

Heritage Studies





bjupress[®]

Our Vision

To equip students to understand, biblically evaluate, engage in, and make decisions about their world

Our Goals for Students

- To develop social studies skills and a foundational understanding of geography, economics, history, government, civics, and culture
- To evaluate sources, cultures, and events from a biblical worldview
- To propose solutions to economic, political, and social problems
- To become lifelong learners who value freedom, equality, and individual responsibility



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Program Approach

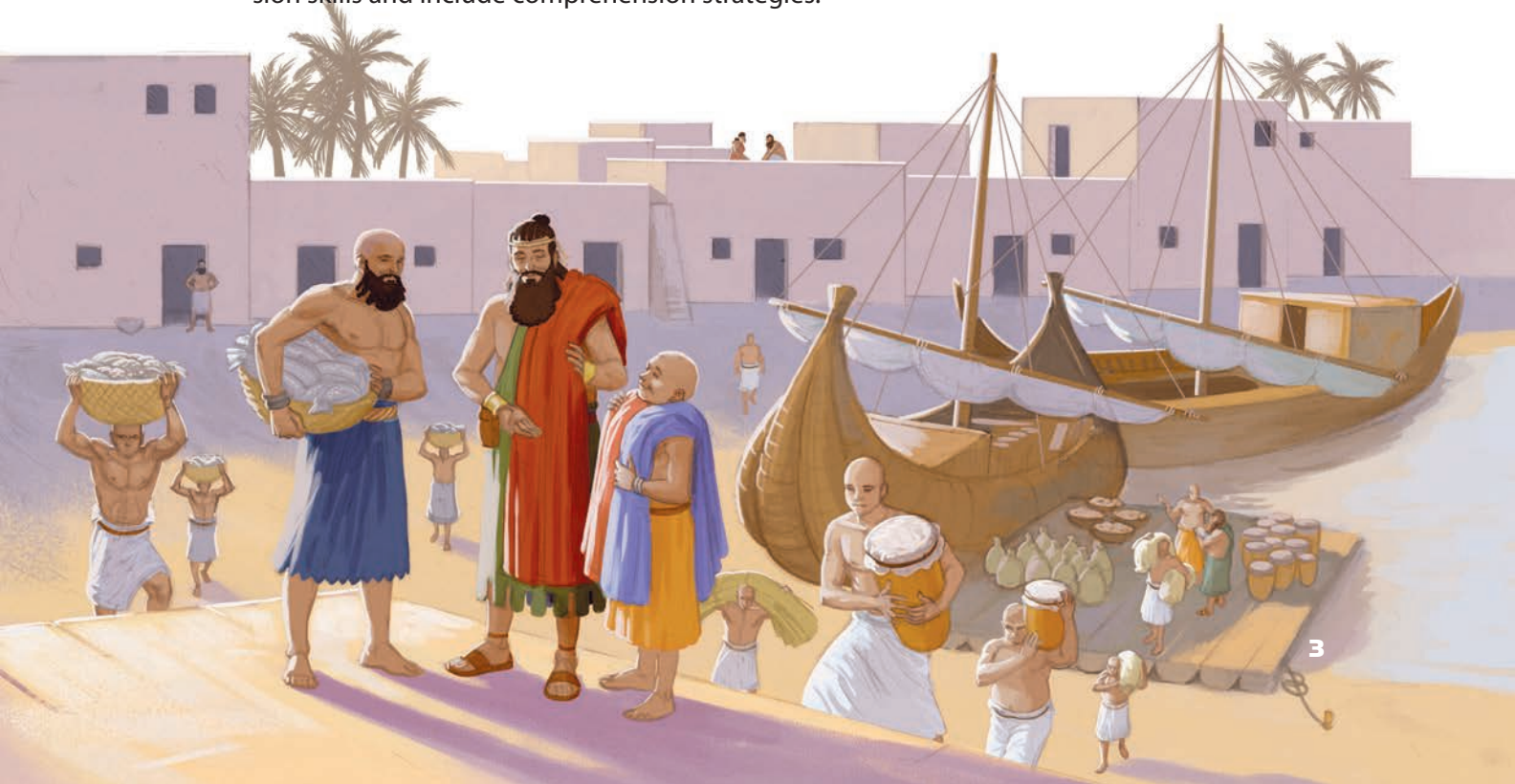
The BJU Press elementary heritage studies program helps students to understand and interact in God’s world. To do that, it shows them how they fit into God’s design. God created humans as individual and social beings. When people live and work together to develop culture in God-glorifying ways, honoring the institutions God has established, they fulfill His creational purpose for them. Students who have social studies skills and who can evaluate their world from a biblical worldview are equipped to be lifelong learners who can propose solutions to the problems our society faces.

