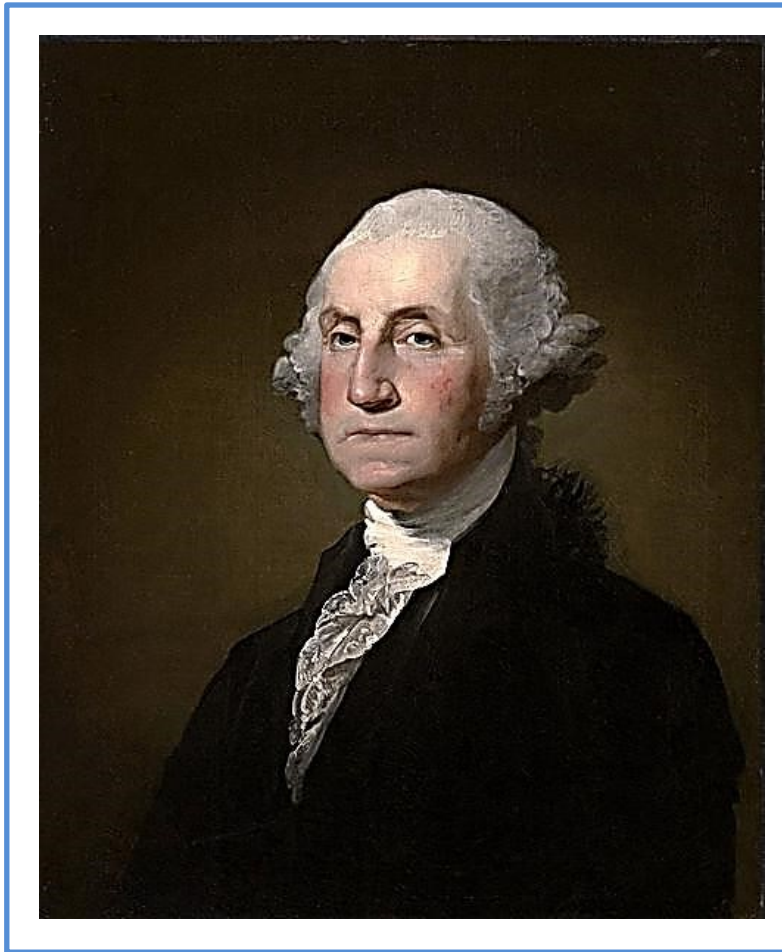


Program 2

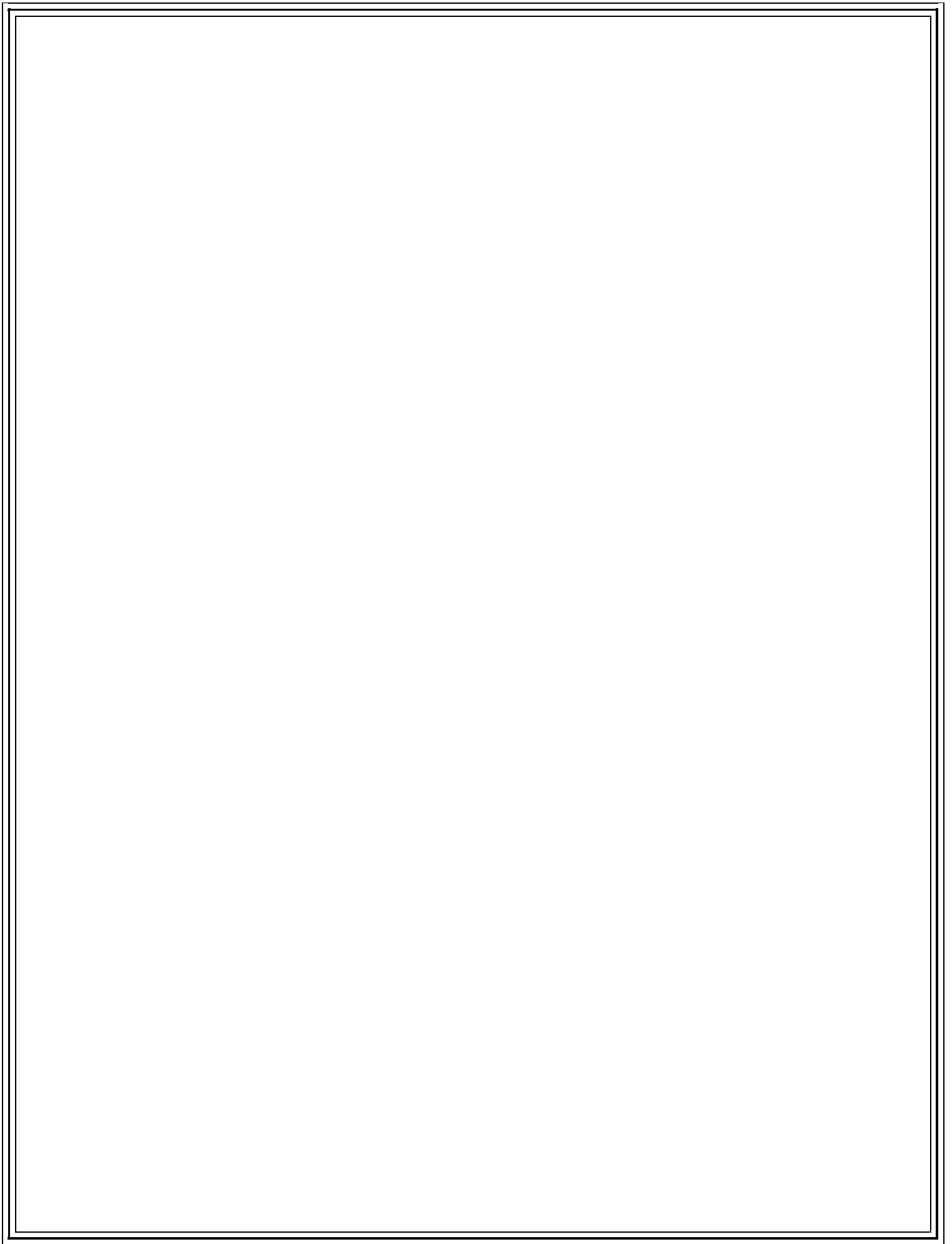


16th-18th Century History



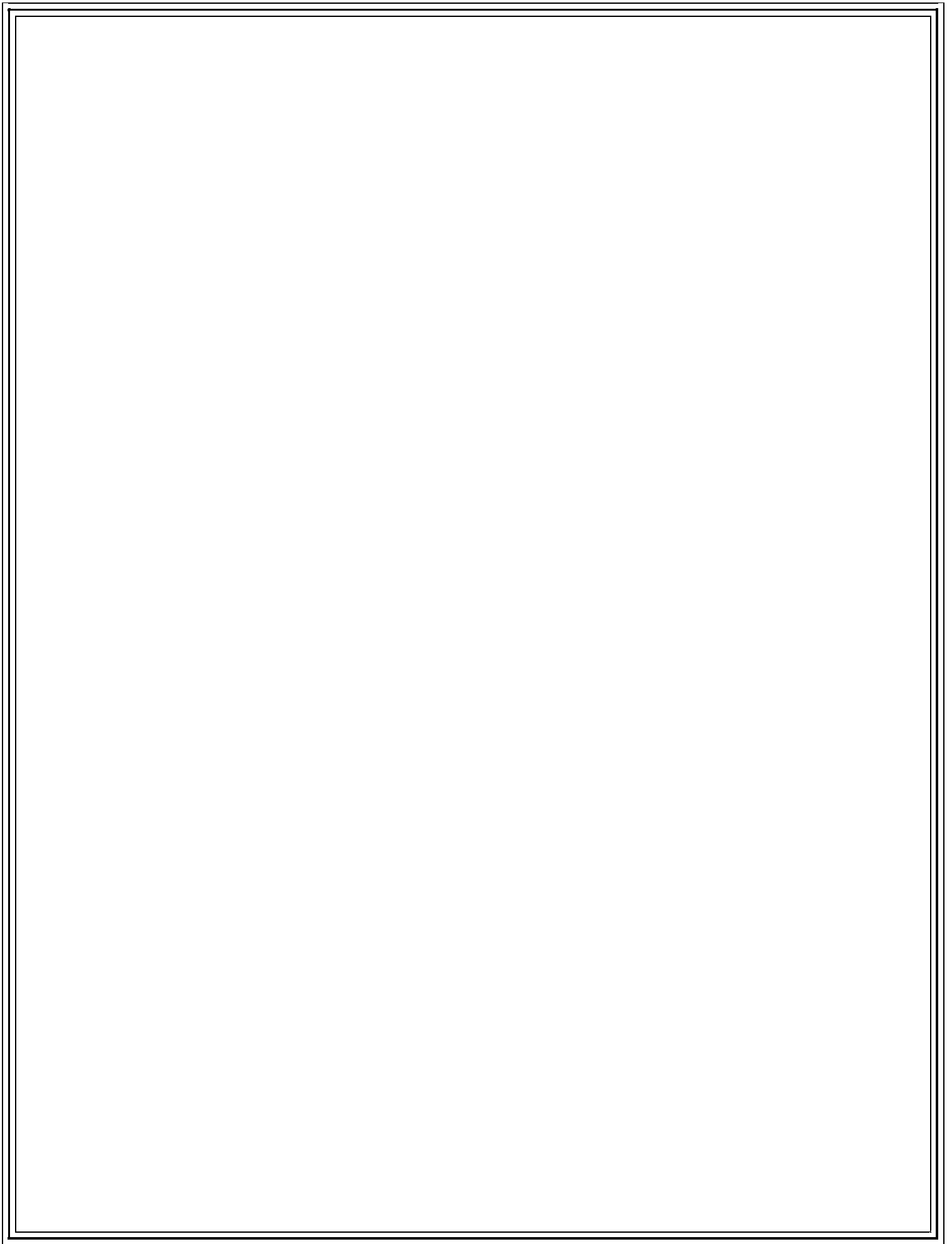
~The Outline Guide for Lower School B~

by Lisa Kelly



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Program

Please note that approximately the first 19 pages of Program 2: The Outline Guide for Lower School B is the program. This is similar to the PNEU programs used in Charlotte Mason schools; it is essentially a scope and sequence –or a very detailed booklist. It is therefore impossible for me to share significant portions of this part of the guide.

