

Fostering Wonder

History Grade 6 Sample

Information Pages · Week 1 Lessons · Sample Term Celebration Week

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HISTORY - GRADE 6

Open-and-Go Format | 2 Lessons per Week | Estimated at 30-40 minutes each

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This curriculum uses living books to bring ancient history alive. Grade 6 continues with written narration, map work, Book of Centuries entries, and gentle written composition during the term celebration weeks. In Grade 6, students complete written narration twice each week. If your student is also using another Fostering Wonder curriculum that assigns written narration, please choose only two written narrations total per week from the subject or subjects that best fit your family that week.

How to Use This Curriculum

Lesson Structure (30-40 minutes total): - **Pre-Reading (3-5 minutes):** Introduce vocabulary, show a map or image, set the scene - **Reading (20-30 minutes):** Parent reads aloud, or the student reads independently, while giving full attention to the passage - **Written Narration (5-7 minutes):** Student writes a short narration from the lesson reading or video

About Pre-Reader 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 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 one simple idea or question to listen for; it does not summarize the passage or tell the child what to narrate.

For students who are ready to work more independently, the parent and student may complete the pre-reader activities together to prepare for the lesson. The student may then take the assigned book and read the assigned section independently. After finishing the reading, the student may complete a written narration, either immediately or at a later agreed-upon time. The parent can review the written narration after it is completed to notice what learning took place and if there are any corrections needing to be addressed during the start of the next history lesson based on misunderstood information. Spelling is not corrected in written narration. This approach can free the parent to support another student whose lesson requires more direct assistance.

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. Because Grade 6 studies the ancient world, the term selections may include ancient artwork, sculpture, architecture, reliefs, vase paintings, tomb paintings, mosaics, or other surviving works from the civilizations being studied. 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, tools, animals, symbols, and other details. At this grade, students may also view or read a documentary about the artist or artwork being studied.

For Grade 6, the suggested picture study selections are:

- **Term 1: Ancient Egyptian and Ancient Near Eastern Art** (artists unknown)

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 and if available; families may also use public-domain images or other art resources.

Parent note for picture study: Parents are advised to preview and carefully select artwork that is appropriate for their student's age.

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 Grade 6, the suggested composers are:

- **Term 1: Traditional Indian music** (India) - [Suggested listening video](#); **National Arab Orchestra** - [Suggested listening video](#)

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 6. The goal is not formal music analysis, but regular acquaintance with beautiful music from the period.

Written Narration: - Two written narrations per week, chosen from the assigned history readings unless the student is also completing written narration in another Fostering Wonder curriculum - If using more than one Fostering Wonder curriculum, please have the student complete only two written narrations total per week from the subject or subjects of choice. The goal is steady, thoughtful practice without unnecessary duplication. - At this grade, a student may be ready to write a paragraph or more for written narration, but go at the child's pace. If this is the student's first time doing written narration, ease into it gently. As the student grows more accustomed to writing thoughts down on paper, written narrations will naturally expand in depth and detail. - 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 person's name?" Work together to recall and correct. Keep it warm and collaborative, never critical.

About Written Narration Prompts: The written narration prompts in this curriculum are suggestions only. They are meant to give the student a clear place to begin writing after the reading. If your child knows what they want to write, you do not need to use the prompt exactly as written. The goal is for the child to tell back what they experienced in the reading, in their own words and in their own way.

About Written Composition

Charlotte Mason understood composition to grow naturally through rich reading, oral narration, and written narration. As the student matures, continued contact with living books gives them ideas worth expressing, while regular narration helps them practice ordering their thoughts clearly.

To help families using charter school programs or other public-school-aligned requirements, Fostering Wonder also includes a brief written composition activity during the Term Celebration weeks, in Lesson 1. These prompts address grade-level writing skills while still attempting to preserve a Charlotte Mason spirit: the student is given a clear writing purpose, but not so much direction that the work becomes formulaic or disconnected from the term's reading.

Parents may choose to use the written composition prompt as written, adapt it lightly, or simply ask the student to narrate orally or in writing from the term's readings. The goal is not to replace narration with a separate writing program, but to offer a gentle bridge between Charlotte Mason practice and common school writing expectations.

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 6, this is especially valuable because ancient history spans many centuries and several civilizations. After a history lesson, present the option to the student to add **one or two names, events, inventions, places, or civilizations** 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.

This curriculum comes with a Book of Centuries that you may print and put into a folder or bind 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 the Book of Centuries for each lesson, but the option should be made available to them. As the student matures, they will take ownership of the 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, civilizations, 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 Maps and a Globe: Ancient history becomes easier to understand when the student regularly sees where each civilization lived. Keep a world map, historical atlas, or globe nearby. As new places appear, help the student locate rivers, seas, deserts, mountain ranges, cities, and regions so the reading has a real setting.

