

FULL WEEK COURSE SAMPLE

INCLUDES:

- COURSE PLAN
- STUDENT BOOK
- TEACHER MANUAL

KOLBE

COURSE PLAN

History Grade 3

Kolbe Academy

GRADE 3 HISTORY Stories of a Changing World

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Kolbe Academy
Napa, CA

◆ SYLLABUS ◆

History
Grade 3

COURSE TITLE: Grade 3 History: Stories of a Changing World

COURSE DESCRIPTION:

This course gives students an overview of Ancient through Modern Day World History through 55 select biographical narratives of civic leaders, explorers, inventors, pioneers in the arts and sciences, and faithful servants of God. The course provides a foundation of knowledge about the influence of these important figures throughout history. Each lesson includes **key vocabulary terms**, **timeline work**, as well as **close-reading** and **reflection activities** which highlight the significant virtues and accomplishments of the historical figures.

COURSE TEXTS:

- Stories of a Changing World Student Workbook. Kolbe Academy Press, 2022.
- Stories of a Changing World Teacher's Manual. Kolbe Academy Press, 2022. (Optional)
- Stories of a Changing World Timeline Wall Project. Kolbe Academy Press, 2022. (Optional)

TEXT DESCRIPTIONS:

Components			
Student Workbook	This is the primary textbook for this course. It contains all biographical narratives and workbook pages assigned in this course, as well as a glossary containing all the key terms highlighted throughout the course. (Available for purchase in the Kolbe Academy Bookstore.)		
Teacher's Manual	This optional resource provides an answer key for the Student Workbook as well as helpful notes for the instructor. (Available for purchase in the Kolbe Academy Bookstore.)		
Timeline Wall Project	This optional booklet contains the templates needed to complete the timeline project assigned incrementally over the course of the year.		

ADDITIONAL RECOMMENDED SUPPLIES:

- Colored pencils
- Scissors
- Glue

SKILLS TO BE DEVELOPED:

- Interpret timelines and conceptualize time periods.
- Determine the significant virtues and accomplishments of various historical figures.
- Use context clues to determine the meaning of unknown words.
- Identify and explain main ideas and key details.
- Compare and contrast information.
- Synthesize information and apply it to new contexts.

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History Grade 3

COURSE OBJECTIVES:

- Familiarize students with a foundation of knowledge about leaders, explorers, saints, and pioneers in the arts and sciences throughout history.
 - Students will identify important
 - People
 - Events
 - Places
- Students will place historical figures from the era they are studying in a chronological sequence.
- Students will explain the impact various historical figures had on the world today.

SCOPE AND SEQUENCE:

Q1/Unit 1: ANCIENT WORLD

Civics

King Tutankhamun, Ramses II, Pericles, Alexander the Great, Julius Caesar, and Constantine Arts & Sciences

Socrates, Aristotle, Archimedes, Ptolemy, Herodotus, and Thucydides

Faith

St. Peter, St. Augustine, St. Benedict, St. Scholastica

Q2/Unit 2: MIDDLE AGES THROUGH THE AGE OF EXPLORATION

Civics

Charlemagne, William the Conqueror, and Queen Isabella I

Exploration

Christopher Columbus, Ferdinand Magellan, Sir Francis Drake

Arts & Sciences

Leonardo da Vinci, Michelangelo, Copernicus, and Galileo

Faith

St. Joan of Arc and St. Ignatius of Loyola

Q3/Unit 3: AMERICAN REVOLUTION THROUGH THE AMERICAN CIVIL WAR

Civics & Exploration

George Washington, Benjamin Franklin, Lewis and Clark, Sacagawea, and Abraham Lincoln

Arts & Sciences

Gregor Mendel, Louis Pasteur, Mozart, and Beethoven

Faith

St. Junipero Serra, St. Elizabeth Ann Seton, and Venerable Augustus Tolton

Q4/Unit 4: POST AMERICAN CIVIL WAR THROUGH THE MODERN AGE

<u>Civics</u>

Susan B. Anthony, Martin Luther King Jr., Winston Churchill, Dwight Eisenhower

Arts & Sciences

George Washington Carver, Henry Ford, Wright Brothers, Amelia Earhart, Thomas Edison, Alexander Graham Bell, John Glenn, and Neil Armstrong

Faith

St. Maximilian Kolbe, St. Teresa of Calcutta, and St. John Paul II

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History
Grade 3

COURSE PLAN "AT A GLANCE" OUTLINE:

