

Kolbe Academy Home School

GRADE SIX HISTORY

Land of Our Lady, Volume III: Leaders of Freedom

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COURSE TITLE: History**COURSE TEXT:**

Land of Our Lady Series, Leaders of Freedom, Volume III. Neumann Press, T7306

Land of Our Lady Series, Leaders of Freedom, Volume III Answer Key. Kolbe Academy, T7306A, optional

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 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.**

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 **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.**

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		
LOF	Unit One Chapter I Pages 11 - 21	1763—Dissatisfied Englishmen 1787—Patriotic Americans Disagreements between the English and Colonists		
Notes				
Student Daily Assignments		<input checked="" type="checkbox"/>	Parent Daily Guidelines	
DAY 1	Read LOF Pages 11-13	<input type="checkbox"/>	Have the student look through the book to become familiar with it. Have the student read pages 11 – 13. Encourage the student to follow the advice given on page 13.	
DAY 2	Discuss Vocab Words	<input type="checkbox"/>	Throughout the book, there is vocabulary work at the end of each chapter. The words should be discussed before the student reads the material. Go over Words you should know. Explain that the student should become familiar with these words as he progresses through the chapter.	
DAY 3	Do LOF Page 14	<input type="checkbox"/>	Go through the outline on page 14 and explain that this is what will be studied in this unit.	
DAY 4	Read LOF Pages 15-21	<input type="checkbox"/>	Have the student read and discuss pages 15 – 21.	
Week 1 Grade Book				
Assignments	Include <input checked="" type="checkbox"/>	(A) Points Earned	(B) Possible Points	A/B x100 =% (C)
Pages 11-13	<input type="checkbox"/>			
Page 14	<input type="checkbox"/>			
Page 22	<input type="checkbox"/>			
Pages 15-21	<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 =			%

WEEK 2				
Book	Weekly Breakdown	Goals and Notes for the Week		
LOF	Unit One Chapter 1 Pages 22 - 23	Review work for Unit One, Chapter 1		
Notes				
Student Daily Assignments		<input checked="" type="checkbox"/>	Parent Daily Guidelines	
DAY 1	LOF Words You Should Know	<input type="checkbox"/>	Have the student write a short definition of each of the Words you should know at the end of the chapter. The student may use the book if necessary.	
DAY 2	Do LOF page 22 paper	<input type="checkbox"/>	Have the student do page 22. Write a paper on one of the items in Things to talk about.	
DAY 3	Do LOF Match Column A With Column B	<input type="checkbox"/>	Have the student do page 22. Write the answers to Match Column A with Column B.	
DAY 4	Do LOF Who's Who in Chapter 1	<input type="checkbox"/>	Have the student do pages 22 – 23. Write the answers to Who's Who in Chapter 1.	
Week 2 Grade Book				
Assignments	Include <input checked="" type="checkbox"/>	(A) Points Earned	(B) Possible Points	A/B x100 =% (C)
Words You Should Know	<input type="checkbox"/>			
Paper	<input type="checkbox"/>			
Match	<input type="checkbox"/>			
Who's Who	<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 =			%