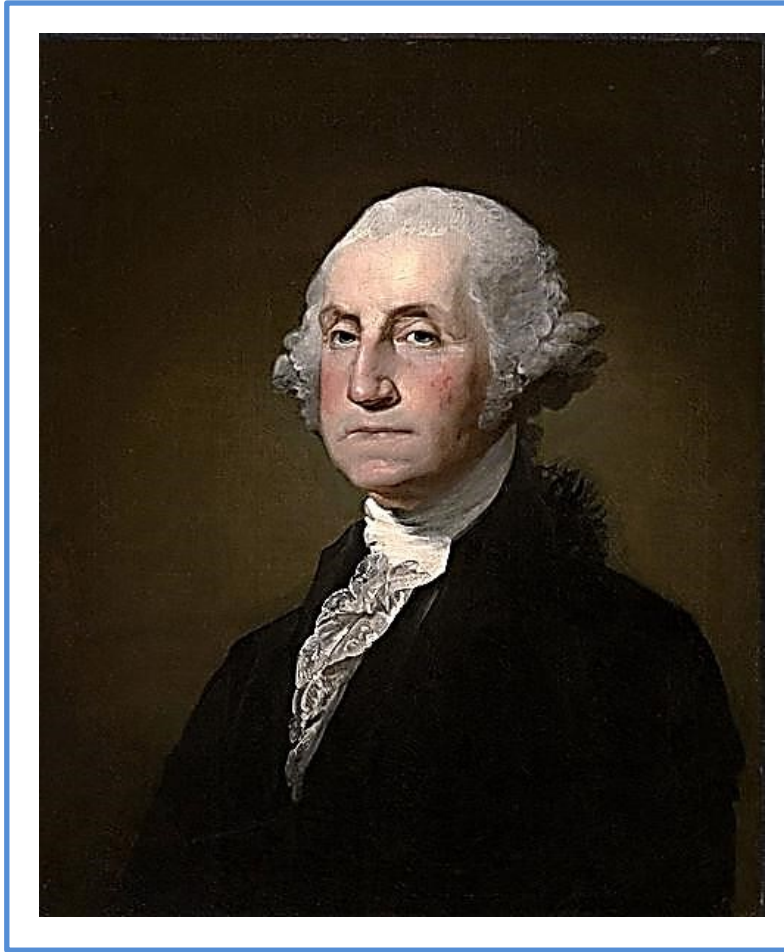


Program 2

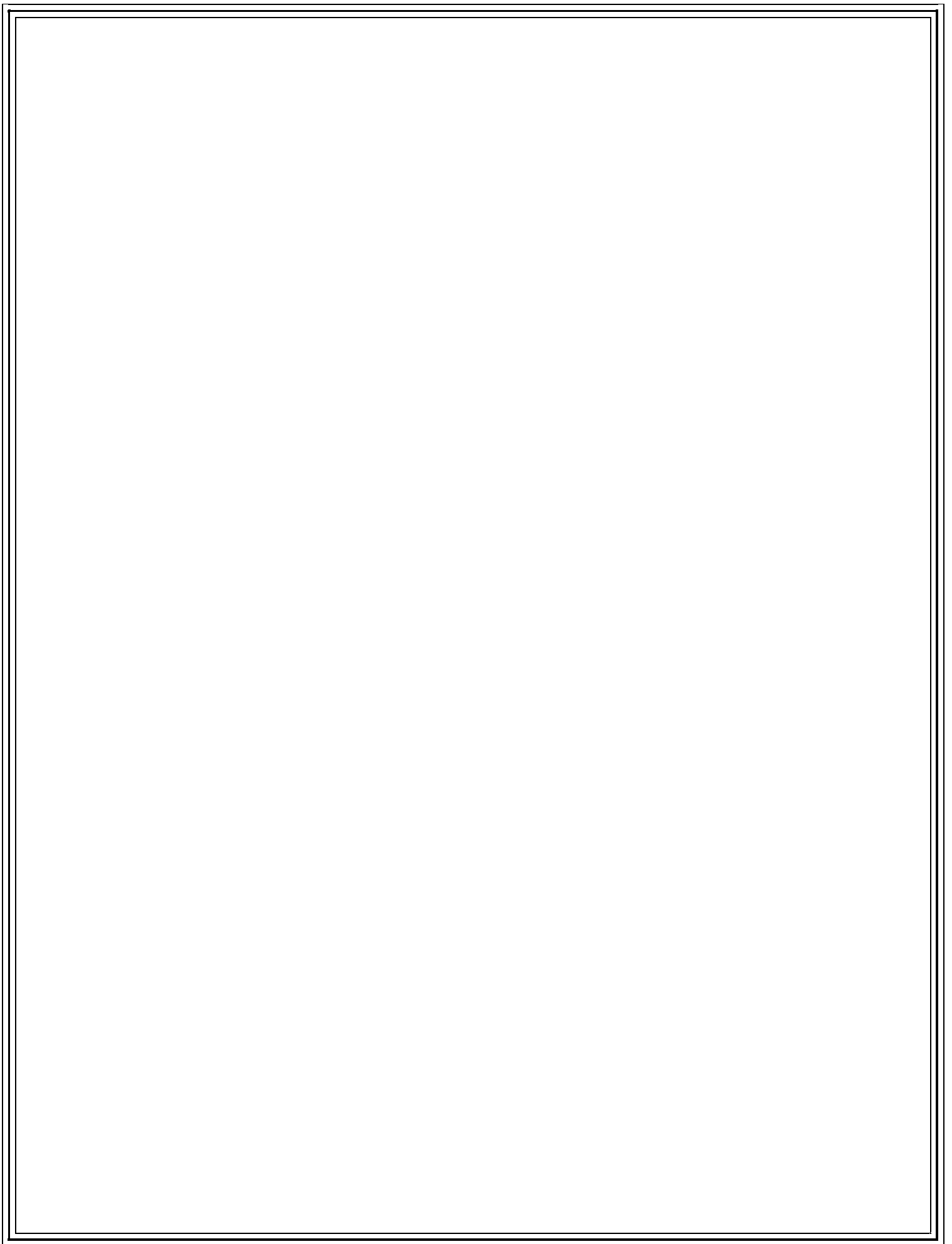


