

Kolbe Academy Home School

HIGH SCHOOL WESTERN CIVILIZATION 1

*Light to the Nations,
Part One: The History of Christian Civilization*

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COURSE TITLE: Western Civilization I

COURSE TEXT:

Light to the Nations: Part One The History of Christian Civilization. Catholic Schools Textbook Project.

MLA Handbook Eighth Edition. Modern Language Association of America, 2016

COURSE DESCRIPTION:

The text begins with the creation of the world and covers the concept of prehistory, but only in an introductory way. The study's focus begins with the Incarnation, and traces the development of Christendom from the founding of the Roman Catholic Church to the inception of the French Revolution. While secular history is emphasized, the relationship between Church and state, as well as the relationship between Catholicism and other religions, is not overlooked.

The following pages include a detailed course plan for student wishing to use *Light to the Nations* for high school History credit. Students who are *currently enrolled* in high school may opt to use this course plan to achieve the Kolbe Core (K) designation on their transcript. Parents who opt to have their grade school student use this course plan and complete the requirements MAY NOT receive future high school credit.

COURSE OBJECTIVES:

- ❖ Recognition of the parameters of the discipline, including a definition of history itself, and the overall contours of what is to be studied and how;
- ❖ Acknowledgment of Jesus Christ as the pivotal figure in all of creation and therefore, of history itself;
- ❖ Mastery of factual highlights concerning the figures and events that shaped the course of civilization;
- ❖ Sound preparation for a consideration of the philosophical, religious, and political conflicts of the modern age, which will be covered in the following text of the series, *Light to the Nations: Part Two The Making of the Modern World*.

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

DIPLOMA REQUIREMENTS:

Summa Cum Laude students **MAY NOT** use this World History course as a substitute for the four year history sequence including Ancient Greece, Ancient Rome, Era of Christendom, and Modern & US History. **Magna Cum Laude** and **Standard** diploma candidates may choose to pursue the (K) designation in this course, but are not required to do so. If not pursuing the (K) designation, the parent has the option of altering the course plan as desired. **Magna Cum Laude** students must include 3 years of History in high school, including one year of World History and one year of American history. **Standard** diploma students must include 3 years of History in high school, including one year of World History and one year of American history. This course counts toward the 1 year World History requirement for the Magna and Standard diplomas, regardless of whether the (K) designation is sought.

KOLBE CORE (K) HIGH SCHOOL COURSES:

- ❖ Students pursuing the **Kolbe Core (K)** designation should do the readings. **Kolbe Core students need to complete at least 2 of the 14 weekly papers each semester.** Further, they should have discussions or write informal essays in response to the rest of the weekly paper topics as these are major themes and will appear in some way on the exams.
- ❖ Students pursuing the Kolbe Core (K) designation should be sure to complete the additional Kolbe Core sections included in the exams.
- ❖ To receive the Kolbe Core (K) designation on the high school transcript, be sure to turn in the appropriate sample work, as outlined below.

SEMESTER REPORTING REQUIREMENTS:

Designation*		K
Course Title	World History	World History
Semester 1	Any 2 graded written work samples from Semester 1.	1. <i>Complete</i> Midterm 1 Exam (including ALL additional Kolbe Core sections). 2. <i>Complete</i> Semester 1 Exam (including ALL additional Kolbe Core sections).
Semester 2	Any 2 graded written work samples from Semester 2.	1. <i>Complete</i> Midterm 2 Exam (including ALL additional Kolbe Core sections). 2. <i>Complete</i> Semester 2 Exam (including ALL additional Kolbe Core sections).

*Designation refers to designation type on transcript. K designates a Kolbe Academy Core course.

The Kolbe academic advisor will verify that the required work was completed successfully and award the Kolbe Core (K) designation. The Kolbe academic advisor has the final decision in awarding the designation for the course. If no designation on the transcript is desired, parents may alter the lesson plan in any way they choose and any two written samples work are acceptable to receive credit for the course each semester.

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 One: The History of Christian Civilization* is represented by the abbreviation **LNI**. 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 semester 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 the 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 2 18-week semesters. Week 8 and Week 17 are lighter weeks, and usually include 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		
LNI	Introduction	-What we mean by the term, "history" -What we know about human history, and how we know it		
<div>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: culture (p. 7); megaliths (p. 8); Aryans/Indo-Europeans (p. 10); <i>Mare Nostrum</i> (p. 11).</p> <p>Assigned paragraphs may be presented, alternatively, in oral form.</p>				
Student Daily Assignments		<input checked="" type="checkbox"/>	Parent Daily Guidelines	
DAY 1	LNI Pages 1-4	<input type="checkbox"/>	Have the student read pp. 1-4, and study the time line on pp. 2-3. Using outside sources, identify and describe each red bullet point. Distinguish between "secular" and "sacred" history by categorizing each bullet point as belonging to the Old Testament or not.	
DAY 2	LNI Pages 5-9	<input type="checkbox"/>	Have the student read pp. 5-10.	
DAY 3	LNI Pages 10-13	<input type="checkbox"/>	Have the student read pp. 10-13.	
DAY 4	Introduction Review	<input type="checkbox"/>	Have the student read the review material and answer the questions on p. 15.	
Week 1 Grade Book				
Assignments	Include <input checked="" type="checkbox"/>	(A) Points Earned	(B) Possible Points	A/B x100 =% (C)
Reading assignments	<input type="checkbox"/>		25	
Timeline	<input type="checkbox"/>		50	
Review questions	<input type="checkbox"/>		25	
Week 1 Avg.	Add up column C & divide by number of included <input checked="" type="checkbox"/> assignments =			%