Developing Social Studies Skills

We have designed the elementary heritage studies program to introduce and develop in students key social studies skills as well as foundations in geography, economics, history, government, civics, and culture. Activities and skills sections in the student edition prepare students for learning these skills while lessons balance between each of the social studies areas.

The teacher editions include suggested discussion topics and activities that give students opportunities to practice collaboration and creativity. The student editions include numerous exercises that require students to observe and interact with information—they will need to organize information into chronological order and discern connections between events. Additionally, students will learn map-reading skills by interacting with charts, graphs, map illustrations, and diagrams. Teacher-directed discussions help students to make connections between the graphics and text.

Most importantly, every lesson in every grade focuses on developing students’ ability to read for understanding. Literacy skills and familiarity with reading informational texts are vital for studies in all disciplines, so our teacher and student editions focus on reading comprehension skills and include comprehension strategies.



Evaluating Problems from a Biblical Worldview

Our elementary heritage studies program develops students' critical-thinking skills by encouraging them to evaluate sources, cultures, and events from a biblical worldview. Students need to develop a knowledge of the United States' past and understand the values that have shaped the nation's story in order to make wise decisions about the values they will hold in the future. The student editions will help them understand the institutions that God has created that make up our culture. God has designed marriage, family, government, industry, economics, and the church to serve specific purposes. He has also designed the earth itself to serve specific purposes. Not only will our program help students understand those institutions, our planet, and our history, it will also help them to recognize and critique secular representations. By studying culture and society from a biblical worldview, students learn to evaluate the effects of the Fall on their culture. They also learn to live in their world as God intended.



Masks are frequently used in traditional African religious and social events.

Activities will highlight founding documents, giving students an opportunity to evaluate the principles that the United States was founded on. These resources help the teacher to dig deeper than the dates and facts of history and social studies. History chapters in the student editions help students to understand that history isn't just a random and meaningless series of events. As they evaluate historical events according to biblical standards, they will be able to clearly see how the Fall still impacts the course of human history.

Traditional African Beliefs	Christianity
Most Africans believed in a god who was a _____ being, but they relied on _____ to explain what this god was like.	The Bible teaches that God _____ the world (Genesis 1:1). Christians rely on the _____ to explain what God is like (1 Thessalonians 2:13).
Africans believed that their god could be reached through _____ and offerings.	The Bible teaches that only Christ's sacrifice is sufficient to _____ people to God (2 Corinthians 5:19).
One common belief was that there were spirits who controlled natural forces for _____ or for _____. Africans _____ these spirits and tried to please them.	The Bible teaches that there is only _____ God (Isaiah 45:5). He created all things for His own _____; only He is _____ to receive glory (Revelation 4:11).
Africans often relied on a person thought to have magical powers, such as a _____ man or a _____, to connect them with the supernatural world.	The Bible teaches that Jesus is the _____ between God and man whose death provided atonement for man's sin (1 Timothy 2:5). He makes _____ for people who come to God by Him (Hebrews 7:25).
Africans believed that the spirits of their departed relatives _____ them and _____ their lives.	The Bible warns people not to try to _____ the dead (Deuteronomy 18:10-11; a necromancer is a person who inquires of the dead).

Proposing Solutions from a Biblical Worldview

The BJU Press heritage studies program also introduces students to real-world social studies issues that they will encounter throughout their lives. As they develop a strong biblical worldview foundation of the social studies, they will be able to propose God-honoring solutions to those issues. In the student editions, students will be encouraged to relate humanity's use of the environment to the Creation Mandate, and to propose ways to use the earth for the benefit of people wisely and appropriately. In economics, government, civics, and culture, they will be introduced to the biblical basis for hard work, the role of governments, our role as citizens, and the development of culture. These bases will help them come to effective solutions to social issues.

