

Citizenship

Plutarch
Current Events
American Government
Community Read Alouds
Ethics

SAMPLE





About the Course

This course includes the following topic(s): Plutarch: Grades 6-8, American Government: Grade 7, Ethics: Part 1, 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 Government: Grade 7

Students will gain a better understanding of the foundation of American democracy as they learn about the key principles of the Constitution, including the separation of powers, checks and balances, and the responsibilities of each branch of government. There will be a special focus on the Bill of Rights so students understand their rights as citizens and the limits of the government. Supplemental material is provided through articles, videos, and Supreme Court cases. Students will engage with these ideas using their Citizenship notebook.

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 1

One of Mason's main pillars is that the student is born a "person." *Ourselves* is the book in which she defines that term, and it is the only volume she wrote directly to students. The book is divided into two parts. We use *Ourselves* Part 1 in Grades 7-9 and Part 2 in Grades 10-11, as Mason did in her own schools. In these books, students will explore characteristics shared by all Image-Bearers and learn how to guard against good servants becoming bad masters with 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 Government: Grade 7

If 8th-grade students have not taken this course or studied the Constitution, they should consider taking it instead of the 8th-grade option.

Ethics: Part 1

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	
7	American Government: Grade 7 1 time/week 30 min	Your Rugged Constitution
1-12	Community Read Alouds: Grades 1-12 1+ time/week 20 min+	
7+	Ethics: Part 1 1 time/week 25 min	Ourselves: Book 1

Sample Weekly View

Day 1	Day 2	Day 3	Day 4	Day 5
Citizenship: Grade 7 (U.S.)				
Ethics: Part 1 Community Read Alouds: Grades 1-12		American Government: Grade 7		Plutarch: Grades 6-8 Current Events: Grades 5-8



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 7 (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.



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 7 (U.S.)

Plutarch: Grades 6-8



Historical Atlas of the World 6th Ed.



The Plutarch Project Volume Three (Revised)

American Government: Grade 7



Your Rugged Constitution

Ethics: Part 1



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 7 (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 \(in French\)](#)

Click THIS text or scan the QR code for links.



Citizenship: Grade 7 (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.



Term 1

WEEK 1 25m Ethics: Part 1 - Lesson 1

Country of Mansoul

Materials: Ourselves

→ INTRO

Charlotte Mason, the author of this text, felt that the available material on formal formation during her time was severely lacking; what was available she considered unsuitably preachy and uninteresting. She felt compelled to write an approachable but challenging alternative, which is the text for this course: Ourselves.

Mason believed that before we could fully consider our duties to God, country, and others, we must first know and begin to understand ourselves, including the possibilities and risks inherent in all of us. Self-knowledge, in her view, was the inevitable prerequisite to self-direction, which is why she aptly named the first and second "Books" of Ourselves after each.

In order to present these ideas in an interesting way, she used the allegory of a country and its government. In her own words: "The realised self of each of us is a distressfully poor thing, and yet upon its insight and its action depends the redemption of that greater self, whose limitations no man has discovered. It is, to use a figure, as the relation between a country and its government. The country is ever greater than the governing body; and yet, for its development, the former must depend upon the latter."

→ READ, NARRATE, & DISCUSS

Ch.1 p.1-2 "Do ye not" - "be a hero."

→ CITIZENSHIP NOTEBOOK

Begin drawing a map of Mansoul using information from today's reading.

• DEFINITIONS

londes: an old English word for lands

WEEK 1 30m American Government: Grade 7 - Lesson 1

The Declaration of Independence

→ INTRO

What do we celebrate on July 4th each year?

→ VIEW

Watch this informative video about the Declaration of Independence.

∞ Video Link: The Declaration of Independence

→ READ

Now, use the link below to read parts of The Declaration of Independence. You don't need to read the whole thing. Try to read something from every section. Here is some background information about it. This document contains five parts. "The introduction 'declares' why the colonies need to be independent of the British Empire. Next, the Preamble explains views about freedom and self-rule. The First Section of the Body states the abuses of King George III, and the Second Section explains how the Colonists appealed in vain to the king, concluding that the United Colonies have the right to be free from the tyrant." (Painless American Government, p.23).

