

Curriculum Guide for First Grade History

Unit 1: History

3 weeks

H1.2, H1.3, H1.4, 1.H5

Biblical Worldview Essential Questions

How did God create the world?

What instructions did God give Adam and Even?

How are people different from animals?

Why would God want us to learn history?

Objectives	Methods	Resources	Assessment
<p>The students will</p> <ul style="list-style-type: none"> • identify major topics of social studies • infer meaning from pictures by interpreting clues • interpret a poem's figurative language • identify components of the textbook • explain from the Bible why people are important • affirm that God is the Creator of the world and everything in it • identify specific features of God's creation • identify the way in which God created the world • identify unique features that God gave to each species • summarize the special instructions that God gave Adam and Eve • explain from the Bible why 	<ul style="list-style-type: none"> • class readings • lecture • discussion of Biblical concepts • map study • content worksheets • review worksheets • enrichment worksheets • class discussion • class projects 	<ul style="list-style-type: none"> • BJU First Grade Curriculum • student text Heritage Studies 1 • Heritage Studies 1 Activity Manual • Heritage Studies 1 Visuals • Heritage Studies Teacher's Toolkit CD • Heritage Studies 1 Test Packet • Holy Bible • pencils • crayons • scissors • glue • Chapter 1 Visuals 1-4: Continents • a globe • a world floor map • objects from other countries or cultures 	<ul style="list-style-type: none"> • observation of class participation • class assignments • quizzes • tests • oral responses

<p>people are different from animals</p> <ul style="list-style-type: none">• defend that truth that God's creation was very good• explain the rule that God gave to Adam and Eve• define sin and explain the consequences of Adam and Eve's disobedience• contrast what the world was like before sin with what it is like after sin• summarize God's plan of salvation• explain from the Bible why people have moved into different parts of the world• identify the purpose of a map• locate water and land on a map• identify on a map places where people live• identify and locate the large land areas on a map as the seven continents• name the continent where he lives• identify the four large oceans on a map• name the oceans near North America• identify the four cardinal directions on a map• learn that a globe is a representation of the earth• compare the shape of the earth to a ball• locate the continents and oceans on a globe• explain why Jesus wants Christians to go to every continent• name things that people do differently around the			
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<p>world</p> <ul style="list-style-type: none">• identify Hudson Taylor as a man who was led by God to tell people in China about Jesus• explain why Hudson Taylor dressed and ate like people in China• affirm that God loves all people of the world			
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Unit 2: History

2 weeks

H1.1, H1.2, H1.6, H1.7

Biblical Worldview Essential Questions

Who designed families?

Where does God want families to live?

What are God's rules for families?

Is church involvement a need or want?

Objectives	Methods	Resources	Assessment
<p>The students will</p> <ul style="list-style-type: none"> • affirm that God is the one who puts families together • define a family • identify the first two children born on earth • identify the different roles that family members fill • compare and contrast the first family with a modern family • state where God wants families to live • explain how family members work together to help each other • identify ways families play together • visualize differences in families by completing a graph • distinguish between needs and wants • explain the role that choices play in spending money • classify church involvement as a need and not a want • visualize how people grow and change by completing 	<ul style="list-style-type: none"> • class readings • lecture • discussion of Biblical concepts • map study • content worksheets • review worksheets • enrichment worksheets • class discussion • class projects 	<ul style="list-style-type: none"> • BJU First Grade Curriculum • student text Heritage Studies 1 • Heritage Studies 1 Activity Manual • Heritage Studies 1 Visuals • Heritage Studies Teacher's Toolkit CD • Heritage Studies 1 Test Packet • Holy Bible • pencils • crayons • scissors • glue • four photos of each student • Visual 5: Family Tree • Timeline (Teacher's Toolkit CD) • a completed timeline 	<ul style="list-style-type: none"> • observation of class participation • class assignments • quizzes • tests • oral responses

a timeline with photos			
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Unit 3: History

3 weeks

H1.1H1.2, H1.4, H1.6, H1.7

Biblical Worldview Essential Questions

How does God want a community to care for each other?

How does God want us to care for His creation?

Why should Christians obey the law?