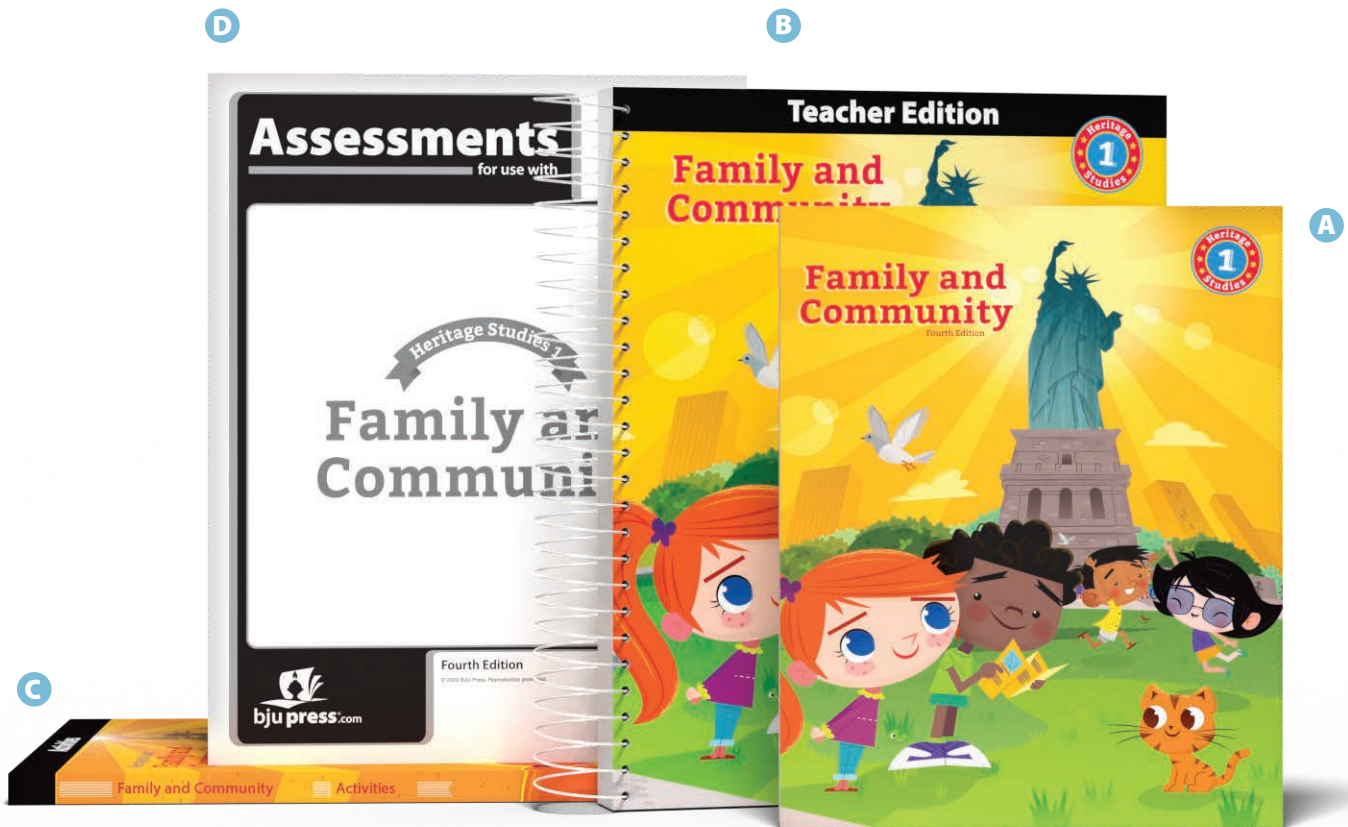
Becoming Lifelong Learners

Through captivating text, illustrations, activities, and extras, we strive to cultivate a lifelong interest in history, geography, citizenship, government, economics, and culture. Students who are informed and aware about not only their current society, but also the history of their society are better able to recognize the struggles it has gone through to gain freedom and equality. They will also know the importance of individual responsibility in gaining these things.



The Materials

Below are the standard heritage studies materials provided for each elementary grade. Some grades may include additional pieces. For a comprehensive list, contact your Precept sales representative at preceptmarketing.com/locator.



A. Student Edition (eTextbooks available)

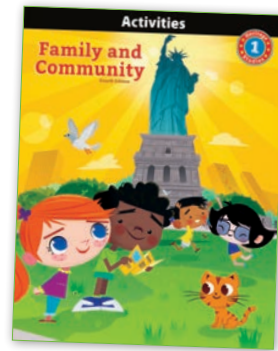
Using well-researched content combined with colorful photos, illustrations, and graphics, each student edition integrates the Bible, citizenship, culture, economics, geography, government, and history to give students a strong foundation in social studies. Each student edition is also available as an eTextbook; see page 15 for details.

