# Heritage Studies Grade 2 – Lesson Plan Overview

Chapter 1: God So Loved the World

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| Lesson | Teacher’s Edition | Student Text | Activity Manual | Content Objectives and Christian Worldview |
| 1 | xxii–5 | 2–5 |  | Introduction  Locate components of the textbook  Identify major topics of social studies |
| 2 | 6–9 | 6–9 | 1 | Creation  Identify parts of the chapter opener  Explain that God made the world by speaking  Name things God made in His perfect world  Explain what it means to fill the earth and rule over the world  Choose from a group of pictures a man made in the image of God |
| 3 | 10–12 | 10–12 | 3–5 | Salvation  Explain the freedom that Adam and Eve had  Explain why sin and suffering exist in the world  Summarize God’s perfect plan of salvation |
| 4 | 13–15 | 13–15 | 7 | People Fill the World  Explain why God caused people to speak different languages  Explain why people moved to different parts of the world  Name the seven continents and four oceans |
| 5 | 16–17 | 16–17 | 9–10 | Bar Graph and Compass Rose  Read a bar graph and identify its parts  Identify a compass rose and the four cardinal directions  Use the compass rose to show directions on a map  Locate a continent and an ocean on a map |
| 6 | 18–19 | 18–19 | 11 | Globe  Identify that a globe is a model of the earth  Locate the North Pole, South Pole, and equator on a globe  Locate the continents and oceans on a globe |
| 7 | 20 |  |  | Activity: Balloon Globe  Locate the North Pole, South Pole, and equator  Locate the seven continents |
| 8 | 21–23 | 20–21 | 13 | Adoniram and Ann Judson  Retell the story of the Judsons as missionaries to the Burmese people  Explain why the Judsons learned the Burmese language  Compare the English language and the Burmese language  Affirm that God kept the Burmese Bible safe |
| 9 | 23 |  | 15–16 | Review and Test |

Chapter 2: Community Life

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| Lesson | Teacher’s Edition | Student Text | Activity Manual | Content Objectives and Christian Worldview |
| 10 | 24–27 | 22–25 | 17 | Introduction  Evaluate Cain’s community  Name the kinds of things people did in Cain’s community  List the characteristics of communities |
| 11 | 28–29 | 26–27 | 19 | Types of Communities  Distinguish the characteristics of an urban, suburban, and rural community  Compare communities today to the first community |
| 12 | 30–31 | 28–29 | 21 | In Your Neighborhood  Name places in a community, such as schools, parks, churches, and grocery stores  Locate places using a map grid |
| 13 | 32–34 | 30–31 | 23 | Needs and Wants  Distinguish between needs and wants  Explain why the Bible and church are needs for Christians and not just wants  Define income as the money a family earns  Explain why a bank is important |
| 14 | 34–35 | 32–33 | 25–26 | Volunteers  Explain the importance of a volunteer to a community  Name ways that a Christian could get involved in his community helping others  Explain ways a volunteer firefighter serves others |
| 15 | 36–37 | 34–35 | 27 | Community Laws  Define the role a mayor plays in a community  Explain why laws are important  Explain the use of tax money in a community |
| 16 | 38 |  |  | Activity: Learning to Solve a Problem  Practice ways to solve problems |
| 17 | 39–40 | 36–37 | 29 | Communities Change  Define the role of a mayor  Explain how Rudy Giuliani inspired New York City after it was attacked  Explain how communities change over time |
| 18 | 41 |  | 31–32 | Review and Test |

Chapter 3: Liberty and Justice for All

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| Lesson | Teacher’s Edition | Student Text | Activity Manual | Content Objectives and Christian Worldview |
| 19 | 42–45 | 38–41 | 33–35 | Introduction  Identify the United States Capitol  List the characteristics of a good and a poor leader  Order God’s leaders chronologically |
| 20 | 46–48 | 42–44 | 37 | Three Levels of Government  Explain what it means to be a citizen  List the three levels of government in the United States  Distinguish the leaders in the three different levels of government |
| 21 | 49–51 | 45–46 | 39–40 | Laws  Compose a law to keep the community safe  Distinguish just and unjust rights  Defend the idea that governments have the right to make laws for the good of the citizens |
| 22 | 51–53 | 47–49 | 41 | Elections  Vote for a class leader  Evaluate qualifications of a good leader  Defend from the Bible the idea that God is in control of the outcome of elections |
| 23 | 54 |  |  | Activity: Voting  Role-play voting for a leader |
| 24 | 55–56 | 50–51 | 43 | Responsible Citizens  Summarize the behavior of a responsible citizen  Determine cause and effect of disobedience  Summarize consequences of breaking a law |
| 25 | 57–58 | 52–53 | 45–46 | National Symbols  Identify national symbols  Recite the first verse and chorus of the national anthem |
| 26 | 59–61 | 54–55 | 47 | Landmarks  Locate the monuments and memorials on a map  Identify several presidents and the memorials that honor them |
| 27 | 61–62 | 56–57 | 49–51 | Becoming a Citizen  Recognize that other countries have a national anthem  Sequence the journey of an immigrant to America |
| 28 | 63 |  | 53–54 | Review and Test |

