



AQUINAS HOUSE OF STUDIES

The Growing Church: Modern World

Yearlong 2023-24



Instructor: Mrs. Tisha Frost

Email: tfrost.scholeacademy@gmail.com

Class Times: Tuesdays & Thursdays 12:30-1:45pm ET

Office Hours: By appointment (please include your local time zone)

ELIGIBLE STUDENTS:

Rising 6th–8th graders; 9th graders welcome. No previous course required. This course would work with any sequence of history courses that students have already taken or plan to take in the future.

Students are expected to have proficient reading and emerging writing skills as well as the interest and willingness to grow in discussion skills about the Church and history. Students suited for this course will also be cultivating the following scholarship skills throughout this course:

- Actively engage in note-taking (we will use Cornell system in this class)
- Learn annotation of text
- Apply teacher critiques
- Adhere to deadlines
- Be responsible for class and project preparedness
- Take initiative to ask questions for understanding and comprehension
- Be able (sometimes with parental guidance) to interact with Canvas, the learning management system used by the Academy, to view homework, post assignments, view feedback, etc.

The understanding is that students' will grow in these scholarship skills throughout the course.

COURSE DESCRIPTION:

Oftentimes students hear snippets of the history of the Catholic Church, but cannot see the big picture and put those snippets in context. We want students to be able to see the big picture of history and how the Church has played a role. In this new humanities course, offered in the Aquinas House of Studies, students will build a framework for a designated period of history through many different humanities: Literature, Geography, Sacred Art, Theology, and Lives of Saints. Through this rich multi-sensory experience, the hope is that students not only build a strong scaffold of the designated period of history but that they would also walk away with a deeper love, understanding, and appreciation of the Catholic Church.

The Growing Church: Modern Age would cover the time period from 16th Century to the 20th Century. Students will use *The Story of Civilization Volume 3: The Making of the Modern World* and *The Story of the Catholic Church* as their “spine” texts over the course of the year. This series was written from a Catholic perspective and does an excellent job at explaining the basics of each time period plus highlighting stories of Saints, leaders, and events of the Catholic Church in a very readable narrative; it reads more like a storybook than a textbook. Students will also read a historical novel of choice each quarter so that they “spend time” in the time period getting acquainted with daily life. Each novel was chosen because of its Catholic themes. At the end of the quarter, students meet in small groups during class to discuss the novel.

Class activities will include a combination of viewing Sacred Art and Holy Sites, reviewing and discussing the readings for the week, theological teachings of the Catholic Church, brief lectures, guided student work and responses, large and small group discussions.

SCHEDULE FOR THE GROWING CHURCH: MODERN AGE

Class Times: Classes will take place on Tuesdays and Thursdays 12:30-1:45pm ET

Class Dates: Orientation will be at the end of August during regular class time (TBA).

Classes meet for the full 32 weeks of the Academic Year. Please see the [online academic calendar](#) for specific dates and school holidays.

**Please note the above dates and times are the anticipated class sessions for this course. However, all dates are subject to change as the instructor’s circumstances might dictate (e.g. illness, family emergency). Any classes canceled by the instructor will be made up at an alternate time designated by the instructor.*

REQUIRED COURSE TEXTS:

The two main books every student will need:

- *The Story of Civilization Volume 3: The Making of the Modern World* by Phillip Campbell
Published by TAN Books
- *The Story of the Church: From Pentecost to Modern Times* by Phillip Campbell
Published by TAN Books

Choose one of the following historical novels for 1st quarter (1600s)

Saint Kateri Courageous Faith (Colonization / Native Americans) 128 pages

Published by Pauline Press / Available via Kindle

Madeline Takes Command by Ethel C. Brill (French Colonization of Canada) 125 pages

Published by Bethlehem Books and Ignatius / Available via Kindle and Audible

Crossbows and Crucifixes by Henry Garnett (Catholic Persecution in England) 208 pages

Published by Sophia Press Institute / Ebook free on Formed.org

Choose one of the following historical novels for 2nd quarter (1700s-Early 1800s)

Pierre de Smet: Black Robe Peace Maker by JGE Hopkins (Western U.S Territories) 97 pgs

