



HISTORY & GEOGRAPHY

TEACHER'S GUIDE

▶ **9th Grade**

HISTORY & GEOGRAPHY 900

Teacher's Guide

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Teacher Notes

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 LIFEPAAC:

Required:
None

Suggested:
encyclopedia

Additional Learning Activities

Section I Historical and Political Backgrounds

1. What type of person would you have looked for if you were in Europe recruiting colonists for the New World? (Presume that you had already lived for ten years as a pioneer in the New World.)
2. Suppose the first settlers had come to the Pacific West Coast of the New World. Do you believe the expansion *to* the east would have been quite as rapid as it was *from* the east?
3. How much European influence went into the development of United States government and political parties? Describe the effect of the European experience on the ideas expressed in the Declaration of Independence.
4. Have three students (or groups of three students) assume the roles of (a) a general; (b) a president; and (c) a saintly church leader, and reflect back on the history of the United States a year before the signing of the Declaration of Independence. Have each student present an argument whether independence from England at the time was a good idea.
5. Using a celebrity-guest format, let each student represent a colony and describe as graphically as possible the life in his or her region.
6. Using the growth and accomplishments of America as a framework, let a student write a scenario for the development of the United States that does not include conflict or warfare (for example, bring the American people to the same plateaus without the conflicts).
7. Let a student research the early Democratic-Republican Party to discover the degree of continuity the present-day Democratic Party has maintained.

Section II Freedom Backgrounds

1. How much effect do you feel the new freedom in America had on the colonists? How different was that life from the life they left behind in Europe?
2. Does it appear that there was a higher degree of inventiveness in America in comparison with the other nations on earth?
3. Look over the list of reformers and their accomplishments (pages 16 and 17). Do you believe these same people would have been as effective in Europe as they were in the United States?

History & Geography 901 Teacher Notes

4. Let a student make a list of freedoms enjoyed from the time of the early colonies.
5. From among all the people listed as Freedom Pioneers, let a student write about the person he feels more than any other shaped this country.

Section III Society Backgrounds

1. If you were living in a Western European country in the early 1900s and were seriously considering emigration, what are some of the reasons you would choose America?
2. Let a student select one ethnic group (Italians, Irish, Slavic) and trace the key stages in their emergence as an integral part of American society.
3. Let a student research the decade of the 1960s to determine the major areas of change. Does there seem to be another decade in American history that is equal to the 1960s for the changes it brought?

Alternate Tests

Reproducible Tests
for use with the History &
Geography 900 Teacher's Guide

History & Geography 901 Alternate Test

Name _____

Answer *true* or *false* (each answer, 2 points).

1. _____ President John Tyler was the first president to purchase land for the United States.
2. _____ The United States acquired the Panama Canal as the result of the Spanish-American War.
3. _____ The French and Indian War preceded the War of 1812.
4. _____ The writers of the Declaration of Independence avoided letting the Bible influence what they authored.
5. _____ Horace Mann has been called the "Father of the American novel."
6. _____ Most of the early colonists came to America to escape the tyranny which existed under the rule of kings.
7. _____ The idea of freedom without responsibility was the rule in America from its birth.
8. _____ Europe has been termed the "melting pot of the world."
9. _____ Most people living in a controlled society appreciate the security that control brings, and they fear freedom.
10. _____ Mobility has brought about a severe weakening of the family in the United States today.

Match these items (each answer, 2 points).

- | | | |
|-----------|------------------|---|
| 11. _____ | Maryland | a. responsible for the Louisiana purchase |
| 12. _____ | Jonas Salk | b. the potato famine |
| 13. _____ | Thomas Jefferson | c. colony for Quakers |
| 14. _____ | Ireland | d. made the first airplane flight |
| 15. _____ | Pennsylvania | e. discovered a polio vaccine |
| 16. _____ | Wright brothers | f. colony for Catholics |
| | | g. purchased Alaska |

