

History

Ancient History
World History
U.S. History

SAMPLE





About the Course

This course includes the following topic(s): U.S. History: Grades 9-12, World History: Grade 9, Ancient History: Grades 7-9

About Ancient History: Grades 7-9

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.

About World History: Grade 9

Reading about the lives of people and events from the time period in many different parts of the world gives students a sense of the growing interconnectedness of the world at this time. A Little Book for New Historians in the third term casts a vision for what it means to think Christianly and historically as a student of history. It raises important questions of complexity, nuance, perspective, empathy, and humility as students enter the HS years.

About U.S. History: Grades 9-12

Read about U.S. history from 1800 to 1900 through primary source documents, creative nonfiction, and history spines. View images and reference atlases and maps to set the people and events in their time and place. Update History Charts and Book of Centuries.



Placement & Combining Tips

World History: Grade 9

All the books are appropriate for any HS student. If a HS student is new to the Alveary, especially consider assigning the third term book, A Little Book for New Historians, no matter their grade.



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.
9	World History: Grade 9 1 time/week 30 min	A Little Book for New Historians Blood and Iron: The Rise and Fall of the German Empire Erebus: The Story of a Ship
9-12	U.S. History: Grades 9-12 1 time/week 40 min 1 time/week 30 min	I Am a Man: Chief Standing Bear's Journey for Justice American History, Volume 1: 1492-1877 American History, Volume 2: 1877 - Present The Narrative of Lunsford Lane, Formerly of Raleigh, N. C. They Fought Like Demons: Women Soldiers in the Civil War Reading American Horizons

Sample Weekly View

Day 1	Day 2	Day 3	Day 4	Day 5
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	



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](#)

History: Grade 9 (U.S.)

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.

World History: Grade 9



A Little Book for New Historians



Blood and Iron: The Rise and Fall of the German Empire



Erebus: The Story of a Ship

U.S. History: Grades 9-12



I Am a Man: Chief Standing Bear's Journey for Justice



American History, Volume 1: 1492-1877



American History, Volume 2: 1877 - Present



The Narrative of Lunsford Lane, Formerly of Raleigh, N. C.



They Fought Like Demons: Women Soldiers in the Civil War



Reading American Horizons



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

History: Grade 9 (U.S.)

- ∞ [Extra Helpings](#)
- ∞ [History Charts & Timelines Scope & Sample](#)
- ∞ [Century Chart](#)
- ∞ [Foundations \(See Section 15: History\)](#)

Click THIS text or scan the QR code for links.



SAMPLE

History: Grade 9 (U.S.)

How To Approach



Recap

- Take a second to recall what you read previously in the same book or topic.
- If the previous passage is difficult to remember, try looking back at any chapter/section headings or illustrations or reading the first paragraph to jog the memory.



Read

- Read the selection assigned OR read for the number of minutes allocated, leaving time for narration and mapwork. Use whichever guide (i.e., pages or minutes) works best for you. You want to read enough to be interesting, but not so much that you feel overwhelmed.
- If a book is challenging for you as a student, try stopping to narrate to yourself silently for a minute every now and then to make sure you are tracking. You might also want to read aloud to yourself. Or you might want to listen to an audiobook version of the text and read along with it.
- If a book is an easy read, enjoy the ride!
- Keep an eye out for quotes to put in your commonplace book or events or characters to put down in your Book of Centuries.



Narrate

- Process and integrate your reading by narrating either orally or in writing. Some lesson plans will give you a suggestion of how best to narrate.
- To keep yourself on track, you might want to set a timer, so you stop reading with enough time to narrate.



Connect

- After your narration, think about how what you read connects to other subjects, other books, and other things you've read, watched, or seen in the past or present.
- Share any ideas that are particularly interesting to you with your fellow classmates, teachers, parents, friends, or others. You might even want to do a bit more reading or research on something on your own time in the afternoon or evenings.



Teacher Note

These lessons are written directly to the student, but to assist them throughout the year, please read through this section and the lesson plans so you are familiar with the instructions and flow of the lessons. Accountability components are added to facilitate teacher/student discussion and growing independence.

Those educating at home might pick one or two history lessons to read aloud with their students to keep up the habit of oral narration and foster conversation and relationship, and then simply give students these lesson plans and the rest of the books and check in with them throughout the term for conversation, support, and accountability.

It is valuable for those in a classroom setting to also have a mix of lessons that students complete themselves silently and others read aloud and narrated together. Classroom settings lend

themselves well to additional discussion and sharing at the end of lessons, after everyone has narrated either together or independently in writing.

SAMPLE



Term 1

WEEK 1 30m World History: Grade 9 - Lesson 1

Materials: A Little Book for New Historians

→ INTRO

History is more than just a study of the "past." The purpose of our first term reading of the book *A Little Book of New Historians* is to help you engage with the importance of not just knowing dates and places, but also engaging with what Robert Tracy McKenzie calls "the flesh and blood on the other side of the evidence."

As you read through Dr. McKenzie's history book, be on the lookout for interesting quotes or ideas that stand out to you, and be sure to mark whatever pages you find interesting. These are places you can return to and copy down in your notebook.

→ READ, NARRATE, & WRITE

Ch.1 p.11-18

Narrate silently to yourself. If this is a new practice for you, start by quietly talking aloud to yourself about what you just read in the chapter.

- In one paragraph, share your previous expectations of history as a subject and what the reading has challenged or changed.

