

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.