

# 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		<b>Introduction</b> Locate components of the textbook Identify major topics of social studies
2	6-9	6-9	1	<b>Creation</b> 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	<b>Salvation</b> 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	<b>People Fill the World</b> 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	<b>Bar Graph and Compass Rose</b> 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	<b>Globe</b> 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			<b>Activity: Balloon Globe</b> Locate the North Pole, South Pole, and equator Locate the seven continents
8	21-23	20-21	13	<b>Adoniram and Ann Judson</b> 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	<b>Review and Test</b>

## Chapter 2: Community Life

Lesson	Teacher's Edition	Student Text	Activity Manual	Content Objectives and Christian Worldview
10	24–27	22–25	17	<b>Introduction</b> 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	<b>Types of Communities</b> Distinguish the characteristics of an urban, suburban, and rural community Compare communities today to the first community
12	30–31	28–29	21	<b>In Your Neighborhood</b> 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	<b>Needs and Wants</b> Distinguish between needs and wants Explain why the Bible and church are needs for Christians and not just wants Define <i>income</i> as the money a family earns Explain why a bank is important
14	34–35	32–33	25–26	<b>Volunteers</b> 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	<b>Community Laws</b> 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			<b>Activity: Learning to Solve a Problem</b> Practice ways to solve problems
17	39–40	36–37	29	<b>Communities Change</b> 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	<b>Review and Test</b>

## 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	<b>Introduction</b> 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	<b>Three Levels of Government</b> 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	<b>Laws</b> 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	<b>Elections</b> 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			<b>Activity: Voting</b> Role-play voting for a leader
24	55–56	50–51	43	<b>Responsible Citizens</b> 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	<b>National Symbols</b> Identify national symbols Recite the first verse and chorus of the national anthem
26	59–61	54–55	47	<b>Landmarks</b> Locate the monuments and memorials on a map Identify several presidents and the memorials that honor them
27	61–62	56–57	49–51	<b>Becoming a Citizen</b> Recognize that other countries have a national anthem Sequence the journey of an immigrant to America
28	63		53–54	<b>Review and Test</b>

## 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	<b>Introduction</b> Define the word <i>region</i> 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	<b>Climate and Jobs</b> Define the words <i>climate</i> and <i>factory</i> 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	<b>Landforms</b> Define the term <i>landform</i> Identify a landform by its shape and characteristics
32	72–73	66–67	61	<b>Bodies of Water</b> 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	<b>Crater Lake National Park</b> 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	<b>Activity: Travel Map</b> Define the term <i>travel map</i> Create a travel map for a state he has visited
35	77–78	70–71	67	<b>America's Neighbors</b> 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	<b>Review and Test</b>

## 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	<b>Introduction</b> 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	<b>Natural Resources</b> Identify the natural resources used by Native Americans Build a longhouse from available materials
39	86			<b>Activity: Wampum Necklace or Belt</b> Make a necklace or belt from “wampum”
40	87–89	78–79	77–79	<b>Native American Artifacts</b> List ways the Native Americans used God’s resources wisely Identify artifacts of Native Americans
41	89–91	80–82	81	<b>Explorers</b> 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	<b>Ponce de León and the Calusa</b> 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	<b>Jamestown</b> 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	<b>Cultures</b> Compare African, European, and Native American cultures Dramatize the events of Robert Hunt’s life in Jamestown
45	99		91–95	<b>Review and Test</b>

## 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	<b>Introduction</b> 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 <i>religion</i> and infer how religious beliefs affect a person's behavior
47	104–5	94–95	99	<b>Plymouth</b> 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	<b>The Puritans and Massachusetts Bay</b> 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	<b>Rhode Island and Connecticut</b> 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	<b>Work and Worship in the New England Colonies</b> 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	<b>Education in the New England Colonies</b> 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			<b>Activity: Hornbook</b> Construct a hornbook like the ones used in the dame schools of New England
53	121–23	110–11	109–13	<b>Jonathan Edwards, David Brainerd, and the Great Awakening</b> 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	<b>Review and Test</b>

## Chapter 7: The Middle Colonies

Lesson	Teacher's Edition	Student Text	Activity Manual	Content Objectives and Christian Worldview
55	124–28	112–16	117	<b>Introduction</b> Summarize how Manhattan changed over time Arrange in order pictures of Manhattan changing over time
56	129–30		119	<b>Manhattan Geography</b> 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	<b>William Penn and Pennsylvania</b> Tell details about William Penn using the question words <i>who, what, when, where, and why</i> Write details about Pennsylvania using the question words <i>who, what, when, where, and why</i>
58	134–35	120–21	123–25	<b>Penn's City Plan</b> Identify Penn's plans for Philadelphia and Pennsylvania Apply Penn's ideas by creating a city plan
59	136–38	122–24	127	<b>Waterways to the Colonies</b> Trace waterways from the Atlantic Ocean to the colonies Locate the middle colonies on a map
60	139–42	125–28	129–31	<b>Jobs in the Middle Colonies</b> Identify jobs in the middle colonies Use a graphic organizer to organize main ideas from reading informative text
61	143–45	129–31	133	<b>Melting Pot</b> 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			<b>Activity: Christmas Cookies</b> Recall that people in the middle colonies had Christmas traditions Identify family Christmas traditions Design a Christmas cookie
63	147		135–40	<b>Review and Test</b>

## Chapter 8: The Southern Colonies

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64	148–52	132–36	141	<b>Introduction</b> 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			<b>Activity: Shops in a Colonial Town</b> Create a sample colonial shop and explain how the shop was used to meet needs in the colonies
66	154–57	137–39	143	<b>The Carolinas and Eliza Pinckney</b> 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	<b>James Oglethorpe and Georgia</b> Define <i>debtor</i> 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	<b>Cash Crops and Plantations</b> 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	<b>Slavery</b> 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	<b>Anglicans and Huguenots</b> 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	<b>Thirteen Colonies</b> 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	<b>Review and Test</b>

## Chapter 9: The Revolutionary War

Lesson	Teacher's Edition	Student Text	Activity Manual	Content Objectives and Christian Worldview
73	172–75	154–57	165	<b>Introduction</b> 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

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

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