



CONCORDIA CURRICULUM GUIDE



GRADE

5

Social Studies





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PREFACE

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.

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

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

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

Social Studies Curriculum Standards for Students in Grade 5

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



- 5.1 Fifth-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 all the Earth's resources.**
- 5.1.1 Skill in using geographic tools helps people understand the world from a spatial perspective.**
 - 5.1.1.1 Accurately read and interpret various types of maps and globes using map keys, distance scales, color and symbol codes, and latitude and longitude readings.
 - 5.1.1.2 Use horizontal or vertical charts and timelines to present geographic information.
 - 5.1.1.3 Explore how the Earth/sun relationship together with the tilt of the Earth on its axis influences the length of day, seasonal changes, and climate factors at different locations on the Earth.
 - 5.1.1.4 Identify major ocean currents, wind patterns, landforms, and climates on a world map.
 - 5.1.1.5 Explore and create maps showing the distribution of resources throughout the world.
 - 5.1.1.6 Create a theme map to report geographic data on their own region, state, nation, or the world.
 - 5.1.1.7 Compare and interpret U.S. maps to show the relationship between physical features of the landscape and the location of population centers.
 - 5.1.1.8 Plan or plot a map of the United States that includes major natural and human landmarks.
 - 5.1.1.9 Make a map with legend/key and symbols to show the occurrence of natural hazards in your state or nation.
 - 5.1.1.10 Generate a map using color to show the population densities of various areas in your school at different times of the day.
 - 5.1.1.11 Study maps of one location at two different time periods to learn how life changed or remained the same.
- 5.1.2 The physical characteristics of places and regions influence where and how people live and work (Physical and Human Systems).**
 - 5.1.2.1 Describe the geography of various regions of the United States.
 - 5.1.2.2 Analyze the regions of the United States in terms of climate, landforms, population, and economic activity, using the language of the geographer.
 - 5.1.2.3 Name the fifty states and their capitals and the regions in which the states are located.
 - 5.1.2.4 Classify cities according to several characteristics: physical, human, and environmental.
 - 5.1.2.5 Relate how physical characteristics of a region affect the decisions people make over time.
 - 5.1.2.6 Describe physical factors that influence the location of cities.
 - 5.1.2.7 Explore how people affect the physical environment as they migrate, settle, and live in various regions.
 - 5.1.2.8 Describe how communication and transportation capabilities affect settlement and economic activity.
 - 5.1.2.9 Tell how the major urban centers of your state connect with other urban centers in the nation and around the world.
 - 5.1.2.10 Identify the prominent physical and human features of your community.
 - 5.1.2.11 Analyze the local environment by studying aerial photos.

CHAPTER 5

Information and Activities for Integrating the Faith as Keyed to Grade 5 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 designations to indicate grade level, area, category, and performance objective as described on the first page of chapter 4.

Performance expectations are numbered sequentially (e.g., the 8 in 2.5.1.8 is found in the grade 2 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, 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.



5.1 Fifth-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 all the Earth's resources.

5.1.1 Skill in using geographic tools helps people understand the world from a spatial perspective.

Maps (Types of)

Learning about the Holy Land through the study of maps helps students to better understand the geographic setting of the biblical narratives. Abraham's travels, locations of the twelve tribes, Moses' forty-year journey, places our Lord visited, and Paul's mission efforts all come to mind as possibilities. Many Bibles have an atlas section to help students use their map skills in their study of God's Word.

Models and cross-section maps will help students recognize differences in altitude between various biblical sites (e.g., that the Dead Sea is well below sea level). (5.1.1.1)

- Create personal maps or work in groups to make large-scale maps for classroom display. Map your school or church grounds. Explain how the five functions of the Christian congregation (service, nurture, worship, outreach, and fellowship) are lived out at the various locations.
- Make a giant mural including student-generated illustrations, pictures from magazines, illustrations downloaded from the Internet, and other sources to mark the lands visited by the apostles. What are these locations called today?
- Create a spiritual map of your town or neighborhood. Where are the churches, schools, and other religious institutions? What religions/denominations are represented within students' families? Individually or in groups, identify the sites, decide upon symbols, and create a large map on a bulletin board for the various types of faith-based locations.
- Locate places on a map of the state or nation, showing, for example, the Concordia Universities, or use color-coding to identify the density of Lutheran churches around the United States.
- Analyze factors leading to the settlement of Lutherans in various locations and the influence of the church on that area.
- Organize an exchange with a Lutheran class in another area to compare the number of religious institutions and their role in the community.
- Research the elevations of various locations in the Holy Land and then use that information to make a model or map cross section of the Holy Land.