Published by Hillside Education / Available via Kindle

Charles Carroll and the American Revolution by Milton Lomask (Am. Revolution) 101 pgs

Published by Bethlehem Books / Available via Kindle

**The Hedge School* by Gloria Whelan (Catholic Persecution in Ireland) 180 pgs

Published by Bethlehem Books / Available via Kindle and Audible

Choose one of the following biographies of our patron Saint for 3rd quarter (1800s):

Saint Elizabeth Ann Seton: Daughter of America - 79 pages

Published by Pauline Press (Encounter the Saints Series) / Available via Kindle

Mother Seton and the Daughters of Charity - 168 pages

Published by Ignatius Press (Vision Series)

Choose one of the following historical novels for 4th quarter (1900s):

Philomena by Kate Seredy (Life in Hungary Pre WWI) 93 pages

Published by Bethlehem Books

First Farm in the Valley by Anne Pollowski (Polish immigrants to U.S.) 183 pages

Published by Bethlehem Books / Available via Kindle

**The Winged Watchman* by Hilda Von Stockum (WWII Holland) - 191 pgs

Published by Bethlehem Books / Available via Kindle and Audible

Students will also need a notebook for taking notes or they can print out the PDF Note Template that will be provided in the Canvas Classroom.

THE GROWING CHURCH: MODERN WORLD COURSE MAP

Quarter 1: 1600s-1700s	Quarter 2: 1700s-Early 1800s
<p>Topics: Renaissance Reformation & Counter-Reformation Columbus and Age of Exploration Absolutism/Monarchies Colonization and Missionaries</p> <p>Art and Geography: Correlate to topics</p> <p>Saints: Edmund Campion, Ignatius of Loyola, Robert Bellarmine</p> <p>Literature: Students will read one novel from a list of historical fiction from time period</p>	<p>Topics: Colonization and Missionaries Ottoman/Turkish Empire Scientific Revolution American Revolution French Revolution</p> <p>Art and Geography: Correlate to topics</p> <p>Saints: Margaret Mary, Martyrs of French Revolution</p> <p>Literature: Students will read one novel from a list of historical fiction from time period</p>
Quarter 3: Late 1800s-Early 1900s	Quarter 4: 1950s-2000
<p>Topics: Nationalism, Communism, Fascism World War I Great Depression Dictators World War II and Holocaust</p> <p>Art and Geography: Correlate to topics</p> <p>Saints: Maximilian Kolbe, Our Lady of Fatima, Miguel Pro</p> <p>Literature: Students will read one novel from a list of historical fiction from time period</p>	<p>Topics: Cold War Cultural Revolution Vatican II Papacy of John Paul II Modern Day Wars and Genocides</p> <p>Art and Geography: Correlate to topics</p> <p>Saints: John Paul II, Fr. Kapauan, Fulton Sheen</p> <p>Literature: Students will read one novel from a list of historical fiction from time period</p>

ASSIGNMENTS

Weekly readings: Students can expect to work for *approximately* 2 hours each week outside of our meeting time (about 1 hour in preparation for each class). Most of that time will be spent reading and annotating the chapter to be discussed in class.

Weekly “Note Page”: At the end of each week, students will turn in a note page. They will learn to take notes using the Cornell system of notes. Periodically they may be asked to add to their notes on what surprised them, what really struck a chord with them, what they are still wondering about, and the like.

The last week of each quarter will be spent on reviewing the material through projects:

Timeline Project: Students will create a timeline and continue to add to it each quarter. At the end of the year they will record themselves (via audio or video) explaining the timeline.

History Skills Projects: Students will choose from a list of projects that help them to make connections between what they are studying to their own life, in addition to working on skills that historians use when studying the past. Students will present these projects to the class on the last day of each quarter.

Literature: Students will fill out a short note book page reflecting on the novel they chose to read from the quarter. In class they will discuss the book.

STUDENT EXPECTATIONS IN ACTION

1. Students are expected to come to class on time and prepared: with reading assignments completed and contemplated, all materials present, and ready to actively participate.
2. Students are expected to be engaged: listening carefully, asking and answering questions, and thinking about the matters under discussion.
3. Students are expected to submit assignments on time, completed neatly and thoroughly by submitting to the Canvas Classroom.
4. Students are expected to act responsibly: to let the teacher know if he or she will be absent and seek a way to make up for the lost class; to keep up with all reading and writing assignments, and ask for guidance and direction from the teacher whenever necessary.
5. Students are expected to be respectful to their teacher, their classmates and the material.

