

Curriculum Guide for 3rd Grade History

Unit 1: "Beginnings"

2 weeks

H3.1, H3.2

Biblical Worldview Essential Questions

What purpose should a Christian see when it comes to studying History?

How do we know that God uses ordinary people to reach the lost?

How do we see the declining commitment to God and His Word from the beginning to now?

Objectives	Methods	Resources	Assessment
<p>The students will</p> <ol style="list-style-type: none"> 1. Explain how the disciples carried out the Great Commission. 2. List and evaluate Columbus's goals in discovering a new route to the Indies. 3. Explain the role of providence in the discovery of the Americas. 4. Recognize who God used to discover the Americas. 5. Explain the differences between the modern & Pilgrims' conception of religious liberty. 6. Explain the challenges the pilgrims faced in Plymouth. 7. Name the laws the pilgrim leaders wrote for the government of Plymouth. 8. Assess the significance of the Mayflower Compact. 9. Explain how Indians used the ability God gave humans to rule over creation. 10. Explain the difference in views of land ownership for Indians and Europeans. 11. Explain the meaning of covenant in Puritan communities. 12. Explain the differences between primary and secondary sources. 13. Explain why Europeans built colonies. 14. Trace main trade routes on map. 15. Evaluate the effects of the Great Awakening on American religious life. 16. Assess the impact of the French and Indian War in the colonies. 17. Trace the course of the Revolutionary War. 18. Employ map skills to locate cities, and compare maps. 	<ul style="list-style-type: none"> • Lecture • Discussion • Group and individual reading • Defining vocabulary words • Completing worksheets individually, in pairs, and as a class • projects • Classroom activities as suggested in <i>Heritage Studies 3 for Christian Schools Teacher's Edition</i> 	<ul style="list-style-type: none"> • Teacher's Textbook: BJU Press' <i>Heritage Studies 3 for Christian Schools</i>. 3rd ed. p. xx-4—27 • Student Textbook: BJU Press' <i>Heritage Studies 3 for Christian Schools</i>. 3rd ed. p. 2-27; 272; 280-283 • Workbook: BJU Press' <i>Heritage Studies 3 Student Workbook</i>, 3rd ed. p. 1-16 • BJU Press' <i>History TimeLine</i> • BJU Press' <i>Maps and More</i> • Teachers Toolkit CD: includes workbook answer key, teaching visuals, maps, charts, additional background information, and instructional aides. 	<p>Class discussion</p> <p>Worksheets</p> <p>Class games</p> <p>Class participation</p> <p>Workbook - comprehension and completion</p> <p>Quizzes</p> <p>Test</p>

Unit 2: "The Constitution"

2 weeks

H3.1, H3.5, H3.6

Biblical Worldview Essential Questions

What law did God write on men's hearts?

Why is it important to God that we know our rights and responsibilities as believers?

How does knowing about justice and injustices in the story of America help us to live Christianly today?

Objectives	Methods	Resources	Assessment
<p>The students will</p> <ol style="list-style-type: none"> 1. Identify the document under which the states worked together. 2. Assess the weakness of the Articles of Confederation. 3. Explain the need for the Constitutional Convention and its original purpose. 4. List the three branches of government and importance of separating the powers. 5. Practice using compass rose to determine cardinal & intermediate directions. 6. Discuss the institution of slavery in the late eighteenth century 7. Determine purposes of the Constitution and memorize the Preamble to the Constitution. 8. Compare and contrast the Anti-Federalists/Federalists views of the Constitution. 9. Assess the religious concerns involved in ratifying the Constitution. 10. Summarize the ratification process of the Constitution. 11. List two reasons for the success of the Constitution. 	<ul style="list-style-type: none"> • Lecture • Discussion • Group and individual reading • Define vocabulary words • Completing worksheets individually, in pairs, and as a class • Crafts • Classroom activities as suggested in <i>Heritage Studies 3 for Christian Schools Teacher's Edition</i> 	<ul style="list-style-type: none"> • Teacher's Textbook: BJU Press' <i>Heritage Studies 3 for Christian Schools</i>. 3rd ed. p. 28-49 • Student Textbook: BJU Press' <i>Heritage Studies 3 for Christian Schools</i>. 3rd ed. p. 28-47; 273 • Workbook: BJU Press' <i>Heritage Studies 3 Student Workbook</i>, 3rd ed. p. 17-30 • <i>TimeLine</i> • Teachers Toolkit CD: includes workbook answer key, teaching visuals, maps, charts, additional background information, and instructional aides. 	<p>Class discussion</p> <p>Worksheets</p> <p>Class games</p> <p>Class participation</p> <p>Workbook - comprehension and completion</p> <p>Quizzes</p> <p>Test</p>

Unit 3: "Presidents and Precedents"

2 weeks

H3.1, H3.5, H3.6

Biblical Worldview Essential Questions

Why does God want us to take Romans 13 so seriously when it comes to people in authority?