A Mind in the Light -Program 2
3 Terms; Lower School B; Years 2-4

~16th-18th Century~

Lower School B includes Year Two, Year Three and Year Four. Students will now begin to work through the programs according to historical time period divisions. Program 2 includes history approximately between the 16th and 18th Centuries. Substituted books may always be used, but lesson plans are for main books listed.

Program 2 Lesson Guide –Year Two & Year Three is a separate guide which combines the lesson plans for both of these years; it will need to be additionally purchased when your student is ready for it.

Program 2 Lesson Guide –Year Four is a separate guide with the complete lesson plans needed for this year; it will need to be additionally purchased when your student is ready for it.

History

Key: Y2=Year Two; Y3=Year Three and Y4=Year Four

~American History~

Y2 & Y3 –Read *Colonial Life* by Brendan January, *Benjamin Franklin* by Ingri and Edgar P. D'Aulaire

Portions of the program are missing, since this is a sample only!

Y4 –Read: *Exploration and Conquest: The Americas After Columbus* and *The New Americas: Colonial Times* by Betsy and Giulio Maestro, *Benjamin Franklin* by Ingri and Edgar P. D'Aulaire

Portions of the program are missing, since this is a sample only!

~World History ~Optional

Note: World History in Early School (Y1) and in Lower School B (Y2 & Y3) is optional. Students may study only American History until reaching Lower School A.

Y2 & Y3 –Read *A Child's History of the World Part III* -**Portions of the program are missing, since this is a sample only!**

~British History ~

Y4 -Read from *Our Island Story* by H. E. Marshall - **Portions of the program are missing, since this is a sample only!**

Geography

Portions of the program are missing, since this is a sample only!

Y3 & Y4 –Students in Years 3-5 will devote some time in the study of their home country. Have students study capital cities, regions, states, provinces, etc. as they apply. See teaching notes for more details.

Natural History

Note: All students will explore nature, sketch their observations and choose subjects for special study.

Pagoo by Holling C. Holling

Portions of the program are missing, since this is a sample only!

The Children's Hour

These books can be read whenever it is most convenient for reading aloud. You may wish to read these during the Children's Hour (typically between 3-4 PM), in the evening before bedtime or in the mornings with breakfast. Many families like to combine the Children's Hour with Tea Time or Snack Time.

~Tales, Legends and Myths~

All –Read: *American Tall Tales* by Adrien Stoutenburg

Y2 & Y3 –Read *Book of Greek Myths* by Ingri and Parin D'Aulaire

Portions of the program are missing, since this is a sample only!

~Literature~

All –Read 4-5 books this year. Year Three students should read at least (1) –either together with teacher or independently. Year Four students should read at least (2) –either together with teacher or independently. The remainder of choices can be read aloud by the teacher during the Children's Hour. Decide these in advance, if possible. Lessons for all books listed below will be included.

- *The Wheel on the School* by Meindert Dejong

Portions of the program are missing, since this is a sample only!

~Poetry~

Portions of the program are missing, since this is a sample only!

Or -All read from *Favorite Poems: Old and New* by Helen Ferris, reading 2-3 of your choice per week and *Paul Revere's Ride* + Y4 –Read Historical Poems and Ballads, *Paul Revere's Ride* and *The Song of Hiawatha* by Henry. W. Longfellow

Recitations-See the following list for options: Recitations for Lower School B

Reading

These suggested books can be read independently by your students. These would be in addition to any books listed for Literature, History, Natural History, etc. that are being independently read by the student. They can be read during Quiet Time & Extracurriculars or during time slots designated for “Reading” in the sample schedule. Year Four students have a separate independent reading list, located beneath their history books.

Years 2-3 –Independent Reading List

These coordinate with the modern section of *A Child's History of the World* (Part III).

- *A Lion to Guard Us* by Clyde Robert Bulla
- *Freedom Train: The Story of Harriet Tubman* by Dorothy Sterling
- *The Wright Brothers at Kitty Hawk* by Donald J. Sobol
- *Pearl Harbor* by Stephen Krensky

Substitution Suggestions

- *Escape North! The Story of Harriet Tubman* by Monica Kulling
- *Martin Luther King, Jr., and the March on Washington* by Frances Ruffin
- *First Flight: The Story of Tom Tate and the Wright Brothers* by George Shea

Year 4 –Independent Reading List

This may serve as a supplement to British History.

