

# Fostering Wonder

History Grade 4 Sample

Information Pages · Week 1 Lessons · Sample Term Celebration Week

© Fostering Wonder · Sample for preview purposes only



## HISTORY — GRADE 4

---

**Open-and-Go Format | 2 Lessons per Week | Estimated to be 20-25 minutes each**

***License for Personal Use** This curriculum is intended for personal, household use only. Your purchase grants you the right to print and use these materials within your own home and family. It may not be reproduced for distribution, shared digitally, used in co-ops, classes, or groups, or resold in any form. For group licensing inquiries, contact [hello@fosteringwonder.com](mailto:hello@fosteringwonder.com).*

This curriculum uses living books to bring history alive. Grade 4 introduces written narration alongside oral narration.

---

### How to Use This Curriculum

---

**Lesson Structure (20–25 minutes total):** - **Pre-Reading (3–5 minutes):** Introduce vocabulary, show a map or image, set the scene - **Reading (10–15 minutes):** Parent reads aloud while child listens attentively - **Narration (5–7 minutes):** Child narrates orally OR writes a short narration

**Parent Note: Flexible Lesson Pacing:** To keep history lessons short and manageable, a scheduled lesson may be divided into two shorter portions. In the first, complete the pre-reading activities and read the assigned text. The student may complete the second portion immediately after the first or at a later time that same day. During this second portion, the student may work more independently by giving an oral narration or completing the assigned written narration or a chosen copywork entry. The student reports back by narrating what was learned or by showing the parent the completed written work.

**Geographic Naming Note:** Because this curriculum is produced in the United States, it uses **Gulf of America** as the primary name for this body of water. Many older books and maps use **Gulf of Mexico**; both labels refer to the same gulf, and students may recognize either name when reading historical sources or using different maps.

**About Pre-Reading Activities:** The pre-reading 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 the key figures' names on a classroom blackboard or whiteboard before the lesson can give the student a clear visual reference for the people and ideas 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 the assigned book does not include illustrations. 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 4 picture study selection is shown:

- **Picture Study: John Singleton Copley** (American, 1738–1815)

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 4 composer study selection is shown:

- **Composer Study: Johann Sebastian Bach** (German, 1685–1750)

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 4, from the later colonial period through the age of George Washington. The goal is not formal music analysis, but regular acquaintance with beautiful music from the period.

Optional parent resource: [Tillberry Table](#) offers composer study resources that may help the parent better understand each composer and guide the student toward appreciation of the composer's work. This resource is not meant to turn composer study into a large biography lesson, but to support familiarity with the composer's music and style.

**Written Narration (new in Grade 4):** - Keep it short — 3–5 sentences is fine - Students should write their narrations on separate paper or, preferably, in a notebook kept specifically for written narrations so they stay organized over the year. A notebook option I like for this is [this one](#). *Affiliate disclosure: This notebook link is an Amazon affiliate link. As an Amazon Associate, Fostering Wonder may earn from qualifying purchases.* **For beginners or students who need support:** - **Option A:** The student begins narrating orally; the parent gently pauses them partway through and asks them to write the remainder. - **Option B:** The student writes for 5 minutes, then switches to oral narration for the remainder.

**Important:** The parent does not correct spelling or content during or immediately after a written narration. The goal is for the child to internalize what they heard and make it their own. If there are errors — a name misspelled, a detail confused — address them gently at the start of the next lesson that opens that same book. For example: “Last time we read this book, you told me about [event]. Let’s remember together — what was the character’s name?” Work together to recall and correct. Keep it warm and collaborative, never critical.

---

## Coordinating Written Work Across Subjects

---

If written narration is also assigned in another Fostering Wonder subject on the same day, the parent may choose one written narration assignment for the student to complete. The goal is steady practice, not unnecessary duplication.