Why is it important that we learn to live by God's worldview?

How do our decisions and actions reveal what we really believe?

Objectives	Methods	Resources	Assessment
<p>The students will</p> <ol style="list-style-type: none"> 1. Explain why Americans trusted George Washington. 2. State the purpose of the Electoral College and how it worked. 3. Summarize the rise of Evangelical Christianity and evangelical revival. 4. Identify the head of the executive branch. 5. Describe the responsibilities of the president's cabinet. 6. Identify a budget as a plan for spending and saving money. 7. Summarize conflict between American Indians and Americans concerning the Northwest Territory. 8. Identify the parts of state and local government. 9. Identify Washington, DC, as the capital of the U.S. and know who was associated with the planning of the capital. 10. Identify important precedents set by President Washington. 11. Identify John Adams as the second president, and first to live in Washington, DC. 	<ul style="list-style-type: none"> • Lecture • Discussion • Group and individual reading • Define vocabulary words • Completing worksheets individually, in pairs, and as a class • Crafts • Classroom activities as suggested in <i>Heritage Studies 3 for Christian Schools Teacher's Edition</i> 	<p>Teacher's Textbook: BJU Press' <i>Heritage Studies 3 for Christian Schools</i>. 3rd ed. p. 50-79</p> <p>Student Textbook: BJU Press' <i>Heritage Studies 3 for Christian Schools</i>. 3rd ed. p. 48-75</p> <ul style="list-style-type: none"> • Workbook: BJU Press' <i>Heritage Studies 3 Student Workbook</i>, 3rd ed. p. 43-56 • <i>TimeLine</i> • Teachers Toolkit CD: includes workbook answer key, teaching visuals, maps, charts, additional background information, and instructional aides. 	<p>Class discussion</p> <p>Worksheets</p> <p>Class games</p> <p>Class participation</p> <p>Workbook</p> <p>comprehension and completion</p> <p>Quizzes</p> <p>Test</p>

Unit 4: "Jefferson and Moving West"

3 weeks

H3.1, H3.2, H3.5, H3.6

Biblical Worldview Essential Questions

How do you think God feels about slavery?

Why is slavery like being in bondage to sin?

How does reading God's Word point us to the right direction?

What do the directions in the Bible tell us about our Designer?

Why is it important to God that we follow directions?

Objectives	Methods	Resources	Assessment
<p>The students will</p> <ol style="list-style-type: none"> 1. State Jefferson's and Federalists vision for American government and culture. 2. Identify and classify important natural resources. 3. List the benefits of purchasing the Louisiana Territory. 4. Trace the trade route down the Mississippi River. 5. Explain why the US Navy fought the Barbary pirates. 6. Explain the significance and of the Lewis and Clark Expedition and analyze a map of it. 7. know. 8. Understand how a law moves through the branches of government. 9. Assess the significance of Marshall and judicial review. 10. Discuss the effects of democratization on American life. 11. Understand differences between Thomas Jefferson's personal choices about slavery and beliefs about slavery in society 12. Identify lines of latitude on a map. 	<ul style="list-style-type: none"> • Lecture • Discussion • Group and individual reading • Define vocabulary words Completing worksheets individually, in pairs, and as a class • Crafts • Classroom activities as suggested in <i>Heritage Studies 3 for Christian Schools Teacher's Edition</i> 	<p>Teacher's Textbook: BJU Press' <i>Heritage Studies 3 for Christian Schools</i>. 3rd ed. p. 80-107</p> <p>Student Textbook: BJU Press' <i>Heritage Studies 3 for Christian Schools</i>. 3rd ed. p. 76-101</p> <ul style="list-style-type: none"> • Workbook: BJU Press' <i>Heritage Studies 3 Student Workbook</i>, 3rd ed. p. 43-56 • <i>TimeLine</i> • Teachers Toolkit CD: includes workbook answer key, teaching visuals, maps, charts, additional background information, and instructional aides. 	<p>Class discussion</p> <p>Worksheets</p> <p>Class games</p> <p>Class participation</p> <p>Workbook comprehension and completion</p> <p>Quizzes</p> <p>Test</p>

Unit 5: "The War of 1812 and National Growth"

2 weeks

H3.1, H3.5

Biblical Worldview Essential Questions

How could patriotism be approached in a truly God-honoring way?

