Citizenship

Plutarch
Current Events
American Gov./ Economics
Community Read Alouds
Ethics

Alveary

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Citizenship: Grade 8 (U.S.)

GRADE(S): 8

About the Course

This course includes the following topic(s): Plutarch: Grades 6-8, American Gov./ Economics: Grade 8, Ethics: Part 2, 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 Gov./ Economics: Grade 8
Students spend a term learning the structure of our local and state governments, then turn to key primary source documents related to our government before ending the year with an introduction to economics, focusing on the history of money, the banking system, and personal finance.

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 2
Students will explore characteristics shared by all Image-Bearers and learn how to guard against good servants becoming bad masters by continuing 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 Gov./ Economics: Grade 8
If a student hasn't studied the Constitution, consider having them take the 7th-grade government course first.

Ethics: Part 2
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.

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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	
8	American Gov./ Economics: Grade 8 1 time/week 30 min	Dollars and Sense: A Kid's Guide to Using - Not Losing - Money Reading PDF
1-12	Community Read Alouds: Grades 1-12 1+ time/week 20 min+	
8+	Ethics: Part 2 1 time/week 25 min	Ourselves: Book 1

Sample Weekly View

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

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 8 (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.

American Gov./ Economics: Grade 8
☐ Save or print the Reading PDF. (See Quick Links)

Books & Resources

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

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Citizenship: Grade 8 (U.S.)

Plutarch: Grades 6-8

Historical Atlas of the World 6th Ed.

The Plutarch Project Volume Three (Revised)

American Gov./ Economics: Grade 8

Dollars and Sense: A Kid's Guide to Using - Not Losing - Money

Reading PDF

Ethics: Part 2

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)

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Quick Links

Click THIS text or scan the QR code for links.

Citizenship: Grade 8 (U.S.)

- 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)

American Gov./ Economics: Grade 8

- Grade 8 Reading PDF: State & Local Gov

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Citizenship: Grade 8 (U.S.)

How To Teach

Prepare

Plutarch: Teachers will find it helpful to preread the entire Life first, and then preread 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.

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Term 1

WEEK 1

25m Ethics: Part 2 - Lesson 1

Materials: Ourselves: Book 1

→ READ, NARRATE, & DISCUSS
Ch.VIII p.73-75 "The Desire of Society" - "get at it."

→ CITIZENSHIP NOTEBOOK
Choose a habit you would like to cultivate and tell a little about why. Draw a chart for keeping up with your new habit and check in daily.

• COMPOSITION - Journal
Tell of a time when your desire for society was met. How did that experience impact/affect you?

WEEK 1

30m American Gov./ Economics: Grade 8 - Lesson 1

Introduction to State & Local Government

Materials: Reading PDF

→ INTRO
This term, we will learn about state and local governments. While we will focus on state and local government, we will sometimes reference the federal government to compare and contrast the state and local powers with federal powers.

→ READING
∞ Link: Reading PDF
Read p.2-4

→ REFLECT
Narrate. Write a summary statement or draw a diagram describing the main ideas from this week's reading.

WEEK 1

30m Plutarch: Grades 6-8 - Lesson 1

Introduction and Lesson 1 Julius Caesar p. 1-12

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. Read introduction, review vocabulary, and preread the lesson.

∞ Link: Retelling of Caesar (from Our Young Folks' Plutarch)

→INTRO HAVE YOU EVER HEARD OF JULIUS CAESAR? IF SO, WHAT DO YOU KNOW ABOUT HIM?

→VIEW
∞ Image Link: Julius Caesar

Map Resource: Historical Atlas, p.14-15

→LOCATE
Take 1-2 minutes to look over the map of The Roman Republic and the surrounding "world" in Caesar's time. Find Rome in Italy. Find the Aegean Sea between the province of Asia and Achaea. This is the coastline where the pirates operated. Find Bithynia on the southern shore of the Black Sea where Caesar went after his release. 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

★ TEACHER TIP
∞ Link: Character Cards
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 character cards linked.

★ TEACHER NOTE
∞ Link: Watch this overview video to help with the Character Simulator (Link coming soon)

• CHARACTERS
-Julius Caesar (JOOL-yus SEE-zar): born in 100 B.C. He was a Roman statesmen and general during the last years of the Roman Republic. He held many high civic, military, and religious positions and was a noted orator and writer.

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Term 1

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?

-**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 Cinnas 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):** He was involved in a Civil War against Sulla and was also Caesar's uncle by marriage. Marius was an ally of Cinna, the father-in-law of Caesar. Julius Caesar was on the side of Cinna and Marius in the Civil War.

-**King Nicomedes (nih-kuh-MEE-deez):** King of Bithynia 94 B.C.-74 B.C.

-**Marcus Juncus (MAHR-kuss JUNG-kuss):** governor of Aisa in 75 B.C.

WEEK 1

⬚ 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

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

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Click THIS text or scan the QR code for links.

Term 1

WEEK 2

25m Ethics: Part 2 - Lesson 2

Materials: Ourselves: Book 1

→ READ, NARRATE, & DISCUSS
Ch.VIII p.75-77 "Dangers attending" - "the great world."

→ CITIZENSHIP NOTEBOOK
Update habits log. Start a chart where you can list desirable human character traits on one side and their daemons on the other.

• COMPOSITION
Tell of a time when you took a "share in the interests of the great world" by listening with all your heart to someone who shared about a profession, skill, subject, or experience with which you were unfamiliar.

WEEK 2

30m American Gov./ Economics: Grade 8 - Lesson 2

Origins of Authority: Constitutions & Police Powers

Materials: Reading PDF

→ INTRO
States have two sources of authority that allow them to create and enforce laws: 1) constitutional powers, and 2) police powers. These sources of authority are the basis for the laws and regulations that states pass, as well as the authority that states grant to smaller local governments, like cities and towns.

→ READING
∞ Link: Reading PDF
Read p.5-8

→ REFLECT
Narrate. Write a summary statement or draw a diagram describing the main ideas from this week's reading.

WEEK 2

30m Plutarch: Grades 6-8 - Lesson 2

30m Plutarch: Grade 9 - Lesson 2 Julius Caesar p. 12-17

Materials: The Plutarch Project Volume 3, Historical Atlas p. 14-15

PREP: Read introduction, review vocabulary, and preread the lesson.

→ RECAP
What did we learn so far about Caesar from the first reading?

→LOCATE
Find Hither Spain and Farther Spain on the western edge of the map. Both are already "Roman Pink." 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?" + "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.

★ TEACHER NOTE
The map shows the world in 31 B.C., shortly after Caesar's time. You will notice Italy is shaded pink; while it ws 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.

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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.

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, 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 2 - Lesson 3

Materials: Ourselves: Book 1

→ READ, NARRATE, & DISCUSS
Ch.VIII p.77-78 "The Desire of Knowledge" - "ourselves!"

→ CITIZENSHIP NOTEBOOK
Update habits log and character traits chart.

• COMPOSITION - Compare/Contrast
Compare and contrast the desire for knowledge and curiosity.

WEEK 3

30m American Gov./ Economics: Grade 8 - Lesson 3

State Constitutions

Materials: Reading PDF

→ INTRO
Last week, we explored sources of power for states. One of these sources is the state constitution. This week, you are going to familiarize yourself with your state's constitution.

→ READING
∞ Link: Reading PDF
Read p.9

→ REFLECT
Narrate. Write a summary statement or draw a diagram describing the main ideas from this week's reading.

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Term 1

WEEK 3

⬚ 30m Plutarch: Grades 6-8 - Lesson 3

⬚ *30m Plutarch: Grade 9 - Lesson 3 Julius Caesar p. 17-24*

Materials: The Plutarch Project Volume 3, Historical Atlas p. 14-15

PREP: Read introduction, review vocabulary, and preread the lesson.

→ RECAP
What happened in the last reading?

→LOCATE
Find Transalpine Gaul and the Rhine River marking the boundary between Gaul and Germania. Notice that Germania is entirely outside the Roman pink. The 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?" + "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 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 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, rather that he was trying to show off his wealth. The reference to the host's want of breeding seems to confirm that.

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

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

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Term 1

WEEK 4

25m Ethics: Part 2 - Lesson 4

Materials: Ourselves: Book 1

→ READ, NARRATE, & DISCUSS
Ch.VIII p.78-79 "Emulation and the Love" - "or in life."

→ CITIZENSHIP NOTEBOOK
Update habits log and character traits chart.

• COMPOSITION - Cause & Effect
How is the love of knowledge smothered by emulation? Include "marks" and "places" in your examples.

WEEK 4

30m American Gov./ Economics: Grade 8 - Lesson 4

State Constitutions: The Preamble

Materials: Reading PDF

→ INTRO
Although they do not have “legal effect,” the preamble to a constitution is an important statement. This week. you will examine your state constitution’s preamble and consider its importance.

→ READING
∞ Link: Reading PDF
Read p.10-13

→ REFLECT
Narrate. For your summary statement this week, analyze your state constitution’s preamble as described in the Reading PDF on page 13.

WEEK 4

30m Plutarch: Grades 6-8 - Lesson 4

30m Plutarch: Grade 9 - Lesson 4 Julius Caesar p. 24-30

Materials: The Plutarch Project Volume 3, Historical Atlas, p. 14-15

PREP: Read introduction, review vocabulary, and preread the lesson.

→ RECAP
What happened in the last reading?

→LOCATE
Find the Rhine separating Gaul from Germania. Find Cisalpine Gaul south of the Alps. Trace north from Cisalpine Gaul all the way to the Rhine. This is the distance those men were willing to march.

→ 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 Four, Parts One - Four, p.26-30. Once finished, ask, "What do you remember?" + "What else?" Keep narration to 2-3 minutes.

→DISCUSS: CHARACTER SIMULATOR
Caesar "never failed to dismiss all with present pledges of his kindness in hand, and further hopes for the future." (p. 29) As one of his soldiers, you've just watched him march over a bridge of fallen soldiers. Now, he stands before you, gives you gold, and speaks of the future with hope. How do you make sense of the leader you saw at the river and the generous, hopeful man standing in front of you now?

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→ WRITE (OPTIONAL CITIZENSHIP NOTEBOOK EXERCISE)
Caesar "commanded them that were afraid, that they should depart home, and not put themselves in danger against their wills." (p. 27-28) How would you respond if you were one of the "young gentlemen of noble houses of Rome, who thought to have gone to the wars with him as only for their pleasure and gain" and Caesar was sending you home? (p. 27)

WEEK 4

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

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

WEEK 5

25m Ethics: Part 2 - Lesson 5

Materials: Ourselves: Book 1

→ READ, NARRATE, & DISCUSS
Ch.VIII p.79-80 "All Persons have Powers" - "the battle."

