

# Bob Jones University Press

## Course Outline—Third-Grade

### Heritage Studies

Chapter Content and Objectives	Time	Methods, Activities, and Evaluation	Books and Materials	Biblical Integration
<p><b>Chapter 1: We the People</b> The Students Will:</p> <ul style="list-style-type: none"> <li>• use a key to read a diagram (Lesson 1).</li> <li>• write a journal entry (Lesson 1).</li> <li>• write a classroom rule (Lesson1).</li> <li>• determine the rights and responsibilities that the rule involves (Lesson 2).</li> <li>• write a letter from a member of the constitutional convention to his daughter (Lesson 3).</li> <li>• complete a crossword puzzle by defining terms associated with the writing of the Constitution of the United States (Lesson 4).</li> <li>• recite the Preamble to the Constitution (Lesson 5).</li> <li>• make a list of ways their lives might be different without the Bill of Rights (Lesson 6).</li> <li>• make a poster depicting the right for which they are most thankful (Lesson 6).</li> </ul>	<p>30-45 min. 10 days</p>	<p>Read and discuss material in text. Use interactive and hands-on activities outlined in Teacher’s Edition. Assign worktext pages to provide practice.</p> <p><b>Evaluation Techniques</b> Workbook Pages Group Projects Individual Projects Class Participation Class Discussions</p>	<p><i>Heritage Studies 3 for Christian Schools</i> Pages 2-19; 247; 272-73</p> <p><u>Teacher’s Edition</u> Pages 3-28</p> <p><u>Student Notebook</u> Pages 1-8</p> <p><i>History TimeLine</i></p> <p><i>Maps and More</i></p> <p>Other materials as specified in the Teacher’s Edition</p>	<p><b>BATs: Bible Action Truths</b> <b>BP: Bible Promise</b></p> <p><b>BATs:</b></p> <ul style="list-style-type: none"> <li>• 2a Authority</li> <li>• 2b Servanthood</li> <li>• 2c Faithfulness</li> <li>• 2d Goal setting</li> <li>• 3c Emotional control</li> <li>• 4c Honesty</li> <li>• 5a Love</li> <li>• 5d Communication</li> <li>• 6c Spirit-filled</li> </ul>

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<p><b>Chapter 2: The Fires of Freedom</b> The Students Will:</p> <ul style="list-style-type: none"> <li>• identify true statements about early France (Lesson 7).</li> <li>• assist in building a model of the Bastille (Lesson 8).</li> <li>• answer questions about storming the Bastille (Lesson 8).</li> <li>• memorize a section of the Declaration of Independence (Lesson 9).</li> <li>• solve word puzzles relating to the French Revolution (Lesson 9).</li> <li>• use encyclopedias to find facts (Lesson 10).</li> <li>• answer questions about the French Revolution (Lesson 10).</li> <li>• differentiate between statements about America and those about France (Lesson 11).</li> </ul>	<p>30-45 min. 9 days</p>	<p>Read and discuss material in text. Use interactive and hands-on activities outlined in Teacher's Edition. Assign worktext pages to provide practice.</p> <p><b>Evaluation Techniques</b> Workbook Pages Group Projects Individual Projects Class Participation Class Discussions</p>	<p><i>Heritage Studies 3 for Christian Schools</i> Pages 24-42; 247-48</p> <p><u>Teacher's Edition</u> Pages 29-51</p> <p><u>Student Notebook</u> Pages 9-13</p> <p><i>History TimeLine</i></p> <p><i>Maps and More</i></p> <p>Other materials as specified in the Teacher's Edition</p>	<p><b>BATs:</b></p> <ul style="list-style-type: none"> <li>• 1a Understanding Jesus Christ</li> <li>• 1b Repentance and faith</li> <li>• 2a Authority</li> <li>• 4b Purity</li> <li>• 4c Honesty</li> <li>• 7a Grace</li> <li>• 7b Exaltation of Christ</li> <li>• 7c Praise</li> </ul> <p><b>BP:</b></p> <ul style="list-style-type: none"> <li>• A - Liberty from Sin</li> <li>• D - Identified in Christ</li> <li>• H - God as Father</li> <li>• I - God as Master</li> </ul>

