

World History

SAMPLE





About the Course

Through the reading of history stories and biographies, students experience what life was like in different times and places. They are exposed to the everyday experiences as well as the major events from our current history cycle (1800-1900). Students will also view images, reference maps, and work on their century charts and Book of Centuries as part of their lessons.

This topic is included in the following course(s): History: Grade 4 (U.S.), History: Grade 4 (Canada), History: Grades 5-6 (U.S.), History: Grades 5-6 (Canada)



Placement & Combining Tips

This course is the same for 4th-6th graders. In grade 5, students may begin their Book of Centuries.



Scheduling

GRADE	SCHEDULE INFO.	BOOKS
4-6	World History: Grades 4-6 1 time/week 25 min	William Wilberforce: The Freedom Fighter Under the Hawthorn Tree Commodore Perry in the Land of the Shogun

Sample Weekly View

Day 1	Day 2	Day 3	Day 4	Day 5
History: Grade 4 (U.S.)				
	U.S. History: Grades 4-6		World History: Grades 4-6	
History: Grade 4 (Canada)				
	Canadian History: Grades 2-4		World History: Grades 4-6	
History: Grades 5-6 (U.S.)				
	U.S. History: Grades 4-6		World History: Grades 4-6	Ancient History: Grades 5-6
History: Grades 5-6 (Canada)				
	Canadian History: Grades 5-6		World History: Grades 4-6	Ancient History: Grades 5-6



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.

History: Grade 4 (U.S.)

Read the document in the Quick Links about History Timelines and Charts.

We encourage you to pick a biography for each term to read in the afternoons. The Bookshelf has many recommendations.

History: Grades 5-6 (Canada)

Read the document in the Quick Links about History Timelines and Charts.

We encourage you to pick a biography for each term to read in the afternoons. The Bookshelf has many recommendations.



Books & Resources

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

∞ [View Book List Details](#)

World History: Grades 4-6



William Wilberforce: The Freedom Fighter



Under the Hawthorn Tree



Commodore Perry in the Land of the Shogun



Supplies

For supply list details and basic supplies helpful to have on hand, click the links or scan the QR code below.

∞ [View Basic Supplies](#)

(No Subject Supplies Assigned)



Quick Links

World History: Grades 4-6

∞ [Extra Helpings](#)

∞ [World History Student Lessons \(No Answers\)](#)

Click THIS text
or scan the QR
code for links.



Related Course Quick Links

∞ [Grade 4 U.S. History Chart Prompts](#)

∞ [History Charts & Timeline Scope & Sample](#)

∞ [Century Chart](#)

∞ [Grade 4 Canadian History Chart Prompts](#)

∞ [Grade 5 Canadian History Chart Prompts](#)

∞ [Grade 5 U.S. History Chart Prompts](#)

∞ [Grade 6 Canadian History Chart Prompts](#)

∞ [Grade 6 U.S. History Chart Prompts](#)

∞ [Foundations \(See Section 15: History\)](#)

∞ [History: Grade 4 \(U.S.\) Student Lessons \(No Answers\)](#)

- ∞ [History: Grades 5-6 \(U.S.\) Student Lessons \(No Answers\)](#)
- ∞ [History: Grade 4 \(Canada\) Student Lessons \(No Answers\)](#)
- ∞ [History: Grades 5-6 \(Canada\) Student Lessons \(No Answers\)](#)

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World History: Grades 4-6

How To Teach



Prepare

- Read through the lesson and gather any materials or find any necessary links.
- If you have not already read the book, you may want to read the selected pages in advance.



Recap

- Connect to previous lessons by asking students to recall where they left off.
- If students have difficulty recalling, teachers might try showing them a picture from the reading, sharing something the teacher remembers, or prompting them with the first sentence of the last reading. This will often refresh their memory enough to allow them to recall.
- If students still cannot recall anything from the last reading, teachers might consider continuing anyway (with a shorter reading this time) or repeating the previous lesson, depending on the reading and the nature of the book.



Introduce

- Use a picture, map, or engaging question to pique the student's interest in the day's lesson.
- If necessary, you may talk about one or two unfamiliar words that will be crucial to understanding.



Read

- Read the day's passage out loud. When reading to pre-readers, point to the words as you read, even if it seems like they aren't paying attention.
- Move at the student's pace for the lesson time rather than a particular number of pages. It is vitally important that teachers not try to 'force feed' a student more than they can consume in one sitting.
- Students who have a difficult time sitting still or listening may benefit from a fidget of their choice, such as a piece of putty or clay or an afghan; flexible positioning, such as a wobble seat or inverted sitting; or sensory modulation, such as a weighted vest or blanket or adjustment of light, temperature, or sound.



