

# Citizenship

Plutarch  
Current Events  
American Gov./ Economics  
Community Read Alouds  
Ethics

SAMPLE





## About the Course

This course includes the following topic(s): Plutarch: Grades 6-8, American Gov./ Economics: Grade 8, Ethics: Part 2, Current Events: Grades 5-8, Community Read Alouds: Grades 1-12

### About Plutarch: Grades 6-8

Plutarch's Lives is a collection of biographies written 2,000 years ago, which has influenced prominent thinkers from Montaigne to Bacon to Shakespeare. Plutarch's stories are often difficult to read (and are therefore often dropped by teachers), but their value to help students evaluate the characteristics that define a good citizen cannot be overstated. The lesson plans will contain additional support to what is already included in the Anne White guides.

### 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 American Gov./ Economics: Grade 8

Students spend a term learning the structure of our local and state governments, then turn to key primary source documents related to our government before ending the year with an introduction to economics, focusing on the history of money, the banking system, and personal finance.

### 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.

### About Ethics: Part 2

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.



## Placement & Combining Tips

### Plutarch: Grades 6-8

Students in 5th grade or new to Plutarch may want to take the Beginner's Track, which covers the life of Publicola over two terms. It is advisable to have students read Beesly's Stories From the History of Rome and complete one year of Shakespeare before beginning Plutarch.

### American Gov./ Economics: Grade 8

If a student hasn't studied the Constitution, consider having them take the 7th-grade government course first.

### Ethics: Part 2

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
6-8+	Plutarch: Grades 6-8 1 time/week 30 min	Historical Atlas of the World 6th Ed. The Plutarch Project Volume Three (Revised)
5-8	Current Events: Grades 5-8 1+ time/week 15 min	
8	American Gov./ Economics: Grade 8 1 time/week 30 min	Dollars and Sense: A Kid's Guide to Using - Not Losing - Money Reading PDF
1-12	Community Read Alouds: Grades 1-12 1+ time/week 20 min+	
8+	Ethics: Part 2 1 time/week 25 min	Ourselves: Book 1

### Sample Weekly View

Day 1	Day 2	Day 3	Day 4	Day 5
<b>Citizenship: Grade 8 (U.S.)</b>				
Ethics: Part 2 Community Read Alouds: Grades 1-12		American Gov./ Economics: Grade 8 Current Events: Grades 5-8		Plutarch: Grades 6-8



## 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 8 (U.S.)

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).

### Plutarch: Grades 6-8

Watch the video in Quick Links about teaching Plutarch.

### American Gov./ Economics: Grade 8

Save or print the Reading PDF. (See Quick Links)



## 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 8 (U.S.)

### Plutarch: Grades 6-8



Historical Atlas of the World 6th Ed.



The Plutarch Project Volume Three (Revised)

### American Gov./ Economics: Grade 8



Dollars and Sense: A Kid's Guide to Using - Not Losing - Money



Reading PDF

### Ethics: Part 2



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 8 (U.S.)

- ∞ [Extra Helpings](#)
- ∞ [Community Read Alouds](#)
- ∞ [Setting Up a Citizenship Notebook](#)

### Plutarch: Grades 6-8

- ∞ [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 \(in French\)](#)

### American Gov./ Economics: Grade 8

- ∞ [Grade 8 Reading PDF: State & Local Gov](#)

Click THIS text  
or scan the QR  
code for links.



# Citizenship: Grade 8 (U.S.)

## 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.

# Citizenship: Grade 8 (U.S.)

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



## Term 1

### WEEK 1 25m Ethics: Part 2 - Lesson 1

Materials: Ourselves: Book 1

#### → READ, NARRATE, & DISCUSS

Ch.VIII p.73-75 "The Desire of Society" - "get at it."

#### → 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.

#### • COMPOSITION - Journal

Tell of a time when your desire for society was met. How did that experience impact/affect you?

### WEEK 1 30m American Gov./ Economics: Grade 8 - Lesson 1

Introduction to State & Local Government

Materials: Reading PDF

#### → INTRO

This term, we will learn about state and local governments. While we will focus on state and local government, we will sometimes reference the federal government to compare and contrast the state and local powers with federal powers.

#### → READ

∞ Link: Reading PDF  
p.2-4

#### → REFLECT

Narrate. Write a summary statement or draw a diagram describing the main ideas from this week's reading.

### WEEK 1 30m Plutarch: Grades 6-8 - 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

#### ★ 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.

# Citizenship: Grade 8 (U.S.)

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



## Term 1

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 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?

**-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

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

## 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 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 25m Ethics: Part 2 - Lesson 2

Materials: Ourselves: Book 1

### → READ, NARRATE, & DISCUSS

Ch.VIII p.75-77 "Dangers attending" - "the great world."

### → 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.

### • COMPOSITION

Tell of a time when you took a "share in the interests of the great world" by listening with all your heart to someone who shared about a profession, skill, subject, or experience with which you were unfamiliar.

# Citizenship: Grade 8 (U.S.)

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



## Term 1

### WEEK 2 30m American Gov./ Economics: Grade 8 - Lesson 2

*Origins of Authority: Constitutions & Police Powers*

Materials: Reading PDF

#### → INTRO

States have two sources of authority that allow them to create and enforce laws: 1) constitutional powers and 2) police powers. These sources of authority are the basis for the laws and regulations that states pass, as well as the authority that states grant to smaller local governments, like cities and towns.

#### → READ

∞ Link: Reading PDF  
p.5-8

#### → REFLECT

Narrate. Write a summary statement or draw a diagram describing the main ideas from this week's reading.

### WEEK 2 30m Plutarch: Grades 6-8 - 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?

#### → 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.

#### ★ 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

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

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

# Citizenship: Grade 8 (U.S.)

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## Term 1

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

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

### 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.

### WEEK 3 ☐ 25m Ethics: Part 2 - Lesson 3

☐ Materials: Ourselves: Book 1

#### → READ, NARRATE, & DISCUSS

Ch.VIII p.77-78 "The Desire of Knowledge" - "ourselves!"

#### → CITIZENSHIP NOTEBOOK

Update habits log and character traits chart.

- **COMPOSITION - Compare/Contrast**  
Compare and contrast the desire for knowledge and curiosity.

### WEEK 3 ☐ 30m American Gov./ Economics: Grade 8 - Lesson 3

*State Constitutions*

☐ Materials: Reading PDF

#### → INTRO

Last week, we explored sources of power for states. One of these sources is the state constitution. This week, you will familiarize yourself with your state's constitution.

#### → READ

∞ Link: Reading PDF  
p.9

#### → REFLECT

Narrate. Write a summary statement or draw a diagram describing the main ideas from this week's reading.

# Citizenship: Grade 8 (U.S.)

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## Term 1

### WEEK 3 30m Plutarch: Grades 6-8 - 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.

#### → 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).

#### ★ 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, 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 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?

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