



# CONCORDIA CURRICULUM GUIDE



GRADE

2

Social Studies





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# PREFACE

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## Ministry of Christian Schools

Parental expectations of Christian schools include

- excellent discipline;
- high academic standards;
- low teacher-student ratios;
- dedicated, conscientious teachers;

Many Christian schools offer these advantages. But the real distinction is that Christian schools proclaim Jesus Christ as the Son of God and Savior of the world. Teaching Jesus Christ, then, is “the real difference” between Christian and public schools. In Christian schools, teachers and students witness personally and publicly to their faith in Jesus Christ. Students study the Bible and worship God daily. Teachers relate Jesus Christ to all aspects of the curriculum. Teachers and students share Christian love and forgiveness.

Those who teach in Christian schools are privileged with the opportunity to

- teach the Word of God in its truth and purity;
- acknowledge the Bible as God’s infallible Word and the Confessions as the true exposition of the Word;
- identify God’s Word, Baptism, and the Lord’s Supper as the means through which God creates and sustains faith;
- emphasize Law and Gospel as the key teaching of Scripture;
- seek to apply Law and Gospel properly in daily relationships with students, parents, and other teachers;
- teach all of what Scripture teaches (including Christian doctrines) to all students, no matter what backgrounds they have;
- share with students what Jesus the Savior means to them personally;
- equip students to proclaim the Good News to others;

- encourage students to find the support and encouragement found only in the body of Christ, of which Jesus Himself is the head.

In Christian schools, Christ permeates all subjects and activities. Religion is not limited to one hour or one class. Teachers seek opportunities to witness in every class and to relate God’s Word to all aspects of life. Through this process, and by the power of the Holy Spirit, students grow in faith and in a sanctified life and view all of life, not just Sunday, as a time to serve and worship God.

In summary, it is intrinsic to ministry in a Christian school that all energies expended in the educational process lead each child to a closer relationship with the Savior and with other members of the Christian community.

## How to Use This Guide

The Concordia Curriculum Guide series is designed to guide you as you plan and prepare to teach. The introductory chapters provide foundational information relevant to the teaching of social studies to students in a Christian school. But the majority of the pages in this volume focus on social studies standards and performance expectations together with ideas and activities for integrating them with various aspects of the Christian faith. This volume does not provide a curriculum plan or lesson plan for any particular period or day. Instead, it provides a wealth of ideas from which you can choose and a springboard to new ideas you may create. You may use this curriculum guide with any textbook series.

The social studies standards included in this book are informed by the standards developed by the National Council for the Social Studies (NCSS) (see also Chapter 3) and are provided as a compilation of the social studies standards and performance expectations adopted by the individual states. In order to offer a well-coordinated curriculum design, the social studies objectives for this grade level relate to and connect with the standards provided at other grade levels.

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The standards, then, can serve you and your whole faculty in several ways. They can help you

1. plan your teaching in an organized way;
2. coordinate your teaching of a subject with the teaching in other grades in your school;
3. select textbooks and other learning or teaching materials;
4. evaluate your current instruction, materials, and objectives;
5. implement procedures for school accreditation;
6. nurture the Christian faith of your students as you teach social studies.

We assume that teachers will use materials in addition to those included in the guide, but, since many materials do not integrate the Christian faith, we have provided suggestions for specific methods to use as you teach day by day. Everyone has a different teaching style. No one will be able to use all the ideas in this volume. As you think about practices that will work for you and would be helpful in your classroom, consider these possible ways to find and use ideas from this volume:

- Read the entire volume before school starts. Highlight the ideas you think you can use.
- Write ideas in your textbooks. List the page numbers from this volume that contain suggestions you would like to use in connection with a lesson or unit.
- Throughout the year, designate periods of time, perhaps at faculty meetings, to discuss portions of this volume as you seek to improve your integration of the faith in social studies. Brainstorm, develop, and implement your ideas. Then follow up with other meetings to share your successes and challenges. Together, find ways to effectively use the suggestions in this volume.
- Plan ways to adapt ideas not closely related to specific lessons or units in your secular text-

books. Inside your plan book clip a paper with a list of suggestions from the volume that you would like to use. Or list each idea on a file card and keep the cards handy for quick review. Use those ideas between units or when extra time is available.