→ CITIZENSHIP NOTEBOOK
Update habits log and character traits chart.

• COMPOSITION
Tell of a time when you have thrown yourself into your work and it was a delight to you. OR Tell of a character in a book who has done so and the result was joy.

WEEK 5

30m American Gov./ Economics: Grade 8 - Lesson 5
State Government

Materials: Reading PDF

→ INTRO
Today you will learn about your state government.

→ READING
∞ Link: Reading PDF
Read p.14

→ NOTEBOOK
Answer the questions about your state in your Citizenship Notebook.

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Term 1

WEEK 5

30m Plutarch: Grades 6-8 - Lesson 5

30m Plutarch: Grade 9 - Lesson 5 Julius Caesar p. 30-36

Materials: The Plutarch Project Volume 3, Historical Atlas, p. 14-15

PREP: Read introduction, review vocabulary, and preread the lesson.

→ RECAP
What happened in the last reading?

→LOCATE
Find Arverni where Vercingetorix and the Arverni lived. Find Alesia. Notice the rivers and terrain and consider why Caesar chose to build where he did.

→ 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 Five, Parts One - Two, p.32-36. Once finished, ask, "What do you remember?" + "What else?" Keep narration to 2-3 minutes.

→DISCUSS: CHARACTER SIMULATOR
You are Vercingentorix, riding out of the gates of Alesia in full armor to give yourself up. What do you think about the choice you are making?

→ WRITE (OPTIONAL CITIZENSHIP NOTEBOOK EXERCISE)
Look closely at the rivers surrounding Alesia. How might these help a general trying to keep an army from escaping?

WEEK 5

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

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

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Term 1

WEEK 6

25m Ethics: Part 2 - Lesson 6

Materials: Ourselves: Book 1

→ READ, NARRATE, & DISCUSS
Ch.I p.81-83 "The Lords of the House" - "feel it."

→ CITIZENSHIP NOTEBOOK
Update character traits chart. Think of a new habit you would like to cultivate and create a tracking chart.

• COMPOSITION - Poetry
Write a poem about selfless love using your own examples patterned after soldiers, mothers, nurses, missionaries, etc.

WEEK 6

30m American Gov./ Economics: Grade 8 - Lesson 6

State Legislative Branch

Materials: Reading PDF

→ INTRO
This week, you will review the sections of your state constitution that address the legislative branch, and look up your state government representatives.

→ READING
∞ Link: Reading PDF
Read p.15-18

→ REFLECT
Write a summary statement or draw a diagram describing the main ideas from this week's reading.

WEEK 6

30m Plutarch: Grades 6-8 - Lesson 6

30m Plutarch: Grade 9 - Lesson 6 Julius Caesar p. 36-42

Materials: The Plutarch Project Volume 3, Historical Atlas, p. 14-15

PREP: Read introduction, review vocabulary, and preread the lesson.

→ RECAP
What happened in the last reading?

→LOCATE
Find the Rubicon. Locate Brundisium on the Adratic coast. Find Dyrrhachium across the Ionian Sea and notice the distance Caesar was asking his army to cross. Consider the risk of moving a massive force across that stretch of the Ionian Sea while being hunted by an enemy fleet.

→ 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 Six, Parts One - Two, p. 38-42. Once finished, ask, "What do you remember?" + "What else?" Keep narration to 2-3 minutes.

→DISCUSS: CHARACTER SIMULATOR
You are Asinius Pollio, standing beside Caesar at the Rubicon while he talks through what crossing will mean. What do you think as you listen to him? (p. 41-42)

→ WRITE (OPTIONAL CITIZENSHIP NOTEBOOK EXERCISE)

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On the banks of the Rubicon, Caesar's abstract plain shifts to the reality of the action. Describe what he sees and feels in that moment of doubt as he considers the "desperateness of his attempt." (p. 41)

WEEK 6

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

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

WEEK 7

25m Ethics: Part 2 - Lesson 7

Materials: Ourselves: Book 1

→ READ, NARRATE, & DISCUSS
Ch.I p.83-86 "Love delights in the Goodness" - "Waiting."

→ CITIZENSHIP NOTEBOOK
Update habits log and character traits chart.

• COMPOSITION - Expository
Explain the four ways in which a person is able to recognize authentic love.

WEEK 7

30m American Gov./ Economics: Grade 8 - Lesson 7

State Executive Branch

Materials: Reading PDF

→ INTRO
This week, you will review the sections of your state constitution that address the executive branch and read about your state governor.

→ READING
∞ Link: Reading PDF
Read p.19

→ REFLECT
Write a summary statement or draw a diagram describing the main ideas from this week's reading.

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Term 1

WEEK 7

30m Plutarch: Grades 6-8 - Lesson 7

30m Plutarch: Grade 9 - Lesson 7 Julius Caesar p. 42-50

Materials: The Plutarch Project Volume 3, Historical Atlas, p. 14-15

PREP: Read introduction, review vocabulary, and preread the lesson.

→ RECAP
What happened in the last reading?

→LOCATE
Trace the route Caesar used to move through Italy in sixty days without a major battle. Find Corfinium where Domitius surrendered. Locate Brundisium where Pompey escaped by sea.

→ 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 Seven, Parts One - Four, p.45-49. Once finished, ask, "What do you remember?" + "What else?" Keep narration to 2-3 minutes.

→DISCUSS: CHARACTER SIMULATOR
You are Labienus, Caesar's most trusted general for ten years, the night you walked out of his camp for the last time. What do you think about the man you are leaving? (p. 46)

→ WRITE (OPTIONAL CITIZENSHIP NOTEBOOK EXERCISE)
Caesar said, "Time of war and law are two things." (p. 47) What does he mean?

WEEK 7

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

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

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Citizenship: Grade 8 (U.S.)

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Term 1

WEEK 8

25m Ethics: Part 2 - Lesson 8

Materials: Ourselves: Book 1

→ READ, NARRATE, & DISCUSS
Ch.II p.87-89 "Knights and Ladies of Pity" - "idle pity."

- How could you show that all people possess and express pity?

→ CITIZENSHIP NOTEBOOK
Update habits log and character traits chart.

WEEK 8

30m American Gov./ Economics: Grade 8 - Lesson 8

State Judicial Branch

Materials: Reading PDF

→ INTRO
This week, you will review the sections of your state constitution that address the judicial branch and read about your state's highest court.

→ READING
∞ Link: Reading PDF
Read p.20

→ REFLECT
Write a summary statement or draw a diagram describing the main ideas from this week's reading.

WEEK 8

30m Plutarch: Grades 6-8 - Lesson 8

30m Plutarch: Grade 9 - Lesson 8 Julius Caesar p. 50-56

Materials: The Plutarch Project Volume 3, Historical Atlas, p. 14-15

PREP: Read introduction, review vocabulary, and preread the lesson.

→ RECAP
What happened in the last reading?

→LOCATE
Find the city of Rome in Italy and cross the Adriatic Sea to the province of Macedonia, the rugged region where the Battle of Pharsalus was fought. Find Pharsalus. Trace the coastline south to Alexandria and the Kingdom of the Ptolemies, where the defeated Pompey eventually fled for refuge. These are the locations where the future of the Roman world was decided as Caesar pursued his rival across the Mediterranean.

→ 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 Eight, Parts One - Three, p.51-56. Once finished, ask, "What do you remember?" + "What else?" Keep narration to 2-3 minutes.

→DISCUSS: CHARACTER SIMULATOR
You are one of Caesar's soldiers who ran to meet him when he returned to shore, and you are angry. Your general just risked his life sneaking across a war zone in a twelve-

★ TEACHER NOTE
The writing prompt is slightly uncomfortable by design, because understanding someone's fears in order to respond more effectively sits right on the edge between wisdom and manipulation

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Term 1

oar boat dressed as a slave, without telling anyone. What specifically bothers you about what he did, and what does your reaction say about what you believe a leader owes the people who follow him?

→ WRITE (OPTIONAL CITIZENSHIP NOTEBOOK EXERCISE)
Caesar's plan to aim at the faces of the young cavalrymen worked because he thought carefully about who they actually were, not just what they were doing on the battlefield. Describe a conflict or disagreement you have had where understanding the other person's specific fears or weaknesses would have changed how you approached the situation.

WEEK 8

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

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

WEEK 9

25m Ethics: Part 2 - Lesson 9

Materials: Ourselves: Book 1

→ READ, NARRATE, & DISCUSS
Ch.II p.89-90 "Self-Pity." - "sorry for ourselves."

• **CITIZENSHIP NOTEBOOK**
Update habits log and character traits chart this week.

• COMPOSITION - Story
Write a fable-type short story in which a character's self-pity is exposed and he overcomes it.

WEEK 9

30m American Gov./ Economics: Grade 8 - Lesson 9

Local Governments

Materials: Reading PDF

→ INTRO
You have read about the Federal government and the state government. Today, you will look at local government. Local governments are a paradox because we most often forget that they exist, while they often have the most direct impact on our daily lives. This week we will look at what they are and where local governments derive their authority (hint, it's not the Constitution).

→ READING

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Term 1

∞ Link: Reading PDF
Read p.21-24

→ REFLECT
Narrate. Write a summary statement or short narration describing the main ideas from this week's reading.

WEEK 9

30m Plutarch: Grades 6-8 - Lesson 9

30m Plutarch: Grade 9 - Lesson 9 Julius Caesar p. 57-62

Materials: The Plutarch Project Volume 3, Historical Atlas, p. 14-15

PREP: Read introduction, review vocabulary, and preread the lesson.

→ RECAP
What happened in the last reading?

→LOCATE
Find Alexandria on its Mediterranean coast. This is where Caesar spent months managing a dangerous court, a burning library, a treacherous eunuch, and a queen smuggled in through a castle gate in a bundle. He nearly drowned here. Move northeast into Syria, which Caesar passed through on his way to deal with the next problem before the Egyptian one was fully settled. Find Pontus on the southern shore of the Black Sea. This is where Pharnaces had overrun Roman territory while Caesar was occupied in Alexandria. Caesar arrived, fought, and sent a three-word letter back to Rome. The whole thing was over before the letter arrived.

→ 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 Nine, Parts One - Three, p.58-61. Once finished, ask, "What do you remember?" + "What else?" Keep narration to 2-3 minutes.

