# Heritage Studies Grade 2 – Lesson Plan Overview

Chapter 1: God So Loved the World

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Lesson | Teacher’s Edition  | Student Text  | Activity Manual | Content Objectives and Christian Worldview |
| 1 | xxii–5 | 2–5 |  | IntroductionLocate components of the textbookIdentify major topics of social studies |
| 2 | 6–9 | 6–9 | 1 | CreationIdentify parts of the chapter openerExplain that God made the world by speakingName things God made in His perfect worldExplain what it means to fill the earth and rule over the worldChoose from a group of pictures a man made in the image of God |
| 3 | 10–12 | 10–12 | 3–5 | SalvationExplain the freedom that Adam and Eve hadExplain why sin and suffering exist in the worldSummarize God’s perfect plan of salvation |
| 4 | 13–15 | 13–15 | 7 | People Fill the WorldExplain why God caused people to speak different languagesExplain why people moved to different parts of the worldName the seven continents and four oceans |
| 5 | 16–17 | 16–17 | 9–10 | Bar Graph and Compass RoseRead a bar graph and identify its partsIdentify a compass rose and the four cardinal directionsUse the compass rose to show directions on a mapLocate a continent and an ocean on a map |
| 6 | 18–19 | 18–19 | 11 | GlobeIdentify that a globe is a model of the earthLocate the North Pole, South Pole, and equator on a globeLocate the continents and oceans on a globe |
| 7 | 20 |  |  | Activity: Balloon GlobeLocate the North Pole, South Pole, and equatorLocate the seven continents |
| 8 | 21–23 | 20–21 | 13 | Adoniram and Ann JudsonRetell the story of the Judsons as missionaries to the Burmese peopleExplain why the Judsons learned the Burmese languageCompare the English language and the Burmese languageAffirm that God kept the Burmese Bible safe |
| 9 | 23 |  | 15–16 | Review and Test |

Chapter 2: Community Life

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Lesson | Teacher’s Edition  | Student Text | Activity Manual | Content Objectives and Christian Worldview |
| 10 | 24–27 | 22–25 | 17 | IntroductionEvaluate Cain’s communityName the kinds of things people did in Cain’s communityList the characteristics of communities |
| 11 | 28–29 | 26–27 | 19 | Types of CommunitiesDistinguish the characteristics of an urban, suburban, and rural communityCompare communities today to the first community |
| 12 | 30–31 | 28–29 | 21 | In Your NeighborhoodName 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 WantsDistinguish between needs and wantsExplain why the Bible and church are needs for Christians and not just wantsDefine income as the money a family earnsExplain why a bank is important |
| 14 | 34–35 | 32–33 | 25–26 | VolunteersExplain the importance of a volunteer to a communityName ways that a Christian could get involved in his community helping othersExplain ways a volunteer firefighter serves others  |
| 15 | 36–37 | 34–35 | 27 | Community LawsDefine the role a mayor plays in a communityExplain why laws are importantExplain the use of tax money in a community |
| 16 | 38 |  |  | Activity: Learning to Solve a ProblemPractice ways to solve problems |
| 17 | 39–40 | 36–37 | 29 | Communities ChangeDefine the role of a mayorExplain how Rudy Giuliani inspired New York City after it was attackedExplain how communities change over time |
| 18 | 41 |  | 31–32 | Review and Test |

Chapter 3: Liberty and Justice for All

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Lesson | Teacher’s Edition  | Student Text  | Activity Manual | Content Objectives and Christian Worldview |
| 19 | 42–45 | 38–41 | 33–35 | IntroductionIdentify the United States CapitolList the characteristics of a good and a poor leaderOrder God’s leaders chronologically |
| 20 | 46–48 | 42–44 | 37 | Three Levels of GovernmentExplain what it means to be a citizenList the three levels of government in the United StatesDistinguish the leaders in the three different levels of government |
| 21 | 49–51 | 45–46 | 39–40 | LawsCompose a law to keep the community safeDistinguish just and unjust rightsDefend the idea that governments have the right to make laws for the good of the citizens |
| 22 | 51–53 | 47–49 | 41 | ElectionsVote for a class leaderEvaluate qualifications of a good leaderDefend from the Bible the idea that God is in control of the outcome of elections |
| 23 | 54 |  |  | Activity: VotingRole-play voting for a leader |
| 24 | 55–56 | 50–51 | 43 | Responsible CitizensSummarize the behavior of a responsible citizenDetermine cause and effect of disobedienceSummarize consequences of breaking a law |
| 25 | 57–58 | 52–53 | 45–46 | National SymbolsIdentify national symbolsRecite the first verse and chorus of the national anthem |
| 26 | 59–61 | 54–55 | 47 | LandmarksLocate the monuments and memorials on a mapIdentify several presidents and the memorials that honor them |
| 27 | 61–62 | 56–57 | 49–51 | Becoming a CitizenRecognize that other countries have a national anthemSequence the journey of an immigrant to America |
| 28 | 63 |  | 53–54 | Review and Test |

