

History

U.S. History
World History
Ancient History

SAMPLE





About the Course

This course includes the following topic(s): U.S. History: Grades 4-6, World History: Grades 4-6, Ancient History: Grades 5-6

About U.S. History: Grades 4-6

Read United States and world 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.

About Ancient History: Grades 5-6

Study history stories about the ancient civilizations that lived from 100 BC to 350 AD. View images and reference atlases and maps to set the people and events in their time and place. Update History Charts and Book of Centuries as appropriate for student level.



Placement & Combining Tips

U.S. History: Grades 4-6

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

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
4-6	U.S. History: Grades 4-6 1 time/week 25 min	Heart and Soul: The Story of America and African Americans Children of the Wild West Lincoln: A Photobiography SeaMan: The Dog Who Explored The West With Lewis & Clark
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
5-6	Ancient History: Grades 5-6 1 time/week 25 min	The Bronze Bow Redemption: The Church in Ancient Times The Student Bible Atlas, Revised Edition

Sample Weekly View

Day 1	Day 2	Day 3	Day 4	Day 5
History: Grades 5-6 (U.S.)				
	U.S. History: Grades 4-6		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.



Books & Resources

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

∞ [View Book List Details](#)

History: Grades 5-6 (U.S.)

U.S. History: Grades 4-6



Heart and Soul: The Story of America and African Americans



Children of the Wild West



Lincoln: A Photobiography



SeaMan: The Dog Who Explored The West With Lewis & Clark

World History: Grades 4-6



William Wilberforce: The Freedom Fighter



Under the Hawthorn Tree



Commodore Perry in the Land of the Shogun

Ancient History: Grades 5-6



The Bronze Bow



Redemption: The Church in Ancient Times



The Student Bible Atlas, Revised Edition



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

Click THIS text
or scan the QR
code for links.



History: Grades 5-6 (U.S.)

- ∞ [Extra Helpings](#)
- ∞ [History Charts & Timeline Scope & Sample](#)
- ∞ [Century Chart](#)
- ∞ [Grade 5 U.S. History Chart Prompts](#)
- ∞ [Grade 6 U.S. History Chart Prompts](#)
- ∞ [Foundations \(See Section 15: History\)](#)
- ∞ [History: Grades 5-6 \(U.S.\) Student Lessons \(No Answers\)](#)

U.S. History: Grades 4-6

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

World History: Grades 4-6

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

Ancient History: Grades 5-6

- ∞ [Ancient History: Grades 5-6 Student Lessons \(No Answers\)](#)

SAMPLE

History: Grades 5-6 (U.S.)

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.

SAMPLE



Term 1

WEEK 1 25m U.S. History: Grades 4-6 - Lesson 1

A Duck, A Dog, and a Deal

Materials: SeaMan: The Dog Who Explored The West With Lewis & Clark

→ PREP

1. Please note that a few of the chapters will be skipped for the sake of time. You can encourage your student to read those chapters outside of lesson time.
2. You may want to read the introduction to get some more background knowledge about the book.

→ INTRO

This year, we are studying the history of the United States from 1800-1900. President Thomas Jefferson acquired a large amount of land west of the Mississippi for \$15 million through the Louisiana Purchase from France. He chose Meriwether Lewis to head an expedition to explore this area. Along with William Clark and a select group of men, a dog named Seaman joined the expedition. We learn about this dog in the journals of Lewis and Clark. For a long time, people thought the name of the dog was Scannon because it was hard to read the handwriting. Over the years, more information about Seaman has been found in the journals and other sources. That is what makes the study of history interesting—historians continue to find more evidence that adds to a fuller understanding of the past. The author wrote this story based on Lewis and Clark's journals, which were originally written with a quill pen!

→ LOCATE

Map Resource: Map at the back of the book

At the beginning of the book, Lewis is in Pittsburgh and then needs to meet Clark before heading to Fort Wood, where they will spend the winter before they begin their expedition. Trace this route on the map. What rivers will he be traveling along to get to the camp? [A: Ohio and Mississippi]

→ READ, NARRATE, & DISCUSS

p.1-11 "The huge black" - "lift their spirits."

- One of the goals of the expedition was to look for the Northwest Passage. Many thought there would be a direct water route across the continent that led to the Pacific Ocean. It was believed that this waterway could open a direct trade route between North America and Asia. Lewis and Clark were to find out and let President Jefferson know. Do you know if there is a direct water route from the Atlantic to the Pacific? You can look at a map to find out.

→ VIEW

Look at the entry from Lewis's journal on p.9. What do you notice about the spelling? Spelling changes over time. You will notice different spellings in the other entries as well.

• EXTRA HELPING

If you have time, this is an interesting video that talks about the Louisiana Purchase and the reasons for the expedition.

∞ **Video Link:** Lewis and Clark Expedition Part 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

• IMPORTANT DATES

1759 Birth of William Wilberforce



Term 1

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

WEEK 1 25m Ancient History: Grades 5-6 - Lesson 1

Materials: Bronze Bow, The Student Bible Atlas

→ INTRO

The Bronze Bow, winner of the 1962 Newbery Medal, is set in Galilee during the time of Jesus's ministry (approximately 28–33 AD). Galilee had been occupied by Rome for almost 100 years when the story takes place, and the people longed for freedom from Roman oppression. As we read the story, we'll explore both the Galilee region and the culture of Rome during this time period.

