

Curriculum Guide for 5th Grade History

Unit 1: Geography ~ Fences Seen & Unseen

2 Weeks

Curriculum Objectives: 5.1; 5.2; 5.4

Biblical Worldview Essential Questions

How does the creation story help us to know God better?

What are some examples of boundaries used in the Bible?

Objectives	Methods	Resources	Assessment
<p>The student will:</p> <ul style="list-style-type: none"> • Recognize God as Creator of the world • Explain the importance of studying the earth and wisely using the earth's resources • Describe differences between the views of Christian and non-Christian geographers • Recognize the differences between flat maps and globes • Follow directions • Construct a globe • Explain differences between a flat map and a globe • Recognize the distortions of flat maps and globes • Describe two kinds of projections • Identify and label the continents, oceans, prime meridian, and equator • Identify the continents that form Eurasia • Recognize the lines of latitude and longitude • Locate places on a map using lines of latitude and longitude <p>The student will:</p> <ul style="list-style-type: none"> • Identify and compare political maps • Identify political, cultural, and natural boundaries • Tell what time it is in different time zones • Compare amounts of rainfall on a map • Identify cardinal and intermediate directions • Compare maps using map scales • Interpret map keys • Describe the Global Positioning System • Compare trail and road maps • Measure distances using map scales 	<ul style="list-style-type: none"> • Read and discuss material in text. • Use interactive and hands-on activities outlined in Teacher's Edition. • Group Projects • Individual Projects 	<p><i>Heritage Studies 5 for Christian Schools, 3rd ed.</i></p> <p>Teacher Materials <u>Teacher's Edition</u> - Pages 1-27 <u>Teacher's Toolkit CD</u> – Includes <i>Activity Manual</i> answer key, quizzes, rubrics, Instructional Aids, games, and more <u>Test Answer Key</u></p> <p>Student Materials <u>Student Text</u> – Pages 1-20 <u>Activity Manual</u> – Pages 1-20</p> <p>Other <i>Maps & Globes</i></p>	<ul style="list-style-type: none"> • Class Participation • Class Discussions • <i>Activity Manual</i> pages • Chapter tests

Unit 2 – Getting There Faster (1900-1910)

2.5 Weeks

Curriculum Objectives: 5.2; 5.4

Biblical Worldview Essential Questions

How do you think God feels about technology today?

How can we see God’s hand at work in the world?

Objectives	Methods	Resources	Assessment
<p>The student will:</p> <ul style="list-style-type: none"> • Name various modes of transportation that people used • Discuss the advantages and disadvantages of steam carriages • Explain the importance of the development of the gasoline engine • Explain how owning cars changed the lives of Americans • Recognize that many people contributed to the automobile industry • Identify and describe the importance of the assembly line to industry • Define <i>antique</i> • Identify the difference between a myth and reality • Discuss developers of early flying machines • Identify characteristics of early gliders • Discuss the early lives of Orville and Wilbur Wright • Complete a puzzle using terms and concepts about early flying machines • Explain how an airplane flies • Explain how the wind tunnel improved the airplane • Describe the difference between a glider and an airplane • Estimate distances on a map • Identify the two inventions that improved flight • Describe the first flight • Realize that citizens have rights and responsibilities • Realize that in the United States the interests of individuals are protected by the government • Distinguish the elements of patents, copyright, and trademarks 	<ul style="list-style-type: none"> • Read and discuss material in text. • Use interactive and hands-on activities outlined in Teacher’s Edition. • Group Projects • Individual Projects 	<p><i>Heritage Studies 5 for Christian Schools, 3rd ed.</i></p> <p>Teacher Materials <u>Teacher’s Edition - Pages 29-54</u> <u>Teacher’s Toolkit CD –</u> Includes <i>Activity Manual</i> answer key, quizzes, rubrics, Instructional Aids, games, and more <u>Test Answer Key</u></p> <p>Student Materials <u>Student Text – Pages 21-42</u> <u>Activity Manual – Pages 21-32</u></p> <p>Other <i>Magazine Articles</i> <i>On-line Videos of American Heros</i></p>	<ul style="list-style-type: none"> • Class Participation • Class Discussions • <i>Activity Manual</i> pages • Chapter tests

Unit 3: The War to End All Wars (1910-1920)

3 Weeks

Curriculum Objectives: 5.2; 5.3; 5.4
Biblical Worldview Essential Questions

How does God feel about war?

