**Lesson Plan Overview – Heritage 4 Fourth Edition**

**Chapter 1 – History of the United States**

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| Pages | Objectives | Resources | Assessments |
| Lesson 1 Filling the Earth |
| 2–7 | 1.1 Explain how the first people arrived in North America. BWS Religion (explain)1.2 Identify Native Americans living in North America before explorers reached the New World.1.3 Identify some early explorers of North America.1.4 Identify countries that started colonies in North America. | ActivitiesFilling the Earth (pp. 1–2)BJU Press Trove\*Video: “Colonist”Link: Tower of Babel | Student EditionQuick Check |
| Lesson 2 The Revolutionary War |
| 8–13 | 2.1 Identify causes of the Revolutionary War.2.2 Explain key events of the Revolutionary War.2.3 Summarize the results of the Revolutionary War. | Teacher EditionInstructional Aid 2.1: Revolutionary War Events (one copy cut apart)ActivitiesThe Revolutionary War (pp. 3–4) MaterialsPictures of the Revolutionary War | Student EditionQuick Check |
| Lesson 3 US Government |
| 14–17 | 3.1 Explain why the Articles of Confederation was replaced by the Constitution.3.2 Identify the three branches of the United States government.3.3 Describe the Bill of Rights. BWS Citizenship (explain)3.4 Compare and contrast the federal government with state governments. | ActivitiesUS Government (pp. 5–6) | Student EditionQuick Check |
| Lesson 4 Growth |
| 18–20 | 4.1 Explain the Louisiana Purchase.4.2 Describe the War of 1812.4.3 Explain how the United States acquired Florida from Spain. | ActivitiesGrowth (pp. 7–8)Quiz Review (p. 9)BJU Press TroveVideo: “Louisiana Purchase” | Student EditionQuick CheckAssessmentsQuiz 1-A |

\*Digital resources for homeschool users are available on Homeschool Hub.

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| Lesson 5 Growth and Conflict |
| 21–26 | 5.1 Describe the Indian Removal Act of 1830. BWS Culture: growth (explain)5.2 Summarize how the final pieces of land were acquired in the contiguous United States.5.3 Summarize the Civil War. BWS Culture: freedom, equality (explain)5.4 Explain the purchase of Alaska. | ActivitiesGrowth and Conflict (pp. 11–12)BJU Press TroveVideo: “Union Soldier” | Student EditionQuick Check |
| Lesson 6 The Spanish-American War and World War I |
| 27–29 | 6.1 Summarize the Spanish-American War.6.2 Explain how the United States displayed its power to the world after the Spanish-American War.6.3 Summarize the United States’ involvement in World War I. | Teacher EditionInstructional Aid 6.1: Great White Fleet (one copy per student)ActivitiesThe Spanish-American War and World War I (pp. 13–14)BJU Press TroveVideo: “Rough Riders” | Student EditionQuick Check |
| Lesson 7 The Great Depression and World War II |
| 30–33 | 7.1 Describe the Great Depression. BWS Economics (explain)7.2 Summarize the United States’ involvement in World War II. | ActivitiesThe Great Depression and World War II (pp. 15–16)BJU Press TroveVideo: “Stock Market Crash”Video: “Pearl Harbor”Video: “WWII Female Factory Worker” | Student EditionQuick Check |
| Lesson 8 Civil Rights, Apollo 11, and the Persian Gulf War |
| 34–36 | 8.1 Explain the civil rights movement in the United States. BWS Culture: equality (explain)8.2 Describe the first moon landing.8.3 Summarize the United States’ involvement in the Persian Gulf War. | ActivitiesCivil Rights, Apollo 11, and the Persian Gulf War (pp. 17–18)Quiz Review (p. 19)BJU Press TroveLink: Apollo 11 Moon LandingLink: Desert Storm’s First Apache Strikes | Student EditionQuick CheckAssessmentsQuiz 1-B |

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| Lesson 9 9/11, COVID-19, and SpaceX |
| 37–41 | 9.1 Explain why America was attacked on 9/11.9.2 Explain the patriotic acts that were demonstrated on 9/11. BWS Citizenship (explain)9.3 Explain the impact of the COVID-19 pandemic on the people of the United States.9.4 Describe modern technological advances in the United States. | Activities9/11, COVID-19, and SpaceX (pp. 21–22)BJU Press TroveLink: Starship SN15 High-Altitude Test FlightLink: Where Is Starman?MaterialsImages of the World Trade Center | Student EditionQuick Check |
| Lesson 10 US Economy |
| 42–43 | 10.1 Identify significant resources of the United States.10.2 Describe a free enterprise economy. BWS Economics (explain)10.3 Describe some of the major industries of the United States. | ActivitiesUS Economy (pp. 23–24)BJU Press TroveLink: Capitalism for Kids | Student EditionQuick Check |
| Lesson 11 US Culture |
| 44–47 | 11.1 Describe significant components of United States culture. BWS Culture (explain)11.2 Identify different religions in the United States. BWS Religion (recall)11.3 Identify symbols of the United States. | ActivitiesUS Culture (pp. 25–26) | Student EditionQuick Check |
| Lesson 12 Activity Day |
| 47 | 12.1 Explain how Uncle Sam came to be a symbol of the United States.12.2 Explain how Uncle Sam has represented America. | Teacher EditionInstructional Aid 12.1: Uncle Sam(one copy per student)Instructional Aid 12:2: Uncle Sam Hat Template (one copy per student) |  |

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| Lesson 13 US Geography and Regions |
| 48–51 | 13.1 Describe the geography of the United States.13.2 Identify the five regions and five inhabited territories of the United States on a map. | ActivitiesUS Geography and Regions (pp. 27–28)BJU Press TroveLink: Natural Landmarks across America | Student EditionQuick Check |
| Lesson 14 Chapter Review |
| 51 | 14.1 Recall concepts and terms from Chapter 1. | ActivitiesChapter Review (pp. 29–32) |  |
| Lesson 15 Chapter Test |
| 51 | 15.1 Demonstrate knowledge of concepts from Chapter 1 by taking the test. |  | AssessmentsChapter 1 TestBJU Press TroveExamView: Chapter 1 test bank |
| Lesson 16 State Notebook |
| 51 | 16.1 Explain safe internet practices.16.2 Choose a state to investigate.16.3 Create the title page of the State Notebook.16.4 Summarize key state symbols, using research skills and internet tools. | Teacher EditionInstructional Aid 16.1: Internet Safety (one copy for the teacher)ActivitiesState Notebook: Title Page, State SymbolsBJU Press TroveLink: Kids’ Online SafetyLink: State Flags and Seals Coloring Pages |  |

Chapter 2 – The Northeast: New England States

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| Lessons 17–18 The Northeast |
| 52–59 | 17–18.1 Locate the New England states on a map.17–18.2 Identify the geographical features of the Northeast on a map.17–18.3 Describe the relationship between the environment and early settlements in the Northeast.17–18.4 Describe significant historical events in the Northeast.17–18.5 Identify natural resources and industries in the Northeast.17–18.6 Describe the culture of the Northeast.17–18.7 Assess the impact of Christianity on the culture of the Northeast.17–18.8 Propose ways to impact culture in the Northeast with the gospel. BWS Religion (apply) | Teacher EditionInstructional Aid 17–18.1: Resources and Industries of the Northeast (one copy per group)ActivitiesThe Northeast (pp. 33–35)BJU Press Trove\*Link: Geography of the NortheastLink: Primary Sources for the First ThanksgivingLink: Development of the NortheastMaterialsDrawing paper (one sheet per student) | Student EditionQuick Check |
| Lessons 19–20 Maine |
| 60–67 | 19–20.1 Identify Maine’s capital and important symbols.19–20.2 Trace the history of Maine.19–20.3 Identify significant people from Maine and the impact they have made on American culture.19–20.4 Describe Maine’s environment and notable sites. BWS Environment (explain)19–20.5 Analyze Maine’s economy.19–20.6 Describe Maine’s culture.19–20.7 Evaluate the religious climate of Maine. | Teacher EditionInstructional Aid 19–20.1: Maine’s Environment (one copy per student)ActivitiesMaine (pp. 37–40)Quiz Review (p. 41)BJU Press TroveVideo: “Maine”Video: “National Park Service”Link: The Midnight Ride of Paul Revere | Student EditionQuick CheckAssessments Quiz 2-A |

\*Digital resources for homeschool users are available on Homeschool Hub.