→DISCUSS: CHARACTER SIMULATOR
You are one of Pompey's soldiers who has just been taken prisoner and is now being folded into Caesar's legions. Yesterday you were fighting against this man. Today, he is your general. What do you do with that, and what would you need to see from him before you trusted him? (p. 58-59)

→ WRITE (OPTIONAL CITIZENSHIP NOTEBOOK EXERCISE): PICK 1
Caesar "daily saved the lives of some of his countrymen that bore arms against him" and considered this the greatest pleasure of his victory. Think of a conflict, whether between people, groups, or ideas, where the most meaningful thing a winner could do afterward was show restraint or generosity. What makes that kind of choice hard, and what makes it worth it? (p. 59)

"Veni, Vidi, Vici" worked because it was short, precise, and matched the reality of what had actually happened. Think of a time when you had to report something, explain yourself, or sum up a complicated situation for someone else. What is lost when we say too much, and what is lost when we say too little? (p. 61)

WEEK 9

15m Current Events: Grades 5-8 - Tracker

Tracker:

News source of your choice
PREP: Preview news source

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Term 1

→ 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

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

WEEK 10

25m Ethics: Part 2 - Lesson 10

Materials: Ourselves: Book 1

→ READ, NARRATE, & DISCUSS
Ch.III p.91-92 "Reform the World" - "better work."

• Why are faults not the whole of a person? Have you ever felt like all you could see was a person's faults? What did you do?

→ CITIZENSHIP NOTEBOOK
Update habits log and character traits chart.

WEEK 10

30m American Gov./ Economics: Grade 8 - Lesson 10

Local Governments in Action

Materials: Reading PDF

→ INTRO
This week you'll focus on looking at how local governments impact our daily lives by reading some current events. Your Reading PDF includes several suggested articles, as well as tips for finding a good article for your local government.

→ READING
∞ Link: Reading PDF
Read p.25

→ REFLECT
Write a summary statement or draw a diagram describing the main ideas from the article you read.

WEEK 10

30m Plutarch: Grades 6-8 - Lesson 10

30m Plutarch: Grade 9 - Lesson 10 Julius Caesar p. 62-69

Materials: The Plutarch Project Volume 3, Historical Atlas, p. 14-15

PREP: Read introduction, review vocabulary, and preread the lesson.

→ RECAP
What happened in the last reading?

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Term 1

→LOCATE
Find Sicily, where Caesar camped on the seashore in winter to cut off any thought of delay, then trace his crossing south to the African coast and the battle at Thapsus, where three camps fell in a single day. Follow him back to Rome for the triumphs and the honors, then west to Spain and the battle at Munda, where Pompey's sons nearly killed him, and back to Rome again. He covered all of it inside two years.

→ 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 Ten, Parts One - Three, p. 64-68. Once finished, ask, "What do you remember?" + "What else?" Keep narration to 2-3 minutes.

→DISCUSS: CHARACTER SIMULATOR
You are one of Caesar's friends who has just urged him to accept a personal bodyguard, and he has refused, saying it is "better to die once than always to be afraid of death." You believe there are real plots against him. How would you respond to his answer? (p. 68)

→ WRITE (OPTIONAL CITIZENSHIP NOTEBOOK EXERCISE)
Caesar put a man of the right family name at the head of his troops specifically to counter an oracle his enemies believed in. He may have been mocking it or he may have been sincere; Plutarch says it is hard to tell. Think about a time when you did something that could have been interpreted two very different ways depending on who was watching. Do your intentions fully determine the meaning of an action, or does it matter how others read it? (p. 65)

WEEK 10 ⬚ **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

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

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Term 1

WEEK 11

25m Ethics: Part 2 - Lesson 11

Materials: Ourselves: Book 1

→ READ, NARRATE, & DISCUSS
Ch.III p.92-94 "The Affairs of Goodwill." - "meaning for us."

- Can you give an example for each of the three enemies of Goodwill?

→ CITIZENSHIP NOTEBOOK
Write a brief reflection on how you did with habit cultivation this term.

WEEK 11

30m American Gov./ Economics: Grade 8 - Lesson 11

Catch Up and Exploring Local Government Resources

Materials: Reading PDF

→ INTRO
This week you will learn more about your local government.

→ ASSIGNMENT
∞ Link: Reading PDF
Go to p.26-27

→ NOTEBOOK
Answer the questions about your town/county in your Citizenship Notebook.

WEEK 11

30m Plutarch: Grades 6-8 - Lesson 11

30m Plutarch: Grade 9 - Lesson 11 Julius Caesar p. 69-82

Materials: The Plutarch Project Volume 3, Historical Atlas, p. 14-15

PREP: Read introduction, review vocabulary, and preread the lesson.

→ RECAP
What happened in the last reading?

→LOCATE
Find Rome. Now stay there, because that is where all of Lesson 11 takes place. After a life of crossing seas and marching through impassable terrain, the whole lesson fits inside a single city. Find Philippi in Macedonia, where Brutus and Cassius died by their own hands. Trace the distance between those two points.

→ 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 Eleven, Parts One - Three, p. 70-74 and Lesson Twelve, Parts One - Epilogue, p. 77-82. Once finished, ask, "What do you remember?" + "What else?" Keep narration to 2-3 minutes.

→DISCUSS: CHARACTER SIMULATOR, PICK 1
You are a senator who walked out when Caesar refused to stand up to greet you. You said nothing. You just left. What were you communicating, and do you think he understood it?

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Term 1

You are Caesar in the moment before you cover your face and give up. You have fought off the others. You are still standing. And then you see Brutus. Something finally stops all the fight in you. You have outrun everything your whole life. What is it that you are finally deciding to stop outrunning? (p. 78)

→ WRITE (OPTIONAL CITIZENSHIP NOTEBOOK EXERCISE): PICK 1
You have served Caesar since his early campaigns. You have watched him win in Gaul, survive civil war, defeat Pompey, and return to Rome in triumph. He is now planning new campaigns as if none of it happened. What does it feel like to follow a man who cannot stop? What do you think he is still looking for?

The crowd killed Cinna the poet because he had the same name as Cinna the conspirator. He tried to tell them who he was and it made no difference. Think about a situation where a person was judged entirely by something they had no control over. What does that kind of mistake reveal about what happens to people's judgment when they are driven by grief or rage? (p. 80)

WEEK 11

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

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

WEEK 12

25m Ethics: Part 2 - Lesson 12
Exam Week

→ EXAMS
Answer question(s) related to the course. Questions will come from: Ourselves

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WEEK 12

30m American Gov./ Economics: Grade 8 - Lesson 12
Exam Week

→ EXAMS
Answer question(s) related to course.

Questions will come from:
Reading PDF

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Term 1

WEEK 12	**30m Plutarch: Grades 6-8 - Lesson 12** *30m Plutarch: Grade 9 - Exams* Materials: The Plutarch Project Volume 3, Historical Atlas, p. 14-15 **→ RECAP** What happened in the last reading? **→ VIEW & DISCUSS** Answer one of the exam questions. Include as much detail as you can remember.	
WEEK 12	**15m Current Events: Grades 5-8 - Tracker** *Exam Week* **→ EXAMS** Answer question(s) related to course.	

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Term 2

WEEK 1

25m Ethics: Part 2 - Lesson 13

Materials: Ourselves: Book 1

→ NOTE
Be sure to narrate in a variety of ways.

→ READ, NARRATE, & DISCUSS
Ch.IV p.95-96 "Sympathy with One, " - "touch of this key."

→ CITIZENSHIP NOTEBOOK
Update character traits chart. Think of a new habit you would like to cultivate and create a tracking chart.

• COMPOSITION - Letter
Show sympathy to someone you know by sharing your interest in music, poetry, art, or anything that gives you joy.

WEEK 1

30m American Gov./ Economics: Grade 8 - Lesson 13

WEEK 1

30m Plutarch: Grades 6-8 - Lesson 13

30m Plutarch: Grade 9 - Introduction and Lesson 1 Agis and Cleomenes p. 84-99

Materials: The Plutarch Project Volume 3, Historical Atlas p. 7

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. Read introduction, review vocabulary, and preread the lesson.

∞ Link: Retelling of Agis and Cleomenes (from Our Young Folks' Plutarch)

→INTRO
Have you ever heard of Sparta? If so, what do you know about it? What do you think made Sparta different from other ancient Greek cities?

Map Resource: Historical Atlas, p.7

→LOCATE
Find Sparta in the southern part of Greece, tucked between the Laconian Gulf to the east and the Messenian Gulf to the west. Now find Laconia, the region surrounding Sparta, and Messenia to its west. Find Corinth at the narrow neck of land connecting the southern peninsula to the rest of Greece. Agis's story takes place in this region.

→ 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
Introduction and Lesson One, Parts One - Two, p. 84-93 and Lesson Two, Parts One - Three, p. 96-99. Once finished, ask, "What do you remember?" + "What else?" Keep narration to 2-3 minutes.

→DISCUSS: CHARACTER SIMULATOR - PICK 1
Agis is not yet twenty years old. He has grown up with wealth and comfort provided by his mother and grandmother, the richest women in Sparta. Plutarch says he "began to spurn against these womanish delights and pleasures" and chose the plain Spartan life instead. Nobody made him do this. What do you think happened inside him, and what does his choice tell you about what kind of person he was becoming? (p. 91)

Agis's mother and grandmother were the richest women in Sparta and had the most to lose from his reforms. They opposed him at first. Then something changed, and they

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Term 2

not only consented but became his most vocal supporters, willing to give up their own wealth for his cause. What do you think changed their minds? What does their behavior tell you about those women? (p. 96)

→ WRITE (OPTIONAL CITIZENSHIP NOTEBOOK EXERCISE) - PICK 1
Agis "openly boasted besides, that he would not desire to be king, but only for the hope he had to restore the ancient Laconian life by his authority." (p. 91) What do you think he meant?

Agesilaus persuaded Agis to cancel the debts first and divide the land later, arguing that doing both at once might cause dangerous commotion. Then, Plutarch reveals his motives, "Agesilaus...having the best lands of any man in the country, and owing a great sum of money besides, would neither pay his debts, not let go his land." (p. 99) Think about the difference between counsel and manipulation. How do you learn to tell the difference when someone gives you advice?

WEEK 1

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

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

WEEK 2

25m Ethics: Part 2 - Lesson 14

Materials: Ourselves: Book 1

→ READ, NARRATE, & DISCUSS
Ch.IV p.96-97 "A Lever to Raise." - "easily discerned."

→ CITIZENSHIP NOTEBOOK
Update habits log. Start a chart where you can list desirable human character traits on one side and their daemons on the other.

• ILLUSTRATE
Draw a scene in which a person shows Sympathy by empathizing with someone who is suffering.

WEEK 2

30m American Gov./ Economics: Grade 8 - Lesson 14

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WEEK 2

30m Plutarch: Grades 6-8 - Lesson 14

30m Plutarch: Grade 9 - Lesson 3 Agis and Cleomenes p. 100-107

Materials: The Plutarch Project Volume 3, Historical Atlas p. 7

PREP: Read introduction, review vocabulary, and preread the lesson.