Is there an absolute standard of right or wrong with respect to war?

Why is it important that we not compromise in our walk with God?

What is our role in the church as Christians?

Objectives	Methods	Resources	Assessment
<p>The students will</p> <ol style="list-style-type: none"> List several reasons for the War of 1812 and its effects on America. Describe America's unsuccessful military action in Canada. Understand why the Battle of New Orleans was fought despite the peace treaty. Explain patriotism and how it can be demonstrated. List the elements of the American System. Explain the basic tenets of the Monroe Doctrine and the debate that led to the Missouri Compromise. Explain how the different modes of transportation helped communities. Locate canals on a map. Trace the development of factories in New England. Explain why Sunday schools were started. Explain who Samuel Slater was and what he did that was important. 	<ul style="list-style-type: none"> Lecture Discussion Group and individual reading Define vocabulary words Completing worksheets individually, in pairs, and as a class Crafts Classroom activities as suggested in <i>Heritage Studies 3 for Christian Schools Teacher's Edition</i> 	<p>Teacher's Textbook: BJU Press' <i>Heritage Studies 3 for Christian Schools</i>. 3rd ed. p. 108-139</p> <p>Student Textbook: BJU Press' <i>Heritage Studies 3 for Christian Schools</i>. 3rd ed. p. 102-131</p> <ul style="list-style-type: none"> Workbook: BJU Press' <i>Heritage Studies 3 Student Workbook</i>, 3rd ed. p. 57-70 <i>TimeLine</i> Teachers Toolkit CD: includes workbook answer key, teaching visuals, maps, charts, additional background information, and instructional aides. 	<p>Class discussion</p> <p>Worksheets</p> <p>Class games</p> <p>Class participation</p> <p>Workbook comprehension and completion</p> <p>Quizzes</p> <p>Test</p>

Unit 6: "Andrew Jackson and American Democracy"

2 weeks

H3.1, H3.5, H3.6

Biblical Worldview Essential Questions

As Christians why is it important to God that we use wisdom when making decisions?

What does knowing about hemispheres tell us about God’s heart for the world?

What does being a missionary have to do with “world-changing”?

Who all are considered to be Christian missionaries?

Objectives	Methods	Resources	Assessment
<p>The students will</p> <ol style="list-style-type: none"> 1. Explain how a president is chosen. 2. Identify John Quincy Adams as the sixth president and analyze conflict people had with his plans. 3. Discuss the importance of the Election of 1828 4. Compare differences in Adam’s and Jackson’s views on hiring for government jobs. 5. Analyze the results of democracy and Christianity. 6. Identify a famous missionary and convert. 7. Identify the four hemispheres. 8. Summarize the post-Revolutionary war history of Cherokees. 9. Discuss provisions of the Indian Removal Bill. 10. Identify two major political parties. 11. Identify Martin Van Buren as the eighth president. 12. Recognize the attention to the issue of slavery during Van Buren’s presidency. 13. Identify abolitionists as those who wanted to end slavery. 	<ul style="list-style-type: none"> • Lecture • Discussion • Group and individual reading • Define vocabulary words Completing worksheets individually, in pairs, and as a class • Crafts • Classroom activities as suggested in <i>Heritage Studies 3 for Christian Schools Teacher's Edition</i> 	<p>Teacher’s Textbook: BJU Press' <i>Heritage Studies 3 for Christian Schools</i>. 3rd ed. p. 140-145</p> <p>Student Textbook: BJU Press' <i>Heritage Studies 3 for Christian Schools</i>. 3rd ed. p. 132-159</p> <ul style="list-style-type: none"> • Workbook: BJU Press' <i>Heritage Studies 3 Student Workbook</i>, 3rd ed. p. 71-85 • <i>TimeLine</i> • Teachers Toolkit CD: includes workbook answer key, teaching visuals, maps, charts, additional background information, and instructional aides. 	<p>Class discussion</p> <p>Worksheets</p> <p>Class games</p> <p>Class participation</p> <p>Workbook comprehension and completion</p> <p>Quizzes</p> <p>Test</p>

Unit 7: "Growth in the East"

3 weeks

H3.1, H3.4, H3.5, H3.6

Biblical Worldview Essential Questions

How does the Bible help us make sense of immigration past and present?

