

Ancient

History



Ancient History: Grades 7-8

Grade(s) 7 8 (suitable 6)



About the Course

U.S. HISTORY: Term 3 timeframe focuses on the late 1900s–early 2000s. The important events studied cover a more global influence with a broad impact on many nations as well as the United States.



Placement & Combining Tips

History courses are on a four-year rotation. Students should follow the current Alveary rotation.



Scheduling

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| GRADE | MIN. | xWK | MORN. | TEACH. | TOPIC(S) | BOOK(S) |
|----------|------|-----|-------|-------------------------------------|-----------------|-------------------------------------------|
| 7-8 ↔ | 30 | 1 | * | <input checked="" type="checkbox"/> | Ancient History | Silk Roads Illustrated, Against the World |

Sample Weekly View

| Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|------------|-------|---------------|-----------------|-----------------------------------|
| US History | | World History | Ancient History | World History/ Historical Fiction |

— = afternoon
* = morning

☒ = full teacher attention
☒ = half teacher attention

☐ = little teacher attention



Planning & Prep

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.

☐ Read about how to implement History Timelines and Charts (see Quick Links).



Books & Resources

References

- ☐ Book of Centuries – Students should make at least one entry in their Books of Centuries each week. For help with Book of Centuries drawings for this course, see Historium p.58–63 and/or History of the World in 1,000 Objects p.80–89. Use with discretion.
- ☐ Historical Atlas of the World
- ☐ Student World Atlas
- ☐ US Atlas

Ancient History

- ☐ Against the World: Athanasius – this is a great book to read with your student since it has a lot of doctrinal topics that would be good to discuss together.
- ☐ The Silk Roads Illustrated



Quick Links

(not live in Sample)

- ∞ Extra Helpings
- ∞ History Charts & Timelines Scope & Sample
- ∞ Century Chart

Click THIS text
or scan the QR
code for links.



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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.)



Introduce

Use a picture, map, or engaging question to peak 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. 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. Students who enjoy writing can experiment with different types of 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. Discussion questions are often included in the lesson plans.



Connect

Optional: Add something to your Book of Centuries, Century Chart, Citizenship Notebook, or Commonplace book.

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Click THIS text or
scan the QR code
for links.



Term 1

WEEK 1

□ O3 Ancient History

Lesson O3 The Silk Roads, Historical Atlas of the World

PREP: The previous chapter discussed the Sasanians. They are briefly mentioned in this chapter. They were traditionally seen by many as the last ancient or pre-Islamic empire of the Middle East.

In ancient history this year we are studying the era called Late Antiquity which is 350–800 A.D. The Roman Empire is beginning to look very different than it did in the time of Augustus Caesar when Jesus was born. While the Roman Empire continued on in its eastern form as a Christian empire centered in Constantinople for awhile longer, the Germanic tribes from the north were slowly changing the Roman Empire in the west as they settled throughout what is now modern-day Europe.

→ MAP WORK

□ Map Resource: Historical Atlas of the World, p.18–19

- Find Constantinople. What modern-day country is it located in? What bodies of water border that city? Why might Constantine choose this location as the new capital of Rome?
- We will be talking about a group of nomadic, warlike people called the Huns who migrated into much of Asia and Europe. Follow their route on the map.

→ READ, NARRATE, & DISCUSS

Ch.3 p.29–34

- Describe the Huns and why people were terrified of them.
- Describe the differences at this time between the western half of the Roman Empire and the Eastern half of the Roman Empire.

• HISTORY CHARTS

Fall of Western Roman Empire
(476 A.D.)

Siege of Constantinople (626 A.
D.)

★ TEACHER NOTE

The chapter references the Huns as being the same as the Xiongnu tribe. This origin theory was established before WWI, though still an accepted theory, is debatable as more recent archaeological findings suggest an origin theory as "further west of Mongolia...roughly from the area around modern Kazakhstan" (Dr. Christopher Kelly, professor of ancient history, University of Cambridge). Teachers may insert the phrase "or a tribe from around modern Kazakhstan" in the text on p.31. Students will learn more about this in the assigned high school resource.

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Click THIS text or
scan the QR code
for links.



Term 1

WEEK 2

□ 07 Ancient History

Lesson 07

Against the World, Historical Atlas

PREP: This would be a great book to use to make a century chart. You can find information about these charts in the Quick Links. The student will draw symbols representing key events in the life of Athanasius. They can include a key at the bottom to explain the simple drawings. You will need to print out two charts to show the 3rd and 4th century.

∞ Link: Century Chart

ALERT: Sensitive content p.7

→ RECAP

What did you read last time in ancient history?

→ INTRO

Athanasius is an important person from church history who lived from 293–373 in Alexandria, Egypt, which was part of the Roman Empire. He is known as the Father of Orthodoxy. Do you know what orthodoxy means? It comes from two Greek words. Orthos means right, true, and straight. Doxa means opinion. It refers to true religious beliefs. Athanasius helped Christians understand the doctrine of the Trinity.

∞ Image Link: Picture of Athanasius

→ MAP WORK

□ Map Resource: Historical Atlas of the World, p.18–19 Find Alexandria on the map. What country is it located in? What bodies of water are near this city? Why would this be a good location for a bustling city? Based on the name of this city, who might the founder be? It was founded by Alexander the Great in 331 B.C. It was later taken over by the Roman Emperor Octavius. Athanasius lived in this important city. Let's look at this picture of Alexandria.

∞ Link: Reconstructed aerial view of ancient Alexandria

→ READ, NARRATE, & DISCUSS

Ch.1–2, p.7–16

- Describe the city of Alexandria and the social, political, and intellectual climate.
- Describe the spiritual and intellectual development of Athanasius.