B. Teacher Edition

The teacher edition for each grade contains full-color, reduced-size student pages plus extras, such as discussion ideas, background information, hands-on activities, review games, and songs that make learning memorable. Some lessons provide opportunities for collaboration and teamwork, creativity and imagination, critical thinking, and technology literacy.

C. Activities

This companion to the student edition provides a variety of pages that reinforce the students' understanding of key concepts and review what students have learned. Activities include map skills, study skills, timelines, graphic organizers, charts, writing in the content area, and biblical integration. An answer key is available as a separate book.



D. Assessments

Each assessment packet contains one test per chapter or unit, covering the most important concepts taught in the lessons. These tests can be adjusted in accordance with teaching emphasis and direction. Tests include using graphic organizers, models, maps, and primary sources. Students will also be expected to identify documents, symbols, events, and people. The tests should be used in conjunction with your individual assessment of a student's understanding and application. The assessments answer key is available for separate purchase.

See pages 14–15 for technology solutions.

Student Edition

LIFE IN THEBES

Justice

The Egyptians practiced law and order. There were judges and tax collectors. Honor was important and valued. It was expected that neighbors and their property be respected. Ancient hieroglyphs depict guards who defend public places and apprehend criminals.

Citizenship

Official documents reveal that both men and women were citizens. Most ancient Egyptians grew up, lived, and died in the area where they were born.

Arts, Sciences, and Written Language

The hot, dry climate of Egypt preserved artifacts such as sculptures, paintings, official records, and religious documents. These artifacts allow historians to learn how Egyptians lived.

Egyptians used physics to move massive blocks of stone for the pyramids. They used math to figure taxes, keep records, and develop plans for machines and buildings.

The Nile provided a highway for travel and trade.

Power

The pharaoh determined the law and carried out justice. Sometimes the pharaoh would delegate responsibilities to a representative.

Government

where governmental officials government created laws, taxed temples, oversaw trade, and

Environment

Egyptians used mud to make bricks such as the ones that formed the wall around Thebes. They used the minerals in their land for activities such as preserving and adding flavor to food, making medicine, and tanning hides. They planted crops in the fertile soil by the Nile. The Nile also provided a source of fish, waterfowl, and water.

Key Themes of Civilization

- Justice
- Power
- Citizenship
- Environment

Features of a Civilization

- Organized cities and government
- Social classes
- Job specialization
- Arts, sciences, and written language
- Religion

Infographics to promote student engagement

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- Heritage Studies 6 Student Edition

A swim in the Nile provided relief from dry, hot weather.

Egyptians used the shadoof to move water to the irrigation canals.

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Think carefully as you study American history. Did Americans fear God? Did they act justly toward others? Are there lessons you can learn from them? You may also be an American citizen. You will vote in elections. You will have to think about what actions are best for the nation. You will need to fear God. You will need to help America act justly.

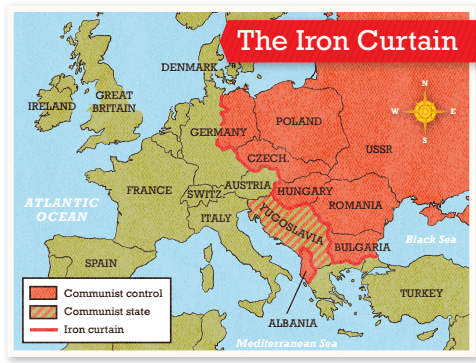
Engaging activities

Activity

Make a Timeline

A timeline lists key events that happened in history. A timeline shows these events in the order they happened and shows the amount of time that passed between the events.

A timeline can record events that happen in your life, family, class, or in the life of a famous person. Use resources and choose pictures to make your own timeline.



Conclusion

In 1945 few Americans thought about problems with Russia. Instead, they celebrated the victory against Germany and Japan. American soldiers flooded home. They left the military, got jobs, got married, and bought houses. Although the world did not have complete peace, Americans began to return to a normal life.



As soldier married a American suburbs like Levittown.

Quick-check questions assess reading comprehension

Why did Hitler want to destroy the Jews during the Holocaust?

Teacher Edition

Unit 2

Overview

This unit defines a community. It presents the roles of churches and people in a community, explains the role of government, discusses the rights and responsibilities of citizens, and identifies ways citizens help their communities. The unit concludes with a biography of Martin Luther King Jr. to show how people can make a difference in their communities.

Unit Question

How do people in a community work together?

