

## CYCLE 2, LOWER

### SoSmart Chart: Cycle 2, Lower

CYCLE 2	Grades 1-4	Suggested Pacing
<p><b>FIRST QUARTER</b></p>	<p>Our National Story</p> <ul style="list-style-type: none"> <li>Our National Story</li> <li>The First Americans</li> <li>Three Worlds Meet</li> <li>A Nation Is Born</li> <li>The Nation Grows</li> <li>War and Changes</li> <li>A Changing World</li> <li>A Modern World</li> </ul>	<ul style="list-style-type: none"> <li>2 days</li> <li>2 days</li> <li>2 days</li> <li>3 days</li> <li>2 days</li> <li>2 days</li> <li>2 days</li> <li>2 days</li> </ul>
<p><b>SECOND QUARTER</b></p>	<p>The Southeast</p> <ul style="list-style-type: none"> <li>Southeast Region</li> <li>The Geography of the Southeast</li> <li>The Economy of the Southeast</li> <li>The People of the Southeast</li> </ul>	<ul style="list-style-type: none"> <li>4 days</li> <li>4 days</li> <li>4 days</li> <li>4 days</li> </ul>
<p><b>THIRD QUARTER</b></p>	<p>Where We Live</p> <ul style="list-style-type: none"> <li>Map Elements</li> <li>Maps and Globes</li> <li>Where We Live</li> </ul> <p>A Land of Immigrants</p> <ul style="list-style-type: none"> <li>Colonial America</li> <li>Coming to America</li> <li>Sharing Culture</li> </ul>	<ul style="list-style-type: none"> <li>2 days</li> <li>2 days</li> <li>2 days</li> <li>4 days</li> <li>3 days</li> <li>3 days</li> </ul>
<p><b>FOURTH QUARTER</b></p>	<p>Native Americans</p> <ul style="list-style-type: none"> <li>Native Americans of the Southeast</li> <li>Native Americans of the Northeast</li> <li>Native Americans of the Plains</li> <li>Native Americans of the Southwest</li> <li>Native Americans of the Northwest</li> <li>Changing Communities</li> </ul>	<ul style="list-style-type: none"> <li>3 days</li> <li>3 days</li> <li>3 days</li> <li>3 days</li> <li>3 days</li> <li>2 days</li> </ul>

Note: The pacing is based on one hour per day.

FIRST QUARTER · CYCLE 2, LOWER

TOPIC: Our National Story

PACING: 2 Days

**STANDARDS:**

**SS.K-4.TCC.3** Understand that we can learn our personal past and the past of communities, nations, and the world by means of stories, biographies, interviews, and original sources such as documents, letters, photographs, and artifacts.

**OBJECTIVES:**

- Introduction to the story of the United States.
- Represent historical events on a time line.

**VOCABULARY:** history, time line

## FIRST QUARTER · CYCLE 2, LOWER

TOPIC: The First Americans

PACING: 2 Days

## STANDARDS:

- SS.K-4.C.7** Recall how peoples from different cultures develop different values and ways of interpreting experience.
- SS.K-4.PPE.1** Explain that the theme of people, places, and environments involves the study of location, place, and the interactions of people with their surroundings.
- SS.K-4.IGI.5** Compare the Biblical account of the beginning of civilization to that of the evolutionary viewpoint.

## OBJECTIVES:

- Explain how the people of the Eastern Woodlands survived.
- Identify the ways in which the Plains and Pueblo people differed.
- Recognize the ways in which Native Americans of the West adapted to their surroundings.

VOCABULARY: prehistory, artifact, resource

## SPIRITUAL APPLICATIONS:

Read the Bible account of creation in Genesis. Discuss how the early history of the Earth is discussed differently in many textbooks and media. Why is it important to know how humans came to be? Does it make a difference in how we live our lives?

## MCGRAW-HILL RESOURCES:

*Our Country and Its Regions*

**Unit 1 pp. 8-15**

Unit 1 -Lesson 1 Digital Plans and Presentations

Leveled Reader - *The National Museum of the American Indian*

## ADDITIONAL RESOURCES / CONNECTIONS:

For read-aloud time: *Spotted Boy and the Comanches* by Mabel Earp Cason or *Swift Arrow* by Josephine C. Edwards

Learn360 video - *Native American Life* (16:01)  
Note: References to "ice age and prehistoric animals."

## ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Continue Big Idea Project (p. 64): Write a narrative essay describing events that have shaped our nation.
2. Create a three-circle Venn diagram showing similarities and differences between the Native Americans of the Eastern Woodlands, Plains and Pueblos, and the West.
3. Make a paper model of one of the homes used by Native Americans.
4. Draw or paint a scene depicting activities of Native American life.

## FIRST QUARTER · CYCLE 2, LOWER

TOPIC: Three Worlds Meet

PACING: 2 Days

## STANDARDS:

- SS.K-4.TCC.4** Name key people, events, and places associated with the history of the community, nation, and world.
- SS.K-4.GC.2** Explain how global connections affect the daily life of individuals and those around them.

## OBJECTIVES:

- Describe the exchange and conflicts between Europeans and Native Americans.
- Understand why the Spanish and French came to North America.
- Identify early Dutch and English settlements.

**VOCABULARY:** mission, Northwest Passage, colony

## SPIRITUAL APPLICATIONS:

Romans 8:37-39 - Many Europeans went far from home into unknown situations. Review God's message that we will be "more than conquerors" and that nothing can separate us from Him.