- Evaluate each suggestion after you have tried it. Label it as “use again” or “need to revise.” Always adapt the suggestions to fit your situation.
- Think about integrating the faith each time you plan a lesson. Set a goal for yourself (e.g., two ideas from this volume each week), and pray that God will help you to achieve it. You will find the index at the back of this volume especially helpful in finding faith-connecting activities relevant to specific topics.
- If the ideas in the Concordia Curriculum Guide series seem overwhelming, begin by concentrating on only one subject per month. Or attempt to use the suggested ideas in only two to four subjects the first year. Add two to four subjects per year after that.

Probably the most effective teaching occurs when teachers take advantage of natural opportunities that arise to integrate the faith into their teaching. In those situations, you will often use your own ideas instead of preparing a lesson plan based on teaching suggestions in this guide. Use the white space on the pages of this book to record your own ideas and activities for integrating the Christian faith. We hope this volume will be an incentive to you to create your own effective ways to integrate the Christian faith into the entire school day.

We believe that Christian schools are essential because we believe that our relationship with Jesus Christ permeates every part of our lives. That is why our Christian faith permeates our teaching. That is why we teach in a Christian school.

# CHAPTER 1

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## A Journey: Developing Citizens through Social Studies

By

James B. Kracht

James B. Kracht, author of various social studies curriculum texts and materials in current use and advisor and board member for numerous organizations and agencies, attended Zion Lutheran School in New Palestine, Indiana, is a graduate of Concordia University, River Forest, Illinois, and began his long and productive teaching career in Lutheran schools. Dr. Kracht is a Fellow of the Grosvenor Center for Geographic Education and is a recipient of the Extraordinary Service Award from Texas A&M University and the Distinguished Service Award from the Texas Council for the Social Studies. Dr. Kracht was named director of the writing team for the Texas Essential Knowledge and Skills for Social Studies in 1995, and in 1996 became Director of the Social Studies Center for Educator Development. He is currently Associate Dean for Academic Programs in the College of Education and Human Development at Texas A&M University, where he has been on the faculty since 1974. He also serves as a codirector of a national demonstration project for interdisciplinary curriculum development at the middle grades and as a consultant for the development of national social studies standards in the United Arab Emirates and Syria.

### Our Destination

It was a family tradition. On summer Sunday afternoons we would pile into our 1948 Chevy. The first question out of my mouth would be, “Where are we going?” and my dad’s answer was always the same, “We’re going to take a little ride.” “But where?” I would ask. The answer was repeated Sunday after Sunday, “Somewhere.” “Well, how will we know how to get there?” I would insist, knowing I was pressing my luck. “We will just follow our noses,” my mom would laugh. At that point I knew I would never get an answer that would satisfy me, so I would busy myself listening to my parents’ conversation, looking out the back window, and watching the dust trail as our car bumped down the gravel roads. Sometimes those drives would last thirty minutes and sometimes three hours. Frequently we would reach an intersection and disagree on whether to go straight ahead or turn left or right. I was always amazed at the number of new routes we could take and still not know the destination.

While I enjoyed those rides and even continued the tradition with my own children on occasions, most of the journeys I have pursued in life have had a strong sense of destination. Whether travel, education, career, home project, or office task, I approach tasks with a destination or end result in mind. I will admit that sometimes I have chosen the wrong destination and often there have been wrong turns, delays, and detours along the way, but the idea of a destination is comforting. Destinations bring a sense of accomplishment. Destinations are the result of thoughtful decisions. The journey to the destination requires planning and hard work. Wrong turns and detours demand evaluation and correction, while arrival brings a sense of success. In my view, the journey toward citizenship incorporates both the spirit of the Sunday afternoon ride and a planned journey toward a destination. While citizenship is our destination, social studies is the route we take to reach that objective.

Growing new citizens is vital to the continuation of our republican form of government and the

# CHAPTER 2

## Teaching and Learning Social Studies from a Christian Perspective

Social studies explores the world God made, including the universe and especially our planet, Earth, and the plants, animals, and people found in its various habitats. In the great diversity of life, we see the marvelous hand of our awesome God, who in His great love sustains and upholds our world even as He has sent His only Son to pay for the sins of all people.