Chapter 4: Land That I Love

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| Lesson | Teacher’s Edition | Student Text | Activity Manual | Content Objectives and Christian Worldview |
| 29 | 64–67 | 58–61 | 55 | Introduction  Define the word region  Defend the idea that God has given us natural resources to use  Distinguish good from bad uses of natural resources |
| 30 | 68–69 | 62–63 | 57–58 | Climate and Jobs  Define the words climate and factory  Infer the kinds of jobs people have because of the climate where they live  Demonstrate how an assembly line works |
| 31 | 70–71 | 64–65 | 59 | Landforms  Define the term landform  Identify a landform by its shape and characteristics |
| 32 | 72–73 | 66–67 | 61 | Bodies of Water  Identify bodies of water by their shapes  Read a landform map  Recognize how the Flood was instrumental in the forming of landforms and bodies of water |
| 33 | 74–75 | 68–69 | 63–64 | Crater Lake National Park  List some of the features of Crater Lake National Park  Explain how Crater Lake was formed  Create a brochure showing visitors what they can do if they visit Crater Lake National Park  Explain why national parks are important |
| 34 | 76 |  | 65 | Activity: Travel Map  Define the term travel map  Create a travel map for a state he has visited |
| 35 | 77–78 | 70–71 | 67 | America’s Neighbors  Identify Mexico and Canada as America’s neighbors  Find Mexico and Canada on a map and a globe  List distinguishing facts and features of Mexico and Canada |
| 36 | 79 |  | 69–70 | Review and Test |

Chapter 5: Exploring Our Past

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| Lesson | Teacher’s Edition | Student Text | Activity Manual | Content Objectives and Christian Worldview |
| 37 | 80–83 | 72–75 | 71–73 | Introduction  Explain why Native American myths are similar to the Bible account of Creation  Trace the migration of the people groups from the tower of Babel to the Americas  Identify Native American shelters  Explain why each tribe had its own culture |
| 38 | 84–85 | 76–77 | 75 | Natural Resources  Identify the natural resources used by Native Americans  Build a longhouse from available materials |
| 39 | 86 |  |  | Activity: Wampum Necklace or Belt  Make a necklace or belt from “wampum” |
| 40 | 87–89 | 78–79 | 77–79 | Native American Artifacts  List ways the Native Americans used God’s resources wisely  Identify artifacts of Native Americans |
| 41 | 89–91 | 80–82 | 81 | Explorers  Trace the routes of Leif Ericson and Christopher Columbus from Europe to North America  List reasons Europeans began coming to North America |
| 42 | 92–93 | 83–84 | 83–84 | Ponce de León and the Calusa  List the reasons explorers came to the New World  Evaluate Ponce de León’s quest for the Fountain of Youth from a Christian worldview  Compare the cultures of Ponce de León and a Calusa Indian |
| 43 | 94–96 | 85–87 | 85 | Jamestown  Locate England, the New World, the Atlantic Ocean, and Jamestown on a map  List the main idea and details surrounding the Jamestown colony  Summarize important events in Jamestown |
| 44 | 97–99 | 88–89 | 87–89 | Cultures  Compare African, European, and Native American cultures  Dramatize the events of Robert Hunt’s life in Jamestown |
| 45 | 99 |  | 91–95 | Review and Test |

