

# Kolbe Academy Home School

## GRADE FOUR HISTORY

### *Famous Men of Greece (1<sup>st</sup> & 2<sup>nd</sup> Quarters)* & *Famous Men of Rome (3<sup>rd</sup> & 4<sup>th</sup> Quarters)*

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**COURSE TITLE:** History

**COURSE TEXTS:** *Famous Men of Greece Book*, John Haaren & A.B. Poland, edited by Memoria Press 2006, (T7814)  
*Famous Men of Greece Student Guide* (T7814A)  
*Famous Men of Greece Teacher Guide* (T7814B)  
*Famous Men of Rome* John Haaren & A.B. Poland, edited by Memoria Press 2006, (T7834)  
*Famous Men of Rome Student Guide* (T7834A)  
*Famous Men of Rome Teacher Guide* (T7834B)

**Supplemental Material:** *D'Aulaire's Book of Greek Myths* (T3420)  
*The Children's Homer* (T3440), also in Elementary Literature

**COURSE DESCRIPTION:** This course is designed to introduce the student to the great figures of ancient Greek and Roman history and myth, and to trace the historical rise and lasting influence of the civilizations. The textbooks can be supplemented with material from other sources, particularly encyclopedias for the writing of brief research reports. As you read *Famous Men of Greece*, it is to the student's advantage to read about the incident or the god/goddess in *D'Aulaire's Book of Greek Myths*. This can give the student more details and help to reinforce in his memory persons, places, and incidents of Ancient Greece.

**COURSE OBJECTIVES:**

- ❖ To familiarize the student with the great figures of ancient Greece and Rome that contributed to the thought and culture of Catholic Europe;
- ❖ To help the student become more familiar with the flow of history and the chronological relationships between events;
- ❖ To continue to introduce the student to cultural and historical perspectives that will help him recognize and criticize the assumptions of our own age from a Catholic standpoint.

**SCOPE AND SEQUENCE:**

**Quarter 1**

1. The Gods of Greece
2. Deucalion and the Flood
3. Cadmus and the Dragon's Teeth
4. Perseus
5. Hercules and His Labors
6. Jason and the Golden Fleece
7. Theseus
8. Agamemnon, King of Men
9. Achilles, Dravest of the Greeks
10. The Adventures of Odysseus
11. Lycurgus
12. Draco and Solon
13. Pisistratus the Tyrant

14. Miltiades, the Hero of Marathon
15. Leonidas at Thermopylae
16. Themistocles
17. Aristides the Just

**Quarter 2**

1. Cimon
2. Pericles
3. Alcibiades
4. Lysander
5. Socrates
6. Xenophon
7. Epanimondas and Pelopidas
8. Philip of Macedonia
9. Alexander the Great
10. Demosthenes
11. Aristotle, Zeno, Diogenes, and Apelles
12. Ptolemy
13. Pyrrhus
14. Cleomenes III
15. The Fall of Greece

**Quarter 3**

1. Romulus
2. Numa Pompilius
3. The Horatii and the Curiatii
4. The Tarquins
5. Junius Brutus
6. Horatius
7. Mucius the Left-Handed
8. Coriolanus
9. The Fabii
10. Cincinnatus
11. Camillus
12. Manlius
13. Manlius Torquatus
14. Appius Claudius Cæcus
15. Regulus
16. Scipio Africanus

**Quarter 4**

1. Cato the Censor
2. The Gracchi
3. Marius
4. Sulla
5. Pompey the Great
6. Julius Cæsar
7. Cicero
8. Augustus
9. Nero
10. Titus
11. Trajan
12. Marcus Aurelius
13. Diocletian
14. Constantine the Great
15. End of the Western Empire

**SKILLS TO BE DEVELOPED:**

- ❖ Memorization (of important dates)
- ❖ Research (using the encyclopedia)
- ❖ Report-writing

**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.**

**Quarters 1 and 2:**

*Famous Men of Greece* textbook is represented by the abbreviation **FMG**. The *Famous Men of Greece* Student Guide is represented by the abbreviation **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.

Throughout the text, there are "Names to remember" and vocabulary words to know. It is recommended that the student have a Greek and a Rome notebook for this course. They should have two sections, one for the names and the other for the vocabulary. The names listed each week should be written in column fashion with a description following each. Many of the Greek gods are mentioned with the Roman names also. In this case the student should write: "Demeter/Ceres-queen of grains, fruits, and flowers." Refer to the notebook whenever necessary. A worksheet to aid in filling out the names and descriptions of the Greek gods is included at the end of this course plan. For vocabulary words, definitions of the new word should be written next to each word.