→ RECAP
What happened in the last reading?

→LOCATE
Find Megara and Corinth. The narrow strip of land between them is the Isthmus of Corinth, where the sea presses in from both sides (The Saronic Gulf and the Gulf of Corinth). The large peninsula below Corinth is the Peloponnese. Neither label appears on this map, but you can see the shape clearly. Sparta is in the Southern Peloponnese region. This is the route Agis marched north with his young army to assist the Achaeans.

→ 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 through Three, p. 102-106. Once finished, ask, 'What do you remember?' + 'What else?' Keep narration to 2-3 minutes.

→DISCUSS: CHARACTER SIMULATOR
Agis was led to his death by men pretending to be his friends. When the moment came, he saw a sergeant weeping for him and said, "Good fellow, I pray thee weep not for me, for I am honester man than they that so shamefully put me to death." (p. 106) He was twenty years old. What do you notice about that moment?

→ WRITE
When the ephor asked if Agis repented of what he had done, he answered that "he would never repent him of so wise and virtuous an enterprise, though he ventured his life for it." (p. 105-106) What do you think about that answer?

★ TEACHER NOTE
This week's lesson may feel heavy for some students. An honorable man dies with integrity.

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

WEEK 3

25m Ethics: Part 2 - Lesson 15

Materials: Ourselves: Book 1

→ READ, NARRATE, & DISCUSS
Ch.IV p.98 "Tact." - "Vanity, Dislike, Antipathy."

→ CITIZENSHIP NOTEBOOK
Update habits log and character traits chart.

- COMPOSITION - Expository
How is egotism a foe of Sympathy? Include examples.

WEEK 3

30m American Gov./ Economics: Grade 8 - Lesson 15

WEEK 3

30m Plutarch: Grades 6-8 - Lesson 15

30m Plutarch: Grade 9 - Lesson 4 Agis and Cleomenes p. 107-112

Materials: The Plutarch Project Volume 3, Historical Atlas p. 7

PREP: Read introduction, review vocabulary, and preread the lesson.

→ RECAP
What happened in the last reading?

→LOCATE
Find Sparta. That's where Lesson 4 takes place.

→ 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 Four, Parts One through Three, p. 109-111. Once finished, ask, 'What do you remember?' + 'What else?' Keep narration to 2-3 minutes.

→DISCUSS: CHARACTER SIMULATOR
Cleomenes married Agiatis against her will, yet "immediately after he was married unto her, fell greatly in fancy with her, and for compassion's sake he thanked her for the love she bore unto her first husband." (p. 109) What does that tell you about him?

→ WRITE
Plutarch says Cleomenes and Agis were alike in many ways, but that Cleomenes had "something of heat and passion always goading him on, and an impetuosity and violence in his eagerness to pursue anything which he thought good and just." (p. 109) Do you think that is a strength or a weakness? Explain your answer.

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).

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Term 2

→ 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 4

25m Ethics: Part 2 - Lesson 16

Materials: Ourselves: Book 1

→ READ, NARRATE, & DISCUSS
Ch.V p.99-100 "That best portion" - "who come in their way."

• For your narration, illustrate and caption three examples of the kindness of courtesy.

• CITIZENSHIP NOTEBOOK
Update habits log and character traits chart this week.

WEEK 4

30m American Gov./ Economics: Grade 8 - Lesson 16

WEEK 4

30m Plutarch: Grades 6-8 - Lesson 16

30m Plutarch: Grade 9 - Lesson 5 Agis and Cleomenes p. 112-117

Materials: The Plutarch Project Volume 3, Historical Atlas p. 7

PREP: Read introduction, review vocabulary, and preread the lesson.

→ RECAP
What happened in the last reading?

→LOCATE
Find Arcadia, the highland region in the center of the peninsula. Find Argos to its east and Mantinea within it. This is the terrain Cleomenes is moving through in Lesson 5.

→ 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 Five, Parts One through Four, p. 114-117 Once finished, ask, 'What do you remember?' + 'What else?' Keep narration to 2-3 minutes.

→DISCUSS: CHARACTER SIMULATOR
Plutarch says that when Archidamus was murdered, Cleomenes and his friends "were most blamed, as having forced his consent." (p. 115) What do you think that means?

→ WRITE
After killing Lydiadas in battle, Cleomenes "caused it to be brought unto him, and putting a purple robe upon it, and a crown on his head, sent it in this array unto the very gates of the city of Megalopolis." (p. XX) What does that tell you about Cleomenes?

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Citizenship: Grade 8 (U.S.)

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Term 2

WEEK 4

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

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

WEEK 5

25m Ethics: Part 2 - Lesson 17

Materials: Ourselves: Book 1

→ READ & NARRATE
Ch.V p.100-101
"Simplicity." - "-- Wordsworth."

→ DISCUSS
• Can there be kindness without simplicity?

• CITIZENSHIP NOTEBOOK
Update habits log and character traits chart.

WEEK 5

30m American Gov./ Economics: Grade 8 - Lesson 17

WEEK 5

30m Plutarch: Grades 6-8 - Lesson 17

30m Plutarch: Grade 9 - Lesson 6 Agis and Cleomenes p. 118-123

Materials: The Plutarch Project Volume 3, Historical Atlas p. 7

PREP: Read introduction, review vocabulary, and preread the lesson.

→ RECAP
What happened in the last reading?

→LOCATE
Find Sparta. Now find the surrounding region of Laconia. To the north is Arcadia, to the east is Argolis, to the west is Messenia. These are the regions Cleomenes must hold together as king.

→ 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

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Term 2

Lesson Six, Parts One through Two, p. 119-122. Once finished, ask, 'What do you remember?' + 'What else?' Keep narration to 2-3 minutes.

→DISCUSS: CHARACTER SIMULATOR
You are a citizen of Sparta watching Cleomenes give his speech and then immediately give up all his own wealth before asking anyone else to. "Himself first, with his step-father, Megistonus, and his friends, gave up all their wealth into one public stock, and all the other citizens followed the example." (p. 120) What do you think about that?

→ WRITE
Cleomenes believed "there was no other difference betwixt a friend and a mercenary: but that the one is won with money, and the other with civility and good entertainment." (p. 122) Do you agree?

WEEK 5

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

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

WEEK 6

25m Ethics: Part 2 - Lesson 18

Materials: Ourselves: Book 1

→ READ, NARRATE, & DISCUSS
Ch.V p.101-102
"Kindness in Construction." - "-- Herbert."

• What are the effects of a kind construction and those of an ungentle construction.? Give examples.

→ CITIZENSHIP NOTEBOOK
Update character traits chart. Think of a new habit you would like to cultivate and create a tracking chart.

WEEK 6

30m American Gov./ Economics: Grade 8 - Lesson 18

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Term 2

WEEK 6

30m Plutarch: Grades 6-8 - Lesson 18

30m Plutarch: Grade 9 - Lesson 7 Agis and Cleomenes p. 123-127

Materials: The Plutarch Project Volume 3, Historical Atlas p. 7

PREP: Read introduction, review vocabulary, and preread the lesson.

→ RECAP
What happened in the last reading?

→LOCATE
Find Corinth at the top of the Peloponnese. Find Argos to its south. Find the Isthmus of Corinth (see Lesson 15). Cleomenes is moving across the northern Peloponnese, winning city after city, until the question of the Isthmus becomes the question of Greece.

→ 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 Seven, Parts One through Two, p. 124-127. Once finished, ask, 'What do you remember?' + 'What else?' Keep narration to 2-3 minutes.

→DISCUSS: CHARACTER SIMULATOR
Plutarch pauses the story to say he writes about Aratus's failure "not out of any design to disgrace Aratus, for in many things he showed himself a true lover of Greece, and a great man; but to make us see the frailty and weakness of man's nature." (p. 126) He is telling you directly how to read what just happened. What does it mean when the biographer steps into the story and tells you what to think? Does it change how you receive it?

→ WRITE
You are a Greek citizen watching Aratus bring Antigonus and the Macedonians into the Peloponnese. Plutarch calls it "a practice far unhonest for a Grecian, very infamous for himself, but most dishonourable for the former noble acts he had done." (p. 126) What do you think about that?

WEEK 6

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

WEEK 7

25m Ethics: Part 2 - Lesson 19

Materials: Ourselves: Book 1

→ READ & NARRATE
Ch.VI p.103-104
"Generous Impulses" - "the generous man."

→ DISCUSS
What are some generous movements in history?

- **CITIZENSHIP NOTEBOOK**
Update habits log and character traits chart.

- COMPOSITION - Timeline
Make a timeline of 6-8 generous movements in history.

WEEK 7

30m American Gov./ Economics: Grade 8 - Lesson 19

WEEK 7

30m Plutarch: Grades 6-8 - Lesson 19

30m Plutarch: Grade 9 - Lesson 8 Agis and Cleomenes p. 128-133

Materials: The Plutarch Project Volume 3, Historical Atlas p. 7

PREP: Read introduction, review vocabulary, and preread the lesson.

→ RECAP
What happened in the last reading?

→LOCATE
Find Corinth, Sicyon, and Argos. Now trace south to Sparta. Cleomenes had made himself "master of all Peloponnesus, and now lost all again in as short a time." (p. 132, The Plutarch Project Volume 3)

→ 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 Eight, Parts One through Four, p. 129-133. Once finished, ask, 'What do you remember?' + 'What else?' Keep narration to 2-3 minutes.

→DISCUSS: CHARACTER SIMULATOR
You are one of the men retreating with Cleomenes when news arrives that his wife has died. Plutarch says "he gave not place unto his sorrow, neither did grief overcome his noble courage, but he used the selfsame voice, apparel, and countenance, that he did before." (p. 133) What do you think about that?

→ WRITE
You are in Argos when the city revolts against Cleomenes because he was "not releasing them from their debts as they expected." (p. 132) What do you think about that?

WEEK 7

15m Current Events: Grades 5-8 - Tracker

Tracker:

News source of your choice
PREP: Preview news source

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→ 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

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

WEEK 8

25m Ethics: Part 2 - Lesson 20

Materials: Ourselves: Book 1

→ READ, NARRATE, & DISCUSS
Ch.VI p.105 "Generosity is Costly," - "his own family."

• Explain how generosity is both costly and profitable.

→ CITIZENSHIP NOTEBOOK
Update habits log and character traits chart.

WEEK 8

30m American Gov./ Economics: Grade 8 - Lesson 20

WEEK 8

30m Plutarch: Grades 6-8 - Lesson 20

30m Plutarch: Grade 9 - Lesson 9 Agis and Cleomenes p. 133-138

Materials: The Plutarch Project Volume 3, Historical Atlas p. 7

PREP: Read introduction, review vocabulary, and preread the lesson.