Objectives	Methods	Resources	Assessment
<p>The student will:</p> <ul style="list-style-type: none"> • Identify the key events of the chapter • Recognize that several European nations wanted to enlarge their boundaries, thus building tension for WWI • Recognize that the assassination of Austria’s Archduke Ferdinand was the spark that ignited WWI • Identify the alliance systems that formed the two opposing sides of the war • Locate on a map the first countries involved in WWI • Identify the Allies and the Central powers • Recognize that after the failure of the Schlieffen Plan and an Allied victory at Ypres, the war was deadlocked • Identify the Race to the Sea and the western front • Sequence events for the autumn of 1914 • Recognize that the trench systems were instrumental in keeping WWI in a deadlock • Describe trench warfare • Understand that the Christmas truce revealed that both sides shared some of the same values • Identify some of the weapons used in WWI • Understand that poems written during wartime can show how people felt about war • Identify the eastern front and recognize that the Germans were winning there in 1915 • Recognize that the sinking of the <i>Lusitania</i> stirred up national anger in the US • Identify the significance of the Battles of Verdun, the Somme, and Jutland and locate these battles on a map • Associate April 6, 1917, with the United States’ entering 	<ul style="list-style-type: none"> • Read and discuss material in text. • Use interactive and hands-on activities outlined in Teacher’s Edition. • Group Projects • Individual Projects 	<p><i>Heritage Studies 5 for Christian Schools, 3rd ed.</i></p> <p>Teacher Materials <u>Teacher’s Edition - Pages 55-82</u> <u>Teacher’s Toolkit CD –</u> Includes <i>Activity Manual</i> answer key, quizzes, rubrics, Instructional Aids, games, and more <u>Test Answer Key</u></p> <p>Student Materials <u>Student Text – Pages 43-68</u> <u>Activity Manual – Pages 33-44</u></p> <p>Other <i>Online Videos</i></p>	<ul style="list-style-type: none"> • Class Participation • Class Discussions • <i>Activity Manual</i> pages • Chapter tests

<p>WWI</p> <ul style="list-style-type: none">• Recognize the need to make the world “safe for democracy”• Identify the main countries in the Allies and Central powers in 1917• State the meaning of <i>armistice</i>• Recognize that the Treaty of Versailles placed sole responsibility for WWI on Germany			
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--

Unit 4: Nations of the Earth

2.5 Weeks

Curriculum Objectives: 5.4

Biblical Worldview Essential Questions

Why did God make so many different cultures?

Objectives	Methods	Resources	Assessment
<p>The student will:</p> <ul style="list-style-type: none"> • Identify the divisions that historians use to study places: culture, history, and geography • Recognize that each person belongs to a unique culture • Identify the part of culture represented by a set of examples • Demonstrate how historians rely on primary and secondary sources to learn about the past • Realize that the goal of most archaeologists is to learn about cultures of the past • Explain how landforms, climate, and resources influence individuals and society • Demonstrate how some maps show physical geography • Recognize that all nations have capitals • Recognize that a capital city is the place where the government is located and where laws are made • Realize that flags represent rulers, ideas, states, or countries • Draw a physical map and a map key • Research a country's history, culture, and resources 	<ul style="list-style-type: none"> • Read and discuss material in text. • Use interactive and hands-on activities outlined in Teacher's Edition. • Group Projects • Individual Projects 	<p><i>Heritage Studies 5 for Christian Schools, 3rd ed.</i></p> <p>Teacher Materials <u>Teacher's Edition - Pages 83-99</u> <u>Teacher's Toolkit CD –</u> Includes <i>Activity Manual</i> answer key, quizzes, rubrics, Instructional Aids, games, and more <u>Test Answer Key</u></p> <p>Student Materials <u>Student Text – Pages 69-84</u> <u>Activity Manual – Pages 45-58</u></p> <p>Other <i>History TimeLine</i></p>	<ul style="list-style-type: none"> • Class Participation • Class Discussions • <i>Activity Manual</i> pages • Chapter tests

Unit 5: States in the Spotlight

3 Weeks

Curriculum Objectives: 5.1; 5.4
Biblical Worldview Essential Questions
How has sin distorted the United States?