- *Sir Walter Raleigh: Explorer for the Court of Elizabeth* by Stephen P. Olson

Years 2-4 –Independent Reading List

These *roughly* coordinate with 16th-18th Century American History.

- *Phoebe the Spy* by Judith Griffin
- *George Washington* by Stephen Krensky

Portions of the program are missing, since this is a sample only!

Lower School B -All

All children in Lower School B can learn together in these areas, as it best fits your family.

Picture Study –See the following list for options. This study can be included during The Children’s Hour. Further details are included in this section: Teaching Notes.

Music Appreciation –This study can be included during The Children’s Hour and during Quiet Time. Children in Years 2-4 will begin to study individual composers. See the following list for options. Choose 2-4 composers each year.

Religion –Add books as it best fits your family.

Nature Experiences and Natural History –Further details are included in this section: Teaching Notes.

Handcrafts –See the following list for options; The Handcrafts for Small Hands list may be better suited for many Lower School B students.

Art and Music Technique –Further details are included in this section: Teaching Notes. Songs can be included with Music Technique; see the following list for song suggestions.

Foreign Language Study –See the website for suggestions. Choose the Resources tab on the menu bar and then scroll down to “Skill Subjects and Foreign Languages”. Also, read the article “Learning Languages”, included in this section: Teaching Notes.

Picture Study

Edgar Degas

Mary Cassatt

Portions of the program are missing, since this is a sample only! There are 42 suggested artists for picture study.

Music Appreciation

Franz J. Haydn

Antonio Vivaldi

Portions of the program are missing, since this is a sample only! There are 34 suggested composers for music appreciation.

Songs

Please substitute songs which better represent your country if you are not from the United States.

Christmas Carols –assorted- or substitute holiday songs from other faiths

Follow the Drinking Gourd

Portions of the program are missing, since this is a sample only! There are 30 suggested composers for music appreciation.

Handcrafts

I cannot personally vouch for any suggested purchased items or specific activities beyond some of these. I am only offering them as suggested ideas, so please purchase and use any of these items after you have considered them carefully. **Please Preview All Activities and Books Before Allowing Your Child to Attempt Any of Them; Adult Supervision May Be Needed for Some of the Handcraft Works-Thank You!**

Portions of the program are missing, since this is a sample only!

flower arranging, flower press, pottery, etc.

~Suggested Books and Resources~

The Mary Frances Garden Book by Jane Eayre Fryer –Archive

The Art of Zentangle by Bremner, Burnell, Raile and William

Easy Carpentry Projects for Children by Leavitt

The Morrow Guide to Knots by Bigon and Regazzoni

~Handcrafts for Small Hands~

1. Lacing cards and lacing beads

2. Finger Knitting

3. Cross stitching for young children -Melissa and Doug, the educational toy company, has a Stich by Color that might be helpful.

Portions of the program are missing, since this is a sample only!

Author's Note

Complete teaching notes and lessons for Year Two & Year Three can be found in *Program 2 Lesson Guide –Year Two & Year Three*. Additionally, complete teaching notes and lesson plans for Year four can be found in *Program 2 Lesson Guide –Year Four*.

Please see the website for further information about these guides and how to purchase it by going first under the menu tab “Curriculum by Programs” and then under “Program 2”. You will also find these under the menu tab: “Shop”.

Recitations for Lower School B

~Year Two~

1. "The Kind Moon" by Sara Teasdale
2. "Mice" by Rose Fyleman
3. "The Squirrel" (Author Unknown)
4. "The Robin" by Laurence Alma Tadema
5. Poem of choice from *Shakespeare's Seasons* or *A Visit to William Blake's Inn*
6. Poem of choice -See additional selections, poems from William Blake or Phyllis Wheatley or poems not yet studied from Years prior.

Additional Selections: "Smells" by Christopher Morley; "The Little Turtle" by Vachel Lindsay; "A Dragonfly" by Eleanor Farjeon; "The Woodmouse" by Mary Howitt; or any poems from the Preparatory Level or Year One not already studied

