



HISTORY & GEOGRAPHY

TEACHER'S GUIDE

▶ **12th Grade**

HISTORY & GEOGRAPHY 1200

Teacher's Guide

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Media Credits:

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Rock Rapids, IA 51246-1759**

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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.

This section of the History & Geography Teacher's Guide includes the following teacher aids: Suggested and Required Material (supplies), Additional Learning Activities, Answer Keys, and Alternate LIFEPAC Tests.

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.

HISTORY & GEOGRAPHY 1201

Unit 1: Introduction to Government

TEACHER NOTES

ADDITIONAL LEARNING ACTIVITIES

Section 1: Governments

1. Write a short report (about 300 words in length) on an Asian, African, or South American colony settled by a European country such as England, Holland, France, or Germany. Why did the European country colonize this place? What kind of products did it gain from the colony? How were the natives of the colony treated? How much self-government did the natives have?
2. Review with the class the idea of their own development as individuals. Who has had the most influence over their lives? How have other groups (school, church, community) influenced them? How much decision and control do they have over their own lives, and how can they exercise that control?

Section 2: Governments in Our World

1. Do a report, either oral or written, on the religious convictions of one American president and show how that belief influenced his actions as president.
2. Make a chart listing as many of the elected representatives (president, United States senator, United States representative, mayor, legislative representative, etc.) as you can think of who affect your life listing their offices, their specific duties, and the ways in which they impact your life.
3. Perform a skit in which you show how the life of an average worker is different under capitalistic, socialistic, and communistic governments. How much freedom does each worker have? How responsible is he for his own life? How much control does he have over working conditions, living situations, and buying habits?
4. Review with the class the entire idea of how countries make decisions concerning their attitudes toward other countries. What prompts certain countries to make treaties, to go to war, to improve their trade with other countries, and so on?
5. Review with the class the entire concept of authority and the Christian obligation toward all authority—God, family, school, government. When and where does that obligation begin and end? How can we best fulfill that obligation?

Section 3: Shapers of Political Thought

1. Make a chart (not necessarily a map) showing the most powerful forces in the world in 1600, 1700, 1800, 1900, 1950, and today.
2. Make a list of ten things that you are “free” to do and ten things that you are not free to do. Share your list with a friend who has made a similar list. Decide between yourselves why you are or are not free to do these things.
3. Make a list of ten things that you are obligated to do. Indicate specifically who has obligated you to do these things (God, your parents, government, etc.) and why they obligated you.

4. Discuss with the class whether they think it is ever justifiable (and under what circumstances) to break society's laws. Cite examples such as the American Revolution and the Civil Rights demonstrations of the 1960s as possible examples of cases where laws were purposely broken for motives that later brought good results.
5. Talk about and stress the importance of communication.

ANSWER KEY

SECTION 1

- 1.1 they enforce rules that control conduct within a population.
- 1.2 local, state, federal
- 1.3
 - Local governments help the citizen by creating libraries, such as in the town of Delmar, Delaware.
 - Public utilities include telephone and electricity supplied to the citizen.
 - Towns can create and maintain local parks.
 - The state government has the right to make and enforce laws within their home.
- 1.4 false
- 1.5 Federal
- 1.6 purchase, trade, sale
- 1.7 gas, telephone, electric power, water
- 1.8 c
- 1.9 b
- 1.10 a
- 1.11 e
- 1.12 d
- 1.13 Exodus
- 1.14 Answers will vary: mass transportation, mass transit, libraries, local parks, town streets
- 1.15 Aristotle
- 1.16 true
- 1.17 f
- 1.18 d
- 1.19 c
- 1.20 e
- 1.21 a
- 1.22 b
- 1.23 totalitarianism
- 1.24 pluralism
- 1.25 anarchism
- 1.26 racial, ethnic, business
- 1.27 jurisdiction
- 1.28 Morality
- 1.29 dictator
- 1.30 [Idi] Amin
- 1.31 bureaucracy
- 1.32 Habeas Corpus
- 1.33 autocracy
- 1.34 foreign exchange
- 1.35 welfare state
- 1.36 an autocracy

