

Ancient History





About the Course

Read about ancient history from 100 BC-350 AD through biographies, primary source documents, and history spines. Students will view images, reference maps, and update their Book of Centuries as part of the lessons.

This topic is included in the following course(s): History: Grades 7-8 (U.S.), History: Grades 7-8 (Canada), History: Grade 9 (U.S.), History: Grade 9 (Canada)



Scheduling

GRADE	SCHEDULE INFO.	BOOKS
7-9	Ancient History: Grades 7-9 1 time/week 30 min	The Witness of Early Christian Women: Mothers of the Church A Short History of Ancient Rome Historical Atlas of the World 6th Ed.

Sample Weekly View

Day 1	Day 2	Day 3	Day 4	Day 5
History: Grades 7-8 (U.S.)				
	World History: Grades 7-8 U.S. History: Grades 7-8		Ancient History: Grades 7-9 U.S. History: Grades 7-8	
History: Grades 7-8 (Canada)				
	World History: Grades 7-8 Canadian History: Grades 7-8		Ancient History: Grades 7-9 Canadian History: Grades 7-8	
History: Grade 9 (U.S.)				
U.S. History: Grades 9-12	U.S. History: Grades 9-12	Ancient History: Grades 7-9	World History: Grade 9	
History: Grade 9 (Canada)				
Canadian History: Grades 9-10	Canadian History: Grades 9-10	Ancient History: Grades 7-9	World History: Grade 9	



Planning & Prep

Permission to print for non-commercial use. See Alveary group use policy to use lessons in a group context.

LINKS: Click text or scan the QR code in the top corner of the lesson plan pages to view online resources associated with the lessons.

Responsibility for previewing all links rests with the teacher. All links were checked at the time of publication; however, websites change frequently and may contain objectionable content. Please report broken links by contacting us through our website.



Books & Resources

For book rationales and purchase options, click the Book List link or scan the QR code below.

∞ [View Book List Details](#)

Ancient History: Grades 7-9



The Witness of Early Christian Women: Mothers of the Church



A Short History of Ancient Rome



Historical Atlas of the World 6th Ed.



Supplies

For supply list details and basic supplies helpful to have on hand, click the links or scan the QR code below.

∞ [View Basic Supplies](#)

(No Subject Supplies Assigned)



Quick Links

Related Course Quick Links

- ∞ [Extra Helpings](#)
- ∞ [History Charts & Timelines Scope & Sample](#)
- ∞ [Century Chart](#)
- ∞ [Grade 7 Canadian History Chart Prompts](#)
- ∞ [Grade 7 U.S. History Chart Prompts](#)
- ∞ [Not One Way to Mark a Book](#)
- ∞ [Grade 8 Canadian History Chart Prompts](#)
- ∞ [Grade 8 U.S. History Chart Prompts](#)
- ∞ [Foundations \(See Section 15: History\)](#)

Click THIS text
or scan the QR
code for links.



Ancient History: Grades 7-9

How To Teach



Prepare

- Read through the lesson and gather any necessary links.
- If you have not read the book, you may want to read the selected pages in advance.
- Decide which lessons/books to read together and which to have students read independently.



Recap

- Connect back to the previous lesson. Have students give a summary of what they remember. (Full narration is not necessary.)
- If the previous passage is difficult to remember, teachers may ask a leading question: "What can you tell me about..." Or students may try looking back at any chapter/section headings or illustrations or reading the first paragraph to jog the memory.



Introduce

- Use a picture, map, or engaging question to pique the student's interest in the day's lesson (often included in lesson plans).
- If necessary, talk about a few unfamiliar words that will be crucial to understanding.



Read

- Read the day's passage out loud or have the student read independently. Sometimes reading for the specified time is a better guide.
- If a book is challenging, try stopping to narrate every now and then rather than waiting until the end. It can also help to read aloud. Or you might want to use an audiobook version of the text and have students read along with it.
- Have students keep an eye out for events or characters to add to their Citizenship Notebook, Book of Centuries, or Copywork Book.