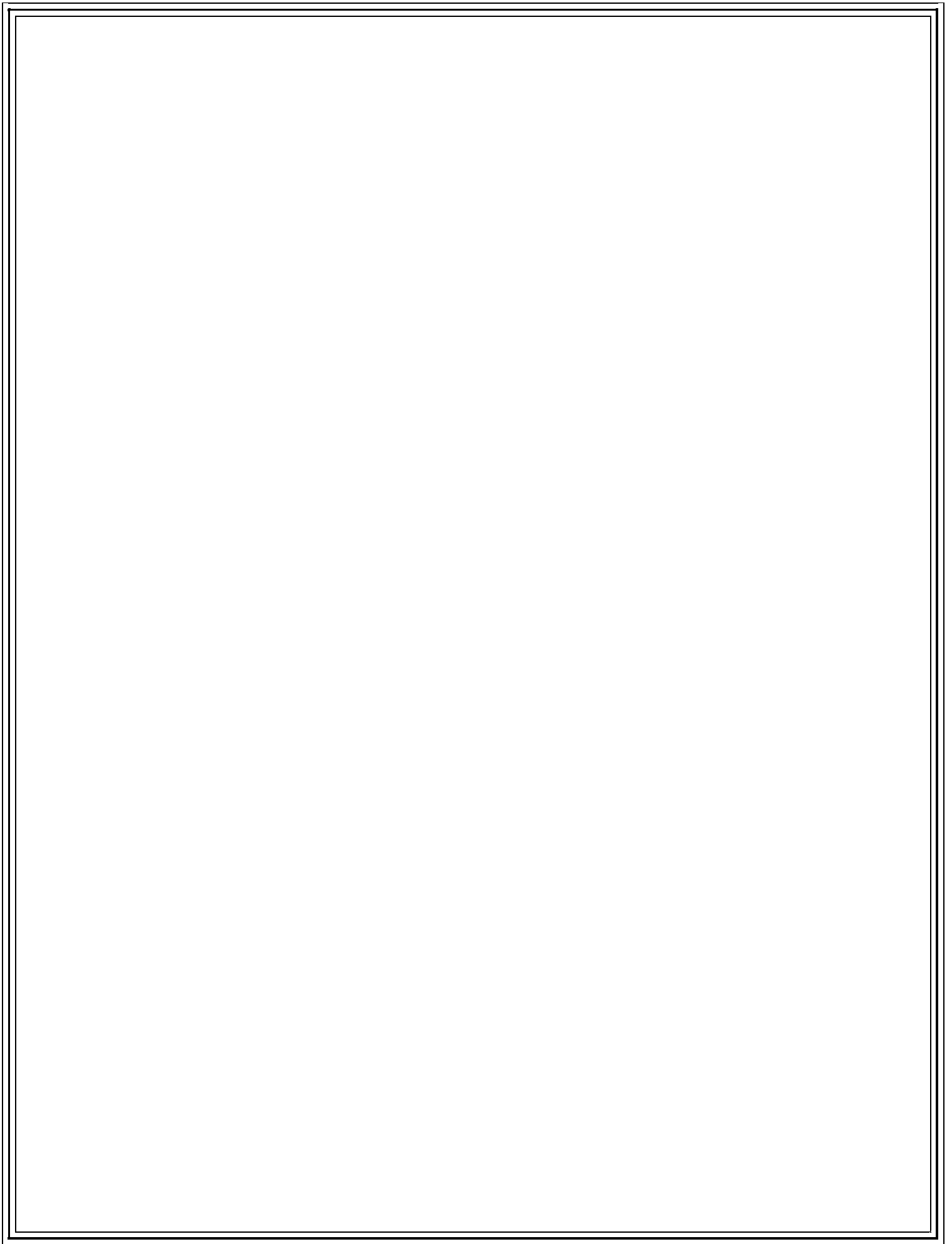
~Year Three~

1. "Sea Fever" by John Masefield
2. "The Swing" by Robert Louis Stevenson

Portions of the program are missing, since this is a sample only!