Answer Keys

SECTION ONE

- 1.1 Examples:
They were interested in the opportunity to gain wealth and power. The lure of adventure attracted some. The New World was a source of new resources and territories. It was a haven for political and religious freedom.
- 1.2 Example:
They had to learn new skills. They had to learn to live without comforts.
- 1.3 America has fertile soil, an abundant water supply, and a bountiful supply of natural resources.
- 1.4 religious freedom
- 1.5 William Penn
- 1.6 Maryland
- 1.7 Puritans
- 1.8 England
- 1.9 Either order:
a. to gain independence
b. to overthrow undesirable rulers (or acquire territory)
- 1.10 Either order:
a. taxes on various products
b. acts such as the ones that forced the housing of the British soldiers
- 1.11 Example:
War was necessary for the colonists to gain independence and keep the British from taking advantage of them. The colonists wanted to be free from unwanted laws.
- 1.12 3
- 1.13 1
- 1.14 4
- 1.15 2
- 1.16 c
- 1.17 e
- 1.18 a
- 1.19 b
- 1.20 d
- 1.21 Jefferson
- 1.22 Tyler
- 1.23 Polk
- 1.24 Seward
- 1.25 Spanish-American
- 1.26 Panama Canal
- 1.27 4
- 1.28 1
- 1.29 5
- 1.30 3
- 1.31 2
- 1.32 6
- 1.33 The United States was recognized as a world power after the Spanish-American War.
- 1.34 Example:
People thought it was foolish for Secretary of State Seward to pay Russia \$7,200,000 for land the public considered worthless.
- 1.35 teacher check
- 1.36 Any order:
a. charter or commercial colony
b. proprietary colony
c. royal colony
- 1.37 Either order:
a. Federalist Party
b. Whig Party
- 1.38 Either order:
a. Prohibition Party
b. Socialist Party
- 1.39 two
- 1.40 Boston Massacre
- 1.41 Continental Congress
- 1.42 Democratic
- 1.43 Constitution
- 1.44 to protest the Intolerable Acts
- 1.45 to take charge of the war and vote for independence
- 1.46 Examples:
They were more loyal to their own states. They had different forms of government. They had become very independent. Some wanted a “weak” central government.

SECTION TWO

- 2.1 Religious freedom is the right to worship God as one sees fit without interference from anyone or any government.
- 2.2 Our religious freedom is guaranteed by the First Amendment to the United States Constitution.
- 2.3 We should use our freedoms to the extent that we do not impose on other people's freedoms.
- 2.4 Examples; any order:
a. Freedom of religion
b. Freedom of speech
c. Freedom of the press
d. Right to assemble peacefully
e. Right to petition the government
- 2.5 Examples; any order:
a. cotton gin
b. steam engine
c. airplane
d. automobile
e. polio vaccine
- 2.6 Examples; any order:
a. lawmakers
b. inventors
c. religious leaders
d. scientists
e. professionals
or authors, educators, reformers, artists, entertainers, or statesmen
- 2.7 steam engine
- 2.8 storms
- 2.9 polio
- 2.10 Wright brothers
- 2.11 A system of mass production
- 2.12 Example:
They had given us laws which protect our freedoms.
- 2.13 Example:
They have given us things which make our lives easier and increase our production.
- 2.14 Example:
They have increased our life spans and taken away our fear of certain diseases.

SECTION THREE

- 3.1 true
- 3.2 false
- 3.3 false
- 3.4 true
- 3.5 true
- 3.6 People of many backgrounds have fit so well into the American society that they appear as everyone else.
- 3.7 Examples; any order:
a. To escape natural catastrophes
b. To escape war
c. To escape tyranny or to find freedom
d. To seek higher standard of living
e. Because they are forced to leave
- 3.8 family
- 3.9 Depression
- 3.10 mobility
- 3.11 God or Christianity
- 3.12 God
- 3.13 It has changed our homes, our thoughts, our beliefs, our entire way of life. It introduced the machine age and fostered technology and invention.
- 3.14 A return to the Christian principles stressed in the Bible may save American family life.
- 3.15 teacher check