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| Lessons 21–22 New Hampshire |
| 68–72 | 21–22.1 Identify the capital and state symbols of New Hampshire.21–22.2 List major events in the history of New Hampshire.21–22.3 Identify significant people from New Hampshire and the contributions they made to American culture.21–22.4 Describe New Hampshire’s environment and resources.21–22.5 Describe New Hampshire’s economy.21–22.6 Describe taxes and the role of citizens. BWS Citizenship (explain)21–22.7 Describe religion in New Hampshire. | ActivitiesNew Hampshire (pp. 43–46)BJU Press TroveVideo: “New Hampshire”Link: “The Runaway” by Robert FrostLink: Sleighing in New HampshireMaterialsA list of twenty questions about concepts taught in Lesson 21One sheet of paper titled “New Hampshire’s Environment and Resources” | Student EditionQuick Check |
| Lessons 23–24 Vermont |
| 73–77 | 23–24.1 Identify Vermont’s capital and state symbols.23–24.2 List major events in Vermont’s history.23–24.3 Describe significant people from Vermont.23–24.4 Describe Vermont’s environment and resources.23–24.5 Relate immigration to economic development in Vermont.23–24.6 Describe Vermont’s economy today.23–24.7 Describe the culture of Vermont. | ActivitiesVermont (pp. 47–50)Quiz Review (p. 51)BJU Press TroveVideo: “Vermont”Video: “Maple Syrup Production”MaterialsDrawing paper (one sheet per student) | Student EditionQuick CheckAssessments Quiz 2-B |
| Lessons 25–26 Massachusetts |
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| Lessons 27–28 Connecticut |
| 85–91 | 27–28.1 Identify Connecticut’s capital and state symbols.27–28.2 Describe major historical events that took place in Connecticut.27–28.3 Identify significant people from Connecticut.27–28.4 Describe Connecticut’s environment and resources.27–28.5 Explain why Connecticut has a strong economy.27–28.6 Explain the culture of Connecticut. | ActivitiesConnecticut (pp. 57–59)Quiz Review (p. 61)BJU Press TroveVideo: “Connecticut”MaterialsA list of ten questions from Lesson 27 | Student EditionQuick CheckAssessmentsQuiz 2-C |
| Lessons 29–30 Rhode Island |
| 92–99 | 29–30.1 Identify the capital and state symbols of Rhode Island.29–30.2 Describe major historical events in Rhode Island.29–30.3 Describe significant people from Rhode Island.29–30.4 Summarize the environment and resources of Rhode Island.29–30.5 List reasons for the weak economy of Rhode Island. BWS Citizenship (evaluate)29–30.6 Describe the culture of Rhode Island. | ActivitiesRhode Island (pp. 63–66)BJU Press TroveVideo: “Rhode Island”Link: “Battle Hymn of the Republic”MaterialsPictures of clasping milkweed and bloodroot | Student EditionQuick Check |
| Lesson 31 Activity Day |
| 98–99 | 31.1 Construct a pop-up map of important places in New England. | Teacher EditionInstructional Aid 31.1: New England States Map (one copy per student)Instructional Aid 31.2: Cutouts for Making a Pop-Up Map (one copy per student)Instructional Aid 31.3: Important Places in New England (one copy per student)Materials11”x14” construction paper (one sheet per student) |  |

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| Lesson 32 Chapter Review |
| 99 | 32.1 Recall concepts and terms from Chapter 2. | ActivitiesChapter Review (pp. 67–70)MaterialsA list of twenty to thirty terms from the chapter |  |
| Lesson 33 Chapter Test |
| 99 | 33.1 Demonstrate knowledge of concepts from Chapter 2 by taking the test. |  | AssessmentsChapter 2 TestBJU Press TroveExamView: Chapter 2 test bank |
| Lesson 34 State Notebook |
| 99 | 34.1 Summarize the origin of a state, using research skills and internet tools. | ActivitiesState Notebook: State OriginMaterialsLinks about the origins of students’ chosen states |  |

Chapter 3 – The Northeast: Mid-Atlantic States

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| Lessons 35–36 New York |
| 100–111 | 35–36.1 Locate the Mid-Atlantic states on a map.35–36.2 Identify New York’s capital and state symbols.35–36.3 Describe events in New York’s history.35–36.4 Identify significant New Yorkers and the impact they made on American culture.35–36.5 Describe New York’s environment and resources.35–36.6 Explain why New York’s economy grew so large.35–36.7 Evaluate cultural diversity in New York. BWS Culture: growth (evaluate) | Teacher EditionInstructional Aid 35–36.1: Hidden Word Puzzle (one copy per student)ActivitiesNew York (pp. 71–74)BJU Press Trove\*Video: “New York”Materials3 x 5 index cards (four per student)Photos of a tulip tree, a sweetgum tree, a white trillium, and a teaberry plant | Student EditionQuick Check |
| Lesson 37 Activity Day |
| 111 | 37.1 Create a display of the Statue of Liberty. | Teacher EditionInstructional Aid 37.1: Statue of Liberty Foldable (one copy per student)Instructional Aid 37.2: Information Foldable (one copy per student)MaterialsA completed sample of the Statue of Liberty displayWhite 8½'' x 14'' (legal-size) paper (one sheet per student)Links with facts about the Statue of Liberty |  |

\*Digital resources for homeschool users are available on Homeschool Hub.

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| Lessons 38–39 Pennsylvania |
| 112–21 | 38–39.1 Identify the capital and state symbols of Pennsylvania.38–39.2 Describe major historical events in Pennsylvania.38–39.3 Identify significant people from Pennsylvania.38–39.4 Describe the environment and resources of Pennsylvania.38–39.5 Describe the development of Pennsylvania’s economy from the early twentieth century to the present.38–39.6 Describe the culture of Pennsylvania.38–39.7 Compare and contrast Amish beliefs and practices with biblical truth.  BWS Religion (evaluate) | Teacher EditionInstructional Aid 38–39.1: William Penn Interview (two copies)Instructional Aid 38–39.2: Concept Map about the Amish (one copy for display)ActivitiesPennsylvania (pp. 75–79)BJU Press TroveVideo: “Pennsylvania”Video: “Beautiful Dreamer”Video: “Oh! Susanna”Link: Ruffed Grouse OverviewLink: James BuchananMaterialsWhite drawing paper (one sheet per student)Photos of bee balm, bellflower, and blanket flowerA list of ten to fifteen questions reviewing terms and concepts from Lesson 38 | Student EditionQuick CheckAssessmentsQuiz 3-A |
| Lessons 40–41 New Jersey |
| 122–27 | 40–41.1 Identify the capital and state symbols of New Jersey.40–41.2 List major historical events in New Jersey.40–41.3 Identify important people from New Jersey and the impact they have made on American culture.40–41.4 Evaluate the impact of urbanization and industry on the environment of New Jersey.  BWS Environment (evaluate)40–41.5 Describe New Jersey’s resources and economy.40–41.6 Describe the culture of New Jersey. | ActivitiesNew Jersey (pp. 81–84)BJU Press TroveVideo: “New Jersey”MaterialsA paper with one of the following names written on each quarter of the page: Aaron Burr, James Fenimore Cooper, Grover Cleveland, Edwin “Buzz” AldrinA list of ten to fifteen questions reviewing terms and concepts from Lesson 40 | Student EditionQuick Check |

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| Lessons 42–43 Delaware |
| 128–34 | 42–43.1 Identify the capital and state symbols of Delaware.42–43.2 Identify historical events in Delaware.42–43.3 Describe significant people from Delaware and their accomplishments.42–43.4 Analyze how a citizen of Delaware used his abilities for the welfare of others. BWS Citizenship (explain)42–43.5 Describe the environment and resources of Delaware.42–43.6 Describe the economy of Delaware.42–43.7 Describe Delaware’s culture. | ActivitiesDelaware (pp. 85–89)BJU Press TroveVideo: “Delaware”Link: Howard PyleLink: Delaware’s Great Cypress SwampMaterialsPhotos of arrowwood and jack-in-the-pulpit | Student EditionQuick CheckAssessmentsQuiz 3-B |
| Lessons 44–45 Maryland |
| 135–43 | 44–45.1 Identify the capital and state symbols of Maryland.44–45.2 Recall important events in Maryland’s history.44–45.3 Describe significant people from Maryland and the contributions they have made to American society.44–45.4 Relate Maryland’s varied landscape to its people’s way of life.44–45.5 Explain why Maryland has one of the strongest economies in the United States.44–45.6 Describe the culture of Maryland.44–45.7 Evaluate the beliefs of Catholicism.  BWS Religion (evaluate)44–45.8 Formulate a response to the position that the Bible and tradition are equally important.  BWS Religion (formulate) | Teacher EditionInstructional Aid 44–45.1: Scramble Questions and Answers (one copy cut into strips and folded)ActivitiesMaryland (pp. 91–94)BJU Press TroveVideo: “Maryland”Video: “The Star-Spangled Banner” | Student EditionQuick Check |