→ RECAP
What happened in the last reading?

→LOCATE
Find Megalopolis in Arcadia. Now find the middle prong of the peninsula between the Messenian Gulf and the Laconian Gulf. The tip of that prong, not labeled on this map, is Taenarus, where Cratesiclea boarded a ship for Egypt. Find Cythera, the small island just off that tip.

→ 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 Nine, Parts One through Two, p. 135-138. Once finished, ask, 'What do you remember?' + 'What else?' Keep narration to 2-3 minutes.

→DISCUSS: CHARACTER SIMULATOR
You are one of the soldiers who watched Cleomenes take Megalopolis. He had "taken

★ TEACHER NOTE
"Ptolemy (#1)...promised him aid, but upon demand to have his mother and children in pledge."

Important Vocabulary - in pledge: as hostages.

1. They were collateral: They were the price for ships and money.
2. They were high-ranking: Only the King's own mother and children were valuable enough to secure the alliance.
3. They were voluntary (in spirit): Cratesiclea views herself not as a victim, but as a Spartan citizen fulfilling a mission that is "profitable for Sparta."

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Term 2

strict care that the city should not be plundered" before offering it back to its citizens. When they refused, he destroyed it. (p. 138) What do you think about what you witnessed?

→ WRITE
You are standing at the temple door watching Cratesiclea say goodbye to her son before boarding a ship for Egypt as a hostage. She tells him, "O King of Lacedaemon, let no man see for shame, when we come out of the temple, that we have wept and dishonoured Sparta. For that only is in our power, and for the rest, as it pleaseth the gods, so let it be." (p. 135) What do you think about what she chose to say?

WEEK 8

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

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

WEEK 9

25m Ethics: Part 2 - Lesson 21

Materials: Ourselves: Book 1

→ READ, NARRATE, & DISCUSS
Ch.VI p.106-107 "Fallacious Notions" - "-- Lowell."

• **CITIZENSHIP NOTEBOOK**
Update habits log and character traits chart this week.

• COMPOSITION - Outline
Outline the three false notions that prevent generosity.

WEEK 9

30m American Gov./ Economics: Grade 8 - Lesson 21

WEEK 9

30m Plutarch: Grades 6-8 - Lesson 21

30m Plutarch: Grade 9 - Lesson 10 Agis and Cleomenes p. 138-143

Materials: The Plutarch Project Volume 3, Historical Atlas p. 7

PREP: Read introduction, review vocabulary, and preread the lesson.

→ RECAP
What happened in the last reading?

→LOCATE
Find Argos and the territory around it, where Cleomenes marched twice to shame

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Antigonus into fighting or force him to lose face. Now find Sellasia, just north of Sparta. This is where the final battle took place, almost within sight of 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 Ten, Parts One through Three, p. 139-143. Once finished, ask, 'What do you remember?' + 'What else?' Keep narration to 2-3 minutes.

→DISCUSS: CHARACTER SIMULATOR
You are fighting beside Cleomenes at Sellasia when his brother's flank collapses. You hear him cry out, "Alas, good brother, thou art but slain, yet thou diest valiantly, and honestly, and thy death shall be a worthy example unto all posterity." (p. 142) He is still fighting when he says it. Why do you think Plutarch chose to record his exact words?

→ WRITE
You are one of the men who retreated with Cleomenes from Sellasia. You watched him walk back into Sparta, advise the citizens to yield, lean against a pillar to collect his thoughts, and then sail away. What do you think about the man you followed? (p. 143)

WEEK 9

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

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

WEEK 10

25m Ethics: Part 2 - Lesson 22

Materials: Ourselves: Book 1

→ READ & NARRATE
Ch.VII p.108-109 "The Gladness of a Grateful" - "value to us."

→ DISCUSS
Do you have a relative or friend from whom you have received double joys?

• CITIZENSHIP NOTEBOOK
Update habits log and character traits chart this week.

• COMPOSITION - Letter
Write a letter to a relative or friend from whom you have received double joys. Acknowledge and thank

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Term 2

		them for at least three kindnesses.
WEEK 10	**30m American Gov./ Economics: Grade 8 - Lesson 22**	
WEEK 10	**30m Plutarch: Grades 6-8 - Lesson 22** *30m Plutarch: Grade 9 - Lesson 11 Agis and Cleomenes p. 143-148* Materials: The Plutarch Project Volume 3, Historical Atlas p. 10-11 PREP: Read introduction, review vocabulary, and preread the lesson. **→ RECAP** What happened in the last reading? **→LOCATE** Find the Peloponnesus (p. 10, Alexander's Empire). From the southeastern tip of that peninsula, trace a line southeast across the open Mediterranean Sea, passing just to the west of the island of Crete, until you reach Libya and Alexandria on the coast of Egypt. This is the voyage Cleomenes made after his final defeat at Sellasia. He left behind everything he knew to arrive at a foreign court in Alexandria to ask for help from a king who owed him nothing. **→ 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 Eleven, Parts One through Three, p. 145-148. Once finished, ask, 'What do you remember?' + 'What else?' Keep narration to 2-3 minutes. **→DISCUSS: CHARACTER SIMULATOR** You are standing on the deck of a ship looking back at the disappearing coast of Greece. The war is lost. Your home is occupied. Therycion turns to you, hand on his sword, and argues that living as a "fugitive" in Egypt is a fate worse than death. Cleomenes disagrees, calling suicide a "cowardly" escape from the hard work of hope. Discuss both sides of the argument. Do you think one of these men is correct? (p. 145-146) **→ WRITE** "King Ptolemy (#1), at his first coming, gave Cleomenes no special good, but indifferent entertainment. But when, upon trial, he found him a man of deep sense and great reason...conversation carried with it a noble and becoming grace...he was ashamed, and repented that he had neglected so great a man." (p. 146-147) Is firsthand experience the only way to judge a person's character? Does our character only count when we communicate it well to others?	★ TEACHER NOTE Therycion's speech and Cleomenes's reply are a genuine philosophical debate, not a simple case of one man being right and one wrong. Therycion is not a coward; he is making an argument about honor and the limits of hope. Cleomenes is not dismissing death; he is making an argument about the difference between dying with purpose and dying to escape. Let students sit with the difficulty of that before asking who they think is right.
WEEK 10	**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).	

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Term 2

→ 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 11

25m Ethics: Part 2 - Lesson 23

Materials: Ourselves: Book 1

→ READ, NARRATE, & DISCUSS
Ch.VII p.110-111 "The Reproach of Ingratitude" - "thankful!"

• Describe the sin of ingratitude. What examples from your books can you think of that illustrate this sin?

→ CITIZENSHIP NOTEBOOK
Write a brief reflection on how you did with habit cultivation this term.

WEEK 11

30m American Gov./ Economics: Grade 8 - Lesson 23

WEEK 11

30m Plutarch: Grades 6-8 - Lesson 23

30m Plutarch: Grade 9 - Lesson 12 Agis and Cleomenes p. 148-153

Materials: The Plutarch Project Volume 3, Historical Atlas p. 10-11

PREP: Read introduction, review vocabulary, and preread the lesson.

→ RECAP
What happened in the last reading?

→LOCATE
Find Alexandria in Egypt. This is where the entire final lesson takes place.

→ 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 Twelve, Parts One through Three, p. 149-153. Once finished, ask, 'What do you remember?' + 'What else?' Keep narration to 2-3 minutes.

→DISCUSS: CHARACTER SIMULATOR
You are one of the thirteen Spartans. Why would you choose to "die like a man" in a foreign street rather than surrender and try to live? (p. 152) What did Cleomenes understand in this moment about the difference between giving someone liberty and that person being capable of being free? Can a person be given freedom if they are already commanded by their own love of ease and safety?

→ WRITE
Panteus was the last to die. Cleomenes had commanded him to check each fallen man

★ TEACHER NOTE
This is the end of two lives, Agis's half of the story ended in Lesson Three. Now Cleomenes's ends here. Ask students to look back across both men before discussing: what did they share, where did they differ, and what does Plutarch seem to think each man's story teaches?

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Term 2

and die last of all. He did exactly that: walked among his friends, tested each one, and then fell on Cleomenes and slew himself. Think about what it means to be given one last duty by someone you loved and to carry it out after they are already gone. What does faithfulness look like at the very end of everything?

WEEK 11

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

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

WEEK 12

25m Ethics: Part 2 - Lesson 24

Exam Week

→ EXAMS
Answer question(s) related to the course. Questions will come from: Ourselves

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WEEK 12

30m American Gov./ Economics: Grade 8 - Lesson 24

WEEK 12

30m Plutarch: Grades 6-8 - Lesson 24

30m Plutarch: Grade 9 - Exams

Materials: The Plutarch Project Volume 3, Historical Atlas, p. 14-15

PREP: Read introduction, review vocabulary, and preread the lesson.

→ RECAP
What happened in the last reading?

→ VIEW & DISCUSS
Answer one of the exam questions. Include as much detail as you can remember.

WEEK 12

15m Current Events: Grades 5-8 - Tracker

Exam Week

→ EXAMS
Answer question(s) related to course.

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Citizenship: Grade 8 (U.S.)

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Term 3

WEEK 1

25m Ethics: Part 2 - Lesson 25

Materials: Ourselves: Book 1

→ NOTE
Be sure to narrate in a variety of ways.

→ READ, NARRATE, & DISCUSS
Ch.VIII p.112-115
"We all have Courage." - "the unbelieving."

→ CITIZENSHIP NOTEBOOK
Update character traits chart. Think of a new habit you would like to cultivate and create a tracking chart.

• COMPOSITION
Tell how we are able to "take the present without any fearful looking forward." Provide three examples.

WEEK 1

30m American Gov./ Economics: Grade 8 - Lesson 25

Materials: Dollars & Sense, Citizenship notebook

→ INTRO
Are you familiar with the Bible verse, "The love of money is a root of all kinds of evil" (I Timothy 6:10)? What do you think that means, and how have you seen that truth play out? This term, we will be studying economics, which has to do with money and the way a country uses and produces goods and services.

→ READ, NARRATE, & DISCUSS
Introduction ix-xiii "Bread, Dough." - "dollars and cents." , as well as Ch.1, at bottom of p.8, "You've Got It and I Want It: The Law of Supply and Demand"
• How does money help the economy, and how does greed hurt the economy?

→ VIEW & DISCUSS
∞ Video Link: What is Supply and Demand?
• Explain the economic principle "The Law of Supply and Demand."