SELF TEST 1

- | | | | |
|-------|----------------|-------|-------------------------------------|
| 1.01 | e | 1.013 | Any order: |
| 1.02 | c | | a. commercial charter or commercial |
| 1.03 | f | | b. royal |
| 1.04 | a | | c. proprietary |
| 1.05 | d | 1.014 | Either order: |
| 1.06 | g | | a. Federalists |
| 1.07 | b | | b. Democratic-Republicans |
| 1.08 | heritage | 1.015 | Puritans |
| 1.09 | Either order: | 1.016 | false |
| | a. Sodom | 1.017 | true |
| | b. Gomorrah | 1.018 | false |
| 1.010 | Any order: | 1.019 | true |
| | a. wealth | 1.020 | true |
| | b. power | 1.021 | false |
| | c. adventure | 1.022 | c |
| 1.011 | Examples: | 1.023 | a |
| | Hitler, Castro | 1.024 | b |
| 1.012 | a. taxes | 1.025 | c |
| | b. acts | 1.026 | a |

SELF TEST 2

- | | | | |
|-------|----------------------|-------|--|
| 2.01 | Either order: | 2.012 | e |
| | a. freedom | 2.013 | b |
| | b. equality | 2.014 | d |
| 2.02 | religious freedom | 2.015 | f |
| 2.03 | religious leaders | 2.016 | a |
| 2.04 | Example: | 2.017 | c |
| | Mark Twain | 2.018 | a |
| 2.05 | Philadelphia | 2.019 | b |
| 2.06 | Examples; any order: | 2.020 | b |
| | a. cotton gin | 2.021 | c |
| | b. steam engine | 2.022 | They worked in the home, raised children, and managed the household. |
| | c. automobile | 2.023 | The first amendment to the Constitution grants us this freedom. |
| 2.07 | true | | |
| 2.08 | false | | |
| 2.09 | false | | |
| 2.010 | true | | |
| 2.011 | false | | |

History & Geography 901 Self Test Key

SELF TEST 3

- 3.01 c
3.02 e
3.03 b
3.04 a
3.05 d
3.06 true
3.07 true
3.08 false
3.09 true
3.010 true
3.011 d
3.012 d
3.013 a
3.014 c
3.015 a
3.016 family
3.017 change
3.018 mobility
3.019 Any order:
a. instant
b. junk-food
c. fast-food
- 3.020 Quakers
3.021 Jefferson
3.022 First Amendment
3.023 steam engine
3.024 The U.S. became recognized as a world power.
3.025 Washington refused to run for a third term, thus setting a precedent of a two-term limit for presidents.
3.026 He initiated a system of mass production.
3.027 Although public schools began in the United States to teach children to read the Bible, the Supreme Court has ruled that Bible reading in the public schools is unconstitutional.

Test Keys

1. false
2. true
3. true
4. false
5. false
6. false
7. false
8. false
9. false
10. true
11. c
12. e
13. f
14. d
15. a
16. b
17. c
18. a
19. c
20. b
21. Any order:
 - a. charter or commercial
 - b. proprietary
 - c. royal colony
22. Either order:
 - a. gain independence
 - b. overthrow undesirable rulers
(or acquire territory).
23. Any order:
 - a. lawmakers
 - b. religious leaders
 - c. inventors (or scientists or
professionals)
or authors, educators,
reformers, artists or
entertainers
24. family
25. Declaration of Independence
26. A return to the Christian principles
stressed in the Bible may save
family life.
27. People of many backgrounds have fit
so well into the American society that
they appear as everyone else.

Alternate Test Keys

1. false
2. false
3. true
4. false
5. false
6. true
7. false
8. false
9. false
10. true
11. f
12. e
13. a
14. b
15. c
16. d
17. a
18. c
19. b
20. b
21. Democratic
22. George Washington
23. Florence Nightingale
24. family
25. changes
26. Example:
Because the
proprietary colonies
were being governed
in so many ways:
Charter, Proprietary,
Royal Colony.
27. Example:
It has affected
industry, but it has
also revolutionized
our homes, our
thoughts, our beliefs,
and our entire way of
life.



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