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| Lesson 46 Chapter Review |
| 143 | 46.1 Recall concepts and terms from Chapter 3. | Teacher EditionInstructional Aid 46.1: Chapter Review Write It Q & A (one copy for the teacher) ActivitiesChapter Review (pp. 95–98)MaterialsWhiteboards or online whiteboard availability for each student |  |
| Lesson 47 Chapter Test |
| 143 | 47.1 Demonstrate knowledge of concepts from Chapter 3 by taking the test. |  | AssessmentsChapter 3 TestBJU Press TroveExamView: Chapter 3 test bank |
| Lesson 48 State Notebook |
| 143 | 48.1 Complete a timeline of important events in your chosen state.48.2 Describe significant people from your chosen state. | ActivitiesState Notebook: State History MaterialsA sample timeline of important events for a state other than the students’ current stateA sample foldout of a historical figure from a state other than the students’ current stateLinks about events since statehood for students’ chosen states |  |

Chapter 4 – The Southeast: Atlantic States

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| Lessons 49–50 The Southeast |
| 144–52 | 49–50.1 Locate the states of the Southeast and their geographical features on a map.49–50.2 Analyze the effects of the environment on the region’s climate.49–50.3 Explain the relationship of slavery to the early economy of the Southeast. BWS Economics (evaluate)49–50.4 Evaluate slavery based on the biblical principles of justice and human dignity. BWS Citizenship (evaluate)49–50.5 Identify major resources and industries of the Southeast.49–50.6 Analyze how religious movements in the Southeast have affected its culture. | Teacher EditionInstructional Aid 49–50.1: Southeast Wildlife Organizer (one copy for display)ActivitiesThe Southeast (pp. 99–102)BJU Press Trove\*Link: Southeast RegionLink: “Go Down, Moses” RecordingMaterialsPhoto of lady’s slipper | Student EditionQuick Check |
| Lessons 51–52 Washington, DC |
| 153–59 | 51–52.1 Identify the symbols of Washington, DC.51–52.2 Explain how Washington, DC, was chosen as the seat of government for the United States.51–52.3 Summarize the contributions of key historical figures associated with Washington, DC’s development.51–52.4 Identify noteworthy sites in Washington, DC.51–52.5 Analyze how being the nation’s capital has influenced the culture of Washington, DC.51–52.6 Formulate ways citizens can work for change peacefully. BWS Culture: freedom (formulate) | ActivitiesWashington, DC (pp. 103–6)Quiz Review (p. 107)BJU Press TroveVideo: “Greetings from Washington, DC”Link: Smithsonian MuseumsLink: Museum of the Bible | Student EditionQuick CheckAssessmentsQuiz 4-A |

\*Digital resources for homeschool users are available on Homeschool Hub.

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| 160–65 | 53–54.1 Identify state symbols of Virginia.53–54.2 Explain Virginia’s importance as the site of Jamestown.53–54.3 Identify significant historical figures from Virginia. BWS Citizenship (apply)53–54.4 Analyze Virginia’s role in various wars.53–54.5 Analyze the variety of jobs and resources in Virginia’s economy.53–54.6 Relate cultural activities to Virginia’s history and geography. | Teacher EditionInstructional Aid 53–54.1: Virginia Presidents (one copy per group)ActivitiesVirginia (pp. 109–12)BJU Press TroveVideo: “Virginia”Link: Historic Jamestown Map | Student EditionQuick Check |
| Lessons 55–56 West Virginia |
| 166–72 | 55–56.1 Identify state symbols of West Virginia.55–56.2 Identify significant historical groups and figures from West Virginia.55–56.3 Summarize the statehood controversy surrounding West Virginia.55–56.4 Assess the impact of the coal industry on West Virginia’s history and economy. BWS Environment (evaluate)55–56.5 Identify geographical and cultural features of West Virginia. | Teacher EditionInstructional Aid 55–56.1: Coal Mining: Good or Bad? (one copy for display)ActivitiesWest Virginia (pp. 113–16)Quiz Review (p. 117)BJU Press TroveVideo: “West Virginia”Video: “Coal Miners”Link: Hammered vs. Mountain Dulcimer | Student EditionQuick CheckAssessmentsQuiz 4-B |
| Lessons 57–58 North Carolina |
| 173–79 | 57–58.1 Identify state symbols of North Carolina.57–58.2 Identify significant historical figures from North Carolina.57–58.3 Identify important cities and notable sites in North Carolina.57–58.4 Assess the contributions of the Wright Brothers.57–58.5 Identify major industries of North Carolina. BWS Economics (explain) | ActivitiesNorth Carolina (pp. 119–22)BJU Press TroveVideo: “North Carolina”MaterialsPhotos of sweet potatoes in various colors | Student EditionQuick Check |

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| Lesson 59 Activity Day |
| 179 | 59.1 Create a paper glider.59.2 Improve the glider after testing its flight distance and direction. | Teacher EditionInstructional Aid 59.1: Glider Test-Flight Chart (one copy per student)BJU Press TroveLink: Types of Paper AirplanesMaterialsPlain white paper |  |
| Lessons 60–61 South Carolina |
| 180–87 | 60–61.1 Identify state symbols of South Carolina.60–61.2 Identify significant events and people from South Carolina’s history.60–61.3 Relate South Carolina to the events of the Civil War.60–61.4 Identify important cities and notable sites in South Carolina.60–61.5 Compare and contrast South Carolina’s major industries of the past with its major industries in the present.60–61.6 Trace the development of Gullah culture in South Carolina. | Teacher EditionInstructional Aid 60–61.1: South Carolina Industries (one copy for display)ActivitiesSouth Carolina (pp. 123–26)Quiz Review (p. 127)BJU Press TroveVideo: “South Carolina”Video: “Textile Manufacturing”MaterialsSticky notes (one per student) | Student EditionQuick CheckAssessmentsQuiz 4-C |
| Lessons 62–63 Georgia |
| 188–94 | 62–63.1 Identify state symbols of Georgia.62–63.2 Identify significant people in Georgia’s history.62–63.3 Evaluate factors that led to the removal of Native Americans. BWS Economics (evaluate)62–63.4 Identify important cities and notable sites in Georgia.62–63.5 Identify agricultural products and industries in Georgia’s economy. | ActivitiesGeorgia (pp. 129–32)BJU Press TroveVideo: “Georgia”MaterialsAn index card for each studentPhotos of cranes, herons, egrets, ibises, and wood storksA large sticky note for each student | Student EditionQuick Check |

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| 195–201 | 64–65.1 Identify state symbols of Florida.64–65.2 Identify significant events and people in Florida’s history.64–65.3 Identify St. Augustine as the oldest European settlement in the United States.64–65.4 Identify Florida’s major cities and industries.64–65.5 Describe geographical features of Florida and their importance. BWS Environment (explain)64–65.6 Assess the impact of immigration on Florida. | Teacher EditionInstructional Aid 64–65.1: Florida Economy (one copy for display)ActivitiesFlorida (pp. 133–36)BJU Press TroveVideo: “Florida”MaterialsPhotos of red, black, and white mangrovesPhotos of a manatee, a loggerhead sea turtle, and a roseate spoonbill | Student EditionQuick Check |
| Lesson 66 Chapter Review |
| 201 | 66.1 Recall concepts and terms from Chapter 4. | ActivitiesChapter Review (pp. 137–40)MaterialsSlips of paperAnswer sheets (one per student) |  |
| Lesson 67 Chapter Test |
| 201 | 67.1 Demonstrate knowledge of concepts from Chapter 4 by taking the test. |  | AssessmentsChapter 4 TestBJU Press TroveExamView: Chapter 4 Test Bank |
| Lesson 68 State Notebook |
| 201 | 68.1 Summarize details about cities, demographics, and federal government officials in your chosen state. | ActivitiesState Notebook: State PoliticsMaterialsA map of your stateTraceable maps of the students’ chosen statesLinks to websites that will help students locate information about their states’ cities, demographics, and federal government officials |  |