---

## Keeping a Book of Centuries:

*"If the children do not live in the times of his history lesson ... these lessons will fail of their purpose." — Charlotte Mason*

A Book of Centuries helps the student place people and events in their proper time instead of meeting them as disconnected stories. In Grade 4, this can be very simple: after a history lesson, present the option to the student to add **one or two names, events, or discoveries** that truly stood out to them. The goal is not to crowd the page or record everything, but to help the student quietly notice relationships across time — that Connecticut, Catherine the Great, Benjamin Franklin, Lafayette, and Yorktown all belong to the same unfolding human story.

This curriculum comes with a Book of Centuries that you may print and put into a folder or bind it into a notebook. You may choose to use our Book of Centuries or another one purchased from another company. The student is not required to write an entry in their Book of Centuries for each lesson, but the option should be made available to them. As the student matures, they will take ownership of their Book of Centuries and begin jotting down events and people they want to remember without being prompted to do so.

The **Teacher Resources** file that comes with this curriculum is included to support the Book of Centuries 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.

**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.*

This Grade 4 map activity continues the same activity begun in the Fostering Wonder Grade 3 History curriculum. If your student did not complete Grade 3 History with Fostering Wonder, you may begin the year by helping them label the states already discovered in the previous year: **Florida, Virginia, New York, Massachusetts, Rhode Island, Maine, and New Hampshire**. Then, as new states appear in Grade 4, the student can continue adding them to the same blank map.

At the end of Term 1, students will also complete a focused map review activity. A separate PDF file, **History-Grade4-Map-Review.pdf**, is included with this curriculum for that activity. This file provides a checklist of the map activity locations from Term 1, along with blank selected United States and Canada maps. The goal is not to fill in every location from the list at once. The student should spend 5–10 minutes labeling as many places as they can from memory, then spend 5–10 minutes using an atlas or wall map to check their work and add more locations. It is okay if they do not find every place during the review, since these locations will continue to come up in future lessons.

**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.

## 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.

---

## Educationally Appropriate Content

---

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

**This Country of Ours** — H.E. Marshall (1917). Classic narrative history of the United States, long used in home education and living books settings. Grade 4 covers the later colonial period, the French and Indian War, the growing conflict with Britain, and the American Revolution through Yorktown.

**Content note for parents and students:** Because *This Country of Ours* tells the story of colonial life, war, conflict, and the American Revolution, it naturally includes references to murder, massacres, mistreatment, slavery, religious conflict, war, and other difficult parts of history. These topics are generally presented 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 preview sensitive chapters, soften brief descriptions when needed, and explain the correct modern name for each group of Native people as it appears in the reading.

**George Washington's World** — Genevieve Foster (1941). Distinguished narrative world history centered on the lifetime of George Washington. Widely valued for helping students see American history in global context, connecting events in the United States with Europe, Asia, and the wider Atlantic world.

**Content note for parents and students:** Because *George Washington's World* places American history within a wider world history setting, it includes references to slavery, the slave trade, war, political unrest, and other difficult parts of eighteenth-century history. These topics are generally presented as historical facts rather than described graphically. The book also uses some historical terms for people groups that are no longer used today. Parents may wish to preview sensitive sections, substitute respectful modern language when reading aloud, and briefly explain historical language in context when it appears.

**Academic skills addressed:** - Historical thinking and chronological understanding - Narrative comprehension through living books - Oral narration and written narration - Vocabulary acquisition through context - Map and globe skills - Biographical understanding - Understanding of cause and effect in history - Recognition of the American Revolution in world context

---

## Required Books

---

*Affiliate disclosure: Some links below are Amazon affiliate links. As an Amazon Associate, Fostering Wonder may earn from qualifying purchases.*

**Edition and pagination note:** Page assignments in this curriculum are keyed to the Fostering Wonder master copies represented by the book pages used to create the course. Pagination can vary between editions, so confirm that a purchased copy matches the curriculum page range below before beginning.

| Book                                  | Curriculum Copy                                          | Link                   |
|---------------------------------------|----------------------------------------------------------|------------------------|
| <i>This Country of Ours, Volume 2</i> | Pages 1–243; the Grade 4 schedule begins with Chapter 29 | <a href="#">Amazon</a> |
| <i>George Washington's World</i>      | Pages 1–349                                              | <a href="#">Amazon</a> |

---

## Optional Book Basket Suggestions

---

These optional books may be placed in a book basket for independent or family reading during the year. They are not required for the lessons; they are simply additional living-book suggestions that may enrich the history study.