16th-18th Century History



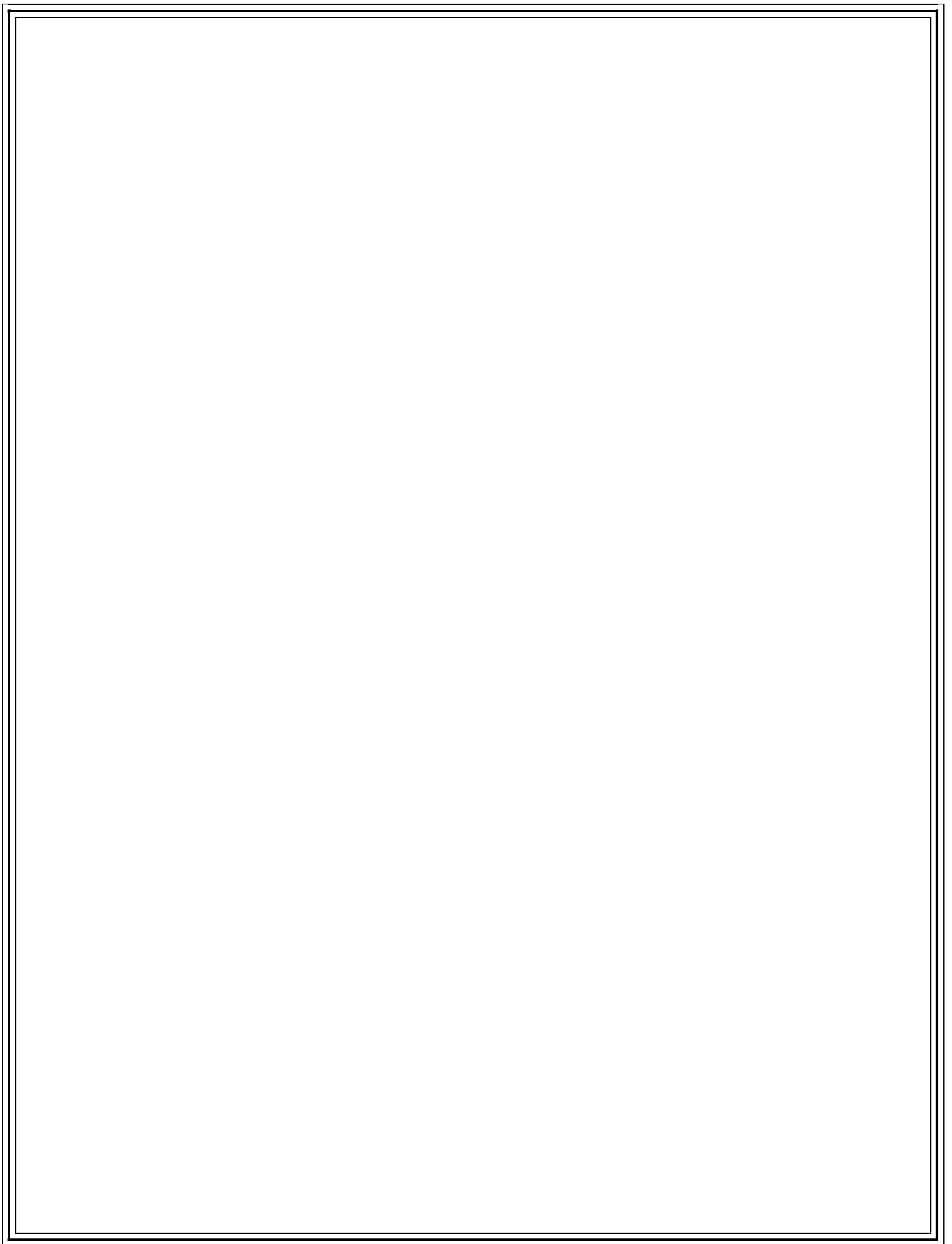
~The Outline Guide for Lower School A~

by Lisa Kelly



