

# **HISTORY**

**COURSE DESCRIPTION:** This course is used to teach not only history, geography, economics, culture, and government but also knowledge of God and Christian character. This course promotes historic and geographic literacy.

**TEXTBOOK:** *Heritage Studies for Christian Schools*

**Goal 1: To learn about the making of the Constitution, including the Constitutional convention and the men who helped to write this great document**

- 1.1 The student will write a classroom rule.
- 1.2 The student will determine the rights and responsibilities that the rule involves.
- 1.3 The student will write a letter from a member of the Constitutional Convention to his daughter.
- 1.4 The student will complete a crossword puzzle by defining terms associated with the writing of the Constitution of the United States.
- 1.5 The student will recite the Preamble to the Constitution.
- 1.6 The student will make a list of ways their lives might be different without the Bill of Rights.
- 1.7 The student will make a poster depicting the right for which they are most thankful.

**Goal 2: To understand world history during the late 1700's, both in America and in France**

- 2.1 The student will identify true statements about early France.
- 2.2 The student will assist in building a model of the Bastille.
- 2.3 The student will answer questions about storming the Bastille.
- 2.4 The student will memorize a section of the Declaration of Independence.
- 2.5 The student will solve word puzzles relating to the French Revolution.
- 2.6 The student will use encyclopedias to find facts.
- 2.7 The student will answer questions about the French Revolution.
- 2.8 The student will differentiate between statements about America and those about France.

**Goal 3: To learn about physical maps and the major geographical features of the United States**

- 3.1 The student will answer questions using a map.
- 3.2 The student will locate the American plains on a map.
- 3.3 The student will indicate the extent of the forest that once covered the eastern United States.

- 3.4 The student will name characteristics of mountain and desert animals and plants.
- 3.5 The student will name various modes of transportation.
- 3.6 The student will make a map showing their position in relation to familiar places.
- 3.7 The student will identify kinds of ocean shores.
- 3.8 The student will name members of the Lewis and Clark expedition.
- 3.9 The student will indicate the Louisiana Purchase on a map.
- 3.10 The student will construct the time line.
- 3.11 The student will make a journal of an “expedition.”

**Goal 4: To master information concerning the first settlers in the Kentucky wilderness, the Cherokee removal along the Trail of Tears, and the California Gold Rush**

- 4.1 The student will trace James Beckwourth’s path on a map.
- 4.2 The student will graph the number of rivers Beckwourth crossed or traveled alongside.
- 4.3 The student will build a model log cabin.
- 4.4 The student will recount the story of Daniel Drake’s travels to Kentucky.
- 4.5 The student will sing the first verse of the national anthem of the United States of America.
- 4.6 The student will describe the circumstances under which the national anthem of the United States was written.
- 4.7 The student will explain what a landmark is.
- 4.8 The student will use landmarks to give and follow directions.
- 4.9 The student will identify a Conestoga wagon and a covered wagon.
- 4.10 The student will name the parts of a wagon.
- 4.11 The student will make a model of a Conestoga wagon.
- 4.12 The student will recount events leading to the Trail of Tears.
- 4.13 The student will provide captions for a camp meeting scene.
- 4.14 The student will give reasons for the increase of prices and population in California in 1849.

**Goal 5: To appreciate the contribution that literature made in early America through fables, legends, and folktales**

- 5.1 The student will contribute to the writing of a surprise story.
- 5.2 The student will identify a story as either a parable or a fable.
- 5.3 The student will play an Indian game.
- 5.4 The student will answer questions about the fable, “The Game.”
- 5.5 The student will answer questions about Proverbs 25:11.
- 5.6 The student will prepare apples for drying.
- 5.7 The student will complete a crossword puzzle about Johnny Appleseed.
- 5.8 The student will make puppets.
- 5.9 The student will retell a familiar folktale.

- 5.10 The student will answer questions about folktales.
- 5.11 The student will write a tall tale.
- 5.12 The student will identify statements relating to the tall tale of Joe Magarac as true or false.

**Goal 6: To learn about the six regions of the United States**

- 6.1 The student will locate their town and state on a map.
- 6.2 The student will name the six regions of the United States.
- 6.3 The student will read maps to answer questions.
- 6.4 The student will complete a travel journal about the Northeast.
- 6.5 The student will sing a song about the states in the Southeast region.
- 6.6 The student will color the Southeast region of the United States on a map.
- 6.7 The student will read maps to answer questions.
- 6.8 The student will complete a travel journal about the Southeast.
- 6.9 The student will work with members of a group to identify the states in the Middle West region of the United States.
- 6.10 The student will complete a travel journal for the Middle West region of the United States.
- 6.11 The student will identify Spanish names, items, and foods.
- 6.12 The student will read maps to answer questions about the Southwest.
- 6.13 The student will complete a US regional journal.

