

History

Ancient History
Canadian History
World History

SAMPLE





About the Course

This course includes the following topic(s): Canadian History: Grades 7-8, World History: Grades 7-8, Ancient History: Grades 7-9

About Ancient History: Grades 7-9

Read about ancient history from 100 BC-350 AD through biographies, primary source documents, and history spines. Students will view images, reference maps, and update their Book of Centuries as part of the lessons.

About Canadian History: Grades 7-8

Read about Canadian history from 1800-1900 through books that immerse students in the time period and allow them to see the world through the eyes of those who lived it. Through engaging narratives, biographies, history spines, primary source documents, oral histories, historical fiction, and books that show different perspectives, students come to see history as more than dates and events and develop relationships with people from the past. Viewing images, looking at maps, and working on one's Book of Centuries are also part of developing this relationship.

About World History: Grades 7-8

One of the most powerful truths that history can teach us is that the past was different from the present. The way things are now is not the way they have always been, which should make us aware of the likelihood that the way things are now is not how they will be. The study of world history exposes students to what life was like in different places and at different times. As students read about people and events from 1800-1900 through history spines, historical novels, and primary source documents, they will get a better picture of the way people viewed the world, the challenges they faced, and the legacy they left behind. Students will also view images, reference maps, and work on their Book of Centuries as part of their lessons.



Placement & Combining Tips

Canadian History: Grades 7-8

Canadian history may be suitable for grade 9 students if combining.

World History: Grades 7-8

Suitable for Grade 9. However, Grade 9 does include a term of lessons on historical thinking skills, which should not be skipped. So if combining 9th graders in this course, be sure to have them read that book next year.



Scheduling

GRADE	SCHEDULE INFO.	BOOKS
7-9	Ancient History: Grades 7-9 1 time/week 30 min	The Witness of Early Christian Women: Mothers of the Church A Short History of Ancient Rome Historical Atlas of the World 6th Ed.
7-8	Canadian History: Grades 7-8 2 times/week 30 min	The Story of Canada Elijah of Buxton The Charlottetown Conference and the Birth of Confederation Jeremy's War 1812 Sophie's Rebellion
7-8	World History: Grades 7-8 1 time/week 30 min	Eiffel's Tower for Young People In the Shadow of the Alamo

Sample Weekly View

Day 1	Day 2	Day 3	Day 4	Day 5
History: Grades 7-8 (Canada)				
	World History: Grades 7-8 Canadian History: Grades 7-8		Ancient History: Grades 7-9 Canadian History: Grades 7-8	



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.

Canadian History: Grades 7-8

Parents and teachers may wish to pre-read chapters 21-22 of *Elijah* by Buxton, where there is a description of a group of slaves who have been captured by slave-catchers, and one has been murdered.



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 7-8 (Canada)

Ancient History: Grades 7-9



The Witness of Early Christian Women: Mothers of the Church



A Short History of Ancient Rome



Historical Atlas of the World 6th Ed.

Canadian History: Grades 7-8



The Story of Canada



Elijah of Buxton



The Charlottetown Conference and the Birth of Confederation



Jeremy's War 1812



Sophie's Rebellion

World History: Grades 7-8



Eiffel's Tower for Young People



In the Shadow of the Alamo



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 7-8 (Canada)

- ∞ [Extra Helpings](#)
- ∞ [History Charts & Timelines Scope & Sample](#)
- ∞ [Century Chart](#)
- ∞ [Grade 7 Canadian History Chart Prompts](#)
- ∞ [Grade 8 Canadian History Chart Prompts](#)
- ∞ [Foundations \(See Section 15: History\)](#)

Click THIS text
or scan the QR
code for links.



History: Grades 7-8 (Canada)

How To Teach



Prepare

- Read through the lesson and gather any necessary links.
- If you have not read the book, you may want to read the selected pages in advance.
- Decide which lessons/books to read together and which to have students read independently.