◆ COURSE PLAN ◆

WEEK 2				
Book	Weekly Breakdown	Goals and Notes for the Week		
LNI	First half of Chapter One	-The Incarnation -The Periods of Jesus' Life -The Concept of the Eucharist		
<div>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: tetrarch (p. 22); blasphemy (p. 26); institution (p. 28); gentiles (p. 36). Assigned paragraphs may be presented, alternatively, in oral form.</p>				
Student Daily Assignments		<input checked="" type="checkbox"/>	Parent Daily Guidelines	
DAY 1	LNI Pages 17-21	<input type="checkbox"/>	Have the student read pp. 17-21. Reinforce understanding of the subject by reading through the Scriptural account of the Incarnation in Lk: 1-2 and writing a paragraph summarizing it. Read also Mt: 1-2, and Jn: 1. Include in the paragraph contrasts in the perspectives of these three Gospel writers.	
DAY 2	LNI Pages 21-32	<input type="checkbox"/>	Have the student read pp. 21-32.	
DAY 3	LNI Page 33	<input type="checkbox"/>	Have the student read the text box, "The Holy Eucharist" on p. 33. Research how, in Jn. 6, His first hearers reacted when Jesus instructed them to "eat" His flesh and "drink" His blood. Write a paragraph answering the questions: Did Jesus expect people to understand the Eucharist right away? Did He try to retract His original assertions of what it is and how important it is? Using the <i>Catechism of the Catholic Church</i> (CCC), research the centrality of this sacrament's place among the other six sacraments (1210-1211) and the other names by which the Eucharist is often called (as listed in the Index). Instead of the paragraph above, write a paragraph answering the questions: Are the explanations in the Catechism, and in the theology and tradition of the Church, a lot of philosophical "overkill" about something very simple and straightforward, or is there truly a tremendous mystery here which is beyond humanity's ability to fully explain or to alter?	
DAY 4	LNI Pages 32-36	<input type="checkbox"/>	Have the student read pp. 32-36.	
Week 2 Grade Book				
Assignments	Include <input checked="" type="checkbox"/>	(A) Points Earned	(B) Possible Points	A/B x100 =% (C)
Reading assignments	<input type="checkbox"/>		25	
Incarnation paragraph	<input type="checkbox"/>		25	
Eucharist paragraph	<input type="checkbox"/>		50	
Week 2 Avg.	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			
LNI	Second half of Chapter One	-Saints Peter and Paul -The establishment of the Roman Catholic Church			
<div>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: catholic (p. 38); persecution (p. 41).</p> <p>Assigned paragraphs may be presented, alternatively, in oral form.</p>					
Student Daily Assignments		<input checked="" type="checkbox"/>	Parent Daily Guidelines		
DAY 1	LNI Pages 36-42	<input type="checkbox"/>	Have the student read pp. 36-42.		
DAY 2	LNI Page 39	<input type="checkbox"/>	Using the Bible, have the student research how many letters of the New Testament were written by St. Paul, and how many were written by other people. Have the student choose one of St. Paul’s epistles to read. Write a paragraph summarizing the message of the chosen epistle.		
DAY 3	LNI Page 40	<input type="checkbox"/>	Using the Bible, have the student read what Jesus told St. Peter about the establishment of the Church (Matt. 16:13-20). Compare His words to Peter with His teaching about the two possible foundations of every human life (Matt. 7:24-29). Have the student write a paragraph explaining why there is only one Church and why it is important to belong to it. Read what the CCC has to say about the origin of the Church (759-766) and about the fact that the Church is one (813). In that case, why are there different “churches” in different areas of the world, with their own customs and degrees of authority (814)? Write a paragraph explaining in which sense we can use the term “churches,” and in which sense we cannot.		
DAY 4	Chapter One Review	<input type="checkbox"/>	Have the student read the review material and answer the questions on page 44.		
Week 3 Grade Book					
Assignments		Include <input checked="" type="checkbox"/>	(A) Points Earned	(B) Possible Points	A/B x100 =% (C)
Reading assignments		<input type="checkbox"/>		25	
Epistle assignment		<input type="checkbox"/>		25	
Establishment of the Church paragraph		<input type="checkbox"/>		25	
Review Questions		<input type="checkbox"/>		25	
Week 3 Avg.	Add up column C & divide by number of included <input checked="" type="checkbox"/> assignments =				%