

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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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		<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Research sources to make a family tree. • Create a family tree using a graphic organizer.
11–13	24–28	24–28	11	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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		<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Recall concepts and terms from Chapter 1.
18	31			<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • State the purpose of a law. BWS • Define <i>bill</i>. • Trace the steps in the process of a bill becoming a law.
21	40–43	40–43	19	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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		<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Identify key buildings and monuments in Washington, DC. • Explain the importance of key buildings and monuments in Washington, DC.
27	54–55	54–55		<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Explain the role of citizens in elections. • Compare election and appointment. • Classify government leaders as elected or appointed.

Lesson(s)	Teacher Edition	Student Edition	Activities	Objectives
30–31	62–67	62–67	31	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • List reasons countries might work together. • Give examples of cooperation among nations.
35	71		37–39	<ul style="list-style-type: none"> • Recall concepts and terms from Chapter 2.
36	71			<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Explain the importance of work. BWS Define <i>specialization</i>. 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	<ul style="list-style-type: none"> Define <i>scarcity</i>. Explain how scarcity prevents people from having everything they want. Define <i>opportunity cost</i>. 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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		<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Explain why countries trade with each other. Give examples of trade between countries. Demonstrate benefits of trading.

Lesson(s)	Teacher Edition	Student Edition	Activities	Objectives
53	101		59–61	<ul style="list-style-type: none">• Recall concepts and terms from Chapter 3.
54	101			<ul style="list-style-type: none">• 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	<ul style="list-style-type: none"> Trace Daniel Boone’s journey west. Explain from a story why people moved west.
57	110–11	110–11		<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Define <i>region</i>. 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Define <i>climate</i>. 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		<ul style="list-style-type: none"> Define <i>natural disaster</i>. 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

Lesson(s)	Teacher Edition	Student Edition	Activities	Objectives
68–69	130–31	131	81– 83, 85	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Recall concepts and terms from Chapter 4.
71	131			<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> Describe the construction of Mount Rushmore. Explain the significance of Mount Rushmore.
73	138–41	138–41	93	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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		<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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		<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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		<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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

Lesson(s)	Teacher Edition	Student Edition	Activities	Objectives
87–88	162–63	163	105	<ul style="list-style-type: none"> • Describe American celebrations. • Analyze American celebrations to see how they unify people. • Plan a celebration.
89	163		107–9	<ul style="list-style-type: none"> • Recall concepts and terms from Chapter 5.
90	163			<ul style="list-style-type: none"> • Demonstrate knowledge of concepts from Chapter 5 by taking the test.