Chapter 5 – The Southeast: Inland States

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| Lessons 69–70 Kentucky |
| 202–10 | 69–70.1 Locate the Inland states on a map.69–70.2 Identify state symbols of Kentucky.69–70.3 Analyze the effects of contact with Europeans on early cultures in Kentucky.69–70.4 Describe significant events and people in Kentucky’s history.69–70.5 Describe geographical features of Kentucky.69–70.6 Analyze the importance of horses to Kentucky’s economy and culture.69–70.7 Evaluate gambling as a component of Kentucky’s economy. BWS Economics (evaluate) | ActivitiesKentucky (pp. 141–44)BJU Press Trove\*Video: “Kentucky”Link: A Kentucky Horse FarmLink: Bluegrass Music | Student EditionQuick Check |
| Lesson 71 Activity Day |
| 247b | 71.1 Summarize details about Lincoln’s birthplace based on research.71.2 Construct a log cabin based on visual analysis. | Teacher EditionInstructional Aid 71.1: Lincoln’s Birthplace (one copy per student)BJU Press TroveLink: Lincoln Cabin ReplicasLink: Pretzel Log Cabin Demonstration VideoMaterialsItems for log cabin activity (see TE page 247b) |  |

\*Digital resources for homeschool users are available on Homeschool Hub.

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| Lessons 72–73 Tennessee |
| 211–17 | 72–73.1 Identify state symbols of Tennessee.72–73.2 Explain how Tennessee’s geographical features are important resources.72–73.3 Describe significant events and people in Tennessee’s history.72–73.4 Identify major cities and landmarks in Tennessee.72–73.5 Explain the impact of the music industry on the culture of Tennessee.  BWS Culture (explain)72–73.6 Develop several criteria for choosing music that glorifies God.  BWS Culture (formulate) | Teacher EditionInstructional Aid 72–73.1: Tennessee Industries (one copy for display)ActivitiesTennessee (pp. 145–48)Quiz Review (p. 149)BJU Press TroveVideo: “Tennessee”Link: National Civil Rights MuseumLink: Tennessee Walking Horse GaitsLink: Fisk Jubilee SingersMaterialsPhoto of a passionflowerFour index cards for each studentSamples of sad music and happy music | Student EditionQuick CheckAssessmentsQuiz 5-A |
| Lessons 74–75 Alabama |
| 218–24 | 74–75.1 Identify state symbols of Alabama.74–75.2 Analyze Alabama’s importance to the civil rights movement in the United States. BWS Citizenship (evaluate)74–75.3 Identify key historical figures from Alabama.74–75.4 Summarize details about Alabama’s environment and industries.74–75.5 Assess the impact of Alabama’s history on its culture. | ActivitiesAlabama (pp. 151–54)BJU Press TroveVideo: “Alabama”Video: “Jim Crow Laws” | Student EditionQuick Check |
| Lessons 76–77 Mississippi |
| 225–33 | 76–77.1 Identify state symbols of Mississippi.76–77.2 Compare and contrast early cultures in Mississippi.76–77.3 Identify key historical and cultural figures from Mississippi.76–77.4 Identify major cities and notable sites in Mississippi.76–77.5 Analyze how Mississippi’s environment affects its weather. BWS Environment (explain)76–77.6 Assess the importance of geographical features to Mississippi’s resources. | ActivitiesMississippi (pp. 155–58)Quiz Review (p. 59)BJU Press TroveVideo: “Mississippi”Link: Choctaw StickballLink: Mosquito FlagMaterialsColored markersPictures of cotton, sweet potatoes, soybeans, chickens, catfish, a barge, and a towboat | Student EditionQuick CheckAssessmentsQuiz 5-B |

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| Pages | Objectives | Resources | Assessments |
| Lessons 78–79 Arkansas |
| 234–40 | 78–79.1 Identify state symbols of Arkansas.78–79.2 Evaluate actions and attitudes during the civil rights conflict over the Little Rock Nine. BWS Culture: equality (evaluate)78–79.3 Describe significant people and events in Arkansas’s history.78–79.4 Identify geographical features and resources of Arkansas.78–79.5 Analyze religious and cultural trends in Arkansas. | Teacher EditionInstructional Aid 78–79.1: Evaluating Events in Little Rock (one copy per student)Instructional Aid 78–79.2: Important Places in Arkansas (one copy for display)ActivitiesArkansas (pp. 161–64)BJU Press TroveVideo: “Arkansas”MaterialsPhotos of events in Little Rock during the school integration | Student EditionQuick Check |
| Lessons 80–81 Louisiana |
| 241–47 | 80–81.1 Identify state symbols of Louisiana.80–81.2 Compare and contrast the Cajun and Creole cultures in Louisiana.80–81.3 Describe significant events and people in Louisiana’s history.80–81.4 Analyze how Louisiana’s environment affects its climate and economy.80–81.5 Formulate a Christian response to cultural customs and celebrations. BWS Culture (formulate) | Teacher EditionInstructional Aid 80–81.1: Environment and Economy in Louisiana (one copy per student)ActivitiesLouisiana (pp. 165–68)BJU Press TroveVideo: “Louisiana”MaterialsPhoto of a Sumatran orangutanMetal call bell or game buzzerPhoto of the current Louisiana state capitolSticky notes (one per student) | Student EditionQuick Check |

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| Pages | Objectives | Resources | Assessments |
| Lesson 82 Chapter Review |
| 247a | 82.1 Recall concepts and terms from Chapter 5. | ActivitiesChapter Review (pp. 169–72)MaterialsSlips of paper (one per student)TapePrizes |  |
| Lesson 83 Chapter Test |
| 247a | 83.1 Demonstrate knowledge of concepts from Chapter 5 by taking the test. |  | AssessmentsChapter 5 TestBJU Press TroveExamView: Chapter 5 Test Bank |
| Lesson 84 State Notebook |
| 247a | 84.1 Summarize information about state government officials from your chosen state. | ActivitiesState Notebook: State Politics (continued) MaterialsLinks to any websites that will help students research their state leaders |  |

Chapter 6 – The Midwest: Great Lakes States

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| Pages | Objectives | Resources | Assessments |
| Lessons 85–86 The Midwest |
| 248–56 | 85–86.1 Locate the states of the Midwest and their geographical features on a map.85–86.2 Summarize the history of the Midwest.85–86.3 Describe the environment of the Midwest.85–86.4 Analyze how resources affect industries of the Midwest.85–86.5 Describe the culture of the Midwest. | ActivitiesThe Midwest (pp. 173–76)BJU Press Trove\*Link: Midwest WeatherLink: Midwest OverviewLink: The Midwest (Part 1)Link: The Midwest (Part 2) | Student EditionQuick Check |
| Lessons 87–88 Ohio |
| 257–65 | 87–88.1 Identify state symbols of Ohio.87–88.2 Analyze the history of Ohio.87–88.3 Identify significant people and landmarks of Ohio.87–88.4 Evaluate how people in Ohio treat the environment and use resources. BWS Environment (evaluate)87–88.5 Recommend ways for students to protect the environment in their community. BWS Environment (apply)87–88.6 Describe the economy of Ohio.87–88.7 Describe the culture of Ohio. | ActivitiesOhio (pp. 177–80)Quiz Review (p. 181)BJU Press TroveVideo: “Ohio”Link: John GlennLink: Cuyahoga River FireLink: National Museum of the United States Air ForceMaterialsA photo of a swallowtail butterfly or a swallow-tailed kiteSticky notes (three or four per student) | Student EditionQuick CheckAssessmentsQuiz 6-A |

\*Digital resources for homeschool users are available on Homeschool Hub.

