



SCHOLÉ ACADEMY
CLASSICAL ACADEMIC PRESS

The Curious Historian

Ancient History

Yearlong Course 2023-2024

This course seeks to harness the natural curiosity and wonder of young learners as we peer back into the farthest reaches of history to learn about the ancient Sumerian, Mesopotamian, and Egyptian civilizations.

ELIGIBLE STUDENTS

Incoming 4th and 5th graders

STUDENTS SUITED TO GROWTH IN THIS COURSE (PREREQUISITES)

- ✓ Will have the **commitment** to try, which includes a teachable spirit, a willingness to put forth diligent effort, and a propensity to receive correction and encouragement with grace.
- ✓ Will have the **courage** to ask questions and seek help from the instructor and parents when needed.
- ✓ Will have the **cognitive skills** to
 - Read at an upper elementary level, silently and orally.
 - Demonstrate comprehension through narration, answering questions with complete sentences, and composing short paragraphs.
 - Follow discussions through active listening and thoughtful response.
- ✓ Will have the **computer skills** to log into Canvas to receive homework assignments and upload completed work. (If the student is not able to navigate Canvas independently, a parent or guardian should be willing to assist the student.)

INSTRUCTOR INFORMATION

Instructor: *Lisa Jacobson*

Office Hours: By appointment. Please feel free to contact me.

Email: *ljacobson.scholeacademy@gmail.com*

CLASS SCHEDULE

Class Dates: Wednesday, September 6, 2023 through Thursday, May 2024

Class Times: Mondays, Wednesdays, and Thursdays 10:30am – 11:30am (ET)

Makeup Policy: If class is cancelled by the instructor due to mitigating circumstances such as illness or family emergency, a makeup class will be scheduled at an alternate time.

Holidays: Please see the following link for Scholé Academy's Academic Calendar.

<https://scholeacademy.com/academic-calendar>

Orientation: Orientation date and time will be announced close to the beginning of our start date in September 2023. All orientations will be scheduled during the week prior to the start of the class.

REQUIRED COURSE TEXTS

- The Curious Historian Level 1A: The Early and Middle Bronze Ages
- The Curious Historian Level 1B: The Late Bronze and Iron Ages
- *Tirzah* by Lucille Travis*
- *The Hittite Warrior* by Joanne Williamson*
- *God King* by Joanne Williamson*
- *Victory on the Walls* by Frieda Clark Hyman*

* Required texts are not included in the purchase of the course.

* These books have been carefully selected to enrich our study of ancient history through story. Each book is historical fiction that connects the times, people, and cultures covered in the *Curious Historian* texts to significant biblical events: the Israelites' exodus from Egypt, the great battle between the Israelites and Canaanites under the leadership of Deborah and Barak, the unsuccessful assault of the mighty Assyrian Sennacherib against the mightier God of Judean King Hezekiah, and the hope-filled story of the Jewish exiles' return to Jerusalem and the perilous rebuilding of their walls. Told through the eyes of young protagonists, these stories make ancient history and its connection to The Great Story come alive!

REQUIRED COURSE MATERIALS

- Spiral-bound blank sketchbook
- Ruled notebook
- Stockmar Beeswax block crayons

COURSE DESCRIPTION

Curiosity is natural to the young student. Wonder is the natural habitat of early learners. This course seeks to direct that inborn curiosity towards the learning of ancient history in a creative, whole-child approach.

As children — and adults for that matter! — grow, perhaps one of the most important skills is that of reflection and remembrance, remembering where we have come from so we know where we are going and, in so doing, create a cultural memory of our lineage. This course seeks to do that as it returns to the roots of civilization in the ancient world. Students will study the ancient civilizations of Sumeria, Mesopotamia, and Egypt in their history, culture, architecture, and worldview, acquiring skills in timelines, maps, and research. We will end our year together with an introduction into the Far East as we look into the ancient civilizations of India and China.