**Charts and Timelines**

Climates affect how those residing in a region live and make a living. Knowledge of the climate of the Holy Land helps us understand and appreciate the world in which Jesus grew up, lived, died, and rose again. Knowledge of climate and environment helps us to better understand Jesus' life and teachings. Comparing the climate of biblical regions with their own region will help students appreciate similarities and differences in ways of life.

Working with timelines helps preoperational students progress toward more abstract thinking and applications. Seeing the sequence of events and its significance will give students a clearer conceptual understanding of past eras and their impact upon modern life. Stress God's control over all history. He created time and all things, He sent His only Son into time to redeem and save us, and at a future time His Son will come again to judge all people. (5.1.1.2)

- Use the Internet to research the climate of the Holy Land. Present findings to the class.
- Create a climate chart with rainfall or temperature comparisons between students' own community and the Holy Land.
- Develop bar graphs to compare climatic information from various locations. Relate the climatic conditions to the challenges faced by missionaries as they labor to share the Gospel with those living in these locations.
- Make timelines comparing history in the students' home region and in the Holy Land or other parts of the world. Generate a timeline to show all of human history from creation; through Jesus' life, death, and resurrection; including the Last Day; and continuing into eternity.

Axis (Earth's)

The Earth/sun relationship together with the tilt of the Earth on its axis influences the length of day, seasonal changes, and climate factors at different locations on the Earth.

There are many religious holy days and occurrences that correspond with yearly climate cycles. Climates also affect the type of agriculture carried out in the regions of the Earth and the type of foods produced. By God's blessings, today we are able to enjoy fresh produce from around the world.

Comment that scientists project that if there were a variation of only 10 percent in the size of our planet, no life as we know it would be possible on Earth. If the diameter of the Earth were 7,200 miles instead of 8,000, most of our planet would be a wasteland of snow and ice. Again we see the wisdom of God's plan in creation. (5.1.1.3)

- Investigate biblical stories and annual celebrations based upon seasonal change and climate (e.g., the harvest season in the story of Ruth, the celebration of Passover and Easter today).
- Research to develop a list of food products grown in the Holy Land today.
- Have students investigate what foods Jesus would have eaten that they also consume in their diet today. Enlist volunteers to take part in a biblical meal or celebration.

**Maps (Of Natural Features)**

Identify major ocean currents, wind patterns, landforms, and climates on a world map. Comment that all of these elements work together to affect people's lives in predictable ways. For example, people living in Hawaii would not need to buy boots, gloves, or hooded coats. Genesis 1 and 2 record God's creative activity. God continues to maintain creation for the good of people, even after the fall into sin. (5.1.1.4)

- Review the First Article and explanation of the Apostles' Creed.
- Illustrate Psalm 36:5–9. Students may choose to overlay these words on an appropriate map.
- Recall or review Bible stories in which God exercised unusual control over natural geographic features or events (e.g., the flood: Genesis 6–8; miracles associated with the exodus and after: Exodus 7:20; 9:23; 14:21; 15:25; 17:6; Numbers 20:11; miracles of Elijah and Elisha: 1 Kings 17:11; 1 Kings 18:41; 2 Kings 2:14; miracles of Jesus: Matthew 8:26; Mark 4:39; Luke 8:24; Matthew 14:25; Mark 6:49; John 6:19). Ask students why God did miracles.
- Why does the true God send rain even when people do not worship Him? See Matthew 5:45. "For He makes His sun rise on the evil and on the good, and sends rain on the just and on the unjust." All good things come from God.

Maps (Distribution of Resources)

Because of sin, some people have plenty of food while others suffer from hunger and malnutrition. Christians share the love of Jesus by helping to feed the hungry. From its very beginning, the Christian Church has been involved in helping the poor. Dorcas, a Christian woman in Joppa, was well known for helping the poor (Acts 9:36–43). Many churches have Dorcas Societies, named in her honor. (5.1.1.5)

- Read and report on *If the World Were a Village: A Book about the World's People* by David J. Smith (Kids Can Press, Tonawanda, New York, 2002).
- Contact Lutheran World Relief (LWR, 700 Light Street, Baltimore, Maryland 21230, or visit their Web site at www.lwr.org) and construct a bulletin board on the ministry of Lutheran World Relief. Lutheran World Relief aids people in some of the poorest regions of the world.
- Plot the distribution of resources on a world map. Identify regions with few natural resources. Discuss ways in which Christians can help people living in disadvantaged regions.
- Explore ways God, through His gift of human ingenuity, has blessed those living in disadvantaged locations (e.g., harnessing of solar power, wind power).
- Write a newspaper article about a project that would help people living in disadvantaged regions.
- Find out what your congregation does to help the poor in your community. Then construct a bulletin board highlighting these projects. Title the bulletin board "We Are the Hands of Jesus."

