

History

Canadian History
World History
Ancient History

SAMPLE





About the Course

This course includes the following topic(s): Canadian History: Grades 11-12, World History: Grades 10-12, Ancient History: Grades 10-12

About Canadian History: Grades 11-12

Read about Canadian history from 1800-1900 through biographies, primary source documents, history spines, and historical fiction. 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 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

Canadian History: Grades 11-12

This course is the same for Grade 11 and Grade 12.

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
11-12	Canadian History: Grades 11-12 1 time/week 40 min 1 time/week 30 min	A History of Canada in Ten Maps: Epic Stories of Charting a Mysterious Land Early Voices How Different It Was: Canadians at the Time of Confederation The Unweaving Making of Canada: An Epic History in Twenty Extraordinary Lives
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
History: Grades 11-12 (Canada)				
Canadian History: Grades 11-12	Canadian History: Grades 11-12	Ancient History: Grades 10-12	World History: Grades 10-12	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: Grades 11-12 (Canada)

Canadian History: Grades 11-12



A History of Canada in Ten Maps: Epic Stories of Charting a Mysterious Land



Early Voices



How Different It Was: Canadians at the Time of Confederation



The Unweaving



Making of Canada: An Epic History in Twenty Extraordinary Lives

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: Grades 11-12 (Canada)

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

Click THIS text
or scan the QR
code for links.



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History: Grades 11-12 (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.

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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 11-12 - Lesson 1

Introduction, David Thompson

Materials: A History of Canada in Ten Maps

∞ GATHER SUPPLIES: You will need a notebook for Canadian history where you will be writing and drawing. We recommend dot grid and blank notebooks, but any kind will do.

PREP: Print a copy of the blank map of Canada without borders. You can use this together with your notebook to mark places and chart routes throughout this course.

∞ Map Link: Printable Map of Canada without Borders

→ INTRO

In this course, we will learn about the history of Canada between 1800-

• EXTRA HELPING

If you would like to watch a linear, narrative recounting of the historical events of 1800-1900 to supplement your studies this term, look for episodes of CBC's Canada: A People's History (2000-2001) at your local library or online. The following episodes cover the period of our history rotation this year:

Episode 5: A Question of Loyalties (1775-1815)

Episode 6: The Pathfinders (1670-1850)

Episode 7: Rebellion and Reform (1815-1850)



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1900. The five books are intended to work together to give a chronological overview of this historical period. Two of the books - The History of Canada in Ten Maps and The Making of Canada - we are starting partway through, since the first halves were read during Rotation 2. If you did not read them during Rotation 2, you may wish to read the first halves on your own time; however, you can also start partway through without missing content for this course.

At the beginning of this century, Canada was a collection of separate British colonies and was vulnerable to invasion by the newly independent nation of the United States to the south. Yet by the end of the century, Canada was a self-governing country of seven provinces and two territories, with a transcontinental railway that stretched from coast to coast. This class will explore many of the changes that took place during this time.

→ DISCUSS

What do you remember about Canadian History before 1800? What do you already know about the period between 1800-1900? Jot down a few notes for yourself of any people, places, or events that you think might be relevant. Also, write down any questions you might have about this period of Canadian history.

→ READ

1. The Canadian Encyclopedia

As you work through the course, you should find time to fill out a History Chart for the years 1800-1900, or continue to update your Book of Centuries if you have one. The Canadian Encyclopedia is an excellent source for research and information to add to your notebooking.

∞ Article Link: David Thompson Biography

2. The History of Canada in Ten Maps

p.227-236 "In the dead of winter" - "until the twentieth century."

→ NARRATE

Narrate in a way that helps you interact with the ideas in the reading. For some, that might be narrating orally or silently to yourself, in writing, by drawing a map, a diagram or a picture, writing a diary/letter from the point of view of one of the characters, describing what happened, or writing a bulleted list of points and questions. For others, it might be helpful to make marks in the book as you read and then narrate as you look at what you marked in the chapter. Experiment and see what works well for you, and you can vary your approach week to week. Also, strive to make connections to ideas, events, and people you have come across in previous readings you have done.

→ DISCUSS

These questions are for further discussion, written response, or reflection.

- What made David Thompson such a successful cartographer and explorer? How much was his own skill, and how much was it his willingness to heed and learn from indigenous assistance, knowledge, and practices?
- Why was David Thompson's work so important for fur trading companies and the government?

Episode 8: The Great Enterprise (1850-1867)

Episode 9: From Sea to Sea (1867-1873)

Episode 10: Taking the West (1873-1896)

∞ **Video Link:** Canada: A People's History

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

● 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.



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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.

WEEK 1 30m Canadian History: Grades 11-12 - Lesson 2

David Thompson, cont.

Materials: A History of Canada in Ten Maps

→ RECAP

Where did you leave David Thompson from your reading last time?

→ READ

p.236-245 "As Thompson and his companions" - "cartographer virtually without equal."

→ MAP VIEW

∞ Map Link: David Thompson Map of the Northwest (1814)

→ DISCUSS

- Why do you think Shoalts titled the chapter "David Thompson's Demons"? How did fear and superstition influence exploration in the Canadian West? Did these stories serve a purpose beyond instilling fear?
- What does today's reading reveal about Thompson's character? How was he able to accomplish what he did?