Social studies and all other subjects can be taught and learned through the following overall goals, which have been the hallmark of the Christian education material prepared by Concordia Publishing House through the years. These materials aim to assist teachers and leaders so that

- through the Word of God and the work of the Holy Spirit, people of all ages may know God, especially His seeking and forgiving love in Christ, and may respond in faith and grow up into Christian maturity;
- seeing themselves as the reconciled, redeemed children of God and individual members of Christ's body, the Church, they may live happily in peace with God, themselves, and their fellow human beings;
- they may be encouraged to express their joy in worship of God and in loving service to others;
- by the grace of God they may value all of God's creative work in His world and Church and witness openly to Christ as the Savior of all people, participating actively in God's mission to the Church and the world;
- they may joyfully live in the Christian hope of new life in Christ now and in eternity.

### Social Studies and God

Our loving and almighty God cares for us. He loves and desires to save all people. Any course of instruction about our world and human history

that ignores the Creator and Preserver of all things is incomplete.

For the children of God, learning Social Studies involves a developing knowledge and understanding of the following:

- God
- Ourselves
- Other Christians
- Nonbelievers
- All creation

### God's Word teaches these truths:

- God created the holy angels, the universe, our planet, and all things in six days (Genesis 1).
- He created our first parents, Adam and Eve, and through them all people.
- Yielding to the temptation to abandon God's will, Adam and Eve sinned. All of creation suffered sin's devastating consequences.
- Although God made people in His image, that image was lost to our first parents and to all who would come after them through the fall into sin (Genesis 5:3).
- Strife between God and fallen humanity, among people, between people and animals, among animals, and between people and their environment continues as a result of sin (Genesis 3).
- God sent His only Son to live, die, and rise again in order to pay for the sins of all people (2 Corinthians 5:15). Jesus is the Son of God and also true man. Salvation can be found only in Him (Acts 4:12).
- As God who created all things, Jesus exerts control over the forces of nature. For example, He stilled the storm (Luke 8:22–25), and He reversed the natural decaying process when He raised Lazarus from the dead (John 11:38–44).

# *CHAPTER 3*

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## **Using the Ten Strands of Social Studies in Christian Education**

The National Council for the Social Studies (NCSS) has approved ten strands for social studies education. These ten strands provide a helpful organizing framework for the social studies standards as they are developed and implemented in our nation's schools.

1. Culture
2. Time, Continuity, and Change
3. People, Places, and Environments
4. Individual Development and Identity
5. Individuals, Groups, and Institutions
6. Power, Authority, and Governance
7. Production, Distribution, and Consumption
8. Science, Technology, and Society
9. Global Connections
10. Civic Ideals and Practices

The NCSS has given permission for the standards and performance expectations charts for students in early grades (k–3), middle grades (4–8), and high school (9–12) to be adapted to incorporate elements of the Christian faith. The adapted standards and expectations charts for each of the strands follow.

# CHAPTER 4

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## Social Studies Curriculum Standards for Students in Grade 2

This chapter includes social studies standards that have been compiled from the individual state departments of education. They are organized, grade by grade, into the following five areas:

1. Geography 
2. History 
3. Society and Culture 
4. Citizenship and Government 
5. Economics 

The standards have been systematized according to the following numerical designations to indicate grade level, area, category, and performance objective:

The first digit indicates the grade level (e.g., the 2 in 2.5.1.8 designates that the performance expectation is for grade 2).

The second digit indicates the area of social studies (as listed above) addressed by the standard (e.g., the 5 in 2.5.1.8 designates the standard as an economic area since 5 is the number for economics).

The third digit identifies a category within the area. These categories are the same at every grade level (e.g., the 1 in 2.5.1.8 relates to the category *Economic systems, institutions, and incentives affect people in many aspects of life*, which is the first category of economics at every grade level).

The fourth digit indicates the number of the specific performance expectation. These expectations will vary from level to level (e.g., the 8 in 2.5.1.8, as found in the economics area of the grade 2 standards relating to the category *Economic systems, institutions, and incentives affect people in many aspects of life*, refers to the eighth item in that category.)

Chapter 5 provides faith-integration activities organized by category. These activities provide many opportunities to teach aspects of the Christian faith in conjunction with each area of the social studies curriculum. Each activity is keyed to a specific performance expectation.

