

# Kolbe Academy Home School

## GRADE FOUR HISTORY

### *Land of Our Lady, Volume I: Founders of Freedom*

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**COURSE TITLE:** History

**COURSE TEXTS:** *Founders of Freedom, Land of Our Lady Series*, Volume I. Neumann Press, 1997, (T7304)  
Kolbe Academy Answer Key to *Founders of Freedom*, (T7304A), Optional

**COURSE DESCRIPTION:**

The flow of history in this course will be drawn from the beginnings of history through to the foundations of the American drama. Grade four history concentrates on the ancient and medieval world events that led up to the founding of the United States of 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.

**COURSE OBJECTIVES:**

1. To identify important
  - ❖ People
  - ❖ Events
  - ❖ Places
  - ❖ Dates
2. To identify, evaluate and discuss the relationships among those people, events, places and dates that developed the course of history.
3. 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.
4. To identify the major elements of the growth of civilization from the time of Sumeria to the present day.

**SCOPE AND SEQUENCE:****Quarter 1**

1. Civilization Begins
  - ❖ Creation of Adam and Eve
  - ❖ Civilization Grows in other Lands
  - ❖ God's Promises Kept Alive by the Hebrews
2. Civilization Develops
  - ❖ Greek Children – Soldiers or Scholars
  - ❖ Pericles
  - ❖ Alexander the Great
  - ❖ Founding of Rome
  - ❖ Expansion of Rome

**Quarter 2**

3. Civilization is Christianized
  - ❖ Christ, the center of civilization
  - ❖ Rome, the center of Christianity
4. Christian civilization is challenged
  - ❖ Christian Suffering
  - ❖ Christian writers

**Quarter 3**

5. The Church saves Christian civilization
  - ❖ Irish Monks and Missionaries
  - ❖ Monks of St. Benedict
  
6. Feudalism Molds Christian Civilization
  - ❖ Franks
  - ❖ Castles, Knights, and Nobles
  - ❖ Feudalism on the Continent
  - ❖ Magna Carta

**Quarter 4**

7. Religion Unites Christian Civilization
  - ❖ Religious Orders
  - ❖ Christian Social Living in Action
  
8. A New World Awaits Christian Civilization
  - ❖ Strife in Europe
  - ❖ Steps to a New World

**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 these course plans to meet the individual learning needs of your child. **Do not feel obligated to follow these course plans exactly.**

*Founders of Freedom* is represented by the abbreviation **FOF**. 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 left of the student assignments. Most families will use Days 1-4 as a Monday through Thursday schooling schedule. This leaves Friday open for review, catch-up, field trips, or other activities. 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*. It includes a cumulative list of written assignments from the week's course plan with point values given as a suggestion. Space for additional assignments, if needed, is included. **Kolbe Academy does not require that you keep record of all student work.** If you intend to report your child's work to Kolbe Academy for an official report card, only one sample of written and graded work is required per quarter for each course along with a report card submission. Parents should use the grade book only as a help to their home schooling and not as hindrance. Point values and weighting are suggested for *convenience* and may be modified, dropped completely, or added to 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 considered a review week and week 9 is dedicated strictly to examination. Your student may not need all of Week 8 for review. You can use this 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 teach the material in the tests.** Some children have a difficult time doing written exams, but it is important for them to learn how to take them. If your fourth 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		
FOF	Pages 13, 15-21	<i>Founders of Freedom</i> begins with the beginning of mankind and this lesson contains material with which the student should be very familiar, Creation, the Fall of Adam and Eve, Cain and Abel, Noe, and the Tower of Babel.		
Notes				
Student Daily Assignments		<input checked="" type="checkbox"/>	Parent Daily Guidelines	
DAY 1	FOF Read page 13	<input type="checkbox"/>	Let the child look through the book. Read and discuss page 13.	
DAY 2	FOF Read pages 15-20	<input type="checkbox"/>	Check the Word Study on page 20 to determine if the student is familiar with the vocabulary. Read and discuss pages 15-20.	
DAY 3	FOF: Do <i>Work by Yourself</i>	<input type="checkbox"/>	Review the chapter. Do <i>Work by Yourself</i> on page 21.	
DAY 4	FOF: Discuss <i>For a Higher Mark</i>	<input type="checkbox"/>	Discussion of <i>For a Higher Mark</i> on page 21 is a great tool to use to see if the student understands the material.	
Week 1 Grade Book				
Assignments	Include <input checked="" type="checkbox"/>	(A) Points Earned	(B) Possible Points	A/B x100 =% (C)
<i>Work by Yourself</i>	<input type="checkbox"/>			
Other:	<input type="checkbox"/>			
Other:	<input type="checkbox"/>			
<b>Week 1 Average</b>	<b>Add up column C &amp; divide by number of included <input checked="" type="checkbox"/> assignments =</b>			<b>%</b>

WEEK 2					
Book	Weekly Breakdown	Goals and Notes for the Week			
FOF	Pages 22-38	This chapter covers the ancient cultures, which contributed to advances in many areas, and which God used to bring about the birth of Jesus.			
Notes					
Student Daily Assignments		<input checked="" type="checkbox"/>	Parent Daily Guidelines		
DAY 1	FOF Read pages 22-25	<input type="checkbox"/>	Read and discuss pages 22-25, up to 3. <i>Gifts from Egypt</i> .		
DAY 2	FOF Read pages 25-29	<input type="checkbox"/>	Read and discuss pages 25-29.		
DAY 3	FOF Read pages 30-37	<input type="checkbox"/>	Read and discuss pages 30-37. Review the material in this chapter.		
DAY 4	FOF Do A Little Quiz	<input type="checkbox"/>	Assign work on pages 37-38. <i>A Little Quiz</i> and <i>Something to Do</i> will be especially useful.		
	FOF: Do <i>Something to Do</i>	<input type="checkbox"/>			
Week 2 Grade Book					
Assignments		Include <input checked="" type="checkbox"/>	(A) Points Earned	(B) Possible Points	A/B x100 =% (C)
<i>A Little Quiz</i>		<input type="checkbox"/>			
<i>Something to Do</i>		<input type="checkbox"/>			
Other:		<input type="checkbox"/>			
Other:		<input type="checkbox"/>			
<b>Week 2 Average</b>	<b>Add up column C &amp; divide by number of included <input checked="" type="checkbox"/> assignments =</b>				<b>%</b>