

Kolbe Academy Home School

HIGH SCHOOL AMERICAN HISTORY *Christ and the Americas*

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COURSE TITLE: American History

COURSE TEXT: *Christ and the Americas* textbook, Anne Carroll, © 1997, (T7802)
Christ and the Americas Workbook, Belinda Mooney, © 2000, Optional, (T7802B)
Kolbe Academy Answer Key to Christ and the Americas text, Optional (T7802A)

Supplemental Materials:

The Constitution of the United States of America by Cullop. (T7201)
Uncle Tom's Cabin (T3960) and *Miguel Pro* (T3963)*

*It is suggested that the student read *Uncle Tom's Cabin* in literature to coincide with the third quarter of history. The course plan for *Uncle Tom's Cabin* covers an entire quarter, so it would be good for the student to read it in the second quarter. If the student has not already read *Miguel Pro* by Ann Ball, it would be good to read it in the third quarter. His story is told in Chapter 21 in the seventh week.

COURSE DESCRIPTION: To obtain a broad Catholic understanding of the anthropological history of the Americas up until the last decade. Gives the role of the Catholic Church in American history. Starts with the earliest explorers and concludes with the 1990's. Covers American history in a fast-paced, thorough, interesting manner. Each era has its own in-depth coverage.

COURSE OBJECTIVES:

- Familiarity with the historical context of the settlement of the Americas,
- Knowledge of the broad outlines of American history;
- Knowledge of the major figures of American history;
- Ability to trace the continuity and development of the United States Government throughout its history, so as to be better able to pinpoint the particular problems of the present day and their solutions.

SCOPE AND SEQUENCE:

1. Weekly readings from the book, as outlined in the course plan and supplemented by questions from the book. Answers may be found in the pink answer key.
2. Short weekly or biweekly papers on a topic suggested at the end of the chapter.
3. Oral reports whenever possible.
4. A term paper in the fourth quarter. This paper should be 5-10 pages in length and involve library research. Papers should be:
 - Typed, footnoted, double-spaced and properly researched for presentation.
 - Graded on neatness, grammar, syntax, and focus on the stated topic.

SKILLS TO BE DEVELOPED:

- Research and evaluation.
- Oral presentation (strongly recommended)
- Composition
- Reading comprehension

The following pages include a detailed course plans for student wishing to use *Christ and the Americas* text for high school History credit. Students who are *currently enrolled* in high school may opt to use this course plan to achieve the Kolbe Core (K) designation on their transcript. Parents who opt to have their grade school student use this course plan and complete the requirements MAY NOT receive future high school credit.

DIPLOMA REQUIREMENTS:

Summa Cum Laude students MAY NOT use this World History course as a substitute for the four year history sequence including Ancient Greece, Ancient Rome, Era of Christendom, and/or Modern & US History. **Magna Cum Laude** and **Standard** diploma candidates may choose to pursue the (K) designation in this course, but are not required to do so. If not pursuing the (K) designation, the parent has the option of altering the course plan as desired. **Magna Cum Laude** students must include 3 years of History in high school, including one year of World History and one year of American history. **Standard** diploma students must include 3 years of History in high school, including one year of World History and one year of American history. This course counts towards the 1 year American History requirement for the Magna and Standard diplomas, regardless of whether the (K) designation is sought.

KOLBE CORE (K) HIGH SCHOOL COURSES:

- ❖ Students pursuing the **Kolbe Core (K)** designation should do the readings. **Kolbe Core students need to complete at least 1 or 2 of the 7 weekly papers each quarter.** Further, they should have discussions or write informal essays in response to the rest of the weekly paper topics as these are major themes and will appear in some way on the final exam.
- ❖ Students pursuing the Kolbe Core (K) designation should be sure to complete the additional Kolbe Core sections included in the Quarterly exams.
- ❖ To receive the Kolbe Core (K) designation on the high school transcript, be sure to turn in the appropriate sample work, as outlined below.

REQUIRED SAMPLE WORK:

Designation*		K
Course Title	World History	World History
Quarter 1	1. Any written sample work	1. <i>Complete</i> Quarter 1 Exam (including ALL additional Kolbe Core sections).
Quarter 2	1. Any written sample work	1. <i>Complete</i> Quarter 2 Exam (including ALL additional Kolbe Core sections).
Quarter 3	1. Any written sample work	1. <i>Complete</i> Quarter 3 Exam (including ALL additional Kolbe Core sections).
Quarter 4	1. Any written sample work	1. <i>Complete</i> Quarter 4 Exam (including ALL additional Kolbe Core sections).

*Designation refers to designation type on transcript. K designates a Kolbe Academy Core course.

The Kolbe academic advisor will verify that the required work was completed successfully and award the Kolbe Core (K) designation. The Kolbe academic advisor has the final decision in awarding the designation for the course. **If no designation on the transcript is desired, parents may alter the lesson plan in any way they choose and any written sample work is acceptable to receive credit for the course each quarter.** If you have any

questions regarding what is required for the (K) designation or diploma type status, please contact the academic advisory department at 707-255-6499 ext. 5 or by email at advisors@kolbe.org.

COURSE PLAN METHODOLOGY: *Christ and the Americas* is represented by the abbreviation **CA**. Each weekly assignment is summarized in the first line of the week's daily course plan.

It is always a good idea to have the student, in whatever course, read the questions at the end of the chapter before reading the chapter. It enables him/her to understand what the author considers are the most important aspects of the material covered. There are a great number of questions at the end of each chapter of this book, and it is not necessary for the student to **write** the answers to every question. It is more important that the material is understood. **If the student has not yet read *Uncle Tom's Cabin* or *Blessed Miguel Pro* in literature, it may be a good idea to incorporate it into the study of this course.** It is suggested that the student read *Uncle Tom's Cabin* in literature to coincide with the third quarter of history. The course plan for *Uncle Tom's Cabin* covers an entire quarter, so it would be good for the student to read it in the second quarter. If the student has not already read *Miguel Pro* by Ann Ball, it would be good to read it in the third quarter. His story is told in Chapter 21 in the seventh week.

◆◆◆ FIRST QUARTER ◆◆◆

WEEK 1	
If time allows, it would be good for the student to do some of the Projects that are suggested at the end of each chapter.	
CA	Chapter 1: The New World Meets the Old.
READ	Pages xiii – 18
QUESTIONS	Pages 18-19.
PAPER TOPIC	In modern times many historians tend to downplay the importance of Columbus's discovery of the New World. Give some reasons why this might be and explain if they are legitimate.
Notes	
WEEK 2	
CA	Chapter 2: Two Heroes: Cortes and Magellan
READ	Pages 20-33
QUESTIONS	Page 33
PAPER TOPIC	Why did the Spaniards react the way they did to Aztec culture. Do you think their reaction was justified? Why or why not?
Notes	
WEEK 3	
CA	Chapter 3: Missionaries and Conquistadors
READ	Pages 34-49
QUESTIONS	Pages 48-49
PAPER TOPIC	Imagine that you were an explorer on one of the expeditions mentioned in this chapter. Write a narrative essay describing an experience you had on the trip. (You should use some additional sources.)
Notes	
WEEK 4	
CA	Chapter 4: Bringing Christ to the New World
READ	Pages 50-65
QUESTIONS	Pages 64-65
PAPER TOPIC	Write a short (2-3 page) report on one of the missionaries in this chapter. Use outside sources.