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<p><b>Chapter 3: From Sea to Shining Sea</b> The Students Will:</p> <ul style="list-style-type: none"> <li>• answer questions, using a map (Lesson 12).</li> <li>• locate the American plains on a map (Lesson 13).</li> <li>• indicate the extent of the forest that once covered the Eastern United States (Lesson 13).</li> <li>• name characteristics of mountain and desert animals and plants (Lesson 14).</li> <li>• name various modes of transportation (Lesson 15).</li> <li>• make a map, showing the students' position in relation to familiar places (Lesson 15).</li> <li>• identify kinds of ocean shores (Lesson 15).</li> <li>• name members of the Lewis and Clark Expedition (Lesson 16).</li> <li>• indicate the Louisiana Purchase on a map (Lesson 16).</li> <li>• construct a time line (Lesson 17).</li> <li>• make a journal of an "expedition" (Lesson 17)</li> </ul>	<p>30-45 min. 11 days</p>	<p>Read and discuss material in text. Use interactive and hands-on activities outlined in Teacher's Edition. Assign worktext pages to provide practice.</p> <p><b>Evaluation Techniques</b> Workbook Pages Group Projects Individual Projects Class Participation Class Discussions</p>	<p><i>Heritage Studies 3 for Christian Schools</i> Pages 44-62; 248; 284-87</p> <p><u>Teacher's Edition</u> Pages 53-75</p> <p><u>Student Notebook</u> Pages 14-19</p> <p><i>History TimeLine</i></p> <p><i>Maps and More</i></p> <p>Other materials as specified in the Teacher's Edition</p>	<p><b>BATs:</b></p> <ul style="list-style-type: none"> <li>• 1b Repentance and faith</li> <li>• 2b Servanthood</li> <li>• 2c Faithfulness</li> <li>• 2f Enthusiasm</li> <li>• 5e Friendliness</li> <li>• 7c Praise</li> <li>• 7d Contentment</li> <li>• 7e Humility</li> </ul> <p><b>BP:</b></p> <ul style="list-style-type: none"> <li>• H - God as Father</li> <li>• I - God as Master</li> </ul>

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<p><b>Chapter 4: The American Frontier</b> The Students Will:</p> <ul style="list-style-type: none"> <li>• trace James Beckwourth’s path on a map (Lesson 18).</li> <li>• graph the number of rivers Beckwourth crossed or traveled alongside (Lesson 18).</li> <li>• build a model log cabin (Lesson 19).</li> <li>• recount the story of Daniel Drake’s travels to Kentucky (Lesson 19).</li> <li>• sing the first verse of the national anthem of the United States of America (Lesson 20).</li> <li>• describe the circumstances under which the national anthem of the United States was written (Lesson 20).</li> <li>• explain what a landmark is (Lesson 21).</li> <li>• use landmarks to give and follow directions (Lesson 21).</li> <li>• recount events leading to the Trail of Tears (Lesson 22).</li> <li>• provide captions for a camp meeting scene (Lesson 23).</li> <li>• give reasons for the increase of prices and population in California in 1849 (Lesson 24).</li> </ul>	<p>30-45 min. 18 days</p>	<p>Read and discuss material in text. Use interactive and hands-on activities outlined in Teacher’s Edition. Assign worktext pages to provide practice.</p> <p><b>Evaluation Techniques</b> Workbook Pages Group Projects Individual Projects Class Participation Class Discussions</p>	<p><i>Heritage Studies 3 for Christian Schools</i> Pages 64-88; 249-51; 282-87 <u>Teacher’s Edition</u> Pages 77-127</p> <p><u>Student Notebook</u> Pages 20-36</p> <p><i>History TimeLine</i></p> <p><i>Maps and More</i></p> <p>Other materials as specified in the Teacher’s Edition</p>	<p><b>BATs:</b></p> <ul style="list-style-type: none"> <li>• 1a Understanding Jesus Christ</li> <li>• 1b Repentance and faith</li> <li>• 2a Authority</li> <li>• 2c Faithfulness</li> <li>• 2d Goal setting</li> <li>• 2e Work</li> <li>• 2f Enthusiasm</li> <li>• 3a Self-concept</li> <li>• 4a Sowing and reaping</li> <li>• 4c Honesty</li> <li>• 5a Love</li> <li>• 5b Giving</li> <li>• 5c Evangelism and missions</li> <li>• 5e Friendliness</li> <li>• 6c Spirit-filled</li> <li>• 6d Clear conscience</li> <li>• 7c Praise</li> <li>• 7d Contentment</li> <li>• 8a Faith in God’s promises</li> <li>• 8b Faith in the power of the Word of God</li> <li>• 8c Fight</li> <li>• 8d Courage</li> </ul>