STUDENT EXPECTATIONS: EXECUTIVE FUNCTION SKILLS

Students of Middle School practice a variety of complex skills which normally take many years to fully develop. Here are the general scholarship skills which successful students of the course will develop at an age-appropriate level.

General scholarship skills

- **Socratic Discussion:** Formulate questions, define terms, offer examples, compare, contrast, and discover relationships between ideas
- **Inspectional Reading:** Skim, preview books, study the table of contents, search for information
- **Analytical Reading:** Identify key passages, terms, and definitions; outline a passage or short chapter; determine an author's message; evaluate key arguments
- **Mark a text:** Underline key terms; add marginal notes; annotate
- **Composition:** Keep a reading journal, compose a short narrative, respond in paragraph form to a prompt

History Skills

- **Geography:** Identify important information on historical maps
- **Timeline:** Follow a timeline of events which tells the story of the development of the Catholic Church and World History
- **Research:** Become familiar with the methods of primary research used by historians and archeologists
- **Literacy:** Learn the vocabulary of the specific period (names of people groups, political entities, wars, places, and artifacts) and general historical inquiry (especially economic, religious, and political concepts)
- **Appreciation:** Cultivate a sense of gratitude for the rich inheritance of Civilization which we enjoy today: art, architecture, science, religion, medicine, literature, philosophy, mathematics, law, ethics, education, and so much more

STUDENT EVALUATION: GRADING

While pursuing history through Scholé Academy will be “restful” and lots of fun, we also recognize the need to provide grades for students who will be using this course as part of their prepared college transcript. It’s a delicate balance to achieve both restful learning and excellent academic performance. Earning a specific grade should not overshadow achievement goals for mastery of this discipline.

I will assign the following grades to your student’s level of achievement: *magna cum laude* (with great praise), *cum laude* (with praise), *satis* (sufficient, satisfactory), and *non satis* (not sufficient).

As much as you might be fully on board with this grading method in theory, there will undoubtedly be the need to complete a college transcript with either a numeric or traditional letter grade. Traditional percentage grades will be provided and will be readily accessed on the course Canvas course page. Additionally, Mrs. Frost will provide a transcript of that grade to the requesting parent at the end of the year.

STUDENT EVALUATION: ASSESSMENTS & WEIGHTS

Mrs. Frost will communicate with students regarding assignment feedback and grading through the free online grading system, Canvas. The teacher will provide students with more detailed information and access to the Canvas course page.

Student’s grades will be comprised of:

Weekly Homework:	40%
Quarterly Projects:	30%
Class Participation:	30%

THE VIRTUAL CLASSROOM:

We will be using the free online “virtual classroom” software provided by Zoom, one of the leading companies that provides such software. The virtual classroom will provide students with interactive audio, text chat and an interactive whiteboard in which texts, diagrams, video and other media can be displayed and analyzed. We will provide students with a link (via email) that will enable students to join the virtual classroom.

Specific information regarding the technology used by Scholé Academy (including required technology) can be found by visiting the Technology in the Classroom section of the Student Parent Handbook.

Students will submit documents by scanning and uploading them to their personal computer, then attaching those files as .pdfs to an email. They will submit their work to the Canvas course page (access granted after enrollment is secured).

ABOUT THE INSTRUCTOR

Tisha Frost has been teaching in a variety of settings over the last 20 years after following one of the best pieces of advice she was ever given, “Be who God created you to be and you will set the world on fire” (attributed to St. Catherine of Siena). This inspired her to study both history and theology during her undergraduate years.

She obtained a B.A. in American Studies, with a minor in Theology from the University of Notre Dame. She also holds a Master of Education from the University of Notre Dame, specializing in Middle School and High School Social Studies. Through her experiences of teaching many students, including her own children, she has seen the need for restful education that is focused on the true, good, and beautiful.

Tisha resides in Northern Minnesota with her husband and six children. When she has a moment to herself, she enjoys children’s literature, British mysteries, good movies, and baking.