Q1/Unit 1 Week 1	Material Covered: Lesson 1: King Tutankhamun, Ramses II	Assessment Schedule
Week 2 Week 3	Lesson 2: Pericles, Alexander the Great Lesson 3: Julius Caesar, Constantine	Test 1
Week 4	Lesson 4: Socrates, Aristotle	TC3t 1
Week 5	Lesson 5: Archimedes, Ptolemy	
Week 6	Lesson 6: Herodotus, Thucydides	Test 2
Week 7	Lesson 7: St. Peter	
Week 8	Lesson 8: St. Augustine	
Week 9	Lesson 9: St. Benedict, St. Scholastica	Test 3
Q2/Unit 2	Material Covered:	Assessment Schedule
Week 1	Lesson 1: Charlemagne	
Week 2	Lesson 2: William the Conqueror	
Week 3	Lesson 3: Queen Isabella I	Test 1
Week 4	Lesson 4: Christopher Columbus	
Week 5	Lesson 5: Magellan, Sir Francis Drake	Test 2
Week 6	Lesson 6: Leonardo da Vinci, Michelangelo	
Week 7	Lesson 7: Copernicus, Galileo	Test 3
Week 8	Lesson 8: St. Joan of Arc	T 4
Week 9	Lesson 9: St. Ignatius of Loyola	Test 4
Q3/Unit 3	Material Covered:	Assessment Schedule
Week 1	Lesson 1: George Washington	Assessment Schedule
Week 1 Week 2	Lesson 1: George Washington Lesson 2: Benjamin Franklin	Assessment Schedule
Week 1 Week 2 Week 3	Lesson 1: George Washington Lesson 2: Benjamin Franklin Lesson 3: Lewis and Clark, Sacagawea	
Week 1 Week 2 Week 3 Week 4	Lesson 1: George Washington Lesson 2: Benjamin Franklin Lesson 3: Lewis and Clark, Sacagawea Lesson 4: Abraham Lincoln	Assessment Schedule Test 1
Week 1 Week 2 Week 3 Week 4 Week 5	Lesson 1: George Washington Lesson 2: Benjamin Franklin Lesson 3: Lewis and Clark, Sacagawea Lesson 4: Abraham Lincoln Lesson 5: Mendel, Pasteur	Test 1
Week 1 Week 2 Week 3 Week 4 Week 5 Week 6	Lesson 1: George Washington Lesson 2: Benjamin Franklin Lesson 3: Lewis and Clark, Sacagawea Lesson 4: Abraham Lincoln Lesson 5: Mendel, Pasteur Lesson 6: Mozart, Beethoven	
Week 1 Week 2 Week 3 Week 4 Week 5 Week 6 Week 7	Lesson 1: George Washington Lesson 2: Benjamin Franklin Lesson 3: Lewis and Clark, Sacagawea Lesson 4: Abraham Lincoln Lesson 5: Mendel, Pasteur Lesson 6: Mozart, Beethoven Lesson 7: St. Junipero Serra	Test 1
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History Grade 3

COURSE PLAN METHODOLOGY

Kolbe Academy has worked diligently to create the best possible course plans with the school-at-home family in mind. Remember, however, that our program is intended to be customizable. 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 student. **Do not feel obligated to follow these course plans exactly.** Additionally, the gradebooks provided at the end of each week and quarter are optional.

More than one book is used in this course. A list of abbreviations is provided in the table below to aid you in reading the Kolbe Academy course plan:

		Weekly Lessons Legend
W	/B	Stories of a Changing World Student Workbook
Т	L	Stories of a Changing World Timeline Wall Project
DAY		Assignments and activities that are a recommended part of the course are included in each day's schedule.

Each **weekly assignment** is summarized in the first rows of the week's daily course plan along with the goals and suggested materials for that week. The specific daily assignments for the student are outlined in the lines indicated by the **DAY 1**, **DAY 2**, **DAY 3**, and **DAY 4** abbreviations and include a \square checkbox. Feel free to combine lessons when able, or slow down where desired. A family's schedule can and should vary as needed.

This history course contains 36 weeks broken into four 9-week units.

Assessments: The assessments for this course include unit assessments and an ongoing timeline project. The **tests** focus on the material covered for a set of figures within a unit. The **timeline project** is a tool for evaluating the student's understanding of the material presented across the entire course.

Daily Assignments: Daily assignments consist of using the Student Workbook to complete various learning worksheets. Close reading questions are included for each lesson in the form of "read and look back" active reading questions, as well as a full page of comprehension questions. The biographical information sheets provide spaces for recording important dates and facts about each historical figure. Engaging reflection activities conclude each lesson. These activities have been designed to encourage application of student learning.

<u>Timeline Activities:</u> Included in the course are instructions for building a timeline that includes all 55 of the historical figures.

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<u>Optional Timeline Extension Activities</u>: Students may to wish to extend their learning by engaging in the following <u>optional</u> activities:

- Select two or three lives that overlap on the timeline. Find each of their birthplaces on a map to see how close or far they lived from each other.
- Add favorite saints and other personal heroes to the timeline.
- Categorize the figures on the timeline
 - A few examples:
 - Find all the figures who took a leadership role in their country without being the ruler.
 - Find all the figures who courageously stood up for their faith.
 - Find all the figures who were philosophers.
- Give the birth and death date of an anonymous figure and ask the student to locate the person on the timeline.
- Select a figure on the timeline and ask the student to use subtraction to determine the lifespan of the person.
- Write the names of 3 or 4 figures from different eras on separate notecards. Have the student quickly place the cards in chronological order above the figure's spot on the timeline.

You may choose to use these extensions frequently throughout the course or occasionally when students seem especially interested in a challenge.

<u>Optional Lesson:</u> An optional lesson on St. Nicholas is included. You may wish to use this lesson around December 6th to celebrate St. Nicholas' feast day!