Poems for Recitation

Lower School B –Year Two



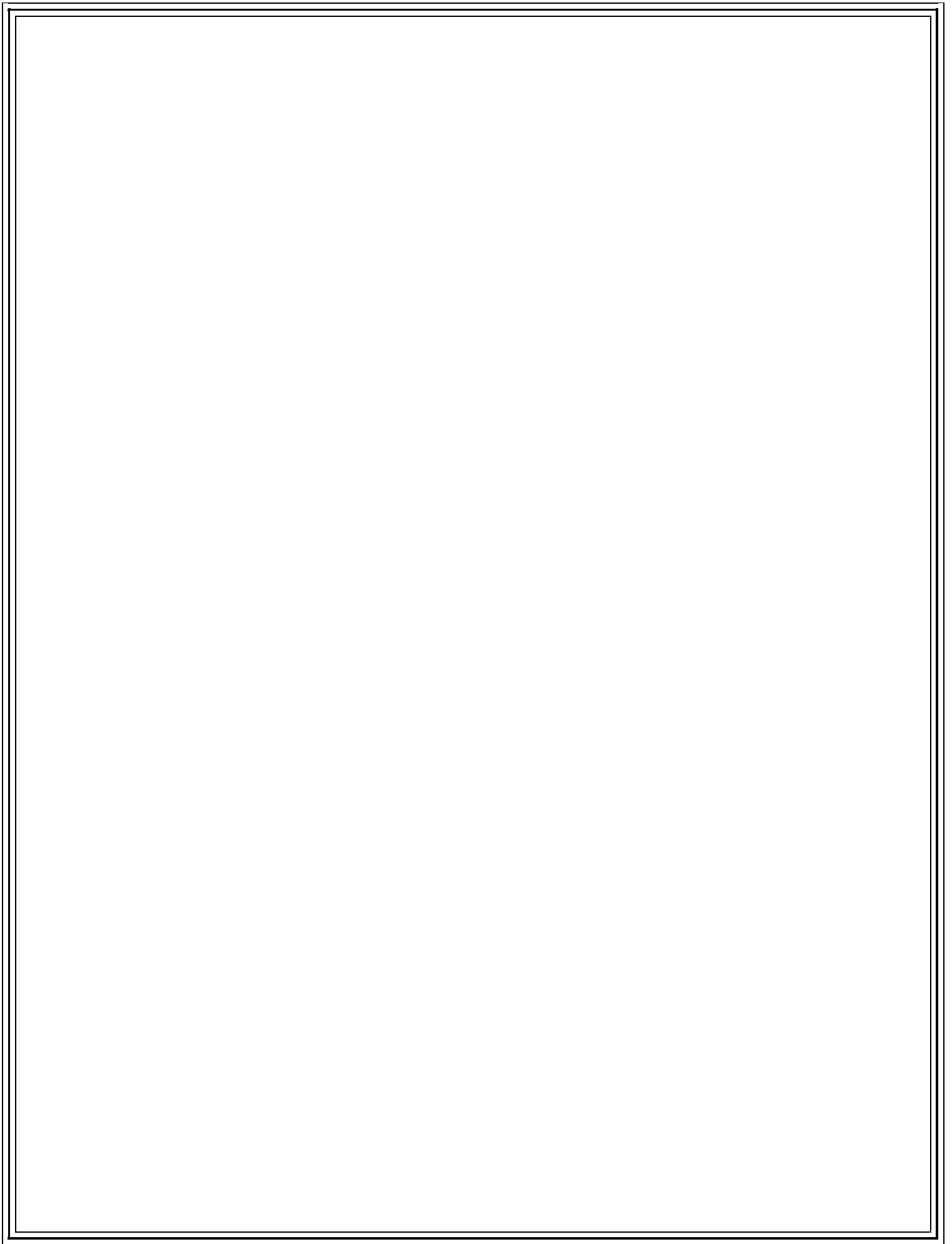
The Kind Moon

I think the moon is very kind
To take such trouble just for me.
He came along with me from home
To keep me company.

He went as fast as I could run;
I wonder how he crossed the sky?
I'm sure he hasn't legs and feet
Or any wings to fly.

Yet here he is above their roof;
Perhaps he thinks it isn't right
For me to go so far alone,
Tho' mother said I might.

~by Sara Teasdale



Sample Schedule -LSB (Years 2-4)

Day One	Day Two	Day Three	Day Four	Day Five
Math	Math	Math	Math	Math
Natural History	Natural History	Natural History Investigations	World History OPT (Y2 & Y3)	American History
			British History Y4	
Handwriting	Copywork Y2	Handwriting	Copywork Y2	Handwriting
	Dictation Y3-4		Dictation Y3- 4	
Free Play	Free Play	Free Play	Free Play	Free Play

Portions of the sample schedule are missing, since this is a sample only!

Notes for Sample Schedule

Y2=Year Two; Y3=Year Three and Y4=Year Four

These labels in the schedule are guidelines to stay on track, since Lower School B is designed to be a 3 year study. Feel free to adjust as needed.

- * Natural History and the Investigations will be a shared activity, but with some adjustments made for a Year Four student.
- * World History using *A Child's History of the World* by V. M. Hillyer for Years 2-3 are considered optional. There is certainly time in the schedule for the lessons. These lessons will be included in *Program 1 Lesson Guide –Year Two & Year Three*.
- * An additional day for American History was added for the Year Four student, although certainly use it as best fits your family.

Portions of these notes are missing, since this is a sample only!

Charlotte Mason Prepared Dictation

The following sections should outline and give example to Charlotte Mason's prepared dictation with a direct excerpt from Charlotte Mason's *Home Education* (vol. 1) about dictation and an article from the *Parents' Review*, detailing a lesson in dictation.

Steps of a Dictation Lesson

Dictation lessons, conducted in some such way as the following, usually result in good spelling. A child of eight or nine prepares a paragraph, older children a page, or two or three pages. The child prepares by himself, by looking at the word he is not sure of, and then seeing it with his eyes shut.

Before he begins, the teacher asks what words he thinks will need his attention. He generally knows, but the teacher may point out any word likely to be a cause of stumbling. He lets his teacher know when he is ready.

The teacher asks if there are any words he is not sure of. These she puts, one by one, on the blackboard, letting the child look till he has a picture, and then rubbing the word out. If anyone is still doubtful he should be called to put the word he is not sure of on the board, the teacher watching to rub out the word when a wrong letter begins to appear, and again helping the child to get a mental picture.