## MCGRAW-HILL RESOURCES:

*Our Country and Its Regions*

**Unit 1 pp. 16-23**

Unit 1 - Lesson 2 Digital Plans and Presentations

Leveled Readers - *Pontiac's Rebellion; The Acjachemen People; Powhatan*

## ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video - *Colonial Settlements* (16:52)

Learn360 video - *Pocahontas: Tall Tales and Legends* (15:03)

BrainPop Jr. video - *Thanksgiving* (4:00)

## ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Continue Big Idea Project (p. 64): Write a narrative essay describing events that have shaped our nation.
2. Imagine you were a Spanish explorer, a French fur trader, or an English colonist. Write a one-page letter to a friend or family member describing your recent experiences.
3. Role-play the first Thanksgiving. What does the first Thanksgiving tell you about the way Native Americans and the English got along at first?
4. Discuss what caused most of the fighting among the French, English, and Native Americans.

## FIRST QUARTER · CYCLE 2, LOWER

## TOPIC: A Nation is Born

PACING: 3 Days

## STANDARDS:

- SS.K-4.TCC.4** Name key people, events, and places associated with the history of the community, nation, and world.
- SS.K-4.IDI.1** Discuss how the study of individual development and identity helps us know who we are and how we change.
- SS.K-4.PAG.9** Explain the ways in which governments meet the needs and wants of citizens.
- SS.K-4.CIP.4** Discuss how democratic ideals and practices are represented in contemporary and historical sources, quotations, and stories.

## OBJECTIVES:

- Describe the problems that arose between Great Britain and the colonists following the French and Indian War.
- Explain how taxes and protests eventually led to war.
- Describe the outcome of the war and the establishment of the new United States government.

**VOCABULARY:** tax, revolution, Declaration of Independence, independent

## SPIRITUAL APPLICATIONS:

2 Peter 3:13 – The United States of America is a great country, but God has promised something even better – a brand-new earth! Discuss the benefits of living in our country and the benefits of living in God’s new earth.

Discuss how the identity (the way they thought of themselves) of the Americans changed as the Revolutionary War was fought. Review the story of the war in heaven (Revelation 12:7, 9). Whose view changed after this war – God’s or Lucifer’s?

## MCGRAW-HILL RESOURCES:

*Our Country and Its Regions*

**Unit 1 pp. 24-31**

Unit 1 – Lesson 3 Digital Plans and Presentations

Leveled Readers – *The Boston Tea Party;*  
*A Midnight Ride; Our Founding Fathers*

## ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *The Beanbody Histories: The American Revolution, Part 1* (15:18)  
Note: Narrated by “talking dog.”

Learn360 video – *The Beanbody Histories: The American Revolution, Parts 2 & 3* (21:12)  
Note: Narrated by “talking dog.”

Learn360 video – *Jean Fritz: Six Revolutionary War Figures* (15:37)

Learn360 video – *Yankee Doodle Went to Town* (00:52)

BrainPop Jr. video – *George Washington* (6:40)

## ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Continue Big Idea Project (p. 64): Write a narrative essay describing events that have shaped our nation.
2. Find a copy of Benjamin Franklin’s cartoon, “Join, or Die.” Discuss the opinion this cartoon expresses. Draw your own cartoon that expresses an opinion about the American Revolution.
3. Make a time line showing events leading to the American Revolution.
4. Create a PowerPoint presentation about one of the key events or people from this lesson.

FIRST QUARTER · CYCLE 2, LOWER

TOPIC: The Nation Grows

PACING: 2 Days

**STANDARDS:**

- SS.K-4.IDI.9** Evaluate how physical, intellectual, and emotional growth affects individual identity, growth, and interactions with others.
- SS.K-4.IDI.13** Discuss how people's interactions with their social and physical surroundings influence individual identity and growth.
- SS.K-4.STS.6** Demonstrate how science leads to new technology in areas such as communication and transportation resulting in change over time.

**OBJECTIVES:**

- Describe how western lands became part of the United States.
- Identify the new methods of travel that were developed in the early 1800s.

**VOCABULARY:** territory, Louisiana Purchase, expedition, canal, frontier

**SPIRITUAL APPLICATIONS:**

Philippians 3:21 and 2 Corinthians 3:18 – Just as our nation grew and changed, we can grow and change to be more like Jesus. Discuss what makes us grow to be more like Jesus.

Luke 2:52 – Jesus grew physically, intellectually, emotionally, and spiritually.

**McGRAW-HILL RESOURCES:**

*Our Country and Its Regions*

**Unit 1 pp. 32-39**

Unit 1 – Lesson 4 Digital Plans and Presentations

Leveled Readers – *The Life of Daniel Boone; Americans on the Move; Children at Work: On the Frontier; Wagons West*

**ADDITIONAL RESOURCES / CONNECTIONS:**

Learn 360 video – *The Song of Sacajawea: American Heroes & Legends* (25:26)

Learn360 video – *Pushing Westward Video Quiz* (26:20)

Learn360 video segment – *Robert Fulton* (2:19)

BrainPop Jr. video – *Lewis and Clark Expedition* (6:42)

BrainPop Jr. video – *Transportation* (4:51)

**ASSESSMENT/INSTRUCTIONAL IDEAS:**

1. Continue Big Idea Project (p. 64): Write a narrative essay describing events that have shaped our nation.
2. Using a printed outline map of the United States, find the Mississippi River. Color the land east of the Mississippi River one color and the territory of the Louisiana Purchase another color.
3. Conduct the steam power activity described on TE 36. Then discuss steam power and how the invention of the steam engine changed transportation.
4. Write a front-page newspaper article announcing an event or invention of the 1800s (i.e., The Alamo, California Gold Rush, invention of the steam powered railroad).