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| Pages | Objectives | Resources | Assessments |
| Lessons 89–90 Michigan |
| 266–73 | 89–90.1 Identify state symbols of Michigan.89–90.2 Explain the history of Michigan.89–90.3 Describe significant industries in Michigan.89–90.4 Describe significant people and landmarks of Michigan.89–90.5 Evaluate Henry Ford’s treatment of workers. BWS Economics (evaluate)89–90.6 Formulate guidelines for compensating workers fairly. BWS Economics (formulate)89–90.7 Describe the environment and natural resources of Michigan.89–90.8 Describe the culture of Michigan. | Teacher EditionInstructional Aid 89–90.1: Lee’s Lawn Care (one copy per student)ActivitiesMichigan (pp. 183–86)BJU Press TroveVideo: “Michigan”Link: The Toledo WarLink: Ford’s Assembly LineLink: Ford’s Wage Increase | Student EditionQuick Check |
| Lesson 91 Activity Day |
| 297b | 91.1 Describe the assembly line.91.2 Explain how Henry Ford utilized the assembly line in his factory.91.3 Create a product, using an assembly line. | Teacher EditionInstructional Aid 91.1: Candy Car Directions (one copy per student)BJU Press TroveLink: Chocolate Assembly LineLink: Ford’s Model T Assembly LineMaterialsItems needed for candy car assembly (see TE page 297b) |  |
| Lessons 92–93 Indiana |
| 274–81 | 92–93.1 Identify state symbols of Indiana.92–93.2 Explain the history of Indiana.92–93.3 Identify significant people and landmarks of Indiana.92–93.4 Analyze Indiana’s role in the Underground Railroad. BWS Culture: freedom (explain)92–93.5 Describe the resources and environment of Indiana.92–93.6 Describe the economy of Indiana.92–93.7 Describe the culture of Indiana. | Teacher EditionInstructional Aid 92–93.1: Indiana’s Environment (one copy cut apart)ActivitiesIndiana (pp. 187–90)Quiz Review (p. 191)BJU Press TroveVideo: “Indiana”Link: Angel MoundsLink: Madam C.J. WalkerLink: Levi Coffin HouseMaterialsBiographical newspaper article | Student EditionQuick CheckAssessmentsQuiz 6-B |

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| Pages | Objectives | Resources | Assessments |
| Lessons 94–95 Illinois |
| 282–89 | 94–95.1 Identify state symbols of Illinois.94–95.2 Explain the history of Illinois.94–95.3 Identify significant people and landmarks of Illinois.94–95.4 Analyze how Illinois used innovative methods to restore parts of its environment. BWS Culture: growth (explain)94–95.5 Describe the resources and economy of Illinois.94–95.6 Assess the impact of Cyrus McCormick on United States history.94–95.7 Describe the culture of Illinois. | ActivitiesIllinois (pp. 193–96)BJU Press TroveVideo: “Illinois”Link: CahokiaLink: The Chicago River Reversed | Student EditionQuick Check |
| Lessons 96–97 Wisconsin |
| 290–97 | 96–97.1 Identify state symbols of Wisconsin.96–97.2 Explain the history of Wisconsin.96–97.3 Identify significant people from Wisconsin.96–97.4 Compare the different geographical regions of Wisconsin.96–97.5 Describe the three major industry sectors in Wisconsin.96–97.6 Analyze the culture of Wisconsin.96–97.7 Execute a plan in which the students combine their resources to meet a specific need in their community. BWS Economics (apply) | Teacher EditionInstructional Aid 96–97.1: Wisconsin’s Economy (one copy per student)ActivitiesWisconsin (pp. 197–200)BJU Press TroveVideo: “Wisconsin”Video: “Dairy Production”Link: Frank’s HillLink: Polka MusicLink: A Packers Shareholder MeetingMaterialsA small, soft objectIndex cards containing terms from Lesson 96Sticky notes | Student EditionQuick Check |

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| Pages | Objectives | Resources | Assessments |
| Lesson 98 Chapter Review |
| 297a | 98.1 Recall concepts and terms from Chapter 6. | ActivitiesChapter Review (pp. 201–4)MaterialsA whiteboard, dry erase marker, and eraser for each student |  |
| Lesson 99 Chapter Test |
| 297a | 99.1 Demonstrate knowledge of concepts from Chapter 6 by taking the test. |  | AssessmentsChapter 6 TestBJU Press TroveExamView: Chapter 6 Test Bank |
| Lesson 100 State Notebook |
| 297a | 100.1 Describe the environment of your chosen state. | ActivitiesState Notebook: State Environment |  |

Chapter 7 – The Midwest: Great Plains States

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| Pages | Objectives | Resources | Assessments |
| Lessons 101–2 Minnesota |
| 298–307 | 101–2.1 Locate the Great Plains states on a map.101–2.2 Identify state symbols of Minnesota.101–2.3 Summarize the history of Minnesota.101–2.4 Identify significant people and landmarks of Minnesota.101–2.5 Analyze Minnesota’s environment. BWS Environment (explain)101–2.6 Relate Minnesota’s resources to its economy.101–2.7 Describe the culture of Minnesota. | Teacher EditionInstructional Aid 101–2.1: Minnesota’s Economy (one copy with headings and cards cut out)ActivitiesMinnesota (pp. 205–8)BJU Press Trove\*Video: “Minnesota”Link: The Gopher StateLink: The Northwest AngleLink: Sunken CitiesMaterialsSticky notes (two per student) | Student EditionQuick Check |
| Lessons 103–4 Iowa |
| 308–14 | 103–4.1 Identify state symbols of Iowa.103–4.2 Summarize the history of Iowa.103–4.3 Identify significant people of Iowa.103–4.4 Describe the environment of Iowa.103–4.5 Summarize the importance of Iowa’s agriculture industry to the United States and the world.103–4.6 Analyze the culture of Iowa. BWS Citizenship: individualism (explain) | Teacher EditionInstructional Aid 103–4.1: Cookie CaucusActivitiesIowa (pp. 209–12)Quiz Review (p. 213)BJU Press TroveVideo: “Iowa”Link: Iowa Caucuses ExplainedMaterialsIndex cards (one per student) | Student EditionQuick CheckAssessmentsQuiz 7-A |
| Lesson 105 Activity Day |
| 349b | 105.1 Describe the purpose of communication satellites.105.2 Create a model of a communication satellite. | Teacher EditionInstructional Aid 105.1: Satellite Materials List (one copy per student)Instructional Aid 105.2: Building a Satellite (one copy per student)BJU Press TroveLink: How Satellites WorkMaterialsSee Instructional Aid 105.1 |  |

\*Digital resources for homeschool users are available on Homeschool Hub.

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| Pages | Objectives | Resources | Assessments |
| Lessons 106–7 Missouri |
| 315–21 | 106–7.1 Identify state symbols of Missouri.106–7.2 Analyze the history of Missouri. BWS Culture: equality (evaluate)106–7.3 Identify significant people and landmarks of Missouri.106–7.4 Summarize the environment of Missouri.106–7.5 Describe the resources and economy of Missouri.106–7.6 Describe the culture of Missouri. | ActivitiesMissouri (pp. 215–18)BJU Press TroveVideo: “Missouri”Link: A Trip up the Gateway Arch | Student EditionQuick Check |
| Lessons 108–9 North Dakota |
| 322–28 | 108–9.1 Identify state symbols of North Dakota.108–9.2 Summarize the history of North Dakota.108–9.3 Describe the three geographical regions of North Dakota.108–9.4 Summarize the resources and economy of North Dakota.108–9.5 Identify significant landmarks of North Dakota.108–9.6 Describe the culture of North Dakota. | ActivitiesNorth Dakota (pp. 219–22)Quiz Review (p. 223)BJU Press TroveVideo: “North Dakota”Link: Why Are There Two Dakotas?Link: The International Peace GardenMaterialsSticky notes (three per student) | Student EditionQuick CheckAssessmentsQuiz 7-B |
| Lessons 110–11 South Dakota |
| 329–35 | 110–11.1 Identify state symbols of South Dakota.110–11.2 Analyze the history of South Dakota. BWS Culture: growth (formulate)110–11.3 Identify significant people and landmarks of South Dakota.110–11.4 Describe the environment of South Dakota.110–11.5 Describe the economy and resources of South Dakota.110–11.6 Describe the culture of South Dakota. | ActivitiesSouth Dakota (pp. 225–28)BJU Press TroveVideo: “South Dakota”Link: The Crazy Horse Memorial MonumentLink: The World’s Only Corn PalaceMaterialsIndex cards (two per student)A small, soft object like a foam ball or beanbag  | Student EditionQuick Check |