Then the teacher gives out the dictation, clause by clause, each clause repeated once. She dictates with a view to the **pointing**, which the children are expected to put in as they write; but they must not be told "comma", "semicolon", etc.

After the sort of preparation I have described, which takes ten minutes or less, there is rarely an error in spelling. If there be, it is well worthwhile for the teacher to be on the watch with slips of stamp-paper to put over the wrong word, that its image may be erased as far as possible.

At the end of the lesson, the child should again study the wrong word in his book until he says he is sure of it, and should write it correctly on the stamp-paper. A lesson of this kind secures the hearty co-operation of children, who feel they take their due part in it; and it also prepares them for the second condition of good spelling, which is much reading combined with the habit of imaging the words as they are read.

~From *Home Education* (vol. 1) pp. 241-2; reformatted

Note: pointing=punctuation

Portions of this article are missing, since this is a sample only!

Recitation

Preparing the Recitation

- Begin by reading the poem aloud to your student(s) very slowly and with good articulation.
- Discuss the poem with your student and be sure that they understand it.
- If the rhythm is complicated, be sure to practice it a few times together.
- In Year One, the poems are studied twice per week for five weeks and then once more in the sixth week. The poem is recited on Day Three in the sixth week.
- Preparatory Level students study only 3 poems this year, but adapt as needed. This would mean approximately one per term. Feel free to substitute from the additional selections if the chosen selections are too long.
- On each study day, have your student begin by listening to the entire poem as it is read slowly (but not an exaggerated slow speed) with careful attention. This helps prevent mistakes from taking hold of the memory.
- Don't feel pressure to fit this within the given timeline. If your student needs more time, please give them as much as they need. You can always remove a poem or two from the yearly list. The same is true on the other side, if your student needs to move faster, feel free to add more poems from the additional selections list.

Beginning Readers

Portions of this article are missing, since this is a sample only!

Historical Poems and Ballads –Their Abundance

A study of Charlotte Mason's PNEU programs reveals that an abundance of historical poems and ballads are included in them. What is the significance of this?

The titles of books listed under Literature (Forms III and up) and under Reading are included in the programs, but sometimes there are only 1-2 specific titles for each of these categories. Yet, Shakespeare selections are always included and most often titles for historical poems and ballads are listed as well. We know that literature was included in the programs, but it is often hard to distinguish between those to be read aloud and those meant to be read independently. It is also difficult to discern which books from the literature and reading categories were read during lesson time and which were read during evening hours, holidays and Sundays. Why were poems and ballads deemed important enough to take the place of what could have been another literature book? Poetry read from anthologies and poet studies were already included in each term as well. Why were historical poems and ballads separated from this poetry reading?

It would be easy to suggest that perhaps these poems and ballads were included as a reflection of the limitations of literature during the time the PNEU programs were written or to assume that perhaps it was associated with the teaching approaches of that time. This way they could be excluded in any modern interpretation of a Charlotte Mason education. This would be a mistake.

It is important to remember that book lists are meant to be reflective of teaching methods, ideas and philosophies and, as such, are tools in which to implement them. Book lists are important and much can be learned by reading them, but they serve no purpose if they are not the pinnacle of an educational philosophy rather than the base of it. Curricula which first build their book lists and then attach teaching methods to them fail to understand some of the most fundamental ideas of education. Charlotte Mason developed her curriculum on a teaching philosophy and her book and poem suggestions are based on her principles. It is crucial to not remove what appears to be an important part of each program without first examining its relevance. Only after this examination can adjustments be made to her selections, perhaps replacing some of them and adding a few newer suggestions as well, thereby leaving the purpose of the poems and ballads in place, but yet modernizing them as needed.

Historical Poems and Ballads –Their Purpose

Portions of this article are missing, since this is a sample only!

Learning Languages

How did Charlotte Mason approach the teaching of foreign languages? How did this look in a general scope and sequence? To what main principles did she adhere?

Here are just some of the main points of how a Charlotte Mason approach to learning languages was constructed:

A. The first new language to be introduced to children is French.

From her first volume, *Home Education*, Charlotte Mason felt that “all educated persons should be able to speak French” (Mason, 300-307). The children began to learn French in Form I. This is not to suggest that today you must also choose French as the first language, but the main idea is to choose a language that is most beneficial to you and your family and begin it while the children are young.

A. S. Tetley’s “On the Teaching of Modern Languages” gives us several more reasons as to why French was considered the language to learn first, especially to the English:

What language should be first taught is a problem of great interest, but one can hardly discuss now. German has many advantages over French in its early stages, but afterwards it becomes much harder. Moreover it lacks the ease and grace of its rival, and is never likely to become the “lingua franca” of educated society. Of all European languages Spanish is probably the easiest for Englishmen; but its modern literature, like that of Italy, is incomparably inferior to that of France or Germany (Tetley, 801-807).

B. The best approach to learning a new language was encapsulated in the M. Gouin Method.

Portions of this article are missing, since this is a sample only!

