

Fostering Wonder

History Grade 3 Sample

Information Pages · Week 5 Lessons · Sample Term Celebration Week

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HISTORY — GRADE 3

Open-and-Go Format | 2 Lessons per Week | Estimated to be about 20 minutes each

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This curriculum uses living books to bring history alive for young learners. Each lesson includes pre-reading preparation, a short reading, and oral narration.

About This Curriculum

Lesson Structure (20 minutes total): - **Pre-Reading (3–5 minutes):** Introduce vocabulary, show a map or image, set the scene - **Reading (10–12 minutes):** Parent reads aloud while child listens attentively - **Narration (5 minutes):** Child tells back what they heard in their own words

About Pre-Reading Activities: The pre-reader activities at the beginning of each lesson are brief preparations meant to help the child attend to the reading with understanding.

- **Vocabulary:** Prepares words from the reading that may be unfamiliar, could become stumbling blocks to attention, or are important to the passage. Some entries also identify key figures who will appear in the assigned reading. Writing only the key figures' names on a classroom blackboard or whiteboard before the lesson can give the student a clear visual reference for the people they will encounter in the passage.
- **Map Activity:** Gives simple geography practice so the student can picture the locations named in the reading.
- **Image Activity:** Appears in selected lessons when additional images may be helpful. These suggested images provide optional visual support and may be found and printed in advance or displayed on a digital device before the reading. Previewing a relevant image can help the student form a clearer mental picture of the people, places, or events in the passage and support understanding as the text is read aloud.
- **Engaging Thought:** Gives the student one simple idea or question to listen for during the reading.

Charlotte Mason wrote in *Home Education* (Volume 1, p. 145), "Attention is hardly even an operation of the mind, but is simply the act by which the whole mental force is applied to the subject in hand." She continued, "This act, of bringing the whole mind to bear, may be trained into a habit at the will of the parent or teacher, who attracts and holds the child's attention by means of a sufficient motive."

Picture Study Suggestion: Picture study is an easy lesson to pair with history. Choose one artist for each 12-week term and place one or more pictures of that artist's work where the student can study them. These may include paintings, drawings, prints, or other art pieces from the same broad historical period as the lessons. Once a week, have the student look carefully at one work for about 1–2 minutes. Then hide the picture and invite the student to recall as much as possible: colors, shapes, people, clothing, landscape, posture, facial expressions, and other details.

For this sample, one Grade 3 picture study selection is shown:

- **Picture Study: Albrecht Dürer**

The full curriculum includes two additional picture study selections for the other terms.

Optional picture study resources for these artists may be purchased separately from A Humble Place if desired; families may also use public-domain images or other art resources.

Charlotte Mason wrote in *Home Education* (Volume 1, p. 309), "When children have begun regular lessons (that is, as soon as they are six), this sort of study of pictures should not be left to chance, but they should take one artist after another, term by term, and study quietly some half-dozen reproductions

of his work in the course of a term." She also wrote, "We cannot measure the influence that one or another artist has upon the child's sense of beauty, upon his power of seeing, as in a picture, the common sights of life; he is enriched more than we know in having really looked at even a single picture."

For the term celebration week, the student may choose a favorite work from that term's artist and try to recreate it. This recreation is not meant to look exactly like the original; instead, give the student about 7–10 minutes to focus on one specific section of the painting or artwork and try to create that portion, knowing it may not look exactly like the artist's creation. The point of this activity is for the student to notice details and begin to understand the artist's style. This may be done by using the same medium when practical, sketching or modeling the work, copying the art piece with tracing paper and a light box, or creating a new piece inspired by the artist's technique.

Composer Study Suggestion: Composer study is another simple lesson that pairs naturally with history. Choose one composer for each 12-week term and listen to a few pieces of that composer's music during the term. This may be done through any music streaming app, by watching an orchestra performance on YouTube, or, better yet, by attending a live orchestra performance when possible. The parent may briefly name the composer, the country or place connected with him, and the broad time period in which he lived, but the main work is simply to listen attentively and grow familiar with the music.