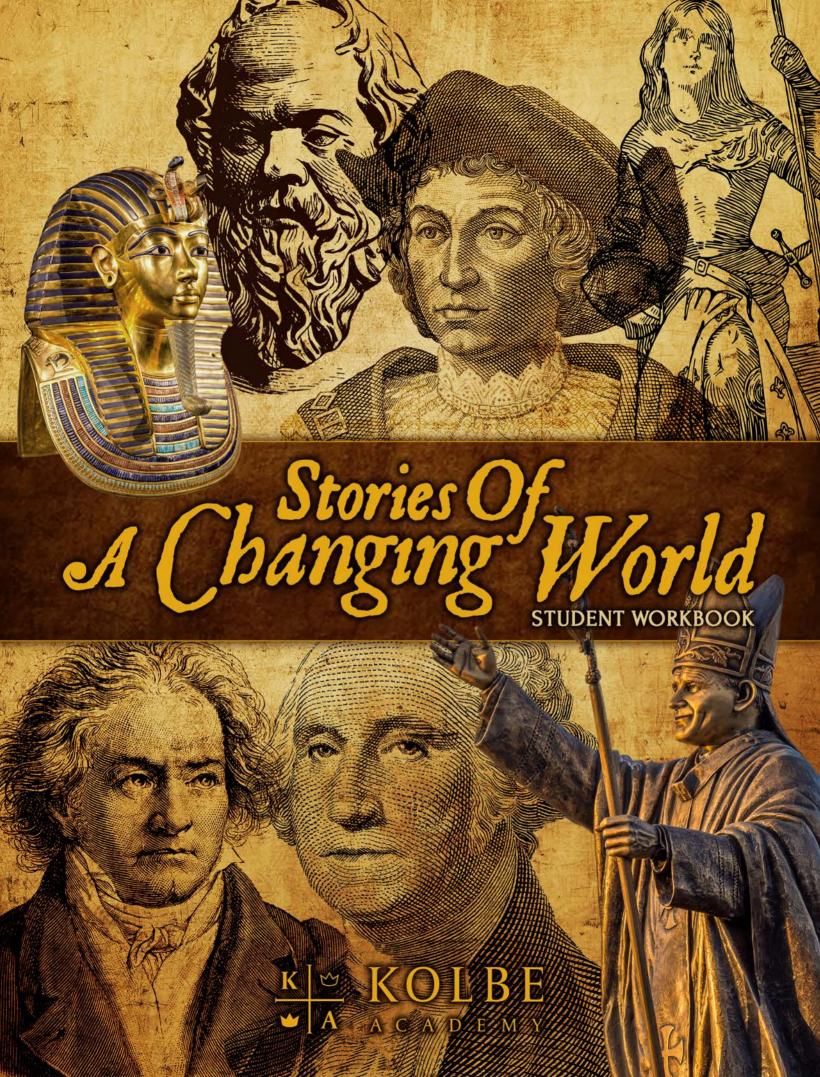
Finally, begin every class with a prayer. This is a good way to help the child memorize new prayers. Repeat the same ones every day until they are known. Be sure to explain the meanings of the prayers. Repetition in all areas of study is most beneficial.

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UNIT 1: WEEK 2				
Book	Book Weekly Breakdown		Goals for the Week	
WB Pages 8-13			Lesson 2: Pericles & Alexander the Great	
Student I	Daily Assignments		Parent Daily Guidelines	
DAY	WB Read Pgs. 8-9		Read and answer the "Read & Look Back" questions	
1	WB Complete Pg. 10		Answer the "Comprehension Questions" worksheet	
DAY	WB Complete Pg. 11		Fill in the "All About: Leaders of Ancient Greece" worksheet	
2	TL Timeline Work		Add the lives of Pericles & Alexander the Great to the timeline	
DAY 3	WB Complete Pg. 12		Complete the "Rights & Responsibilities of Citizens" worksheet	
DAY 4	WB Complete Pg. 13		Complete the "Alexander's Faithful Companion" worksheet	

Week 2 Grade Book (Optional)					
Assignments	Include 🗹	(A) Pts. Earned	(B) Pts. Possible	(C) A/B x100 =%	
Day 1 Worksheet					
Day 2 Worksheet					
Day 3 Worksheet					
Day 4 Worksheet					
Other					
Week 2 AVG Add up of	column (C) & divide	e by # of included	☑ assignments =	%	



CATEGORY ICON GUIDE

As you work through the course, you will learn about great civic leaders, pioneers in the arts and sciences, explorers, and leaders in faith. After reading about a historical figure, you will be asked to identify the category that best fits the individual's greatest accomplishments.

Use the guide below to categorize each figure.



INDIVIDUALS WHO FIT IN THE "CIVICS" CATEGORY:

- monarchs
- politicians
- citizens



INDIVIDUALS WHO FIT IN THE "ARTS" CATEGORY:

- historians
- artists
- musicians
- authors



INDIVIDUALS WHO FIT IN THE "SCIENCES" CATEGORY:

- philosophers
- astronomers
- mathematicians
- scientists
- inventors
- astronauts



INDIVIDUALS WHO FIT IN THE "EXPLORATION" CATEGORY:

- explorers
- sailors



INDIVIDUALS WHO FIT IN THE "FAITH" CATEGORY:

- priests
- nuns and sisters
- missionaries
- saints

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UNIT 1

Ancient World

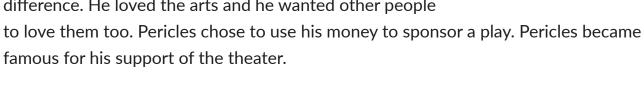
Ancient history is the study of the past, beginning with the earliest recorded forms of writing. This time period spans from the year 3000 B.C. all the way to 500 A.D. Through the discovery of ancient artifacts, historians have been able to piece together clues that reveal the rich cultural beliefs, traditions, and practices of the ancient world.

This unit will include the stories of 16 historical figures connected to the ancient civilizations of Egypt; Greece, and Rome. These historical figures have been selected for their achievements as a leader, their contribution to the arts and sciences, or their faithful dedication to the pursuit of truth. As you learn about each historical figure, be sure to ponder the impact that each person had on our world today!

The First Citizen of Athens

Pericles was born in Athens c. 495 B.C. His family was very rich. Pericles noticed that people with money had more power in his city. He thought this was a problem. He felt that everyone living in Athens should help take care of it. He wanted people to be proud to be **citizens**, or members, of Athens.

