

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: Grades 10-12, Ancient History: Grades 10-12

About Ancient History: Grades 10-12

Drawing on material culture, primary sources, and wider overviews, this course delves into the time period from 100 BC to 350 AD.

About World History: Grades 10-12

Read about world history from 1800-1900. 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.

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

Ancient History: Grades 10-12

Inquisitive 9th graders could enjoy this course, but the main texts have an advanced reading level, so students would likely want to move at a slower pace.



Scheduling

GRADE	SCHEDULE INFO.	BOOKS
10-12	Ancient History: Grades 10-12 1 time/week 30 min 1 time/week 40 min	Early Christian Writings: The Apostolic Fathers edited Ancient Empires: From Mesopotamia to the Rise of Islam Christians Reading Classics
10-12	World History: Grades 10-12 1 time/week 30 min	Blood and Iron: The Rise and Fall of the German Empire When America First Met China 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: Grades 10-12 (U.S.)				
World History: Grades 10-12	U.S. History: Grades 9-12	Ancient History: Grades 10-12	U.S. History: Grades 9-12	Ancient History: Grades 10-12



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 10-12 (U.S.)

Ancient History: Grades 10-12



Early Christian Writings: The Apostolic Fathers edited



Ancient Empires: From Mesopotamia to the Rise of Islam



Christians Reading Classics

World History: Grades 10-12



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



When America First Met China



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: Grades 10-12 (U.S.)

∞ [Foundations \(See Section 15: History\)](#)

Click THIS text
or scan the QR
code for links.



SAMPLE

History: Grades 10-12 (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: Grades 10-12 - Lesson 1

Materials: When America First Met China

→ INTRO

One of the most important actions taken when creating a new nation is establishing trade with other countries. As a newly founded nation, that is exactly what the United States of America set out to do. The United States traded for things like silk, gold, and tea, while other nations traded for everything from sea otter and seal pelts to sandalwood, opium, cotton, and tortoiseshell. As the United States navigated new waters—both literally and figuratively—they would come into contact with a mighty trade nation that had a lot to offer them, including the ever-important tea that had become a household essential. However, China had its own rules and regulations as well as its own system of justice that was very different from the United States.

As you read through the chapter, we invite you to ponder what it must have been like to navigate these new waters and to meet new peoples whose way of life was so different from yours. What are the things you see in the text that surprise you? What things challenged your way of thinking? You will reflect on these questions after the reading.

→ ANNOTATE

When America First Met China 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 & NARRATE

Ch.6 p.146-160 "The return of peace" - "exotic name 'bêche-de-mer.'"

→ MAP WORK

Familiarize yourself with the map at the beginning of When America First Met China.

→ WRITE

Answer the following questions in 3 paragraphs: What are the things you see in the text that surprise you? What things challenged your way of thinking? What things made you uncomfortable and why?

● 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.

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

● 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.

History: Grades 10-12 (U.S.)

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



Term 1

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?

WEEK 1 30m Ancient History: Grades 10-12 - Lesson 1

Welcome to the Empire

Materials: Ancient Empires

→ INTRO

What comes to your mind when you hear the word "empire"? Historians disagree on many things, including times and dates, translations, and terminology. One of the terms that is debated is the word "empire" and its meaning. As you read through the introduction to Ancient Empires, which definition do you agree with? Why do you agree with it? You're invited to answer these questions aloud or write them down.

→ ANNOTATE

Ancient Empires 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 & NARRATE

Introduction: "What is an (Ancient) Empire?" p.1-9

If you have already read this resource, just review the Introduction section assigned here.

→ WRITE

Explain the IEMP model and its importance in 1-2 paragraphs.

• 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 where to find something when you sit down to work in your book.

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

• EXTRA HELPING

For more information, you can watch this 4-minute video.
∞ **Video Link:** Primary and Secondary Sources



Term 1

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?

WEEK 1 40m Ancient History: Grades 10-12 - Lesson 2

The Late Republic

Materials: Ancient Empires

→ INTRO

Rome was founded in 753 BC, and it became a Republic in 509 BC. The Roman Republic had been involved in many wars. The most famous of these wars are known as the three Punic Wars. The Third Punic War was fought around 149-146 BC. During the Third Punic War, Rome would clash with a sovereign territory known as Carthage and ultimately would raze it to the ground. Rome would kill most of its male inhabitants and sell its women and children into slavery. With the defeat of Carthage, it would seem that Roman power was complete, as no other nation could stand in the way of its expansion.

However, the Roman Republic had internal issues. Its political and military leaders were corrupt, and despite its incredible growth, the Republic found itself in trouble. These political and military leaders were grasping for more power afforded them by their Republic governmental system. There were also internal struggles from people groups who refused to adapt to life under their new conquerors.

→ ANNOTATE

Don't forget to annotate as you read.

→ READ

Ch.9 p.210-214 "The Late Republic" - "Spartacus in 74-71 B.C."