Narrate

- Have students retell the passage orally or write a narration.
- Alternatively, students might analyze a character, trace cause to consequence, outline a passage, or use one of the other methods indicated by Charlotte Mason in School Education Chapter 16, especially p.180.
- Students who enjoy writing can experiment with different types of written narrations, but this is not required.



Discuss

- Give the student an opportunity to share thoughts on the lesson and any connections made (orally or in writing).

- You could ask them what they thought about the passage or ask an open-ended question to stimulate discussion. Discussion questions are often included in the lesson plans.



Connect

- Optional: Add something to the Book of Centuries, Century Chart, Citizenship Notebook, or Commonplace book. If students would like to include pictures, these may be drawn or printed.

SAMPLE

Ancient History: Grades 7-9

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Term 1

WEEK 1 30m Ancient History: Grades 7-9 - Lesson 1

Meeting Sulla

Materials: A Short History of Ancient Rome, Historical Atlas of the World

→ INTRO

This year, you are learning about ancient Rome. We are not starting at the beginning with the legend of Romulus and Remus in 753 B.C. We are jumping ahead to 88 BC. The Roman Republic has become a world power. It has marched through the Greek world, razed cities like Carthage, and unseated powerful people. As Pascal Hughes says, "The march of Rome appears unstoppable."

However, what had once been a republic, which had enabled certain people to vote in their leadership, was quickly becoming more of a dictatorship, which is where one person assumes absolute power. There were a number of factors that led to Sulla becoming the first dictator in the Roman Republic. He assumed power through political violence, manipulation of land and resources, and military coups. In 88 BC, the Republic found itself in danger.

Sulla's story doesn't start at the beginning of his dictatorship.

→ READ, NARRATE & DISCUSS

Ch.6 p.89-99 - end at "political violence tamed"

→ LOCATE

Map Resource: Historical Atlas of the World p.14-15

Find Carthage, Rome, and any other cities that pop up in your reading to familiarize yourself with the world of Ancient Rome.

• STUDENT TIP

Be sure to add some people, events, and drawings of artifacts to your book of centuries. Mark potential items with a Post-it note as you read so you remember to find something when you sit down to work in your book.

• IMPORTANT DATES

Carthage is razed by Scipio

Aemilianus in 146 BC

Tiberius Gracchus is elected in 133 BC

Sulla becomes dictator in 82 BC

Sulla resigns as dictator in 80 BC and dies in 78 BC

WEEK 2 30m Ancient History: Grades 7-9 - Lesson 2

Meeting Sulla Continued...

Materials: A Short History of Ancient Rome, Historical Atlas of the World

→ RECAP

Review the timeline at the beginning of the chapter and think back to last week's readings. What do you remember about Sulla?

→ READ, NARRATE, & DISCUSS

Ch.6 p.99-107 - start at "the Coming Men"

- What in the chapter was surprising to you?

→ LOCATE

Map Resource: Historical Atlas of the World p.14-15

Locate the various places mentioned in your readings.

WEEK 3 30m Ancient History: Grades 7-9 - Lesson 3

Spartacus and a Revolt

Materials: A Short History of Ancient Rome, Historical Atlas of the World

→ INTRO

Rome was built on slavery. In 73 BC, there were more than a million people enslaved in Rome's Italian lands. As Pascal Hughes says, "Some have been bought from foreign merchants, others taken by military conquest, or enslaved as a punishment for criminality. Then there are the unfortunates who were born into bondage, or who are the victims of kidnap by slavers, or who could see no other option in life than to sell

• IMPORTANT DATES

Spartacus leads his revolt in 73

Ancient History: Grades 7-9

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Term 1

themselves into servitude."

However, revolution came to Rome, and it was led by a slave named Spartacus. There are modern-day movies that praise the bravery of this man and those who rose up with him against the powers that shackled them. Spartacus' story is fraught with bravery and peril, yet it left him a legend in the history books.

→ READ, NARRATE, & DISCUSS

Ch.7 p.110-118 - stop at "Third Servile War"

- How did Spartacus' actions influence the Roman Empire?

→ LOCATE

📍 Map Resource: Historical Atlas of the World p.14-15
Locate the various places mentioned in your readings.

SAMPLE