For this sample, one Grade 3 composer study selection is shown:

- **Composer Study: Josquin des Prez** (Franco-Flemish, c. 1450–1521)

The full curriculum includes two additional composer study selections for the other terms. After listening, the student may share what they noticed: instruments, mood, tempo, repeated melodies, quiet or loud moments, or the kind of scene the music brought to mind. These composers belong to the same broad historical world studied in Grade 3, from the Renaissance and age of exploration into the early colonial period. The goal is not formal music analysis, but regular acquaintance with beautiful music from the period.

Using the Century Chart: The century chart included with the Grade 3 History curriculum package should be used as a tool to better help the student place the events and people studied this year in their mind. The parent may be the one to enter the information while the child watches and learns alongside you. It is a good idea to place this chart somewhere visible in the schoolroom so that your student may refer to it whenever needed.

The **Teacher Resources** file that comes with this curriculum is included to support the century chart work. It gives parents a simple date reference for the people, places, and events studied in the lessons, so entries can be placed in the correct century without interrupting the flow of the living-book reading. Families do not need to add every date or event listed; instead, parent and student may choose the

people, places, and events that seem most meaningful or valuable to remember. Use this resource as a quiet parent aid, not as extra memorization work for the student.

Charlotte Mason wrote in Volume 1: "Then let the child himself write, or print, as he is able, the names of the people he comes upon in due order, in their proper century. We need not trouble ourselves at present with more exact dates, but this simple table of the centuries will suggest a graphic panorama to the child's mind, and he will see events in their time-order."

Using a Blank United States Map: Some families may also enjoy keeping a blank United States map on the wall during the year and adding each state name as it appears in *This Country of Ours*. This helps the student feel that he is discovering the country along with the book, not merely hearing about it. A laminated wall map that works well for this kind of activity can be found here: [Amazon blank laminated United States map](#). *Affiliate disclosure: This map link is an Amazon affiliate link. As an Amazon Associate, Fostering Wonder may earn from qualifying purchases.*

About Narration Prompts: The narration prompts in this curriculum are suggestions only. They are meant to spark conversation about the passage being read — not to be followed word for word. If your child naturally begins talking about what they heard, you do not need to use the prompt at all. The goal of narration is simply for the child to tell back what they experienced in the reading, in their own words and in their own way. Any prompt that opens that door is the right one.

Educationally Appropriate Content

All books in this curriculum carry strong academic credentials and are appropriate for educational purposes.

Academic skills addressed:

- Historical thinking and chronological understanding
 - Narrative comprehension and oral narration
 - Vocabulary acquisition through context
 - Map skills and geographical awareness
 - Understanding of cause and effect in history
 - Connection between exploration, colonization, and American history
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Required Books

Affiliate disclosure: Some links in this Required Books section are Amazon affiliate links. As an Amazon Associate, Fostering Wonder may earn from qualifying purchases.

Book	Author	Format	Link
<i>The Discovery of the Americas</i>	Betsy Maestro	Picture book	Amazon
<i>This Country of Ours, Volume 1</i>	H.E. Marshall	Hardcover	Amazon
<i>Three Young Pilgrims</i>	Cheryl Harness	Picture book	Amazon
<i>The Landing of the Pilgrims</i>	James Daugherty	Paperback	Amazon

This Country of Ours — H.E. Marshall (1917). A living-book narrative of American history. Grade 3 focuses on early American history from the old stories of Norse voyages and early European exploration through the founding and growth of the colonies, roughly A.D. 1000–1716.

Content note for parents and students: Because *This Country of Ours* tells the story of exploration, conquest, and colonization, it naturally includes references to slavery, slaughter, cannibalism, war, religious conflict, and other difficult parts of history. These topics are generally mentioned as historical facts rather than described graphically. The book also uses the historical term **Indians** for Native people, reflecting language commonly used in older histories and in the time periods being studied. Parents may wish to explain the correct modern name for each group of Native people as it appears in the reading.

Page-numbering note for *Three Young Pilgrims*: This book does not have printed page numbers, so this curriculum counts the first page of the book as page 1. The page with the map of the colonies,

Canada, and the Atlantic Ocean is counted as page 8. The page that begins, “Mary, Remember, and Bartholomew...” is counted as page 9.