Why is it important that we be good stewards of what we have?

Why is knowing the difference between good and evil important to a Christian believer?

Objectives	Methods	Resources	Assessment
<p>The students will</p> <ol style="list-style-type: none"> 1. Discuss the importance of canals as a first step to connect the East to the West. 2. Evaluate supply and demand, using steamboat companies as an example. 3. Analyze how railroads caused cities to grow and connect. 4. List advantages/disadvantages of city life. 5. Understand the importance of ports and city jobs. 6. Identify major technological advances that improved work in cities and farms. 7. Discuss inventor’s work and the need for patents. 8. Locate on a map the regions were immigrants settled. 9. Understand why immigrants immigrated to the US given the hardships they had to undergo. 10. Describe how the telegraph works and list the businesses that used it. 11. Evaluate the reform movements from a Christian worldview. 12. Define what a quilt is, its uses, and design one. 13. Evaluate the costs and benefits of technology and God’s purpose in using it wisely. 	<ul style="list-style-type: none"> • Lecture • Discussion • Group and individual reading • Define vocabulary words Completing worksheets individually, in pairs, and as a class • Crafts • Classroom activities as suggested in <i>Heritage Studies 3 for Christian Schools Teacher's Edition</i> 	<p>Teacher’s Textbook: BJU Press' <i>Heritage Studies 3 for Christian Schools</i>. 3rd ed. p. 170-197</p> <p>Student Textbook: BJU Press' <i>Heritage Studies 3 for Christian Schools</i>. 3rd ed. p. 160-185</p> <ul style="list-style-type: none"> • Workbook: BJU Press' <i>Heritage Studies 3 Student Workbook</i>, 3rd ed. p. 87-98 • <i>TimeLine</i> • Teachers Toolkit CD: includes workbook answer key, teaching visuals, maps, charts, additional background information, and instructional aides. 	<p>Class discussion</p> <p>Worksheets</p> <p>Class games</p> <p>Class participation</p> <p>Workbook comprehension and completion</p> <p>Quizzes</p> <p>Test</p>

Unit 8: "The United States Spreads West"

2 weeks

H3.1, H3.4, H3.5

Biblical Worldview Essential Questions

When should a Christian agree or make an agreement?

From a Christian perspective, what controversies surround the law?

How are the beliefs of Mormons and other religions different from the belief of Christians?

Objectives	Methods	Resources	Assessment
<p>The students will</p> <ol style="list-style-type: none"> 1. List the laws established by Mexico for Texans. 2. Summarize the agreement made with Mexico for the independence of Texas. 3. Evaluate the missionary work of the Whitmans and the Spaldings. 4. Recognize the reasons that the Mormons decided to migrate to Utah. 5. Recognize William Henry Harrison, John Tyler, and James K. Polk as presidents. 6. List the factors that led to the election of William Henry Harrison. 7. Recognize the important issue that led to the election of James K. Polk. 8. Define Manifest Destiny. 9. Recognize that the British and Americans agreed to split Oregon country on the 49th parallel. 10. Recognize the reasons why the United States wanted to annex California. 11. Trace the events that led to the Mexican-American War. 12. List the events of the war that led to the victory of the United States. 13. Trace the events that led to the population explosion in California. 14. Analyze the effect of the Gold Rush in California on the supply and demand of products. 	<ul style="list-style-type: none"> • Lecture • Discussion • Group and individual reading • Define vocabulary words • Completing worksheets individually, in pairs, and as a class • Crafts • Classroom activities as suggested in <i>Heritage Studies 3 for Christian Schools Teacher's Edition</i> 	<p>Teacher's Textbook: BJU Press' <i>Heritage Studies 3 for Christian Schools</i>. 3rd ed. p. 198-225</p> <p>Student Textbook: BJU Press' <i>Heritage Studies 3 for Christian Schools</i>. 3rd ed. p. 186-211</p> <ul style="list-style-type: none"> • Workbook: BJU Press' <i>Heritage Studies 3 Student Workbook</i>, 3rd ed. p. 99-111 • <i>TimeLine</i> • Teachers Toolkit CD: includes workbook answer key, teaching visuals, maps, charts, additional background information, and instructional aides. 	<p>Class discussion</p> <p>Worksheets</p> <p>Class games</p> <p>Class participation</p> <p>Workbook</p> <p>comprehension and completion</p> <p>Quizzes</p> <p>Test</p>

Unit 9: "A Nation Dividing"

3 weeks

H3.1, H3.4, H3.5, H3.6

Biblical Worldview Essential Questions

What does God have to say about division and its consequences?

