

Ancient History





About the Course

Drawing on material culture, primary sources, and wider overviews, this course delves into the time period from 100 BC to 350 AD.

This topic is included in the following course(s): History: Grades 10-12 (U.S.), History: Grade 10 (Canada), History: Grades 11-12 (Canada)



Placement & Combining Tips

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
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 10-12 (U.S.)				
World History: Grades 10-12	U.S. History: Grades 9-12	Ancient History: Grades 10-12	U.S. History: Grades 9-12	Ancient History: Grades 10-12
History: Grade 10 (Canada)				
World History: Grades 10-12	Canadian History: Grades 9-10	Ancient History: Grades 10-12	Canadian History: Grades 9-10	Ancient History: Grades 10-12
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.



Books & Resources

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

∞ [View Book List Details](#)

Ancient History: Grades 10-12



Early Christian Writings: The Apostolic Fathers edited



Ancient Empires: From Mesopotamia to the Rise of Islam



Christians Reading Classics



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

Related Course Quick Links

- ∞ [Not One Way to Mark a Book](#)
- ∞ [Foundations \(See Section 15: History\)](#)

Click THIS text
or scan the QR
code for links.



Ancient History: Grades 10-12

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.

SAMPLE

Ancient History: Grades 10-12

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



Term 1

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 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.

• 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.

• STUDENT TIP

Read over this document about the various ways you can annotate.

∞ PDF Link: Not One Way to Mark a Book

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."

• 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.

Ancient History: Grades 10-12

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



Term 1

→ 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.

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

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 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 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...

→ NOTE

Watch for IEMP model elements (p.5) in your reading.

→ ANNOTATE

Don't forget to annotate as you read.

→ READ & NARRATE

Ancient History: Grades 10-12

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



Term 1

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 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.