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<p><b>Chapter 5: Stories from Long Ago</b> The Students Will:</p> <ul style="list-style-type: none"> <li>• contribute to the writing of a surprise story (Lesson 26).</li> <li>• identify a story as either a parable or a fable (Lesson 26).</li> <li>• play an Indian game (Lesson 26).</li> <li>• answer questions about the fable “The Game” (Lesson 26).</li> <li>• answer questions about Proverbs 25:11 (Lesson 27).</li> <li>• prepare apples for drying (Lesson 27).</li> <li>• complete a crossword puzzle about Johnny Appleseed (Lesson 27).</li> <li>• make puppets (Lesson 28).</li> <li>• retell a familiar folktale (Lesson 28).</li> <li>• answer questions about folktales (Lesson 28).</li> <li>• write a tall tale (Lesson 30).</li> <li>• identify statements relating to the tall tale of Joe Magarac as true or false (Lesson 30).</li> </ul>	<p>30-45 min. 10 days</p>	<p>Read and discuss material in text. Use interactive and hands-on activities outlined in Teacher’s Edition. Assign worktext pages to provide practice.</p> <p><b>Evaluation Techniques</b> Workbook Pages Group Projects Individual Projects Class Participation Class Discussions</p>	<p><i>Heritage Studies 3 for Christian Schools</i> Pages 90-108; 276; 278</p> <p><u>Teacher’s Edition</u> Pages 129-65</p> <p><u>Student Notebook</u> Pages 37-41</p> <p><i>History TimeLine</i></p> <p><i>Maps and More</i></p> <p>Other materials as specified in the Teacher’s Edition</p>	<p><b>BATs:</b></p> <ul style="list-style-type: none"> <li>• 2b Servanthood</li> <li>• 2c Faithfulness</li> <li>• 2d Goal setting</li> <li>• 2e Work</li> <li>• 3a Self-concept</li> <li>• 4a Sowing and reaping</li> <li>• 4c Honesty</li> <li>• 5a Love</li> <li>• 5b Giving</li> <li>• 5c Evangelism and missions</li> <li>• 5e Friendliness</li> <li>• 6a Bible study</li> <li>• 6c Spirit-filled</li> <li>• 6d Clear conscience</li> <li>• 7c Praise</li> <li>• 7d Contentment</li> <li>• 7e Humility</li> <li>• 8a Faith in God’s promises</li> <li>• 8b Faith in the power of the Word of God</li> <li>• 8c Fight</li> <li>• 8d Courage</li> </ul>