Recap

- Connect back to the previous lesson. Have students give a summary of what they remember. (Full narration is not necessary.)
- If the previous passage is difficult to remember, teachers may ask a leading question: "What can you tell me about..." Or students may try looking back at any chapter/section headings or illustrations or reading the first paragraph to jog the memory.



Introduce

- Use a picture, map, or engaging question to pique the student's interest in the day's lesson (often included in lesson plans).
- If necessary, talk about a few unfamiliar words that will be crucial to understanding.



Read

- Read the day's passage out loud or have the student read independently. Sometimes reading for the specified time is a better guide.
- If a book is challenging, try stopping to narrate every now and then rather than waiting until the end. It can also help to read aloud. Or you might want to use an audiobook version of the text and have students read along with it.
- Have students keep an eye out for events or characters to add to their Citizenship Notebook, Book of Centuries, or Copywork Book.



Narrate

- Have students retell the passage orally or write a narration.
- Alternatively, students might analyze a character, trace cause to consequence, outline a passage, or use one of the other methods indicated by Charlotte Mason in School Education Chapter 16, especially p.180.
- Students who enjoy writing can experiment with different types of written narrations, but this is not required.



Discuss

- Give the student an opportunity to share thoughts on the lesson and any connections made (orally or in writing).

- You could ask them what they thought about the passage or ask an open-ended question to stimulate discussion. Discussion questions are often included in the lesson plans.



Connect

- Optional: Add something to the Book of Centuries, Century Chart, Citizenship Notebook, or Commonplace book. If students would like to include pictures, these may be drawn or printed.

SAMPLE



Term 1

WEEK 1 ☐ 30m World History: Grades 7-8 - Lesson 1

Los Soldados, A Terrible Mistake

☐ Materials: In the Shadow of the Alamo

→ INTRO

This is a historical fiction book that takes place in 1835-1836. This genre of book allows you to walk in the shoes of the soldiers of Mexico who were forced to fight the Americans at the Battle of the Alamo. As you read, you will see Spanish terms in italics. You can find the meaning of those words at the back of the book.

→ LOCATE

∞ Map Link: Mexico

Find Guanajuato, which is located in central Mexico, about 130 miles northwest of Mexico City. How would you describe the terrain of this area?

Lorenzo lives in this village.

→ READ, NARRATE, & DISCUSS

p.1-14 "If someone sat" - "frown on her face."

- How would you describe Lorenzo so far?

→ VIEW

The predominant religion of Mexico is Roman Catholicism. Our Lady of Guadalupe holds a special place in the religious life of Mexico and is one of the most popular religious devotions. Her image, a woman of mixed Indigenous and European features wearing a turquoise-colored mantle surrounded by a sunburst, has played an important role as a national symbol of Mexico.

∞ Image Link: Virgin of Guadalupe

• DEFINITIONS

conscript: (p.6) enrolled into service by compulsion : drafted

dragoon: (p.7) mounted soldiers that fought both on horseback and on foot

WEEK 1 ☐ 30m Canadian History: Grades 7-8 - Lesson 1

Introduction - The War of 1812

☐ Materials: Jeremy's War 1812

→ INTRO

Throughout much of the eighteenth century and into the second decade of the nineteenth century, the British Navy was engaged in near-continuous naval conflicts until peace was declared in 1815, after the Battle of Waterloo. One of Britain's last major battles before then was the War of 1812, in which Canada, then still a collection of British colonies, became the battleground for a conflict between the United States and Britain over many long-standing grievances, including shipping rights and American expansionist plans.

The first historical novel we will read in this course is *Jeremy's War 1812*, a gripping account of the war told from the perspective of a fifteen-year-old orphaned boy who joins a regiment of British soldiers and eventually becomes the personal servant of Sir Isaac Brock. Historical details blend smoothly with a fictional story to create a detailed recreation of this definitive period in Canada's pre-Confederation history.

→ VIEW

The following video gives some background on the stakes for Canada in the War of 1812 and its importance for Canada's history.

∞ Video Link: The War of 1812 | The Canadian Perspective

→ READ, NARRATE, & DISCUSS

p.7-18 "They were expecting me" - "and walked inside."