Historical note for *Three Young Pilgrims*: *Three Young Pilgrims* is a beautifully illustrated historical story based on real events, but some dialogue, scenes, and details are imagined or simplified for children. Parents may wish to treat it as a living-book introduction and clarify historical details as needed.

Parent Preparation for the End-of-Year Project

Week 36 includes a simple end-of-year research and presentation project. Before Week 36, purchase one freestanding trifold presentation board for the student. The student will choose topics from Weeks 25–35, gather details from the history readings, arrange written information and visuals across the three panels, and use the finished board during the final presentation.

WEEK 5

Lesson 1 — This Country of Ours, Volume 1, Chapter 2: The Sea of Darkness and the Great Faith of Columbus *Pages: 13–18*

Pre-Reading:

Vocabulary:

Cathay (an old European name for China), eyrie (a large nest high up where a bird of prey lives), corsairs (pirates or privateers who attacked ships), Moors (a historical name used for Muslim people of North Africa and Spain), viceroy (a ruler who governs in the name of a king or queen), grandees (people of very high rank), abate (to lessen or give up part of something), jubilation (great joy or celebration), Christopher Columbus (the sailor who believed he could reach India by sailing west), King Ferdinand (the Spanish king whom Columbus asked for help), Queen Isabella (the Spanish queen who supported Columbus's voyage)

Map:

Find the Atlantic Ocean between Europe and North America. Then find Portugal, Spain, England, France, Granada, and Palos. Finally, look east toward India and China to see the lands Columbus hoped to reach by sailing west.

Image:

Search the web for: Columbus Before the Queen Emanuel Leutze painting. Invite the child to notice Columbus standing before Queen Isabella, the royal court gathered around them, and the papers connected with his proposed voyage.

Engaging thought:

"Today we will listen for why Columbus kept hoping when others said no."

Read aloud pages 13–18.

Narration prompt: "Tell me how the chapter begins with the old fear of the Sea of Darkness, then continue narrating the rest of the story from there."

Lesson 2 — This Country of Ours, Volume 1, Chapter 3: How Columbus Fared Forth Upon the Sea of Darkness and Came to Pleasant Lands Beyond *Pages: 21–26*

Pre-Reading:

Vocabulary:

trackless (without a marked path to follow), reckonings (counts or records used to figure out distance), ploughed (pushed or cut through), mutinous (ready to rebel against a leader), murmurs (low complaints or grumbling), sullenly (in a gloomy, silent, or resentful way), glimmering (shining faintly), potentate (a powerful ruler), Christopher Columbus (the admiral who led the westward voyage)

Map:

Find Spain and the Atlantic Ocean. Trace Columbus's route west from Spain toward the Bahamas. Then find San Salvador and Cuba, and point to the Caribbean Sea where the Taíno people lived.

Image:

Search the web for: Niña Pinta Santa María replica ships photograph. Invite the child to compare the ships' sizes, hulls, and sails before hearing how the three little vessels crossed the trackless Atlantic.

Engaging thought:

"Today we will listen for what gave the sailors hope after many frightening days at sea."

Read aloud pages 21–26.

Narration prompt: "Tell me how the chapter begins as Columbus and the sailors lose sight of land, then continue narrating the rest of the story from there."

SAMPLE TERM CELEBRATION WEEK

No new readings are assigned during the term celebration week. This week gives the student time to review the stories, people, and places that have been met during the term.

Lesson 1 — Review Term Readings

In the actual curriculum, four narration prompts are given in Lesson 1 of each term celebration week. The student chooses one prompt from the term's readings and tells back what they remember. The goal is not to quiz the student on every detail, but to give them an opportunity to recall and narrate a favorite person, event, or story from the term.

Lesson 2 — Map Review

In the actual curriculum, the map locations from that term's readings are listed in Lesson 2 to make them easier to locate. The student locates as many of those places as they can. The parent may invite the student to begin from memory, then use a globe, atlas, or wall map for help. The purpose is gentle review and growing familiarity with the places connected to the stories.

In the full curriculum, term celebration weeks are placed at the end of each term and reflect the readings and map work completed during that term.