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<p><b>Chapter 6: The United States</b> The Students Will:</p> <ul style="list-style-type: none"> <li>• locate their town and state on a map (Lesson 30).</li> <li>• name the six regions of the United States (Lesson 30).</li> <li>• read maps to answer questions (Lesson 30).</li> <li>• complete a travel journal about the Northeast (Lesson 30).</li> <li>• sing a song about the states in the Southeast region (Lesson 31).</li> <li>• color the Southeast region of the United States on a map (Lesson 31).</li> <li>• read maps to answer questions (Lesson 31).</li> <li>• complete a travel journal about the Southeast (Lesson 31).</li> <li>• work with members of a group to identify the states in the Middle West region of the United States (Lesson 32).</li> <li>• read maps to answer questions (Lesson 32).</li> <li>• complete a travel journal for the Middle West region of the United States (Lesson 33).</li> <li>• identify Spanish names, items, and foods (Lesson 33).</li> <li>• read maps to answer questions (Lesson 33).</li> <li>• complete a travel journal about the Southwest (Lesson 33).</li> <li>• read maps to answer questions (Lesson 34).</li> <li>• locate places on a grid map (Lesson 34).</li> <li>• complete a travel journal about the Rocky Mountain region (Lesson 34).</li> <li>• complete a travel journal about the Pacific region. (Lesson 34)</li> </ul>	<p>30-45 min. 8 days</p>	<p>Read and discuss material in text. Use interactive and hands-on activities outlined in Teacher's Edition. Assign worktext pages to provide practice.</p> <p><b>Evaluation Techniques</b> Workbook Pages Group Projects Individual Projects Class Participation Class Discussions</p>	<p><i>Heritage Studies 3 for Christian Schools</i> Pages 110-26; 286-87</p> <p><u>Teacher's Edition</u> Pages 167-95</p> <p><u>Student Notebook</u> Pages 42-49</p> <p><i>History TimeLine</i></p> <p><i>Maps and More</i></p> <p>Other materials as specified in the Teacher's Edition</p>	<p><b>BATs:</b></p> <ul style="list-style-type: none"> <li>• 1a Understanding Jesus Christ</li> <li>• 2b Servanthood</li> <li>• 2c Faithfulness</li> <li>• 2d Goal setting</li> <li>• 2e work</li> <li>• 2f Enthusiasm</li> <li>• 3c Emotional control</li> <li>• 3d Body as a temple</li> <li>• 5a Love</li> <li>• 5c Evangelism and missions</li> <li>• 5d Communication</li> <li>• 5e Friendliness</li> <li>• 7b Exaltation of Christ</li> <li>• 8d Courage</li> </ul> <p><b>BP:</b></p> <ul style="list-style-type: none"> <li>• H - God as Father</li> <li>• I - God as Master</li> </ul>

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<p><b>Chapter 7: War Coming!</b> The Students Will:</p> <ul style="list-style-type: none"> <li>• match quotations with the people most likely to have said them (Lesson 35).</li> <li>• participate in a vote to solve a classroom problem (Lesson 36).</li> <li>• use clues from the lesson to solve a word puzzle (Lesson 37).</li> <li>• identify true and false statements about the Texan struggle for independence (Lesson 37).</li> <li>• match causes with their corresponding effects (Lesson 38).</li> <li>• supply missing words in sentences about the slavery controversy (Lesson 39).</li> <li>• make a stovepipe hat (Lesson 40).</li> <li>• identify true and false statements about Abraham Lincoln (Lesson 40).</li> <li>• read a circle graph and answer questions about it (Lesson 41).</li> <li>• identify whether statements apply to either the North or the South (Lesson 41).</li> </ul>	<p>30-45 min. 12 days</p>	<p>Read and discuss material in text. Use interactive and hands-on activities outlined in Teacher's Edition. Assign worktext pages to provide practice.</p> <p><b>Evaluation Techniques</b> Workbook Pages Group Projects Individual Projects Class Participation Class Discussions</p>	<p><i>Heritage Studies 3 for Christian Schools</i> Pages 128-48; 251-55</p> <p><u>Teacher's Edition</u> Pages 197-223</p> <p><u>Student Notebook</u> Pages 50-57</p> <p><i>History TimeLine</i></p> <p><i>Maps and More</i></p> <p>Other materials as specified in the Teacher's Edition</p>	<p><b>BATs:</b></p> <ul style="list-style-type: none"> <li>• 1b Repentance and faith</li> <li>• 2a Authority</li> <li>• 2b Servanthood</li> <li>• 2d Goal setting</li> <li>• 4c Honesty</li> <li>• 5a Love</li> <li>• 5b Giving</li> <li>• 5c Evangelism and missions</li> <li>• 8d Courage</li> </ul>