Have you ever heard of a famous person giving money to a good cause? Pericles wanted to use his money to make a difference. He loved the arts and he wanted other people to love them too. Pericles chose to use his money to sponsor a play. Period of the control o



Next, Pericles used his money to help build a temple to the Greek goddess Athena. The temple was named the Parthenon. The temple was built during the **Golden Age** of Greece. It was a special time for Greece because there were big changes being made. The changes were good for the people who lived there.

Pericles was an **orator**, a skilled speaker. He used his speeches to spark change. Pericles thought that all people had a right to help make decisions in their city. Pericles pushed for a type of government called a democracy. A democracy is a type of government that allows all citizens to vote for their leaders. The citizens of Athens liked his idea. It gave everyone a chance to take part in the life of the city.

Before his death in 429 B.C., Pericles was invited to give an important speech. Pericles' speech is now famous. Pericles used the speech to inspire the people of Athens. He asked them to keep fighting for freedom and democracy.

READ & LOOK BACK

☐ Use a colored pencil to <u>underline</u> the definition for the word "democracy."

The Great Conqueror

Alexander the Great was born c. 356 B.C. to the King of Macedonia and his wife Olympias. Alexander's father made sure that his son had a good education. He hired the Greek **philosopher** Aristotle to teach Alexander. Aristotle inspired Alexander's love of Greek **culture**.



When Alexander was 12 years old, he made a bold and courageous choice. Alexander's father had been given a beautiful black horse with a white star on its head. It was too wild for anyone to ride. Alexander asked to have the horse. He named the horse Bucephalus. He spent many hours teaching his horse to obey his commands. Bucephalus became Alexander's close companion.

Alexander the Great would go on to make many more bold and courageous choices. Alexander loved to be in control, and he had a charming personality. After his father died, Alexander took over the kingdom. He proved to be a great military leader. He set out to make the kingdom larger. Alexander's loyal army helped him take over new territories. Eventually, his empire stretched across three continents. It reached into Asia Minor, Syria, and Egypt. Alexander liked learning about the **customs** of the people he **conquered**. He also liked sharing his love of Greek language and culture.

Alexander's army was known to never lose a battle. When trying to take over land in India, Alexander came across an army with 200 war elephants. Alexander made the bold choice to go into battle in a rainstorm. Alexander and his men defeated the army, but his favorite horse was killed.

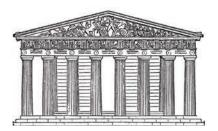
He named the city Bucephalus in memory of his horse. Alexander died in 323 B.C. right before his 33rd birthday. Alexander the Great is remembered for spreading Greek culture across his large kingdom.

READ & LOOK BACK

☐ Use a colored pencil to <u>underline</u> two of Alexander the Great's bold choices.

Comprehension Questions

- 1) Which of the following was <u>not</u> a belief held by Pericles?
 a. Citizens should support the arts
 b. Citizens should fight for democracy
 - c. Only rich citizens should be allowed to make decisions
 - d. All citizens should play a part in caring for their city



- 2 The _____ was a famous temple built by Pericles to honor the Greek goddess, Athena.
- 3) Pericles was an experienced speaker. What word means "skilled speaker"?
- 4) **True or False:** Alexander the Great conquered land in four continents.

5) Alexander the Great once said, "There is nothing impossible to him who will try." Do you agree with him? Why or why not?

All About: Leaders of Ancient Greece

PERICLES

Lived from:_____to ____



Add **Pericles**' life to your timeline.

Birthplace:



Using a globe, a map, or an atlas, locate where Pericles was born.

Color the icon that matches what Pericles is most famous for:





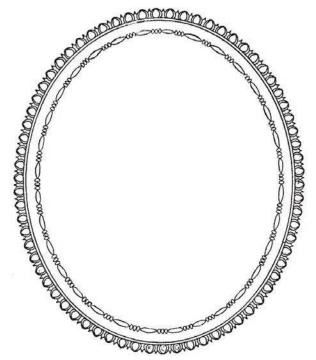








Illustrate a portrait of Pericles.



Illustrate Alexander the Great's horse, Bucephalus.

ALEXANDER THE GREAT

Lived from: _____to____



Add Alexander the Great's life to your timeline.

Birthplace: _____



Using a globe, a map, or an atlas, locate where Alexander the Great was born.

Color the icon that matches what Alexander the Great is most famous for:











UNIT 1: THE ANCIENT WORLD

The Rights & Responsibilities of Citizens

Pericles dedicated his life to sparking change within Athens. He believed that each citizen should enjoy certain rights but that they should also have responsibilities.

As you read the statements below, decide if each statement is a "right" or a "responsibility." If it is a **right**, color it red. If it is a **responsibility**, color it blue.

RIGHTS

RESPONSIBILITIES

Respecting other people's belongings.

Electing your leaders.

Being given the chance to explain your side of a story. Finding ways to serve others who are in need.

Obeying the rules.

Being allowed to choose what school you attend.

Being allowed to pray in public.

Paying taxes on items you buy at the store.

Alexander's Faithful Companion

Alexander's horse, Bucephalus, brought him great joy and comfort during his life. Consider an animal that brings you comfort or joy. If you were to select a faithful companien to have by your cide, which animal would you choose?

