

Citizenship

Plutarch/Government
Ethics
Current Events
Community Read Alouds

SAMPLE





About the Course

This course includes the following topic(s): Plutarch/Government: Grade 9 (U.S.), Ethics: Part 3, Current Events: Grades 9-12, Community Read Alouds: Grades 1-12

About Plutarch/Government: Grade 9 (U.S.)

Students study a life by Plutarch for two terms and then spend the rest of the year exploring topics of government through historical documents and decisions from this rotation.

About Ethics: Part 3

Students will explore characteristics shared by all Image-Bearers and learn how to guard against good servants becoming bad masters by continuing Charlotte Mason's text written directly to students. Students finish Book I of Ourselves by the end of the course.

About Current Events: Grades 9-12

Students are exposed to current events by reading from a variety of sources and having 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/Government: Grade 9 (U.S.)

Plutarch lessons are shared with Grades 6-8, and the final term of government lessons is shared with Grades 10-11, and are also suitable for inquisitive 8th graders.

Ethics: Part 3

Ourselves by Charlotte Mason is scheduled over five years. In a multi-age context, students can jump into the book wherever the class is reading. Otherwise, students should begin the book in Part 1.



Scheduling

GRADE	SCHEDULE INFO.	BOOKS
9	Plutarch/Government: Grade 9 (U.S.) 1 time/week 30 min	The Plutarch Project Volume Three (Revised) Reading PDF
9+	Ethics: Part 3 1 time/week 25 min	Ourselves: Book 1
9-12	Current Events: Grades 9-12 1+ time/week 20 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 9 (U.S.)				



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.

Current Events: Grades 9-12

Set up a Citizenship Notebook. You can do it multiple ways, but having a 3-ring binder, lined notebook paper, and about 5 tabbed dividers often works well. You can read more about how to set one up and suggestions for various sections in the Quick Links.

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 9 (U.S.)

Plutarch/Government: Grade 9 (U.S.)



The Plutarch Project Volume Three (Revised)



Reading PDF

Ethics: Part 3



Ourselves: Book 1



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 9 (U.S.)

∞ [Extra Helpings](#)

∞ [Community Read Alouds](#)

Click THIS text
or scan the QR
code for links.



- ∞ [Setting Up a Citizenship Notebook](#)

Plutarch/Government: Grade 9 (U.S.)

- ∞ [Video: How to Teach Plutarch \(see Citizenship: Section 7\)](#)

Current Events: Grades 9-12

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

SAMPLE

Citizenship: Grade 9 (U.S.)

How To Approach



Prepare

Teachers may find it helpful to pre-read all or part of the selection from Plutarch studied and choose which news sites to offer students.

If you, the student, are learning at home, work to schedule a time when you can complete the lessons from *Ourselves* and Plutarch with your teacher, as these lessons are much richer when shared and discussed.



Recap

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



Introduce

For news sources: Scan the headlines first to get an overview, and then choose a story to read.

For Citizenship books (optional): Use a picture, a map, or an engaging question to get yourselves interested in the lesson. If necessary, 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

Narrate orally or in writing.



Discuss

Share your thoughts on the story and any connections made. For current events, look up where events occurred on a map and ask questions together to 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

Record important ideas in your Citizenship Notebooks. Make a calendar of current events.

Citizenship: Grade 9 (U.S.)

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



Term 1

WEEK 1 25m Ethics: Part 3 - Lesson 1

Materials: Ourselves: Book I

→ READ, NARRATE, & DISCUSS

Ch.XII p.136-137 "We must know" - "govern our actions."

→ CITIZENSHIP NOTEBOOK

Choose a habit you would like to cultivate and tell a little about why. Draw a chart for keeping up with your new habit and check in daily. See example in Citizenship Notebook PDF in Quick Links.

→ DISCUSS (WITH REMAINING TIME)

Write or tell about the impact that governing our actions can have upon those around us.

WEEK 1 30m Plutarch/Government: Grade 9 (U.S.) - Lesson 1

Julius Caesar

Materials: The Plutarch Project Volume 3, Historical Atlas

PREP: We highly recommend reading a retelling so you can be familiar with the story. This is for your understanding and should not be read to the students.

∞ Link: Retelling of Caesar (from Our Young Folks' Plutarch)

• Read the introduction, review vocabulary, and preread the lesson.

→ INTRO

Have you ever heard of Julius Caesar? If so, what do you know about him?