Unit Objectives

- Analyze a paragraph to find the main idea and supporting details
- Identify different parts of a community
- Use charts to help make decisions
- Explain why rules and laws are important in a community
- Devise ways that people in a community can help each other resolve problems

Visit TeacherToolsOnline.com for resources to enhance the lessons.



Biblical worldview-
shaping objectives

13-14

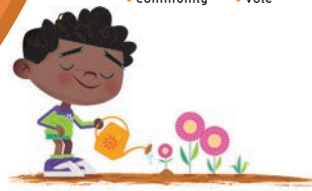
Student Edition pages 30-41
Activities pages 29, 31

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Community

Vocabulary

- chart
- election
- church
- justice
- citizen
- law
- community
- vote



Rodney Robbins and the Rainy-Day Pond is a story of how a young boy and his neighbor team up to solve a neighborhood problem. Every time it rains, the street in front of Mr. Hamilton's house becomes a pond. The pond is taking over the neighborhood, but the City Works Department will not fix the problem. So Rodney Robbins and Mr. Hamilton decide to fix it themselves in a very unusual way.



Objectives

- Define *community* [LWS]
- Describe what people in a community do
- Explain why people in a community need to work together [LWS]
- Find the main idea in a paragraph

Teacher Resources

- Instructional Aid 2.1: *Barn-Building Song*

Materials

- Pictures of rural, suburban, and urban communities
- Log cabin quilt for display

Introduction

- Direct attention to the opening picture of people working. Explain that the people in the picture are volunteers. Volunteers are people who give their time to help others.
- Guide a visual analysis of the picture.
What are the volunteers doing? They are lifting the frame for a wall. They are trying to attach it to the bolts in the floor.
- Could one person lift the frame alone? No, the frame would be too big and too heavy for one person to lift alone.**
- Guide a discussion of how the volunteers are different from each other. Include that some are men, one is a woman, some are younger, and some are older.
- What do you think the volunteers are building? possibly a home, a church, a school, or an office**
- Read aloud the unit title.
What do you think you will learn in this unit? what a community is
- Read the vocabulary words together.
- Guide the students as they locate the letter C and the word *chart* in the Picture Glossary. Read aloud the definition. Follow a similar procedure with the letter L and the word *law*.
- Point out that Jaylen is watering flowers. Tell the students that they will learn how people work to make their communities better.

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Unit 2: Community

Lessons 13-14 • 31

7 What is the meaning of the image of God in man?

Creation, Fall, Redemption
Creation

In the beginning, there was nothing but God. He created the world out of nothing, just by speaking it into existence. It was a perfect world. There was no pain or suffering or death. Everything was good. But God created His masterpiece last. He took the soil He had already created and with His own hands made the first man. He breathed life into that man. Then He created the first woman. The creation of mankind was the climax of God's creation. God's creation of everything was the first week of history. God created humans in His own image. This means that people are a picture of what God is like. The sense of right and wrong that humans have is rooted in the image of God. Like God, people have the ability to think, love, use language, know right and wrong, and enjoy relationships. God created humans in His image so that they would be capable of ruling over the world He created.

God created people with a purpose. Genesis 1:28 records that God told man and woman to fill, subdue, and have dominion over the earth.

Be fruitful, and multiply, and replenish the earth, and subdue it; and have dominion over the fish of the sea, and over the fowl of the air, and over every living thing that moveth upon the earth.



What did the artist include in this painting of the Garden of Eden that would be necessary to create a civilization?

Civilization began in an environment suited to providing for the needs of mankind and for giving them opportunities to carry out God's **Creation Mandate**. Civilizations are built in geographical locations with environments that can sustain people. For example, God placed the first man and woman in a garden with rivers that would take them out into the wider world and to places with the resources they would need to advance human civilization (Genesis 1:26–28). People carry out God's mandate by using resources and adapting their environment to meet their needs.

History is about people living out the Genesis 1:28 mandate. When people work together in a civilization, **culture** results. The development of culture must be governed by God's Word in an attempt to carry out God's plan for the world. Culture is not a human invention. It is a gift from God. God created people to make culture in civilizations. The history of civilizations is something Christians should study.

The Creation Mandate also gives people power. Power is an important theme of civilization that allows mankind to exercise some control over nature and to command communities of people. God intended people to have dominion over the world, but only as they submit to God. People are stewards in the world. Those who rule over the world must be tempered by remembering the image of God. People subdue, or rule over, the earth in many different ways. These ways include language, science, technology, and art. History tells the story of how people have developed these fields.

