Heritage 2: Community and Government 4th Edition

Lesson Plan Overview

Chapter 1: Changes in Communities

| Lesson(s) | Teacher Edition | Student Edition | Activities | Objectives |
| --- | --- | --- | --- | --- |
| 1–3 | 2–11 | 2–11 | 1 | * State the Creation Mandate.  BWS * Explain the meaning of the Creation Mandate.  BWS * Relate the Creation Mandate to the development of communities.  BWS * Distinguish between fact and fiction in an American legend. |
| 4–6 | 12–17 | 12–17 | 3 | * Identify sources about communities of the past. * Describe how people lived in the past, including their values and  beliefs.  BWS * Describe how communities looked in the past. * Compare communities of the past with communities of today. |
| 7 | 18–19 | 18–19 |  | * Identify who Norman Rockwell was. * Describe what Norman Rockwell did. * Assess the impact Norman Rockwell had on American communities.  BWS |
| 8 | 20–22 | 20–22 | 5–6 | * Explain why people of similar cultures stay together. * Compare the reasons families moved in the past with the reasons families move now. |
| 9–10 | 23 | 23 | 7, 9 | * Research sources to make a family tree. * Create a family tree using a graphic organizer. |
| 11–13 | 24–28 | 24–28 | 11 | * Research changes in the local community. * Compare changes of the past with changes today. * Explain how values, technology, and resources change communities. * Compare points of view on change. |
| 14–15 | 29 | 29 | 13 | * Research the history of the local community. * Create a timeline of important events in the community’s past. * List ways the community’s past affects the community today. |
| 16 | 30–31 | 30–31 |  | * Identify who Jonathan Edwards was. * Describe why Jonathan Edwards was involved in communities. * Explain how communities were changed by the ministry of Jonathan Edwards.  BWS * Propose how the student can get involved in the local community.  BWS |
| 17 | 31 |  | 15–16 | * Recall concepts and terms from Chapter 1. |
| 18 | 31 |  |  | * Demonstrate knowledge of concepts from Chapter 1 by taking the test. |

Chapter 2: How Government Works

| Lesson(s) | Teacher Edition | Student Edition | Activities | Objectives |
| --- | --- | --- | --- | --- |
| 19–20 | 32–39 | 32–39 | 17 | * State the purpose of a law.  BWS * Define bill. * Trace the steps in the process of a bill becoming a law. |
| 21 | 40–43 | 40–43 | 19 | * Describe what society would be like without government. * State the biblical role of government.  BWS * Identify basic functions of government.  BWS * Explain the rights and civil duties that every government should protect and enforce. |
| 22 | 44–45 | 44–45 | 21 | * Explain the purpose of the Constitution.  BWS * List the three branches of the national government as outlined in the Constitution. * Summarize the history of the Constitution. * Relate the Bill of Rights to the biblical purpose of government.  BWS * Explain the purpose of the Bill of Rights.  BWS |
| 23 | 46–47 | 46–47 |  | * Identify who John Adams was. * Describe what John Adams did. * Explain John Adams’s impact on the government of the United States.  BWS |
| 24–25 | 48–52 | 48–52 | 23–24 | * Summarize the functions of the legislative branch. * Summarize the functions of the executive branch. * Summarize the functions of the judicial branch. * Name current officials of the national government. |
| 26 | 53 | 53 | 25 | * Identify key buildings and monuments in Washington, DC. * Explain the importance of key buildings and monuments in Washington, DC. |
| 27 | 54–55 | 54–55 |  | * Identify who Abigail Adams was. * Describe what Abigail Adams did. * Explain how Abigail Adams served her country.  BWS |
| 28 | 56–59 | 56–59 | 27–28 | * Identify the three levels of government. * Name officials of your state government. * Describe the functions of a state government. * Name officials of your local government. * Describe the functions of a local government. |
| 29 | 60–61 | 60–61 | 29 | * Explain the role of citizens in elections. * Compare election and appointment. * Classify government leaders as elected or appointed. |
| 30–31 | 62–67 | 62–67 | 31 | * Identify two ways to become a United States citizen. * Identify American core values of freedom, equality, individualism, and growth.  BWS * Describe rights of United States citizens.  BWS * Describe responsibilities of United States citizens.  BWS * Evaluate problems that arise when citizens violate each other’s rights and neglect their civil duties.  BWS * Propose solutions to problems that arise when citizens violate each other’s rights.  BWS |
| 32–33 | 68–69 | 68–69 | 33 | * Identify a problem in your classroom or school. * Compare alternative solutions to a problem. * Implement a solution to a problem. * Evaluate the effectiveness of a solution to a problem. |
| 34 | 70–71 | 70–71 | 35 | * List reasons countries might work together. * Give examples of cooperation among nations. |
| 35 | 71 |  | 37–39 | * Recall concepts and terms from Chapter 2. |
| 36 | 71 |  |  | * Demonstrate knowledge of concepts from Chapter 2 by taking the test. |