Objectives	Methods	Resources	Assessment
<p>The students will</p> <ul style="list-style-type: none">• identify people and places in a community• describe his community• name goods that his family uses• identify goods that people make, grow, or sell• identify a service job as a job helping others• list people in service jobs• identify paying jobs and volunteer jobs• name a way that his family could serve others• distinguish community places where people work and visit• associate places with the community where they are found• associate the jobs people do with the places where they work• explain how God intends for people and places in a community to be cared for• list ways to care for God's world by recycling• apply Genesis 1:26-28 to the work of keeping natural	<ul style="list-style-type: none">• class readings• lecture• discussion of Biblical concepts• map study• content worksheets• review worksheets• enrichment worksheets• class discussion• class projects	<ul style="list-style-type: none">• BJU First Grade Curriculum• student text Heritage Studies 1• Heritage Studies 1 Activity Manual• Heritage Studies 1 Visuals• Heritage Studies Teacher's Toolkit CD• Heritage Studies 1 Test Packet• Holy Bible pencils• crayons• scissors• glue• Visual 6: Communities• Visual 7: Community Service Jobs• a piece of wrapped candy for each• Visual 8: Community Places• a sign with the word mayor on it• Visual 9: Community Map• world floor map	<ul style="list-style-type: none">• observation of class participation• class assignments• quizzes• tests• oral responses

<p>resources clean</p> <ul style="list-style-type: none"> • define the role of a mayor • list the duties of the government • explain that the government is made up of workers • explain from the Bible why Christians should obey the law • list ways Benjamin Franklin made his city a better place • list ways he can make his city a better place • compare Philadelphia then and now • locate parts of a map: title, map key, cardinal directions • locate places on a map using cardinal directions • explain the purpose of a map key 			
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Unit 4: History

2 weeks

H1.1H1.2, H1.4, H1.6, H1.7

Biblical Worldview Essential Questions
How is God's greatness displayed in our state?

Objectives	Methods	Resources	Assessment
<p>The students will</p> <ul style="list-style-type: none"> • identify the state he lives in • classify his state as part of a country • identify his state as one of the fifty states in the United 	<ul style="list-style-type: none"> • class readings • lecture • discussion of Biblical concepts • map study • content worksheets 	<ul style="list-style-type: none"> • BJU First Grade Curriculum • student text Heritage Studies 1 • Heritage Studies 1 Activity Manual • Heritage Studies 1 Visuals 	<ul style="list-style-type: none"> • observation of class participation • class assignments • quizzes • tests

<p>States</p> <ul style="list-style-type: none"> • identify the unique symbols and features of his state • summarize how state leaders are chosen • explain the state governor's main job • explain the function of a state capitol • explain the role of judges in state courts • associate famous people with states • summarize the contributions of George Washington Carver • summarize the contributions of Clara Barton • associate famous places with states • explain the significance of Mount Rushmore • associate the Grand Canyon with the greatness of God • state facts about the Great Lakes • state facts about the Golden Gate Bridge • associate famous things with states • explain the significance of the Liberty Bell • explain the significance of the Statue of Liberty • associate the state of Alaska with dog-sled racing • create a representation of his state flower 	<ul style="list-style-type: none"> • review worksheets • enrichment worksheets • class discussion • class projects 	<ul style="list-style-type: none"> • Heritage Studies Teacher's Toolkit CD • Heritage Studies 1 Test Packet • Holy Bible • pencils • crayons • scissors • glue • Visuals 10-12: State Flags; State Flowers; State Birds • pictures of your state flag, bird, and flower • Visual 13: Justice, Liberty, and the Bible • a picture of your state governor • construction paper and other materials for creating a representation of your state flower, such as chenille wire, fabric scraps, tissue paper, and seeds • Landmark Cards (Teacher's Toolkit CD) Prepare a set for each student 	<ul style="list-style-type: none"> • oral responses
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Unit 5: History

2 weeks

H1.1H1.2, H1.4, H1.6, H1.7

Biblical Worldview Essential Questions

**Why is the phrase *under God* important in the pledge to the American flag?
Why is it important to ask for God’s grace for our country?**

Objectives	Methods	Resources	Assessment
<p>The students will</p> <ul style="list-style-type: none"> • define the meaning of the word country • explain why the United States is called the Land of the Free • locate the United States on a globe • name the countries that border the United States • identify the flag as a symbol of the United States of America • name the colors in the American flag • explain why the phrase under God is important in the pledge to the American flag • explain why people make a pledge to their country • explain why the bald eagle was chosen as a symbol of the United States • identify “In God We Trust” as the motto of the United States • identify “The Star-Spangled Banner” as the official song of the United States • analyze the hymn 	<ul style="list-style-type: none"> • class readings • lecture • discussion of Biblical concepts • map study • content worksheets • review worksheets • enrichment worksheets • class discussion • class projects 	<ul style="list-style-type: none"> • BJU First Grade Curriculum • student text Heritage Studies 1 • Heritage Studies 1 Activity Manual • Heritage Studies 1 Visuals • Heritage Studies Teacher’s Toolkit CD • Heritage Studies 1 Test Packet • Holy Bible • globe • pencils • crayons • scissors • glue • world floor map • Visual 14: The American Flag and the Pledge • Visual 15-16: America’s Symbols; Geography of the United States • several coins • a recording of “America the Beautiful” • Class Ballot (Teacher’s Toolkit CD) • two puppets • <i>Book-Duck for President</i> by Doreen Cronin and Betsy Lewin • 3x5 card for each student 	<ul style="list-style-type: none"> • observation of class participation • class assignments • quizzes • tests • oral responses

