

Kolbe Academy Home School

GRADE SIX HISTORY

Land of Our Lady, Volume III: Leaders of Freedom

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Teachers' Notes: 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. In most cases, Fridays have been left open. You may do a four-day week or use Friday as a "catch-up" day. While art and music can be worked in during the week, Friday is also a good day to concentrate on those subjects.

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 sample 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 sixth grader does poorly on them, give them to him orally a couple days after he has taken them and average the grades.

COURSE TITLE: History**COURSE DESCRIPTION:**

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.

Have the student become familiar with The Declaration of Independence, the Constitution of the United States, and the Amendments to the Constitution as shown on pages 245 – 271. Also, have him be aware of the Index on pages 272 – 288.

The flow of history in this course will be drawn from the beginnings of history through to the foundations of the American drama.

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:

1. Dissatisfied Englishmen to Patriotic Americans
 - ❖ Misunderstanding and injustices lead to serious quarrels with England
 - ❖ Disagreements grows into rebellion
 - ❖ Revolutionary War
 - ❖ American Independence
2. New government
 - ❖ The Confederation
 - ❖ The new plan of government
 - ❖ The Constitution

3. The success of the new plan of government
 - ❖ Implications of the new government
 - ❖ French Revolution
 - ❖ Foreign policy
4. The Jeffersonian Era
 - ❖ Democratic-Republicans govern the nation
 - ❖ The War of 1812
5. Westward Expansion
 - ❖ Southwest settlements
 - ❖ Northwest settlements
 - ❖ The pioneers
6. America's Way of Life
 - ❖ Education
 - ❖ Literature and Art
 - ❖ Inventions

COURSE TEXT: *Land of Our Lady Series, Leaders of Freedom, Volume III.* Neumann Press.

COURSE PLAN METHODOLOGY: *Leaders of Freedom* is represented by the abbreviation **LOF**. Each weekly assignment is summarized in the first line of the week’s daily course plan. The specific daily assignments are outlined in the following lines indicated by the **MON**, **TUES**, **WED**, and **THUR** abbreviations.

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.**

◆◆◆ FIRST QUARTER ◆◆◆

WEEK 1	
LOF	Unit One, Chapter I, pages 11 – 21. Throughout the book, there is vocabulary work at the end of each chapter. The words should be discussed before the student reads the material.
MON	Have the student look through the book to become familiar with it. Read pages 11 – 13. Encourage the student to follow the advice given on page 13.
TUE	Go through the outline on page 14 and explain that this is what will be studied in this unit.
WED	Page 22. Go over Words you should know. Explain that the student should become familiar with these words as he progresses through the chapter.
THUR	Read and discuss pages 15 – 21.
<div style="border: 1px solid black; padding: 2px; width: 50px; float: left; margin-bottom: 5px;">Notes</div>	
WEEK 2	
LOF	Unit One, Chapter I, pages 22 – 23. Throughout the book, there is vocabulary work at the end of each chapter. The words should be discussed before the student reads the material.
MON	Page 22. Write a short definition of each of the Words you should know. The student may use the book if necessary.
TUE	Page 22. Write a paper on one of the items in Things to talk about.
WED	Page 22. Write the answers to Match Column A with Column B.
THUR	Page 22 – 23. Write the answers to Who’s Who in Chapter 1.
<div style="border: 1px solid black; padding: 2px; width: 50px; float: left; margin-bottom: 5px;">Notes</div>	
WEEK 3	
LOF	Unit One, Chapter II, pages 24 – 34. Throughout the book, there is vocabulary work at the end of each chapter. The words should be discussed before the student reads the material.