Objectives	Methods	Resources	Assessment
<p>The student will:</p> <ul style="list-style-type: none"> • Recognize that the United States is divided into fifty states • Realize that each state contributes to the history of the United States • Identify which states belong to each region • Identify the capital of each state in the United States • Locate the six regions of the United States • Recognize that the Northeast greatly contributed to the early history of the United States • Locate the states in the Northeast region • Identify key events on a timeline • Match historical persons, documents, events, or objects to the corresponding Northeast state • Identify the Confederate States of America as being made up of eleven Southeast states • Realize that every state has a unique history • Label a map and match major events with the states in which they occurred • Read an almanac chart • Graph data about population, precipitation, and temperature • Recognize that many of the Middle West states were obtained through the Louisiana Purchase • Match a person, place, or event to the proper Middle West state • Recognize that Native Americans are an important part of the history of the Southwest states • Complete a graphic organizer with historical persons, documents, events, or objects corresponding to the Southwest states • Identify land features of the Rocky Mountain region on a 	<ul style="list-style-type: none"> • Read and discuss material in text. • Use interactive and hands-on activities outlined in Teacher’s Edition. • Group Projects • Individual Projects 	<p><i>Heritage Studies 5 for Christian Schools, 3rd ed.</i></p> <p>Teacher Materials <u>Teacher’s Edition -</u> Pages 101-131 <u>Teacher’s Toolkit CD –</u> Includes <i>Activity Manual</i> answer key, quizzes, rubrics, Instructional Aids, games, and more <u>Test Answer Key</u></p> <p>Student Materials <u>Student Text –</u> Pages 85-108 <u>Activity Manual –</u> Pages 59-74</p> <p>Other <i>History TimeLine</i></p>	<ul style="list-style-type: none"> • Class Participation • Class Discussions • <i>Activity Manual</i> pages • Chapter tests

<p>relief map</p> <ul style="list-style-type: none">• Recognize that Native Americans are an important part of the history of the Pacific region• Identify Hawaii and Alaska as being the youngest states in the United States• Realize that fur trading and exploration were an important part of the history of the Pacific region• Recognize that histories of regions form a national heritage• Realize that homes change as values, needs, and lifestyles change			
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--

Unit 6: The Roaring Twenties

2.5 Weeks

Curriculum Objectives: 5.2; 5.3

Biblical Worldview Essential Questions

**What do you think God looks at when he looks at us? (Our clothes, our attitudes, our hearts)
How should our clothes, attitudes, and hearts represent God?**

Objectives	Methods	Resources	Assessment
<p>The student will:</p> <ul style="list-style-type: none"> • Evaluate changes to clothing styles between time periods • Realize that people sought material possessions rather than spiritual things during the 1920s • Describe the Eighteenth and Nineteenth Amendments • Create and use a petition • Describe ways in which the young people of the 1920s were a lost generation • Recognize that the evangelists Billy Sunday and Bob Jones preached to the lost generation • Realize that the celebrities of the 1920s included athletes, movie stars, and gangsters • Complete a puzzle using the terms and concepts about the evangelists and heroes of the 1920s • Recognize that Charles Lindbergh became an American hero after his solo transatlantic flight • Follow Charles Lindbergh's path on a map • Describe how Arthur Schomburg contributed greatly to the Harlem Renaissance 	<ul style="list-style-type: none"> • Read and discuss material in text. • Use interactive and hands-on activities outlined in Teacher's Edition. • Group Projects • Individual Projects 	<p><i>Heritage Studies 5 for Christian Schools, 3rd ed.</i></p> <p>Teacher Materials <u>Teacher's Edition - Pages 133-152</u> <u>Teacher's Toolkit CD – Includes <i>Activity Manual</i> answer key, quizzes, rubrics, Instructional Aids, games, and more</u> <u>Test Answer Key</u></p> <p>Student Materials <u>Student Text – Pages 109-126</u> <u>Activity Manual – Pages 75-84</u></p> <p>Other <i>Online Videos</i></p>	<ul style="list-style-type: none"> • Class Participation • Class Discussions • <i>Activity Manual</i> pages • Chapter tests

Unit 7: Why Prices Go Up

2 Weeks

Curriculum Objectives: 5.2; 5.3; 5.5

Biblical Worldview Essential Questions

What are some examples of the economy used in the Bible?