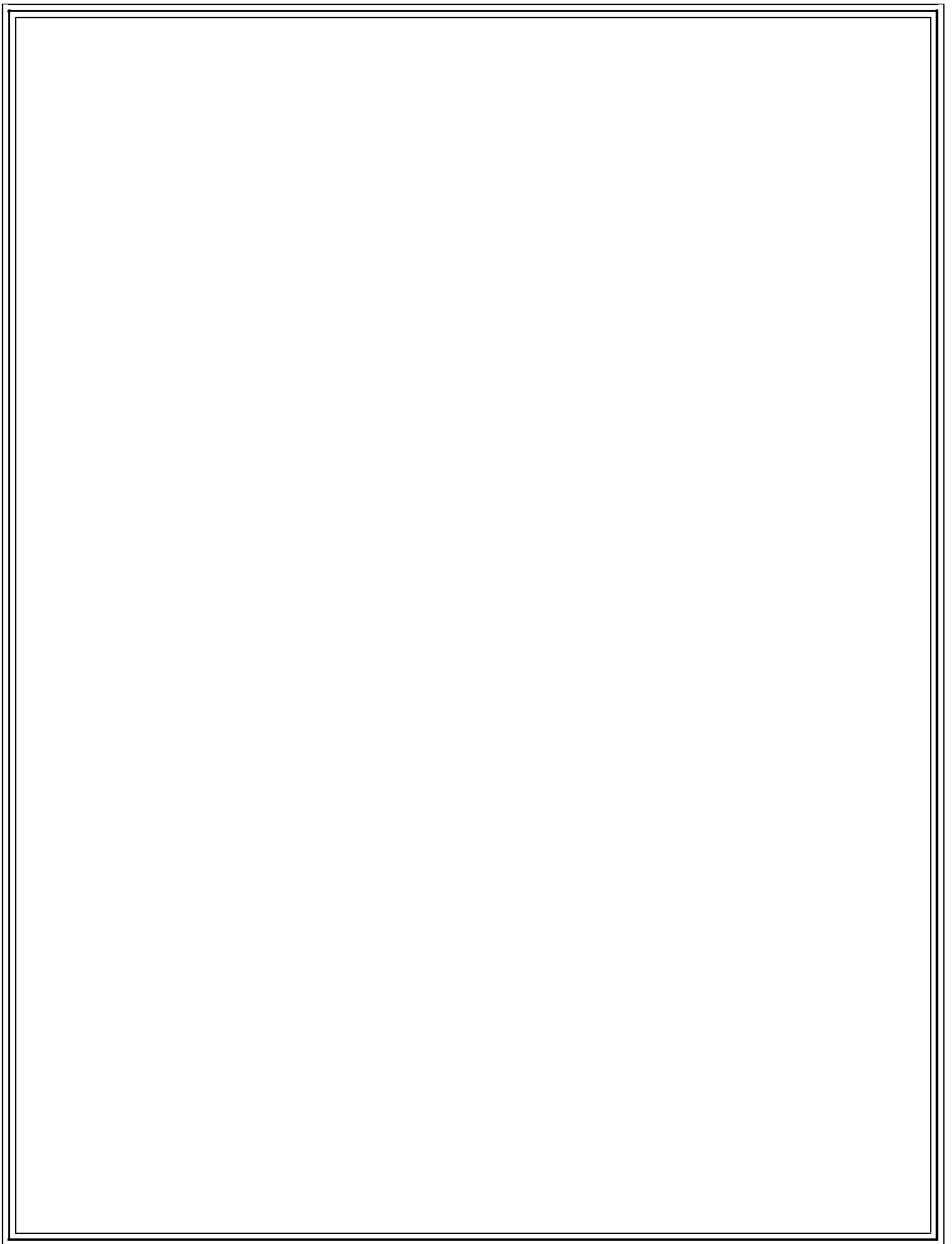
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Program