∞ Video Link: The Culture at the Time of Jesus' Birth

∞ Video Link: Galilee at the Time of Jesus

→ READ, NARRATE, & DISCUSS

Ch.1

- Why do you think Daniel trusts Joel and Malthace so quickly?
- What would you miss most if you had to leave your home?

→ MAPWORK

Map Resource: The Student Bible Atlas

- Find the area of Galilee on p.23 or use the Map of Galilee link provided. Notice that Galilee was an area near the Sea of Galilee, not the name of a city. (The name Galilee-Hebrew word galil, which translates to "district," "circle," or "region".)
- Now locate the Sea of Galilee and the town of Capernaum. The twins were moving to this town.
- Much of the story takes place in the village of Ketzah, but this is a fictitious town. In the book, it is said to be on the northern shore of the Sea of Galilee, three miles from Capernaum. Can you estimate where this would have been located on your map?

∞ Map Link: Map of Galilee

• EXTRA HELPING

∞ Video Link: The Roman Catapult



Term 1

WEEK 2 25m U.S. History: Grades 4-6 - Lesson 2

Getting Ready

Materials: SeaMan: The Dog Who Explored The West With Lewis & Clark

→ RECAP

What did you read about last time?

→ INTRO

You have met Meriwether Lewis, who was President Jefferson's personal secretary and an officer in the United States Army. Now we will meet William Clark, a retired officer who had served alongside Lewis in the Army. He will be the expedition's co-leader. Here is a replica of the keelboat that was built for this expedition. It was 55 feet long (almost the length of a bowling alley) with room for about 20 men to row and more space for supplies.

∞ Image Link: Replica of keelboat

→ READ, NARRATE, & DISCUSS

Continue Ch.2 p.11-18 "Along the banks" - "of a dog."

- Why might a dog be a good companion for the expedition?

→ VIEW

∞ Image Link: Statue of Lewis and Clark

This statue on the Ohio River in Clarksville, Indiana, marks the meeting place where the two explorers met.

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 2 25m Ancient History: Grades 5-6 - Lesson 2

Materials: Bronze Bow

→ RECAP

What do you remember about Daniel and his conversation with the twin brother and sister (Joel and Malthace)?

→ READ, NARRATE, & DISCUSS

Ch.2

- How does Samson's condition show the harshness of the ancient world?
- What early signs do we see about Rosh's character and leadership?

★ TEACHER NOTE

Preview p.19 where a man is killed with a dagger.

• EXTRA HELPING

∞ Video Link: Meet a Roman Legionary

Note: Though this video shows a Roman Legionary in England rather than Israel, the uniforms and lifestyle would have been very similar.



Term 1

→ BACKGROUND

This chapter includes a man who is a slave. Under Roman law, enslaved people had no rights and were regarded as the property of their masters. They could be bought, sold, and mistreated at will. They were unable to own property, enter into a contract, or legally marry.

WEEK 3 25m U.S. History: Grades 4-6 - Lesson 3

The Journey Begins

Materials: SeaMan: The Dog Who Explored The West With Lewis & Clark

→ RECAP

Briefly tell what happened last time.

→ INTRO

Today, you will read about the men who were chosen to be in the Corps (pronounced /kor/) of Discovery. What kind of skills do you think would be helpful for these men to have?

→ READ, NARRATE, & DISCUSS

p.18-27 "On November 20" - "a beautiful place."

→ VIEW

One of the goals of the expedition was to learn about plant and animal species and bring back samples. Here is a journal page that shows a drawing of a pheasant.

∞ Image Link: Journal Entry from Clark

• IMPORTANT DATES

1804 Lewis and Clark Expedition begins

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: Grades 5-6 (U.S.)

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



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

WEEK 3 25m Ancient History: Grades 5-6 - Lesson 3

Materials: Bronze Bow

→ RECAP

What happened with Sampson the slave in the last chapter?

→ INTRO

Look closely for details on how the Jewish Sabbath is observed during this chapter. The Sabbath would have been observed from Friday night to Saturday night. Sabbath comes from the Hebrew word Shabbat, which literally translates to "to rest" or "to cease".

→ READ, NARRATE, & DISCUSS

Ch.3

- Why do you think Simon says that he and Rosh "work for the same end, but we don't exactly see eye to eye."
- Why is Daniel reluctant to visit his grandmother and sister? How does he feel once he is there?

→ BACKGROUND

Daniel had run away from Amalek, a cruel blacksmith, where he was a bonded servant. A bonded servant worked for a master, usually to learn a trade or to pay off debt, for a set number of years. Although biblical law mandated protections for indentured Hebrew servants, Amalek treated Daniel cruelly. Unable to endure the abuse, Daniel broke his bond and fled into the mountains, making him a runaway and a fugitive from justice.

Daniel's grandmother mentions a "pauper's share" of grain in this chapter. This ancient practice was called gleaning. Landowners were to leave the edges of their fields unharvested so that the poor and widows could gather the grain to feed themselves. This wasn't easy - it took a lot of work to gather the grain, separate it, grind it, and turn it into coarse flour to make bread! Do you remember any Bible stories that mention gleaning?

• EXTRA HELPING

∞ Website Link: Gleaning by Hand