*Affiliate disclosure: The links below are Amazon affiliate links. As an Amazon Associate, Fostering Wonder may earn from qualifying purchases.*

| Book                                                                                                | Author                  | Link                   |
|-----------------------------------------------------------------------------------------------------|-------------------------|------------------------|
| <i>The Sign of the Beaver: A Newbery Honor Adventure of Survival and Friendship on the Frontier</i> | Elizabeth George Speare | <a href="#">Amazon</a> |
| <i>And Then What Happened, Paul Revere?</i>                                                         | Jean Fritz              | <a href="#">Amazon</a> |

## WEEK 1

**Lesson 1 — This Country of Ours** Pages: 1–7 (Chapter 29: "The Founding of Connecticut and the Pequot War")

---

### **Pre-Reading:**

#### **Vocabulary:**

aristocrat (a person from a powerful upper class used to ruling), congregation (the people who belong to a church), fertility (the richness of land for growing crops), charter (an official paper granting rights or authority), constitution (the plan of government for a colony or country), Thomas Hooker (the minister who led settlers into the Connecticut Valley), John Mason (the captain who led colonial forces in the Pequot War), Sassacus (the Pequot sachem during the war), Uncas (the Mohegan leader who allied with the English)

#### **Map/Globe:**

Find Massachusetts and Connecticut on a modern map of New England. Then find Boston in Massachusetts and Hartford on the Connecticut River in Connecticut, so the parent can show the route Thomas Hooker and his people took when they left Massachusetts to settle in the Connecticut Valley. **Today Connecticut officially enters our map story! Find Connecticut on your blank United States map and write its name there.**

#### **Image:**

Search the web for: Hooker and Company Journeying through the Wilderness from Plymouth to Hartford Frederic Edwin Church painting. Invite the child to notice the settlers traveling on foot and horseback with their cattle through the rough Connecticut landscape.

#### **Engaging thought:**

"Today we will listen for how a new colony began along the Connecticut River."

**Read aloud** pages 1–7.

**Narration prompt:** "Tell me how the chapter begins by describing the government in Massachusetts and why Thomas Hooker wanted to leave, then continue narrating the rest of the story from there."

---

**Lesson 2 — This Country of Ours** *Pages: 11–18* (Chapter 30: "The Founding of New Haven"; Chapter 31: "The Hunt for the Regicides")

---

**Pre-Reading:**

**Vocabulary:**

strict (very firm and severe), regicides (men involved in putting a king to death), fugitives (people fleeing from danger or capture), hindered (slowed down or made more difficult), John Davenport (the minister who founded New Haven), Edward Whalley (a regicide who fled to New England), William Goffe (Whalley's son-in-law and fellow regicide)

**Map/Globe:**

Find Massachusetts and Connecticut on a modern map of New England. Then find Boston and New Haven along the coast, and if your map allows, also find Guilford in Connecticut and Hadley in Massachusetts, so the parent can show where the regicides were hidden as the search moved from place to place.

**Image:**

Search the web for: Judges Cave New Haven Connecticut photograph. Invite the child to notice the overhanging rocks and narrow shelter where the regicides Whalley and Goffe hid from searchers.

**Engaging thought:**

"Today we will listen for how a strict new colony became a hiding place for two hunted men."

**Read aloud** pages 11–18.

**Written Narration:** Write 3–5 sentences telling how New Haven was founded, then explain how the regicides were helped when they were being hunted.

## 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.*