Chapter 4: Land That I Love

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Lesson | Teacher’s Edition  | Student Text  | Activity Manual | Content Objectives and Christian Worldview |
| 29 | 64–67 | 58–61 | 55 | IntroductionDefine the word regionDefend the idea that God has given us natural resources to useDistinguish good from bad uses of natural resources |
| 30 | 68–69 | 62–63 | 57–58 | Climate and JobsDefine the words climate and factoryInfer the kinds of jobs people have because of the climate where they liveDemonstrate how an assembly line works |
| 31 | 70–71 | 64–65 | 59 | LandformsDefine the term landformIdentify a landform by its shape and characteristics |
| 32 | 72–73 | 66–67 | 61 | Bodies of WaterIdentify bodies of water by their shapesRead a landform mapRecognize how the Flood was instrumental in the forming of landforms and bodies of water |
| 33 | 74–75 | 68–69 | 63–64 | Crater Lake National ParkList some of the features of Crater Lake National ParkExplain how Crater Lake was formedCreate a brochure showing visitors what they can do if they visit Crater Lake National ParkExplain why national parks are important |
| 34 | 76 |  | 65 | Activity: Travel MapDefine the term travel mapCreate a travel map for a state he has visited |
| 35 | 77–78 | 70–71 | 67 | America’s NeighborsIdentify Mexico and Canada as America’s neighborsFind Mexico and Canada on a map and a globeList distinguishing facts and features of Mexico and Canada |
| 36 | 79 |  | 69–70 | Review and Test |

Chapter 5: Exploring Our Past

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Lesson | Teacher’s Edition  | Student Text  | Activity Manual | Content Objectives and Christian Worldview |
| 37 | 80–83 | 72–75 | 71–73 | IntroductionExplain why Native American myths are similar to the Bible account of CreationTrace the migration of the people groups from the tower of Babel to the AmericasIdentify Native American sheltersExplain why each tribe had its own culture |
| 38 | 84–85 | 76–77 | 75 | Natural ResourcesIdentify the natural resources used by Native AmericansBuild a longhouse from available materials |
| 39 | 86 |  |  | Activity: Wampum Necklace or BeltMake a necklace or belt from “wampum” |
| 40 | 87–89 | 78–79 | 77–79 | Native American ArtifactsList ways the Native Americans used God’s resources wiselyIdentify artifacts of Native Americans |
| 41 | 89–91 | 80–82 | 81 | ExplorersTrace the routes of Leif Ericson and Christopher Columbus from Europe to North AmericaList reasons Europeans began coming to North America |
| 42 | 92–93 | 83–84 | 83–84 | Ponce de León and the CalusaList the reasons explorers came to the New WorldEvaluate Ponce de León’s quest for the Fountain of Youth from a Christian worldviewCompare the cultures of Ponce de León and a Calusa Indian |
| 43 | 94–96 | 85–87 | 85 | JamestownLocate England, the New World, the Atlantic Ocean, and Jamestown on a mapList the main idea and details surrounding the Jamestown colonySummarize important events in Jamestown |
| 44 | 97–99 | 88–89 | 87–89 | CulturesCompare African, European, and Native American culturesDramatize the events of Robert Hunt’s life in Jamestown |
| 45 | 99 |  | 91–95 | Review and Test |