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<p><b>Chapter 8: Songs of War and Peace</b> The Students Will:</p> <ul style="list-style-type: none"> <li>• sing “Oh, Susanna!” (Lesson 42)</li> <li>• read a line graph (Lesson 42).</li> <li>• answer questions about Stephen Foster (Lesson 42).</li> <li>• make a pair of spurs (Lesson 43).</li> <li>• sing “Git Along, Little Dogies” (Lesson 43).</li> <li>• identify true and false statements about cowboys and the song “Git Along, Little Dogies” (Lesson 43).</li> <li>• participate in a Bible sword drill (Lesson 44).</li> <li>• make music with a simple instrument (Lesson 44).</li> <li>• identify musical instruments in a puzzle (Lesson 44).</li> <li>• sing “Pick a Bale of Cotton” (Lesson 45).</li> <li>• sing “Go Down, Moses” (Lesson 45).</li> <li>• write about ways they can serve the Lord (Lesson 45).</li> <li>• make a drum or a bugle (Lesson 46).</li> <li>• sing “I Wish I Was in Dixie” (Lesson 46).</li> <li>• Sing “The Battle Hymn of the Republic” (Lesson 46).</li> <li>• use encyclopedias to find information (Lesson 46).</li> </ul>	<p>30-45 min. 10 days</p>	<p>Read and discuss material in text. Use interactive and hands-on activities outlined in Teacher’s Edition. Assign worktext pages to provide practice.</p> <p><b>Evaluation Techniques</b> Workbook Pages Group Projects Individual Projects Class Participation Class Discussions</p>	<p><i>Heritage Studies 3 For Christian Schools</i> Pages 150-64</p> <p><u>Teacher’s Edition</u> Pages 225-47</p> <p><u>Student Notebook</u> Pages 58-62</p> <p><i>History TimeLine</i></p> <p><i>Maps and More</i></p> <p>Other materials as specified in the Teacher’s Edition</p>	<p><b>BATs:</b></p> <ul style="list-style-type: none"> <li>• 1a Understanding Jesus Christ</li> <li>• 1b Repentance and faith</li> <li>• 2d Goal setting</li> <li>• 2e work</li> <li>• 3a Self-concept</li> <li>• 3b Mind</li> <li>• 3c Emotional</li> <li>• 6a Bible study</li> <li>• 6b Prayer</li> <li>• 7a Grace</li> <li>• 7b Exaltation of Christ</li> <li>• 7c Praise</li> <li>• 7d Contentment</li> <li>• 8a Faith in God’s promises</li> </ul> <p><b>BP:</b></p> <ul style="list-style-type: none"> <li>• A - Liberty from Sin</li> <li>• B - Guiltless by the Blood</li> <li>• I - God as Master</li> </ul>