<p>“America the Beautiful”</p> <ul style="list-style-type: none"> • name some of the landforms found in America • explain the importance of asking God’s grace for our country • identify the president as the leader of the United States • explain why the Constitution is important • identify the role of a judge • explain what a citizen is • explain why an election is held • list the steps of a voting campaign • explain why voting is important • participate in a classroom election 		<ul style="list-style-type: none"> • poster board • voting box 	
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Unit 6: History

2 weeks

H1.1H1.2, H1.4, H1.6, H1.7

Biblical Worldview Essential Questions

How does God want Christians to treat leaders in government?

Objectives	Methods	Resources	Assessment
<p>The students will</p> <ul style="list-style-type: none"> • locate Washington, DC on a map • classify Washington, DC, as an important city • identify the United States Capitol • associate the Capitol with government workers 	<ul style="list-style-type: none"> • class readings • lecture • discussion of Biblical concepts • map study • content worksheets • review worksheets • enrichment worksheets • class discussion • class projects 	<ul style="list-style-type: none"> • BJU First Grade Curriculum • student text Heritage Studies 1 • Heritage Studies 1 Activity Manual • Heritage Studies 1 Visuals • Heritage Studies Teacher’s Toolkit CD • Heritage Studies 1 Test 	<ul style="list-style-type: none"> • observation of class participation • class assignments • quizzes • tests • oral responses

<ul style="list-style-type: none"> • identify the White House as the home of the president and his family • locate the White House in Washington, DC • explain why people visit the White House • name the tallest monument in Washington, DC • list reasons that a monument was built to honor George Washington • associate George Washington and Abraham Lincoln's birthday with the celebration of Presidents' Day • assemble a model of the Washington Monument • locate the Capitol, the White House, and the Washington Monument, and the World War II Memorial on a map of Washington, DC • define veteran • explain the importance of Veterans' Day • describe the Lincoln Memorial • use cardinal directions to locate places on a map • identify Abraham Lincoln as a president • explain the significance of the Fourth of July holiday 		<p>Packet</p> <ul style="list-style-type: none"> • Holy Bible • pencils • crayons • scissors • glue • Visuals 17-22: Landmarks in Washington, DC; Capitol, White House, Washington Monument; President George Washington, Compass Rose, World War II Memorial, President Abraham Lincoln • a classroom map of the United States • a sheet of green construction paper • a 3x6 section of foil • a completed model of the Washington Monument prepared for the activity • parade figures 	
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Unit 7: History

2 weeks

H1.1H1.2, H1.4, H1.6, H1.7

Biblical Worldview Essential Questions

How are Native American beliefs different than Christian beliefs?

Objectives	Methods	Resources	Assessment
<p>The students will</p> <ul style="list-style-type: none">• trace the series of events that brought the first people to North America• identify the meaning of their term Native Americans• affirm that Native Americans lived in North America before Euroopeans came• sequence events on a timeline• locate on a map of North America areas where Native Americans lived• identify Native American groups as tribes• make cultural distinctions among Native American tribes• associate Native American culture with specific religious beliefs• evaluate Native American religious beliefs in light of biblical teaching• associate the Kiowa tribe with the plains• explain the significance of the buffalo to the Kiowa culture• identify distinctive elements of Kiowa culture• associate the Hopi tribe	<ul style="list-style-type: none">• class readings• lecture• discussion of Biblical concepts• map study• content worksheets• review worksheets• enrichment worksheets• class discussion• class projects	<ul style="list-style-type: none">• BJU First Grade Curriculum• student text Heritage Studies 1• Heritage Studies 1 Activity Manual• Heritage Studies 1 Visuals• Heritage Studies Teacher’s Toolkit CD• Heritage Studies 1 Test Packet• Holy Bible• pencils• crayons• scissors• glue• Visual 23-25: History Timeline, Buffalo, Canoes	<ul style="list-style-type: none">• observation of class participation• class assignments• quizzes• tests• oral responses

<p>with the desert of the Southwest</p> <ul style="list-style-type: none"> • identify distinctive Hopi culture • infer ways that the location of the Hopi affected their culture • associate the Tlingit Tribe with the Northwest Coast • identify distinctive elements of Tlingit culture • infer ways that the location of the Tlingit tribe affected their culture • make and decorate a Native American canoe • distinguish artifacts from modern objects • infer the function of Native American artifacts • explain how artifacts help us understand history 			
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Unit 8: History

2 weeks

H1.1H1.2, H1.4, H1.6, H1.7

Biblical Worldview Essential Questions

How did God use Columbus' voyage to further His purposes?