History: Grades 7-8 (Canada)

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



Term 1

- Who are the characters you meet as the novel opens? How are they related to each other? What are they like? You may choose to keep a character list with some notes.

WEEK 1 30m Ancient History: Grades 7-9 - Lesson 1

Meeting Sulla

Materials: A Short History of Ancient Rome, Historical Atlas of the World

→ INTRO

This year, you are learning about ancient Rome. We are not starting at the beginning with the legend of Romulus and Remus in 753 B.C. We are jumping ahead to 88 BC. The Roman Republic has become a world power. It has marched through the Greek world, razed cities like Carthage, and unseated powerful people. As Pascal Hughes says, "The march of Rome appears unstoppable."

However, what had once been a republic, which had enabled certain people to vote in their leadership, was quickly becoming more of a dictatorship, which is where one person assumes absolute power. There were a number of factors that led to Sulla becoming the first dictator in the Roman Republic. He assumed power through political violence, manipulation of land and resources, and military coups. In 88 BC, the Republic found itself in danger. Sulla's story doesn't start at the beginning of his dictatorship.

→ READ, NARRATE & DISCUSS

Ch.6 p.89-99 - end at "political violence tamed"

→ LOCATE

Map Resource: Historical Atlas of the World p.14-15
Find Carthage, Rome, and any other cities that pop up in your reading to familiarize yourself with the world of Ancient Rome.

• 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.

• IMPORTANT DATES

Carthage is razed by Scipio Aemilianus in 146 BC
Tiberius Gracchus is elected in 133 BC
Sulla becomes dictator in 82 BC
Sulla resigns as dictator in 80 BC and dies in 78 BC

WEEK 1 30m Canadian History: Grades 7-8 - Lesson 2

The War of 1812, cont.

Materials: Jeremy's War 1812

→ RECAP

What did you learn about the characters of Jeremy and his uncle from the last reading?

→ READ, NARRATE, & DISCUSS

p.19-32 "We were in a storeroom" - "continued down the road."

- What do you think of the choices Jeremy makes in this chapter? What would you have done in his place? What are you learning about his character and what it was like to be a teenager in the nineteenth century?

★ TEACHER NOTE

Sensitive content, p.32: Parents and teachers may wish to explain that the word "rape" can also mean to snatch or take something by force; from the Latin *rapiō*, which also gives us the English word "raptor."

WEEK 2 30m World History: Grades 7-8 - Lesson 2

A Terrible Mistake, Following the Eagle

Materials: In the Shadow of the Alamo

→ RECAP

What is happening so far in the book?

→ READ, NARRATE, & DISCUSS

p.14-28 "We did not" - "Something peaceful."

- What do you think about the idea of allowing a man's family to travel with him in war?



Term 1

- How would you prove your age? Why was it hard for Lorenzo to prove he was only fifteen?

→ **VIEW**

∞ Image Link: Picture of General Antonio López de Santa Anna

WEEK 2 **30m Canadian History: Grades 7-8 - Lesson 3**

The War of 1812, cont.

Materials: Jeremy's War 1812

→ **RECAP**

Take a moment to recall Jeremy's situation at the end of the last reading.

→ **READ, NARRATE, & DISCUSS**

p.33-46 "It was hard to sleep" - "have General Brock."

- Explain the causes of the War of 1812 as they are presented in today's reading. What makes Captain Stanton hopeful for success?

→ **VIEW**

Take a few minutes to look at this map of York, now Toronto, made in 1813. In today's reading, Jeremy travels south on Yonge St. (most likely the sole road on this map that stretches north through the forest). Notice in the "Remark" on the map, that bridges over the Don River to the east of York were "decaying fast" and "in so great danger of falling that it was thought requisite at this time (Nov. 1813) to support." While the bridge that collapsed under Jeremy was north rather than east of York, this map shows that at this time, bridges could be hazardous for travellers.

∞ Map Link: 1813 Sketch of York

WEEK 2 **30m Ancient History: Grades 7-9 - Lesson 2**

Meeting Sulla Continued...

