

History

U.S. History
Ancient History
World History

SAMPLE





About the Course

This course includes the following topic(s): U.S. History: Grades 7-8, World History: Grades 7-8, Ancient History: Grades 7-9

About U.S. History: Grades 7-8

Read about U.S. history from 1800-1900 through books that immerse students in the time period and allow them to see the world through the eyes of those who lived it. Through engaging narratives, history spines, primary source documents, and books that show different perspectives, students come to see history as more than dates and events and develop relationships with people from the past. Viewing images, looking at maps, and working on one's Book of Centuries are also part of developing this relationship.

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: Grades 7-8

One of the most powerful truths that history can teach us is that the past was different from the present. The way things are now is not the way they have always been, which should make us aware of the likelihood that the way things are now is not how they will be. The study of world history exposes students to what life was like in different places and at different times. As students read about people and events from 1800-1900 through history spines, historical novels, and primary source documents, they will get a better picture of the way people viewed the world, the challenges they faced, and the legacy they left behind. Students will also view images, reference maps, and work on their Book of Centuries as part of their lessons.



Placement & Combining Tips

U.S. History: Grades 7-8

U.S. history may be suitable for 9th graders as well if combining.

World History: Grades 7-8

Suitable for Grade 9. However, Grade 9 does include a term of lessons on historical thinking skills, which should not be skipped. So if combining 9th graders in this course, be sure to have them read that book next year.



Scheduling

GRADE	SCHEDULE INFO.	BOOKS
7-8	U.S. History: Grades 7-8 2 times/week 30 min	A History of US: Liberty for All?: 1820-1860 Abraham Lincoln and Frederick Douglass: The Story Behind and American Friendship A Year in the South: 1865 Sacajawea Gold Mountain
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.
7-8	World History: Grades 7-8 1 time/week 30 min	Eiffel's Tower for Young People In the Shadow of the Alamo

[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	



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: Grades 7-8 (U.S.)

U.S. History: Grades 7-8



A History of US: Liberty for All?: 1820-1860



Abraham Lincoln and Frederick Douglass: The Story Behind and American Friendship



A Year in the South: 1865



Sacajawea



Gold Mountain

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: Grades 7-8



Eiffel's Tower for Young People



In the Shadow of the Alamo



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: Grades 7-8 (U.S.)

- ∞ [Extra Helpings](#)
- ∞ [History Charts & Timelines Scope & Sample](#)
- ∞ [Century Chart](#)
- ∞ [Grade 7 U.S. 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.



SAMPLE

History: Grades 7-8 (U.S.)

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



Term 1

WEEK 1 ☐ 30m World History: Grades 7-8 - Lesson 1

Los Soldados, A Terrible Mistake

☐ Materials: In the Shadow of the Alamo

→ INTRO

This is a historical fiction book that takes place in 1835-1836. This genre of book allows you to walk in the shoes of the soldiers of Mexico who were forced to fight the Americans at the Battle of the Alamo. As you read, you will see Spanish terms in italics. You can find the meaning of those words at the back of the book.

→ LOCATE

∞ Map Link: Mexico

Find Guanajuato, which is located in central Mexico, about 130 miles northwest of Mexico City. How would you describe the terrain of this area?

Lorenzo lives in this village.

→ READ, NARRATE, & DISCUSS

p.1-14 "If someone sat" - "frown on her face."

- How would you describe Lorenzo so far?

→ VIEW

The predominant religion of Mexico is Roman Catholicism. Our Lady of Guadalupe holds a special place in the religious life of Mexico and is one of the most popular religious devotions. Her image, a woman of mixed Indigenous and European features wearing a turquoise-colored mantle surrounded by a sunburst, has played an important role as a national symbol of Mexico.

∞ Image Link: Virgin of Guadalupe

• DEFINITIONS

conscript: (p.6) enrolled into service by compulsion : drafted

dragoon: (p.7) mounted soldiers that fought both on horseback and on foot

WEEK 1 ☐ 30m U.S. History: Grades 7-8 - Lesson 1

The War of 1812

☐ Materials: PDF Link

→ INTRO

1. This year you are studying the time period 1800-1900. The books we are reading begin in 1820. Today's lesson will highlight some significant events that happened before 1820, and we will begin the book next week. The American Revolution ended in 1783 with the signing of the Treaty of Paris, where the U.S. was acknowledged as a sovereign nation. In 1800, the U.S. population totaled 5.3 million, including one million African Americans, of whom 900,000 were enslaved.

2. Imagine what life was like in the U.S. in the early 1800's. Describe what you know about transportation, communication, food production, and clothing. Many important inventions were created during this time, and people's way of life changed due to the Industrial Revolution. Watch this video to learn more about this.

→ VIEW

∞ Video Link: Industrial Revolution (8:00)

- What inventions do you think were the most impactful for people at that time? What are some of the inventions you are most grateful for?

→ READ, NARRATE, & DISCUSS

This is a chapter from Joy Hakim's book A History of US, Volume 4.