COURSE MAP

	TEXT-BOOKS	SUPPLE- MENTAL
Fall Semester	The Curious Historian Level 1A: The Early and Middle Bronze Ages	<i>Tirzah</i> by Lucille Travis <i>Hittite Warrior</i> by Joanne Williamson
Spring Semester	The Curious Historian Level 1B: The Late Bronze and Iron Ages	<i>God King</i> by Joanne Williamson <i>Victory on the Walls</i> by Frieda Clark Hyman

STUDENT EXPECTATIONS: EXECUTIVE FUNCTION SKILLS

Students enrolling in Scholé Academy's Curious Historian Level 1A/1B will be expected to show development of Executive Function throughout the year. Executive Functioning is the brain's work of planning, prioritizing, controlling impulses, etc. These six areas of execution are important in this class, and ultimately, in the student's life.

1. Engagement: An engaged student is one who is willing to step into the arena of class discussion, to ask questions, to supply answers, and to generate the internal dialogue necessary to determine how a discussion is important and relevant to himself. Students should be viewing the class via Zoom and should not be browsing the internet instead. A creative approach to assuring that students are indeed taking part in class is to assure that the student is completely centered on camera throughout the entire class period.

2. Attention to Detail & Preparedness: These students are ones who consistently adhere to deadlines and submission requirements, confirm technology is working prior to the start of class, determine how to proceed after an absence, consult the course syllabus, etc. Students should come to class prepared—having done any necessary reading or writing ahead of time. They should also come mentally prepared—ready to focus on the material being presented. Students should arrive to the Zoom meeting on time. If they are late, the tardy student should respectfully listen to try to understand where the class is in relation to the text and wait patiently for the teacher to determine the appropriate moment in which to catch the student up. Homework should be uploaded to Canvas before class begins. Students should try to develop the virtue of constancy by remaining focused and diligent and pushing away even “good” distractions that would inhibit learning and mastery. A solid student is one who knows when class begins and ends, and gives his/her attention throughout the entire class period (45 min- 1 hour).

3. Self-Monitoring: Students who successfully self-monitor can evaluate their own performance. They are able to see both their own strengths and weaknesses. Self-monitoring students are the ones who determine which problems they can work through on their own and where they need peer, teacher, or parent support.

4. Task Initiation: This student recognizes the time to begin working and is able to do so without procrastination. A student who can initiate tasks easily adjusts textbook to discussion to individual work while still maintaining a scholarly attitude.

5. Employing Critiques: These students are ones who receive feedback to one of their submissions and then attempt to apply that feedback to future assignments rather than

repeat mistakes. Students should have an attitude of humility when receiving feedback, as this affords an invaluable opportunity to grow and to develop their God-given talents. Likewise, students should celebrate the successes of their peers.

6. Problem Solving: A student with well-developed problem-solving skills is willing to persevere, even when he is unable to successfully overcome a challenge on the first try. Good work involves the problem-solving skills of perseverance, looking at an assignment from a new perspective, finding an additional source or doing research, taking a rest to refresh the mind and body, or asking for help from a teacher, parent, or the Lord.

STUDENT EXPECTATIONS: CLASS PARTICIPATION

“The intelligence can only be led by desire. For there to be desire, there must be pleasure and joy in work. The intelligence only grows and bears fruit in joy. The joy of learning is as indispensable in study as breathing is in running. . . It is the part played by joy in our studies that makes them a preparation for spiritual life, for desire directed toward God is the only power capable of raising the soul.”

Simone Weil

Recognizing that the purpose of education is not merely a gaining of information nor a competition for achievement but rather the directing of the desire towards God in worship, thanksgiving, and prayer, these are the student expectations in class participation.

During class time, students should. . .

- ✓ *Arrive prepared.* It is important to come with the materials needed and homework completed, but that is just the beginning. Arrive with a heart that is quiet and ready to receive, a mind that is active and ready to engage, and hands that are willing and ready to participate.
- ✓ *Arrive on time.* I will take note of patterns when it comes to tardiness, overlooking an occasional late entrance if it is out of character for the student. However, I will be in contact with parents if tardiness is habitual—4 or more late arrivals in one month.
- ✓ *Participate.* There will be plenty of opportunities for participation in classroom discussions, and exercises. I understand that not all students are equally

comfortable in being extroverted and conversing, but I appreciate consistent effort in this area!