SELF TEST 1

- 1.01 a
- 1.02 f
- 1.03 e
- 1.04 d
- 1.05 b
- 1.06 c
- 1.07 true
- 1.08 true
- 1.09 false
- 1.010 true
- 1.011 tangible, intangible
- 1.012 Aristotle
- 1.013 Bureaucracy
- 1.014 they enforce rules that control conduct within a population.
- 1.015 oversee business
- 1.016 pluralism
- 1.017 polity
- 1.018 morality
- 1.019 jurisdiction
- 1.020 racial, ethnic, business
- 1.021 allowing private business and free speech.
- 1.022 dictator
- 1.023 Either: Idi Amin of Uganda, Saddam Hussein
- 1.024 bureaucracy
- 1.025 Habeas Corpus
- 1.026 control all branches of government
- 1.027 king
- 1.028 foreign exchange

SECTION 2

- 2.1 four
 2.2 veto
 2.3 the Senate, House of Representatives
 2.4 life
 2.5 Constitution
 2.6 two thirds
 2.7 high officials or Supreme Court members
 2.8 Romans
 2.9 Supreme Court justices.
 2.10 parliamentary
 2.11 life peers
 2.12 House of Commons, House of Lords
 2.13 Prime Minister
 2.14 abdications
 2.15 six
 2.16 democratic
 2.17 they are both appointed for life
 2.18 a
 2.19 d
 2.20 b
 2.21 e
 2.22 c
 2.23 true
 2.24 false
 2.25 false
 2.26 dictatorships
 2.27 Communist
 2.28 six
 2.29-2.33 Answers will vary: Japan, France, Belgium, Italy, Denmark, Sri Lanka
 2.34 PRI, 70
 2.35 liberal, moderate, conservative
 2.36 1 Timothy
 2.37 salvation
 2.38 atrocity
 2.39 e
 2.40 b
 2.41 d
 2.42 c
 2.43 a
 2.44 • It is considered a democracy with a one-party system
 • It actually has several small but ineffective political parties.
 • The Institutional Revolutionary Party has been in control since the 1920s.
 2.45 Mexico
 2.46 recruits members and leaders
 develops policy
 indoctrinates the people
 maintains discipline

SELF TEST 2

- 2.01 PRI, 70
 2.02 president
 2.03 the Senate, House of Representatives
 2.04 Constitution
 2.05 veto
 2.06 House of Commons, House of Lords
 2.07 Prime Minister
 2.08 Parliament
 2.09 five
 2.010 Edward II, Richard II
 2.011 six
 2.012 true
 2.013 false
 2.014 false
 2.015 Romans chapter 13
 2.016 they are both appointed for life.

SECTION 3

- 3.1 revolutionary
- 3.2 culture
- 3.3 oppressive
- 3.4 theology
- 3.5 384 B.C.
- 3.6 true
- 3.7 *Summa Theologica*
- 3.8
 - assisting in the early education of Alexander the Great.
 - writing Nechomachean Ethics.
- 3.9 Great personal fulfillment is achieved when a person is given the freedom to pursue his dreams.
- 3.10 Engels edited Marx's *The Condition of the Working Class in England*.
- 3.11 It allows the citizen to own and operate private business for profit.
- 3.12 a
- 3.13 d
- 3.14 b
- 3.15 e
- 3.16 c
- 3.17 *Of Reformation in England, The Ready and Easy Way to Establish a Commonwealth, The Tenure of Kings and Magistrates*
- 3.18 Niccolo Machiavelli
- 3.19 dissenter
- 3.20 Das Kapital
- 3.21 1600s, monarchy
- 3.22 Judges 2:19
- 3.23 monarch
- 3.24 It approved of the use of force upon dissenters.
It approved cruelty and deceitfulness to maintain the balance of power.

SELF TEST 3

- 3.01 Khmer Rouge
- 3.02 Answers may vary.
- 3.03 the Communist party
- 3.04-3.08 Any five of the following; any order:
France, Japan, Belgium, Italy, Denmark, Sri Lanka
- 3.09 liberal
- 3.010 The Tenure of Kings and Magistrates
- 3.011 salvation
- 3.012 *Summa Theologica*
- 3.013 culture
- 3.014 true
- 3.015 true
- 3.016 1 Timothy 2:1-4
- 3.017 atrocity
- 3.018
 - he taught that people should find their "function."
 - Alexander the Great was a pupil of his.
- 3.019 Engels once personally tutored Karl Marx.
- 3.020 *Summa Doxologica*