Please note that approximately the first 20 pages of *Program 2: The Outline Guide for Lower School A* 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 A; Years 5-6

~16th-18th Century~

Lower School A includes Year Five and Year Six. Students will continue 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. **Please preview books to ensure that those selected best meet the needs of your students and your family.**

Program 2 Lesson Guide –Year Five & Year Six 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.

History

Key: Y5=Year Five and Y6=Year Six

~American History~

All -Read *The World of William Penn* and *George Washington's World* by Genevieve Foster

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

~British History~

All -Read from *Our Island Story* by H. E. Marshall

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

~Ancient History~

All -Read *The Story of the Greek People* by Eva March Tappan

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

Geography

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

Y5 –Read *Tree in the Trail* by Holling C. Hollings –keeping a map record of the locations mentioned; See teaching notes for more details.

Citizenship

All –Read *Give Me Liberty* by Russell Freedman

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

Natural History

Note: All students will explore nature, sketch their observations and choose subjects for special study. All LSA students (Y5 & Y6) will complete the following studies in Botany, Health & Human Body and Classification as described below. Year Six students will also choose from a list of biographies of scientists to be read independently. Focus studies are added to the former and will include several options.

~Botany~

Y5/T1-2 –Read *The First Book of Botany* by Eliza A. Youmans

~Health & Human Body~

Y5/T3 –Choose either *The Body Book for Boys* by Paley, Norwich and Mar or *The Care and Keeping of You: The Body Book for Girls* by Valorie Schaefer + *The How and Why Wonder Book of the Human Body* by Keen and Sweet

~Focus Study~

These lessons will be in addition to those listed and described above. Choose **one** of the following options:

1) Allow students to complete natural history lessons **with** LSB...

These include lessons in one of the following: Ornithology, Entomology, Marine Biology or Astronomy. Some lessons may include extensions to offer older students more challenge. Please note that Astronomy is studied again in greater detail beginning in Year Seven.

2) Allow students to study one per year of the following topics: Energy or Introduction to Microbiology

Portions of this 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, 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, Myths and Legends~

All -Read *American Tall Tales* by Adrien Stoutenburg **with** LSB +

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

~Literature~

All -Read 4-5 books this year. Year Five students should read at least (2) -either together with teacher or independently. Year Six students should read at least (3) -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 Little White Horse* by Elizabeth Goudge

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

~Poetry~

All -Narrative Poetry: *Paul Revere's Ride* and *The Courtship of Miles Standish* by Henry Wadsworth Longfellow

All -selected historical poems and ballads -See list which follows: Historical Poems and Ballads -Y5 & Y6; Students in LSA may also share historical poems and ballads **with** LSB/Y4, if preferred.

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

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. Students in LSA have an additional independent reading list, located beneath their history books. You may also wish to have students in LSA read their biography selections for Science and Natural History independently. **Please preview books to ensure that those selected best meet the needs of your students and your family.**

Lower School A –Independent Reading List

These may serve as supplements to British History.

- *The Shakespeare Stealer* by Gary Blackwood

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

Lower School A -All

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

Picture Study –This study can be included during The Children’s Hour. Further details are included in this section: Teaching Notes. Children in Lower School B will study individual artists. For these studies, choose 2-4 artists from the many included in the list which follows. Mini-guides designed to focus on suggested artists are currently being published through the Shop if you’d like to consider these options. These are titled *Spotlights: Illuminating Great Artists & Musicians*.