→ ANNOTATE

As your ability to read higher-level books in high school grows, it is helpful to learn new ways to interact with the text while you are reading to help you grasp what the author is saying. Non-fiction books are usually good candidates for annotating while you read. Maybe you want to underline the main ideas or interesting points. Maybe you want to put a question mark in the margin if something is unclear. Think about how to help yourself engage with the information in the book to make it your own. Experiment with different ways to do that. Some students do best by recording themselves talking about the reading, while others may need to discuss the material with another person. Whatever you do, your annotations should help you to further solidify the main points or ideas in your mind. Write down any questions, comments, or connections that arise from your review of your annotations after reading. Try different ways and discuss your observations about what works well and what doesn't with your teacher.

Explore ways that might be most helpful for you as you read each week. Advances in technology make many more annotation options available to



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serve us and our various ways of processing. Some might do great with a pencil and a book, while others might benefit from colors, Post-its, or speech-to-text options.

Linked are two documents to give you some more ideas for what it means to annotate a text. Charlotte Mason talked about ways to use books in School Education on p.180-181 if you are interested in reading her words on the topic, too.

Today's reading and the next are shorter to allow you time to read the documents and practice annotating. For today, if you are new to this, start simply by putting a mark in the margin or a Post-it flag when you come across a main idea or an important point the author is making. For others who have been doing this already, see what new ways you might want to experiment with this term.

- ∞ Article Link: How to Mark a Book
- ∞ PDF Link: Not One Way to Mark a Book
- ∞ Book Link: School Education p.180

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

● EXTRA HELPING

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



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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.

→ 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 11-12 - Lesson 3

The War of 1812: Charles de Salaberry

Materials: The Making of Canada

→ INTRO

The Making of Canada is a collection of biographical vignettes that will introduce you to largely forgotten historical figures who were nevertheless vital to significant events in Canada's history. You will read this book alongside A History of Canada in Ten Maps to build a chronological view of this historical period.

→ READ & ANNOTATE

p.148-158 "Almost thirty years after" - "what they achieved at Châteauguay."

→ NARRATE

Choose the best way for you to narrate what you read.

→ DISCUSS

- The War of 1812 is usually synonymous with the battles near Upper Canada that occurred in 1812, especially the Battle of Queenston Heights where Sir Isaac Brock was killed. Why was Lower Canada a more strategically critical region to protect, according to Koabel? And why might French Canadians have been hesitant at first to help defend it? What changed?
- Why was the Battle at Châteauguay a distinction Canadian episode of the War of 1812? What are some of the possible reasons why it is not commemorated by English-speaking or French-speaking Canadians today?

★ TEACHER NOTE

To learn more about the War of 1812 (which lasted until 1815), visit this virtual exhibit at the Canadian War Museum to learn about the war from four different perspectives.

∞ [Link: 1812 Virtual Exhibition](#)

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



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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 11-12 - Lesson 4

The War of 1812: The Siege of Fort Erie

Materials: The History of Canada in Ten Maps

→ RECAP

What do you recall about the causes of the War of 1812 from the last reading?

→ READ & ANNOTATE

p.246-260 "Explorers might make" - "this present business."

→ NARRATE

Choose the best way for you to narrate what you read.

→ MAP WORK

Cross-reference the battles mentioned in today's reading with a map of the major events in the Niagara region during the War of 1812.

∞ Map Link: The War of 1812 Major Canada/US Theatres

→ DISCUSS

- How does Drummond's leadership compare with Salaberry from the last reading?
- Why was Fort Erie a strategically important location?
- How were the Canadians particularly skilled at this type of warfare?

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

• EXTRA HELPING

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



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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?

WEEK 3 40m Canadian History: Grades 11-12 - Lesson 5

The War of 1812: The Siege of Fort Erie, cont.

Materials: The History of Canada in Ten Maps

→ RECAP

What do you recall about General Gordon Drummond's preparations to attack Fort Erie from the last reading? What do you recall about his relative, Lieutenant Colonel William Drummond?

→ READ & ANNOTATE

p.260-272 "As the sun sank" - "forged at a terrible cost."

→ MAP WORK

Continue to consult this map as a reference if needed.

∞ Map Link: The War of 1812 Major Canada/US Theatres

→ NARRATE

Choose the best way for you to narrate what you read.

→ VIEW

∞ Link: Soldier Profile: Lieutenant Colonel William Drummond 104th Foot Regiment

• This is an earlier map by Romilly that was included in a letter to General Drummond, several months after the Siege, in November 1814.

∞ Map Link: Fort Erie as left by the Enemy

→ DISCUSS

- Why didn't the British army's failure on August 15th result in the American's gaining access to Upper Canada? What held them back?
- What do you think might have happened had Napoleon not been defeated or the American capital not been captured?
- Why did the British not insist that the American territory under its control (including parts of Maine) to be added to British North America?

• COMPOSITION

Shoalts writes that "Explorers might make the first maps, but the final ones are usually made by armies." Are there other events from history where this perspective holds true? Explain your answer in 2-3 paragraphs.

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...



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→ 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 11-12 - Lesson 6

The Red River Colony and the Pemmican Wars: Cuthbert Grant

Materials: The Making of Canada

→ RECAP

What do you recall about the end of the War of 1812?

→ READ & ANNOTATE

p.159-168 "As American and British diplomats gathered" - "Red River Colony as a threat."

→ MAP WORK

View a map of the land that was granted to Lord Selkirk.

∞ Map Link: Selkirk's Land Grant

→ NARRATE

Choose the best way for you to narrate what you read.

→ VIEW

Learn more about the origins of the Red River Colony (also called the Selkirk Settlement).

∞ Video Link: The Selkirk Settlers; Thomas Douglas, 5th Earl of Selkirk

→ DISCUSS

• Describe the various groups associated with the Red River settlement. Which ones are allies? Where do you anticipate there will be conflict between them?

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.