Objectives	Methods	Resources	Assessment
<p>The students will</p> <ul style="list-style-type: none"> • recall facts about Columbus's early life that 	<ul style="list-style-type: none"> • class readings • lecture • discussion of Biblical concepts 	<ul style="list-style-type: none"> • BJU First Grade Curriculum • student text Heritage Studies 1 	<ul style="list-style-type: none"> • observation of class participation • class assignments

<p>influences his decision to explore</p> <ul style="list-style-type: none"> • explain why people wanted to explore and go to Asia • explain why the traditional routes to Asia made travel difficult • contrast the differences in the beliefs about the size of the earth that were popular in Columbus's day • explain the differences between maps used long ago and those used today • participate in a map-making activity • explain how a map gives information • identify the events that led to the funding of Columbus's plan to sail west • summarize the voyage taken by Columbus and his crew • affirm that God used the voyage to change the world • recognize the chronological indicators on a timeline • explain that Columbus's discovery of land happened in 1492 • compare ships made long ago with modern ships • explain why Columbus Day is important • recall facts about Columbus by participating in a play 	<ul style="list-style-type: none"> • map study • content worksheets • review worksheets • enrichment worksheets • class discussion • class projects 	<ul style="list-style-type: none"> • Heritage Studies 1 Activity Manual • Heritage Studies 1 Visuals • Heritage Studies Teacher's Toolkit CD • Heritage Studies 1 Test Packet • Holy Bible • pencils • crayons • scissors • glue • globe • world floor map • several examples of current maps • a sheet of chart paper • blocks in various shapes and sizes • a large sheet of paper for the background of the map with space at the bottom for a map key • several "jewels" • Visual 23, 26-28: The Nina, the Pinta, the Santa Maria, History Timeline, The Route Columbus Took, Christopher Columbus • Christopher Columbus Play • props • copies of each scene 	<ul style="list-style-type: none"> • quizzes • tests • oral responses
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Unit 9: History

3 weeks

H1.1H1.2, H1.4, H1.6, H1.7

Biblical Worldview Essential Questions

Why do you think God wanted Jamestown to be a lasting settlement?

How did God provide for the needs of the Jamestown settlers?

Objectives	Methods	Resources	Assessment
<p>The students will</p> <ul style="list-style-type: none">• recognize why the Europeanas came to the New World• locate the Old World and the New World on a map• contrast the appearance of the Native American and the English man• explain why the English came to settle Jamestown• locate an ocean, a coast, a river, and a harbor on a map• locate Jamestown on a map• affirm that Native Americans lived in American before the English came• identify Native Americans as Woodland tribes• dramatize the concern of the Woodland people about the arrival of the English• conclude that God wanted Jamestown to be a lasting English settlement• create a map of the school library	<ul style="list-style-type: none">• class readings• lecture• discussion of Biblical concepts• map study• content worksheets• review worksheets• enrichment worksheets• class discussion• class projects	<ul style="list-style-type: none">• BJU First Grade Curriculum• student text Heritage Studies 1• Heritage Studies 1 Activity Manual• Heritage Studies 1 Visuals• Heritage Studies Teacher’s Toolkit CD• Heritage Studies 1 Test Packet• Holy Bible• pencils• crayons• scissors• glue• Visuals 1-4, 23, 29-32: Continents, History Timeline, The Old World and the New World Map, the Old World and the New World Men, Jamestown Fort and prepared die-cut pieces• globe• a fur or leather-like blanket• craft feathers• 20-30 building blocks• a sheet of poster board• a picture of a chain saw• a bottle of water• a bag of coins	<ul style="list-style-type: none">• observation of class participation• class assignments• quizzes• tests• oral responses

<ul style="list-style-type: none"> • interpret a map key • infer the importance of God and the Bible at Jamestown from looking at a map of Jamestown • sequence a list of three events • classify needs and wants • conclude that John Smith was a wise leader of Jamestown • differentiate trade items between the Native Americans and the colonists • identify items made from natural resources • list good made from things found in the woods • assemble a wigwam • differentiate between Woodland culture and English culture • dramatize the story of Pocahontas's interactions with the English • describe the different family roles • explain the importance of women and families in the survival of Jamestown • list good leadership qualities 		<ul style="list-style-type: none"> • a gem stone ring • a loaf of bread • a fur coat • a photo of a house • items made from natural resources such as a wooden spoon, a woven basket, and stone or shell jewelry • manmade items such as a plastic spoon, a basket, and jewelry • a table to frame a wigwam • towels or other fabric to cover the wigwam • a container of puffed rice cereal • one candy ring • candy coins • candy jewels for each child • a plastic shovel 	
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Unit 10: History