**Maps (Population Density)**

Population density refers to the amount of people in a particular area. High population density occurs when there are large numbers of people in a small area. Matthew 18:20 says, “For where two or three are gathered in My name, there am I among them.” At times, Christians group together as twos or threes. At other times, hundreds or thousands of Christians might be together. (5.1.1.10)

- Divide students into four groups. Give each group a floor plan of the school building. (Check with the office for blueprints that include the square footage of the rooms.) Have the first group of students determine the population density for each classroom at the beginning of the school day and label it on the map. Direct them to color the room with the highest population density red and the room with the lowest population density blue. Ask the second group to check the population density of each room during chapel time and complete the map with the same directions as group one. Have the third group check the population density of each room during lunch or recess time and complete the map with the same directions as group one. Ask the fourth group to check the population density of each room at the end of the day as students are ready to get picked up by car or bus and complete the map with the same directions as group one.
- Stress the omnipresent quality of God as you review student work.

Maps (Comparing Time Periods)

Comment that traditional designations *BC* (Before Christ) and *AD* (Anno Domini—“in the year of the Lord”) divide time into two parts, separated by the greatest event in human history. Discuss the implications of some historians changing the designations to *BCE*, meaning “before the common era,” and *CE*, meaning “common era,” basing this on the actions of man rather than God.

To dig a little deeper, Web sites such as www.cvesd.k12.ca.us/finney/paulvm/h3_ent.html can be used to explore places in colonial America, such as Boston. Of special interest is the important role that churches played in America’s early history. (5.1.1.11)

- Have students do an Internet search for maps or pictures of colonial Boston and Boston today. Identify at least two similarities and at least two differences between the time periods. Comment on the unchanging quality of God and His attributes.
- Direct students to write a paragraph answering this question: “Do you think it is important to preserve old buildings, such as churches, as historic landmarks in today’s time when land is limited and businesses could build on those sites?” How can preserving historic religious sites and understanding their history help nourish the faith of Christians and witness to people in the community? What does history teach us as children of God through faith in Christ Jesus?



5.1.2 The physical characteristics of places and regions influence where and how people live and work (Physical and Human Systems).

Regions (Geography of)

Certain landforms or regions as we know or recognize them in our country can remind us of Bible lands (e.g., coastal areas in Southern California, desert regions such as Death Valley, or the mountains of the Southwest). (5.1.2.1)

- Design an illustrated travel brochure of the Holy Land. Title the brochure “The Land Where Jesus Walked.” On an interior map, place some Holy Land locations labeled with the significant events from the ministry of Jesus that took place there. If you choose, have a panel of judges from another room or group of teachers present a prize for the best travel brochure. Encourage students to use desktop printing and to download illustrations from the Internet.

Regions (Climate, Landforms, Population, Economic Activities, Languages of)

Climate and landforms provide a context for a community’s population and economic development. Students may have a variety of perceptions of urban, rural, and small-town living. Comment that God’s people form spiritual communities as they join together to support and encourage one another as God’s people in the Church and to receive the blessings God provides through Word and Sacrament. How people relate to one another can reflect their level of spiritual growth and maturity and the quality of life within that place. (5.1.2.2)

- Discuss how God’s people practice stewardship of their time, talents, and treasures as they live sanctified lives in a variety of settings.
- Survey how well students know their neighbors and care for them. Discuss these questions: Is it easier to provide care in small towns? How do we provide care and community in larger cities? How can the Church provide care for people in various situations?
- Plan a trip to places like those in the Middle East. Is there a desert, river valley, or seacoast near you that would be similar to a place in the Holy Land? If possible, visit this location. Compare and contrast these two locations on the globe. If you are not near a similar area, contact a sister school in such an area and form Internet pen pal relationships to discuss these questions.

State Capitals

Salem, the capital of Oregon, is a name taken from the Bible. Salem is an anglicized form of the Hebrew word for peace (*shalom*). Melchizedek, the king of Salem, blessed Abraham, and Abraham gave him a tithe (Genesis 14:18–20). Salem was later called Jerusalem. (5.1.2.3)

- Discuss the importance of the city of Jerusalem in the history of God’s people. Here Jesus instituted the Lord’s Supper, prayed in Gethsemane, suffered under Pontius Pilate, and was taken outside the city to be crucified. Near here He rose from the dead.
- Ask: Which western state capital is headquarters for an entire church body? (Salt Lake City). Ask a few students to research the Latter Day Saints, or