What Bible stories reflect wealth and poverty?

Objectives	Methods	Resources	Assessment
<p>The student will:</p> <ul style="list-style-type: none"> • Demonstrate that consumers influence manufacturers • Recognize that a surplus of money hurts the economy • Recognize that a nation's economy can influence its moral and political character • Demonstrate an understanding of the law of supply and demand by completing a graphic organizer • Recognize that communism, capitalism, and socialism are three economic systems • Compare communism, capitalism, and socialism by completing a graphic organizer • Describe how monopolies can be harmful to the consumer • Recognize that the earth's resources are used by people to meet their needs • Identify economic and resource terms by completing a puzzle • Describe the use of money as America grew • Recognize that people work to provide money for goods and services • Explain the basic process of minting coins • Identify the Federal Reserve System as the main banking system in the United States • Describe the conditions leading to inflation • Compare prices to see the advantages of business competition • Recognize that people everywhere have needs and wants • Identify a budget as a plan for spending money • Design a budget based on an income of ten dollars per week • Recognize that the student as a consumer affects the economy 	<ul style="list-style-type: none"> • Read and discuss material in text. • Use interactive and hands-on activities outlined in Teacher's Edition. • Group Projects • Individual Projects • Economy Game 	<p><i>Heritage Studies 5 for Christian Schools, 3rd ed.</i></p> <p>Teacher Materials <u>Teacher's Edition -</u> Pages 153-173 <u>Teacher's Toolkit CD –</u> Includes <i>Activity Manual</i> answer key, quizzes, rubrics, Instructional Aids, games, and more <u>Test Answer Key</u></p> <p>Student Materials <u>Student Text –</u> Pages 127-146 <u>Activity Manual –</u> Pages 85-96</p> <p>Other <i>History TimeLine</i></p>	<ul style="list-style-type: none"> • Class Participation • Class Discussions • <i>Activity Manual</i> pages • Chapter tests

Unit 8: Hard Times (1930-1940)

3 Weeks

Curriculum Objectives: 5.3; 5.5 Biblical Worldview Essential Questions

What similarities are there between farming in the Bible as to farming during the Great Depression?

Objectives	Methods	Resources	Assessment
<p>The student will:</p> <ul style="list-style-type: none"> • Describe buying on credit and how it contributed to economic decline • Recognize the value of setting goals and using time, talents, and money wisely • Describe the stock market and reasons people use it • Explain the importance of spending and investing money wisely • Determine causes and effects of events • Identify a bull market and a bear market • Identify causes and effects of the stock market crash • Realize what a Christian's response to financial trouble should be • Gain an understanding of how to buy, trade, and sell stock • Describe the effects of the Great Depression • Realize that nearly everyone was poor during the Great Depression • Describe how the physical environment makes a difference in the way people live and work • Analyze and compare prices in a chart and graph • Recognize that President Hoover took most of the criticism for the Great Depression • Analyze the living conditions of people in Hoovervilles • Recognize that President Roosevelt fulfilled a campaign promise when Congress passed the Twenty-first Amendment • Recognize that Roosevelt showed determination to succeed in spite of being physically disabled by polio • Recognize that a Christian's response to physical difficulties should be to trust God to give 	<ul style="list-style-type: none"> • Read and discuss material in text. • Use interactive and hands-on activities outlined in Teacher's Edition. • Group Projects • Individual Projects • Stock Market Game 	<p><i>Heritage Studies 5 for Christian Schools, 3rd ed.</i></p> <p>Teacher Materials <u>Teacher's Edition - Pages 175-200</u> <u>Teacher's Toolkit CD –</u> Includes <i>Activity Manual</i> answer key, quizzes, rubrics, Instructional Aids, games, and more <u>Test Answer Key</u></p> <p>Student Materials <u>Student Text – Pages 147-170</u> <u>Activity Manual – Pages 97-108</u></p> <p>Other <i>History TimeLine</i></p>	<ul style="list-style-type: none"> • Class Participation • Class Discussions • <i>Activity Manual</i> pages • Chapter tests