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<p><b>Chapter 9: North Against South</b> The Students Will:</p> <ul style="list-style-type: none"> <li>• draw conclusions based on charts (Lesson 47).</li> <li>• identify true and false statements about the American Civil War (Lesson 47).</li> <li>• write three reasons for naming General Thomas J. “Stonewall” Jackson to a hall of heroes (Lesson 48).</li> <li>• write a letter from a soldier to his family (Lesson 49).</li> <li>• contrast photographs taken in the 1800s with current photographs (Lesson 50).</li> <li>• complete a crossword puzzle with names and terms relating to the American Civil War (Lesson 50).</li> <li>• recognize important locations on a map (Lesson 51).</li> <li>• be able to give short answers to content questions about the Battle of Gettysburg (Lesson 51).</li> <li>• explain the circumstances surrounding the close of the Civil War (Lesson 52).</li> <li>• recognize the people who had a significant part in ending the war (Lesson 52).</li> </ul>	<p>30-45 min. 15 days</p>	<p>Read and discuss material in text. Use interactive and hands-on activities outlined in Teacher’s Edition. Assign worktext pages to provide practice.</p> <p><b>Evaluation Techniques</b> Workbook Pages Group Projects Individual Projects Class Participation Class Discussions</p>	<p><i>Heritage Studies 3 for Christian Schools</i> Pages 166-90; 255; 274-75; 288-89</p> <p><u>Teacher’s Edition</u> Pages 249-81</p> <p><u>Student Notebook</u> Pages 63-67</p> <p><i>History TimeLine</i></p> <p><i>Maps and More</i></p> <p>Other materials as specified in the Teacher’s Edition</p>	<p><b>BATs:</b></p> <ul style="list-style-type: none"> <li>• 1b Repentance and faith</li> <li>• 2b Servanthood</li> <li>• 5b Giving</li> <li>• 5c Evangelism and missions</li> <li>• 6e Forgiveness</li> <li>• 7b Exaltation of Christ</li> <li>• 7c Praise</li> <li>• 7d Contentment</li> <li>• 7e Humility</li> </ul> <p><b>BP:</b></p> <ul style="list-style-type: none"> <li>• E - Christ as Sacrifice</li> </ul>

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<p><b>Chapter 10: America Celebrates</b> The Students Will:</p> <ul style="list-style-type: none"> <li>• identify true and false statements about two famous presidents (Lesson 53).</li> <li>• compare and contrast two different holidays (Lesson 54).</li> <li>• fold a flag properly (Lesson 55).</li> <li>• answer questions about two patriotic holidays (Lesson 55).</li> <li>• plan and conduct a parade (Lesson 56).</li> <li>• write a letter of thanks to a historical figure (Lesson 56).</li> <li>• identify significant national holidays and the reasons for those holidays (Lesson 57).</li> </ul>	<p>30-45 min. 10 days</p>	<p>Read and discuss material in text. Use interactive and hands-on activities outlined in Teacher's Edition. Assign worktext pages to provide practice.</p> <p><b>Evaluation Techniques</b> Workbook Pages Group Projects Individual Projects Class Participation Class Discussions</p>	<p><i>Heritage Studies 3 for Christian Schools</i> Pages 192-206; 269-70; 277; 280-81</p> <p><u>Teacher's Edition</u> Pages 283-301</p> <p><u>Student Notebook</u> Pages 68-74</p> <p><i>History TimeLine</i></p> <p><i>Maps and More</i></p> <p>Other materials as specified in the Teacher's Edition</p>	<p><b>BATs:</b></p> <ul style="list-style-type: none"> <li>• 1a Understanding Jesus Christ</li> <li>• 1b Repentance and faith</li> <li>• 2a Authority</li> <li>• 2c Friendliness</li> <li>• 2e Work</li> <li>• 5a Love</li> <li>• 7b Exaltation of Christ</li> <li>• 7c Praise</li> </ul> <p><b>BP:</b></p> <ul style="list-style-type: none"> <li>• A - Liberty from Sin</li> <li>• B - Guiltless by the Blood</li> <li>• D - Identified in Christ</li> <li>• E - Christ as Sacrifice</li> </ul>