The Fall

Sadly, the story of history is not a story of people providing a beautiful picture of God. People have not used the abilities God gave them to rule wisely over the earth. Instead, history includes wars, oppression, diseases, and false religions.

- dominion** The authority to rule.
- Creation Mandate** The first command given by God to mankind, God's instruction to people to have children and to fill and rule over the earth.
- civilization** A group of people who establish cities, governments, social classes, specialized jobs, arts, sciences, written language, and religion.

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Student Text pages 199–203
Activity Manual page 149

Lesson Focus

God created people with a purpose.

Objectives

- Define the image of God in man and woman.
- Recount the event of the Fall.
- Relate the image of God in man and woman to the image of God in animals.
- Relate the Fall to its effects on the world.
- Explain how Genesis 3:15 provides the beginning of the gospel.

What should a historian keep in mind when reading the background of the author, how the record was written, the purpose of the record, and the audience?

Chapter 1: In the Beginning

Lesson Focus

During the Pax Romana, Rome's culture was similar to the culture of Greece.

Objectives

- Describe the significance of the Pax Romana.
- Contrast education during the Pax Romana with education today.
- Analyze an ancient Roman poem by Virgil.
- Identify the architectural features of the Colosseum and the Pantheon.

REVIEW

What prevented Rome from being a true republic under Caesar? Caesar insisted on having absolute power.

PREPARATION FOR READING

- Generate interest as you direct the students to read the titles and examine the images and map in this lesson.
- Invite a student to read aloud the guiding question.
- Direct the students to discover the answer to the guiding question as they read the pages silently.

TEACH FOR UNDERSTANDING

- What did Octavian do to strengthen the Roman Empire?
 - He worked to restore honesty, diligence, and respect to the government.
 - Octavian restored power to the Senate and Tribal Assembly. He influenced laws by reserving the office of tribune for himself.
 - He reorganized the army and the governments of Rome's territories.
 - Octavian promoted trade and industry and built roads throughout the empire.
- Direct attention to the map. Guide the students in locating the various trade routes and identifying items used in trade.
- Choose a volunteer to state several titles Octavian used: **princesps**, **Augustus**.
- What was the significance of the Pax Romana in Rome's history? Rome enjoyed a period of peace and prosperity that lasted for the next two hundred years. There was an emphasis on education, architecture, and religion.
- Guide the students in a discussion to compare education during the Pax Romana with education in America today. Include the following information in the discussion.

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Student Text pages 9–11
Activity Manual pages 3–4, 13

7

PREPARATION FOR READING

- Generate interest as you direct the students to read the titles and examine the images in this lesson.
- Direct attention to the bold words and definitions. Guide pronunciation of unfamiliar words.
- Invite a student to read aloud the guiding question.
- Direct the students to discover the answer to the guiding question as they read the pages silently.

TEACH FOR UNDERSTANDING

What methods of creation did God use? Verbal and physical; God spoke the world into existence. He created man from the soil of the earth and woman from the rib of the man.

What made mankind different from the rest of God's creation? Mankind was created in God's image.

In what ways are people like God? People have a sense of right and wrong. They have the ability to think, love, use language, and enjoy relationships.

What was the Creation Mandate? God told man and woman to fill, subdue, and have dominion over the earth.

- Invite a student to read Genesis 1:28 aloud.
- What occurred when people began to carry out the Creation Mandate? Civilizations developed.

Reading for information

109 What architectural features were used to build the Pantheon and the Colosseum?

The Roman Empire (31 BC–AD 476)

Julius Caesar's death paved the way for the beginning of Rome's history as an empire. Octavian worked to restore honesty, diligence, and respect to the government of Rome. He restored power to the Senate and the Tribal Assembly, reserving the office of tribune for himself. He could propose or veto new laws. He also reorganized the army and the governments of Rome's territories. He continued to promote trade and industry and to build roads throughout the empire.

Octavian had complete control of Rome, but he did not call himself a dictator as Julius Caesar had done. He used several different titles. One of these was **princeps**, meaning "first citizen." He was also called **Augustus**, which means "revered one." His reign began a period of peace and prosperity that Rome enjoyed for the next two hundred years. This period is called the **Pax Romana**. It ended in AD 180 with the death of Emperor Marcus Aurelius, who is often referred to as the last good emperor of Rome.

During the Pax Romana, the culture of Rome was similar to Greek culture. Like the Greeks, the Romans placed importance on education, architecture, and religion.