A complete list of social studies standards performance expectations for this grade level is provided on the remaining pages of this chapter.

# GEOGRAPHY



- 2.1 Second-grade students will have the opportunity to learn geographic skills, to develop their knowledge of the Earth, and to grow in understanding and appreciation of their responsibilities as stewards of the Earth's resources.**
- 2.1.1 Skill in using geographic tools helps people understand the world from a spatial perspective.**
  - 2.1.1.1 Compare relative locations using words such as *nearer*, *farther*, *closer*, *toward*, *away from*, and *next to*; use children's literature to make these comparisons.
  - 2.1.1.2 Respond correctly to verbal directions.
  - 2.1.1.3 Develop an appropriate vocabulary to use when speaking of time: weeks, months, years, past, present, future, morning, afternoon, evening.
  - 2.1.1.4 Develop the skill to use analog and digital clocks to tell time.
  - 2.1.1.5 Understand the standard orientation of maps and globes.
  - 2.1.1.6 Create maps with legends.
  - 2.1.1.7 Use a simple letter-number grid system to locate specific places on a map of their community.
  - 2.1.1.8 Create maps to illustrate stories.
  - 2.1.1.9 Identify the equator, the poles, and the hemispheres as points of reference on the globe.
  - 2.1.1.10 Gather information about time or place by interviewing others, collecting drawings and photos, or using print or electronic media.
- 2.1.2 The physical characteristics of places and regions influence where and how people live and work (Physical and Human Systems).**
  - 2.1.2.1 Identify major landforms and bodies of water on a map or globe.
  - 2.1.2.2 Differentiate physical features from man-made features.
  - 2.1.2.3 Locate their state and local community on a map or globe.
  - 2.1.2.4 Recognize the shape of the contiguous United States.
  - 2.1.2.5 Locate other countries on a map or globe.
  - 2.1.2.6 Identify and distinguish between types of environments (e.g., forest, mountain, desert, coast).
  - 2.1.2.7 Give examples of myths or legends relating to a physical environmental feature.
  - 2.1.2.8 Explain why people choose to live where they do.
  - 2.1.2.9 Illustrate the relationships between climate and human development in various areas of the world.
  - 2.1.2.10 Describe a state or region's weather, natural resources, and settlement patterns.
  - 2.1.2.11 List natural disasters, and describe the damage they have caused.
  - 2.1.2.12 Identify important places in the community, and speculate as to why these places are located where they are.
  - 2.1.2.13 Draw a community map, including physical and human characteristics.
  - 2.1.2.14 Observe and report on human and natural characteristics in their community using simple graphs and tables.

# CHAPTER 5

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## Information and Activities for Integrating the Faith as Keyed to Grade 2 Standards

The social studies standards included in this chapter have been compiled from the individual state departments of education and organized, grade by grade, into the following five areas:

1. Geography 
2. History 
3. Society and Culture 
4. Citizenship and Government 
5. Economics 

The standards have been systematized according to the following numerical designation to indicate grade level, area, category, and performance objective as described on the first page of chapter 4.

Performance expectations are numbered sequentially. (For example, the 8 in 2.5.1.8 is found in the grade 2 Economics area, relating to the category “Economic systems, institutions, and incentives affect people in many aspects of life,” and is the eighth item in that category.) A complete list of social studies standards performance expectations for this grade level is provided in chapter 4.

On the pages of chapter 5, which follow, you will find an easy-to-reference two-column format for faith integration with the social studies standards. The left-hand column under the heading “Information by Topic” provides helpful teaching background information and insights relevant for integrating some aspect of the Christian faith. The number following the topic identifies the performance expectation to which the topic relates (see chapter 4). Beside each entry, in the right-hand column under the heading “Discussion Points/Activities,” you will find ideas helpful for planning and organizing student learning experiences that reinforce and expand upon these faith connections.

Be sure to consult the index at the end of this volume for a complete listing of topics and where they may be found.