## FIRST QUARTER · CYCLE 2, LOWER

TOPIC: War and Changes

PACING: 2 Days

## STANDARDS:

- SS.K-4.TCC.6** Identify the first Seventh-day Adventist missionaries.
- SS.K-4.TCC.9** Trace how the origins of the Seventh-day Adventist church are threaded throughout history.
- SS.K-4.TCC.11** Read and retell Bible and church history stories that portray how God works through people to help make the community a better place.
- SS.K-4.IDI.14** Outline how individual choices are influenced by personal and social factors.
- SS.K-4.GC.7** Discuss and analyze the unique message and mission of the Seventh-day Adventist church.

## OBJECTIVES:

- Discuss causes leading to the Civil War.
- Describe the strengths and weaknesses of the North and South during the Civil War.
- Identify challenges facing the United States after the Civil War.
- Study the origins, message, and mission of the Seventh-day Adventist church.

**VOCABULARY:** Civil War, Emancipation Proclamation, immigrant, invention

## SPIRITUAL APPLICATIONS:

Using the following (or other sources), choose stories and information about the origins, message, and mission of the Seventh-day Adventist church to share with students. This information may be used in class, for morning worships, etc.

- <http://www.adventistheritage.org/>
- <http://archives.adventistreview.org/article/1987/archives/issue-2008-1521/back-to-our-future/adventist-history-resources-for-children>
- <https://www.adventist.org/en/information/history/>
- <http://circle.adventist.org/>

## MCGRAW-HILL RESOURCES:

*Our Country and Its Regions*

**Unit 1 pp. 40-47**

Unit 1 - Lesson 5 Digital Plans and Presentations

Leveled Readers – *A Divided Nation; Civil War Days in Indiana; Clara Barton; Harriet Tubman; Military Traditions of the South; Oliver P. Morton the Soldiers' Friend; Thomas Alva Edison*

## ADDITIONAL RESOURCES / CONNECTIONS:

BrainPop Jr. video – *Abraham Lincoln* (4:03)  
 BrainPop Jr. video – *George Washington Carver* (4:05)  
 BrainPop Jr. video – *Harriet Tubman* (3:42)  
 BrainPop Jr. video – *Alexander Graham Bell* (4:56)

## ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Continue Big Idea Project (p. 64): Write a narrative essay describing events that have shaped our nation.
2. Compare and contrast the North and the South using a Venn diagram.
3. Prepare a poster about the beginning of the Seventh-day Adventist church or early Adventist missionaries to share with your local church.
4. Write a paragraph describing the challenges facing the United States after the Civil War. Then write a second paragraph telling what the government and people did to find solutions to these challenges.
5. Create a collage that illustrates the types of new inventions available after the Civil War.

## FIRST QUARTER · CYCLE 2, LOWER

## TOPIC: A Changing World

PACING: 2 Days

## STANDARDS:

- SS.K-4.IGI.6** Assess the impact of families, schools, religious institutions, government agencies, financial institutions, and civic groups on their lives.
- SS.K-4.STS.7** Compare and contrast examples of how science and technology can have both positive and negative impacts on individuals, society, and the globe.
- SS.K-4.GC.4** Compare and contrast how some global issues have persisted over time while others are more contemporary or emerging.

## OBJECTIVES:

- Identify reform efforts of the early 1900s.
- Describe World War I and the struggle for women's suffrage.
- Discuss the New Deal and the reasons that World War II ended the Great Depression.

**VOCABULARY:** suffrage, dictator, Allies, Axis

## SPIRITUAL APPLICATIONS:

Mark 13:5-7 – “Wars and rumors of wars” are signs that must come, Jesus says, before His return. Discuss the frequency of wars in the past. What does that say about the coming of Jesus?

## MCGRAW-HILL RESOURCES:

*Our Country and Its Regions*

**Unit 1 pp. 48-55**

Unit 1 – Lesson 6 Digital Plans and Presentations

Leveled Readers – *Getting Out the Vote; The Seneca Falls Convention; Susan B. Anthony and Elizabeth Cady Stanton: Fighting for Rights; Dorothea Lange; From Gliders to Rockets; Daniel Inouye*

## ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *Veterans Day: Holiday Facts and Fun* (13:23)

BrainPop Jr. video – *Susan B. Anthony* (4:20)

## ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Continue Big Idea Project (p. 64): Write a narrative essay describing events that have shaped our nation.
2. Choose a famous person from this era. Read a biography about the person and then make a presentation to your class telling what you learned.
3. Discuss how financial institutions, government, and technology had both positive and negative impacts during this era.
4. Suppose you were the President of the United States when Japan bombed Pearl Harbor. Write a speech you might have given to the American people.

## FIRST QUARTER · CYCLE 2, LOWER

TOPIC: A Modern World

PACING: 2 Days

## STANDARDS:

- SS.K-4.TCC.5** Identify the accomplishments of Seventh-day Adventists in history.
- SS.K-4.GC.3** Demonstrate an understanding of current world missions of the Seventh-day Adventist church.
- SS.K-4.GC.7** Evaluate how the pace of global change has quickened in recent times.