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| Pages | Objectives | Resources | Assessments |
| Lessons 112–13 Nebraska |
| 336–41 | 112–13.1 Identify state symbols of Nebraska.112–13.2 Summarize the history of Nebraska.112–13.3 Identify significant people and landmarks of Nebraska.112–13.4 Apply principles of wise stewardship to environmental concerns. BWS Environment (apply)112–13.5 Describe the environment and resources of Nebraska.112–13.6 Describe the economy of Nebraska.112–13.7 Describe the culture of Nebraska. | Teacher EditionInstructional Aid 112–13.1: Scramble Questions and Answers (one copy cut into strips and folded)ActivitiesNebraska (pp. 229–32)Quiz Review (p. 233)BJU Press TroveVideo: “Nebraska”Link: CarhengeLink: The Ogallala AquiferMaterialsBell or game buzzerSticky notes (one per student)  | Student EditionQuick CheckAssessmentsQuiz 7-C |
| Lessons 114–15 Kansas |
| 342–49 | 114–15.1 Identify state symbols of Kansas.114–15.2 Summarize the history of Kansas.114–15.3 Identify significant people and landmarks of Kansas.114–15.4 Propose an invention to solve a problem. BWS Economics (formulate)114–15.5 Describe the environment of Kansas.114–15.6 Analyze the economy and resources of Kansas.114–15.7 Describe the culture of Kansas. | Teacher EditionInstructional Aid 114–15.1: Cloze Exercise (one copy per student)ActivitiesKansas (pp. 235–38)BJU Press TroveVideo: “Kansas”Link: “Home on the Range” Original VersionLink: A Plane Refueling in the AirMaterialsSticky notes (4–6 per student) | Student EditionQuick Check |

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| Pages | Objectives | Resources | Assessments |
| Lesson 116 Chapter Review |
| 349a | 116.1 Recall concepts and terms from Chapter 7. | ActivitiesChapter Review (pp. 239–41)MaterialsA list of review words from Chapter 7  |  |
| Lesson 117 Chapter Test |
| 349a | 117.1 Demonstrate knowledge of concepts from Chapter 7 by taking the test. |  | AssessmentsChapter 7 TestBJU Press TroveExamView: Chapter 7 test bank |
| Lesson 118 State Notebook |
| 349a | 118.1 Describe tourism in your chosen state. | ActivitiesState Notebook: State TourismMaterialsVarious travel brochuresA copy of the tourism page from the Activities bookA sample brochure from the Activities book |  |

Chapter 8 – The Southwest

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| Pages | Objectives | Resources | Assessments |
| Lessons 119–20 The Southwest |
| 350–62 | 119–20.1 Locate the states of the Southwest region and their geographic features on a map.119–20.2 Describe major historical events in the Southwest.119–20.3 Describe the environment of the Southwest and the ways Native Americans adapted to it.119–20.4 Identify natural resources and industries in the Southwest.119–20.5 Explain how different people groups shaped culture in the Southwest. BWS Culture (explain) | Teacher EditionInstructional Aid 119–20.1: Texas Cloze Exercise (one copy for display)ActivitiesThe Southwest (pp. 243–46)BJU Press Trove\*Link: Cattle RopingLink: Ancestral Pueblo Canteens | Student EditionQuick Check |
| Lesson 121 Activity Day |
| 362–63 | 121.1 Describe how the Ancestral Pueblo made their coil pots.121.2 Create a coil pot. BWS Culture (apply) | Teacher EditionInstructional Aid 121.1: Steps for Making a Coil Pot (one copy per student)BJU Press TroveLink: Making a Coil PotMaterialsA sheet of paper (one per student)Air-dry clay in 1 oz. packages (one package per student)A plastic cutting tool (one per student)PreparationA sample clay coil pot |  |

\*Digital resources for homeschool users are available on Homeschool Hub.

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| Pages | Objectives | Resources | Assessments |
| Lessons 122–23 Oklahoma |
| 363–69 | 122–23.1 Identify the capital and state symbols of Oklahoma.122–23.2 Identify historical events in Oklahoma.122–23.3 Evaluate the actions of the “sooners” during the Land Run of 1889. BWS Citizenship (evaluate)122–23.4 Describe significant people from Oklahoma.122–23.5 Evaluate Oklahoma’s environmental problems.122–23.6 Describe the economy of Oklahoma.122–23.7 Describe Oklahoma’s culture and religion. | ActivitiesOklahoma (pp. 247–49)Quiz Review (p. 251)BJU Press TroveVideo: “Oklahoma” | Student EditionQuick CheckAssessmentsQuiz 8-A |
| Lessons 124–25 Texas |
| 370–76 | 124–25.1 Identify the capital and state symbols of Texas.124–25.2 Identify major events in Texas history.124–25.3 Describe significant people from Texas.124–25.4 Relate the defeat of the Alamo to the Texan attitude toward freedom. BWS Culture: freedom (explain)124–25.5 Analyze the diverse environments found in Texas.124–25.6 Describe the economy in Texas.124–25.7 Describe culture in Texas. | ActivitiesTexas (pp. 253–55)BJU Press TroveVideo: “Texas”Link: Texas State Flag (for use with Activities)MaterialsA whiteboard or online whiteboard access for each student | Student EditionQuick Check |
| Lessons 126–27 New Mexico |
| 377–84 | 126–27.1 Identify the capital and state symbols of New Mexico.126–27.2 Identify major events in New Mexico’s history.126–27.3 Describe significant people from New Mexico.126–27.4 Describe the environment of New Mexico.126–27.5 Describe the economy of New Mexico.126–27.6 Describe culture in New Mexico.126–27.7 Evaluate the traditional Navajo religion practiced in New Mexico. BWS Religion (evaluate) | ActivitiesNew Mexico (pp. 257–60)Quiz Review (p. 261)BJU Press TroveVideo: “New Mexico”Link: Carlsbad CavernsMaterialsA foam ballMusic for game | Student EditionQuick CheckAssessmentsQuiz 8-B |

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| Pages | Objectives | Resources | Assessments |
| Lessons 128–29 Arizona |
| 385–93 | 128–29.1 Identify the capital and state symbols of Arizona.128–29.2 Describe major historical events in Arizona.128–29.3 Explain the unique power of Arizona’s citizens to be directly involved in government.128–29.4 Evaluate the way Arizonans have used initiatives and referendums. BWS Culture: individualism (evaluate)128–29.5 Describe significant people from Arizona.128–29.6 Describe the environment, resources, and economy of Arizona.128–29.7 Describe culture in Arizona. | Teacher EditionInstructional Aid 128–29.1: Important People’s Paths to Success (one copy per student)ActivitiesArizona (pp. 263–65)BJU Press TroveVideo: “Arizona”MaterialsPaper labeled “Arizona’s Culture” | Student EditionQuick Check |

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| Pages | Objectives | Resources | Assessments |
| Lesson 130 Chapter Review |
| 393 | 130.1 Recall concepts and terms from Chapter 8. | Teacher EditionInstructional Aid 130.1: Chapter Review Write It Q & A (one copy for the teacher) ActivitiesChapter Review (pp. 267–70)MaterialsA whiteboard or online whiteboard access for each student |  |
| Lesson 131 Chapter Test |
| 393 | 131.1 Demonstrate knowledge of concepts from Chapter 8 by taking the test. |  | AssessmentsChapter 8 TestBJU Press TroveExamView: Chapter 8 test bank |
| Lesson 132 State Notebook |
| 393 | 132.1 Summarize the resources and economy of your chosen state. | ActivitiesState Notebook: State EconomyMaterialsLinks about resources and businesses in students’ chosen statesSample of a completed foldable |  |

Chapter 9 – The West: Rocky Mountain States

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| Pages | Objectives | Resources | Assessments |
| Lessons 133–34 The West |
| 394–402 | 133–34.1 Locate the states of the West and their geographical features on a map.133–34.2 Analyze the effects of the environment on the climate and culture of the western states.133–34.3 Identify major resources and industries in the West.133–34.4 Analyze political and cultural characteristics of the region.133–34.5 Analyze the major religious influences in the West. BWS Religion (evaluate)133–34.6 Propose ways believers can influence the West with the gospel. BWS Religion (formulate) | Teacher EditionInstructional Aid 133–34.1: Name That Animal (one copy for display)ActivitiesThe West (pp. 271–74)BJU Press Trove\*Link: The Western United StatesMaterialsPhotos of aspens, bristlecone pines, Joshua trees, plumeria, and monkshood | Student EditionQuick Check |
| Lessons 135–36  Montana |
| 403–9 | 135–36.1 Identify state symbols of Montana.135–36.2 Describe significant events and people in Montana’s history.135–36.3 Trace the history of Native American peoples in Montana.135–36.4 Propose actions that could have been taken to resolve conflict without relocating Native Americans.  BWS Culture: equality (formulate)135–36.5 Identify major industries and resources in Montana.135–36.6 Explain how geographical features affect Montana’s culture. | ActivitiesMontana (pp. 275–78)Quiz Review (p. 279)BJU Press TroveVideo: “Montana”Link: Tribal Territories of Montana in the 1850s | Student EditionQuick CheckAssessmentsQuiz 9-A |

\*Digital resources for homeschool users are available on Homeschool Hub.