Chapter 6: The New England Colonies

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| Lesson | Teacher’s Edition | Student Text | Activity Manual | Content Objectives and Christian Worldview |
| 46 | 100–103 | 90–93 | 97 | Introduction  Explain why the Pilgrims came to America  Express in his own words the control that the king of England had over churches in England  Trace the Pilgrims’ voyage to the New World on a map  Explain why the Mayflower Compact was written  Define religion and infer how religious beliefs affect a person’s behavior |
| 47 | 104–5 | 94–95 | 99 | Plymouth  Explain why the first winter was very hard for the Pilgrims  Sequence the key events in the life of Squanto  State why William Bradford was a wise governor of Plymouth |
| 48 | 106–9 | 96–99 | 101 | The Puritans and Massachusetts Bay  Explain why the Puritans left England to go to the New World  Contrast the growth of Massachusetts Bay with the growth of Plymouth  Evaluate the laws the Puritans made in Massachusetts  Explain why John Winthrop is important to the history of Massachusetts |
| 49 | 110–12 | 100–102 | 103 | Rhode Island and Connecticut  Explain why Roger Williams left Massachusetts to form a colony called Rhode Island  Identify Thomas Hooker as the man who founded Connecticut  Compare and contrast the founding of Connecticut with the founding of Rhode Island  List the names of the colonies that made up the New England colonies |
| 50 | 113–15 | 103–5 | 105 | Work and Worship in the New England Colonies  Compare and contrast how New England colonists lived with how people live today  Compare and contrast how Puritans observed Sundays and how people today observe Sundays |
| 51 | 116–19 | 106–9 | 107 | Education in the New England Colonies  Identify the different kinds of schools in New England  Explain why education was important to the new England colonists  Identify Anne Bradstreet and Phillis Wheatley as two New England poets |
| 52 | 120 |  |  | Activity: Hornbook  Construct a hornbook like the ones used in the dame schools of New England |
| 53 | 121–23 | 110–11 | 109–13 | Jonathan Edwards, David Brainerd, and the Great Awakening  Define the Great Awakening as the return to God of many people in New England  Identify Jonathan Edwards as the most influential preacher of the Great Awakening  Summarize the story of David Brainerd |
| 54 | 123 |  | 115 | Review and Test |

Chapter 7: The Middle Colonies

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| Lesson | Teacher’s Edition | Student Text | Activity Manual | Content Objectives and Christian Worldview |
| 55 | 124–28 | 112–16 | 117 | Introduction  Summarize how Manhattan changed over time  Arrange in order pictures of Manhattan changing over time |
| 56 | 129–30 |  | 119 | Manhattan Geography  Interpret a natural resource map  Locate waterway routes  Infer from a map why Manhattan was ideal for a trading post |
| 57 | 131–33 | 117–19 | 121 | William Penn and Pennsylvania  Tell details about William Penn using the question words who, what, when, where, and why  Write details about Pennsylvania using the question words who, what, when, where, and why |
| 58 | 134–35 | 120–21 | 123–25 | Penn’s City Plan  Identify Penn’s plans for Philadelphia and Pennsylvania  Apply Penn’s ideas by creating a city plan |
| 59 | 136–38 | 122–24 | 127 | Waterways to the Colonies  Trace waterways from the Atlantic Ocean to the colonies  Locate the middle colonies on a map |
| 60 | 139–42 | 125–28 | 129–31 | Jobs in the Middle Colonies  Identify jobs in the middle colonies  Use a graphic organizer to organize main ideas from reading informative text |
| 61 | 143–45 | 129–31 | 133 | Melting Pot  Explain why the middle colonies are called a “melting pot”  Share a family tradition  Evaluate the idea of a melting pot culture from a Christian worldview  Evaluate different ways of celebrating Christmas |
| 62 | 146–47 |  |  | Activity: Christmas Cookies  Recall that people in the middle colonies had Christmas traditions  Identify family Christmas traditions  Design a Christmas cookie |
| 63 | 147 |  | 135–40 | Review and Test |

Chapter 8: The Southern Colonies

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| Lesson | Teacher’s Edition | Student Text | Activity Manual | Content Objectives and Christian Worldview |
| 64 | 148–52 | 132–36 | 141 | Introduction  Explain why tobacco was important to colonial Virginia  Explain what the House of Burgesses did and why it was important  Identify George Calvert as the founder of Maryland  Identify Maryland as a place of religious freedom for Catholics |
| 65 | 153 |  |  | Activity: Shops in a Colonial Town  Create a sample colonial shop and explain how the shop was used to meet needs in the colonies |
| 66 | 154–57 | 137–39 | 143 | The Carolinas and Eliza Pinckney  Explain why tobacco was grown in northern Carolina and rice was grown in southern Carolina  Identify why Charles Towne became a center of trade in the southern colonies  Identify Eliza Pinckney as the one who was instrumental in developing the growth of indigo in the southern colony |
| 67 | 157–59 | 140–42 | 145–47 | James Oglethorpe and Georgia  Define debtor as a person who owes money to someone else  Identify James Oglethorpe as the leader of the colony south of the Carolinas called Georgia  Sequence events in the life of James Oglethorpe |
| 68 | 160–63 | 143–46 | 149–51 | Cash Crops and Plantations  List tobacco, rice, and indigo as the cash crops that were exported from the southern colonies  Explain why crops grew well in the southern colonies  Construct a model of a plantation |
| 69 | 164–65 | 147–48 | 153 | Slavery  Describe the kind of life that slaves lived on a plantation  List activities that helped slaves make the best of their hard lives  Identify Quakers and Puritans as colonists who opposed slavery |
| 70 | 166–68 | 149–51 | 155–59 | Anglicans and Huguenots  Explain why most of the settlers in the southern colonies were Anglicans  Evaluate the way African slaves were treated by their owners  Identify Huguenots as French Protestants who came to the southern colonies to escape persecution |
| 71 | 169–70 | 152–53 | 161 | Thirteen Colonies  Recognize that by the late 1700s there were thirteen colonies along the east coast of North America  List the name of each region of the thirteen colonies  Compare and contrast the New England, middle, and southern colonies |
| 72 | 171 |  | 163–64 | Review and Test |