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**Quarters 3 and 4**

In the course plans that follow, *Famous Men of Rome* student textbook is represented by the abbreviation **FMR**. *Famous Men of Rome* Student Guide is represented by the abbreviation **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 right of the student assignments. The reading assignments are shown on **DAY 1** and **DAY 3**, and it is suggested that the student use **DAY 2** and **DAY 4** to work on lessons in the Student Guide as well as vocabulary and names to remember or any other activities related to Roman History. This outline can be altered; 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
FMG  Guide	Pages 4-19 The Gods of Greece, Deucalion and the Flood, and Cadmus and the Dragon's Teeth Pages 6-9	Throughout the text, there are names to remember and vocabulary words to know that the student should write in a Greek notebook. See the Course Plan Methodology for an explanation on how to set up and use the Greek notebook (page 3 of this syllabus).
Notes		
Student Daily Assignments		Parent Daily Guidelines
DAY 1	FMG Read pages 4-11	<input type="checkbox"/> Read and discuss pages 4-11. Have the student add these vocabulary words to the Greek notebook. Definitions of the new vocabulary should be written next to each word.
	Add vocab to the Greek notebook	<input type="checkbox"/> <b>Vocabulary:</b> distressed, constellation, blacksmiths, victor, hearthstones, coral, brazen, trident, gracious.
DAY 2	Add names to the Greek notebook	<input type="checkbox"/> Have the student add these Greek names to the Greek notebook. <b>Names:</b> Cronos, Rhea, Zeus, Jupiter, Titans, Cyclops, Hera, Juno, Poseidon, Neptune, Hades, Pluto, Demeter, Ceres, Hestia, Vesta, Styx, Charon, Kerberus, Cerberus, Persephone, Proserpine, Ceres, Hermes, Mercury, Hephæstus, Vulcan, Mount Ætna, Ares, Mars, Apollo, Artemis, Diana, Athena, Minerva, Aphrodite, Venus, Eros, Cupid, Iris, The Graces, The Furies, The Fates, Olympus. Have the student complete pages 6-9 in GUIDE.
	GUIDE Pages 6-9	<input type="checkbox"/>
DAY 3	FMG Read pages 13-19	<input type="checkbox"/> Read and discuss pages 13-19. <b>Have the student add these vocabulary words to the Greek notebook. Definitions of the new vocabulary should be written next to each word. Vocabulary:</b> ambrosia, nectar, lyre, cleft, dense volumes, oracle, frolic, capering, masons, consequently, realm.
	Add vocab to the Greek notebook	<input type="checkbox"/>
DAY 4	Review notebook GUIDE	<input type="checkbox"/> <b>Have the student add these Greek names to the Greek notebook. Names:</b> Deucalion, Hebe, The Muses, Prometheus, Forethought, Pyrrha, Parnassus, Hellenes, Hellen, Hellas, Cadmus, Phoenicia, King Agenor, Europa, Thebes, Amphion, Harmony. Have the student review the Greek Names and vocabulary from this week. Have the student complete pages 10-13 in GUIDE.
	Do pages 10-13	<input type="checkbox"/>

Week 1 Grade Book				
Assignments	Include <input checked="" type="checkbox"/>	(A) Points Earned	(B) Possible Points	A/B x100 =% (C)
Greek notebook: Vocab & Names	<input type="checkbox"/>			
Student guide pages 6-9	<input type="checkbox"/>			
Greek notebook: Vocab	<input type="checkbox"/>			
Greek notebook: Names	<input type="checkbox"/>			
Student guide pages 10-13	<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>