WEEK 1 40m U.S. History: Grades 9-12 - Lesson 1

Materials: American History: Volume 1

→ INTRO

Starting this year, we will be reading through Thomas Kidd's *American History: Volume 1 & 2*. We will begin in chapter seven, as this is the chapter opening up the 19th century. The United States of America has established its independence from Britain but must now recover from war and navigate the land, the laws, and find new leaders. Over the course of the next hundred years, we will walk alongside people as they navigate the formation of what would become a fifty-state nation. If you are interested and have the time, you are invited to peruse the first few chapters of the textbook for a quick review of where we have left off.

→ ANNOTATE

American History is a non-fiction book, which makes it a good candidate for annotation. While you are reading through the text, you may encounter an interesting point or main idea that you want to underline. You could put a question mark next to a statement you find unclear. You may place sticky notes on a page that you want to return to. Experiment with different ways to engage with the information in the book. Some students will record themselves reading or talking about the reading. Others may start a discussion with an acquaintance about the material. Try different ways and see what works and what doesn't work for you. You can discuss your findings with your teacher.

→ READ

Introduction p.1-2

Ch.7 p.137-148 beginning of chapter - "common (white) man."

→ NARRATE

1. Narrate silently.
2. In one paragraph, summarize the political climate in the early 1800s seen in the text. Who are the people you are encountering? What are the popular movements of the day? What themes are popping up in the reading that Kidd mentioned in his introduction?

• 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.



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 1 30m U.S. History: Grades 9-12 - Lesson 2

Intro to Primary Sources

Materials: American Horizons: Volume 1

→ INTRO

Primary Sources are one of the ways that you can encounter the real lives of people in history. American Horizons is a collection of visual and written documents that show how people were thinking and feeling throughout the 1800s. There are questions at the end of each reading section, and while not all of them are assigned, you are invited to ponder them as you read through the different documents. Use this reading to place yourself in the time and place in history.

→ READ

p.xi-xii, 73-74, 82-83

→ NARRATE

1. Narrate silently.

2. Answer questions 1-3 on p.83 in three paragraphs.

3. Use the empty "primary source" template and fill in the information for all three of the sources. Use the filled-in "primary source" template to guide you into asking the right questions about authorship, genre, audience, historical context, bias and framing, and stylistic elements. You can also refer back to p.XI in American Horizons: Volume 1.

∞ PDF Link: Primary Source Template (Filled)

∞ PDF Link: Primary Source Template (Empty)

→ PONDER

What are some possible visual and written documents that will be used in schools in the years to come? How do you think technology will impact what primary sources are available to the next generation of historians?

• EXTRA HELPING

For more information, you can watch this 4-minute video.

∞ Video Link: Primary and Secondary Sources



Term 1

WEEK 2 30m World History: Grade 9 - Lesson 2

Materials: A Little Book for New Historians

→ INTRO

So why should we care about the past? Why is it important that we know these people, places, and ideas that have gone before us? I invite you to think about these two questions for a moment before diving into the reading.

→ READ, NARRATE, & WRITE

Ch.2

Narrate quietly to yourself.

- Respond to the following question in one paragraph: Why should we care about the past?

WEEK 2 40m U.S. History: Grades 9-12 - Lesson 3

Materials: American History: Volume 1

→ RECAP

Think back to where you left off last time.

→ READ

Ch.7 p.149-160 "The Second Great Awakening" - end of chapter

→ NARRATE

Narrate silently.

→ WRITE

In two paragraphs, summarize the different religious movements in the reading.

→ PONDER

What are your reactions to this chapter? What did or did not surprise you about this reading?

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.

History: Grade 9 (U.S.)

[Click THIS text or scan the QR code for links.](#)



Term 1

WEEK 2 30m U.S. History: Grades 9-12 - Lesson 4

Materials: Video Link

→ RECAP

Think back to where you left off last time.

→ LISTEN, VIEW, & NARRATE

View The Second Great Awakening in its entirety.

∞ Video Link: The Second Great Awakening

Narrate silently.

WEEK 3 30m World History: Grade 9 - Lesson 3

Materials: Video

→ INTRO

Take the time to listen to the interview with Dr. Robert Tracy McKenzie. While you are watching it, think of your own questions you may have for Dr. McKenzie.

→ LISTEN & NARRATE

Listen to Chapter 1 - What is History?

Narrate silently.

∞ Video Link: What is History?

Listen to Chapter 2 - Why Should We Care About the Past?

Narrate silently.

∞ Video Link: Why Should We Care About the Past?

Write down three questions you may have for a historian. Keep these questions in mind as you read through the rest of the book. If you do find an answer, you can make a note of it.

WEEK 3 40m U.S. History: Grades 9-12 - Lesson 5

Materials: American History: Volume 1

→ RECAP

Think back to where you left off last time.

→ READ & NARRATE

Ch.8 p.161-169 beginning of chapter - "The Worlds of Slave and Masters"

As you finish each section (headed by a red-lettered title), stop, and narrate either with a summary statement in writing or orally to yourself or others.

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 themselves into servitude."

However, revolution came to Rome, and it was led by a slave named

• IMPORTANT DATES

Spartacus leads his revolt in 73



Term 1

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.

WEEK 3 📄 **30m U.S. History: Grades 9-12 - Lesson 6**

📄 Materials: American Horizons: Volume 1

→ **RECAP**

Think back to where you left off last time.

→ **READ**

p.85-86, 89-91, 103-104, 105

→ **NARRATE**

Narrate silently.

→ **WRITE**

1. Answer questions 1-2 on p.91 in three paragraphs.
2. Use the empty "primary source" template and fill in the information for all three of the sources. Use the filled-in "primary source" template to guide you into asking the right questions about authorship, genre, audience, historical context, bias and framing, and stylistic elements. You can also refer back to p.XI in American Horizons: Volume 1.

∞ PDF Link: Primary Source Template (Filled)

∞ PDF Link: Primary Source Template (Empty)