## OBJECTIVES:

- Identify the background and major conflicts of the Cold War.
- Describe the civil rights movement in the United States.
- Identify the major challenges of the twenty-first century.

**VOCABULARY:** communism, discrimination, civil rights, terrorism

## SPIRITUAL APPLICATIONS:

Consult the current Sabbath School quarterly for the mission emphasis for this quarter. Assist students in finding more information about current missions, such as current projects that NAD Education may be supporting (i.e., do Fast). Research well-known Seventh-day Adventists in modern history (i.e., Dr. Ben Carson, Admiral Barry Black, Desmond Doss).

## MCGRAW-HILL RESOURCES:

*Our Country and Its Regions*

**Unit 1 pp. 56-64**

Unit 1 – Lesson 7 Digital Plans and Presentations

Leveled Readers – *Energy and Our Natural Resources; Sources of Energy; Three American Heroes; Martin Luther King Jr. A Man with a Dream; A Big Day for the Earth*

## ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *Stand Up for Freedom: The Civil Rights Movement in America* (17:29)  
 Learn360 video – *September 11th: Flashbacks* (4:47)  
 Learn360 video segment – *Space Race* (2:26)  
 Learn360 video – *Renewable Energies* (3:00)  
 Learn 360 video – *The Wall: Reading Rainbow* (27:09)  
 BrainPop Jr. video – *Martin Luther King Jr.* (6:05)  
 BrainPop Jr. video – *Rosa Parks* (5:37)  
 BrainPop video – *Energy Sources* (3:54)

## ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Complete Big Idea Project (p. 64): Write a narrative essay describing events that have shaped our nation. Rubric is on page 64W.
2. Discuss how the Cold War was different from other wars and how it led to the “space race.”
3. Think of an issue or problem at school, home, or town that you believe should be changed. Make protest signs for your cause.
4. Create a model of an alternative energy source: windmills, solar energy, or hydroelectric power plants. Suggested materials include popsicle sticks, paper maché, aluminum foil, and yarn.
5. Make a list of ways the United States tries to keep its citizens safe from terrorism.

## SECOND QUARTER · CYCLE 2, LOWER

TOPIC: The Southeast

PACING: 4 Days

**STANDARDS:****SS.K-4.TCC.4** Name key people, events, and places associated with the history of the community, nation, and world.**OBJECTIVES:**

- Introduction to the Southeast Region of the United States.
- Learn states and capitals of the Southeast.

**VOCABULARY:** Alabama, Arkansas, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia**SPIRITUAL APPLICATIONS:**

1 Corinthians 2:9 – Tourists look for interesting and pleasant places to visit, but God has prepared something better than any “tourist” attraction this world can offer.

**McGRAW-HILL RESOURCES:**

*Our Country and Its Regions*

**Unit 4 pp. 155-159**

Unit 4 – Unit Opener Digital Plans and Presentations

Leveled Reader – *Preserving Unique Places*

*Our National Parks*

**ADDITIONAL RESOURCES / CONNECTIONS:**

Learn360 video segment –  
*Maryland: Assateague Island* (1:23)

Learn360 – *Discovers and American* video series – has a video for each state

BrainPop video – *Everglades* (4:17)

**ASSESSMENT/INSTRUCTIONAL IDEAS:**

1. Big Idea Project (p. 186 – to be continued): Write a narrative essay about the geography, economy, and people of the Southeast (requirements of essay adjusted as needed to meet the needs of the students). Rubric is on page 186W. An alternative activity might be to give a TV news report as described on p. 186.
2. Begin the “Foldables” activity on p. 155 (continue throughout the content on the Southeast).
3. Create a state map and poster (TE 158) or write a travelogue (TE 159) about one state in the Southeast.
4. The Mississippi River runs through the Southeast. Find where the Mississippi River begins and where it empties into the ocean.
5. Make cards with names of states and capitals of the Southeast. Play a memory match game with the cards.

SECOND QUARTER · CYCLE 2, LOWER

TOPIC: The Geography of the Southeast

PACING: 4 Days

**STANDARDS:**

- SS.K-4.PPE.5** Describe the Christian's responsibility for the environment.
- SS.K-4.PPE.9** Compare physical changes in the community, state, and region, such as seasons, climate, and their effects on plants and animals.
- SS.K-4.PPE.12** Discuss the Christian's responsibility for the Earth's environment and its resources.

**OBJECTIVES:**

- Explore the coast, hills, mountains, wetlands, rivers, and islands of the Southeast.
- Describe the warm climate and effects of the Gulf of Mexico and the continuing threat of hurricanes.

**VOCABULARY:** source, mouth, wetlands, peninsula, levee

## SECOND QUARTER · CYCLE 2, LOWER

## TOPIC: The Economy of the Southeast

PACING: 4 Days

## STANDARDS:

**SS.K-4.PPE.11** Compare and contrast benefits and problems resulting from the discovery and use of resources.

## OBJECTIVES:

- Describe products produced by farms in the Southeast.
- Identify renewable and non-renewable resources found in the Southeast.
- Summarize the importance of industries and tourism to the economy of the Southeast.

**VOCABULARY:** renewable resource, petroleum, refinery, nonrenewable resource

## SPIRITUAL APPLICATIONS:

1 Peter 4:10 and Ecclesiastes 9:9, 10 – God has given each a gift to use to serve others. Discuss ways that you can use your gifts to help others, whether it's your job or outreach/community service.

