

# Kolbe Academy Home School

## GRADE SIX HISTORY *All Ye Lands*

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**COURSE TITLE:** History/Geography

**COURSE DESCRIPTION:**

Before going through the text of a chapter, check out the questions in the Kolbe Guide for the chapter. It is recommended that you have a globe to use in conjunction with the text. Point out the relevant areas as you encounter them.

1. To identify important
  - ❖ People
  - ❖ Events
  - ❖ Places
  - ❖ Dates
2. To understand geography, prehistory, and ancient cultures.
3. To identify, evaluate and discuss the relationships among those people, events, places and dates that developed the course of history.
4. To trace either the rise or the fall of a civilization or government, and to give facts pointing to the actions, which took place causing the rise or fall of that civilization or government.
5. To understand the development of modern history.
6. To see the working of God in the history of the world.

**SCOPE AND SEQUENCE:**

- Introduction to Geography
- Prehistory
- The Mission of Israel
- The Greeks
- Rome
- Christianity
- Byzantium and the Rise of Islam
- Europe: The Middle Ages
- Europe: The Renaissance
- China
- Japan
- India
- Africa
- Russia
- North America
- Latin America

**COURSE TEXT:** *All Ye Lands*, The Catholic Textbook Project

**SUPPLEMENTAL RESOURCE:** For tests and quizzes, send an email to: [sales@CatholicTextbookProject.com](mailto:sales@CatholicTextbookProject.com)

**COURSE PLAN METHODOLOGY:** *All Ye Lands* is represented by the abbreviation **AYL**; the tests are represented by **T** followed by the number of the test. 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, DAY 4**.

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.**

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

◆◆◆ FIRST QUARTER ◆◆◆

WEEK 1					
Book	Weekly Breakdown	Goals and Notes for the Week			
AYL T	Pages 1-14 Chapter 1: Test I	Chapter 1: Introduction to Geography The student should understand the vocabulary words shown in the margins throughout the book.			
<p><b>Notes</b></p> <p>The student should take notes while reading the text especially of persons, places, dates, and important facts.</p> <p>It would be good for the student to start a timeline. You may help by using the "Timeline Dates" at the end of each chapter in the Teacher's Manual.</p> <p><b>Let's Remember</b> in the chapter reviews and chapter tests are assigned. Encourage the student to correct any mistakes and keep his work to use for study for quarter tests.</p> <p>It would be good for the student to do some of the <b>Let's Consider</b> and <b>Things to Do</b> at the end of the chapters. They are not written into the course plans, but many of them may be of great benefit to the student. Use your own discretion.</p>					
Student Daily Assignments		<input checked="" type="checkbox"/>	Parent Daily Guidelines		
DAY 1	AYL		Read pages 1-4. Understand the terms of geography, physical and political maps. Study the maps on page 4 to understand the difference between the Mercator Projection and the Robinson Projection.		
DAY 2	AYL		Read pages 5-7. Learn how to read maps using the symbols used on them: compass rose, legend or key, scale, direction, latitude and longitude lines. Study the globes on page 5 and 6.		
DAY 3	AYL		Read pages 8-11 to <b>Mountains, Volcanoes Plains, and Deserts</b> . Be able to find and name the seven continents and the four oceans and the Mediterranean Sea. Study the map on page 10 for a better understanding of the continents and oceans.		
DAY 4	AYL T		Read pages 11-14 to <b>The Waters: Oceans, Sea, Lakes, and Rivers</b> . Be able to find the major mountain chains on a map. Do Chapter 1, Test I		
Week 1 Grade Book					
Assignments		Include <input checked="" type="checkbox"/>	(A) Points Earned	(B) Possible Points	A/B x100 =% (C)
Chapter 1 Test I		<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>

◆ COURSE PLAN ◆

WEEK 2				
Book	Weekly Breakdown	Goals and Notes for the Week		
AYL T	Pages 14-29 Chapter 1: Test II	Chapter 1 (Continued); Chapter 2: Prehistory: Beginning Man's Story		
<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">Notes</div> <p>The student should take notes while reading the text especially of persons, places, dates, and important facts.</p>				
Student Daily Assignments		<input checked="" type="checkbox"/>	Parent Daily Guidelines	
DAY 1	AYL		Pages 14-19. Be able to find and name the major rivers of the world; know the difference between an island and a peninsula, and between oceans and seas. Study the maps on page 15 and 18.	
DAY 2	AYL T		Pages 19-20 <b>Chapter 1 Review: Let's Remember.</b> You may allow the student to use the book for Let's Remember. Do Chapter 1, Test II.	
DAY 3	AYL		Pages 21-25 to <b>Old and New Stone Age.</b> Learn about the prehistory of man; the Old Stone Age and the New Stone Age.	
DAY 4	AYL		Pages 25-29. Learn about the Stone Age, Bronze Age, and the Iron Age understanding how prehistoric man lived and developed. Study the map on page 28.	
Week 2 Grade Book				
Assignments	Include <input checked="" type="checkbox"/>	(A) Points Earned	(B) Possible Points	A/B x100 =% (C)
Let's Remember	<input type="checkbox"/>			
Chapter 1 Review	<input type="checkbox"/>			
Chapter 1, Test II	<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>

◆ COURSE PLAN ◆

WEEK 3				
Book	Weekly Breakdown	Goals and Notes for the Week		
AYL	Pages 30-46	Chapter 2 (Continued)		
<div style="border: 1px solid black; padding: 5px;"> <p>Notes</p> <p>The student should take notes while reading the text especially of persons, places, dates, and important facts.</p> </div>				
Student Daily Assignments		<input checked="" type="checkbox"/>	Parent Daily Guidelines	
DAY 1	AYL		Pages 30-34 to <b>What Happened to Sumer?</b> Man's first civilization of Sumer where it was and how we know about it; Gilgamesh. Study the map on p.30.	
DAY 2	AYL		Pages 34-40 to <b>The Mysterious Pyramids.</b> The end of Sumer; Sargon, military leader of Sumer; Egypt, the first nation; life in ancient Egypt; hieroglyphics, the Rosetta Stone. Study the map on p.36.	
DAY 3	AYL		Pages 40-45 to <b>Chapter Review.</b> Pyramids; Pharaohs; Akhenaten; Hatshepsut, Ramses II; King Tut.	
DAY 4	AYL		Page 45-46 <b>Chapter 2 Review: Let's Remember</b> Chapter 2, Test I-II	
Week 3 Grade Book				
Assignments	Include <input checked="" type="checkbox"/>	(A) Points Earned	(B) Possible Points	A/B x100 =% (C)
Let's Remember	<input type="checkbox"/>			
Chapter 2, Test I	<input type="checkbox"/>			
Chapter 2, Test II	<input type="checkbox"/>			
Other:	<input type="checkbox"/>			
<b>Week 3 Average</b>	<b>Add up column C &amp; divide by number of included <input checked="" type="checkbox"/> assignments =</b>			<b>%</b>