<p>the strength that is needed</p> <ul style="list-style-type: none">• Identify the New Deal as President Roosevelt's plan to give the American people relief from the Great Depression• Describe the New Deal's help for businesses• Describe the New Deal's help for farmers• Identify the New Deal's effect on the national debt• Recognize that miniature golf was a very popular pastime during the 1930s			
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--

Unit 9 – Rulers With Iron Fists

2.5 Weeks

Curriculum Objectives: 5.2; 5.3; 5.5

Biblical Worldview Essential Questions

What freedom does a Christian have regardless of their government?

How should Christians react when we are led by ungodly leaders?

What can we learn about the influence of ungodly leaders from the past?

Objectives	Methods	Resources	Assessment
<p>The student will:</p> <ul style="list-style-type: none"> • Organize information about Stalin • Discern between the freedoms of democracy and the restrictions of communism • Recognize that true freedom is formed in Christ no matter where a person lives • Identify and locate the four countries that fell under a dictator’s rule between WWI and WWII • Describe how communism affected farming • Describe how communist censorship affected the work of writers, composers, and artists • Explain reasons for the formation of the Iron Curtain • Identify the biblical way to react to a bully • Identify Mussolini as the dictator of Italy • Gain an understanding of the Fascist Party and how it affected people’s lives • Infer feelings experienced as a result of prejudice • Identify the Roman Empire as a type of dictatorship • Identify the beliefs of Hitler expressed in his book <i>Mein Kampf</i> • Recognize that Hitler became chancellor of Germany • Identify that Hitler used the fire in the governmental building as an excuse to suppress opposition • Recognize that Hitler became dictator of Germany • Describe the required involvement of young people in Nazi youth organizations • Describe the persecution of Jews under the Nuremberg Laws • Recognize Joseph McCarthy as 	<ul style="list-style-type: none"> • Read and discuss material in text. • Use interactive and hands-on activities outlined in Teacher’s Edition. • Group Projects • Individual Projects 	<p><i>Heritage Studies 5 for Christian Schools, 3rd ed.</i></p> <p>Teacher Materials <u>Teacher’s Edition - Pages 201-228</u> <u>Teacher’s Toolkit CD – Includes <i>Activity Manual</i> answer key, quizzes, rubrics, Instructional Aids, games, and more</u> <u>Test Answer Key</u></p> <p>Student Materials <u>Student Text – Pages 171-196</u> <u>Activity Manual – Pages 109-120</u></p> <p>Other <i>Video of WWII: (DBCS Library)</i></p>	<ul style="list-style-type: none"> • Class Participation • Class Discussions • <i>Activity Manual</i> pages • Chapter tests

<p>the head of a Senate committee that investigated Americans on suspicion of being Communists</p> <ul style="list-style-type: none">• Describe the treatment of the Japanese emperors by the people• Identify the influence that Japanese military advisors had during Hirohito's reign• Summarize the effects of the atomic bombs and the aid the United States offered• Recognize that Hirohito differed from other dictators by living a peaceable life			
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--

Unit 10: Never Such A War (1940-1950)

3 Weeks

Curriculum Objectives: 5.2; 5.3; 5.5

Biblical Worldview Essential Questions

**How should Christians respond to those in time of need?
Who can Christians rely on to give them strength to conquer any enemy?
How do you think God feels about the Holocaust?**

