

History

Canadian History
Ancient History
World History

SAMPLE





About the Course

This course includes the following topic(s): Canadian History: Grades 9-10, World History: Grade 9, Ancient History: Grades 7-9

About Canadian History: Grades 9-10

Read about Canadian 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, biographies, history spines, primary source documents, oral histories, historical fiction, 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: 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.



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
9-10	Canadian History: Grades 9-10 1 time/week 40 min 1 time/week 30 min	The Underground Railroad: Next Stop, Toronto! Vanished Beyond the Map Sophie's Rebellion Red Wolf The Charlottetown Conference and the Birth of Confederation
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

Sample Weekly View

Day 1	Day 2	Day 3	Day 4	Day 5
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](#)

History: Grade 9 (Canada)

Canadian History: Grades 9-10



The Underground Railroad: Next Stop, Toronto!



Vanished Beyond the Map



Sophie's Rebellion



Red Wolf



The Charlottetown Conference and the Birth of Confederation

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



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 (Canada)

- ∞ [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 (Canada)

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 Canadian History: Grades 9-10 - Lesson 1

Materials: Underground Railroad

→ INTRO

How do historians make discoveries about the past? The first book we will read this year - *The Underground Railroad: Next Stop, Toronto!* - explores what Toronto was like for African Americans seeking freedom in a new life in Canada. One aspect that makes this book so fascinating is that the authors show how they are able to learn about this period of history: there are lots of old photographs and newspaper articles from historical archives, but there was also an archaeological dig in downtown Toronto in 2015 that revealed a lot about who lived in Toronto during this period and how they lived. When we think of archaeology, we often think of discovering ruins from thousands of years ago, but archaeology also has a lot to teach us about our more recent past!

→ READ, NARRATE, & DISCUSS

p.1-13 "The colored people" - "to live with them in Canada."

- How was Toronto involved in the larger story of the abolitionist movement?
- What did you learn about the life of Deborah Brown?

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

• 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



Term 1

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.

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

WEEK 1 📅 30m Canadian History: Grades 9-10 - Lesson 2

Sophie's Rebellion

📄 Materials: Sophie's Rebellion

→ RECAP

What do you remember from the last reading about the discontent and rebellions in Lower Canada (now Quebec)?

→ INTRO

Sophie's Rebellion is a fictional account of one American girl's experience of the 1837-1838 Rebellions, as she is caught up in the Battle of Beauharnois. Through Sophie's eyes, the reader is able to see multiple perspectives of this conflict and is introduced to a number of notable historical figures. The novel also provides an authentically detailed account of Upper and Lower Canada in the mid-nineteenth century.

→ READ, NARRATE, & DISCUSS

p.7-23 "The Rebellion of 1838" - "to have them."

- The book opens with a mysterious character named Luc. What do you know about him, and what questions do you still have?
- Who are the characters you meet as the novel opens? How are they related to each other? What are they like? What historical events have they been involved in, and where do their loyalties lie? You may choose to keep a character list with some notes.

→ VIEW

Look at the map below to see just how close Burlington, VT and Lake Champlain are to the Canadian border and Montreal.

∞ Map Link: Vermont & Quebec Map

• EXTRA HELPING

Students who would like extra background on the Patriote Rebellion against Lower Canada Loyalists are encouraged to watch this video. While the narration is in French, the auto-translated English subtitles are very accurate.

∞ **Video Link:** Patriot Rebellions in Quebec (1837-1838)

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.

History: Grade 9 (Canada)

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



Term 1

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

WEEK 2 40m Canadian History: Grades 9-10 - Lesson 3

Materials: Underground Railroad

→ RECAP

What do you recall from your reading last week?

→ READ, NARRATE, & DISCUSS

p.15-29 "Black men, women, and children" - "brothers and sisters in the United States."

- Who were the African Canadians who lived in Toronto from the time of the American Revolutionary War? Where had they come from?
- What did you learn that was new to you about the Underground Railroad in today's 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.

WEEK 2 30m Canadian History: Grades 9-10 - Lesson 4

Sophie's Rebellion

Materials: Sophie's Rebellion

→ RECAP

What do you remember from the beginning of the novel you read last time?

→ READ, NARRATE, & DISCUSS

p.24-39 "Despite Sophie's apprehensions" - "before the day's over."

- What is Sophie's relationship like with the rest of her family? Why do you think her cousins treat her so poorly?

★ TEACHER NOTE

Sensitive content, p.31 (repeated on p.33 and 36): please preview this argument between the children that refers to women using a derogatory term.

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.



Term 1

→ 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 Canadian History: Grades 9-10 - Lesson 5

📄 Materials: Underground Railroad

→ RECAP

What do you recall from your reading last week?

→ READ, NARRATE, & DISCUSS

p.30-45 "Two couples who made a trip" - "people's homes for a living."

- What were some of the ways newly arrived refugees in Toronto received help?
- How are the photographs and images in this book helping you learn more about this time period? Have any of them especially stood out to you so far?

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 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.

• IMPORTANT DATES

Spartacus leads his revolt in 73

History: Grade 9 (Canada)

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



Term 1

WEEK 3 30m Canadian History: Grades 9-10 - Lesson 6

Sophie's Rebellion

Materials: Sophie's Rebellion

→ RECAP

What do you remember from what you read last time?

→ READ, NARRATE, & DISCUSS

p.40-56 "That night the house" - "In your dreams."

→ VIEW

Spend some time looking at the following ten watercolour paintings the real Jane Ellice made during her trip to Beauharnois. If you click on each image, there is a description of what it depicts, and a number of these scenes are included in the novel.

∞ Image Link: Katherine Jane Ellice

SAMPLE