Grade 6 map work focuses on the ancient world. Students will trace the lands, rivers, seas, cities, and regions connected with the ancient peoples studied this year, including Egypt, Mesopotamia, the Hebrews, Persia, Rome, China, India, and Greece. The goal is not to memorize every place, but to return often to the map until the student begins to see how geography shaped ancient peoples, travel, trade, war, farming, and settlement.

At the end of Terms 1 and 2, students will also complete focused map review activities. A separate PDF file, **History-Grade6-Map-Review.pdf**, is included with this curriculum for those activities. This file provides checklists of the Week 12 and Week 24 map activity locations, along with blank maps for each term. 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, wall map, or globe 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.

Educationally Appropriate Content

All books in this curriculum are chosen for living-book quality and educational purpose. Parents should still preview readings as desired, especially because ancient history includes war, slavery, conquest, different religious beliefs, harsh punishments, and other difficult parts of human history.

The Book of the Ancient World - Dorothy Mills. A classic narrative history of the ancient world that introduces students to early civilizations, including the people, places, customs, beliefs, rulers, writings, buildings, and conflicts of ancient history.

Content note for parents and students: Because *The Book of the Ancient World* covers ancient civilizations, it includes references to ancient religions, warfare, enslavement, conquest, death, and other historical realities. These topics are generally presented as historical facts rather than graphic descriptions. Parents may wish to preview sensitive sections and briefly explain historical context when needed.

The Book of the Ancient Greeks - Dorothy Mills. A classic narrative history of ancient Greece that introduces students to the Mediterranean world, Crete, Troy, Mycenae, Greek city-states, Athens, Sparta, the Persian Wars, Pericles, Alexander the Great, Greek culture, and the Hellenistic Age.

Content note for parents and students: Because *The Book of the Ancient Greeks* covers ancient Greek civilization, it includes references to ancient religion, warfare, political conflict, slavery, conquest, death, and other historical realities. These topics are generally presented as historical facts rather than graphic descriptions.

Augustus Caesar's World - Genevieve Foster. A narrative world history centered on the age of Augustus Caesar, connecting Rome with people, events, and ideas across the wider ancient world.

Content note for parents and students: Because *Augustus Caesar's World* follows the Roman world and surrounding peoples, it includes references to war, political violence, slavery, persecution, ancient religions, and other difficult historical realities. These topics are generally presented as historical facts rather than graphic descriptions. Parents may wish to preview sensitive sections and briefly explain historical context when needed.

The Pageant of Chinese History - Elizabeth Seeger. Selected early chapters provide a narrative introduction to ancient China, including mythical and legendary rulers, early dynasties, the Chou period, the sages, the empire of Shi Huang Ti, and the Han Dynasty.

Academic skills addressed: - Historical thinking and chronological understanding - Narrative comprehension through living books - Written narration - Vocabulary acquisition through context - Map and globe skills - Book of Centuries entries - Understanding ancient civilizations in relation to

geography - Recognition of cause and effect in history - Comparison of peoples, cultures, rulers, customs, and beliefs across the ancient world

Required Books

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

Many of the books used in this curriculum may also be borrowed for free on the [Internet Archive website](#).

Book	Author	Format	Link
<i>The Book of the Ancient World</i>	Dorothy Mills	Print edition	Amazon
<i>The Book of the Ancient Greeks</i>	Dorothy Mills	Print edition	Amazon
<i>Augustus Caesar's World</i>	Genevieve Foster	Print edition	Amazon
<i>The Pageant of Chinese History</i>	Elizabeth Seeger	Print edition	ThriftBooks

Optional Map Resource

The following atlas is optional and is not required to complete the lessons.

Resource	Author	Link
<i>Map Trek: Atlas - Maps of World & U.S. History</i>	Terri Johnson	Amazon

This resource can help students and parents locate the ancient place-names found in the readings and historical maps, compare them with the names and boundaries shown on modern maps, and trace the movement of peoples and empires. It may be used alongside the Map/Globe activities throughout the curriculum.

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.