Music Appreciation –This study can be included during The Children’s Hour and during Quiet Time. Children in Lower School B will begin to study individual composers. See the following list for options. Choose 2-4 composers each year. Mini-guides designed to focus on suggested composers are currently being published through the Shop if you’d like to consider these options. These are titled *Spotlights: Illuminating Great Artists & Musicians*.

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

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.

Author's Note

Complete teaching notes and lessons for Year Five & Year Six can be found in *Program 2 Lesson Guide –Year Five & Year Six*.

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 A

~Year Five~

1. “Crossing the Bar” by Alfred Lord Tennyson

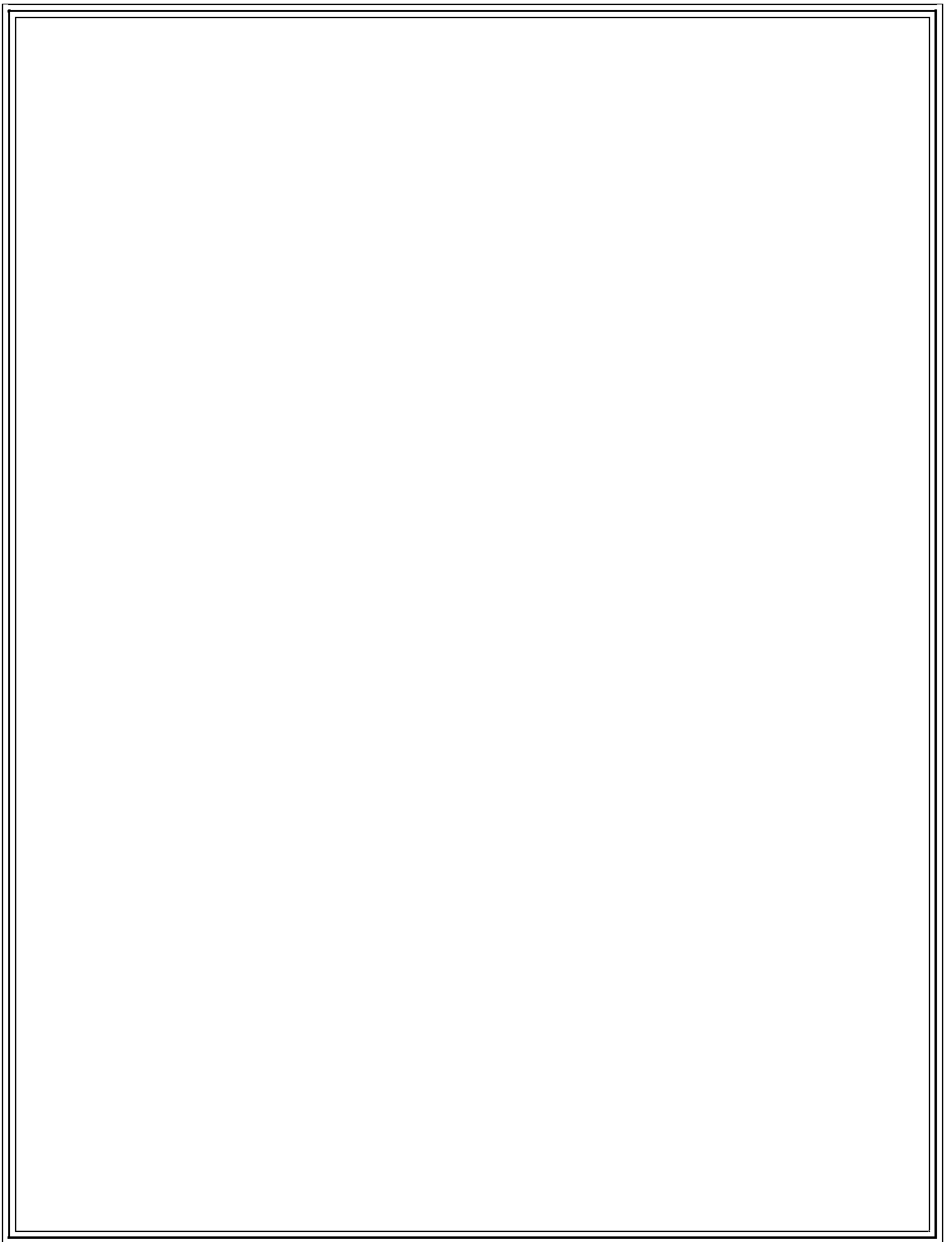
Portions of this program are missing, since this is a sample only!