What value should a Christian see in unity?

When it comes to how we see ourselves, what aspects of the human mind need to be transformed?

Objectives	Methods	Resources	Assessment
<p>The students will</p> <ol style="list-style-type: none"> 1. Recognize the creators of the Compromise of 1850. 2. Compare and contrast the two views on the problem of runaway slaves. 3. Recognize Harriet Tubman, Henry Brown, and Anthony Burns and their roles in the fight against slavery. 4. Discuss the problem of slavery and how it continued to divide the people. 5. Relate why Kansas was called "Bleeding Kansas." 6. Describe the different points of view of slavery. 7. Express what the Bible teaches about slavery. 8. Describe the life of a slave and how they were treated. 9. Recognize that slaves understood their true value. 10. Summarize the free states' view of slavery. 11. Define an abolitionist and their purpose. 12. Recognize the concerns of slave owners at the beginning of Abraham Lincoln's presidency. 13. Understand how the Democrats were divided in the election of 1860. 	<ul style="list-style-type: none"> • Lecture • Discussion • Group and individual reading • Define vocabulary words • Completing worksheets individually, in pairs, and as a class • Crafts • Classroom activities as suggested in <i>Heritage Studies 3 for Christian Schools Teacher's Edition</i> 	<p>Teacher's Textbook: BJU Press' <i>Heritage Studies 3 for Christian Schools</i>. 3rd ed. p. 226-253</p> <p>Student Textbook: BJU Press' <i>Heritage Studies 3 for Christian Schools</i>. 3rd ed. p. 212-239</p> <ul style="list-style-type: none"> • Workbook: BJU Press' <i>Heritage Studies 3 Student Workbook</i>, 3rd ed. p. 113-123 • <i>TimeLine</i> • Teachers Toolkit CD: includes workbook answer key, teaching visuals, maps, charts, additional background information, and instructional aides. 	<p>Class discussion</p> <p>Worksheets</p> <p>Class games</p> <p>Class participation</p> <p>Workbook comprehension and completion</p> <p>Quizzes</p> <p>Test</p>

Unit 10: "The Civil War"

2 weeks

H3.1, H3.5

Biblical Worldview Essential Questions

As Christians why should we pray for our leaders?

How does applying God's Word affect the way Christians live? vote? work? play?

What does God have to say about the consequences of living in sin?

Objectives	Methods	Resources	Assessment
<p>The students will</p> <ol style="list-style-type: none"> 1. Identify the seven states that initially formed the Confederate States of America. 2. Summarize the issues that led to the battle at Fort Sumter and trace its events. 3. Compare/contrast the strengths/weaknesses of the North and South. 4. Recognize the positions of General Robert E. Lee and General Winfield Scott on the war. 5. Recognize key leaders from the North and the South. 6. Discuss Lincoln's Emancipation Proclamation and the impact it had on the country. 7. Describe the black regiments' contribution to the war. 8. Recognize that the 13th amendment ended slavery in all states. 9. Discuss how Americans fought the Civil War at sea as well as on land. 10. Trace the efforts of the South to overcome the U.S. Navy blockade. 11. Discuss Northern victories that led to the end of the war. 12. Recognize the history and contributions of the American Red Cross. 13. Trace the events that led to General Lee's surrender. 14. Recognize the impact Lincoln's assassination had on the nation. 	<ul style="list-style-type: none"> • Lecture • Discussion • Group and individual reading • Define vocabulary words • Completing worksheets individually, in pairs, and as a class • Crafts • Classroom activities as suggested in <i>Heritage Studies 3 for Christian Schools Teacher's Edition</i> 	<p>Teacher's Textbook: BJU Press' <i>Heritage Studies 3 for Christian Schools</i>. 3rd ed. p. 254-285</p> <p>Student Textbook: BJU Press' <i>Heritage Studies 3 for Christian Schools</i>. 3rd ed. p. 240-269</p> <ul style="list-style-type: none"> • Workbook: BJU Press' <i>Heritage Studies 3 Student Workbook</i>, 3rd ed. p. 125-136 • <i>TimeLine</i> • Teachers Toolkit CD: includes workbook answer key, teaching visuals, maps, charts, additional background information, and instructional aides. 	<p>Class discussion</p> <p>Worksheets</p> <p>Class games</p> <p>Class participation</p> <p>Workbook comprehension and completion</p> <p>Quizzes</p> <p>Test</p>