

# Kolbe Academy Home School

## GRADE EIGHT HISTORY

### *Light to the Nations, Part Two: The Making of the Modern World*

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**COURSE TITLE:** History

**COURSE TEXT:** *Light to the Nations, Part Two: The Making of the Modern World* (Catholic Schools Textbook Project)

**COURSE DESCRIPTION:**

*Light to the Nations, Part Two: The Making of the Modern World* traces the dissolution of medieval Christendom from the time of the Industrial Revolution through the aftermath of the Second World War. Following upon the analysis provided in *Light to the Nations, Part One*, the impact of Christian belief on the formation of human culture is highlighted. Focusing on Europe and Russia, the text provides a detailed description of the French Revolution, which then serves as the lens through which following events are interpreted. The “humanism” of the Reign of Terror is contrasted with the authentic, God-centered anthropology of Catholic thought, emphasizing the importance of Christian witness without shrinking from the reality of failure in that regard. The text prepares the reader to reflect in an informed way not only on the reality of the divided culture in which we currently find ourselves, but also on the philosophical origins of this conflict.

**COURSE OBJECTIVES:**

- ❖ Recognition of the impact of Enlightenment principles on political events, unfolding from the time of the French Revolution even until the present day;
- ❖ Awareness of the struggle between Church and state, and how that understanding has been shaped by challenges deeply rooted in both philosophy and politics;
- ❖ Mastery of factual highlights concerning the figures and events that shaped the modern world;
- ❖ Sound preparation for informed consideration of the philosophical, religious, and political conflicts with which we are faced at the dawn of the Third Millennium.

**SCOPE AND SEQUENCE:**

1. Weekly reading and questions, as outlined in the course plan;
2. Short weekly or biweekly papers on a topic suggested in the projects section at the end of each chapter;
3. Oral reports whenever possible;
4. A term paper in the second semester, on a topic suggested in the projects section of one of the chapters. This paper should be 5-10 pages in length and involve library research. Papers should be:
  - ❖ Typed, footnoted, double-spaced and properly researched for presentation.
  - ❖ Graded on neatness, grammar, spelling, syntax, and focus on the stated topic.

**SKILLS TO BE DEVELOPED:**

- ❖ Research and evaluation
- ❖ Oral presentation (strongly recommended)
- ❖ Composition
- ❖ Reading comprehension

**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 them to meet the individual learning needs of your child. **Do not feel obligated to follow these course plans exactly.**

In the course plans that follow, *Light to the Nations, Part Two: The Making of the Modern World* is represented by the abbreviation **LNII**. 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 right of the student assignments. The schedule is set up such that one lesson, investigation or test can be done on a five-day schedule. Although most of Kolbe Academy Home School course plans are set up for a four-day week, the mathematics courses at this level do benefit from a five-day week schedule. This can be altered if the student would like to double up on an assignment or test on the final day of their week. 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*. Parents should use the grade book only as a help to their homeschooling and not as a hindrance. It includes a cumulative list of written assignments from the week's course plan as well as space for additional assignments, if needed. **Kolbe Academy does not require that you keep record of all student work.** If you intend to report your student's work to Kolbe Academy for an official record, two samples of written and graded work is required per semester per course along with the signed and filled out report card. The weighting suggestion in the end of semester grade book is there for *convenience* and may be modified 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 two 18-week semesters. Week 8 and Week 17 are lighter weeks, and usually includes a few days for review. You should use the review days as 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 review the material in the tests throughout the semester.**