9. 12-24 lines of any ballad, historical or narrative poem studied in Year Five

~Year Six~

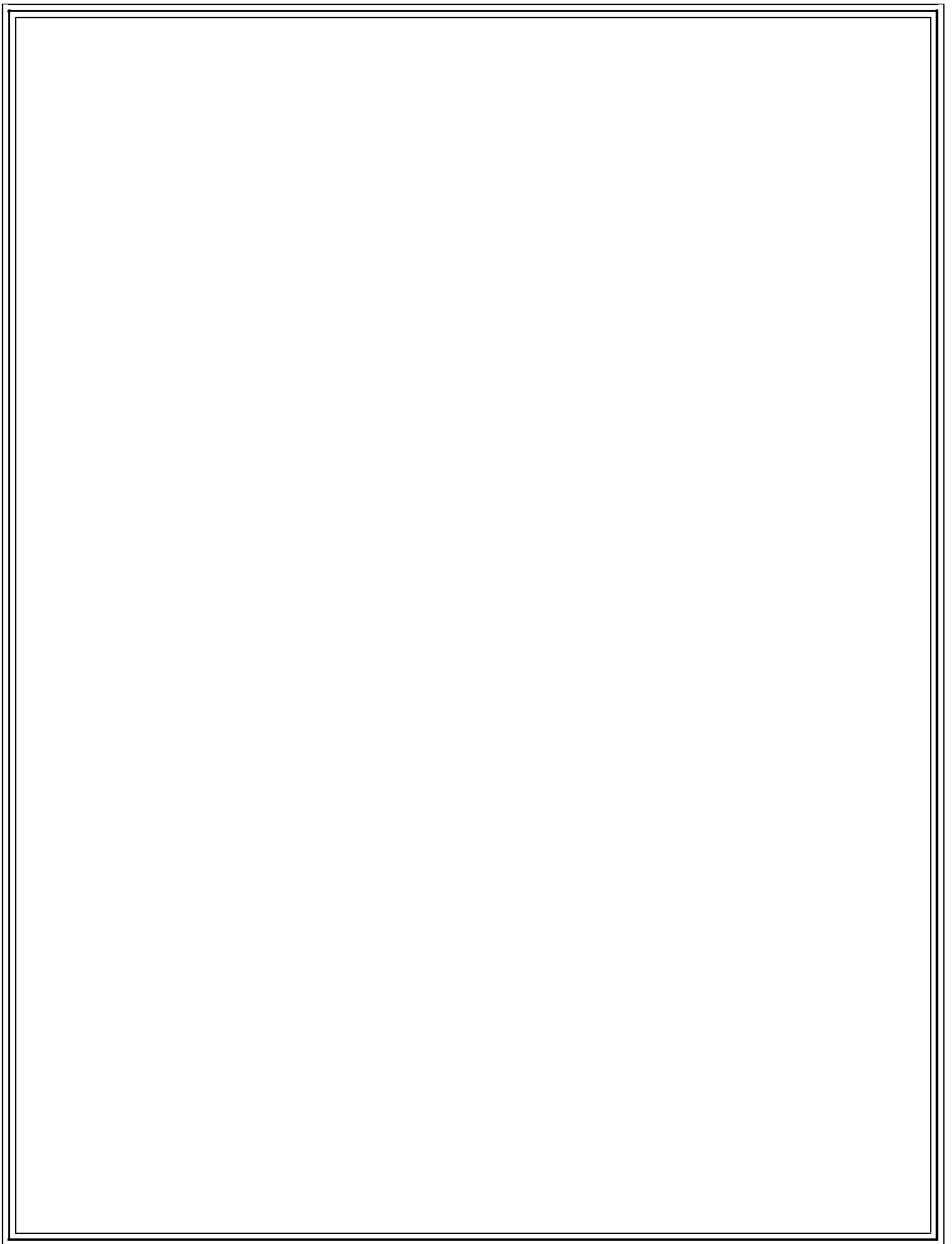
1. “If” by Rudyard Kipling

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



Poems for Recitation

Lower School A –Year Five



Crossing the Bar