- ✓ *Be an active learner.* It is expected that students participate in exercises, discussions, and activities during lesson time.
- ✓ *Exercise judgment and polite habits in the Zoom classroom.* Students should raise hands to speak, not interrupt others when they are speaking, and refrain from the use of any filters available to them on zoom. The camera should be on at all times. The face of the student should be centered in the camera.

Outside of class time, students should. . .

- ✓ Complete all course assignments and homework to the best of his ability. (A student who has not submitted his homework to the appropriate Canvas assignment prior to the start of class will not be well-prepared to complete the in-class practice and homework that follows. This will often result in a snowballing amount of homework that serves only to discourage an elementary student.) If there are extenuating circumstances that prevent a student from completing homework prior to class, a parent must contact the instructor prior to class time to ask for an extension.
- ✓ Upload homework to the appropriate Module prior to the start of class each day. Students must submit their work by scanning their homework pages and uploading it into the Schoology assignment window.

STUDENT EVALUATION: GRADING

While striking a “restful” posture of learning in this class through Scholé Academy, I also recognize the need to provide grades for students. It is a delicate balance to achieve both restful learning and excellent academic performance. Earning a specific grade should not overshadow the intrinsic rewards of faithfully executing the assigned tasks. It is my hope that students grow to love the material and learning in this course for its own sake, rejoicing in the opportunity to satisfy their curiosity.

However, I will be assigning grades in the following categories.

- magna cum laude (with great praise) or MCL
- cum laude (with praise) or CL
- satis (sufficient, satisfactory) or S
- non satis (not sufficient) or NS

Ideally, every average student working diligently should do praiseworthy work (cum laude). Those who excel beyond this expectation will be the magna cum laude students. Students who do adequate but not praiseworthy work will be designated satis. Non satis means lacking sufficiency or adequacy.

Student's grades will be comprised of the following.

Class Participation (25%)

Class participation will be evaluated according to the student's efforts in the following areas.

1. Preparedness
2. Timely attendance
3. Attitude and approach toward the class and its members
4. Active listening and attentiveness to the flow of the class
5. Participation in class discussions and group work

Formative Assessments (Homework) (45%)

1. Textbook exercises
2. Reading comprehension questions
3. Reflection paragraphs
4. Copywork and guided drawings

Summative Assessments (30%)

1. Chapter quizzes
2. Quarterly memorization

3. Quarterly projects
4. Book reports

Students must understand that late work will be given a 5% penalty for each weekday that the assignment is late. If an assignment is seven or more days late, then it still must be completed in a satisfactory manner but will be assigned the minimum satis grade of 70%.

STUDENT EVALUATION: MASTERY PORTRAIT

By the end of the class, cum laude students will be able to . . .

- Understand the concept of a timeline and memorize an ancient history timeline.
- Be able to identify significant locations on a map of the ancient world.
- Recognize and narrate significant historical events of ancient times.
- Describe prominent figures of antiquity.
- Write short paragraphs about the culture, architecture, and worldview of Sumerian, Mesopotamian, and Egyptian cultures.

ACADEMIC DISHONESTY

Students are on their honor to abide by Scholé Academy's Learning Philosophy which assumes the personal cultivation of Student Virtues described in the Student-Parent Handbook. Plagiarism is a serious and punishable offense. Proper citation of all sources is essential to the academic endeavor. Remember to cite any source if the information is not common knowledge or is an opinion obtained through any source. A plagiarized assignment will result in a failing grade. Students should consult the MLA Style Guide for specific direction on obtaining, quoting and paraphrasing sources.

THE VIRTUAL CLASSROOM

We will be using the free online "virtual classroom" software provided by Zoom. The live, interactive nature of our courses is foundational and we require cameras to be on during all class sessions. The virtual classroom will provide students with 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. Courses will be managed through our learning management system, Canvas. 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.

ABOUT THE INSTRUCTOR



Lisa Jacobson brings to the academy a background of teaching K-8 with a B.S in Music Therapy from the University of Minnesota and a classical education. One of her most rewarding experiences in life has been raising and educating 5 children to adulthood. She deeply believes in educating children in our culture with a true look at History, with regard for perspective, lessons learned, and an eye on the future. She desires whole heartedly to be a compliment to each family’s choice of schooling.