

# History

Canadian History  
World History  
Ancient History

SAMPLE





### About the Course

This course includes the following topic(s): Canadian History: Grades 9-10, World History: Grades 10-12, Ancient History: Grades 10-12

**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 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 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.



### 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
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
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
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

**Sample Weekly View**

Day 1	Day 2	Day 3	Day 4	Day 5
<b>History: Grade 10 (Canada)</b>				
World History: Grades 10-12	Canadian History: Grades 9-10	Ancient History: Grades 10-12	Canadian History: Grades 9-10	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.

### Term Prep & Teacher Tips

World History: Grades 10-12

Blood and Iron: The Rise and Fall of the German Empire will be finished next year. This year students will read 2 chapters (about 115 pages) and finish the last 3 chapters the following year.



## 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 10 (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

#### 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

#### Ancient History: Grades 10-12



Early Christian Writings: The Apostolic Fathers edited



Ancient Empires: From Mesopotamia to the Rise of Islam



## 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 10 (Canada)

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

Click THIS text  
or scan the QR  
code for links.



SAMPLE

# History: Grade 10 (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: 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 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!



## Term 1

### → 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 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 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?

### • 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)



## Term 1

• 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

## 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.

## 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.

### • EXTRA HELPING

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



## Term 1

### → 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?

## 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 10-12 - Lesson 3

*The Late Republic Continued...*

Materials: Ancient Empires

### → RECAP

What do you remember about where you left off?

### → ANNOTATE

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 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."

### ★ 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.

# History: Grade 10 (Canada)

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



## Term 1

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

### 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

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?

#### • EXTRA HELPING

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

### 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?



## Term 1

- 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 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 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

### 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.