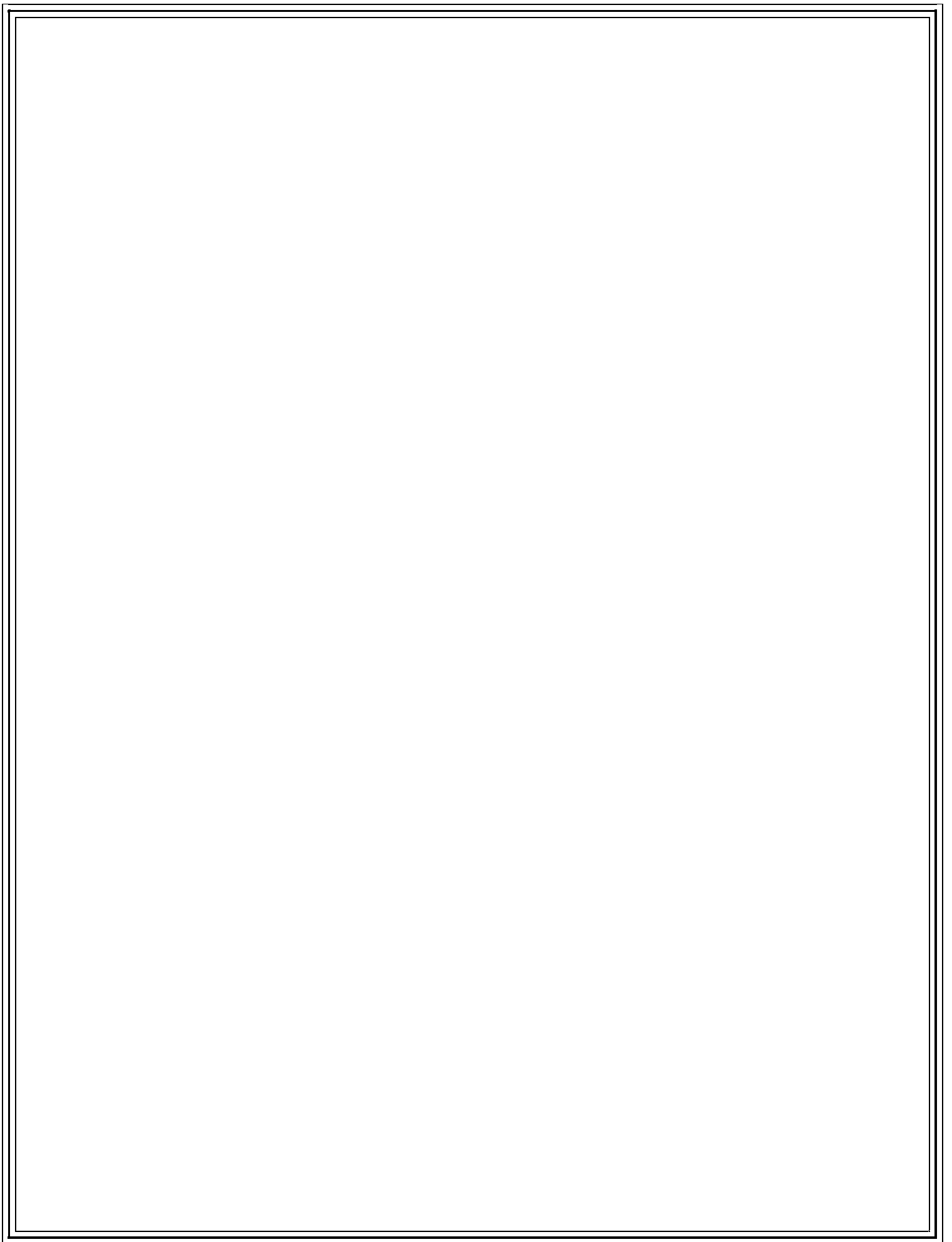
Sunset and evening star,
And one clear call for me!
And may there be no moaning of the bar,
When I put out to sea,

But such a tide as moving seems asleep,
Too full for sound and foam,
When that which drew from out the boundless deep
Turns again home.