LIFEPAC TEST

1. true
2. false
3. true
4. false
5. true
6. true
7. true
8. false
9. PRI, 70
10. tangible, intangible
11. dictator
12. Constitution
13. Communist
14. function
15. *The Tenure of Kings and Magistrates*
16. culture
17. Aristotle
18. morality
19. Senate, House of Representatives
20. they enforce rules that control conduct within a population.
21. atrocity
22. f
23. e
24. d
25. a
26. b
27. c
28. pluralism
29. Any four of the following:
France, Belgium, Italy, Sri Lanka, Japan, Denmark
30. *Das Kapital, The Communist Manifesto*

ALTERNATE LIFEPAC TEST

1. false
2. false
3. false
4. true
5. false
6. true
7. false
8. false
9. two-thirds
10. Prime Minister
11. the Senate, House of Representatives
12. House of Commons, House of Lords
13. dictatorships
14. *Das Kapital, The Communist Manifesto*
15. salvation
16. Daniel 6
17. Habeas Corpus
18. pluralist, or pluralistic
19. They enforce rules that control conduct within a population.
20. tangible, intangible
21. PRI (Institutional Revolutionary Party)
- 22.-26. Any five of the following; any order:
France, Sri Lanka, Japan, Belgium, Italy, Denmark
27. e
28. a
29. c
30. f
31. b
32. d
33. 1 Timothy 2:1-4
34. communist

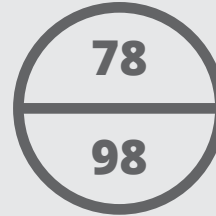
HISTORY & GEOGRAPHY 1201

ALTERNATE LIFEPAC TEST

NAME _____

DATE _____

SCORE _____



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

1. _____ The House of Lords can decide the constitutionality of a law.
2. _____ Members of right-wing parties hold liberal views.
3. _____ Aquinas never did finish *Summa Contra Gentiles*, a treatise which explained Christian theology.
4. _____ Making mass transportation available is one of the ways a local government can assist a citizen.
5. _____ Public utilities include amusement parks and county fairs.
6. _____ The House of Commons is more powerful than the House of Lords.
7. _____ The Senate reviews the laws of the U.S. to make sure they are constitutional.
8. _____ Thomas Aquinas was a writer of the Renaissance period.

Fill in the blanks (each answer, 3 points).

9. Congress can override a presidential veto by _____ majority vote.
10. The _____ is usually the leader in majority party in the House of Commons.
11. The two houses of the U.S. Congress are _____ and _____.
12. The two houses of the British Parliament are the _____ and _____.

13. Most one-party systems are associated with _____ .
14. The two works that Karl Marx wrote are _____ and _____ .
15. Paul tells Timothy that even if the leader is corrupt, pray for the leader's _____ so that he may change and run an honorable government.
16. Applying Christian principles in politics such as Daniel did can have an influence in high government. We find the story of Daniel's stand for the Lord in the book of _____ .
17. The right to a speedy trial is incorporated in the term _____ .
18. A(n) _____ government passes laws to protect the rights of its citizens.
19. Discuss the importance of governments.

20. List two ways in which the government helps us.

21. In recent elections in Mexico, the _____
has lost control of Congress for the first time in years.

List five countries with multi-party systems (each answer, 3 points).

22. _____
23. _____
24. _____
25. _____
26. _____

Match the following types of government with Aristotle's definition of them (each answer, 2 points).

- | | |
|-----------------------|---|
| 27. _____ polity | a. leader works for the good of the people |
| 28. _____ monarchy | b. leader works his own benefit |
| 29. _____ aristocracy | c. a few working for the good of the people |
| 30. _____ democracy | d. a few working for their own benefit |
| 31. _____ tyranny | e. the rule of many for the benefit of all |
| 32. _____ oligarchy | f. dangerous mob self-rule |

Choose one (each answer, 2 points).

33. Which of these Bible passages instruct us to pray for those in authority?

_____ Romans 13:1-18

_____ Psalm 119:1-2

_____ 1 Timothy 2:1-4

34. China has what type of government?

_____ democracy

_____ communist

_____ monarchy



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Rock Rapids, IA 51246-1759

800-622-3070
www.aop.com

HIS1220 – Jan '18 Printing

ISBN 978-1-58095-674-1



9 781580 956741