∞ PDF Link: The War of 1812

• IMPORTANT DATES

War of 1812 between America and Britain



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 7-8 - Lesson 2

The Beginning of the Story

Materials: Sacajawea

→ INTRO

By the age of 16, Sacajawea had been kidnapped from her tribe, gambled away to be a man's second wife, and was pregnant with that man's baby. That's when she would join the journey of Meriwether Lewis and William Clark down the Mississippi River and to the Pacific Ocean. But, where did her story begin?

Joseph Bruchac will explore the early life of Sacajawea as well as recount her journey with Lewis and Clark, which became one of the most famous expeditions to take place in American History. While it is well researched and Joseph Bruchac uses primary sources like the journals of Lewis and Clark as support for the story, it remains a work of fiction. There is much that we don't know about Sacajawea's story.

→ READ, NARRATE, & DISCUSS

Begin with the "Author's Note" p.195-199.

Read the Prologue and Ch.1.

- How different would Sacajawea's life have been if she had stayed amongst her people?

● IMPORTANT DATES

Thomas Jefferson is voted in as the 3rd president of the United States in 1800

● TERMINOLOGY

The Minnatree tribe was also known as the Hidatsa tribe. Hidatsa is the more common name.



Term 1

WEEK 2 30m World History: Grades 7-8 - Lesson 2

A Terrible Mistake, Following the Eagle

Materials: In the Shadow of the Alamo

→ RECAP

What is happening so far in the book?

→ READ, NARRATE, & DISCUSS

p.14-28 "We did not" - "Something peaceful."

- What do you think about the idea of allowing a man's family to travel with him in war?
- How would you prove your age? Why was it hard for Lorenzo to prove he was only fifteen?

→ VIEW

∞ Image Link: Picture of General Antonio López de Santa Anna

WEEK 2 30m U.S. History: Grades 7-8 - Lesson 3

Antebellum, The Long Way West

Materials: A History of US: Liberty for All?: 1820-1860

→ INTRO

Where can we find the words "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness"? (Declaration of Independence) What would you say is happiness? What did people in the 1800's think it was? For many people, it meant owning land. This year, you will read extensively about people exploring new lands, migrating to new places, and the formation of new states.

→ READ, NARRATE, & DISCUSS

1. Poem on p.5
2. Preface & Ch.1 p.9-15 (Read the narrative and then go back and read captions and sidebars.)

- How did Long describe his findings from the edge of the plains of the Mississippi woodlands to the Rocky Mountains?

• DEFINITIONS

yeoman farmer (p.10): a person who owns and cultivates a small farm

cash crop (p.10): a readily salable crop (such as cotton or tobacco) produced or gathered primarily for market

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: Grades 7-8 (U.S.)

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



Term 1

WEEK 2 30m U.S. History: Grades 7-8 - Lesson 4

The Corps of Discovery, Among the Minnetarees

Materials: Sacajawea

→ INTRO

In the election of 1800, Thomas Jefferson was announced as the third president of the United States. Arguably, one of his greatest actions as president came to be known as the Louisiana Purchase. Around the summer of 1803, after the Louisiana Purchase, Thomas Jefferson would choose a group of people, including William Clark and Meriwether Lewis, to explore the newly acquired land. They would be called the Corps of Discovery.

→ VIEW

∞ Link: Louisiana Purchase, 1803

Read through the page and view the map for more information about the Louisiana Purchase.

→ READ, NARRATE, & DISCUSS

Ch.2-3 p.8-23 "Where was I" - "up the river."

- How did Sacajawea describe her time with the Minnetaree people?

• IMPORTANT DATES

Thomas Jefferson completes the Louisiana Purchase in 1803
Thomas Jefferson sends Lewis and Clark on the expedition in 1804

• DEFINITIONS

ensign (p.9): a junior officer in the military

WEEK 3 30m World History: Grades 7-8 - Lesson 3

Following the Eagle, The Deserters

Materials: In the Shadow of the Alamo

→ RECAP

Tell briefly what you read.

→ READ, NARRATE, & DISCUSS

p.28-42 "I have played" - "happen, again, sir."

- What were some reasons men would desert the army?

★ TEACHER NOTE

Preview the crude comment on p.34 made by Bernardo.

WEEK 3 30m U.S. History: Grades 7-8 - Lesson 5

Mountain Men, Riding the Trail to Santa Fe

Materials: A History of US: Liberty for All?: 1820-1860

→ RECAP

Think about where you've left off.

→ READ, NARRATE, & DISCUSS

Ch.2-3 p.16-25

- Why was the discovery of the South Pass so important?

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

• IMPORTANT DATES

Spartacus leads his revolt in 73



Term 1

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 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 7-8 - Lesson 6

York, Stories up the River, and Looking for Indians

📄 Materials: Sacajawea

→ INTRO

One of the men who aided in the expedition was a man named York, who had grown up enslaved by the Clark family. He would be helpful on the expedition, but Lewis and Clark also knew that they needed someone who knew the lands they were sent to explore. These lands had been places no white man had ever entered before.

→ READ, NARRATE, & DISCUSS

p.23-33 "Bad as the" - "a Supr. quallity."

- What were some struggles that the expedition encountered early on?

★ STUDENT/TEACHER NOTE

Quallity is intentionally misspelled as this is how it's written in the journal.

★ TEACHER NOTE

Due to some of the content, skip p.20-22.