## MCGRAW-HILL RESOURCES:

*The United States Communities and Neighbors*

**Unit 4 pp. 168-175**

Unit 4 – Lesson 2 Digital Plans and Presentations

Leveled Readers – *Energy and Our Natural Resources; Henry W. Grady and the “New South;” Growing Goods in a Growing Country*

## ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *Cotton* (11:25)

BrainPop Jr. video – *Natural Resources* (5:06)

BrainPop video – *Gas and Oil* (4:02)

## ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Continue Big Idea Project (p. 186): Write a narrative essay about the geography, economy, and people of the Southeast.
2. Make two lists. On one, list all the renewable resources you can and on the other list all the non-renewable resources you can. Which list is longer?
3. Write a script/dialogue between two friends discussing the benefits and the problems of the oil industry.
4. Create a brochure which highlights reasons the Southeast is a popular place to visit.
5. Compare service jobs to volunteer or community service.

## SECOND QUARTER · CYCLE 2, LOWER

TOPIC: The People of the Southeast

PACING: 4 Days

## STANDARDS:

- SS.K-4.TCC.8** Explain that people view and interpret historical events differently because of the time in which they live, their experiences, and the point of view they hold.
- SS.K-4.CIP.2** Define concepts and ideas such as individual dignity, fairness, freedom, common good, rule of law, civic life, rights, and responsibilities.

## OBJECTIVES:

- Identify Native American groups who first lived in the Southeast.
- Identify the immigrant groups that settled in the Southeast.
- Trace the progress of the civil rights movement.

**VOCABULARY:** dialect, segregation

## SPIRITUAL APPLICATIONS:

1 Peter 2:16, 17 – Discuss and relate to the civil rights movement Peter’s message about living in freedom, showing respect and love for others, fearing God, and obeying laws.

## MCGRAW-HILL RESOURCES:

*The United States Communities and Neighbors*

**Unit 4 pp. 176-186**

Unit 4 – Lesson 3 Digital Plans and Presentations

Leveled Readers – *Explorers of Florida; Florida: Yesterday and Today; The Life of James Oglethorpe; Coretta Scott King; Standing Up by Sitting Down*

## ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *Daniel Boone and the American Frontier* (17:00)

Learn360 video segment – *Florida: St. Augustine* (5:08)

Learn360 video segment – *Gullah* (1:41)

BrainPop Jr. video – *Cherokee* (5:04)

## ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Complete Big Idea Project (p. 186): Write a narrative essay about the geography, economy, and people of the Southeast. Rubric is on p. 186W.
2. Write a journal entry describing a march, a sit-in at a lunch counter, or your first day as a black student in a previously all-white school.
3. Find a vegetarian gumbo recipe online. As a group, prepare this popular dish using ingredients from different cultures found in the Southeast.
4. Compare the founding of your town with the founding of St. Augustine, Florida (i.e., dates of founding, reasons the town was founded).
5. Discuss why the African-American population on the Sea Islands were able to preserve the Gullah heritage, culture, and language.

## THIRD QUARTER · CYCLE 2, LOWER

## TOPIC: Map Elements

PACING: 2 Days

**STANDARDS:**

- SS.K-4.PPE.3** Utilize tools such as maps, globes, and geospatial technologies in investigating relationships among people, places, and environments.

**OBJECTIVES:**

- Identify and use elements of a map.
- Understand that maps use symbols to stand for real things.

**VOCABULARY:** map, cardinal directions, compass rose, map key, symbol

**SPIRITUAL APPLICATIONS:**

Exodus 13:21 – Moses and the Israelites had something better than a map to lead them through the desert—God had a pillar of fire and cloud to direct them. How does God lead us today?

**McGRAW-HILL RESOURCES:**

*Our Community and Beyond*

**Unit 2 pp. 52-63**

Unit 2 – Unit Opener and Lesson 1  
Digital Plans and Presentations

Video – *Maps Show Our Earth* (9:54)

Leveled Reader – *Let's Use a Map*

**ADDITIONAL RESOURCES / CONNECTIONS:**

Learn360 video – *Making Maps* (18:26)

Learn360 video – *Here You Are: Mapping Skills* (17:22)

Learn360 video segment –  
*Map Reading Fundamentals* (2:53)

BrainPop Jr. video – *Reading Maps* (5:28)

**ASSESSMENT/INSTRUCTIONAL IDEAS:**

1. Big Idea Project (p. 77 – to be continued): Create a community map. Rubric is on page 77W.
2. Distribute various maps (city, state, county, theme park, zoo, museum, historical maps). Discuss the characteristics of the maps, including the uses and elements of the maps.

THIRD QUARTER · CYCLE 2, LOWER

TOPIC: Maps and Globes

PACING: 2 Days

**STANDARDS:**

**SS.K-4.PPE.3** Utilize tools such as maps, globes, and geospatial technologies in investigating relationships among people, places, and environments.

**SS.K-4.PAG.10** Identify how God has ultimate control and protection over human affairs, and discuss the ways He has led in the past.

**OBJECTIVES:**

- Learn how to use maps and globes.
- Identify political and physical maps.

**VOCABULARY:** political map, physical map, globe

THIRD QUARTER · CYCLE 2, LOWER

TOPIC: Where We Live

PACING: 2 Days

**STANDARDS:**

**SS.K-4.PPE.1** Explain that the theme of people, places, and environment involves the study of location, place, and the interactions of people with their surroundings.