# GEOGRAPHY



INFORMATION BY TOPIC

DISCUSSION POINTS/ACTIVITIES

- 2.1 Second-grade students will have the opportunity to learn geographic skills, to develop their knowledge of the Earth, and to grow in understanding and appreciation of their responsibilities as stewards of the Earth's resources.**
- 2.1.1 Skill in using geographic tools helps people understand the world from a spatial perspective.**

## Relative Locations (Terms)

Emphasize terms such as *nearer*, *farther*, and so on as you tell Bible stories. Display word cards to focus attention on the terms. Bible stories might include Jesus blessing the children (nearer, closer, toward), Jesus being tempted (away from, farther), Mary and Martha (next to, closer), and the events of Holy Week (next to, nearer, closer, toward, away from, farther). Have the children act out the Bible stories as you give directions such as move nearer to, walk away from, and so on. In this way, children will be able to hear, see, and move according to the words. (2.1.1.1)

- Use children's literature to further develop terms of relative location. Read *The Runaway Bunny* by Margaret Wise Brown. Discuss that no matter how far away the little bunny runs from home, his mother always comes after him, finds him, and stays close. The bunnies are fictional characters, but you and I and God are real. Read Psalm 139–10 and Matthew 28:20, emphasizing that God promises to always be with us. He will keep His children in the palm of His hand. (See Psalm 63:8.)

- Read *Guess How Much I Love You* by Sam McBratney. In this story, Little Nut Brown Hare and Big Nut Brown Hare trade examples describing the relative size of their love, one for the other. Relate this to the far greater model of God's love for us—He who sent His only Son to save us. Note the relative terms of location and size as the apostle Paul speaks of the measure of God's love in Ephesians 3:17–20 (NIV): "I pray that you . . . grasp how wide and long and high and deep is the love of Christ . . . that you may be filled to the measure of all the fullness of God . . . who is able to do immeasurably more than all we ask or imagine."

- Read *Koala Lou* by Mem Fox. In this story, Koala Lou is cherished and loved by all who know her. As Koala Lou grows up and new brothers and sisters are added to the family, her mother is so busy that she has no time to tell Koala Lou that she is loved. In the end, she is reassured of the enduring love of her mother for her. Using Romans 8:38, reassure the children that nothing in all of creation will separate them from the love of God. Look at Psalm 136, which repeatedly reminds us that God's "love endures forever."

**Verbal Directions** (Responding to)

Verbal directions are important in playing a game or finding something unknown or unfamiliar. But even more basic and profound is the significance of following the verbal directions of our Lord God. He gave Adam and Eve a single set of directions: do not eat of the tree in the middle of the garden. They failed to respond correctly. This was the first time God's directions were disobeyed, and we've continued to follow that disobedient path throughout history. But God sent His Son, Jesus, to rescue us and give us a new direction. We have His words, His verbal directions for us, in the Bible, as it says in Acts 16:31, "Believe in the Lord Jesus, and you will be saved." God calls to us through His Word and Sacraments to respond in repentance and faith as He turns our lives around through His forgiveness and promise of eternal life. (2.1.1.2)

- Play a game in which you have hidden an object in the classroom. Give clues by telling the other children if they are warmer or colder (closer or farther) from the object. Add directions saying, "Move to the right," or, "Take a few steps forward," and so forth. After playing the game several times, point out that it is necessary to listen carefully for the directions. When we hear God's Word, we want to listen carefully too. But it is important to remember that God does not keep His message hidden (like the object you hid). He wants the whole world to know, so He tells us to go to all parts of the world—north, south, east, west—with the Good News. (See Acts 1:8.) God tells us to openly and widely proclaim the love of God and the salvation we have through Jesus.
- Sing "Father Abraham" together. In this song, you are to follow the directions for moving different parts of your body. Following these directions can be difficult. Following God's directions are impossible! That is why we rely on the power of the Holy Spirit to work in us through God's Word and the Sacraments to build us up in faith and in our faith life so we can live as people of God.

**Time** (Terms)

Look at Jesus' activities throughout the day as recorded in Mark 1:29–35. Jesus and His disciples went to church at the synagogue. Then they went to Peter's house, probably for the main meal of the day, which normally followed Sabbath worship. So it was probably early afternoon when Jesus healed Peter's mother-in-law, and she waited on them in gratitude. That evening after sunset, the whole town came to Peter's house so Jesus could heal them. Early the next morning, Jesus got up to go to a quiet place to pray and meditate. Pray that God will bless us throughout our days. Sing the song "Jesus in the Morning."