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 SEMESTER ◆◆◆

WEEK 1		
Book	Weekly Breakdown	Goals and Notes for the Week
LNII	Introduction	-the transition from medieval Christendom to humanism -the Church and science
<p><b>Notes</b></p> <p>At the end of each chapter, there is a list of “Key Concepts” which includes vocabulary words from the boxes in the margins. In addition to these terms, students should learn the meaning of the following: attaining (p. 1); humanism (p. 1); planisphere (p. 6); parallax (p. 14); differential calculus (p. 15).</p> <p>Assigned paragraphs may be presented, alternatively, in oral form.</p>		
Student Daily Assignments	<input checked="" type="checkbox"/>	Parent Daily Guidelines
DAY 1	LNII Pages 1-12	<input type="checkbox"/> Have the student read pp. 1-12.
DAY 2	LNII Pages 12-18	<input type="checkbox"/> Have the student read pp. 12-18.
DAY 3	Faith and Reason paragraph	<input type="checkbox"/> Think about Sir Francis Bacon’s contention that a “more perfect” use of reason would be to make it the “foundation” of all knowledge. “More perfect” than what other role? Is reason suited to become the “foundation” of all that is known, or is it by nature a means to an end? Is there such a thing as knowledge that reason alone cannot reach? Is it reasonable for reason itself to recognize this? Read the <i>Catechism of the Catholic Church</i> (CCC) on the subject of faith and reason (156-159), and write a paragraph about what is “more certain” than human knowledge alone, and why. <b>(High School:</b> The <i>Catechism</i> speaks of <i>motiva credibilitatis</i> , or “motives of credibility”—in other words, events or objects in the natural realm that point inevitably to a reality beyond nature itself and, therefore, beyond the reach of reason unaided. Can you think of some? Research the subject of miracles—such as healings, incorrupt saints, and phenomena connected to legitimate Marian apparitions—and include several of these considerations in your paragraph.)
DAY 4	Introduction Review	<input type="checkbox"/> Have the student read the review material and answer the questions on p. 19.

◆ COURSE PLAN ◆

Week 1 Grade Book				
Assignments	Include <input checked="" type="checkbox"/>	(A) Points Earned	(B) Possible Points	A/B x100 =% (C)
Reading assignments			25	
Faith and Reason paragraph	<input type="checkbox"/>		50	
Review questions	<input type="checkbox"/>		25	
EXTRA CREDIT	Watch "The Song of Bernadette" with Jennifer Jones and Vincent Price. How does this film, depicting events surrounding the apparition at Lourdes, provide "motives of credibility" for the modern world? Research the condition of Bernadette's body today.			(point value at instructor's discretion)
<b>Week 1 Average</b>	<b>Add up column C &amp; divide by number of included <input checked="" type="checkbox"/> assignments =</b>			<b>%</b>

WEEK 2		
Book	Weekly Breakdown	Goals and Notes for the Week
LNII	Chapter One	-Descartes, Spinoza, Hobbes. Locke, Voltaire, Diderot, Rousseau -Overview of Enlightenment philosophy: where it came from, how it builds one concept upon another, and where it leads
<p><b>Notes</b></p> <p>At the end of each chapter, there is a list of “Key Concepts” which includes vocabulary words from the boxes in the margins. In addition to these terms, students should learn the meaning of the following: freethinkers (p. 23); democracy (p. 37); dignitaries (p. 37).</p> <p>Assigned paragraphs may be presented, alternatively, in oral form.</p>		
Student Daily Assignments		Parent Daily Guidelines
DAY 1	LNII Pages 21-30	<input type="checkbox"/> Have the student read pp. 21-30.
DAY 2	LNII Pages 30-38	<input type="checkbox"/> Have the student read pp. 30-38.
DAY 3	Exercise in Skepticism	<p>All things—so says Descartes!—must be doubted (p. 22). If that is the case, then the assertion that all things must be doubted must itself be doubted, too. As an exercise in skepticism, let’s try doubting what the apostles of the Enlightenment themselves held to be true.</p> <p>a) Thomas Hobbes’ “state of nature” (p. 27). Is there—or, was there—any such thing? Does the archeological evidence we have concerning prehistory, and/or our earliest recorded documents about human behavior, support such a belief? And if mankind actually has been in a state of continual strife, could there be another cause besides that which Hobbes proposes and, therefore, another necessary solution? If the “state of nature” isn’t the source of the human predicament, then the “social contract” can’t be its cure. (See Gen. 4: 1-15, Gen. 5-8, and Gen. 3:15.)</p> <p>b) Deism’s mechanistic view of the universe (pp. 24-25). The “watchmaker” view of God holds that He created the world, “wound it up,” and let it go. But seriously, do even machines work this way? Is the mechanistic analogy plausible in and of itself? Why or why not?</p> <p>c) Cogito, ergo sum (p. 22). Descartes decided that he truly existed (and, therefore, so do other things) because he realized he was thinking about whether or not he exists, and only a being that exists could be thinking in the first place. But, why? What if he only thought he was thinking, but wasn’t? Isn’t Descartes’ “doubt” an infinite regression—an image seen in a mirror, and in another mirror, back and forth until its source is</p>