→ VIEW

∞ Video Link: From Enslavement to Rebel Gladiator: The Life of Spartacus

→ NARRATE

Make a list of the main points of the reading and video, along with 1-2 paragraphs of what you found most interesting.

● 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 where to find something when you sit down to work in your book.

History: Grades 10-12 (U.S.)

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



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WEEK 2 □ 30m World History: Grades 10-12 - Lesson 2

□ Materials: When America First Met China

→ INTRO

One of the ways we connect with history is through primary sources. A primary source is any firsthand account of history. These sources can be a journal, a map, a song, a picture, and much more. A good historian will always rely heavily on primary sources when researching or writing history. Eric Jay Dolin has also relied heavily on these primary sources. As you go through the next section, pay attention to the documents Eric Jay Dolin is mentioning. You will reflect on these primary sources after the reading.

*For more about a primary source and a secondary source, view the video provided in the Extra Helpings.

→ ANNOTATE

Don't forget to annotate as you read.

→ READ & NARRATE

Ch.6 p.161-176 "Bêche-De-Mer," - "select promising opportunities."

→ WRITE

Answer the following questions in two paragraphs: What are the primary sources Eric Jay Dolin is using to support his storytelling? Why might these be good or bad primary sources to rely on?

→ PONDER

What are some other books you've read that have used primary sources? Were they reliable? What makes a primary source unreliable?

• EXTRA HELPING

∞ Video Link: Primary vs. Secondary Sources: The Differences Explained

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 10-12 - Lesson 3

The Late Republic Continued...

□ Materials: Ancient Empires

→ RECAP

What do you remember about where you left off?

→ ANNOTATE

History: Grades 10-12 (U.S.)

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



Term 1

Don't forget to annotate as you read.

→ READ

Ch.9 p.215-220 "Romans at all" - "just about to begin."

→ NARRATE

Make a list of the main points of the reading, along with 1-2 paragraphs of what you found most interesting.

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 2 40m Ancient History: Grades 10-12 - Lesson 4

The Civil Wars

Materials: Link

→ RECAP

What do you remember about where you left off? Who were the Gracchus brothers? What are they known for?

→ ANNOTATE

Don't forget to annotate as you read.

→ VIEW

∞ Link: The Civil Wars - On the Gracchi, Appian

→ NARRATE & DISCUSS

Recount the story of the two Gracchus brothers. What were each known for? How did they impact the ancient world? How were they similar? How were they different? Write or discuss your answers.

• 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 where to find something when you sit down to work in your book.

WEEK 3 30m World History: Grades 10-12 - Lesson 3

Materials: When America First Met China

→ INTRO

In this chapter, you will encounter a woman named Harriet Low who has recounted many of her adventures in journals. Harriet Low talked much about her time in an area of China that was forbidden to women, and her journals are insightful to anyone interested in history. Her journals are a primary source. Throughout the coming chapters, Eric Jay Dolin will rely heavily upon primary sources to help his storytelling, while keeping it factual and correct. As you read through the next section, pay attention to the documents Eric Jay Dolin is mentioning.

→ ANNOTATE

Don't forget to annotate as you read.

→ READ & NARRATE

Ch.6 p.176-192 "The American Community" - end of chapter

→ WRITE

• EXTRA HELPING

∞ Video Link: Primary vs. Secondary Sources: The Differences Explained

History: Grades 10-12 (U.S.)

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



Term 1

Answer the question in one paragraph: aside from Harriet Low's journals, what are some other primary sources Eric Jay Dolin is using to support his storytelling?

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 10-12 - Lesson 5

A New Political Order

Materials: Ancient Empires

→ INTRO

How do you save a Republic? Brutus and Cassius had believed that the assassination of Caesar would save the system of government that had been so integral to the success of Rome. However, Caesar was just the beginning...

→ NOTE

Watch for IEMP model elements (p.5) in your reading.

→ ANNOTATE

Don't forget to annotate as you read.

→ READ & NARRATE

Ch.10 p.221-226 end at "of social power"

→ MAP WORK

Examine the maps on p.223-224. What stands out to you about these maps?

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

History: Grades 10-12 (U.S.)

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



Term 1


can also refer back to p.XI in American Horizons: Volume 1.

∞ PDF Link: Primary Source Template (Filled)

∞ PDF Link: Primary Source Template (Empty)

WEEK 3 40m Ancient History: Grades 10-12 - Lesson 6

Artifacts from the Julio-Claudian Dynasty

 Materials: Link

→ VIEW, READ, & SKETCH

∞ Link: Julio-Claudian Dynasty

View the artifacts. Read the main article, and then click on the artifacts that interest you to read more about them. Make some sketches and notes in your notebook and consider adding an artifact to your Book of Centuries.

→ NARRATE

Make a list of the main points of the reading, along with 1-2 paragraphs of what you found most interesting.

SAMPLE