→ VIEW

∞ Image Link: Julius Caesar Image

∞ Video Link: Julius Caesar Video

→ LOCATE

Map Resource: Historical Atlas p.14-15

1. Take 1-2 minutes to look over the map of the Roman Republic and the surrounding "world" in Caesar's time.

2. Find Rome in Italy.

3. Find the Aegean Sea between the province of Asia and Achaea. This is the coastline where the pirates operated.

4. Find Bithynia on the southern shore of the Black Sea, where Caesar went after his release.

5. These are the places where a teenager on the wrong side of Roman politics spent his first years away from home.

→ VIEW & PRACTICE

Review the vocabulary section before each lesson to familiarize yourself with unfamiliar terms. It may be helpful for students to write definitions into the text, so they do not have to review terms mid-lesson.

→ READ & NARRATE

Lesson One: Parts One - Three p.9-12

• Once finished, ask, "What do you remember?" + "What else?" Keep narration to 2-3 minutes.

→ DISCUSS: CHARACTER SIMULATOR

In the introduction of Lesson One, we learn that "young Julius Caesar was on the wrong side. Most people in that position would have stayed hidden or at least tried to live quietly" (p.7). In a situation where staying silent

★ TEACHER TIP

To keep track of all of the characters in the story, it may be helpful for your student to keep a list or chart of some kind in their citizenship notebook. They could also sketch the characters and include facts about them. Or, you could use the linked character cards.

∞ Link: Character Cards

★ TEACHER NOTE

Watch this overview video to help with the Character Simulator

∞ Video Link: Character Simulator

• CHARACTERS

-**Julius Caesar (JOOl-yus, SEE-zar)**: Roman statesman and general, held many high civic, military, and religious positions, and was a noted orator and writer.

-**Sulla (SUH-luh)**: was made the Perpetual Dictator, but resigned after one year and was elected as a consul instead.

-**Cinna (SIN-uh)**: There are several Cinnas in the story. This Cinna, Lucius Cornelius Cinna the Elder, is Caesar's first father-in-law and ally of Marius, Caesar's uncle.

-**Marius (MARR-ee-us)**: involved in a Civil War against Sulla and was an ally of Cinna, the father-in-law of Caesar

-**King Nicomedes (nih-kuh-MEE-deez)**: King of Bithynia 94-74 BC

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Term 1

means comfort and safety, what factors or beliefs might make a person decide that standing up is worth the risk?

→ WRITE (OPTIONAL CITIZENSHIP NOTEBOOK EXERCISE)

If you found yourself on the "wrong side" of a big decision at school or with your friends, and staying quiet was the only way to stay safe and comfortable, how would you decide which ideas are worth being "exiled" for and which ones are just you being stubborn?

-Marcus Juncus (MAHR-kuss, JUNG-kuss): governor of Asia in 75 BC

WEEK 1 20m Current Events: Grades 9-12 - Lesson 1

→ READ, NARRATE, & DISCUSS

Choose an article to read from one of the recommended sites. Write a few bullet points about the event. Enter daily stories on your Calendar and locate unfamiliar places in your atlas.

WEEK 2 25m Ethics: Part 3 - Lesson 2

Materials: Ourselves: Book I

→ READ, NARRATE, & DISCUSS

Ch.XII p.137-139 "I must be Just" - "as they are."

→ CITIZENSHIP NOTEBOOK

Update habits log. Start a chart where you can list desirable human character traits on one side and their daemons on the other.

→ JOURNAL (WITH REMAINING TIME)

Write of a time you were able to pay the dues of justice by thinking fairly, speaking truly, or acting justly toward someone else.

WEEK 2 30m Plutarch/Government: Grade 9 (U.S.) - Lesson 2

Julius Caesar

Materials: The Plutarch Project Volume 3, Historical Atlas

PREP: Read the introduction, review vocabulary, and pre-read the lesson.

→ RECAP

What did we learn so far about Caesar from the first reading?

→ LOCATE

Map Resource: Historical Atlas p.14-15

1. Find Hither Spain and Farther Spain on the western edge of the map. Both are already "Roman Pink."
2. Find the Alps. This is the route Caesar traveled when he passed through a tiny village and said, "For my part, I had rather be the chiefest man here, than the second person in Rome" (p.15, The Plutarch Project).

→ VIEW & PRACTICE

Review the vocabulary section before each lesson to familiarize yourself with unfamiliar terms. It may be helpful to write definitions into the text, so you do not have to review terms mid-lesson.

→ READ & NARRATE

Lesson Two: Parts One - Three p.14-17

- Once finished, ask, "What do you remember?" and "What else?" Keep narration to 2-3 minutes.

→ DISCUSS: CHARACTER SIMULATOR

You are a young officer who rode with Caesar when he passed through a tiny village in the Alps and said he would rather be the first man there than the second in Rome. What do you think about that comment?