Education and Citizenship

During the Pax Romana, fathers were responsible for the education of their children. Many wealthy families hired tutors or servants to educate their children. Some boys and girls received an education by attending school. They studied reading, writing, and mathematics. They wrote on wax tablets that could be smoothed.

After Rome's expansion, Roman citizens were required to serve in the military. Roman citizens were also responsible for the education of their children. Many wealthy families hired tutors or servants to educate their children. Some boys and girls received an education by attending school. They studied reading, writing, and mathematics. They wrote on wax tablets that could be smoothed.

During the Pax Romana, fathers were responsible for the education of their children. Many wealthy families hired tutors or servants to educate their children. Some boys and girls received an education by attending school. They studied reading, writing, and mathematics. They wrote on wax tablets that could be smoothed.

Full-color student pages in Teacher Edition

Roman Trade Routes—AD 117



- Fathers were responsible for the education of their children. Today, both parents are responsible to ensure the education of their children.
- Many wealthy families hired servants and tutors to educate the children. Some boys and girls attended school. Today, some parents have their children educated at home, but most children attend school.
- Roman education focused on reading, writing, and mathematics. Some Roman children also studied subjects such as science, geography, history, literature, and languages. Children today study all these subjects.
- Roman children wrote on wax tablets and used an abacus for math. Now children write on paper or use electronic tablets or computers. They calculate math problems on paper and sometimes use a calculator.
- Many Roman girls received a basic education and then stayed home to learn how to manage a household. Sometimes they studied further with a tutor. Girls in America today typically attend school until they are adults, and many women attend college after high school.
- Some boys continued to receive an education. Others received a basic education. Boys in America today typically attend school until they are adults, and many men attend college after high school.

Activities to promote classroom discussion

Heritage Studies 6

Student Activities

Study Guide

Write the names of the Pacific states.

1. _____
2. _____
3. _____
4. _____
5. _____



Map-reading skills

Study guides to review key concepts

Match the terms with the definitions.

- _____ 6. archipelago
- _____ 7. deciduous
- _____ 8. dormant
- _____ 9. glacier
- _____ 10. lumber
- _____ 11. shield volcano
- _____ 12. tech industry

- A. river of ice that is formed by tightly packed snow
- B. an island group or chain of islands
- C. being inactive for a period of time
- D. a service industry that includes computer design and programming
- E. having leaves that fall once each year
- F. a type of volcano that produces slow-flowing, runny lava and rarely erupts violently
- G. timber sawed into boards to make useful wood products, such as houses, paper, cardboard, and furniture

Answer the questions.

13. What is the highest mountain in North America? _____
14. What are the major industries in the Pacific states that deal with getting raw materials?

15. What are some industries that turn raw materials into a more complete product? _____
16. What are some of the service industries in the Pacific states? _____

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Choosing a Job

Name _____

Draw a line from the sentence to the picture that completes it.

1. If you like animals, you might want to be a ____.



2. If you like school, you might want to be a ____.



3. If you like _____ might want to be a ____.



4. If you like _____ might want to be a ____.

5. If you like _____ might want to be a ____.

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Family ar

Colorful images and graphic organizers to enhance learning

Eisenhower's Presidency

Complete the web.

Increased shipping helped the economies of both the United States and Canada.

Cities along the seaway developed into major seaports.



Ships could travel from the Atlantic Ocean to the Great Lakes.

Transportation Projects

It created new jobs.

Rural areas became much easier to reach.

It helped the economy.



A nationwide network of highways provide Americans with a major way of driving from state to state.