Objectives	Methods	Resources	Assessment
<p>The student will:</p> <ul style="list-style-type: none"> • Sequence events using a timeline • Summarize the formation of the Axis powers • Explain the events that led to the start of WWII in 1939 • Describe the consequences of France and Great Britain's giving Germany what it wanted • Locate countries conquered by Germany in the early months of WWII • Summarize the events of the miracle at Dunkirk • Recognize that Christians should do all they can to help people in time of need • Describe the consequences of the surrender of France as Great Britain stood alone against Hitler's forces • Relate some aspects of British children's lives during WWII to current conditions • Describe the role of Winston Churchill's speeches in the British people's fight for victory • Recognize that Christians can trust the Lord to supply the strength to conquer any enemy • Describe the result of Germany's surprise attack on the Soviet Union • Associate December 7, 1941, with the attack on Pearl Harbor and the United States' entrance into WWII • Summarize the reasons that governments use propaganda • Identify Roosevelt, Churchill, and Stalin as the Big Three, who made plans to invade France • Describe the D-day invasion of Normandy • Interpret a map • Discuss the significance of the 	<ul style="list-style-type: none"> • Read and discuss material in text. • Use interactive and hands-on activities outlined in Teacher's Edition. • Group Projects • Individual Projects 	<p><i>Heritage Studies 5 for Christian Schools, 3rd ed.</i></p> <p>Teacher Materials <u>Teacher's Edition - Pages 229-261</u> <u>Teacher's Toolkit CD – Includes Activity Manual answer key, quizzes, rubrics, Instructional Aids, games, and more</u> <u>Test Answer Key</u></p> <p>Student Materials <u>Student Text – Pages 197-224</u> <u>Activity Manual – Pages 121-132</u></p> <p>Other <i>History TimeLine</i></p>	<ul style="list-style-type: none"> • Class Participation • Class Discussions • <i>Activity Manual</i> pages • Chapter tests

<p>Normandy American Cemetery and Memorial</p> <ul style="list-style-type: none">• Identify notable achievements from the life of Dwight Eisenhower• Analyze primary source photographs and documents• Demonstrate on a map how the Allied forces marched from the east and the west to force the German army into a smaller area• Associate May 8, 1945, with V-E Day• Describe how Hitler's attitudes toward other races resulted in the Holocaust• Identify the Jewish nation as God's chosen people whom God has promised to preserve forever• Discuss the experiences of several people who risked or lost their lives to protect the Jews and to defeat the enemy during WWII• Represent a point of view during the Holocaust through journal writing• Explain the reason Japanese Americans were sent to relocation camps• Describe General Douglas MacArthur's role as the American commander in the Philippines• Explain the significance of the Burma Road• Describe the significance of the American island-hopping campaign in the Pacific• Describe the use of the Navajo code talkers and their success in helping defeat the Japanese• Explain the role of the atomic bomb in ending the war			
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--

Unit 11: Recovery and the Cold War

3 Weeks

Curriculum Objectives: 5.3; 5.4; 5.5; 5.6

Biblical Worldview Essential Questions

How can we compare the world's view of freedom to the Biblical idea of freedom?

Objectives	Methods	Resources	Assessment
<p>The student will:</p> <ul style="list-style-type: none"> • Explain the significance of the threat communism posed to democracy throughout the world • Describe the reason for the formation of the United Nations • Describe the development of the nation of Israel • Sequence events and label a map • Relate why and when the Korean War happened • Describe the role of General Douglas MacArthur in the fight against communism in the Korean War • Identify and write about changes in society resulting from the civil rights movement • Match events to locations on a map • Summarize the events in the space race and the technological advances during the 1950s • Explain the significance of the St. Lawrence Seaway and of the United States interstate highway system • Relate why and when the Berlin Wall was built • Describe the role of President John F. Kennedy in the Cuban Missile Crisis • Classify key events of the Cold War • Describe the roles of Alan Shepard and John Glenn Jr. in the U.S. space program • Explain why American troops were sent to help South Vietnam • Describe how the assassination of President Kennedy affected the nation • Explain the significance of the Civil Rights Act of 1964 • Describe the effect of the assassination of Martin Luther King Jr. on the nation 	<ul style="list-style-type: none"> • Read and discuss material in text. • Use interactive and hands-on activities outlined in Teacher's Edition. • Group Projects • Individual Projects 	<p><i>Heritage Studies 5 for Christian Schools, 3rd ed.</i></p> <p>Teacher Materials <u>Teacher's Edition - Pages 263-291</u> <u>Teacher's Toolkit CD – Includes Activity Manual answer key, quizzes, rubrics, Instructional Aids, games, and more</u> <u>Test Answer Key</u></p> <p>Student Materials <u>Student Text – Pages 225-248</u> <u>Activity Manual – Pages 133-142</u></p> <p>Other <i>History TimeLine</i></p>	<ul style="list-style-type: none"> • Class Participation • Class Discussions • <i>Activity Manual</i> pages • Chapter tests