Materials: A Short History of Ancient Rome, Historical Atlas of the World

→ **RECAP**

Review the timeline at the beginning of the chapter and think back to last week's readings. What do you remember about Sulla?

→ **READ, NARRATE, & DISCUSS**

Ch.6 p.99-107 - start at "the Coming Men"

- What in the chapter was surprising to you?

→ **LOCATE**

Map Resource: Historical Atlas of the World p.14-15
Locate the various places mentioned in your readings.

WEEK 2 **30m Canadian History: Grades 7-8 - Lesson 4**

The War of 1812, cont.

Materials: Jeremy's War 1812

→ **RECAP**

What do you recall of Jeremy's introduction to the 41st regiment from the last reading? You may want to refer back to the 1813 map of York as you read about the regiment's march towards the city.

→ **READ, NARRATE, & DISCUSS**

p.46-58 "Brock. I'd heard the name" - "I wondered what he knew."

History: Grades 7-8 (Canada)

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



Term 1

- What do you think of Jeremy's decision? What do you think life will be like for him in the army?

WEEK 3 30m World History: Grades 7-8 - Lesson 3

Following the Eagle, The Deserters

Materials: In the Shadow of the Alamo

→ RECAP

Tell briefly what you read.

→ READ, NARRATE, & DISCUSS

p.28-42 "I have played" - "happen, again, sir."

- What were some reasons men would desert the army?

★ TEACHER NOTE

Preview the crude comment on p.34 made by Bernardo.

WEEK 3 30m Canadian History: Grades 7-8 - Lesson 5

The War of 1812, cont.

Materials: Jeremy's War 1812

→ RECAP

How did Jeremy describe the town of York and the garrison in the last reading?

→ READ, NARRATE, & DISCUSS

p.59-71 "Mostly I remember" - "me to follow."

- What more do we learn about Jeremy's character from today's reading? How do you think he will fare as a batman? Why was he chosen?

→ VIEW

Learn more through reenactments about the rations served to soldiers in the War of 1812 and the Brown Bess musket Jeremy learns to use in today's reading:

∞ Video Link: Food in the War of 1812

∞ Video Link: The Brown Bess Musket in the War of 1812

WEEK 3 30m Ancient History: Grades 7-9 - Lesson 3

Spartacus and a Revolt

Materials: A Short History of Ancient Rome, Historical Atlas of the World

→ INTRO

Rome was built on slavery. In 73 BC, there were more than a million people enslaved in Rome's Italian lands. As Pascal Hughes says, "Some have been bought from foreign merchants, others taken by military conquest, or enslaved as a punishment for criminality. Then there are the unfortunates who were born into bondage, or who are the victims of kidnap by slavers, or who could see no other option in life than to sell themselves into servitude."

However, revolution came to Rome, and it was led by a slave named Spartacus. There are modern-day movies that praise the bravery of this man and those who rose up with him against the powers that shackled them. Spartacus' story is fraught with bravery and peril, yet it left him a legend in the history books.

→ READ, NARRATE, & DISCUSS

Ch.7 p.110-118 - stop at "Third Servile War"

- How did Spartacus' actions influence the Roman Empire?

• IMPORTANT DATES

Spartacus leads his revolt in 73



Term 1

→ LOCATE

📍 Map Resource: Historical Atlas of the World p.14-15
Locate the various places mentioned in your readings.

WEEK 3 📅 30m Canadian History: Grades 7-8 - Lesson 6

The War of 1812, cont.

📄 Materials: Jeremy's War 1812

→ RECAP

What do you recall from the last reading?

→ READ, NARRATE, & DISCUSS

p.71-83 "We were in a hallway" - "I kept my mouth shut."

- What are your first impressions of General Brock? Continue to add to your character list.

→ VIEW

Over the course of the term, you will spend some time looking at the War of 1812 from four separate perspectives: the British, the American, the Canadian, and the Native American. Today, spend some time exploring the resources explaining the War of 1812 from the British perspective. Make some notes of what interests you.

∞ Link: The British War | 1812 Virtual Exhibition