		\neg

GLOSSARIES OF

Key Terms

GLOSSARY | Unit 1 | The Ancient World

abbeys: buildings where communities of monks or nuns live

abbot: a man who is the head of an abbey of monks

afterworld: a world entered after death

anno domini: in the year of our Lord

apostles: group called and sent out by Jesus to preach the gospel

aristocrats: members of the highest class of society

archaeologist: a person who studies human history by examining artifacts

astronomer: a person who studies the universe, especially space

buoyancy: the ability or tendency for an object to float in water

catapults: items used to hurl or launch something in a specific direction

chariots: two-wheeled horse-drawn vehicles used in ancient times

citizen: someone who lives in a particular city or town

city-state: a city that with its surrounding territory forms an independent state

civil war: a war between citizens of the same country

compound pulley: a combination of a simple and moveable pulley

conquered: having been overcome and taken control of by military force

convent: a Christian community living together under shared religious vows

conversion: the act of changing one's religion or beliefs

courier: a person who delivers goods, such as a mailman

culture: the way of life of a group of people, including writing, religion, music, clothes, and cooking

customs: cultural traditions learned and practiced since birth

democracy: a government that allows all citizens to vote for their leaders

dictator: a ruler with total authority, typically one who has obtained control by force

disciples: the followers of Jesus who help spread His teachings

The Ancient World | Unit 1 | GLOSSARY

Doctor of the Church: a title given by the Catholic Church to saints recognized as having made

a significant contribution to theology or doctrine through their research or writing

emperor: ruler of an empire

Eureka: a moment when something is suddenly clear, like saying "I get it!"

exiled: forced to leave one's home, unable to return

fulcrum: the point on which a lever rests

Golden Age: a period of peace and the flourishing of achievements within a society

Good News: the message concerning Christ, the kingdom of God, and salvation

martyred: to be killed for one's beliefs

Messiah: the promised deliverer of God's people

monastery: a building where a community of monks live

monastic: relating to monks, nuns, or others living religious vows

New Testament: a collection of 27 books within the Bible that contains stories about the life,

death, and resurrection of Jesus, as well as information about the apostles and early church

orator: a skilled public speaker

papyrus: a thick paper, made from the papyrus plant, that was used in ancient times

Parthenon: temple in Athens dedicated to Athena, built during Greece's golden age