<ul style="list-style-type: none">• Complete a chart comparing and contrasting civil rights in two time periods• Summarize the first landing on the moon by American astronauts• Explain the significance of President Richard Nixon's visit to Communist China• Relate the events leading to President Nixon's resignation• Explain the significance of the withdrawal of U.S. troops from South Vietnam• Analyze the causes and effects of events in the early seventies• Explain the significance of the boat people• Recall the Bicentennial as a time for Americans to celebrate in spite of problems• Explain the reason President Jimmy Carter offered amnesty to those who dodged the draft during the Vietnam War• State the importance of the Declaration of Independence• Describe the significance of the Panama Canal Treaty and the Camp David Accords			
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--

Chapter 12: To a New Millennium

3 Weeks

Curriculum Objectives: 5.3; 5.4; 5.5; 5.6

Biblical Worldview Essential Questions

What does Christianity have to do with “world changing?”

How does the Bible tell us about our rebellious world?

How can a Christian be peaceful in a time when the world is in turmoil?

Objectives	Methods	Resources	Assessment
<p>The student will:</p> <ul style="list-style-type: none"> • Summarize the events that led to President Carter’s announcing a boycott against the Soviet Union • Recognize President Reagan’s appointing Sandra Day O’Connor as the first female justice to the Supreme Court • Describe progress made in technology during President Reagan’s years in office • Sequence events in the early eighties • Identify continents, oceans, and countries on a map • Locate Lebanon, Grenada, and Russia on a map • Identify the tragedy of the space shuttle <i>Challenger</i> • Summarize the fall of Communism, the end of the Cold War, and the destruction of the Berlin Wall • Explain the importance of the years 1989 and 1991 • Interpret circle graphs • Identify the national debt • Name some of the provisions of the Americans with Disabilities Act of 1990 • Explain the significance of the Persian Gulf War • Recall the dictator of Iraq as Saddam Hussein • Describe the two goals President Clinton had while in office • Explain the opportunities and problems of a global economy • Identify the two main political parties in government • Describe the two different political views Americans hold • Complete a graphic organizer comparing the differences between conservatives and 	<ul style="list-style-type: none"> • Read and discuss material in text. • Use interactive and hands-on activities outlined in Teacher’s Edition. • Group Projects • Individual Projects • 911 Videos 	<p><i>Heritage Studies 5 for Christian Schools, 3rd ed.</i></p> <p>Teacher Materials <u>Teacher’s Edition -</u> Pages 293-323 <u>Teacher’s Toolkit CD –</u> Includes <i>Activity Manual</i> answer key, quizzes, rubrics, Instructional Aids, games, and more <u>Test Answer Key</u></p> <p>Student Materials <u>Student Text –</u> Pages 249-274 <u>Activity Manual –</u> Pages 143-154</p> <p>Other <i>History TimeLine</i></p>	<ul style="list-style-type: none"> • Class Participation • Class Discussions • <i>Activity Manual</i> pages • Chapter tests

<p>liberals</p> <ul style="list-style-type: none"> • Locate Bosnia and Kosovo on a map • Explain the meaning of impeachment and its relationship to President Clinton • Describe technology during the 1990s • Describe the role of compassionate conservatism in George W. Bush's terms as president • Gain an understanding of the election process • Describe the Electoral College • Identify the qualifications to be the president of the United States • Demonstrate knowledge of the Electoral College by completing a map • Associate September 11, 2001, with the terrorist attack of the United States • Explain what is meant by the war on terror • Examine the Homeland Security Act by studying a primary source • Demonstrate knowledge of patriotism by completing an acrostic • Distinguish between fact and opinion • Identify Osama bin Laden as the found of al-Qaeda • Explain the reasons the United States entered the Iraq War • Relate the significance of President Bush's appointing Justices to the Supreme Court • Apply the election process to the 2008 presidential election 			
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--