Book	Author	Link
<i>The Bronze Bow</i>	Elizabeth George Speare	Amazon
<i>Archimedes and the Door of Science</i>	Jeanne Bendick	Amazon
<i>God King: A Story in the Days of King Hezekiah</i>	Joanne Williamson	Amazon

Term 1

Weeks 1–12

Picture Study Selection: **Ancient Egyptian and Ancient Near Eastern Art** · [The Met Egyptian Art](#) · [The Met Ancient West Asian Art](#)

WEEK 1

Lesson 1 - The Book of the Ancient World *Pages: 3-9* (Introduction: Pre-Historic Times)

Parent note: Lessons 1 and 2 introduce two different worldviews for understanding the earliest period of human history: prehistoric time from the long-age perspective presented in *The Book of the Ancient World* and early human life from a Young Earth Creationist perspective. Parents may wish to complete these lessons alongside their student so they can discuss what is presented in both lessons. Other views on prehistoric life and early human history exist, but these two lessons focus only on the contrast between the assigned passage and the Young Earth Creationist account presented in Lesson 2.

Pre-Reading:

Vocabulary:

Pre-Historic Times (the term the book uses for the earliest period before written records)

Map/Globe:

Find Europe on a world map and locate Switzerland. Then point north and trace southward to follow the directions described as the ice advanced and people moved. Finally, look east and southeast of Europe toward the ancient East. Locate Egypt along the Nile River and Mesopotamia between the Tigris and Euphrates Rivers, where the book's ancient-history chapters begin.

Image:

Possible picture to look up: pictures of early stone tools, early shelters, or cave art.

Engaging thought:

Listen for how the book describes man's earliest needs and the beginnings of history.

Read aloud pages 3-9.

Written Narration: Write a narration telling about the worldview presented in this chapter regarding how early people lived before houses, towns, writing, and settled civilization.

Lesson 2 - Original Article: The First Families of the Earth *Pages: Sample excerpt*

About this reading: This original Fostering Wonder article presents one Young Earth Creationist interpretation of Genesis 1-11. It is included so the student can compare that view with the account read in Lesson 1. Young Earth Creationists, other Christians, and scientists do not all interpret the history and scientific evidence in the same way. The source page identifies the Young Earth Creationist organizations and articles used for this reading.

Pre-Reading:

Vocabulary:

image of God (the special dignity and purpose Genesis gives to human beings), pre-Flood (before Noah's Flood), Babel (the place where Genesis says God confused human language), migration (the movement of people from one region to another), land bridge (land exposed between regions when sea level is lower)

Map/Globe:

Find modern-day Iraq in the Middle East. Locate the Tigris and Euphrates Rivers, which flow through Iraq toward the Persian Gulf; the land between these rivers is called Mesopotamia and is the region the sources associate with the plain of Shinar and Babel. Then trace the proposed post-Babel migration routes from this region into Asia, Africa, and Europe. Find the Bering Strait between eastern Russia and Alaska and trace the proposed land-bridge route into North and South America. Finally, trace a route through Southeast Asia toward Australia.

Image:

Possible pictures to look up: a carefully shaped stone hand axe, a cave or rock shelter used as a dwelling, and a map of the Bering land bridge during the Ice Age.

Engaging thought:

Listen for signs that early people could speak, plan, make, build, and adapt to difficult surroundings.

Read aloud or independently the following sample excerpt.

The First Families of the Earth

A Young Earth Creationist View of Early Human Life

The beginning of life on Earth. What was it like? Who were the first people? What did they use to hunt? Where did they live? These are questions many scholars, scientists, and everyday people have asked themselves. There are various opinions about the answers. This article presents one point of view: that of a Young Earth Creationist. Creation Ministries International describes this framework as a biblical chronology beginning with a six-day creation about 6,000 years ago, followed by the Fall, pre-Flood civilization, a global Flood about 4,500 years ago, Babel, and the post-Flood dispersion (CMI, [“What about the ‘Stone Age’?”](#), retrieved July 21, 2026).

Sample note: The full article, along with the Sources and Further Reading page, is provided with the purchase of the full Grade 6 History curriculum.

SAMPLE TERM CELEBRATION WEEK

No new readings are assigned during the term celebration week. This week gives the student time to review the people, places, civilizations, events, and ideas encountered during the term.

Lesson 1 - Written Composition Activity

In the full curriculum, Lesson 1 of each term celebration week gives the student a written composition activity based on that term's history readings. The student may write an informative or opinion composition connected to an ancient person, civilization, event, invention, belief, or historical change. The goal is to organize and express ideas from the living books in the student's own words.

Lesson 2 - Map Review or End-of-Year Project

In Terms 1 and 2, Lesson 2 uses the separate Grade 6 Map Review file. Students label as many locations as they can from memory, then use an atlas, wall map, or globe to check their work. At the end of the year, Lesson 2 becomes a display project using maps, labels, captions, quotations, drawings, written narrations, and favorite details from the year's ancient-history readings.

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