**OBJECTIVES:**

- Describe how location, or where we live, affects our lives.
- Understand that our physical environment includes the land and water around us as well as the weather and seasons.

**VOCABULARY:** location, physical environment, transportation, weather, seasons

## THIRD QUARTER · CYCLE 2, LOWER

TOPIC: Colonial America

PACING: 4 Days

## STANDARDS:

- SS.K-4.IDI.10** Achieve a balance in work and leisure which encompasses physical, mental, emotional, social, and spiritual activities.
- SS.K-4.GC.5** Point out how all cultures have similar needs but meet those needs in different ways that may influence or be influenced by global connections.

## OBJECTIVES:

- Understand the concept of colonization.
- Discuss daily life in Colonial America and how it changed over time.

**VOCABULARY:** colony, colonist, ruled

## SPIRITUAL APPLICATIONS:

Exodus 20:8-11 – Review God’s gift of the Sabbath. Discuss how during colonial times life was difficult and required much work, but they took time to celebrate and rest. How does God want us to spend our time today?

## MCGRAW-HILL RESOURCES:

*Who We Are as Americans*

**Unit 3 pp. 60-73**

Unit 3 – Unit 3 Opener and Lesson 1  
Digital Plans and Presentations

Leveled Readers – *Children at Work:  
Colonial Times; Remember Me*

## ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *Colonial Settlements* (16:52)  
BrainPop Jr. video – *Thirteen Colonies* (5:44)

## ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Big Idea Project (to be continued – p. 89): Make a poster that shows some of the things that make up your culture. Rubric is on page 89W.
2. Research an American colony. Share what you learned with your class.
3. Create a daily schedule showing what you might be doing through the day if you had been a child in Colonial America. Then write a paragraph describing how your schedule today is different and similar.
4. Prepare a skit with a few classmates illustrating life in the American colonies.
5. Discuss ways colonies differed based on where settlers of that colony lived before coming to America.

## THIRD QUARTER · CYCLE 2, LOWER

TOPIC: Coming to America

PACING: 3 Days

## STANDARDS:

- SS.K-4.TCC.2** Define key concepts such as: past, present, future, similarity, difference, and change.
- SS.K-4.CIP.6** Discuss the importance of religious freedom throughout the world.
- SS.K-4.GC.4** Compare and contrast how some global issues have persisted over time while others are more contemporary or emerging.

## OBJECTIVES:

- Identify reasons immigrants came to the United States.
- Discuss the process of immigration.

**VOCABULARY:** Statue of Liberty, Ellis Island, escape

## SPIRITUAL APPLICATIONS:

Exodus 3:17 – Just as God promised Moses and the Israelites a new land with a better life, the immigrants hoped for a better life in America. Compare and contrast the differences between the Israelites and the immigrants to the United States.

Research Seventh-day Adventist missionaries who were going to foreign lands while immigrants were coming to the United States (i.e., J. N. Andrews, Eric B. Hare).

## MCGRAW-HILL RESOURCES:

*Who We Are as Americans*

**Unit 3 pp. 74-79**

Unit 3 – Lesson 2 Digital Plans and Presentations

Leveled Readers – *Eva’s Journey; Lady Liberty; The Statue of Liberty; A New Home; Communities Across America; Annie Moore: Ellis Island’s First Immigrant* (TE 20, 21)

## ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video segment – *The Statue of Liberty* (2:44)

Learn360 video – *Watch the Stars Come Out: Reading Rainbow* (27:46)

BrainPop Jr. video – *Statue of Liberty* (4:41)

## ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Continue Big Idea Project (p. 89): Make a poster that shows some of the things that make up your culture.
2. Imagine you are an immigrant arriving in New York Harbor. Write a journal entry telling what you see and feel.
3. Write a list of possessions you would take to a new country on a large brown paper bag (additional instructions on TE 74, 75).
4. Write a poem describing immigration to America (i.e., the process, the reasons for immigration)
5. Write a paragraph telling why you think freedom is important.
6. Discuss whether or not the reasons for immigration to the United States have changed over time.

## THIRD QUARTER · CYCLE 2, LOWER

TOPIC: Sharing Culture

PACING: 3 Days

## STANDARDS:

- SS.K-4.C.4** Demonstrate respect for people with different religious beliefs, different ages, backgrounds, and ethnicity.
- SS.K-4.TCC.7** Identify key symbols and traditions that are carried from the past into the present by diverse cultures in the United States and the world.

## OBJECTIVES:

- Describe how culture shapes a community or nation.
- Discuss why the United States has such a diverse culture.
- Identify contributions immigrants have made to the United States.

**VOCABULARY:** contribution, custom, blend

## SPIRITUAL APPLICATIONS:

Genesis 1:27 – While the United States has a diverse culture, we are all similar because God created all of us in His image. What does this mean about the way we treat others who are different from us in some way?

## MCGRAW-HILL RESOURCES:

*Who We Are as Americans*

**Unit 3 pp. 80-89**

Unit 3 – Lesson 3 Digital Plans and Presentations

Leveled Reader – *The Work They Did: The Immigrant Experience 1880 to 1924; Cuba and the United States* (TE 22, 23)

## ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *Long Ago: Exploring Communities* (11:59)

BrainPop Jr. video – *Rural, Suburban, and Urban* (4:19)

## ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Complete Big Idea Project (89): Make a poster that shows some of the things that make up your culture. Rubric is on page 89W.
2. Make a list of things from different cultures that you notice in everyday life. Compare your list with a partner.
3. Write a story about living in one type of community: rural, suburban, or urban. Exchange stories with a partner who choose a different type of community for their story.
4. Have a cultural lunch. Students bring a food that is part of their culture to share with classmates.