◆ COURSE PLAN ◆

			<p>identified as nothing at all? Do you agree with the ergo ("therefore") in cogito, ergo sum? Why or why not?</p> <p>Pick your favorite doubt of a doubt (as above, or one of your own), and write a paragraph about it. (High School: Why would Enlightenment thinkers like Rousseau and Voltaire—who disagree with each other—find a "common enemy" in Christendom? Add this consideration, found on p. 38, to your paragraph.)</p>		
<b>DAY 4</b>	<b>Chapter One Review</b>	<input type="checkbox"/>	Have the student read the chapter review material and answer the questions on p. 39.		
<b>Week 2 Grade Book</b>					
<b>Assignments</b>		<b>Include <input checked="" type="checkbox"/></b>	<b>(A) Points Earned</b>	<b>(B) Possible Points</b>	<b>A/B x100 =% (C)</b>
Reading assignments		<input type="checkbox"/>		25	
Exercise in Skepticism		<input type="checkbox"/>		50	
Review questions		<input type="checkbox"/>		25	
<b>Week 2 Average</b>	<b>Add up column C &amp; divide by number of included <input checked="" type="checkbox"/> assignments =</b>				<b>%</b>

WEEK 3				
Book	Weekly Breakdown	Goals and Notes for the Week		
LNII	Chapter Two	-Pyotr the Great, Friedrich the Great, Maria Theresia, and Josef II -Governmental "reforms"—Enlightenment notions in action		
<div style="border: 1px solid black; padding: 2px; display: inline-block;">Notes</div> <p>At the end of each chapter, there is a list of "Key Concepts" which includes vocabulary words from the boxes in the margins. In addition to these terms, students should learn the meaning of the following: landlocked(p. 42); patronymic (p. 43); duma (p. 44); maxim (p. 49).</p> <p>Assigned paragraphs may be presented, alternatively, in oral form.</p>				
Student Daily Assignments		<input checked="" type="checkbox"/>	Parent Daily Guidelines	
DAY 1	LNII Pages 41-48	<input type="checkbox"/>	Have the student read pp. 41-48 and make a list of the reforms enacted by Pyotr (pp. 44-45).	
DAY 2	LNII Page 48-57	<input type="checkbox"/>	Have the student read pp. 48-57 and make a list of the reforms enacted by Friedrich Wilhelm I and II (pp. 49-50; 58-59).	
DAY 3	LNII Pages 57-66	<input type="checkbox"/>	Have the student read pp. 57-66 and make a list of the reforms enacted by Josef (pp. 63-65).	
DAY 4	Chapter Two Review	<input type="checkbox"/>	Have the student read the review material and answer the questions on page 68.	
Week 3 Grade Book				
Assignments	Include <input checked="" type="checkbox"/>	(A) Points Earned	(B) Possible Points	A/B x100 =% (C)
Day 1 reading assignment and list	<input type="checkbox"/>		25	
Day 2 reading assignment and list	<input type="checkbox"/>		25	
Day 3 reading assignment and list	<input type="checkbox"/>		25	
Review Questions	<input type="checkbox"/>		25	
EXTRA CREDIT  (point value at the instructor's discretion)	Using the lists you compiled of governmental reforms, write a paragraph answering the question: Did Enlightenment ideas, in the short term, make the world a better place? ( <b>High School:</b> Include in your analysis a consideration of whether the Church is opposed to democracy <i>per se</i> . What is the <i>Catechism's</i> explanation of the right role of government itself in human affairs (1901-1904)?			
<b>Week 3 Average</b>	<b>Add up column C &amp; divide by number of included <input checked="" type="checkbox"/> assignments =</b>			<b>%</b>