→ CITIZENSHIP NOTEBOOK (MAKE A SECTION IN YOUR NOTEBOOK OR BINDER CALLED ECONOMICS)
1. Make a list of the goods and services your family uses that contribute toward a healthy economy. Goods are tangible things you buy, such as clothes and food. Services are intangible and usually involve paying for a business to do something for you. Examples: haircuts, car insurance, phone service.
2. Can you think of examples that fit the economic principle of The Law of Supply and Demand? Also, make a list of items that may be in high demand or low demand depending on the time of year.

WEEK 1

30m Plutarch: Grades 6-8 - Lesson 25

30m Plutarch: Grade 9 - Introduction and Lesson 1 Tiberius and Gaius Gracchus - p. 155-163

Materials: The Plutarch Project Volume 3, Historical Atlas p. 14-15

Map Resource: Roman Republic 31 B.C.

PREP: Read introduction, review vocabulary, and preread the lesson.

→VIEW
∞ Link: Retelling of Tiberius and Caius Gracchus (from Our Young Folks' Plutarch)
∞ Image Link: Tiberius and Caius Gracchus

→LOCATE

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Term 3

Find Rome in the center of Italy. Locate Carthage in North Africa. Tiberius and Gaius Gracchus were the grandsons of Scipio Africanus, the Roman commander who defeated Hannibal at the Battle of Zama in 202 BC. Notice the distance between Rome and Africa; this family's influence spanned the Mediterranean world before the boys were even born.

→ 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, Prologue through Part Two, p. 160-163. Once finished, ask, 'What do you remember?' + 'What else?' Keep narration to 2-3 minutes.

→DISCUSS: CHARACTER SIMULATOR
You are a Roman citizen watching the two brothers walk through the Forum. Read the descriptions of the brothers on pages 161 and 162. Which brother would you trust more to lead a revolution, and why?

→ WRITE (OPTIONAL CITIZENSHIP NOTEBOOK EXERCISE)
Plutarch notes that Cornelia's education of her sons "prevailed more than nature." (p. 161) Do you think a person's upbringing can entirely change their natural temperament?

WEEK 1

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

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

WEEK 2

25m Ethics: Part 2 - Lesson 26

Materials: Ourselves: Book 1

→ READ, NARRATE, & DISCUSS
Ch.VIII p.115-116 "The Courage of our Opinions." - "elders."

• Give your opinion on any topic of interest. Do you think your opinion is based on knowledge and principle which you possess, or is it based on what everybody says?

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Term 3

→ CITIZENSHIP NOTEBOOK
Update habits log. Start a chart where you can list desirable human character traits on one side and their daemons on the other.

WEEK 2

30m American Gov./ Economics: Grade 8 - Lesson 26

Materials: Dollars & Sense, Citizenship notebook

→ RECAP
What do you remember about last week's reading?

→ READ, NARRATE, & DISCUSS
Ch.1 Skulls, Sheep, and Shells, p.1-9 "Have you ever" - "the ancient world."
• Why did the bartering system need to be replaced with something better?

→ VIEW & DISCUSS
∞ Image Link: Cowrie shells (used as money in ancient China)
∞ Image Link: Deerskin used as folding money (China)
∞ Image Link: Chinese paper money
∞ Image Link: Fort Knox
• Talk about the different items used before money and why they didn't work out.

→ CITIZENSHIP NOTEBOOK
Make a timeline and draw pictures with labels to show the different mediums of exchange from ancient times to the present day. Look at p.4-5 to help you fill out the timeline. There are links to see some of the different mediums that were used.

WEEK 2

30m Plutarch: Grades 6-8 - Lesson 26

30m Plutarch: Grade 9 - Lesson 2 Tiberius and Gaius Gracchus - p. 165-167

Materials: The Plutarch Project Volume 3, Historical Atlas p. 14-15

Map Resource: Roman Republic 31 B.C.

PREP: Read introduction, review vocabulary, and preread the lesson.

→ RECAP
What happened in the last reading?

→LOCATE
Find Carthage where Tiberius "was first to mount the walls." (p. 165) Find Numantia in the northern part of Hither Spain. This is rugged, difficult territory. Trace the long route from Rome, across the sea, and into the Spanish mountains. This is where Tiberius saved 20,000 Roman lives.

→ 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 Two, Part One through Part Two, p. 165-167. Once finished, ask, 'What do you remember?' + 'What else?' Keep narration to 2-3 minutes.

→DISCUSS: CHARACTER SIMULATOR
You are a Roman soldier trapped in the mountains of Numantia. Your Consul has failed, and you are surrounded. The enemies refuse to speak to anyone but Tiberius Gracchus. How does it feel to have your life depend on the reputation of one young officer? (p. 165)

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Term 3

→ WRITE (OPTIONAL CITIZENSHIP NOTEBOOK EXERCISE)
You are a Numantine governor. You have just captured the Roman army's entire payroll and the young officer's records. Your people hate Rome. Why do you treat this specific young man like a guest of honor instead of a prisoner of war? (p. 166)

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, 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 2 - Lesson 27

Materials: Ourselves: Book 1

→ READ, NARRATE, & DISCUSS
Ch.VIII p.116-117 "The Courage" - "faithful souls."

→ CITIZENSHIP NOTEBOOK
Update habits log and character traits chart.

• COMPOSITION - Persuasive
Show that intellectual panic is responsible for many failures. Give three examples.

WEEK 3

30m American Gov./ Economics: Grade 8 - Lesson 27

Materials: Dollars & Sense, Historical Atlas of the World

→ RECAP
What do you remember about last week's reading?

→ LOCATE
• Using the Historical Atlas of the World p.8, find Mesopotamia and Babylon. What present-day countries are located there?
• Go to p.30-31, find Jerusalem, Edessa, Antioch and Tripoli. Now, find Florence, Italy. These are places that we will read about today that have to do with an early form of banking.

→ READ, NARRATE, & DISCUSS
Ch.2 Worry, Worry, Worry! p.11-19, "Where do you keep" - "Hard work." In addition, read sections on p.12 "An Eye for an Eye" and p.14 "You Can't Take it With You."
• What banking practices from history are still used today?

• **IMPORTANT DATES**
Founding of the order the Knights Templar (1119 AD)

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Term 3

→ VIEW & DISCUSS
∞ Image Link: The Knights Templar
• How did the Knights Templar help the Pilgrims while traveling to Jerusalem?

WEEK 3

30m Plutarch: Grades 6-8 - Lesson 27

30m Plutarch: Grade 9 - Lesson 3 Tiberius and Gaius Gracchus - p. 167-172

Materials: The Plutarch Project Volume 3, Historical Atlas p.14-15

Map Resource: Roman Republic 31 B.C.

PREP: Read introduction, review vocabulary, and preread the lesson.

→ RECAP
What happened in the last reading?

→ LOCATE
Find Rome. Now, trace a line with your finger northward along the western coast toward the Alps. This region (modern-day Tuscany) is where Tiberius looked out at the vast estates. Imagine the "Roman Pink" on your map isn't a country owned by its people, but a giant puzzle where only a few wealthy men own all the pieces.

→ 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. 169-172. Once finished, ask, "What do you remember?" + "What else?" Keep narration to 2-3 minutes.

→ DISCUSS: CHARACTER SIMULATOR
You are a wealthy Senator. You bought land legally (or so you claim) years ago. Now, a young Tribune tells you that you must give it back to the poor. Tiberius says the soldiers "have nothing but air and light." (p. 171) How would you respond?

→ WRITE (OPTIONAL CITIZENSHIP NOTEBOOK EXERCISE)
If you were a soldier who just returned from the wars in Spain, how would you respond to Tiberius' speech? (p. 171-172)

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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Term 3

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

WEEK 4

25m Ethics: Part 2 - Lesson 28

Materials: Ourselves: Book 1

→ READ, NARRATE, & DISCUSS
Ch.IX p.118-120 "Loyalty of Youth." - "a cause of joy."

→ CITIZENSHIP NOTEBOOK
Update habits log and character traits chart.

• COMPOSITION - Debate
Are we free to choose our loyalties?

WEEK 4

30m American Gov./ Economics: Grade 8 - Lesson 28

Materials: Dollars & Sense, Citizenship notebook

→ RECAP
What do you remember about last week's reading?

→ READ, NARRATE, & DISCUSS
Ch.3 New Money for a New Nation p.21-29
"In early America" - "finally in place." (Also, go back and read the section about Alexander Hamilton on p.22.)
• What were some reasons some people were opposed to a national bank?

→ VIEW & DISCUSS
Look at the map on p.27, which shows the location of Federal Reserve Banks. What bank is your city part of? You can check out this link to see the 12 districts.
∞ Image Link: The Twelve Federal Reserve Districts

→ CITIZENSHIP NOTEBOOK
Make a chart showing the information on p.28. You can look at these websites to find additional information such as the names of the people in charge of the different areas.
∞ Link: Federal Reserve Board
∞ Link: Comptroller of the Currency

• EXTRA HELPING
Watch this 3-minute video on this website that explains the purpose of the Federal Reserve System.
∞ **Video Link:** Purpose of Federal Reserve System

• IMPORTANT DATES
Establishment of the first national bank of the United States (1791)

The Federal Reserve Banks were established (1913)

WEEK 4

30m Plutarch: Grades 6-8 - Lesson 28

30m Plutarch: Grade 9 - Lesson 4 Tiberius and Gaius Gracchus - p. 173-177

Materials: The Plutarch Project Volume 3, Historical Atlas p.14-15

Map Resource: Roman Republic 31 B.C.

PREP: Read introduction, review vocabulary, and preread the lesson.

→ RECAP
What happened in the last reading?

→ LOCATE
Tiberius "sealed up" the gates of the Temple of Saturn in the city of Rome to stop the economy until his law was passed. (p. 175, The Plutarch Project Volume 3)

→ 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

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Term 3

Lesson Four, Parts One - Two, p. 174-177. Once finished, ask, "What do you remember?" + "What else?" Keep narration to 2-3 minutes.

→ DISCUSS: CHARACTER SIMULATOR
You are Marcus Octavius, Tiberius's friend and fellow Tribune. You believe the land law is dangerous for Rome's stability. Your best friend is now asking the people to fire you from your job. How would you response?

→ WRITE (OPTIONAL CITIZENSHIP NOTEBOOK EXERCISE)
Tiberius and Octavius were "vehement" against each other, but used no "foul words." (p. 174) Why do you think Plutarch chose to tell us that?

WEEK 4

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

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

WEEK 5

25m Ethics: Part 2 - Lesson 29

Materials: Ourselves: Book 1

→ READ & NARRATE
Ch.IX p.120-122 "Loyalty to Country." - "on every hand."

• To what cause of your local government are you interested in giving your time, labor, and means to advance it? What can you do to participate and work towards advancing this cause?

→ DISCUSS
To what cause of your local government can you give of your time, labor, and means to advance it?