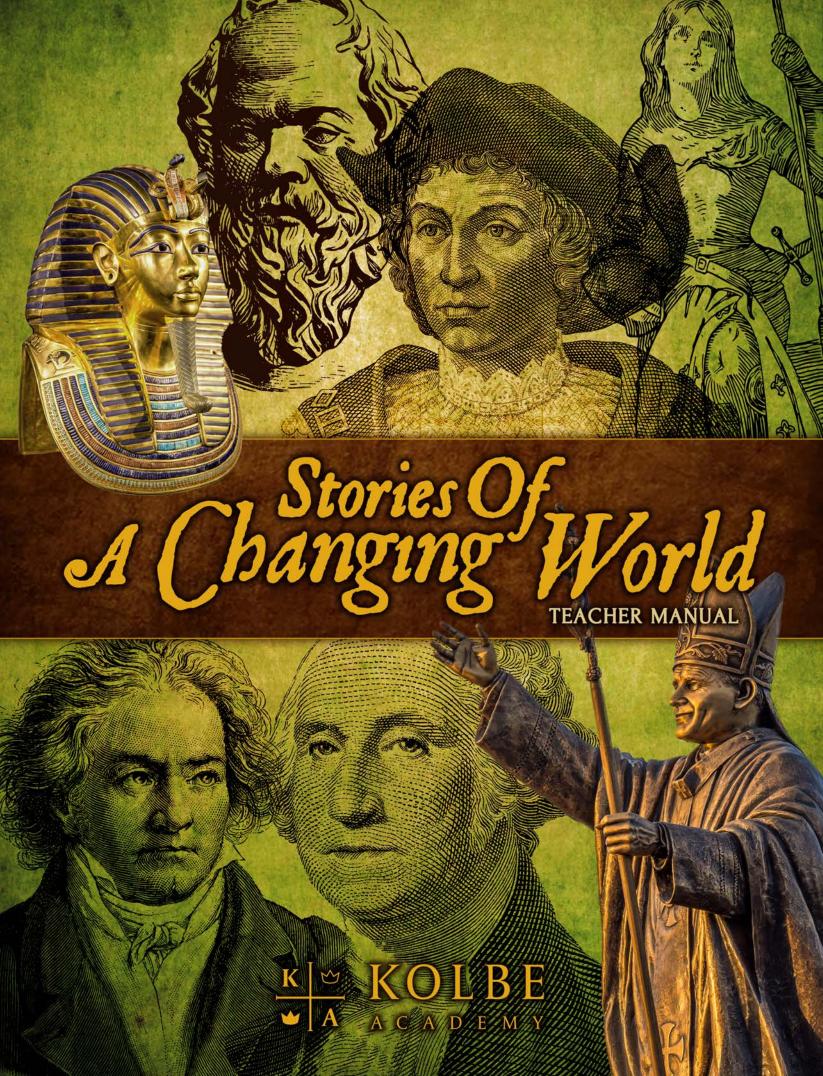
pharaoh: a ruler in ancient Egypt

philosopher: a lover of wisdom

statesman: a skilled, experienced, and respected political figure or leader

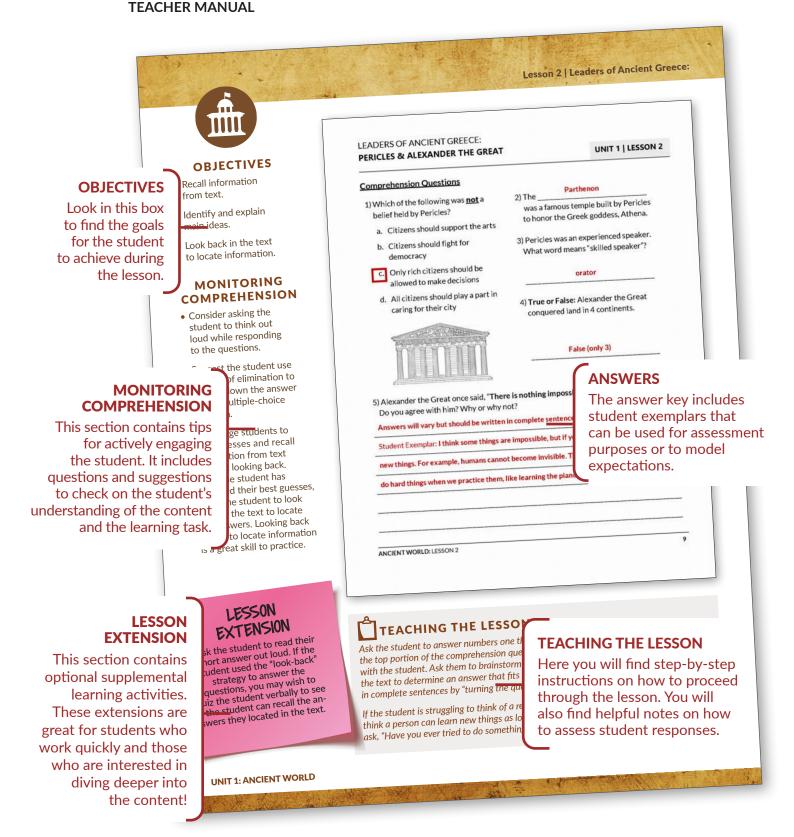
witness: a person who sees an event take place

virtue: behavior showing high moral standards



A Changing World

This teacher's manual is designed to guide students through the *Kolbe History 3: Stories of a Changing World Student Workbook*. Each page of the manual includes objectives, tips on monitoring student comprehension, instructions for teaching the lesson and optional lesson extensions.



CATEGORY ICON GUIDE

Throughout the course, the student will learn about great civic leaders, pioneers in the arts and sciences, explorers, and leaders in faith. After reading about a historical figure, the student will be asked to identify the category that best fits the individual's greatest accomplishments. The guide below should be used to help categorize each figure!



INDIVIDUALS WHO FIT IN THE "CIVICS" CATEGORY:

- monarchs
- politicians
- citizens



INDIVIDUALS WHO FIT IN THE "ARTS" CATEGORY:

- historians
- artists
- musicians
- authors



INDIVIDUALS WHO FIT IN THE "SCIENCES" CATEGORY:

- philosophers
- astronomers
- mathematicians
- scientists
- inventors
- astronauts



INDIVIDUALS WHO FIT IN THE "EXPLORATION" CATEGORY:

- explorers
- sailors



INDIVIDUALS WHO FIT IN THE "FAITH" CATEGORY:

- priests
- nuns and sisters
- missionaries
- saints

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Ancient World



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OBJECTIVES

- Read to learn key ideas about Pericles.
- Utilize context clues and the glossary to determine the meaning of unknown words.
- Look back in the text to locate a main idea.

MONITORING COMPREHENSION

- Before reading, ask the student about what it means to be a citizen of a country.
- Consider reading the narrative aloud one time through before asking the student to read it.
- Stop after the first sentence in the second paragraph to talk about examples of people donating money. Ask the student, "What cause would you donate money to? Why?"
- After reading, ask the student, "What is an orator?" Have the student look back in the text to find the answer.

LESSON EXTENSION

Pericles' famous speech was a "Funeral Oration," honoring those who died in the Peloponnesian War.

Thucydides (a famous historian who will be studied in Lesson 6) wrote about the speech in his famous book History of the Peloponnesian War.

The war was fought between the city-states of Athens and Sparta. It lasted 27 years.

UNIT 1 | LESSON 2

The First Citizen of Athens

Pericles was born in Athens c. 495 B.C. His family was very rich. Pericles noticed that people with money had more power in his city. He thought this was a problem. He felt that everyone living in Athens should help take care of it. He wanted people to be proud to be **citizens**, or members, of Athens.

Have you ever heard of a famous person giving money to a good cause? Pericles wanted to use his money to make a difference. He loved the arts and he wanted other people

to love them too. Pericles chose to use his money to sponsor a play. Pericles became famous for his support of the theater.

Next, Pericles used his money to help build a temple to the Greek goddess Athena. The temple was named the Parthenon. The temple was built during the **Golden Age** of Greece. It was a special time for Greece because there were big changes being made. The changes were good for the people who lived there.

Pericles was an **orator**, a skilled speaker. He used his speeches to spark change. Pericles thought that all people had a right to help make decisions in their city. Pericles pushed for a type of government called a democracy. A democracy is a type of government that allows all citizens to vote for their leaders. The citizens of Athens liked his idea. It gave everyone a chance to take part in the life of the city.

Before his death in 429 B.C., Pericles was invited to give an important speech. Pericles' speech is now famous. Pericles used the speech to inspire the people of Athens. He asked them to keep fighting for freedom and democracy.

READ & LOOK BACK

Use a colored pencil to <u>underline</u> the definition for the word "democracy."

8 STORIES OF A CHANGING WORLD

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TEACHING THE LESSON

Ask the student to read through the narrative. The bold words in the narrative are key terms that can be found in the "Unit 1 Glossary." The student should use context clues to make an educated guess about the word's meaning before looking up the word in the glossary.