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| Pages | Objectives | Resources | Assessments |
| Lessons 137–38 Wyoming |
| 410–17 | 137–38.1 Identify state symbols of Wyoming.137–38.2 Identify early cultures in Wyoming.137–38.3 Describe significant events and people in Wyoming’s history. BWS Culture: equality (explain)137–38.4 Identify important cities and sites in Wyoming.137–38.5 Identify major industries and resources in Wyoming.137–38.6 Analyze Wyoming’s culture. | ActivitiesWyoming (pp. 281–84)BJU Press TroveVideo: “Wyoming”Link: Yellowstone BearsLink: Jackson Town Square WebcamLink: Code of the WestMaterialsPhoto of chokecherries | Student EditionQuick Check |
| Lessons 139–40 Colorado |
| 418–25 | 139–40.1 Identify state symbols of Colorado.139–40.2 Describe early cultural groups in Colorado.139–40.3 Describe significant events and people in Colorado’s history.139–40.4 Identify major industries and resources in Colorado.139–40.5 Assess the impact of Colorado’s environment on its culture.139–40.6 Propose ways to direct worship to God as Creator through appreciation of the creation. BWS Environment: (formulate) | ActivitiesColorado (pp. 285–88)Quiz Review (p. 289)BJU Press TroveVideo: “Colorado”Link: Mesa Verde Cliff DwellingsLink: “America the Beautiful”Link: Great Sand Dunes Recreation | Student EditionQuick CheckAssessmentsQuiz 9-B |

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| Pages | Objectives | Resources | Assessments |
| Lessons 141–42 Idaho |
| 426–33 | 141–42.1 Identify state symbols of Idaho.141–42.2 Describe significant events and people in Idaho’s history.141–42.3 Identify unique features of Idaho’s environment.141–42.4 Describe Idaho’s economy and resources.141–42.5 Describe the culture of Idaho. | Teacher EditionInstructional Aid 141–42.1: Idaho’s Environment (one copy per student)ActivitiesIdaho (pp. 291–94)BJU Press TroveVideo: “Idaho”Link: Idaho Potato FactsMaterialsPhotos of AppaloosasIndex cards (one per student)Bell or game buzzer | Student EditionQuick Check |
| Lessons 143–44 Utah |
| 434–40 | 143–44.1 Identify state symbols of Utah.143–44.2 Describe Native American cultures in Utah.143–44.3 Describe significant events and people in Utah’s history.143–44.4 Assess the influence of Mormonism on Utah’s development as a state.143–44.5 Relate Utah’s environment to its economy.143–44.6 Formulate biblical responses to Mormonism. BWS Religion: (formulate)143–44.7 Analyze Utah’s culture. | Teacher EditionInstructional Aid 143–44.1: Utah Cultures Cloze Exercise (one copy per student)ActivitiesUtah (pp. 295–98)Quiz Review (p. 299)BJU Press TroveVideo: “Utah”Link: Utah Sheepdog CompetitionMaterialsSticky notes (one per student) | Student EditionQuick CheckAssessmentsQuiz 9-C |
| Lesson 145 Activity Day |
| 447b | 145.1 Research the formation of different types of rock structures in Utah’s national parks.145.2 Create a diorama illustrating rock formations such as hoodoos, arches, spires, and buttes. | BJU Press TroveLink: Flood GeologyMaterialsItems for rock formation diorama activity (see TE page 447b) |  |

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| Pages | Objectives | Resources | Assessments |
| Lessons 146–47 Nevada |
| 441–47 | 146–47.1 Identify state symbols of Nevada.146–47.2 Describe significant events and people in Nevada’s history.146–47.3 Identify major cities and landmarks in Nevada.146–47.4 Identify major resources and industries of Nevada.146–47.5 Evaluate the impact of gambling on Nevada’s economy and culture. BWS Culture: growth (evaluate) | ActivitiesNevada (pp. 301–4)BJU Press TroveVideo: “Nevada”Link: Bristlecone PinesMaterialsIndex cards | Student EditionQuick Check |
| Lesson 148 Chapter 9 Review |
| 447a | 148.1 Recall concepts and terms from Chapter 9. | ActivitiesChapter Review (pp. 305–7) |  |
| Lesson 149 Chapter Test |
| 447a | 149.1 Demonstrate knowledge of concepts from Chapter 9 by taking the test. |  | AssessmentsChapter 9 TestBJU Press TroveExamView: Chapter 9 Test Bank |
| Lesson 150 State Notebook |
| 447a | 150.1 Summarize information about religion and the arts in your chosen state. | ActivitiesState Notebook: State Culture (religion and literature)MaterialsLinks to any websites that will help students research their states’ religions, stories, and songs |  |

Chapter 10 – The West: Pacific States

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| Pages | Objectives | Resources | Assessments |
| Lessons 151–52 Washington |
| 448–58 | 151–52.1 Locate the Pacific States on a map.151–52.2 Identify state symbols of Washington.151–52.3 Describe early cultures in the state of Washington.151–52.4 Describe significant events and people in Washington’s history.151–52.5 Compare and contrast the geography and climates of western and eastern Washington. BWS Environment (explain)151–52.6 Identify major industries and resources in Washington.151–52.7 Describe the culture of Washington. | ActivitiesWashington (pp. 309–12)BJU Press Trove\*Video: “Washington”Video: “The Timber Industry”Link: Space Needle WebcamMaterialsA small foam ball or beanbagLarge sticky notes (one per student) | Student EditionQuick Check |
| Lessons 153–54 Oregon |
| 459–66 | 153–54.1 Identify Oregon’s state symbols.153–54.2 Describe significant events and people in Oregon’s history.153–54.3 Identify important sites in Oregon.153–54.4 Identify major industries and resources in Oregon.153–54.5 Evaluate Oregon’s culture. BWS Culture (formulate) | ActivitiesOregon (pp. 313–16)Quiz Review (p. 317)BJU Press TroveVideo: “Oregon”Link: The New Carissa Oil SpillMaterialsColored markers | Student EditionQuick CheckAssessmentsQuiz 10-A |

\*Digital resources for homeschool users are available on Homeschool Hub.