**Goal 7: To appreciate the turbulent years before the Civil War, from Eli Whitney's invention of the Cotton Gin to the firing of the first cannon at Fort Sumter**

- 7.1 The student will match quotation with the people most likely to have said them.
- 7.2 The student will participate in a vote to solve a classroom problem.
- 7.3 The student will use clues from the lesson to solve a word puzzle.
- 7.4 The student will identify true and false statements about the Texan struggle for independence.
- 7.5 The student will match causes with their corresponding effects.
- 7.6 The student will supply missing words in sentences about the slavery controversy.
- 7.7 The student will make a stovepipe hat.
- 7.8 The student will identify true and false statements about Abraham Lincoln.
- 7.9 The student will read a circle graph and answer questions about it.
- 7.10 The student will identify whether statements apply to either the North or the South.

**Goal 8: To study the events of the American Civil War, starting with the firing on Fort Sumter and ending with the surrender at Appomattox**

- 8.1 The student will draw conclusions based on charts.
- 8.2 The student will identify true and false statements about the American Civil War.
- 8.3 The student will write three reasons for naming General Thomas J. “Stonewall” Jackson to a Hall of Heroes.
- 8.4 The student will write a letter from a soldier to his family.
- 8.5 The student will contrast photographs taken in the 1800’s with current photographs.
- 8.6 The student will complete a crossword puzzle with names and terms relating to the American Civil War.
- 8.7 The student will recognize important locations on a map.
- 8.8 The student will give short answers to content questions about the Battle of Gettysburg.
- 8.9 The student will explain the circumstances surrounding the close of the Civil War.
- 8.10 The student will recognize the people who had a significant part in ending the war.

**Goal 9: To appreciate eight of America’s major holidays**

- 9.1 The student will identify true and false statements about two famous presidents.
- 9.2 The student will compare and contrast Easter and Memorial Day.
- 9.3 The student will fold a flag properly.
- 9.4 The student will answer questions about Flag Day and the Fourth of July.
- 9.5 The student will plan and conduct a parade.
- 9.6 The student will write a letter of thanks to a historical figure.
- 9.7 The student will answer questions about Columbus Day and Thanksgiving Day.
- 9.8 The student will identify Christmas as a national holiday and the reason for celebrating it.
- 9.9 The student will write a paper summarizing a chosen holiday.
- 9.10 The student will make a presentation to the class on an assigned holiday.

**Goal 10: The student will trace the development of some early modes of travel in the United States**

- 10.1 The student will complete a crossword puzzle about early modes of travel.
- 10.2 The student will identify true and false statements about early railroads.
- 10.3 The student will distinguish the jobs of a train engineer from those of a train’s fireman.
- 10.4 The student will measure distances on a map using a scale of miles.
- 10.5 The student will answer questions about two maps of the same region, each using a different scale of miles.
- 10.6 The student will sing a spiritual.
- 10.7 The student will determine elevation by reading a map key.

- 10.8 The student will answer questions about the building of the transcontinental railroad.
- 10.9 The student will read a timetable.
- 10.10 The student will identify the time zones in the United States and in which they live.
- 10.11 The student will calculate the time in each time zone.
- 10.12 The student will use railroad signals to identify statements about railroad problems and solutions as either true or false.

**Goal 11: To learn about many things in the Old West—trail drives, outlaws such as Jesse James, and the way of life of many Plains peoples**

- 11.1 The student will finish a story about homesteaders.
- 11.2 The student will devise a cattle brand and explain its meaning.
- 11.3 The student will trace a trail on a map.
- 11.4 The student will follow and use cavalry hand signals.
- 11.5 The student will relate events that may have occurred in a cavalry unit.
- 11.6 The student will recognize insignia.
- 11.7 The student will read a grid map and answer questions about it.
- 11.8 The student will write a news report about the discovery of the Anasazi ruins.
- 11.9 The student will identify right actions and wrong actions.
- 11.10 The student will write a comparison of the Sioux life before and after the reservation system began.

**TEACHING METHOD:** Direct instruction, lecture, cooperative learning, role play, discussion, question and answer, projects