

Citizenship

Plutarch
Current Events
Community Read Alouds

SAMPLE





About the Course

This course includes the following topic(s): Plutarch: Beginner Track, Current Events: Grades 5-8, Community Read Alouds: Grades 1-12

About Plutarch: Beginner Track

This set of lesson plans eases students into Plutarch lessons with one of his most engaging and accessible lives so that students don't miss this important book that Mason valued so highly.

About Current Events: Grades 5-8

Students are exposed to current events by reading from a variety of sources and having age-appropriate conversations with teachers. Topics such as scientific discoveries, the arts, and human interest stories are generally suitable.

About Community Read Alouds: Grades 1-12

This is meant to be a read-aloud for all ages to enjoy together in the afternoon at least 1 time a week. We encourage you to choose a book that is specific to your region. However, we will offer some suggestions in the Grades 1-3 Literature lessons and Grades 4+ Citizenship lessons. The suggested book titles will be available June 1st in the lesson plans.



Placement & Combining Tips

Plutarch: Beginner Track

Older students beginning Plutarch for the first time may wish to start with this level as a replacement for other Plutarch lessons.



Scheduling

GRADE	SCHEDULE INFO.	BOOKS
5+	Plutarch: Beginner Track 1 time/week 30 min	The Plutarch Project Primer: Publicola (Revised)
5-8	Current Events: Grades 5-8 1+ time/week 15 min	
1-12	Community Read Alouds: Grades 1-12 1+ time/week 20 min+	

Sample Weekly View

Day 1	Day 2	Day 3	Day 4	Day 5
Citizenship: Grade 5				
Community Read Alouds: Grades 1-12	Current Events: Grades 5-8			Plutarch: Beginner Track



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.

Citizenship: Grade 5

Make sure your student sets up a Citizenship Notebook. They will need a 3-ring binder, lined notebook paper, and 5 Tabbed Dividers. You can read more about how to set one up and suggestions for various sections in the document in Quick Links.

As desired, plan for a read aloud time. Suggestions are provided in the Community Read Aloud Quick Link, but local favorites are highly recommended whenever possible.

Make a Calendar of Events for Current Events lessons by drawing a calendar grid in a notebook (or print a blank calendar from the internet).



Books & Resources

For book rationales and purchase options, click the Book List link or scan the QR code below.

∞ [View Book List Details](#)

Citizenship: Grade 5

Plutarch: Beginner Track



The Plutarch Project Primer: Publicola (Revised)



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

Citizenship: Grade 5

- ∞ [Extra Helpings](#)
- ∞ [Community Read Alouds](#)
- ∞ [Setting Up a Citizenship Notebook](#)
- ∞ [Video: How to Teach Plutarch \(see Citizenship: Section 7\)](#)

Current Events: Grades 5-8

- ∞ [The Pour Over | Subscribe](#)
- ∞ [The World and Everything In It](#)
- ∞ [World Watch \(Paid Subscription Required\)](#)
- ∞ [The Sift](#)
- ∞ [BBC](#)
- ∞ [Teaching Kids News \(CA\)](#)
- ∞ [1Jour1Actu \(in French\)](#)

Click THIS text
or scan the QR
code for links.



SAMPLE

Citizenship: Grade 5

How To Teach



Prepare

Plutarch: Teachers will find it helpful to pre-read the entire Life first, and then pre-read the day's passage before each lesson. Mark any passages that should be omitted due to content. (In Anne White's Plutarch Project books, the recommended source for this course, objectionable content has already been omitted.)

Current Events: Preview the news source for suitability.

Most other citizenship topics don't require additional prep.



Recap

Connect back to the previous lesson. (Optional for Current Events).



Introduce

For news sources, show students how to scan the headlines to get an overview first and then choose a story to read.

For Plutarch or other books: Use a picture, a map, or an engaging question to prepare students to receive the story as relevant. You may talk about one or two unfamiliar words that will be crucial to understanding. It is not necessary to cover all unfamiliar words.