WEEK 2			
Book	Weekly Breakdown	Goals and Notes for the Week	
FMG	Pages 20-31	Perseus and Hercules and His Labors	
Notes			
Student Daily Assignments		<input checked="" type="checkbox"/>	Parent Daily Guidelines
DAY 1	FMG Read pages 20-24	<input type="checkbox"/>	Read and discuss pages 20-24. Have the student add these vocabulary words to the Greek notebook. <b>Definitions of the new vocabulary should be written next to each word.</b>
	Add vocab to the Greek notebook	<input type="checkbox"/>	<b>Vocabulary:</b> nymphs, inquired, hastening, alas, determined, enraged, devour, courtiers, quoits, kinsman.
DAY 2	Add names to the Greek notebook GUIDE Do pages 14-19	<input type="checkbox"/>	Have the student add these Greek names to the Greek notebook. <b>Names:</b> Argos, Danæ, Mediterranean Sea, Seriphos, Polydectes, Dictys, Perseus, Gorgon, Medusa, Seriphos, Gray Sisters, Hesperides, Andromeda, Cepheus, Cassiopeia, Great Bear, Tiryns.
	Do pages 14-19	<input type="checkbox"/>	Have the student review the Greek Names and vocabulary from this week. Have the student complete pages 14-19 in GUIDE.
DAY 3	FMG Read pages 25-31	<input type="checkbox"/>	Have the student add these vocabulary words to the Greek notebook. <b>Definitions of the new vocabulary should be written next to each word.</b>
	Add vocab to the Greek notebook	<input type="checkbox"/>	<b>Vocabulary:</b> pierce, hydra, firebrand, stag, boar, slew, tripod, centaur, pyre.
DAY 4	Add names to the Greek notebook GUIDE	<input type="checkbox"/>	Have the student add these Greek names to the Greek notebook. <b>Names:</b> Hercules, Herakles, Eurystheus, Mycenæ, Nemean lion, Nemea, Artemis, Arcadia, Augeas, Crete, Diomedes, Queen Hippolyte, Amazons, Geryon, Hesperides, Atlas, Admetus, Alcestis, Omphale, Deianira, Nessus.
	Do pages 20-21	<input type="checkbox"/>	Have the student complete pages 20-21 in GUIDE.

◆ COURSE PLAN ◆

Week 2 Grade Book				
Assignments	Include <input checked="" type="checkbox"/>	(A) Points Earned	(B) Possible Points	A/B x100 =% (C)
Greek notebook: vocab & names	<input type="checkbox"/>			
Student guide pages 14-19	<input type="checkbox"/>			
Greek notebook: vocab	<input type="checkbox"/>			
Greek notebook: names	<input type="checkbox"/>			
Student guide pages 20-21	<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>

WEEK 3		
Book	Weekly Breakdown	Goals and Notes for the Week
FMG	Pages 32-44	Jason and the Golden Fleece and Theseus
Notes		
Student Daily Assignments		<input checked="" type="checkbox"/> Parent Daily Guidelines
DAY 1	FMG Read pages 32-39	<input type="checkbox"/> Read and discuss pages 32-39. Have the student add these vocabulary words to the Greek notebook. Definitions of the new vocabulary should be written next to each word. <b>Vocabulary:</b> feeble, current, strait, prow, ointment.
	Add vocab to the Greek notebook	
DAY 2	Add names to the Greek notebook GUIDE	<input type="checkbox"/> Have the student add these Greek names to the Greek notebook. <b>Names:</b> lolcus, Æson, Pelias, Jason, Chiron, Colchis, Phrixus, Hellespont, Æetes, Euxine, Dodona, Argo, Argonauts, Orpheus, Castor, Pollux, Lynceus, Medea, Siren.
	Do pages 22-23	
DAY 3	FMG Read pages 40-44	<input type="checkbox"/> Read and discuss pages 40-44. Have the student add these vocabulary words to the Greek notebook. Definitions of the new vocabulary should be written next to each word. <b>Vocabulary:</b> vessels, foresaw, commerce, perished, inflicted, warded off.
	Add vocab to the Greek notebook	
DAY 4	Add names to the Greek notebook GUIDE	<input type="checkbox"/> Have the student add these Greek names to the Greek notebook. <b>Names:</b> Cecrops, Athens, Theseus, Ægeus, Æthra, Club-bearer, Sinis, Pine-bender, Procrustes, the Stretcher, Minos, Minotaur, Labyrinth, Ariadne.
	Do pages 24-25	

Week 3 Grade Book				
Assignments	Include <input checked="" type="checkbox"/>	(A) Points Earned	(B) Possible Points	A/B x100 =% (C)
Greek notebook: vocab	<input type="checkbox"/>			
Greek notebook: names	<input type="checkbox"/>			
Student guide pages 22-23	<input type="checkbox"/>			
Greek notebook: vocab & names	<input type="checkbox"/>			
Student guide pages 24-25	<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>