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<p><b>Chapter 11: Railroads</b> The Students Will:</p> <ul style="list-style-type: none"> <li>• complete a crossword puzzle about early modes of travel (Lesson 58).</li> <li>• identify true and false statements about early railroads (Lesson 59).</li> <li>• distinguish the jobs of a train engineer from those of a train's fireman (Lesson 60).</li> <li>• measure distances on a map, using a scale of miles (Lesson 61).</li> <li>• answer questions about two maps of the same region, each using a different scale of miles (Lesson 61).</li> <li>• sing a spiritual (Lesson 62).</li> <li>• determine elevation by reading a map key (Lesson 62).</li> <li>• answer questions about the building of the transcontinental railroad (Lesson 62).</li> <li>• read a timetable (Lesson 63).</li> <li>• identify the time zones in the United States (Lesson 63).</li> <li>• identify the time zone in which they live (Lesson 63).</li> <li>• calculate the time in each time zone (Lesson 63).</li> <li>• use railroad signals to identify statements about railroad problems and solutions as either true or false (Lesson 63).</li> </ul>	<p>30-45 min. 16 days</p>	<p>Read and discuss material in text. Use interactive and hands-on activities outlined in Teacher's Edition. Assign worktext pages to provide practice.</p> <p><b>Evaluation Techniques</b> Workbook Pages Group Projects Individual Projects Class Participation Class Discussions</p>	<p><i>Heritage Studies 3 For Christian Schools</i> Pages 208-24; 216; 56</p> <p><u>Teacher's Edition</u> Pages 303-33</p> <p><u>Student Notebook</u> Pages 75-84</p> <p><i>History TimeLine</i></p> <p><i>Maps and More</i></p> <p>Other materials as specified in the Teacher's Edition</p>	<p><b>BATs:</b></p> <ul style="list-style-type: none"> <li>• 1a Understanding Jesus Christ</li> <li>• 1b Repentance and faith</li> <li>• 1c Separation from the world</li> <li>• 2c Faithfulness</li> <li>• 2d Goal setting</li> <li>• 2e Work</li> <li>• 3a Self-concept</li> <li>• 3d Mind</li> <li>• 4b Purity</li> <li>• 6a Bible study</li> <li>• 6b Prayer</li> </ul>

### Third Grade: Heritage Studies

Chapter Content and Objectives	Time	Methods, Activities, and Evaluation	Books and Materials	Biblical Integration
<p><b>Chapter 12: The Wild West</b> The Students Will:</p> <ul style="list-style-type: none"> <li>• finish a story about homesteaders (Lesson 64).</li> <li>• devise a cattle brand and explain its meaning (Lesson 65).</li> <li>• trace a trail on a map (Lesson 65).</li> <li>• follow and use cavalry hand signals (Lesson 66).</li> <li>• relate events that may have occurred in a cavalry unit (Lesson 66).</li> <li>• recognize rank insignia (Lesson 66).</li> <li>• read a grid map and answer questions about it.</li> <li>• write a news report about the discovery of the Anasazi ruins (Lesson 66).</li> <li>• identify right actions and wrong actions (Supplement).</li> <li>• write a comparison of the Sioux life before and after the reservation system began (Lesson 68).</li> </ul>	<p>30-45 min. 15 days</p>	<p>Read and discuss material in text. Use interactive and hands-on activities outlined in Teacher's Edition. Assign worktext pages to provide practice.</p> <p><b>Evaluation Techniques</b> Workbook Pages Group Projects Individual Projects Class Participation Class Discussions</p>	<p><i>Heritage Studies 3 for Christian Schools</i> Pages 226-44; 286-87</p> <p><u>Teacher's Edition</u> Pages 335-71</p> <p><u>Student Notebook</u> Pages 85-97</p> <p><i>History TimeLine</i></p> <p><i>Maps and More</i></p> <p>Other materials as specified in the Teacher's Edition</p>	<p><b>BATs:</b></p> <ul style="list-style-type: none"> <li>• 1c Separation from the world</li> <li>• 2a Authority</li> <li>• 2b Servanthood</li> <li>• 2c Faithfulness</li> <li>• 2e Work</li> <li>• 3c Emotional control</li> <li>• 4c Honesty</li> <li>• 5a Love</li> <li>• 5e Friendliness</li> <li>• 6d Clear conscience</li> <li>• 7b Exaltation of Christ</li> </ul>