After reading through the narrative, the student should use a colored pencil to underline the answer to the "Read & Look Back" comprehension question.

Students will return to this page to fill in the note-sheet and lesson activities.

LESSON 2 Leaders of Ancient Greece: Pericles and Alexander the Great

The Great Conqueror

Alexander the Great was born c. 356 B.C. to the King of Macedonia and his wife Olympias. Alexander's father made sure that his son had a good education. He hired the Greek philosopher Aristotle to teach Alexander. Aristotle inspired Alexander's love of Greek culture.



When Alexander was 12 years old, he made a bold and courageous choice. Alexander's father had been given a beautiful black horse with a white star on its head. It was too wild for anyone to ride. Alexander asked to have the horse. He named the horse Bucephalus. He spent many hours teaching his horse to obey his commands. Bucephalus became Alexander's close companion.

Alexander the Great would go on to make many more bold and courageous choices. Alexander loved to be in control, and he had a charming personality. After his father died, Alexander took over the kingdom. He proved to be a great military leader. He set out to make the kingdom larger. Alexander's loyal army helped him take over new territories. Eventually, his empire stretched across three continents. It reached into Asia Minor, Syria, and Egypt. Alexander liked learning about the customs of the people he conquered. He also liked sharing his love of Greek language and culture.

Alexander's army was known to never lose a battle. When trying to take over land in India, Alexander came across an army with 200 war elephants. Alexander made the bold choice to go into battle in a rainstorm. Alexander and his men defeated the army, but his favorite horse was killed.

He named the city Bucephalus in memory of his horse. Alexander died in 323 B.C. right before his 33rd birthday. Alexander the Great is remembered for spreading Greek culture across his large kingdom.

READ & LOOK BACK

Answers will vary. Use a colored pencil to underline two of Alexander the Great's bold choices.

UNIT 1: THE ANCIENT WORLD 9



OBJECTIVES

- Read to learn key ideas about Alexander the Great.
- Utilize context clues and the glossary to determine the meaning of unknown words.
- Look back in the text to locate a main idea.

MONITORING COMPREHENSION

- Before reading, ask the student to view the image on the page. Ask the student, "Why do you think Alexander the Great is pictured with his horse?"
- Consider reading the narrative aloud one time through before asking the student to read it.
- Stop after the 3rd paragraph to look up a map of Alexander the Great's kingdom.
- After reading, ask the student, "Who inspired Alexander the Great to love and share Greek culture?"



TEACHING THE LESSON

Ask the student to read through the narrative. The bold words in the narrative are key terms that can be found in the "Unit 1 Glossary." The student should use context clues to make an educated guess about the word's meaning before looking up the word in the glossary.

After reading through the narrative, the student should use a colored pencil to underline the answer to the "Read & Look Back" comprehension question.

Students will need to return to this page to fill in the note-sheet and lesson activities.

EXTENSION

The student can extend the lesson by looking up information about Greek culture. The student can type in "ancient Greek culture for kids" to find facts about ancient Greece, the culture Alexander the Great loved so much!



OBJECTIVES

- Recall information from text.
- Identify and explain main ideas.
- Look back in the text to locate information.

MONITORING COMPREHENSION

- Consider asking the student to think out loud while responding to the questions.
- Suggest the student use process of elimination to narrow down the answer to the multiple-choice question.
- Encourage students to take guesses and recall information from the text without looking back.

 After the student has recorded his or her best guesses, allow the student to look back in the text to locate the answers. Looking back in the text to locate information is a great skill to practice.

LESSON EXTENSION

Ask the student to read his/her short answer out loud. If the student used the "look-back" strategy to answer the questions, you may wish to quiz the student verbally to see if the student can recall the answers they located in the text.

UNIT 1 | LESSON 2

Comprehension Questions

- 1) Which of the following was <u>not</u> a belief held by Pericles?
 - a. Citizens should support the arts
 - b. Citizens should fight for democracy
- c. Only rich citizens should be allowed to make decisions
- d. All citizens should play a part in caring for their city



2 The Parthenon
was a famous temple built by Pericles
to honor the Greek goddess, Athena.

3) Pericles was an experienced speaker. What word means "skilled speaker"?

orator

 True or False: Alexander the Great conquered land in four continents.

False (only 3)

5) Alexander the Great once said, "There is nothing impossible to him who will try." Do you agree with him? Why or why not?

Answers will vary but should be written in complete sentences.

Student Examplar: I think some things are impossible, but if you try hard,

you can learn new things. For example, humans cannot become invisible.

That is impossible. But we can do hard things when we practice them, like

learning the piano or learning to drive.

10 STORIES OF A CHANGING WORLD

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TEACHING THE LESSON

Ask the student to answer numbers one through four. After the student has completed the top portion of the comprehension questions, read through the short answer question with the student. Ask them to brainstorm ideas aloud. Allow the student to look back in the text to determine an answer that fits the question. Encourage the student to respond in complete sentences by "turning the question around."

If the student is struggling to think of a response, prompt the student by asking, "Do you think a person can learn new things as long as he or she puts in effort?" You could also ask, "Have you ever tried to do something that felt impossible? Tell me about that time."

LESSON 2 Leaders of Ancient Greece: Pericles and Alexander the Great

All About: Leaders of Ancient Greece

PERICLES

c. 495 Lived from:

429 B.C.



Add Pericles' life to your timeline.

Birthplace:

Athens



Using a globe, a map, or an atlas, locate where Pericles was born.