Natural History & Science

General Principles for Science and Nature Study

Observation is one of the greatest and most foundational components of a good approach to the study of science and nature study. It should begin in the very earliest of years and will continue throughout. This can be practiced and supported through the following: nature walks, field trips, and other activities involving the natural world, sitting quietly while in nature, conducting experiments, object lessons, and watching demonstrations.

Documentation, also foundational, extends the observation component into a thoughtful and reflected account of those observations. These records can be made through nature notebooks, science notebooks, nature and seasonal lists, special study notebooks and later formal lab notebooks.

Verification, necessary for the search for truths, will be needed as the student and the curriculum build upon the scientific method. The student will learn to make comparisons, study timelines of observations, compile notes and observations into charts, copy or create diagrams, give accounts and descriptions of singular and compiled observations, give accounts as natural science laws are demonstrated or introduced and to which the student then connects, trace developments, discern patterns, examine results and group or classify.

Experimentation will begin as the students move into the upper years. This level of science will be based upon the idea that the student has already spent a great deal of time practicing the above three components and are now ready to expand on their knowledge and skills by analyzing and questioning their studies. They will need to separate what is relevant from what is irrelevant, separate what is reliable from what is unreliable, question, infer, make predications, note cause and effect, generalize and incorporate new knowledge into understood known knowledge and natural laws. This will be supported with a formal lab notebook, a special studies experiment notebook and a special studies presentation (or you might substitute an entry into a science fair). This special study experiment notebook and its presentation will allow the student to express, persuade or defend their hypothesis and follow it to its conclusion.

Additionally, books and other resources will be of good literary value and interesting to offer the student more opportunities to make connections with natural science laws, make connections with the skills needed to study science and make connections with real scientists at work. Science journals will be read, annotated and used to generate a journal response paper in the upper years. Some study will occur with the use of oral lesson, usually including demonstrations, to introduce or continue to build on the study of natural science laws. These laws will continue to be built upon in each successive year. The students will apply them as needed.

Nature Experiences

The schedule is designed so that a longer nature experience can take place on Day 5, with shorter nature experiences to be included into your weekly schedule as it best fits your family. A good nature experience involves some planning because what is really needed is a window of time allotted to it. The planning aspect revolves more around allowing for the time than what is to be done during that time. In other words, as long as your child is on task about living, observing and experiencing nature, then there is no need to structure what will be studied or not, as the natural world will offer up its surprises as it will. Nature is studied as it presents itself. The guide will offer a general structure, but it is important to always follow your child's interests and what is readily available to be studied at the moment.

From *School Education* by Charlotte Mason, Vol. 3 (emphasis mine)

“They notice for themselves, and the teacher gives a name or other information as it is asked for, and it is surprising what a range of knowledge a child of nine or ten acquires. **The teachers are careful not to make these nature walks an opportunity for scientific instruction, as we wish the children's attention to be given to observation with very little direction**” (Mason 237).

“Geography, geology, the course of the sun, the behavior of the clouds, weather signs, all that the ‘open’ has to offer, are made use of in these walks; **but all is incidental, easy, and things are noticed as they occur**” (237).

A longer experience will require more time set aside and perhaps, sometimes, a little more planning. It is not necessary for every week to contain a very specific field trip or specialized event. Some of the best nature experiences will happen in your own backyard or in your own neighborhood. Simply having even more time to study, dwell, observe and notice will be the changing factor for this to take place. Although these longer nature experiences are scheduled for Day Five, this day can be altered as best fits your family. In the *Program I Lesson Guides*, the “Find and Describes” are written in for this day with the idea that your student could seek out one or two specific natural items, but with the majority of her time spent experiencing nature as it unfold for her on that day.

On the other hand, it is not realistic to expect that families can set aside short periods of time and one longer period of time for nature experiences every week without some disruption to this routine. Life can be busy and complicated. This is when nature can be experienced in whatever life moment is happening at the time. If your schedule is busy for a couple of weeks, then allow backyards, parks and neighborhood walks to fulfill your longer nature experiences and allow your child to study his collections, make notes on a pet, watch the birds who come to your birdfeeder, study an ant pile, walk the dog and other everyday life experiences to fulfill your shorter nature experiences. The key is to not allow smaller periods of disruption to a routine dominate the overall year. Try to get back on track as soon as possible.

Short Nature Experience Suggestions

- walking in your neighborhood
- playing and observing in yards, playgrounds or parks
- observing collections of leaves, rocks, shells, feathers, etc.
- caring/keeping/observing pets, plants, aquariums and wildlife
- maintaining and observing a bird feeder or bird bath
- observing the sky for weather patterns, stars and planets, constellations, etc.
- keeping an ant farm, watching caterpillars turn into butterflies, catching fireflies, etc.
- studying spiders and their webs

Long Nature Experience Suggestions

- any shorter experience but with more time allotted for it
- hiking, walks in parks-both local and state sized

Portions of this article are missing, since this is a sample only!