Chapter 3: Buying and Selling

| Lesson(s) | Teacher Edition | Student Edition | Activities | Objectives |
| --- | --- | --- | --- | --- |
| 37 | 72–77 | 72–77 | 41 | * Compare how people used to shop for goods with how people shop for goods now. * Assess the importance of a strong work ethic in building a business.  BWS |
| 38–39 | 78–81 | 78–81 | 43 | * Explain the importance of work.  BWS * Define specialization. * List specialized jobs of people in the local community. * Evaluate work and making money.  BWS * Formulate a biblical approach to work.  BWS |
| 40 | 82–84 | 82–84 | 45–46 | * Define scarcity. * Explain how scarcity prevents people from having everything they want. * Define opportunity cost. * Explain how to make good choices about spending money.  BWS * Compare options to determine how to spend money. * Write a biblical response to a case study involving scarcity.  BWS |
| 41–42 | 85 | 85 | 47 | * Explain the purpose of a budget. * Describe benefits of saving money. * Explain the importance of saving and giving from a biblical worldview.  BWS * Create a sample budget.  BWS |
| 43–44 | 86–87 | 86–87 | 49 | * Research a local business to tell how the goods or services it provides help its community. * Describe goods and services offered in the local community. * Compare ways of obtaining goods and services. |
| 45–46 | 88–91 | 88–91 | 51–52 | * List the three types of productive resources. * Give examples of the three types of productive resources. * Describe the effects resources can have on the production of goods. * Formulate a biblical position on natural resource use.  BWS * Analyze a diagram that identifies steps in the development of a product. |
| 47 | 92–93 | 92–93 |  | * Identify who George Washington Carver was. * Describe what George Washington Carver did. * Explain how George Washington Carver impacted economics.  BWS |
| 48 | 94–95 | 94–95 | 53 | * Explain how producers and consumers help each other.  BWS * Describe how a person can be both a producer and a consumer. |
| 49–50 | 96–99 | 96–99 | 55–56 | * Describe the effect of price on the demand for goods. * Name the product Henry Ford is known for. * Explain Henry Ford’s role in the development of the assembly line. * Analyze the effects of the assembly line on modern culture. |
| 51–52 | 100–101 | 100–101 | 57–58 | * Explain why countries trade with each other. * Give examples of trade between countries. * Demonstrate benefits of trading. |
| 53 | 101 |  | 59–61 | * Recall concepts and terms from Chapter 3. |
| 54 | 101 |  |  | * Demonstrate knowledge of concepts from Chapter 3 by taking the test. |