Chapter 6: The New England Colonies

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Lesson | Teacher’s Edition  | Student Text  | Activity Manual | Content Objectives and Christian Worldview |
| 46 | 100–103 | 90–93 | 97 | IntroductionExplain why the Pilgrims came to AmericaExpress in his own words the control that the king of England had over churches in EnglandTrace the Pilgrims’ voyage to the New World on a mapExplain why the Mayflower Compact was writtenDefine religion and infer how religious beliefs affect a person’s behavior |
| 47 | 104–5 | 94–95 | 99 | PlymouthExplain why the first winter was very hard for the PilgrimsSequence the key events in the life of SquantoState why William Bradford was a wise governor of Plymouth |
| 48 | 106–9 | 96–99 | 101 | The Puritans and Massachusetts BayExplain why the Puritans left England to go to the New WorldContrast the growth of Massachusetts Bay with the growth of PlymouthEvaluate the laws the Puritans made in MassachusettsExplain why John Winthrop is important to the history of Massachusetts |
| 49 | 110–12 | 100–102 | 103 | Rhode Island and ConnecticutExplain why Roger Williams left Massachusetts to form a colony called Rhode IslandIdentify Thomas Hooker as the man who founded ConnecticutCompare and contrast the founding of Connecticut with the founding of Rhode IslandList 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 ColoniesCompare and contrast how New England colonists lived with how people live todayCompare and contrast how Puritans observed Sundays and how people today observe Sundays |
| 51 | 116–19 | 106–9 | 107 | Education in the New England ColoniesIdentify the different kinds of schools in New EnglandExplain why education was important to the new England colonistsIdentify Anne Bradstreet and Phillis Wheatley as two New England poets |
| 52 | 120 |  |  | Activity: HornbookConstruct 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 AwakeningDefine the Great Awakening as the return to God of many people in New EnglandIdentify Jonathan Edwards as the most influential preacher of the Great AwakeningSummarize the story of David Brainerd |
| 54 | 123 |  | 115 | Review and Test |

Chapter 7: The Middle Colonies

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Lesson | Teacher’s Edition  | Student Text  | Activity Manual | Content Objectives and Christian Worldview |
| 55 | 124–28 | 112–16 | 117 | IntroductionSummarize how Manhattan changed over timeArrange in order pictures of Manhattan changing over time |
| 56 | 129–30 |  | 119 | Manhattan GeographyInterpret a natural resource mapLocate waterway routesInfer from a map why Manhattan was ideal for a trading post |
| 57 | 131–33 | 117–19 | 121 | William Penn and PennsylvaniaTell details about William Penn using the question words who, what, when, where, and whyWrite details about Pennsylvania using the question words who, what, when, where, and why |
| 58 | 134–35 | 120–21 | 123–25 | Penn’s City PlanIdentify Penn’s plans for Philadelphia and PennsylvaniaApply Penn’s ideas by creating a city plan |
| 59 | 136–38 | 122–24 | 127 | Waterways to the ColoniesTrace waterways from the Atlantic Ocean to the coloniesLocate the middle colonies on a map |
| 60 | 139–42 | 125–28 | 129–31 | Jobs in the Middle ColoniesIdentify jobs in the middle coloniesUse a graphic organizer to organize main ideas from reading informative text |
| 61 | 143–45 | 129–31 | 133 | Melting PotExplain why the middle colonies are called a “melting pot”Share a family traditionEvaluate the idea of a melting pot culture from a Christian worldviewEvaluate different ways of celebrating Christmas |
| 62 | 146–47 |  |  | Activity: Christmas CookiesRecall that people in the middle colonies had Christmas traditionsIdentify family Christmas traditionsDesign a Christmas cookie |
| 63 | 147 |  | 135–40 | Review and Test |

Chapter 8: The Southern Colonies

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Lesson | Teacher’s Edition  | Student Text  | Activity Manual | Content Objectives and Christian Worldview |
| 64 | 148–52 | 132–36 | 141 | IntroductionExplain why tobacco was important to colonial VirginiaExplain what the House of Burgesses did and why it was importantIdentify George Calvert as the founder of MarylandIdentify Maryland as a place of religious freedom for Catholics |
| 65 | 153 |  |  | Activity: Shops in a Colonial TownCreate 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 PinckneyExplain why tobacco was grown in northern Carolina and rice was grown in southern CarolinaIdentify why Charles Towne became a center of trade in the southern coloniesIdentify 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 GeorgiaDefine debtor as a person who owes money to someone elseIdentify James Oglethorpe as the leader of the colony south of the Carolinas called GeorgiaSequence events in the life of James Oglethorpe |
| 68 | 160–63 | 143–46 | 149–51 | Cash Crops and PlantationsList tobacco, rice, and indigo as the cash crops that were exported from the southern coloniesExplain why crops grew well in the southern coloniesConstruct a model of a plantation |
| 69 | 164–65 | 147–48 | 153 | SlaveryDescribe the kind of life that slaves lived on a plantationList activities that helped slaves make the best of their hard livesIdentify Quakers and Puritans as colonists who opposed slavery |
| 70 | 166–68 | 149–51 | 155–59 | Anglicans and HuguenotsExplain why most of the settlers in the southern colonies were AnglicansEvaluate the way African slaves were treated by their ownersIdentify Huguenots as French Protestants who came to the southern colonies to escape persecution |
| 71 | 169–70 | 152–53 | 161 | Thirteen ColoniesRecognize that by the late 1700s there were thirteen colonies along the east coast of North AmericaList the name of each region of the thirteen coloniesCompare and contrast the New England, middle, and southern colonies |
| 72 | 171 |  | 163–64 | Review and Test |

