

Two Week Sample

U.S., World, Cultural, & Ancient History

History

Grade 10



COURSE NOTES

Course Texts: *A Short History of the United States, The Adventures of the Mountain Men, The President and the Freedom Fighter, I Am Man, Napoleon, The Silk Roads, The Revolutions of 1848, 1493: Uncovering the World Columbus Created, The Greater Journey, Early Christian Writings*

NOTE: Alert - All History texts reference many resources that may not be appropriate for students and may contain highly objectionable material. Please use caution if you choose to select those outside of the set curriculum.

ANCIENT HISTORY: The primary source readings for the Classical Era in this curriculum have been carefully selected for historical and literary merit that is still age-appropriate. If you wish to read other books from this time period, we recommend your teacher previews them first. You will read several ancient primary source documents in the Classical Antiquity II lessons. Whenever a link to the ancient artifact is provided, you are welcome to use the optional resource Pocket Museum: Ancient Rome by Virginia Campbell. Rubicon by Tom Holland is an optional reading for Term 1 and Colosseum by Mary Beard is an optional reading for Term 2. Please note that both of these resources have an alert for sensitive material. While the references in the texts are not overly graphic you will want to discuss with your teacher if you wish to read them.

The Aeneid by Virgil (Books 1, 2, 6, & 12) is assigned to read over this year in both Poetry and Ancient History lessons. Feel free to read the others as you choose. See the Pronouncing Glossary, p.424-484. An audio version of the text can be used if you like; be sure to get the Fagles translation if possible.

CULTURAL HISTORY: Cultural History resources are used to highlight a specific person or event helping us to see not only an event or person in their place and time, but also to appreciate how the broader similarities and differences impacted the world around them and us today.

WORLD HISTORY:

1493 by Mann - You will pick up in this resource with the appropriate chronological readings assigned; you will NOT need to have read the previous year's material to understand this year's readings. However, if you have not used this resource, the Preface is a helpful overview. You will also see that the book has five sections. Each Part covers broader range of time and is more thematic in nature. In general, this text has more of a Western Civilization narrative—meaning that the author takes an approach to history that interprets timelines, events, topics and ideas through a western mindset. Recognizing the different historical approaches can inform how you think about history as a whole. Watch for where you think this applies as you read through this resource and others. Please note that Form 4 uses the younger version; you will need to read the original version listed in the Program.

Silk Roads - You will pick up in this resource with the appropriate chronological readings assigned; you will NOT need to have read the previous year's material to understand this year's readings. Please note that Form 4 uses the younger version; you will need to read the original version listed in the Program.

PLANNING & PREP

- ☐ Make a chart with a column each for U.S., Cultural, World & Ancient Hist. Keep a running list of important people and places. Mark/note significant people, events, artifacts, etc. to put them in your Book of Centuries.

SCHEDULING

40 min x 1 mornings, 45 min x 2 mornings, 30 min x 2 mornings

Week 1

01 U.S. History (30)

P Make a history chart (see Planning & Prep). Look at your BOC and think back over what you studied last year (Louisiana Purchase, Jefferson's presidency, Madison's presidency, War of 1812). If you did not read about these events last year, read p.70-74 in afternoon for background.

Vocabulary: (see Dictionary.com)
nationalism: spirit or aspirations common to the whole of a nation; devotion and loyalty to one's own country; patriotism; the policy or doctrine of asserting the interests of one's own nation viewed as separate from the interests of other nations or the common interests of all nations.

→ READ: A Short History of the United States p.74-78, "Following the war" - "a powerful industrial society."

→ WRITE: Explain the idea of "work ethic" with support from the text.

02 Cultural Hist. (45)

P Add to your history chart (see Planning & Prep above).

You will take all year to read through this book. Read Part I this term. Divide the pages evenly over 11 weeks (~14 pages a week); try to include whole stories or episodes if applicable so that you are not stopping in the middle of a section.

→ RN&D: The Greater Journey: Americans in Paris
Read for 30 minutes and finish in the afternoons as needed. Narrate in a variety of ways.

03 World History (40)

P Add to your history chart (see Planning & Prep above).

ALERT: Other books mentioned in the text may be highly inappropriate; the Alveary does not endorse these unassigned readings.

→ RN&D: Napoleon: A Concise Biography p.1-13, Introduction

04 Ancient (30)

P An optional reading, Rubicon, is an engaging narrative covering this term's timeframe and topic. It does contain more mature themes at times and has some sensitive content. Please discuss with your parent if you choose to read this on your own.

See the Course Notes above. In POETRY, you will be reading portions of the epic poem by Virgil, The Aeneid, Books 1, 2, 6, & 12. You will also have time to read some portions here. Read for the time allotted in either lesson time and pick up where you leave off.

→ RN&D: The Aeneid
Begin Book 1, p.47

Read for about 20-25 minutes and save the last 5 minutes or so for a quick narration. You can make a few notes, list characters or write a question, make a quick sketch, silently narrate, tell someone what is happening in the storyline, etc. Vary your narration types as you go.

05 U.S. History (45)

P This resource contains original firsthand and secondhand accounts, journals and reports. The details are sometimes disturbing when there is conflict. Note perspectives, and consider why they might be held by the people or writer. (See more on primary and secondary documents in SOURCE DOCS L01 and the SD Course Notes.) ALERT: Some sections contain disturbing details; discuss with a teacher/parent.