• CITIZENSHIP NOTEBOOK
Update habits log and character traits chart.

WEEK 5

30m American Gov./ Economics: Grade 8 - Lesson 29

Materials: Dollars & Sense, Citizenship notebook

PREP: Print out the check template and check register.
∞ Link: Check template
∞ Link: Check register

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Term 3

→ RECAP
What do you remember about last week's reading?

→ READ, NARRATE, & DISCUSS
Ch.4 Money Comes In and Money Goes Out p.31-41 "Money and power" - "always that way."
• What happens when you write a check for more than you have in your bank account?

→ VIEW & DISCUSS
Explain the graph on p.39. It is based on the idea that you have $1000 in a savings account.

→ CITIZENSHIP NOTEBOOK
1. Fill out the check template and check register (bank book) and put it in your notebook.
2. Make a list of the types of bank accounts and briefly describe each one. See p.40 for more information.

WEEK 5

30m Plutarch: Grades 6-8 - Lesson 29

30m Plutarch: Grade 9 - Lesson 5 Tiberius and Gaius Gracchus - p. 177-182

Materials: The Plutarch Project Volume 3, Historical Atlas p.14-15

Map Resource: Roman Republic 31 B.C.

PREP: Read introduction, review vocabulary, and preread the lesson.

→ RECAP
What happened in the last reading?

→ LOCATE
Find the Kingdom of Pergamum (in modern-day Turkey/Asia Minor). King Attalus died and left his entire kingdom to Rome. Tiberius wanted to take that royal wealth and give it directly to the poor to buy tools for their new farms. "That made him again more hated of the Senate than before." (p. 180, The Plutarch Project Volume 3)

→ 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 Five, Parts One - Three, p. 179-182. Once finished, ask, "What do you remember?" + "What else?" Keep narration to 2-3 minutes.

→ DISCUSS: CHARACTER SIMULATOR
You are a member of the Senate. Tiberius has just proposed that the inheritance of King Attalus should be "distributed among the poor citizens" to furnish them for their new farms. (p. 179) How would you respond?

→ WRITE (OPTIONAL CITIZENSHIP NOTEBOOK EXERCISE)
Tiberius said, "But when he goeth about to take away the authority and power of the people, then he is no more a tribune." (p. 181) Do you agree with that definition of leadership?

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Citizenship: Grade 8 (U.S.)

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Term 3

WEEK 5

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

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

WEEK 6

25m Ethics: Part 2 - Lesson 30

Materials: Ourselves: Book 1

→ READ, NARRATE, & DISCUSS
Ch.IX p.122-124 "Loyalty to Personal Ties." - "far more."

• "Perhaps there is always more of the best to be had in sticking to that we have got than in looking out continually for a new shop for every sort of ware." Explain this quote. How does this principle of loyalty apply to your life, someone you know, and/or someone about whom you have read?

→ CITIZENSHIP NOTEBOOK
Update character traits chart. Think of a new habit you would like to cultivate and create a tracking chart.

WEEK 6

30m American Gov./ Economics: Grade 8 - Lesson 30

Materials: Dollars & Sense

→ RECAP
What did you read last time in economics?

→ INTRO
Are you familiar with the stock market? What do you know about it?
Before reading chapter 5, please read the section on p.45, "Companies for Sale", to prepare for the reading.

→ READ, NARRATE, & DISCUSS
Ch.5 Money Goes Away p.44-49 "Inflation. Recession." - "had to be done."
• Describe some of the events that led to the Great Depression

• IMPORTANT DATES
The Stock Market Crash (1929)

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Term 3

WEEK 6

30m Plutarch: Grades 6-8 - Lesson 30

30m Plutarch: Grade 9 - Lesson 6 Tiberius and Gaius Gracchus - p. 182-187

Materials: The Plutarch Project Volume 3, Historical Atlas p.14-15

Map Resource: Roman Republic 31 B.C.

PREP: Read introduction, review vocabulary, and preread the lesson.

→ RECAP
What happened in the last reading?

→ LOCATE
Find Rome. Here "were slain above three hundred men," including Tiberius (p. 187, The Plutarch Project Volume 3)

→ 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 Five, Parts One - Three, p. 183-187. Once finished, ask, "What do you remember?" + "What else?" Keep narration to 2-3 minutes.

→ DISCUSS: CHARACTER SIMULATOR
You are a supporter of Tiberius. You see him touch his head to signal he is in danger, but "his enemies seeing the sign he gave, ran presently to the Senate, and declared that Tiberius desired the people to bestow a crown upon him, as if this were the meaning of his touching his head." (p. 186) Suddenly, a mob of Senators comes charging out of the meeting, armed with broken chair legs. Do you stay to fight, or do you flee?

→ WRITE (OPTIONAL CITIZENSHIP NOTEBOOK EXERCISE)
Tiberius was killed by a fellow Tribune with the "foot of a chair." (p. 186) Plutarch notes that not one man was killed with an "iron weapon." (p. 187) Why do you think Plutarch pointed this out?

WEEK 6

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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Term 3

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

WEEK 7

25m Ethics: Part 2 - Lesson 31

Materials: Ourselves: Book 1

→ READ, NARRATE, & DISCUSS
Ch.IX p.124-125 "Thoroughness." - "alien to flight."

→ CITIZENSHIP NOTEBOOK
Update habits log and character traits chart.

• COMPOSITION - Cause & Effect
Write about three causes of disloyalty (what loyalty forbids) and their effects. Give an example of each.

WEEK 7

30m American Gov./ Economics: Grade 8 - Lesson 31

Materials: Dollars & Sense, Citizenship notebook

→ RECAP
What did you read last time in economics?

→ INTRO
What do you think it would be like to become the President in the middle of the Great Depression?

→ READ, NARRATE, & DISCUSS
Ch.5 Money Goes Away p.49-53 "Franklin Delano Roosevelt" - "the Great Recession." (You don't need to read the excerpt "Thinking about Money" on p.52. It will be read in the next lesson.)
• What are some things that President Roosevelt did to help the economy? Why did some people not agree with those actions?

→ CITIZENSHIP NOTEBOOK
Make a list of some of the economic programs that were part of the New Deal. You can find the information on p.53 and at the following website.
∞ Link: New Deal Programs

• EXTRA HELPING
You can look to see what public works were created in your state as a result of the New Deal which employed thousands of people.
∞ **Link:** New Deal projects by state

• IMPORTANT DATES
New Deal programs are established by FDR (1933)

WEEK 7

30m Plutarch: Grades 6-8 - Lesson 31

30m Plutarch: Grade 9 - Lesson 7 Tiberius and Gaius Gracchus - p. 187-192

Materials: The Plutarch Project Volume 3, Historical Atlas p.14-15

PREP: Read introduction, review vocabulary, and preread the lesson.

→ RECAP
What happened in the last reading?

→ LOCATE
Find Rome in Italy. The Tiber River flows through it, though it is not labeled on this map. This is where the victors threw Tiberius's body, denying him a burial. Now find Sardinia, the island to the southwest. This is where Gaius was sent as Quaestor to keep him away from the political fires in Rome.

→ 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

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Term 3

Lesson Seven, Parts One - Two, p. 189-191. Once finished, ask, "What do you remember?" + "What else?" Keep narration to 2-3 minutes.

→ DISCUSS: CHARACTER SIMULATOR
You are Gaius Gracchus. Your brother is dead, his friends were executed, and you have just had a dream where Tiberius tells you, "Brother, why dost thou prolong time... we were both predestined to one manner of life and death." (p. 191) How do you feel about the dream?

→ WRITE (OPTIONAL CITIZENSHIP NOTEBOOK EXERCISE)
Plutarch says of Gaius that "some were of opinion that he was more popular, and desirous of the common people's good will and favour, than his brother had been before him." (p. 191) Do you think it was a compliment?

WEEK 7

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

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

WEEK 8

25m Ethics: Part 2 - Lesson 32

Materials: Ourselves: Book 1

→ READ & NARRATE
Ch.X p.126-128 "Pride of Life." - "ourselves for the fact."

• "What we call Humility is often a form of Hypocrisy." Explain this quote. Can you think of three examples of your own which illustrate this idea?

→ DISCUSS
What does Mason mean when she says, "What we call Humility is often a form of Hypocrisy"?

• CITIZENSHIP NOTEBOOK
Update habits log and character traits chart.

WEEK 8

30m American Gov./ Economics: Grade 8 - Lesson 32

Materials: Dollars & Sense, Citizenship notebook

→ RECAP
What did you read last time in economics?

• IMPORTANT DATES
Great Recession (December, 2007-June, 2009)

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Term 3

→ INTRO
Do you know what a mortgage is? How does it help people buy houses?

→ READ, NARRATE, & DISCUSS
Ch.6 Money Shrinks p.55-61 "Most people " - "in the future."
• Explain what we mean by a housing bubble and how that was one of the factors that led to the Great Recession.
• On p.61, the author writes, "Once again, Keynesian economics came into play as the US government stepped in to institute large and controversial programs." Go back to p.52 and read the excerpt about the famous economist John Maynard Keynes. Discuss his theories and how they came into play during the Great Recession.

→ CITIZENSHIP NOTEBOOK
Make a list of the ways the government stepped in to stimulate the economy during the Great Recession. You can find information in the excerpts on p.60-61.

WEEK 8

30m Plutarch: Grades 6-8 - Lesson 32

30m Plutarch: Grade 9 - Lesson 8 Tiberius and Gaius Gracchus - p. 192-197

Materials: The Plutarch Project Volume 3, Historical Atlas p.14-15

PREP: Read introduction, review vocabulary, and preread the lesson.

→ RECAP
What happened in the last reading?

→ LOCATE
Find Rome in Italy. The Field of Mars lies just outside its walls, though it is not labeled on this map. Plutarch says so many people came to vote for Gaius that "the Field of Mars not being large enough to hold such a multitude of people, there were that gave their voices upon the top of houses." (p. 194, The Plutarch Project Volume 3) Now find Sardinia to the southwest. This is where Gaius "not only excelled all the young men of his age in his actions against his enemies" but also "in temperance, frugality, and industry, he surpassed those who were much older than himself." (p. 193)

→ 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 Eight, Parts One - Three, p. 193-197. Once finished, ask, "What do you remember?" + "What else?" Keep narration to 2-3 minutes.

→ DISCUSS: CHARACTER SIMULATOR
You are one of the censors hearing Gaius defend himself. He tells you he "alone of all men else that had been in the wars, had carried his purse full, and brought it home empty: where others having drunk the wine which they carried thither in vessels, had afterwards brought them home full of gold and silver." (p. 194) What do you think about his defense?