★ TEACHER NOTE

The map shows the world in 31 BC, shortly after Caesar's time. You will notice Italy is shaded pink; while it was the Roman Homeland and not a province, it is colored here to show it was under central Roman control.

While all of Gaul is pink on this map, remember that when Caesar began his command, only the southern tip belonged to Rome. His campaigns are what eventually brought the rest of that territory into the Empire.

• DEFINITIONS

Pontifex Maximus: There were numerous levels and types of priesthood in Rome and throughout the rest of Italy, and these positions carried political as well as spiritual authority.

• CHARACTERS

-Catulus (kuh-TUL-uhs): an avowed enemy to the Marian (Marius's) party

-Isauricus (eye-SAW-rih-kus): a consul and general who fought against the Cilician pirates

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



Term 1

→ WRITE (OPTIONAL CITIZENSHIP NOTEBOOK EXERCISE)

Explain how you might distinguish between a person who wants to do great things and a person who simply wants to be the greatest.

-**Crassus (KRAS-us)**: Roman senator and a conspirator against Caesar

-**Cato (KAY-toe)**: statesman who had many conflicts of opinion against Caesar

-**Alexander (al-ig-ZAN-der)**: Alexander the Great

-**Calpurnius Bibulus (kal-PUR-nee-us, BIB-yoo-lus)**: consul alongside Caesar

WEEK 2 20m Current Events: Grades 9-12 - Lesson 2

→ NOTE

Remember to read news stories regularly and to choose a variety of stories from a variety of places.

→ READ, NARRATE, & DISCUSS

Choose an article to read from one of the recommended sites. Write a few bullet points about the event. Enter daily stories on your Calendar and locate unfamiliar places in your atlas.

WEEK 3 25m Ethics: Part 3 - Lesson 3

Materials: Ourselves: Book I

→ READ, NARRATE, & DISCUSS

Ch.XIII p.140-143 "We begin to" - "are gently received."

→ CITIZENSHIP NOTEBOOK

Update habits log and character traits chart.

● **COMPOSITION** - Persuasive
Write at least two paragraphs to persuade your peers to be thoughtful and considerate, avoiding injuring body and soul of others.

WEEK 3 30m Plutarch/Government: Grade 9 (U.S.) - Lesson 3

Julius Caesar

Materials: The Plutarch Project Volume 3, Historical Atlas

PREP: Read the introduction, review vocabulary, and preread the lesson.

→ RECAP

What happened in the last reading?

→ LOCATE

Map Resource: Historical Atlas p.14-15

1. Find Transalpine Gaul and the Rhine River marking the boundary between Gaul and Germania.

2. Notice that Germania is entirely outside the Roman pink. This is the boundary Caesar was about to push.

→ VIEW & PRACTICE

Review the vocabulary section before each lesson to familiarize yourself with unfamiliar terms. It may be helpful for students to write definitions into the text, so they do not have to review terms mid-lesson.

→ READ & NARRATE

Lesson Three: Parts One - Three p.19-23

● Once finished, ask, "What do you remember?" and "What else?" Keep narration to 2-3 minutes.

★ TEACHER NOTE

Germania was entirely outside Roman control.

- The Rhine was the line Caesar pushed against, even crossing it twice (in 55 BC and 53 BC) to build famous bridges and conduct show of force expeditions.

- Despite these incursions, Rome never successfully turned the main body of Germania into a permanent province, even in the centuries following Caesar.

● CULTURAL CONNECTION

Sweet Ointment: also translated "oil of perfume" or "myrrh." It appears that Valerius Leo hadn't just pulled out the wrong bottle of salad dressing, but rather that he was trying to show off his wealth. The reference to the host's want of breeding seems to confirm that.

● CHARACTERS

-**Servilius Caepio (ser-VIL-ee-us,**

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Term 1

→ **DISCUSS: CHARACTER SIMULATOR**

You are one of Caesar's soldiers who has watched him for days while he was ill and exhausted. Tonight he is sick again. What do you think about his choices while chronically ill (p.22)?

→ **WRITE (OPTIONAL CITIZENSHIP NOTEBOOK EXERCISE)**

Describe the different ways Caesar and his companions responded to the dish served by their host in Milan (p.23).

SEE-pee-oh): engaged to Caesar's daughter, Julia

-Piso (PEE-so): consul in 58 BC

-Clodius (KLOH-dee-us): interrupted a women's religious ritual and was the cause of Caesar's divorce from Pompeia

WEEK 3 🗓️ **20m Current Events: Grades 9-12 - Lesson 3**

→ **READ, NARRATE, & DISCUSS**

Choose an article to read from one of the recommended sites. Write a few bullet points about the event. Enter daily stories on your Calendar and locate unfamiliar places in your atlas.

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