Read

Read the selection assigned or the news story chosen. For rich, dense, or more challenging books such as *Ourselves* and *Plutarch*, it is a good idea to read them aloud. Have students keep an eye out for things to add to their Citizenship Notebook, *Book of Centuries*, and/or *Commonplace* book.



Narrate

Have the students narrate orally or in writing.



Discuss

Give students an opportunity to share their thoughts on the story and any connections made. For current events, look up where events occurred on a map and ask questions to help students discern the quality of the piece. (e.g., Are there sources cited? Is there an obvious bias? If so, what do other authors have to say on this subject? Are arguments supported by evidence? Is that evidence credible?) Consider reading an alternative perspective.



Citizenship Notebook

Have students record important ideas in their Citizenship Notebooks.



Term 1

WEEK 1 30m Plutarch: Beginner Track - Lesson 1

Materials: The Plutarch Primer: Publicola

PREP: You may want to read a retelling so you can be familiar with the story. This is not to be read to the students.

∞ Link: Retelling of Publicola from Our Young Folks' Plutarch

- Read about Publicola and the intro material, p.11-14
- Pre-read the lesson so you are comfortable reading aloud.

→ INTRO

1. Plutarch was born in Greece a few years after the death of Christ in the year 45 AD and died around 120 AD. He said that his purpose was to write lives, not histories. A life was a portrait of a man's inner self, whereas a history was an account of men's actions and fortunes without focusing on what the people were like who produced them. Plutarch's Lives is a book of patterns, models on which men may mold themselves, and be inspired to do so. Greatness is Plutarch's theme, not great fortune—he loves to depict a hero in adversity. (From Introduction to Plutarch by Edith Hamilton, p.xv-xvii.)

2. We are reading about a Roman man named Publicola who lived around 550 BC. His actual name was Publius Valerius, but his nickname became Publicola, which means a man of the people or loved by the people. Listen for the actions that caused him to be given that nickname. In the book, he will be referred to as Valerius.

3. When this account begins, Rome is ruled by King Tarquin. But when his son's outrageous behavior caused a public scandal, the king was removed from the throne.

4. Let's look at the characters. (See right-hand column. You may want to write their names on a whiteboard.)

5. We will read about how the Romans went from a monarchy (king) to a republic with consuls as the main officials of the government.

→ LOCATE

∞ Map Link: Map of the Regions of Italy

At this time, there was no unified country called Italy. It was made up of many city-states or regions. Find the region of Rome and the Sabini. What do you think the people from those areas are called? (Romans and Sabines) These two areas had been at war with each other.

→ READ & NARRATE

Lesson 1, p.17-18 "Such was Solon" - "consul with Brutus."

→ DISCUSS

Why do you think Valerius thought he would become the consul with Brutus?

★ TEACHER TIP

You may want to write the definitions of the vocabulary words in pencil next to the words or in the margin so you can say the definition right after you read the word in the text. You may also want to write a few of the words on a whiteboard with a definition or synonym.

• CHARACTERS

Valerius aka Publicola

Tarquin-last king of Rome

Brutus-joined with Valerius to head up a revolt against the king, considered the founder of the Roman Republic

• DEFINITIONS

Republic- A form of government in which the people elect, or choose, their leaders

Consul-the chief civil and military official of the Roman Republic. Two were elected yearly, and they presided over meetings of the senate and assemblies of the whole people and put into effect the decrees they enacted. In war, they took command of the army.

WEEK 1 15m Current Events: Grades 5-8 - Tracker

Tracker:

News source of your choice
PREP: Preview news source

→ INTRO

Let's scan the headlines and see what is in the news. What sounds interesting to you? Let's make sure we read a variety of stories. (sports, arts and leisure, politics, op-eds, world news, local news).

