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.
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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.
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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.
 |