Chapter 9: The Revolutionary War

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| Lesson | Teacher’s Edition | Student Text | Activity Manual | Content Objectives and Christian Worldview |
| 73 | 172–75 | 154–57 | 165 | Introduction  List advantages the French or the British would gain from ruling the New World  Compare maps of North America before and after the French and Indian War and locate boundary differences  Predict what the British would do with the land gained after the French and Indian War |
| 74 | 176–79 | 158–60 | 167–68 | Boston Massacre  Sequence events from the French and Indian War to the Boston Massacre  Give an account of the Boston Massacre from two points of view  Describe how the colonists felt about paying taxes from two points of view |
| 75 | 179–81 | 161–63 | 169–70 | The Colonists Respond  Evaluate how the colonists responded to British law  Identify the consequences of the Boston Tea Party |
| 76 | 182–85 | 164–66 | 171–73 | Events Leading to War  Respond to questions from different points of view  Sequence events leading up to the Revolutionary War |
| 77 | 185–87 | 167–69 | 175 | The Declaration of Independence  Decide whether he agrees with the Loyalists or the Patriots  Defend the choice of becoming a Loyalist or a Patriot  Sign a copy of the Declaration of Independence or a pledge to King George |
| 78 | 188–91 | 170–72 | 177–78 | Revolutionary War Battles  Identify the key battles of the Revolutionary War  Locate these battles on a map  Participate in a marching drill |
| 79 | 191–93 | 173–75 | 179–80 | Revolutionary War Timeline  Locate Revolutionary War battles on a map  Identify the Battle of Yorktown as the last battle of the Revolutionary War  Read a timeline of the Revolutionary War events |
| 80 | 194–95 | 176–77 | 181–83 | John Adams  List John Adams’s most important accomplishments  Explain why letters can be an important source for history  Read a timeline |
| 81 | 196–97 |  |  | Activity: Stars and Stripes Flag  Construct a flag like the one used in the Revolutionary War  Explain that each star and each stripe represents a colony  Recognize June 14 as Flag Day |
| 82 | 197 |  | 185–86 | Review and Test |

Chapter 10: A Nation Is Born

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| Lesson | Teacher’s Edition | Student Text | Activity Manual | Content Objectives and Christian Worldview |
| 83 | 198–201 | 178–81 | 187 | Introduction  Explain why the thirteen colonies needed to have a central government  Identify the Continental Congress as the body of leaders that recognized the need for a written plan of government for the new country  Define confederation as a group of states joined loosely together  Identify the new plan of government as the Articles of Confederation |
| 84 | 202–4 | 182–84 | 189 | The Constitution  Explain why the American government needed more power than the Articles of Confederation gave it  Name George Washington as the chairman of the meetings to write the Constitution  Recognize that the Constitution is one of the most important writings in America’s history |
| 85 | 205–7 | 185–87 | 191 | The Great Compromise  Name the famous leaders who formed the Constitution  Identify a republic as a form of government that limits the amount of power the leaders can have and allows its citizens to choose their leaders  Name Roger Sherman as the developer of the Great Compromise  Identify the Senate and House as the two groups of leaders who make laws |
| 86 | 208–10 | 188–90 | 193 | The Constitution Is Adopted  Recognize that the men who worked on the Constitution had to help the people in their state understand and accept the Constitution  Identify the Bill of Rights as the list of people’s freedoms that was added to the Constitution  Explain how the Constitution was adopted |
| 87 | 211–13 | 191–93 | 195 | President George Washington  Explain how the president was to be chosen and how long he was to serve  Explain why George Washington was known as the Father of Our Country |
| 88 | 214–15 | 194–95 | 197–99 | God’s Grace  List reasons for saying that George Washington served his country well  Identify God’s grace as the reason that America has had freedom, wise leaders, and opportunities to spread the good news of Jesus Christ |
| 89 | 216 |  |  | Activity: Wax Museum  Dress like a historical figure and prepare a short talk about the person’s life |
| 90 | 217 |  | 201 | Review and Test |