Chapter 9: The Revolutionary War

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Lesson | Teacher’s Edition  | Student Text  | Activity Manual | Content Objectives and Christian Worldview |
| 73 | 172–75 | 154–57 | 165 | IntroductionList advantages the French or the British would gain from ruling the New WorldCompare maps of North America before and after the French and Indian War and locate boundary differencesPredict what the British would do with the land gained after the French and Indian War |
| 74 | 176–79 | 158–60 | 167–68 | Boston MassacreSequence events from the French and Indian War to the Boston MassacreGive an account of the Boston Massacre from two points of viewDescribe how the colonists felt about paying taxes from two points of view |
| 75 | 179–81 | 161–63 | 169–70 | The Colonists RespondEvaluate how the colonists responded to British lawIdentify the consequences of the Boston Tea Party |
| 76 | 182–85 | 164–66 | 171–73 | Events Leading to WarRespond to questions from different points of viewSequence events leading up to the Revolutionary War |
| 77 | 185–87 | 167–69 | 175 | The Declaration of IndependenceDecide whether he agrees with the Loyalists or the PatriotsDefend the choice of becoming a Loyalist or a PatriotSign a copy of the Declaration of Independence or a pledge to King George |
| 78 | 188–91 | 170–72 | 177–78 | Revolutionary War BattlesIdentify the key battles of the Revolutionary War Locate these battles on a mapParticipate in a marching drill |
| 79 | 191–93 | 173–75 | 179–80 | Revolutionary War TimelineLocate Revolutionary War battles on a mapIdentify the Battle of Yorktown as the last battle of the Revolutionary WarRead a timeline of the Revolutionary War events |
| 80 | 194–95 | 176–77 | 181–83 | John AdamsList John Adams’s most important accomplishmentsExplain why letters can be an important source for historyRead a timeline |
| 81 | 196–97 |  |  | Activity: Stars and Stripes FlagConstruct a flag like the one used in the Revolutionary WarExplain that each star and each stripe represents a colonyRecognize June 14 as Flag Day |
| 82 | 197 |  | 185–86 | Review and Test |

Chapter 10: A Nation Is Born

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Lesson | Teacher’s Edition  | Student Text  | Activity Manual | Content Objectives and Christian Worldview |
| 83 | 198–201 | 178–81 | 187 | IntroductionExplain why the thirteen colonies needed to have a central governmentIdentify the Continental Congress as the body of leaders that recognized the need for a written plan of government for the new countryDefine confederation as a group of states joined loosely togetherIdentify the new plan of government as the Articles of Confederation |
| 84 | 202–4 | 182–84 | 189 | The ConstitutionExplain why the American government needed more power than the Articles of Confederation gave itName George Washington as the chairman of the meetings to write the ConstitutionRecognize that the Constitution is one of the most important writings in America’s history |
| 85 | 205–7 | 185–87 | 191 | The Great CompromiseName the famous leaders who formed the ConstitutionIdentify a republic as a form of government that limits the amount of power the leaders can have and allows its citizens to choose their leadersName 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 AdoptedRecognize that the men who worked on the Constitution had to help the people in their state understand and accept the ConstitutionIdentify the Bill of Rights as the list of people’s freedoms that was added to the ConstitutionExplain how the Constitution was adopted |
| 87 | 211–13 | 191–93 | 195 | President George WashingtonExplain how the president was to be chosen and how long he was to serveExplain why George Washington was known as the Father of Our Country |
| 88 | 214–15 | 194–95 | 197–99 | God’s GraceList reasons for saying that George Washington served his country wellIdentify 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 MuseumDress like a historical figure and prepare a short talk about the person’s life |
| 90 | 217 |  | 201 | Review and Test |