

Kolbe Academy Home School

GRADE THREE HISTORY

Stories of Great Americans For Little Americans

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COURSE TITLE: History

COURSE TEXTS: *Stories of Great Americans, For Little Americans*
Kolbe Guide to Stories of Great Americans

COURSE DESCRIPTION:

The aim of this history book is to help the young reader appreciate the contributions made by individuals to our country in the beginning years.

COURSE OBJECTIVES:

1. To identify important
 - ❖ People
 - ❖ Events
 - ❖ Places
2. To familiarize the students with some of the leaders of our country during its foundation by short stories about them.

SCOPE AND SEQUENCE:**Quarter 1**

- Governor John Winthrop
- Father Marquette & Joliet
- William Penn
- Thomas Smith
- Eliza Lucas
- Benjamin Franklin
- John Stark
- Benezet

- Robert Fulton
- Washington Irving
- Francis Scott Key
- John James Audubon
- William Cullen Bryant
- Hawthorne
- Prescott
- Oliver Holmes
- Daniel Webster

Quarter 2

- Putnam
- Washington
- Benjamin West
- General Marion
- George Rogers Clark
- Daniel Boone
- Stephen Decatur

Quarter 4

- Webster (again)
- Charles Goodyear
- Doctor Kane
- Longfellow
- Kit Carson
- Horace Greeley
- Dorothy Dix
- Louisa Alcott

Quarter 3

- Thomas Jefferson
- Captain Clark (again)

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.**

Stories of Great Americans is represented by the abbreviation **SGA**. The student questions assigned are designated by 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.

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		
SGA	Pages 13-19	The First Governor in Boston, Marquette in Iowa		
<p>Notes</p> <p>It would be good for the teacher to read the PREFACE of the book on p. 7-9 to understand the author's aim in writing the book.</p> <p>You will note that the author has hyphenated longer words to help the student read more easily. You may explain that the words are only hyphenated between syllables.</p> <p>There will be lists of vocabulary words, which may have to be explained to the student.</p> <p>This book was written in the late 1800's, so there is unusual language and customs that will be unfamiliar to the student.</p>				
Student Daily Assignments		<input checked="" type="checkbox"/>	Parent Daily Guidelines	
DAY 1	SGA Pages 13-15	<input type="checkbox"/>	The First Governor in Boston. Read and discuss p.13-15 to Marquette in Iowa. Vocab: settlements, governor, conquer. The student should learn about the hardships and challenges of the early settlers. You may have to explain the last paragraph.	
DAY 2	Guide	<input type="checkbox"/>	Write or answer orally the questions for the lesson.	
DAY 3	SGA Pages 15-19	<input type="checkbox"/>	Marquette in Iowa. Read and discuss p. 15-19. Vocab: missionaries, trinkets, wigwam. Help the student with the pronunciation of the names of people and places. It would help to impress upon the student the great dangers that faced Marquette and Joliet. Many other missionaries became martyrs in spreading the Faith in this country. If you have a map of North America, it would be good use throughout the book.	
DAY 4	Guide	<input type="checkbox"/>	Write or answer orally the questions for the lesson.	
Week 1 Grade Book				
Assignments	Include <input checked="" type="checkbox"/>	(A) Points Earned	(B) Possible Points	A/B x100 =% (C)
Guide:	<input type="checkbox"/>			
Guide:	<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			
SGA	Pages 20-25	Indian Pictures and William Penn and the Indians			
Notes					
Student Daily Assignments		<input checked="" type="checkbox"/>	Parent Daily Guidelines		
DAY 1	SGA Read pages 20-21	<input type="checkbox"/>	Indian Pictures. Read and discuss pages 20-21. Vocab: demons. It would be good to read to the child a short biography of Father Marquette. http://www.catholic.com/encyclopedia/jacques-marquette		
DAY 2	Guide	<input type="checkbox"/>	Write or answer orally the questions for the lesson.		
DAY 3	SGA Read pages 23-25	<input type="checkbox"/>	Read and discuss pages 23-25. Vocab: solemn, sash, wampum. The student should understand that in many cases Indians were not treated fairly, and Penn did not have to pay the Indians for the land the king gave him. He was a kind person.		
DAY 4	Guide	<input type="checkbox"/>	Write or answer orally the questions for the lesson.		
Week 2 Grade Book					
Assignments		Include <input checked="" type="checkbox"/>	(A) Points Earned	(B) Possible Points	A/B x100 =% (C)
Guide		<input type="checkbox"/>			
Guide		<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 =				%

◆ COURSE PLAN ◆

WEEK 3				
Book	Weekly Breakdown	Goals and Notes for the Week		
SGA	Pages 25-30	One Little Bag of Rice, The Story of a Wise Woman		
Notes				
Student Daily Assignments		<input checked="" type="checkbox"/>	Parent Daily Guidelines	
DAY 1	SGA Read pages 25-28	<input type="checkbox"/>	One Little Bag of Rice. Read and discuss pages 25-28 to The Story of a Wise Woman. Vocab: timbers, staves, sowed. Discuss the cleverness of Thomas Smith to find a way to grow rice. Rice is now a major crop in the United States.	
DAY 2	Guide	<input type="checkbox"/>	Write or answer orally the questions for the lesson.	
DAY 3	SGA Read pages 28-30	<input type="checkbox"/>	The Story of a Wise Woman. Read and discuss pages 28-30. Vocab: indigo, bluing. In the old days when a woman washed white clothes, she put a blue liquid called bluing in the rinse water to make the clothes look whiter.	
DAY 4	Guide	<input type="checkbox"/>	Write or answer orally the questions for the lesson.	
Week 3 Grade Book				
Assignments	Include <input checked="" type="checkbox"/>	(A) Points Earned	(B) Possible Points	A/B x100 =% (C)
Guide	<input type="checkbox"/>			
Guide	<input type="checkbox"/>			
Other:	<input type="checkbox"/>			
Other:	<input type="checkbox"/>			
Other:	<input type="checkbox"/>			
Week 3 Average	Add up column C & divide by number of included <input checked="" type="checkbox"/> assignments =			%