

# HISTORY

**COURSE DESCRIPTION:** This course is an introductory level course intended to familiarize the student about US geography, culture, economy, government, history, with an emphasis on our Godly heritage. History is taught in a way that generates excitement about history.

## **TEXTBOOKS**

*Heritage Studies 2 for Christian Schools*

## **GOALS AND OBJECTIVES:**

### **Goal 1: To explore communities old and new.**

- 1.1 The students will list services and businesses in the area.
- 1.2 The students will answer question about a map.
- 1.3 The students will draw a map of the classroom.
- 1.4 The students will describe the differences between firefighting methods of long ago and those of today.
- 1.5 The students will complete a diagram of how the U.S. postal system works.
- 1.6 The students will explain resources and parts of a library.
- 1.7 The students will tell how to get help for a sick or injured person.

### **Goal 2: To understand simple facts regarding farming.**

- 2.1 The student will distinguish between farm items of the past and of the present.
- 2.2 The student will recount how farmers of long ago plowed and planted.
- 2.3 The student will complete a picture graph.
- 2.4 The student will identify the steps in making cloth.
- 2.5 The student will answer questions by reading a graph.

### **Goal 3: To understand the important aspects of starting the colonies.**

- 3.1 The student will sequence events in the founding of Jamestown, Virginia.
- 3.2 The student will identify situations where trading is taking place.
- 3.3 The students will name an item that the settlers might have brought with them to the colonies.
- 3.4 The student will identify geographic factors that are important to successful settlements.

- 3.5 The student will match the names of colonies with their special meanings.

**Goal 4: To explain why European countries worked to establish colonies in America.**

- 4.1 The student will locate a country on a globe.  
4.2 The student will identify land claimed by the French, Spanish, and English colonies in North and South America.  
4.3 The student will answer questions about the colonists' homes.  
4.4 The student will identify things that were not found in the kitchen or on the tables of most colonists.  
4.5 The students will prepare a liming of another student.  
4.6 The student will identify items the colonist might have brought with them, made, or bought.  
4.7 The students will distinguish between activities the colonist did every day and those reserved for special holidays.  
4.8 The student will identify things the colonists did on Sunday.

**Goal 5: To gather information about growth in communities.**

- 5.1 The student will answer questions about a town.  
5.2 The student will identify towns from cities.  
5.3 The student will count various items in a census.  
5.4 The student will follow a map.  
5.5 The student will identify the shortest path on a map.

**Goal 6: To understand the role of apprenticing in Colonial days.**

- 6.1 The student will set "type" for a headline.  
6.2 The student will recount the events of a day in the life of a printer's apprentice.  
6.3 The student will identify aspects of a blacksmith's work.  
6.4 The student will attempt to construct a model shoe.  
6.5 The student will match items with the craftsman who produced them.

**Goal 7: To understand the role of kings and queens in Colonial days.**

- 7.1 The student will find directions on a map by using a compass rose.  
7.2 The student will differentiate laws made by bad rulers and laws made by good rulers.  
7.3 The student will act out the role of a noble or a serf.  
7.4 The student will complete a paragraph about their experiences of being either nobles or serfs.  
7.5 The student will identify fifteen true statements about Louis XV.

- 7.6 The student will distinguish events that took place before Frederick was king from events that took place after Frederick became king.
- 7.7 The student will identify characteristics of Catherine II as a youth.
- 7.8 The student will identify characteristics of Catherine II as a ruler.

**Goal 8: To discuss the French and Indian Wars.**

- 8.1 The student will identify whether a phrase relates to France or England.
- 8.2 The student will answer questions about the French and Indian Wars.
- 8.3 The students will answer statements about the last battle of the French and Indian Wars as either true or false.
- 8.4 The student will identify true and false statements about Daniel Boone and the French and Indian Wars.

**Goal 9: To understand the reasons for the Revolutionary War.**

- 9.1 The student will compare between things that would and things that would not be taxed under the Stamp Act.
- 9.2 The student will define a protest.
- 9.3 The student will give reasons that the English soldiers should not have been sent to Boston.
- 9.4 The student will write the reason that the English soldiers should be sent home.
- 9.5 The student will recognize and recall the sequence of events from the passing of the tea tax to the colonists' gathering weapons for war against England.

**Goal 10: To discuss the battles of the War for Independence.**

- 10.1 The student will match captions with the corresponding pictures.
- 10.2 The student will list the colonies banded together to form an American army.
- 10.3 The student will write about a freedom for which they are thankful.
- 10.4 The student will complete a graph of redcoat and American battle victories.
- 10.5 The student will define the words *hero* and *traitor*.
- 10.6 The student will color a picture of an American flag.
- 10.7 The student will recognize that American soldiers suffered great deprivation at Valley Forge.
- 10.8 The students will identify Nathan Hale and Molly Pitcher as heroes.
- 10.9 The students will fill in a bar graph to indicate the number of American soldiers and redcoats at the Battle of Yorktown.

**Goal 11: To emphasize how clothing tells many things about the wearer.**

- 11.1 The student will record the colors of Separatist clothing.
- 11.2 The student will identify clothes that would or would not be worn in Plymouth Plantation.
- 11.3 The student will distinguish working-class Colonial clothes from other clothes.
- 11.4 The student will identify American Colonial and British soldiers by their uniforms.
- 11.5 The student will tell about a wig maker's work.
- 11.6 The students will tell what their clothes say about them.

**Goal 12: To discuss the need for rules when starting a new country.**

- 12.1 The student will identify true or false statements about rules for the new country.
- 12.2 The student will write what they have learned about the Liberty Bell.
- 12.3 The student will answer question based on a political map.
- 12.4 The student will identify George Washington as the first president.
- 12.5 The student will recall the significance of the Constitution.

**TEACHING METHODS:** Lecture, discussion, demonstrations, centers, projects, booklets, videos, and pictures