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| Pages | Objectives | Resources | Assessments |
| Lessons 155–56 California |
| 467–74 | 155–56.1 Identify state symbols of California.155–56.2 Describe significant events and people in California’s history.155–56.3 Compare and contrast the geography, climates, and cultures of Northern and Southern California.155–56.4 Identify important cities and notable sites in California.155–56.5 Analyze the population, major industries, and resources of California. BWS Culture (evaluate) | Teacher EditionInstructional Aid 155–56.1: California Places Cloze Exercise (one copy per student)Instructional Aid 155–56.2: What Should I Watch? (one copy per student)ActivitiesCalifornia (pp. 319–22)BJU Press TroveVideo: “California”Video: “How It Was: Gold Rush Prospector” | Student EditionQuick Check |
| Lessons 157–58 Alaska |
| 475–81 | 157–58.1 Identify state symbols of Alaska.157–58.2 Analyze the religious beliefs and practices of early cultures in Alaska. BWS Religion (evaluate)157–58.3 Describe significant events and people in Alaska’s history.157–58.4 Identify geographical landmarks and major cities in Alaska.157–58.5 Identify major industries and resources in Alaska.157–58.6 Analyze the impact of Alaska’s environment on its culture. | ActivitiesAlaska (pp. 323–26)Quiz Review (p. 327)BJU Press TroveVideo: “Alaska”Link: Northern LightsMaterialsIndex cards (one per student)Colored markersPhotos of reindeer sausage, smoked salmon, king crab legs, and muktuk | Student EditionQuick CheckAssessmentsQuiz 10-B |
| Lessons 159–60 Hawaii |
| 482–91 | 159–60.1 Identify state symbols of Hawaii.159–60.2 Contrast Hawaii’s geography with the geography of the other forty-nine states.159–60.3 Describe significant events and people in Hawaii’s history.159–60.4 Describe Hawaii’s economy.159–60.5 Describe Hawaii’s culture.159–60.6 Analyze Hawaii’s religious climate.159–60.7 Propose ways to use Scripture to challenge a false religion. BWS Religion (formulate) | Teacher EditionInstructional Aid 159–60.1: False Religions Group Discussion (one copy per student)ActivitiesHawaii (pp. 329–32)BJU Press TroveVideo: “Hawaii”MaterialsA map showing the Marquesas Islands in relation to HawaiiColored markers | Student EditionQuick Check |

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| Pages | Objectives | Resources | Assessments |
| Lesson 161 Activity Day |
| 491a | 161.1 Summarize the cultural significance and the etiquette of the Hawaiian lei.161.2 Construct a lei out of candy, tissue paper, or silk flowers. | BJU Press TroveLink: The Tradition of LeisLink: Making Candy LeisLink: Making Tissue Paper LeisLink: Making Flower LeisMaterialsMaterials to make a lei (see TE page 491a) |  |
| Lesson 162 Chapter Review |
| 491b | 162.1 Recall concepts and terms from Chapter 10. | ActivitiesChapter Review (pp. 333–36) |  |
| Lesson 163 Chapter Test |
| 491b | 163.1 Demonstrate knowledge of concepts from Chapter 10 by taking the test. |  | AssessmentsChapter 10 TestBJU Press TroveExamView: Chapter 10 Test Bank |
| Lesson 164 State Notebook |
| 491b | 164.1 Research the culture (food, drink, sports, and current events) of your chosen state to complete the State Notebook pages. | ActivitiesState Notebook: State Culture (continued)MaterialsLinks to any websites that will help students research their states’ popular foods and drinks, sports teams, and current eventsA short newspaper article to use as an example |  |

Chapter 11 – US Territories

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| Pages | Objectives | Resources | Assessments |
| Lessons 165–66 US Territories |
| 492–98 | 165–66.1 Locate the five main US territories on a map.165–66.2 Describe how the five main US territories are governed.165–66.3 Describe the different types of territories.165–66.4 Compare and contrast states and territories.165–66.5 Summarize the environments of the territories.165–66.6 Identify other territories of the United States. | Teacher EditionInstructional Aid 165–66.1: Governing Territories (one copy per student)Instructional Aid 165–66.2: Uninhabited US Territories (one copy per student)ActivitiesUS Territories (pp. 337–40)BJU Press Trove\*Link: Territories of the United StatesMaterialsIndex cards (three per student) | Student EditionQuick Check |
| Lessons 167–68 Puerto Rico |
| 499–507 | 167–68.1 Identify the symbols of Puerto Rico.167–68.2 Summarize the history of Puerto Rico.167–68.3 Describe the environment of Puerto Rico.167–68.4 Propose different ways to accommodate population growth. BWS Economics (formulate)167–68.5 Identify significant landmarks of Puerto Rico.167–68.6 Describe the economy of Puerto Rico.167–68.7 Describe the culture of Puerto Rico. | ActivitiesPuerto Rico (pp. 341–44)Quiz Review (p. 345)BJU Press TroveVideo: “Puerto Rico”Link: The Call of the Coquí FrogLink: “El Coquí”Link: Mosquito Bay at NightMaterialsA small, soft objectSticky notes (one or more per student) | Student EditionQuick CheckAssessmentsQuiz 11-A |

\*Digital resources for homeschool users are available on Homeschool Hub.

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| Pages | Objectives | Resources | Assessments |
| Lessons 169–70 US Virgin Islands |
| 508–14 | 169–70.1 Identify the symbols of the US Virgin Islands.169–70.2 Summarize the history of the US Virgin Islands.169–70.3 Describe the environment of the US Virgin Islands.169–70.4 Propose a way to help address a local environmental challenge. BWS Citizenship (formulate)169–70.5 Identify significant landmarks of the US Virgin Islands.169–70.6 Describe the economy of the US Virgin Islands.169–70.7 Describe the culture of the US Virgin Islands. | ActivitiesUS Virgin Islands (pp. 347–50)BJU Press TroveVideo: “US Virgin Islands”Link: Residential Rainwater HarvestingLink: Rainwater Harvesting Animation | Student EditionQuick Check |
| Lessons 171–72 Northern Mariana Islands |
| 515–22 | 171–72.1 Identify the symbols of the Northern Mariana Islands.171–72.2 Summarize the history of the Northern Mariana Islands.171–72.3 Identify significant landmarks of the Northern Mariana Islands.171–72.4 Describe the environment and resources of the Northern Mariana Islands.171–72.5 Describe the economy of the Northern Mariana Islands. BWS Economics (explain)171–72.6 Describe the culture of the Northern Mariana Islands. | Teacher EditionInstructional Aid 171–72.1: History of the Northern Mariana Islands (one copy cut apart)ActivitiesNorthern Mariana Islands (pp. 351–54)Quiz Review (p. 355)BJU Press TroveVideo: “Northern Mariana Islands”Video: “The Tourism Industry”Link: Loading Little BoyLink: Exploring the Challenger DeepMaterialsA small, soft object | Student EditionQuick CheckAssessmentsQuiz 11-B |

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| Pages | Objectives | Resources | Assessments |
| Lessons 173–74 Guam |
| 523–30 | 173–74.1 Identify the symbols of Guam.173–74.2 Summarize the history of Guam.173–74.3 Describe the environment of Guam.173–74.4 Describe the economy of Guam.173–74.5 Identify significant landmarks of Guam.173–74.6 Describe the culture of Guam.173–74.7 Evaluate religion in Guam. BWS Religion (evaluate) | ActivitiesGuam (pp. 357–60)BJU Press TroveVideo: “Guam”Link: BelembaotuyanMaterialsIndex cards (two per student) | Student EditionQuick Check |
| Lessons 175–76 American Samoa |
| 531–37 | 175–76.1 Identify the symbols of American Samoa.175–76.2 Summarize the history of American Samoa.175–76.3 Describe the environment of American Samoa.175–76.4 Identify significant landmarks of American Samoa.175–76.5 Describe the economy of American Samoa.175–76.6 Describe the culture of American Samoa.175–76.7 Propose habits of a healthy lifestyle. BWS Culture (formulate) | ActivitiesAmerican Samoa (pp. 361–64)BJU Press TroveVideo: “American Samoa”MaterialsIndex cards with an important term from Lesson 175 written on eachBag for index cards | Student EditionQuick Check |
| Lesson 177 Activity Day |
| 537a | 177.1 Describe the geographical features of one of the five main US territories.177.2 Complete a relief map of one of the five main US territories. | Teacher EditionInstructional Aid 177.1: Instructions for Making a Raised Relief Map (one copy per student)BJU Press TroveLink: Salt Dough MapsMaterialsPhysical maps of the five inhabited US territories (for display)Blank outlines of the five inhabited US territoriesSupplies for making raised relief maps (see TE page 537a) |  |

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| Pages | Objectives | Resources | Assessments |
| Lesson 178 Chapter Review |
| 537b | 178.1 Recall concepts and terms from Chapter 11. | ActivitiesChapter Review (pp. 365–68) |  |
| Lesson 179 Chapter Test |
| 537b | 179.1 Demonstrate knowledge of concepts from Chapter 11 by taking the test. |  | AssessmentsChapter 11 TestBJU Press TroveExamView: Chapter 11 Test Bank |
| Lesson 180 State Notebook |
| 537b | 180.1 Complete the State Notebook. | ActivitiesState Notebook: Complete State Notebook Materials3-prong folders (one per student)Students’ completed State Notebook activity pages from Chapters 1–10A completed State Notebook in a 3-prong folder (for display) |  |