

Kolbe Academy Home School

GRADE FOUR HISTORY *Famous Men of Greece*

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COURSE TITLE: History

COURSE TEXT:

Famous Men of Greece Book, John Haaren & A.B. Poland, edited by Memoria Press 2006, (T7814)
Famous Men of Greece Student Guide (T7814A), Optional
Famous Men of Greece Teacher Guide (T7814B), Optional

Supplemental Material: *D'Aulaire's Book of Greek Myths* (T3420)
The Children's Homer (T3440), also in Elementary Literature

COURSE DESCRIPTION:

This course is designed to introduce the student to the great figures of ancient Greek history and myth, and to trace the historical rise and lasting influence of the Greek civilization. The textbook should be supplemented with material from other sources, particularly encyclopedias for the writing of brief research reports. As you read *Famous Men of Greece*, it is to the student's advantage to read about the incident or the god/goddess in *D'Aulaire's Book of Greek Myths*. This can give the student more details and help to reinforce in his memory persons, places, and incidents of Ancient Greece.

COURSE OBJECTIVES:

- ❖ To familiarize the student with the great figures of ancient Greece that contributed to the thought and culture of Catholic Europe;
- ❖ To help the student become more familiar with the flow of history and the chronological relationships between events;
- ❖ To continue to introduce the student to cultural and historical perspectives that will help him recognize and criticize the assumptions of our own age from a Catholic standpoint.

SCOPE AND SEQUENCE:

Quarter 1

1. The Gods of Greece
2. Deucalion and the Flood
3. Cadmus and the Dragon's Teeth
4. Perseus
5. Hercules and His Labors
6. Jason and the Golden Fleece
7. Theseus
8. Agamemnon, King of Men

Quarter 2

1. Achilles, Dravest of the Greeks
2. The Adventures of Odysseus
3. Lycurgus
4. Draco and Solon
5. Pisistratus the Tyrant
6. Miltiades, the Hero of Marathon
7. Leonidas at Thermopylae
8. Themistocles
9. Aristides the Just

Quarter 3

1. Cimon
2. Pericles
3. Alcibiades
4. Lysander
5. Socrates
6. Xenophon
7. Epanimondas and Pelopidas
8. Philip of Macedonia

Quarter 4

1. Alexander the Great
2. Demosthenes
3. Aristotle, Zeno, Diogenes, and Apelles
4. Ptolemy
5. Pyrrhus
6. Cleomenes III
7. The Fall of Greece

SKILLS TO BE DEVELOPED:

- ❖ Memorization (of important dates)
- ❖ Research (using the encyclopedia)
- ❖ Report-writing

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.**

Famous Men of Greece textbook is represented by the abbreviation **FMG**. The *Famous Men of Greece* Student Guide is represented by the abbreviation **GUIDE**. 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.

Throughout the text, there are "Names to remember" and vocabulary words to know. It is recommended that the student have a Greek notebook for this course. It should have two sections, one for the names and the other for the vocabulary. The names listed each week should be written in column fashion with a description following each. Many of the Greek gods are mentioned with the Roman names also. In this case the student should write: "Demeter/Ceres-queen of grains, fruits, and flowers." Refer to the notebook whenever necessary. A worksheet to aid in filling out the names and descriptions of the Greek gods is included at the end of this course plan. For vocabulary words, definitions of the new vocabulary should be written next to each word.

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			
FMG	Pages 4-11 The Gods of Greece	Throughout the text, there are names to remember and vocabulary words to know that the student should write in a Greek notebook. See the Course Plan Methodology for an explanation on how to set up and use the Greek notebook (page 3 of this syllabus).			
Notes					
Student Daily Assignments		<input checked="" type="checkbox"/>	Parent Daily Guidelines		
DAY 1	FMG Read pages 4-11	<input type="checkbox"/>	Read and discuss pages 4-11.		
DAY 2	Add vocab to the Greek notebook	<input type="checkbox"/>	Have the student add these vocabulary words to the Greek notebook. Definitions of the new vocabulary should be written next to each word. Vocabulary: distressed, constellation, blacksmiths, victor, hearthstones, coral, brazen, trident, gracious		
DAY 3	Add names to the Greek notebook	<input type="checkbox"/>	Have the student add these Greek names to the Greek notebook. Names: Cronos, Rhea, Zeus, Jupiter, Titans, Cyclops, Hera, Juno, Poseidon, Neptune, Hades, Pluto, Demeter, Ceres, Hestia, Vesta, Styx, Charon, Kerberos, Cerberus, Persephone, Proserpine, Ceres, Hermes, Mercury, Hephæstus, Vulcan, Mount Ætna, Ares, Mars, Apollo, Artemis, Diana, Athena, Minerva, Aphrodite, Venus, Eros, Cupid, Iris, The Graces, The Furies, The Fates, Olympus		
DAY 4	Review notebook	<input type="checkbox"/>	Have the student review the Greek Names and vocabulary from this week. Have the student complete pages 6-9 in GUIDE.		
	GUIDE Do pages 6-9	<input type="checkbox"/>			
Week 1 Grade Book					
Assignments		Include <input checked="" type="checkbox"/>	(A) Points Earned	(B) Possible Points	A/B x100 =% (C)
Greek notebook: Vocab		<input type="checkbox"/>			
Greek notebook: Names		<input type="checkbox"/>			
Student guide pages 6-9		<input type="checkbox"/>			
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 =				%

◆ COURSE PLAN ◆

WEEK 2				
Book	Weekly Breakdown	Goals and Notes for the Week		
FMG	Pages 12-19	Deucalion and the Flood & Cadmus and the Dragon's Teeth		
Notes				
Student Daily Assignments		<input checked="" type="checkbox"/>	Parent Daily Guidelines	
DAY 1	FMG Read pages 13-15	<input type="checkbox"/>	Read pages 13-15. Write a paper comparing Deucalion and the Flood to Noah and the Ark.	
DAY 2	FMG Read pages 17-19	<input type="checkbox"/>	Read and discuss pages 17-19. Have the student add these vocabulary words to the Greek notebook. Definitions of the new vocabulary should be written next to each word. Vocabulary: ambrosia, nectar, lyre, cleft, dense volumes, oracle, frolic, capering, masons, consequently, realm	
	Add vocab to the Greek notebook	<input type="checkbox"/>		
DAY 3	Add names to the Greek notebook	<input type="checkbox"/>	Have the student add these Greek names to the Greek notebook. Names: Deucalion, Hebe, The Muses, Prometheus, Forethought, Pyrrha, Parnassus, Hellenes, Hellen, Hellas, Cadmus, Phoenicia, King Agenor, Europa, Thebes, Amphion, Harmony	
DAY 4	Review notebook	<input type="checkbox"/>	Have the student review the Greek Names and vocabulary from this week. Have the student complete pages 10-13 in GUIDE.	
	GUIDE Do pages 10-13	<input type="checkbox"/>		
Week 2 Grade Book				
Assignments	Include <input checked="" type="checkbox"/>	(A) Points Earned	(B) Possible Points	A/B x100 =% (C)
Noah's Ark assignment				
Greek notebook: Vocab	<input type="checkbox"/>			
Greek notebook: Names	<input type="checkbox"/>			
Student guide pages 10-13	<input type="checkbox"/>			
Other:	<input type="checkbox"/>			
Other:	<input type="checkbox"/>			
Week 2 Average	Add up column C & divide by number of included <input checked="" type="checkbox"/> assignments =			%