government</li> <li>• Legislative process</li> </ul>	LIFEPAC 2
<b>THE MEDIEVAL WORLD</b> <ul style="list-style-type: none"> <li>• Introduction to Middle Ages</li> <li>• Early Middle Ages</li> <li>• Middle Ages in transition</li> <li>• High Middle Ages</li> </ul>	<b>NATIONAL EXPANSION</b> <ul style="list-style-type: none"> <li>• A strong federal government</li> <li>• Revolution of 1800</li> <li>• War of 1812</li> <li>• Nationalism and sectionalism</li> </ul>	<b>AMERICAN PARTY SYSTEM</b> <ul style="list-style-type: none"> <li>• American party system</li> <li>• Development political parties</li> <li>• Functions of political parties</li> <li>• Voting</li> </ul>	LIFEPAC 3
<b>RENAISSANCE AND REFORMATION</b> <ul style="list-style-type: none"> <li>• Changes in government and art</li> <li>• Changes in literature and thought</li> <li>• Advances in science</li> <li>• Reform within the Church</li> </ul>	<b>A NATION DIVIDED</b> <ul style="list-style-type: none"> <li>• Issues of division</li> <li>• Division of land and people</li> <li>• Economics of slavery</li> <li>• Politics of slavery</li> </ul>	<b>HISTORY OF GOVERNMENTS</b> <ul style="list-style-type: none"> <li>• Primitive governments</li> <li>• Beginnings of Democracy</li> <li>• Feudalism, Theocracy &amp; Democracy</li> <li>• Fascism &amp; Nazism</li> </ul>	LIFEPAC 1
<b>GROWTH OF WORLD EMPIRES</b> <ul style="list-style-type: none"> <li>• England and France</li> <li>• Portugal and Spain</li> <li>• Austria and Germany</li> <li>• Italy and the Ottoman Empire</li> </ul>	<b>A NATION UNITED AGAIN</b> <ul style="list-style-type: none"> <li>• Regionalism</li> <li>• The division</li> <li>• The Civil War</li> <li>• Reconstruction</li> </ul>	<b>THE CHRISTIAN &amp; GOVERNMENT</b> <ul style="list-style-type: none"> <li>• Discrimination &amp; the Christian</li> <li>• Christian attitudes</li> <li>• "Opinion &amp; Truth" in politics</li> <li>• Politics &amp; Propaganda</li> </ul>	LIFEPAC 5
<b>THE AGE OF REVOLUTION</b> <ul style="list-style-type: none"> <li>• Factors leading to revolution</li> <li>• The English Revolution</li> <li>• The American Revolution</li> <li>• The French Revolution</li> </ul>	<b>INVOLVEMENT AT HOME &amp; ABROAD</b> <ul style="list-style-type: none"> <li>• Surge of industry</li> <li>• The industrial lifestyle</li> <li>• Isolationism</li> <li>• Involvement in conflict</li> </ul>	<b>FREE ENTERPRISE</b> <ul style="list-style-type: none"> <li>• Economics</li> <li>• Competition</li> <li>• Money through history</li> <li>• International finance &amp; currency</li> </ul>	LIFEPAC 6
<b>THE INDUSTRIAL REVOLUTION</b> <ul style="list-style-type: none"> <li>• Sparks of preparation</li> <li>• Industrial revolution in England</li> <li>• Industrial revolution in America</li> <li>• Social changes of the revolution</li> </ul>	<b>THE SEARCH FOR PEACE</b> <ul style="list-style-type: none"> <li>• The War and its aftermath</li> <li>• The Golden Twenties</li> <li>• The Great Depression</li> <li>• The New Deal</li> </ul>	<b>BUSINESS AND YOU</b> <ul style="list-style-type: none"> <li>• Running a business</li> <li>• Government &amp; business</li> <li>• Banks &amp; Mergers</li> <li>• Deregulation &amp; Bankruptcy</li> </ul>	LIFEPAC 7
<b>TWO WORLD WARS</b> <ul style="list-style-type: none"> <li>• Mounting tension</li> <li>• World War I</li> <li>• Peace and power quests</li> <li>• World War II</li> </ul>	<b>A NATION AT WAR</b> <ul style="list-style-type: none"> <li>• Causes of the war</li> <li>• World War II</li> <li>• Korean Conflict</li> <li>• Vietnam Conflict</li> </ul>	<b>THE STOCK MARKET</b> <ul style="list-style-type: none"> <li>• How it started and works</li> <li>• Selecting stocks</li> <li>• Types of stocks</li> <li>• Tracking stocks</li> </ul>	LIFEPAC 8
<b>THE CONTEMPORARY WORLD</b> <ul style="list-style-type: none"> <li>• Korean War</li> <li>• International organizations</li> <li>• Atomic stalemate</li> <li>• A form of coexistence</li> </ul>	<b>CONTEMPORARY AMERICA</b> <ul style="list-style-type: none"> <li>• Kennedy's New Frontier</li> <li>• Johnson's Great Society</li> <li>• Nixon's New Internationalism</li> <li>• Ford and a new era</li> </ul>	<b>BUDGET AND FINANCE</b> <ul style="list-style-type: none"> <li>• Cash, Credit &amp; Checking</li> <li>• Buying a car</li> <li>• Grants, Loans &amp; IRAs</li> <li>• Savings &amp; E-cash</li> </ul>	LIFEPAC 9
<b>ANCIENT TIMES TO THE PRESENT</b> <ul style="list-style-type: none"> <li>• Ancient civilizations</li> <li>• Medieval times</li> <li>• The Renaissance</li> <li>• The modern world</li> </ul>	<b>UNITED STATES HISTORY</b> <ul style="list-style-type: none"> <li>• Basis of democracy</li> <li>• The 1800s</li> <li>• Industrialization</li> <li>• Current history</li> </ul>	<b>GEOGRAPHY AND REVIEW</b> <ul style="list-style-type: none"> <li>• Euro &amp; International finance</li> <li>• U.S. Geography</li> <li>• The global traveler</li> <li>• Neighbors, Heroes &amp; The Holy Land</li> </ul>	LIFEPAC 10