Narrate

- Have students retell the passage orally.
- Alternatively, learners may use words, pictures, Legos, dolls, etc., to process and convey ideas in the manner most natural to them.
- Teachers may take turns to model.
- Narration is a complex skill requiring the coordination of several parts of the brain. If a student struggles to narrate in general, with a specific subject or book, or on one day but not others, then this is an opportunity to learn. Observe when they struggle with this or any other activity today. Notice facial expressions and body language; listen to what they say about why it is hard or how they feel about it. Take note of these observations for later, tell them that you see how hard they

are working, and then offer whatever support they need to end on a positive note. If necessary, take a break for the day.



Discuss

- Give the student an opportunity to share thoughts on the lesson and any connections made.
- To stimulate discussion, you could ask them what they thought about the passage or ask an open-ended question.

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Term 1

WEEK 1 25m World History: Grades 4-6 - Lesson 1

The Slave Auction, A Letter from a Schoolboy

Materials: William Wilberforce: The Freedom Fighter

→ INTRO

This book is about an Englishman named William Wilberforce (1759-1833) who was a member of Parliament, the lawmaking group in the government of Great Britain. The English had been part of the slave trade since 1662. In 1770, out of a total of one hundred thousand slaves a year from West Africa, British ships transported more than half. English considered the slave trade inseparably linked with the wealth and national security of Great Britain. William worked tirelessly in Parliament to change the laws and abolish or get rid of the slave trade. As we learn about this remarkable man, we will also learn about what life was like in the late 1700s and early 1800s, what people were thinking or talking about, and how it was different from our lives today. We are mostly studying 1800-1900 this year, but this book begins a little earlier in 1759, when William was born.

→ LOCATE

∞ Map Link: Map of England

Find Hull, which is a coastal city in northern England. This is where William was born.

→ READ, NARRATE, & DISCUSS

p.9-17 "'No! No!' cried" - "on their journey."

- How would you describe the kind of family and lifestyle that William was born into?
- How are his life and opportunities different from the lives and opportunities of the slaves we were introduced to in the first chapter?

→ VIEW

∞ Image Links: Birthplace of William Wilberforce & Portrait of William Wilberforce

• IMPORTANT DATES

1759 Birth of William Wilberforce

WEEK 2 25m World History: Grades 4-6 - Lesson 2

A Letter from a Schoolboy, To Cambridge

Materials: William Wilberforce: The Freedom Fighter

→ RECAP

What did you read last time?

→ READ, NARRATE, & DISCUSS

p.18-26 "What's the coachman" - "law of gravity."

- What do you think it means that William's mom "was against anybody showing great enthusiasm" (p.21) in their spiritual life?
- How would you describe William when he was a college student?

→ VIEW

∞ Image Link: Photo of Cambridge University in the late 1800s.

• EXTRA HELPING

This tour of Cambridge University shows the architecture and setting of the school. (5:00)

∞ Video Link: Cambridge University

WEEK 3 25m World History: Grades 4-6 - Lesson 3

To Cambridge, The Shrimp who Swelled into a Whale

Materials: William Wilberforce: The Freedom Fighter

→ INTRO

When someone says they want to enter public service for their career,

• DEFINITIONS

Chancellor of the Exchequer: the chief financial minister and, as such, responsible for growing the UK economy.



Term 1

what do they mean? It usually means they want to get involved in government. It is important to know a little about the government of the United Kingdom (England, Scotland, Wales and Northern Ireland) since our book takes place in England. Parliament is the **legislature** or lawmaking group. The government leader, called the prime minister, is always a member of Parliament. This makes Britain different from the United States, which keeps **Congress** and the president in separate branches of government. Parliament is made up of two houses: the House of Lords and the House of Commons. You will read about William's entrance into public service.

→ RECAP

What did you read last time?

→ READ, NARRATE, & DISCUSS

p.27-36 "William, despite his" - "guess," said Pitt."

- How do you think most people who knew William Wilberforce would have described him?
- What kind of advantages did he have that allowed him to be elected to Parliament?

→ VIEW

William Wilberforce and William Pitt spent time in college in the Strangers Gallery watching the proceedings of Parliament. This picture shows the Houses of Parliament on the River Thames in London, England, and the inside of the House of Commons, which was built in 1834. In this picture, the gallery for public viewing is on the second floor above the entrance.

∞ Image Links: Houses of Parliament in London & Strangers Gallery