→ READ: Do a quick inspectional review of the book. Read the TOC to see the author of the selection and glance through a few to assess the type of writing. Note the Appendix (a good resource for artifact sketches for your BOC).

The Adventures of the Mountain Men
p.vii-x, Intro, p.1-12

→ NARRATE: Discuss your impression of the "mountain man." Point to examples from the selections you read.

Week 2

06 U.S. History (30)

P Mark artifacts, events, people, publications, etc. for your Book of Centuries.

Pay attention to the map on p. 81 of the U.S. territories after the treaty with Spain in 1819.

→ READ: A Short History of the United States p.78-82, "Government changed as well" - "beyond the Louisiana Territory."

→ WRITE: Write about some of the growing roles of the U.S. government.

07 Cultural Hist. (45)

P Remember to mark people and events for your History Chart & Book of Centuries.

→ RN&D: The Greater Journey: Americans in Paris
Read for 30 minutes and finish in the afternoons as needed. Narrate in a variety of ways.

08 World History (40)

P Remember to mark people and events for your History Chart & Book of Centuries.

→ RN&D: Napoleon: A Concise Biography p.14-24, Ch. 1
Locate Corsica on a map.

09 Ancient (30)

P Mark artifacts, events, people, publications, etc. for your Book of Centuries.

→ READ & VIEW: ★ [The Roman Empire](#)
Over the next 2 weeks, read the sections and view a few of the artifacts across the top that interest you.

10 U.S. History (45)

P Remember to mark people and events for your History Chart & Book of Centuries.

→ RN&D: The Adventures of the Mountain Men p.13-23 stopping after "Mr. Grant and Mr. Blackwell."

Two Week Sample

Source Documents

History

Grade 10 - 11



COURSE NOTES

Course Texts: *The American Patriot's Handbook*, *The American Spirit*, *Posterity*, *Hospital Sketches*

McCullough's, *The American Spirit*, is a collection of speeches given by the author (a noted American History scholar). If possible listen (see link below) and read along with these speeches.

Primary and secondary source documents support the historical rotations. These may include: national/international documents, speeches, essays, articles, letters, diaries, travel journals, archeology & anthropology field studies, biographies, etc. Some of the lessons contain resources from the Program texts and others are included as a link or PDF.

NOTE: Primary Sources are firsthand or eyewitness accounts. Some examples are - diaries, letters, photographs, news articles from the time period, autobiographies, raw data from initial experiments, statistics, etc., legal or government documents, artifacts, original artwork, even novels, essays or plays. The important thing to note is that a primary source is original, firsthand information without interpretation or analysis. Secondary Sources are interpretations or analysis, often by an expert, on the original primary sources. These are not always hard and fast rules and depend upon how the sources are used. Watch the quick YouTube video on [Using Primary & Secondary Resources](#) if you need a refresher.

PLANNING & PREP

SCHEDULING

30 min x 1 morning

Weeks 1 -3

<div><div>☐ 01 Source Documents (30 min)</div><div><p>➤ See course notes on Primary/Secondary sources.</p><p>In COMP Lo3 or Lo4 (G11), write a journal entry from Patsy's point of view reflecting on the letter from her father.</p><p>➔ READ: Posterity, "Brace-Up" p.175-177, Thomas Jefferson</p><p>➔ NARRATE: Narrate silently to yourself by going over what your read just as if you were telling someone about it.</p><p>➔ VIEW: "The Congress of Vienna", The Map as History As a set up for World History time frame, read the text of the commentary and view the map (play without sound to see the animations).</p><p>➔ RN&D: Read silently, then aloud.</p><p>The American Patriot's Handbook "The Star-Spangled Banner" by Francis Scott Key p.270</p></div></div>	<div><div>☐ 02 Source Documents (30)</div><div><p>➤ If you have not used this resource in G9: Listen/read the author's Introduction to The American Spirit (CD 1, Track 1 (4:37).</p><p>➔ RN&D: The American Spirit "Knowing Who We Are" (CD 3, Track 3, 25:51) (about 1/2 of the speech)</p><p>Did you note that the speaker/author states his purpose at the beginning of his speech?</p><p>➤ In COMP Lo7 or Lo8 (G11), write a letter of response as if you were Nabby (Remember: this is a first person point of view).</p><p>➔ READ: Posterity, "The Developing Mind" p.25-26, John Adams</p><p>➔ NARRATE: Narrate silently to yourself by going over what your read just as if you were telling someone about it. Tell your teacher if this resource is a primary or secondary source document. How do you know? (See the course notes on Primary/Secondary sources).</p></div></div>	<div><div>☐ 03 Source Documents (30)</div><div><p>➤ If you have not used this resource in G9</p><p>➔ READ: The American Spirit p.105 "Knowing Who We Are" (CD 3, Track 3, 25:51) (second 1/2 of the speech)</p><p>➔ NARRATE & DISCUSS: Tell your teacher or parent about the speech. What does the author say is the purpose? Discuss the ideas.</p><p>➔ RN&D: The American Patriot's Handbook "The Missouri Compromise" p.272</p><p>➔ VIEW: ★ "The Missouri Compromise" original document. It is in a legal format. Note the summary outline to the side of the text.</p></div></div>