→ READ, NARRATE, & DISCUSS

News story

- What are your thoughts? What sources do they cite? Is there an obvious



Term 1

bias? Are arguments supported by evidence? Is that evidence credible?

→ LOCATE

Look at a map and find where the events occurred

→ NOTEBOOK

Write the date and summary of the event in the Current Events section of your Citizenship Notebook.

WEEK 2 30m Plutarch: Beginner Track - Lesson 2

Materials: The Plutarch Primer: Publicola

PREP: Review vocabulary and pre-read the lesson.

→ RECAP

What did we read last time?

→ INTRO

What might be hard for people to change from a monarchy to a republic, from a king to a government where people elect their leaders? We read last time that Valerius thought that he might become one of the consuls. Let's find out what happens. (Set up the scene by reviewing characters and going over vocabulary words. See Teacher's Notes.) You may want to write the names on a whiteboard.

→ READ & NARRATE

Lesson 1 p.18-19 "Howbeit this" - "sincerity of his oath."

→ DISCUSS

- How does Valerius show his loyalty to the republic and not the former king, even though he wasn't chosen as consul?
- What does that say about his character?

★ TEACHER TIP

Why is Plutarch relevant today, and why is it included as part of Citizenship? These links can help answer those questions. You may wish to share pieces of what you learn with your students.

- ∞ **Article:** From Cicero to Trump, they're all in Plutarch's Lives
- ∞ **Article:** Teaching Plutarch in the Age of Hollywood

● CHARACTERS

Tarquinius Collatinus-Lucretia's husband

● DEFINITIONS

solicitations-to urge something, such as one's cause strongly (p.18)

WEEK 2 15m Current Events: Grades 5-8 - Tracker

Tracker:

News source of your choice

PREP: Preview news source

→ INTRO

Let's scan the headlines and see what is in the news. What sounds interesting to you? Let's make sure we read a variety of stories. (sports, arts and leisure, politics, op-eds, world news, local news).

→ READ, NARRATE, & DISCUSS

News story

- What are your thoughts? What sources do they cite? Is there an obvious bias? Are arguments supported by evidence? Is that evidence credible?

→ LOCATE

Look at a map and find where the events occurred

→ NOTEBOOK

Write the date and summary of the event in the Current Events section of your Citizenship Notebook.



Term 1

WEEK 3 30m Plutarch: Beginner Track - Lesson 3

Materials: The Plutarch Primer: Publicola

PREP: Read the introduction, review vocabulary, and pre-read the lesson. You may want to write names and select vocab words on a whiteboard.

→ RECAP

What did we read last time?

→ INTRO

Read aloud the intro in the book. Why might people be persuaded to help their king or let him come back? (Set up scene by reviewing any characters and explaining a couple of vocabulary words.)

→ READ & NARRATE

Lesson 2, p.21-22 "For there came" - "out after them."

→ DISCUSS

Why do you think Valerius did not want the ambassadors to talk to the people of Rome?

• CHARACTERS

Collatinus- In this section, he is only referred to by this name. He is Tarquinius Collatinus, the co-consul and husband of Lucretia.

• DEFINITIONS

ambassador- representative or messenger (p.21)

subsidies-gift of money (p.22)

suffer- to allow (p.22)

tyranny/tyrants-government in which absolute power is found in a single ruler (p.22)

WEEK 3 15m Current Events: Grades 5-8 - Tracker

Tracker: □□□□□□

News source of your choice
PREP: Preview news source

→ INTRO

Let's scan the headlines and see what is in the news. What sounds interesting to you? Let's make sure we read a variety of stories. (sports, arts and leisure, politics, op-eds, world news, local news).

→ READ, NARRATE, & DISCUSS

News story

• What are your thoughts? What sources do they cite? Is there an obvious bias? Are arguments supported by evidence? Is that evidence credible?

→ LOCATE

Look at a map and find where the events occurred

→ NOTEBOOK

Write the date and summary of the event in the Current Events section of your Citizenship Notebook.