## FOURTH QUARTER · CYCLE 2, LOWER

## TOPIC: Native Americans of the Southeast Woodlands

PACING: 3 Days

## STANDARDS:

- SS.K-4.C.3** Tell how cultural beliefs, behaviors, and values allow human groups to solve the problems of daily living.
- SS.K-4.PPE.1** Explain that the theme of people, places, and environments involves the study of location, place, and the interactions of people with their surroundings.
- SS.K-4.IGI.5** Elaborate on how individuals, groups, and institutions share common elements and also have unique characteristics.

## OBJECTIVES:

- Learn about the culture of Native Americans of the Southeast Woodlands.
- Identify how the land affected the daily life of Native Americans of the Southeast Woodlands.

**VOCABULARY:** region, culture, belief

## SPIRITUAL APPLICATIONS:

Proverbs 26:20, 21 – Wood was important to Native Americans for many reasons (i.e., build fires for cooking and warmth). Review these proverbs which compare wood to characteristics of getting along with others.

## MCGRAW-HILL RESOURCES:

*Who We Are as Americans*

**Unit 2 pp. 26-37**

Unit 2 – Unit Opener and Lesson 1  
Digital Plans and Presentations

Leveled Readers – *The Story of the Cherokee* (TE 16, 17);  
*All About Corn*

## ADDITIONAL RESOURCES / CONNECTIONS:

<http://www.nativeamericanactivities.com/>  
(Native American art ideas)

Learn360 video segment –  
*Oklahoma: Cherokee Heritage Center* (3:11)

Learn360 video segment – *Comparing Lives of Native Americans: Introduction* (2:29)

BrainPop Jr. video – *Cherokee* (5:04)

## ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Big Idea Project (p. 59 – to be continued): Choose one of the Native American regions, then make a model showing some examples of daily life in the region.
2. Make a KWL chart – fill in the “K” and “W” sections now and complete chart later (TE p. 26).
3. Throughout the unit develop a thematic map of the United States. Choose a color to use for each group of Native Americans. Label the map.
4. Discuss how the land affected the daily life of the Native Americans of the Southeast Woodlands region (housing, food, clothing, art, practices, and beliefs).

## FOURTH QUARTER · CYCLE 2, LOWER

## TOPIC: Native Americans of the Northeast Woodlands

PACING: 3 Days

## STANDARDS:

- SS.K-4.C.3** Tell how cultural beliefs, behaviors, and values allow human groups to solve the problems of daily living.
- SS.K-4.PPE.1** Explain that the theme of people, places, and environments involves the study of location, place, and the interactions of people with their surroundings.
- SS.K-4.IGI.5** Elaborate on how individuals, groups, and institutions share common elements and also have unique characteristics.

## OBJECTIVES:

- Learn about the culture of Native Americans of the Northeast Woodlands.
- Identify how the land affected the daily life of Native Americans of the Northeast Woodlands.

**VOCABULARY:** crop, gather

## SPIRITUAL APPLICATIONS:

Psalm 50:10 - "for every animal of the forest is mine, and the cattle on a thousand hills." God has provided all of the natural resources which many different cultures needed.

## MCGRAW-HILL RESOURCES:

*Who We Are as Americans*

**Unit 2 pp. 38-41**

Unit 2 - Lesson 2 Digital Plans and Presentations

## ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video segment - *Comparing Lives of Native Americans: Woodland Native Americans* (4:42)

Learn360 video segment - *Native Americans in the Woodlands* (2:16)

Learn360 video segment - *Native Americans of the Woodlands* (3:45)

BrainPop Jr. video - *Iroquois* (5:10)

## ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Continue Big Idea Project (p. 59): Choose one of the Native American regions, then make a model showing some examples of daily life in the region.
2. Research the Legend of the Three Sisters (corn, squash, and beans) on the Internet. Then find a recipe for Three Sisters Stew to make and enjoy together as a class.
3. Make a list of the natural resources available to the Northeast Woodlands Native Americans for use in their daily lives.
4. Illustrate the climate in the Northeast Woodlands by drawing a seasons poster (spring, summer, fall, and winter).

## FOURTH QUARTER · CYCLE 2, LOWER

## TOPIC: Native Americans of the Plains

PACING: 3 Days

## STANDARDS:

- SS.K-4.C.3** Tell how cultural beliefs, behaviors, and values allow human groups to solve the problems of daily living.
- SS.K-4.PPE.1** Explain that the theme of people, places, and environments involves the study of location, place, and the interactions of people with their surroundings.
- SS.K-4.IGI.5** Elaborate on how individuals, groups, and institutions share common elements and also have unique characteristics.

## OBJECTIVES:

- Learn about the culture of Native Americans of the Plains.
- Identify how the land affected the daily life of Native Americans of the Plains.

VOCABULARY: prairie, herd

## SPIRITUAL APPLICATIONS:

Numbers 22:1 – The Native Americans of the Plains, like the Israelites, moved around the plains hoping to find a place to camp near water. Discuss why water was especially important to both groups.