Other Bible stories that include a time factor (morning, afternoon, evening, days) are the Last Supper through the resurrection, the creation, and many, many more.

Explain that the word *present* has more than one meaning. It can be a gift, like a birthday present.

- We look forward to many special events each year. One of the most familiar ways to count down anticipation of an event is the Advent calendar marking the days and weeks until Christmas. Throughout the year, look for other countdowns toward special events. For example, count down the days during Lent until Easter by making a chain of forty purple links interspersed with yellow links for the Sundays in Lent that are not counted as part of the season. You may want to make the first link of the chain black instead of purple in honor of Ash Wednesday, which is the beginning of Lent. At Easter begin another chain of forty pastel-colored links to count off the days Jesus was visibly with the disciples until He ascended to heaven.
- Another favorite event is Thanksgiving Day. Remember: It's not enough to talk about that for which we are thankful; we also need to talk about



## INFORMATION BY TOPIC

But when we talk about past, present, and future, the word *present* means “today, right here and now.” The Bible tells us God is always with us, right here and now. Psalm 46:1 says, “God is our refuge and strength, a very present help in trouble.”

Together develop several class timelines, one based on activities in a normal day, another based on a week’s activities, and another on key events over several years of their lives. Then point out that God is with us at all of these times. His love never changes, as Hebrews 13:8 says, “Jesus Christ is the same yesterday and today and forever.” (2.1.1.3)

## DISCUSSION POINTS/ACTIVITIES

*who* deserves our thanks. The Pilgrims knew, and we, too, give our thanks to God for blessing us now and forever! Have each person in your family make and cut out three tracings of one hand to stand for past, present, and future. Write or dictate a sentence prayer on each hand that thanks God for specific blessings in the past and the present and asks for His blessings in the future. Attach these hands around a circular wreath base (available in craft stores) to make a Thanksgiving wreath for your door or table centerpiece. Join together in singing the hymn “Now Thank We All Our God.”

### Telling Time (With Analog and Digital Clocks)

See what the Bible tells us about time. Psalm 31:15 says, “My times are in Your hand.” We trust in God, relying that He is with us all the time. Consider this question: How can I best use the time that I have for the glory of God and to serve others? Time is a gift from God that He entrusts to us to use wisely.

God’s timing is perfect. Romans 5:6–8 (NIV) says, “You see, *at just the right time*, when we were still powerless, Christ died for the ungodly. . . . God demonstrates His own love for us in this: While we were still sinners, Christ died for us.” We trust that God answers our prayers and meets our needs, not necessarily as we ask, but in what He knows is the right time and the right way. Psalm 104:27 (NIV) says, “These all look to You to give them their food *at the proper time*.” (2.1.1.4)

- On a bulletin board, display analog clocks showing different times of the day. Below each clock print the time shown, and as part of a class discussion, also list activities that occur at that time of the day (e.g., start school, eat lunch), and then print a short prayer related to at least one of the activities.

- Set a timer in the classroom that will go off every half hour or every hour. When the timer goes off, everyone should stop what they are doing. Ask a volunteer to tell what time it is and another volunteer to print the time on the board. Then have a third volunteer say a short prayer, asking God to bless your time together in whatever you may be doing.

### Maps and Globes

Hold up a globe, explaining that this represents the world, the landmasses, and bodies of water on it. If possible, show a photo of the Earth taken by astronauts from outer space. Emphasize that God created the Earth, from top to bottom, from north to south, as the Scriptures say in Psalm 89:11–12, “The heavens are Yours; the earth also is Yours; the world and all that is in it, You have founded them. The north and the south, You have created them.”

Continue to hold up a globe and note that God not only created the world, He also saved the

- Draw a rectangle on the board and label it with the cardinal directions. Remember: north and south are top and bottom. East and west are side to side (east is right side, west is left). A map represents the Earth, much like a globe, except for one big problem—the Earth is not flat! To understand why that is a problem, peel a round orange in one piece, and press the peel flat. What happens? Do you end up with a rectangular box shape? (No!) So what do mapmakers do with the extra empty space? (They stretch out the land area or simply fill in the space.) This distorts the most northern and southern areas.