Chapter 4: People and Places

| Lesson(s) | Teacher Edition | Student Edition | Activities | Objectives |
| --- | --- | --- | --- | --- |
| 55–56 | 102–9 | 102–9 | 63, 65 | * Trace Daniel Boone’s journey west. * Explain from a story why people moved west. |
| 57 | 110–11 | 110–11 |  | * Identify who Sacagawea was. * Describe what Sacagawea did. * Recognize contributions Sacagawea made to the exploration of the United States. |
| 58–59 | 112–14 | 112–14 | 67, 69 | * Identify countries, oceans, and the Great Lakes on a map of the North American continent. * Locate places using a grid map. * Measure distance on a map using a map scale. |
| 60–61 | 115–19 | 115–19 | 71–72 | * Define region. * Locate regions on a map of the United States. * Relate culture and physical geography in regions of the United States. |
| 62 | 120–21 | 120–21 | 73–74 | * Identify influences that affect where people live. * Use a population density map to identify which places in the United States have the greatest populations. * Compare the population density of the student’s region with the population density  of another region. * Analyze the different factors that cause certain regions to have higher population densities than others. |
| 63 | 122–23 | 122–23 | 75 | * Describe the landforms found in the United States. * Identify landforms in the student’s region and state on a physical map of the United States. * Identify landforms in the local community. |
| 64 | 124–25 | 124–25 | 77–78 | * Describe bodies of water found in the United States. * Identify bodies of water in the student’s region and state on a physical map of the United States. * Identify bodies of water in the local community. |
| 65 | 126–27 | 126–27 | 79 | * Define climate. * Identify climate zones on a map of the United States. * Compare climates in different regions. * Identify the climate in the student’s region. |
| 66–67 | 128–30 | 128–30 |  | * Define natural disaster. * List various natural disasters. * Explain why natural disasters occur.  BWS * Identify disaster relief groups. * Assess the impact of disaster relief groups.  BWS * Propose ways to be involved in disaster relief.  BWS |
| 68–69 | 130–31 | 131 | 81– 83, 85 | * Research how to prepare for a natural disaster. * Write from research how to prepare for a natural disaster. * Choose items for a safety kit. |
| 70 | 131 |  | 87–89 | * Recall concepts and terms from Chapter 4. |
| 71 | 131 |  |  | * Demonstrate knowledge of concepts from Chapter 4 by taking the test. |

Chapter 5: American Culture

| Lesson(s) | Teacher Edition | Student Edition | Activities | Objectives |
| --- | --- | --- | --- | --- |
| 72 | 132–37 | 132–37 | 91–92 | * Describe the construction of Mount Rushmore. * Explain the significance of Mount Rushmore. |
| 73 | 138–41 | 138–41 | 93 | * List elements that are part of culture. * List forces that influence culture. * Describe the biblical foundation of culture.  BWS * Explain how the Fall has affected culture.  BWS * Explain the need for Christians to be salt and light in their cultures.  BWS |
| 74–75 | 142–43 | 142–43 | 95–96 | * List four American core values.  BWS * Describe biblical applications of the core values.  BWS * Describe how sin distorts the core values.  BWS * Distinguish core value applications that are biblical from those that are not.  BWS |
| 76 | 144–48 | 144–48 | 97–98 | * Describe the cultures of three Native American tribes.  BWS * Compare the cultures of three Native American tribes. * Assess effects of Native American culture on the culture of the United States.  BWS |
| 77–78 | 149 | 149 |  | * Identify who Crazy Horse was. * Describe the importance of the Crazy Horse Memorial. * Summarize the story of the carving of the Crazy Horse Memorial. * Create a Native American sculpture. |
| 79–80 | 150–53 | 150–53 | 99–100 | * Describe the impact of specific immigrants on the arts in the United States. * Analyze the impact of past immigration on regional culture in the United States. * Explain how immigration of the past continues to influence American culture today. |
| 81 | 154–55 | 154–55 |  | * Identify who Jackie Robinson was. * Describe what Jackie Robinson did. * Assess Jackie Robinson’s impact on American culture.  BWS |
| 82–83 | 156–57 | 156–57 | 101 | * Identify examples of technology related to communication, transportation, and recreation in the United States. * Analyze the impact of technology on American culture. * Evaluate the impact of technology on American culture.  BWS |
| 84 | 158–59 | 158–59 |  | * Identify who Alexander Graham Bell was. * Explain Alexander Graham Bell’s role in the development of the telephone. * Analyze the impact of the telephone on modern American society. |
| 85–86 | 160–62 | 160–62 | 103–4 | * Describe the impact of American culture on other countries. * Evaluate the impact of American culture on other countries.  BWS * Assess the impact of Americans sharing the gospel in other countries.  BWS |
| 87–88 | 162–63 | 163 | 105 | * Describe American celebrations. * Analyze American celebrations to see how they unify people. * Plan a celebration. |
| 89 | 163 |  | 107–9 | * Recall concepts and terms from Chapter 5. |
| 90 | 163 |  |  | * Demonstrate knowledge of concepts from Chapter 5 by taking the test. |