∞ Document Link: The Declaration of Independence

→ DISCUSS

Find a statement from the Declaration of Independence that you found interesting and discuss it with your teacher.

• EXTRA HELPING

View the home of Thomas Jefferson

∞ Image Link: Monticello on Carter Mountain

• IMPORTANT DATES

Declaration of Independence (1776)

Citizenship: Grade 7 (U.S.)

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



Term 1

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

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?

★ 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 Cinna's 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

Citizenship: Grade 7 (U.S.)

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



Term 1

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 1 - Lesson 2

Country of Mansoul

Materials: Ourselves

→ RECAP

In the last lesson, we were introduced to the country of Mansoul. How would you describe it in your own words?

→ READ, NARRATE, & DISCUSS

Ch.1 p.3-4 "There are libraries" - "rich and beautiful."

→ CITIZENSHIP NOTEBOOK

Continue work on map of Mansoul.

• DEFINITIONS

cricket: a bat and ball game that originated and is popular in England

• COMPOSITION

How is Mansoul like a rich and beautiful land?

WEEK 2 30m American Government: Grade 7 - Lesson 2

Types of Government

Materials: Our Rugged Constitution & Citizenship Notebook

→ RECAP

What do you remember about the Declaration of Independence?

→ INTRO

What kind of government does the United States have? There are three types of governments: 1. Autocracy- one ruler has absolute control and decision-making power 2. Oligarchy- a small group of landowners, military officers, or wealthy business people control the government institutions. 3. Democracy- The citizens together rule themselves (It comes from two Greek words—demos (the people) and kratos (rule of power). The Constitution establishes a federal democratic republic form of government. That is, we have a union of 50 sovereign States. It is a democracy because people govern themselves. It is representative because people choose elected officials by free and secret ballot. It is a republic because the government derives its power from the people.

→ READ, NARRATE, & DISCUSS

p.1-12

∞ Image Link: Copy of the Constitution in The National Archives

→ VIEW & DISCUSS

Look at the map of the forms of government throughout the world. You may need an atlas to identify the specific countries.

∞ Map Link: Map: Forms of Government

→ CITIZENSHIP NOTEBOOK

• EXTRA HELPING

Watch this video for an explanation of how power is divided among the three branches of government.
∞ Video Link: How Power is Divided

• COMPOSITION

What were some of the issues the new country had to deal with? Why was a new governing document needed?

• IMPORTANT DATES

Signing of the Constitution (1787)

Citizenship: Grade 7 (U.S.)

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



Term 1

Copy down the three branches of government shown on p.12 (illustrations optional). Leave plenty of room under each so you can add more details later.

- See the example in Citizenship Notebook (Quick Links)

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 preread 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

-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,



Term 1

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 1 - Lesson 3

Perils of Mansoul

Materials: Ourselves

→ INTRO

What do you remember about the culture of Mansoul from our last reading? How is it similar to where you live? How is it different?

Today, we will begin a new chapter called The Perils of Mansoul. A peril is a serious or immediate danger. Let's see what dangers are lurking for Mansoul.

→ READ, NARRATE, & DISCUSS

Ch.II p.5-6 "You are thinking" - "fires and lights."

• DEFINITIONS

incendiary: a device or strategy intended to start a fire

Föhn: a strong, warm air that comes down off the Alps and is known to both melt snow and spread wildfires

• COMPOSITION

What are ways a flame could come from a foreign land?

WEEK 3 30m American Government: Grade 7 - Lesson 3

Congress, House of Representatives

Materials: Our Rugged Constitution & Citizenship Notebook

→ RECAP

What did you read last time?

→ INTRO

The Constitution has become the world's oldest charter of national government in continuous use. With just 27 amendments (additions), it continues to provide the framework for our country.

→ READ, NARRATE, & DISCUSS

p.13-23

- What do you notice about the differences between the House of Representatives and the Senate?

→ CITIZENSHIP NOTEBOOK

- Go back to the chart you made in Lesson 2 and add more information about Congress from this section, including requirements.
- Using the information from this map link, start another chart that lists the people currently in Congress from your state who hold these government positions.
∞ Map Link: Map of Members of Congress
- See the example in Citizenship Notebook (Quick Links)

Citizenship: Grade 7 (U.S.)

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



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?

→ LOCATE

Look at a map and find where the events occurred

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