## MCGRAW-HILL RESOURCES:

*Who We Are as Americans*

**Unit 2 pp. 42-45**

Unit 2 – Lesson 3 Digital Plans and Presentations

Leveled Reader – *Horses of the Plains*

## ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video segment – *Comparing Lives of Native Americans: The Great Plains Native Americans* (6:09)

Learn360 video segment – *Native Americans on the Plains* (2:15)

Learn360 video segment – *Native Americans of the Great Plains* (3:18)

Learn360 segment – *Bison* (1:39)

## ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Continue Big Idea Project (p. 59): Choose one of the Native American regions, then make a model showing some examples of daily life in the region.
2. Draw or paint a picture labeled “Land in the Plains Region.”
3. Create a Venn diagram to compare and contrast the Native Americans of the Plains with those previously studied from the Woodlands.
4. Write a story which details how and why the natives of the Plains moved around so often. Illustrate your story.
5. Bison (buffalo) roamed in herds. Research names for other groups of animals (i.e., gaggle of geese, troop of monkeys, a colony of ants).

FOURTH QUARTER · CYCLE 2, LOWER

TOPIC: Native Americans of the Southwest

PACING: 3 Days

**STANDARDS:**

- SS.K-4.C.3** Tell how cultural beliefs, behaviors, and values allow human groups to solve the problems of daily living.
- SS.K-4.PPE.1** Explain that the theme of people, places, and environments involves the study of location, place, and the interactions of people with their surroundings.
- SS.K-4.IGI.5** Elaborate on how individuals, groups, and institutions share common elements and also have unique characteristics.

**OBJECTIVES:**

- Learn about the culture of Native Americans of the Southwest.
- Identify how the land affected the daily life of Native Americans of the Southwest.

**VOCABULARY:** desert, level

## FOURTH QUARTER · CYCLE 2, LOWER

## TOPIC: Native Americans of the Pacific Northwest

PACING: 3 Days

## STANDARDS:

- SS.K-4.C.3** Tell how cultural beliefs, behaviors, and values allow human groups to solve the problems of daily living.
- SS.K-4.PPE.1** Explain that the theme of people, places, and environments involves the study of location, place, and the interactions of people with their surroundings.
- SS.K-4.IGI.5** Elaborate on how individuals, groups, and institutions share common elements and also have unique characteristics.

## OBJECTIVES:

- Learn about the culture of Native Americans of the Pacific Northwest.
- Identify how the land affected the daily life of Native Americans of the Pacific Northwest.

**VOCABULARY:** natural resource, material

## SPIRITUAL APPLICATIONS:

Matthew 4:18-20 – Fish (salmon) were important to the Native Americans of the Northwest. Discuss what Jesus meant when He called disciples to be “fishers of men.”

## MCGRAW-HILL RESOURCES:

*Who We Are as Americans*

**Unit 2 pp. 50-53**

Unit 2 – Lesson 5 Digital Plans and Presentations

## ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video segment – *Comparing Lives of Native Americans: Pacific Northwest Native Americans* (4:39)

Learn360 video segment – *Native Americans in the Northwest* (2:26)

Learn360 video segment – *Alaska Department of Fish and Game* (3:15)

## ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Continue Big Idea Project (p. 59): Choose one of the Native American regions, then make a model showing some examples of daily life in the region.
2. Using the Internet, download a variety of printable totem pole coloring pages for students to color and display.
3. Cedar trees were an important natural resource for almost everything needed for daily life of the Northwest Native Americans. Research this topic and present your findings.
4. Write a paragraph identifying reasons why salmon was the most important food for Native Americans of the Northwest.

## FOURTH QUARTER · CYCLE 2, LOWER

## TOPIC: Changing Communities

PACING: 2 Days

## STANDARDS:

- SS.K-4.C.2** Identify concepts such as: similarities, differences, beliefs, values, cohesion, and diversity.
- SS.K-4.C.7** Recall how peoples from different cultures develop different values and ways of interpreting experience.
- SS.K-4.TCC.8** Explain that people view and interpret historical events differently because of the time in which they live, their experiences, and the point of view they hold.
- SS.K-4.TCC.10** Show that historical events occurred in times that differed from our own but often have lasting consequences for the present and future.

## OBJECTIVES:

- Identify changes that occurred for both Native Americans and immigrants as settlements grew.

**VOCABULARY:** immigrant, settlement, force

## SPIRITUAL APPLICATIONS:

James 1:17 – Change happens often, but God does not change. We can always count on Him to be with us and to provide our needs.

## MCGRAW-HILL RESOURCES:

*Who We Are as Americans*

**Unit 2 pp. 54-59**

Unit 2 – Lesson 6 Digital Plans and Presentations

Leveled Reader – *The Life of Daniel Boone*

## ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video segment – *Battle for the Land* (3:08)

BrainPop Jr. video – *Chief Joseph* (5:19)

## ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Complete Big Idea Project (p. 59): Choose one of the Native American regions, then make a model showing some examples of daily life in the region. Rubric is on page 59W.
2. Complete KWL chart started at beginning of unit (TE p. 56).
3. Divide the class into two groups. Have one group of students role-play Native Americans and one group role-play immigrants. Portray the changes that took place for both the Native Americans and the immigrants over time.
4. Using a T-chart, list changes for the Native Americans and immigrants. Were the changes positive or negative?
5. Discuss the difference between making a choice to do something and being forced to do something.