

# History

Canadian History  
World History

SAMPLE





## About the Course

This course includes the following topic(s): Canadian History: Grades 2-4, World History: Grades 4-6

### About Canadian History: Grades 2-4

Read Canadian history stories from the current history cycle (1800-1900). View images and reference atlases and maps to set the people and events in their time and place. Update History Charts as appropriate for student level.

### About World History: Grades 4-6

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.



## Placement & Combining Tips

### Canadian History: Grades 2-4

History courses are on a four-year rotation. Students should follow the current Alveary rotation. Students in grades 2-4 will take the same course.

### World History: Grades 4-6

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



## Scheduling

GRADE	SCHEDULE INFO.	BOOKS
2-4	Canadian History: Grades 2-4 1 time/week 20 min	The Kids Book of Canadian History Born!: A Foal, Five Kittens and Confederation Laura Secord's Brave Walk I Am Not a Ghost: The Canadian Pacific Railway The Spirit of Canada: Canada's Story in Legends, Fiction, Poems, and Songs Belle of Batoche
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
<b>History: Grade 4 (Canada)</b>				
	Canadian History: Grades 2-4		World History: Grades 4-6	



## 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.



## Books & Resources

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

∞ [View Book List Details](#)

### History: Grade 4 (Canada)

#### Canadian History: Grades 2-4



The Kids Book of Canadian History



Born!: A Foal, Five Kittens and Confederation



Laura Secord's Brave Walk



I Am Not a Ghost: The Canadian Pacific Railway



The Spirit of Canada: Canada's Story in Legends, Fiction, Poems, and Songs



Belle of Batoche

#### 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

### History: Grade 4 (Canada)

- ∞ [Extra Helpings](#)
- ∞ [History Charts & Timeline Scope & Sample](#)
- ∞ [Century Chart](#)
- ∞ [Grade 4 Canadian History Chart Prompts](#)

Click THIS text  
or scan the QR  
code for links.



- ∞ [Foundations \(See Section 15: History\)](#)
- ∞ [History: Grade 4 \(Canada\) Student Lessons \(No Answers\)](#)

**World History: Grades 4-6**

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

SAMPLE

# History: Grade 4 (Canada)

## 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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# History: Grade 4 (Canada)

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



## Term 1

### WEEK 1 20m Canadian History: Grades 2-4 - Lesson 1

*Introduction, The War of 1812*

Materials: The Kids Book of Canadian History, globe or world atlas

PREP: Print a copy of a map of Canada. You will use this throughout the course.

∞ Map Link: [Outline Map of Canada](#)

#### → INTRO

Do you know when your relatives came to Canada and what brought them here? Where did they move from? Where did they settle?

This year in Canadian history, we are learning all about Canada in the nineteenth century (between the years 1800 and 1900). At the beginning of this century, Canada was a collection of separate British colonies and was vulnerable to invasion by the newly independent nation of the United States to the south. Yet by the end of the century, Canada was a self-governing country of seven provinces and two territories, with a transcontinental railway that stretched from coast to coast. This class will explore many of the changes that took place during this time.

#### → LOCATE

On a globe or world atlas, find England. Find Canada. What ocean do you have to cross?

Find the United States of America. With your finger, trace the line of the border between the United States and Canada.

#### → READ, NARRATE, & DISCUSS

p.31-32 "While the fur traders" - "homes and families."

#### → VIEW

Map on p.32: "Major battles in the War of 1812"

Compare this map to a modern map of Canada. What differences do you notice?

Why do you think so many battles in the War of 1812 took place near Niagara Falls and the Great Lakes?

#### → MAPPING ACTIVITY

On your Map of Canada, label Queenston Heights, Toronto (called York in 1812), Montreal, the St. Lawrence River, and the Great Lakes (Lake Ontario, Lake Erie, Lake Huron, Lake Michigan, and Lake Superior).

### 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.

#### • IMPORTANT DATES

1759 Birth of William Wilberforce

# History: Grade 4 (Canada)

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



## Term 1

### → 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

## WEEK 2 20m Canadian History: Grades 2-4 - Lesson 2

*War of 1812, cont.*

Materials: Famous Canadian Stories, Spirit of Canada

### → RECAP

What do you remember about why the War of 1812 started?

### READ, NARRATE, & DISCUSS

1. Famous Canadian Stories

∞ PDF Link: The Battle of Queenston Heights

p.139-143 "It was early" - "the United States of America."

2. Spirit of Canada

p.58-59 "The Battle of Queenston" - "know your name."

### → LISTENING ACTIVITY

Listen to Stan Rogers sing his song "MacDonnell on the Heights."

∞ Music Link: MacDonnell on the Heights

### → VIEW

1. Spend some time looking at this engraving of The Battle of Queenston Heights. The original engraving this one is based on is attributed to Captain James Dennis, who fought in the battle. The Americans (in blue) are crossing the Niagara River to Queenston (the right side) from Lewiston (the left side).

∞ Image Link: The Battle of Queenston Heights

2. Visit Brock's Monument at Queenston Heights. You don't need to watch the whole video, but the drone footage provides an amazing view!

∞ Video Link: Canada's Most Imposing War Memorial

### • EXTRA HELPING

Watch a Heritage Minute about how the Grand River warriors helped to defeat the Americans at Queenston Heights after the death of General Brock.

∞ Video Link: Heritage Minutes: Queenston Heights

## 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?

### • EXTRA HELPING

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

∞ Video Link: Cambridge University

# History: Grade 4 (Canada)

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## Term 1

- How would you describe William when he was a college student?

→ **VIEW**

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

### WEEK 3 20m Canadian History: Grades 2-4 - Lesson 3

*Laura Secord*

📖 Materials: Kids Book of Canadian History, Famous Canadian Stories

→ **RECAP**

What do you remember from last week about the Battle of Queenston Heights?

→ **READ, NARRATE, & DISCUSS**

1. Kids Book of Canadian History  
p.33 "Laura Secord walked" - "in a common cause."

2. Famous Canadian Stories

∞ PDF Link: Laura Secord  
p.147-150 "In a churchyard" - "heroines of Canadian history."

- How do you think Laura Secord must have felt on her long walk?

→ **VIEW**

Visit the monument to Laura Secord.

∞ Image Link: Laura Ingersoll Secord Monument

### 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, 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

• **DEFINITIONS**

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

# History: Grade 4 (Canada)

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## Term 1

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

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