• HISTORY CHARTS

Athanasius was born (293)

★ TEACHER TIP

Against the World is a great book to read with your student since it has a lot of doctrinal topics that would be good to discuss together. Students may benefit from marking their books as they are reading and underlining important parts or putting comments in the margin.

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scan the QR code
for links.



Term 1

WEEK 3

Lesson 11

□ 11 Ancient History

Against the World, Historical Atlas

→ RECAP

What did you read last time in ancient history?

→ INTRO

Do you know what heresy is? It is a belief that is contrary to the official belief of a religion and therefore considered wrong and against the Bible. Being charged with heresy was a serious offense that was usually decided by a council.

→ LOCATE

□ Map Resource: Historical Atlas of the World, p.16-17

Today we will read about a council of bishops that came to Nicea. They came from Libya, Tripolitanica, and Pentapolis. These areas were part of Cyrenaica. Find that on the map. It is modern-day Libya.

Find Nicea on the map. (EG) What ancient country was it located in? What modern country is it located in? (Turkey) What bodies of water are near this city? Why would this be a good location for a council for people to travel to from various parts of the Roman Empire?

→ READ, NARRATE, & DISCUSS

Ch.3-5, p.17-24

- What statements did Arius make that caused his beliefs to be condemned as heresy?
- What was unique about having a Roman emperor setting up and paying for a church council?

→ WRITE

Fill out the century chart.

• HISTORY CHARTS

Moved into the palace with
Archbishop Alexander (320)

Wrote On the Incarnation (335)

- COMPOSITION – Interview
Pretend you are interviewing
Arius and asking him about his
beliefs about the nature of
Jesus.

WEEK 4

Lesson 15

□ 15 Ancient History

Against the World

→ RECAP

What did you read last time in ancient history?

→ READ, NARRATE, & DISCUSS

Ch.6-7 p.25-31

- What were some of the reasons Constantine wanted to convene this council?
- The text said (p.30), "Strange as it may appear, the battle was not fought over one paragraph or one sentence or even one word; it raged, in fact, over one letter." Explain what the issue was. Why was that so important?

→ WRITE

Fill out the century chart.

• HISTORY CHARTS

Council of Nicea (325)

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Click THIS text or
scan the QR code
for links.



Term 1

WEEK 5

Lesson 19

□ 19 Ancient History

Against the World, Historical Atlas

→ RECAP

What did you read last time in ancient history?

→ LOCATE

□ Map Resource: Historical Atlas of the World, p.16-17

Find Illyricum on the map. What sea is it located by? As you will read, this is not a place people are willing to move to.

→ INTRO

The Council of Nicea, where hundreds of church leaders gathered to come to an agreement on the nature of Jesus, is considered one of the most important events of church history. The creed or belief statement that was written by those leaders has remained for nearly 17 centuries, a secure foundation for the church's theology, worship, and prayer.

→ READ, NARRATE, & DISCUSS

Ch.8-9, p.32-38

- What conclusion was reached about the nature of Christ? What does the line from the creed "one essence with the Father" mean?
- Was everything settled and unity restored amongst the Christian leaders in the Roman Empire after the council of Nicea? Explain.

→ WRITE

Fill out the century chart.

- COMPOSITION – News Report
Tell about the Council of Nicea.
Answer the questions who, what, when, where, and how.

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Click THIS text or
scan the QR code
for links.



Term 1

WEEK 6

□ 23 Ancient History

Lesson 23

Against the World, Historical Atlas

→ RECAP

What did you read last time in ancient history?

→ INTRO

Have you heard the term kangaroo court? It is an unofficial court that ignores recognized standards of law or justice in order to try someone without good evidence. We will read about one today that tried to find Athanasius guilty of several crimes.

→ LOCATE

□ Map Resource: Historical Atlas of the World, p.16-17

Find Tyre on the map. It is a city in present-day Lebanon. Find Caesarea. It is a city in present-day Israel. Find Nicomedia and Constantinople (Now called Istanbul). Those cities are located in present-day Turkey.

→ READ, NARRATE, & DISCUSS

Ch.10-11 p.39-47

- Describe what happened in court.
- Why do you think the enemies of Athanasius were so intent on getting rid of him?

→ WRITE

Fill out the century chart.

• HISTORY CHARTS

Athanasius becomes Archbishop of Alexandria (326)

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Examination

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- Ancient History

Athanasius contra mundum (against the world) is a phrase given to this great church father. Tell why this is a fitting phrase for him by recounting events in his life that show his perseverance in the face of much opposition.

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Extra Helpings


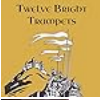



Projects & Activities

For students with a high level of interest.

Term 1

- ☐ Plan a trip to a museum to see Byzantine artifacts or view [this](#) virtual tour. (The teacher should preview.)
- ☐ [Virtually visit](#) the Book of Kells at Trinity College in Dublin. (Scroll down for videos.)

Books, Games, and More

| RESOURCE | INFORMATION | SCOPE | BUY/FREE |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------|--------|----------------------|
|  | The Byzantines by Thomas Caldecot Chubb | Term 1 | Free |
|  | Twelve Bright Trumpets by Margaret Leighton ISBN/ASIN 978-1955402033 | | Buy |
|  | Charlemagne by Manuel Komroff | Term 3 | Free |
|  | Son of Charlemagne by Barbara Willard ISBN/ASIN 978-1883937300 | Term 3 | Buy |
|  | Muhammad by Demi ISBN/ASIN 978-0689852640 | Term 3 | Buy |