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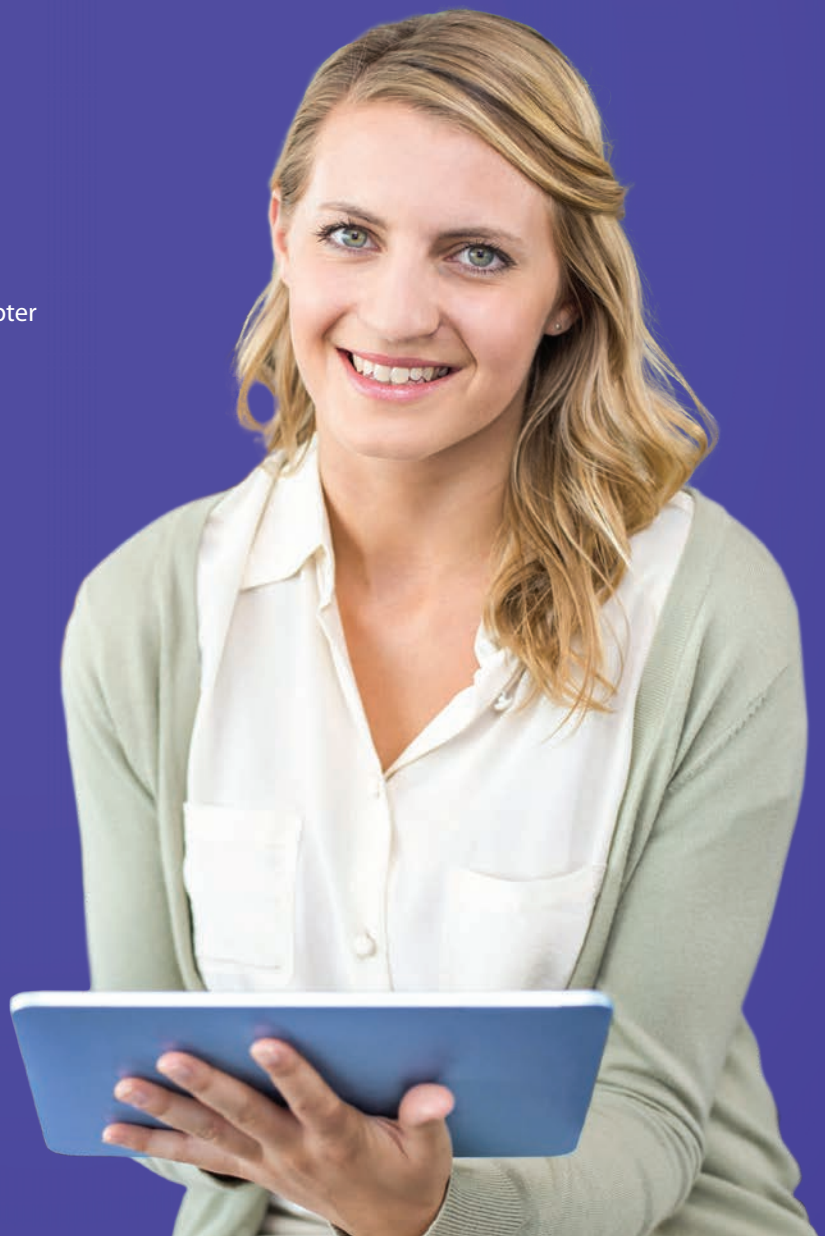
Encourage. Enable. Enhance.

Teacher Tools Online is the premier resource for teachers using BJU Press materials. It encourages teachers in their efforts to expand their lessons, enables them to reach struggling students in new ways, and enhances their teaching strategies for greater depth. Teacher Tools Online provides teacher resources at the touch of a button, freeing up valuable time for teachers. Teachers will find educational articles, editable lesson plan overviews, PowerPoint presentations, an electronic assessments generator, and much more in the Teacher Tools Online database!

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- Searchable by grade, subject, edition, and chapter
- Resources can be filtered by type

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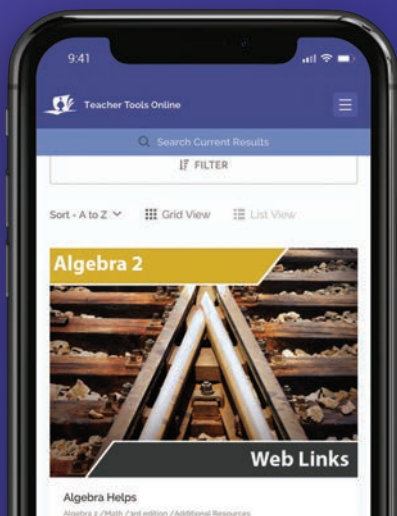


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- Assign each teacher the needed subjects. Teachers may be given access to any available subject.

Included with Purchase:

- ✓ Education Articles
- ✓ Community
- ✓ PowerPoint Presentations
- ✓ Video Clips
- ✓ Artwork
- ✓ eTextbooks
- ✓ ExamView



Available Resources



PowerPoint—Pre-designed, editable presentations give you a quick starting point every day.



Lesson Plan Overviews—Editable Word documents with an overview of each day's objectives, content, and materials needed to plan ahead.



Media—BJU Press videos, external web links, and artwork help you customize lessons for different learners. Artwork includes maps, charts, and other images that enhance lessons.



ExamView®—Test-building software with a database of questions that lets you quickly create your own assessments and prevent cheating.



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