→ WRITE (OPTIONAL CITIZENSHIP NOTEBOOK EXERCISE)
Plutarch says that where all other orators turned toward the Senate, Gaius "in contrary manner when he made his oration, turned him outwards towards the other side of the marketplace." (p. 196-197) Plutarch calls it "a little turning." What do you think it meant?

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Term 3

WEEK 8

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

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

WEEK 9

25m Ethics: Part 2 - Lesson 33

Materials: Ourselves: Book 1

→ READ, NARRATE, & DISCUSS
Ch.X p.128-130 "Humility one with Simplicity." - "-- Trench."

→ CITIZENSHIP NOTEBOOK
Update habits log and character traits chart.

- COMPOSITION - Point of View
Imagine you are a parent who is trying to help your teen to recognize and to overcome Pride. What advice would you give your teen? Name 10 actions you would recommend to your teen to get away from the thought of him or herself.

WEEK 9

30m American Gov./ Economics: Grade 8 - Lesson 33

Materials: Dollars & Sense, Citizenship notebook

→ RECAP
What did you read last time in economics?

→ INTRO
What would life be like if everyone only bought things they could afford in cash? How could that be a good thing? How could that be a negative thing? What items might be hard to purchase?

→ READ, NARRATE, & DISCUSS
Ch.7 Can I Borrow Some Money? p.63-71 "In the first - " in the future."
- What are the pros and cons of using credit cards?
- What factors affect one's credit score?

→ CITIZENSHIP NOTEBOOK
Make a list of the different kinds of real estate loans and include a brief description of each.

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Term 3

WEEK 9

30m Plutarch: Grades 6-8 - Lesson 33

30m Plutarch: Grade 9 - Lesson 9 Tiberius and Gaius Gracchus - p. 197-202

Materials: The Plutarch Project Volume 3, Historical Atlas p.14-15

PREP: Read introduction, review vocabulary, and preread the lesson.

→ RECAP
What happened in the last reading?

→ LOCATE
Find Capua. This was one of the major cities where Gaius wanted to send poor citizens to live.

→ 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 Nine, Parts One - Two, p. 199-202. Once finished, ask, "What do you remember?" + "What else?" Keep narration to 2-3 minutes.

→ DISCUSS: CHARACTER SIMULATOR
Plutarch writes, “He won the good will of the common people, being more popular and familiar in his conversation and deeds than he was otherwise in his orations” (p. 200). Consider the Lives we have studied this year. What role does a person’s personality play in their success?

→ WRITE (OPTIONAL CITIZENSHIP NOTEBOOK EXERCISE)
The Senate has hired a rival, Livius Drusus, to "play the demagogue" and outbid you. While you offer two colonies for the "honestest citizens," he offers twelve colonies for the "poorest," letting them have the land "scot free." (p. 201) As Gaius, how do you defend your laws in this situation?

WEEK 9

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

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

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Citizenship: Grade 8 (U.S.)

Click THIS text or scan the QR code for links.

Term 3

WEEK 10 **25m Ethics: Part 2 - Lesson 34**

Materials: Ourselves: Book 1

→ READ, NARRATE, & DISCUSS
Ch.XI p.131-133 "It is a seemly fashion" - "have given away."

→ CITIZENSHIP NOTEBOOK
Update habits log and character traits chart.

• COMPOSITION - Script
Write a few scenes in which you show through the characters that gladness is catching.

WEEK 10 **30m American Gov./ Economics: Grade 8 - Lesson 34**

Materials: Dollars & Sense, Citizenship notebook

→ RECAP
What did you read last time in Economics?

→ INTRO
Why do you think having a budget is a wise financial practice?

→ READ, NARRATE, & DISCUSS
Ch.8 Where Did My Money Go? p.73-76 "Money is - "paying the bills."
• What is the difference between needs and wants and how does that affect a budget?
• Many people suggest three categories for budgeting—spending, saving, and giving. What do you think about those 3 categories, and how can you go about implementing that?

→ CITIZENSHIP NOTEBOOK
Practice putting together a budget. Use the example on p.74 and create a chart in your notebook. If you don't have your own money or expenses, you can try to put one together to show the expenses of an average household and see what kind of income you would need to cover those expenses.

WEEK 10 **30m Plutarch: Grades 6-8 - Lesson 34**

30m Plutarch: Grade 9 - Lesson 10 Tiberius and Gaius Gracchus - p. 202-206

Materials: The Plutarch Project Volume 3, Historical Atlas p.14-15

PREP: Read introduction, review vocabulary, and preread the lesson.

→ RECAP
What happened in the last reading?

→ LOCATE
Look at the sea south of Capua. Gaius sailed across this water to Carthage to build a city named "Junonia." While there, a storm blew away his sacrifices and wolves stole his boundary marks. (p. 204-205, The Plutarch Project Volume 3)

→ 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 Ten, Parts One - Two, p. 203-205. Once finished, ask, "What do you remember?" + "What else?" Keep narration to 2-3 minutes.

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Term 3

→ DISCUSS: CHARACTER SIMULATOR
You are Gaius, back in Rome. You see one of your "familiar friends" being dragged to prison by the Consul's officers. You have promised to protect your allies, but you "pass by without assisting him," claiming you don't want to pick a quarrel. What are you thinking? (p. 205)

→ WRITE (OPTIONAL CITIZENSHIP NOTEBOOK EXERCISE)
Plutarch wrote, Gaius, "came now to take a house near the marketplace, to show himself nearby the lowlier and more popular." (p. 205) Why do you think he moved?

WEEK 10

⬚ 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

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

WEEK 11

⬚ 25m Ethics: Part 2 - Lesson 35

Materials: Ourselves: Book 1

→ READ, NARRATE, & DISCUSS
Ch.XI p.133-135 "Gladness is Perennial." - "I say, rejoice."

→ CITIZENSHIP NOTEBOOK
Write a brief reflection on how you did with habit cultivation this term.

• EXTRA HELPINGS
Act out a scene or two in which someone is at a delightful event, but he or she is sullen and unhappy. What was the cause of the person's moodiness? How did it affect his or her time at the event among the other guests? How did it affect other guests?

WEEK 11

⬚ 30m American Gov./ Economics: Grade 8 - Lesson 35

Materials: Dollars & Sense, Citizenship notebook

→ RECAP
What did you read last time in Economics?

→ INTRO
Do you know how much debt the U.S. has? Take a guess. You can find the answer on this website:
∞ Link: National Debt

→ READ, NARRATE, & DISCUSS

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Term 3

1. Ch.8 Where Did My Money Go? p.77-86
2. Read the excerpts on p.78 and 82
3. Read the conclusion, p.85-86 "It's not just" - "no matter what."

• Why do you think it is so hard to balance the national budget?

→ CITIZENSHIP NOTEBOOK
Make a list of some of the items that the federal government spends money on. Make a list of ways the government receives money (revenue). Try to brainstorm by yourself and then you can use these websites to find more information.
∞ Link: Government Spending
∞ Link: Sources of Federal Revenue

WEEK 11

30m Plutarch: Grades 6-8 - Lesson 35

30m Plutarch: Grade 9 - Lesson 11 Tiberius and Gaius Gracchus - p. 206-216

Materials: The Plutarch Project Volume 3, Historical Atlas p.14-15

PREP: Read introduction, review vocabulary, and preread the lesson.

→ RECAP
What happened in the last reading?

→ LOCATE
Look at the city of Rome. The conflict has now moved from laws and speeches to the streets themselves. Visualize the Capitol, where both parties met “by break of day.” The peace is broken when an attendant named Antyllius is slain with “great bodkins to write with” rather than swords. (p. 209, The Plutarch Project Volume 3)

→ READ, NARRATE
Lesson Eleven, Parts One - Two, p. 208-211 and Lesson Twelve, Parts One - Epilogue, p. 212-215. Once finished, ask, "What do you remember?" + "What else?" Keep narration to 2-3 minutes.

→ DISCUSS: CHARACTER SIMULATOR - PICK 1
Plutarch wrote, "Gaius would not arm himself, but went out of his house in a long gown, as if he would have gone simply into the marketplace." (p. 210) What do you think about his choices?

You are a guest at Cornelia’s home in Misenum. She tells the story of her sons' deaths "without shedding a tear," as if she were telling a history of someone else. Some guests think she has lost her "reason and sense" from grief. Do you agree? (p. 215)

→ WRITE (OPTIONAL CITIZENSHIP NOTEBOOK EXERCISE): PICK 1
Gaius' wife says, "Alas, what hope or trust is left us now, in laws or gods, since they have slain Tiberius?" (p. 211) What kind of loss do you think she is describing?

The people eventually built statues of the Gracchi and "consecrated the places where they had been slain." Looking back at their lives, did the Gracchi brothers "win" or "lose" their battle for the Roman people? Why? (p. 215)

WEEK 11

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,

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Term 3

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 12

25m Ethics: Part 2 - Lesson 36

Exam Week

→ EXAMS
Answer question(s) related to the course. Questions will come from: Ourselves

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WEEK 12

30m American Gov./ Economics: Grade 8 - Lesson 36

Materials: Dollars & Sense

→ EXAMS
Answer question(s) related to course.

Questions will come from:
Dollars & Sense

WEEK 12

30m Plutarch: Grades 6-8 - Lesson 36

30m Plutarch: Grade 9 - Exams

Materials: The Plutarch Project Volume 3, Historical Atlas, p. 14-15

→ RECAP
What happened in the last reading?

→ VIEW & DISCUSS
Answer one of the exam questions. Include as much detail as you can remember.

WEEK 12

15m Current Events: Grades 5-8 - Tracker

Exam Week

→ EXAMS
Answer question(s) related to course.

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Citizenship: Grade 8 (U.S.)

Examination

Term 1

Current Events: Grades 5-8

· Tell the story of one of the news events of this term.

American Gov./ Economics: Grade 8

· Describe your state government as it is created by your state constitution. Include 1) what the different branches are, 2) the powers that the different branches have, and 3) if your constitution had a preamble, what problems or goals the preamble tried to address. OR Describe the differences between the federal government, your state government, and your local government.

Ethics: Part 2

· Ourselves: Book I: Name some enemies of goodwill and show how they behave.

Term 2

Current Events: Grades 5-8

· Tell the story of one of the news events of this term.

American Gov./ Economics: Grade 8

· Place Holder

Ethics: Part 2

· Ourselves: Book I: Name some false ideas that hold back generosity OR Show how egotism destroys sympathy.

Term 3

Current Events: Grades 5-8

· Tell the story of one of the news events of this term.

American Gov./ Economics: Grade 8

· Dollars & Sense: Tell what you know about the formation of the national banking system OR Tell what you know about the services banks offer.

Ethics: Part 2

· Ourselves: Book I: Show what loyalty to our country means.

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