

Kolbe Academy Home School

GRADE FIVE HISTORY

Land of Our Lady, Volume II: Bearers of Freedom

TABLE OF CONTENTS

I. Syllabus	2
II. Daily Course Plan	
A. Quarter 1	4
B. Quarter 2	12
C. Quarter 3	20
D. Quarter 4	28
III. Quarterly Exams	
A. Quarter 1	36
B. Quarter 2	38
C. Quarter 3	39
D. Quarter 4	41
IV. Quarterly Exam Answer Keys	
A. Quarter 1 Answer Key	43
B. Quarter 2 Answer Key	44
C. Quarter 3 Answer Key	45
D. Quarter 4 Answer Key	46

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COURSE TITLE: History**COURSE TEXT:** *Land of Our Lady Series, Bearers of Freedom, Volume II.* Neumann Press, (T7305)*Land of Our Lady Series, Bearers of Freedom Answer Key, Volume II.* Kolbe Academy, (T7305A) – Optional**COURSE DESCRIPTION:**

This course is designed to introduce the student to the figures in History who discovered America, where these figures came from and the contributions they made which formed America into what it is today.

COURSE OBJECTIVES:

- ❖ To identify important people, events, places, and dates.
- ❖ To identify, evaluate and discuss the relationships among those people, events, places and dates that developed the course of history.
- ❖ To trace either the rise or the fall of a state, and to give facts pointing to the actions, which took place causing the rise or fall of that state.
- ❖ To identify the major elements of the growth of civilization from the time of Sumeria to the present day.

SKILLS TO BE DEVELOPED:

- ❖ Memorization (of important dates)
- ❖ Research (using the encyclopedia)
- ❖ Learning how to use maps

SCOPE AND SEQUENCE:

- | | |
|---|---|
| <p>1. God's gift – America</p> <ul style="list-style-type: none"> ❖ Sailors, silks, and traders ❖ A new route to India ❖ Greater than gold <p>2. With saddles and sandals</p> <ul style="list-style-type: none"> ❖ An Indian tale comes true ❖ Explorers on land and sea ❖ Pathways in the Southeast ❖ Pioneer trails in the Southwest | <ul style="list-style-type: none"> ❖ Where Mission bells ring <p>3. For souls and sables</p> <ul style="list-style-type: none"> ❖ New France begins ❖ Among the Missions ❖ From lakes to the Gulf ❖ Homemakers all ❖ Before the March began ❖ A plant makes a colony pay ❖ Liberty in the cradle ❖ English Catholics in Maryland |
|---|---|

❖ Let freedom ring

❖ South of Virginia

4. Rounding out thirteen colonies

- ❖ Conquered by capture
- ❖ More New England colonies

5. French lands in English Hands

- ❖ Divided Englishmen
- ❖ United Englishmen

COURSE PLAN METHODOLOGY:

Kolbe Academy has worked diligently to create the best possible course plans with the home schooling family in mind. Remember, however, that our program is intended to be flexible. Per the principle of subsidiarity, these course plans are a **suggested** course of study. As the teacher, you should adapt and modify them to meet the individual learning needs of your child. **Do not feel obligated to follow these course plans exactly.**

In the course plans that follow, *Bearers of Freedom* student textbook is represented by the abbreviation **BOF**. Each weekly assignment is summarized in the first rows of the week's daily course plan along with the goals and notes for that week. The specific daily assignments for the student are outlined in the following lines indicated by the **DAY 1**, **DAY 2**, **DAY 3**, and **DAY 4** abbreviations. Parent daily guidelines are given to the right of the student assignments. This outline can be altered; a family's schedule can and should vary as needed.

A weekly grade book is included at the end of the week's course plan *as a convenience*. Parents should use the grade book only as a help to their home schooling and not as a hindrance. It includes a cumulative list of written assignments from the week's course plan as well as space for additional assignments, if needed. **Kolbe Academy does not require that you keep record of all student work.** If you intend to report your student's work to Kolbe Academy for an official record, only one sample of written and graded work is required per quarter per course along with the signed and filled out report card. The weighting suggestion in the end of quarter grade book is there for *convenience* and may be modified as the parent deems fit. Please consult the welcome packet for a full tutorial on using the grade book.

This history course contains 36 weeks broken into four 9-week quarters. Week 8 is a lighter week, and includes a few days for review. You should use the review days as time to catch up if necessary and then go over the subject matter. **If you intend to use the tests provided, look them over *before* teaching the subjects and make sure you review the material in the tests throughout the quarter.**

Some children have a difficult time doing written exams, but it is important for them to learn how to take them. If your fifth grader does poorly on them, give them to him orally a couple of days after he has taken them and average the grades.

Finally, begin every class with a prayer. This is a good way to help the child memorize new prayers. Repeat the same ones every day until they are known. Be sure to explain the meanings of the prayers. Repetition in all areas of study is most beneficial.

◆◆◆ FIRST QUARTER ◆◆◆

WEEK 1				
Book	Weekly Breakdown	Goals and Notes for the Week		
BOF	Pages 1 – 20, 32	Students will become familiar with the format of the book and read about the first voyage to America. Before going through the text of a chapter, check out the activities, etc. at the end of the chapter and the end of the unit. It is recommended that you have a globe to use in conjunction with the text. Point out the relevant areas as you encounter them. A map of the ancient world would also be helpful. Throughout the book, there is vocabulary work at the end of each chapter. The words should be discussed before the student reads the material.		
Notes				
Student Daily Assignments		<input checked="" type="checkbox"/>	Parent Daily Guidelines	
DAY 1	Do BOF Pages 1-10	<input type="checkbox"/>	Have the student look through the book to become familiar with it. Have the student read the beginning of the book through page 10.	
DAY 2	Do BOF Pages 11-12	<input type="checkbox"/>	Go through the outline on page 11 and explain that this is what will be studied in this chapter.	
DAY 3	Do BOF Page 32	<input type="checkbox"/>	Page 32. Go over Word Study . Explain that the student should become familiar with these words as he progresses through the chapter.	
DAY 4	Do BOF Pages 13-20	<input type="checkbox"/>	Read and discuss pages 13 – 20.	
Week 1 Grade Book				
Assignments	Include <input checked="" type="checkbox"/>	(A) Points Earned	(B) Possible Points	A/B x100 =% (C)
Other:	<input type="checkbox"/>			
Other:	<input type="checkbox"/>			
Week 1 Average	Add up column C & divide by number of included <input checked="" type="checkbox"/> assignments =			%