3 weeks

H1.1H1.2, H1.4, H1.6, H1.7

Biblical Worldview Essential Questions

**Why should we be thankful for the Pilgrims journey to America?
How did God demonstrate His care for the Pilgrims on their journey?**

Objectives	Methods	Resources	Assessment
<p>The students will</p> <ul style="list-style-type: none"> • explain why the Pilgrims came to America • express in role-play the control that the king of England had over churches in England • compose a prayer of thanks to God for the Pilgrims who came to America • read a diagram to identify parts of the <i>Mayflower</i> • describe what life was like for the Pilgrims while traveling on the <i>Mayflower</i> • trace the route of the Pilgrims' voyage to the New World • explain why the Mayflower Compact was written • use cardinal directions • recognize that <i>Of Plymouth Plantation</i> was written by a Pilgrim • affirm that the Pilgrims prayed to God • sequence the events after the Pilgrims landed at Plymouth • conclude from the Pilgrims' friendship with 	<ul style="list-style-type: none"> • class readings • lecture • discussion of Biblical concepts • map study • content worksheets • review worksheets • enrichment worksheets • class discussion • class projects 	<ul style="list-style-type: none"> • BJU First Grade Curriculum • student text Heritage Studies 1 • Heritage Studies 1 Activity Manual • Heritage Studies 1 Visuals • Heritage Studies Teacher's Toolkit CD • Heritage Studies 1 Test Packet • Holy Bible • pencils • crayons • scissors • glue • Visual 23, 33-37: History Timeline, The Mayflower and prepared die-cut pieces, Squanto's Garden and prepared die-cut pieces, The First Thanksgiving • a pennant or length of fabric for a sail • numbers 1-4 written on cards • small rugs or carpet squares • a sheet of parchment paper • The classroom peach treaty prepared in Lesson 30 • Woodland people dress • Pilgrim dress • Thanksgiving food or fun treats 	<ul style="list-style-type: none"> • observation of class participation • class assignments • quizzes • tests • oral responses

<p>the Woodland people that God was caring for the Pilgrims</p> <ul style="list-style-type: none"> • write a peace treaty • follow directions to plant a simulated garden • list proofs of God’s providence in the life of Squanto • use the textbook to find answers • compare the Pilgrim culture with today’s culture using a Venn diagram • explain why the Pilgrims held a Thanksgiving feast • dramatize the first Thanksgiving 			
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Unit 11: History

2 weeks

H1.1H1.2, H1.4, H1.6, H1.7

Biblical Worldview Essential Questions

**How did God’s command to fill and care for the Earth lead to change?
 What can Christians gain from remembering that God is in control and is unchanging?**

Objectives	Methods	Resources	Assessment
<p>The students will</p> <ul style="list-style-type: none"> • contrast the past with the present • identify ways to learn about the past • identify a specific event in his life that occurred in the past • explain how God’s command to fill and care for the earth leads to 	<ul style="list-style-type: none"> • class readings • lecture • discussion of Biblical concepts • map study • content worksheets • review worksheets • enrichment worksheets • class discussion • class projects 	<ul style="list-style-type: none"> • BJU First Grade Curriculum • student text Heritage Studies 1 • Heritage Studies 1 Activity Manual • Heritage Studies 1 Visuals • Heritage Studies Teacher’s Toolkit CD • Heritage Studies 1 Test Packet • Holy Bible 	<ul style="list-style-type: none"> • observation of class participation • class assignments • quizzes • tests • oral responses

<p>change</p> <ul style="list-style-type: none"> • explain how communication has changed over time • identify the order of inventions for communication on a timeline • identify tools used in the past • explain how tools help get work done • explain how children’s clothing has changed over time • identify the things that will remain the same in the future • affirm that God is in control and does not change • participate in a “Family History Day: 		<ul style="list-style-type: none"> • pencils • crayons • scissors • glue • a history trade book marked with several interesting facts • an object used long ago • Visual 38-40: Communication Timeline, Early Household Appliances, Clothing Timeline • materials for making a string telephone • a sandwich • photos from the teacher’s childhood showing the kinds of clothing worn during childhood • several pieces of old-style clothing • objects or photos students brought in • prepared vocabulary word cards 	
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