### **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.

## **ADDITIONAL LEARNING ACTIVITIES**

### **Section I Regional Lifestyles**

1. Have various students map out in class the expansion of America from 1800 to 1860. Date each acquisition as territory and each territory as it became a state. Once the map is complete, color in the seceding states one color, the Union states another. Compare this final map with a modern one.
2. Stage in class a mock congressional debate concerning the issues of secession and slavery. Assign certain students to defend the South, others to support the Northern unionists and abolitionist causes. If they wish, students may research some of the actual congressional debates of the 1850's before holding their own mock session.
3. Have each student read a teacher-approved biography of one of the historical figures of the Civil War period and prepare to answer questions on his choice in class.

### **Section II Civil War**

1. Divide the class into several groups and assign each group a specific Civil War battle. Give them a few days for research and then have each group present a detailed report on their battle for the class. (Suggestions: maps of troop positions, statistics on the number of troops involved, the kind of battle, types of weapons, casualties — are all facts that should be included.)
2. Have each student make a Civil War portfolio that includes pictures of the troops and battles, sketches or photographs of the weapons, portraits of the leading figures of the War (soldiers and politicians) and so forth. Set aside a day when these portfolios can be brought to class and shared.

### **Section III Reconstruction**

1. Divide the class into three groups and assign each group one of the following amendments: Thirteenth, Fourteenth and Fifteenth. Each group should obtain a copy of their amendment and prepare to discuss it in class. Include in these discussions the applications of these amendments for us today.
2. Have each student choose one of the following topics and prepare a brief oral report on that choice for the class.
  - a. Black Codes
  - b. Republican radicals
  - c. Carpetbaggers
  - d. Johnson's impeachment
  - e. Ku Klux Klan
  - f. Poll taxes and literacy tests
3. Lead a class discussion concerning the following hypothetical question: Would Reconstruction in the South have been less harsh had Lincoln lived? If so, why? Encourage class participation in the debate.

**SECTION 1**

- 1.1 g
- 1.2 c
- 1.3 b
- 1.4 e
- 1.5 a
- 1.6 d
- 1.7 f
- 1.8 true
- 1.9 false
- 1.10 false
- 1.11 true
- 1.12 false
- 1.13 true
- 1.14 false
- 1.15 true
- 1.16 military
- 1.17 Versailles
- 1.18 a, d, e, f
- 1.19 b
- 1.20 a, d
- 1.21 a, b, d
- 1.22 a
- 1.23 d
- 1.24 a
- 1.25 They used force to take what they wanted and their desire for power increased.
- 1.26 c
- 1.27 b
- 1.28 a
- 1.29 The Allies drove the Germans and Italians from North Africa; then they swept through Italy, overpowering them; next the Normandy invasion began a successful drive across France into Germany with the Soviets closing in from the east and Allies of the west.
- 1.30 The poor weather made the pinpointing of drop zones for paratroopers difficult—many missed their targets. Also, glider target areas were misjudged and many gliders crashed, killing their pilots, The conditions hurt the Allied forces, but at least confusion was cause for the Germans.
- 1.31 a
- 1.32 b
- 1.33 c
- 1.34 a, c
- 1.35 a, c, d
- 1.36 a, b, d
- 1.37 a, b
- 1.38 c
- 1.39 e
- 1.40 f
- 1.41 b

- 1.42 d
- 1.43 a
- 1.44 true
- 1.45 false
- 1.46 true
- 1.47 false
- 1.48 true
- 1.49 true
- 1.50 false
- 1.51 true
- 1.52 false
- 1.53 true

**SECTION 2**

- 2.1 Ratified
- 2.2 true
- 2.3 false
- 2.4 false
- 2.5 true
- 2.6 false
- 2.7 true
- 2.8 false
- 2.9 c
- 2.10 a
- 2.11 b
- 2.12 a, b, c, e
- 2.13 a
- 2.14 c
- 2.15 b
- 2.16 a
- 2.17 f
- 2.18 d
- 2.19 c
- 2.20 e
- 2.21 a, c, d, e
- 2.22 b
- 2.23 a
- 2.24 false
- 2.25 true
- 2.26 true
- 2.27 false
- 2.28 false
- 2.29 true
- 2.30 h
- 2.31 a
- 2.32 c
- 2.33 b
- 2.34 e
- 2.35 f
- 2.36 d
- 2.37 g
- 2.38 a
- 2.39 d
- 2.40 e