Color the icon that matches what Pericles is most famous for:











Illustrate a portrait of Pericles.

ALEXANDER THE GREAT

Lived from: c. 356 323 B.C.



Add Alexander the Great's life to your

Birthplace:

Macedonia



Using a globe, a map, or an atlas, locate where Alexander the Great was

Color the icon that matches what Alexander the Great is most famous for:











Illustrate Alexander the Great's horse, Bucephalus.

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UNIT 1: THE ANCIENT WORLD 11

TEACHING THE LESSON

Ask the student to look back in the narratives to locate the dates for each figure's birth and death. Be sure the student includes information such as "c." for circa and "B.C." Stop and add each historical figure to the student's timeline.

Next, look back to locate the birthplaces for Pericles and Alexander the Great. Note that both figures were born in parts of ancient Greece. The student should then color in the icon that matches the most notable accomplishments of each figure. Both men are remembered for their leadership, so the student should color in the icon for the category "Civics."

Finally, the student should draw small illustrations in the picture frames, following the directions below each frame.



OBJECTIVES

- Look back in the text to locate key facts.
- Place historical figures in chronological order on a timeline.
- Use a globe, map, or atlas to locate important places.
- Determine a category for the figures based on their accomplishments

MONITORING COMPREHENSION

- Review the meaning of the "c." Tell the student, "c. stands for circa. Circa means that the exact date is unknown but that historians have determined the date to fall on or near this year."
- Help the student locate Athens on a globe or world map. Tell the student that Athens is located in Greece.
- Guide the student to write "Macedonia" as Alexander's birthplace. Help them find this answer in the text by locating the sentence that says Alexander's father was the King of Macedonia. To look up his birthplace, search for "Pella, Macedonia map."

With the student, look up a map of Alexander the Great's empire. Ask them to identify the three different continents his empire stretched across (Asia, Europe and Africa).



OBJECTIVES

- Apply main ideas in new contexts.
- Identify the difference between a right and a responsibility.

MONITORING COMPREHENSION

- Explain to the student the differences between rights and responsibilities by saying, "A right is a privilege, something a person is legally allowed to do. A responsibility is a duty, something a person should do for the benefit of others."
- After explaining, read through each box with the student, explaining the purpose of paying taxes on items bought at the store (to help fund our local, state, and federal governments so they can provide services to citizens).

UNIT 1 | LESSON 2

The Rights & Responsibilities of Citizens

Pericles dedicated his life to sparking change within Athens. He believed that each citizen should enjoy certain rights but that they should also have responsibilities.

As you read the statements below, **decide** if each statement is a "right" or a "responsibility." If it is a **right**, color it red. If it is a **responsibility**, color it blue.

RIGHTS

Respecting other people's belongings.

Being given the chance to explain your side of a story.

Obeying the rules.

Being allowed to pray in public.

RESPONSIBILITIES

(Electing your leaders can be viewed as both a right & a responsibility)

Electing your leaders.

Finding ways to serve others who are in need.

Being allowed to choose what school you attend.

Paying taxes on items you buy at the store.

12 STORIES OF A CHANGING WORLD

LESSON EXTENSION

Ask the student to go back through the boxes and put a check mark next to the rights and responsibilities that apply to third-grade students such as respecting others property, obeying laws, or freedom of religion.

Talk about the rights and responsibilities that young citizens have.

TEACHING THE LESSON

Ask the student to carefully read the directions. The student should select a red and blue colored pencil or crayon. Ask the student to color the box red that says, "Rights." Then have the student color the box blue that says, "Responsibilities."

Next, the student should color the remaining boxes according to whether or not the box contains a right or a responsibility.

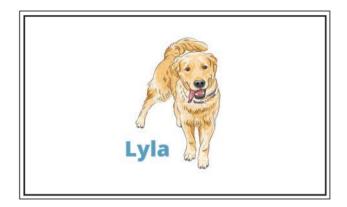
At the end, discuss the answers and talk about how voting can be considered both a right and a responsibility.

LESSON 2 Leaders of Ancient Greece: Pericles and Alexander the Great

Alexander's Faithful Companion

Alexander's horse, Bucephalus, brought him great joy and comfort during his life. Consider an animal that brings you comfort or joy. If you were to select a faithful companion to have by your side, which animal would you choose?

Illustrate and name your ideal animal companion in the frame, then write two sentences explaining your selection.



Answers will vary but should be written in complete sentences.

Student Exemplar: I would choose my dog Lyla. She is fluffy and fun to play with. She cheers me up when I am feeling sad.

UNIT 1: THE ANCIENT WORLD 13

OBJECTIVES

- Apply knowledge about Alexander the Great to a new context.
- Select a favorite animal companion to illustrate and describe.

MONITORING COMPREHENSION

- Before reading, ask the student to recall information about Alexander the Great's horse, Bucephalus. Review that he trained the horse even though it was too wild for anyone else to ride. He also rode the horse into battle (which is ultimately where Bucephalus died).
- Before the student begins, talk to the student about his or her thoughts on an animal companion that does or would provide comfort and joy.

TEACHING THE LESSON

Ask the student to carefully read the directions before selecting an ideal animal companion to draw in the frame. The animal can be real or imagined. The student should draw neatly and use color to bring the illustration to life. Somewhere inside the box, the student should also write the name of the animal.

Guide the student to include two sentences explaining how the animal would bring comfort and joy to the student.

Students may be interested to see images of Alexander the Great's beloved animal companion. Search for images containing Alexander the Great's horse, "Bucephalus."