Twilight and evening bell,
And after that the dark!
And may there be no sadness of farewell,
When I embark;

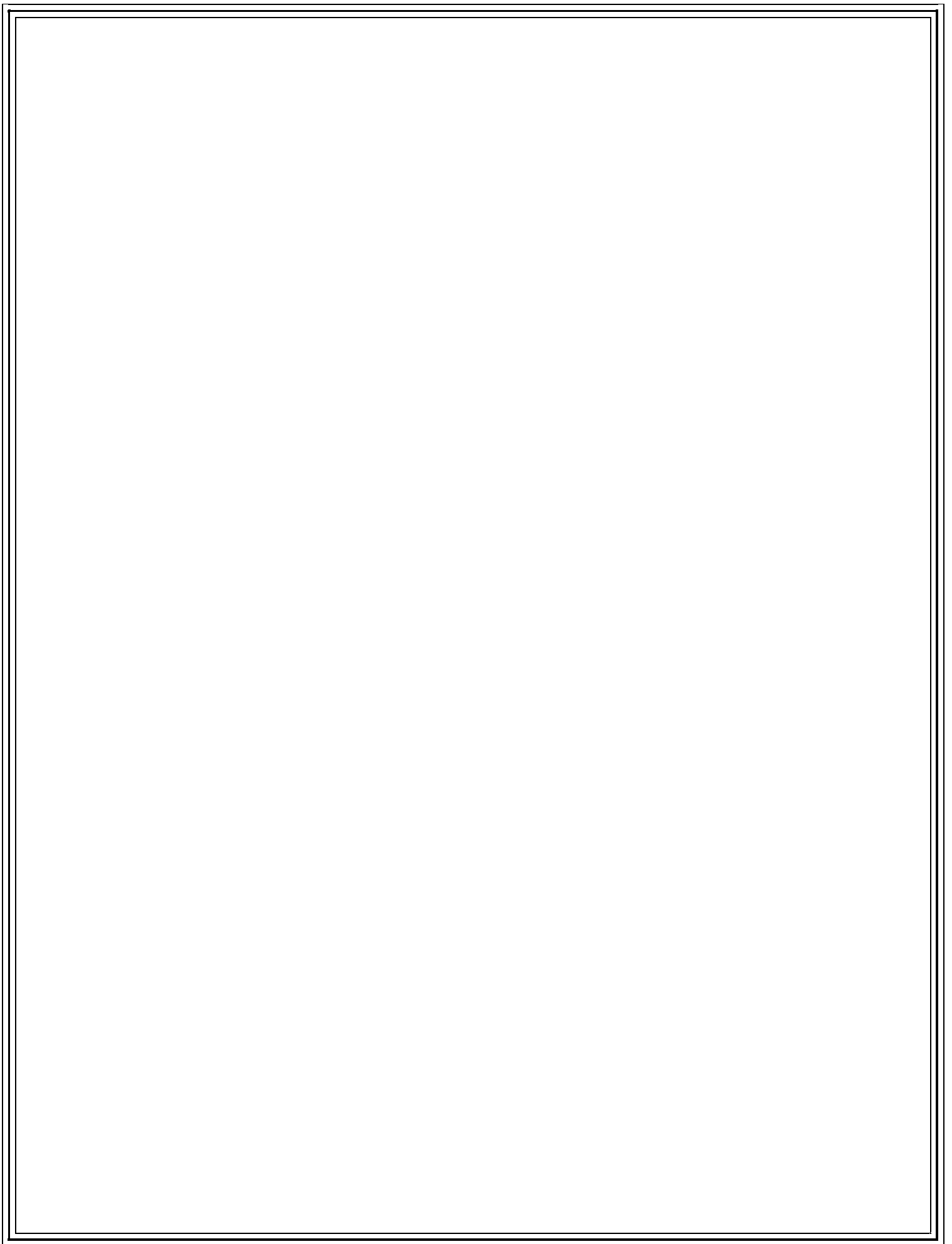
For tho' from out our bourne of Time and Place
The flood may bear me far,
I hope to see my Pilot face to face
When I have crost the bar.

~by Alfred Lord Tennyson



Ballads, Historical & Narrative Poetry

~Year Five & Year Six~



“The Cavalier’s Escape”

The Civil War in England was fought during the years from 1642 to 1649 between the followers of King Charles I, who were called the “Cavaliers,” and the men led by Oliver Cromwell, who sided with the Parliament, and were called “Roundheads,” because they wore their hair cut short. In this poem one of the Cavaliers has met a band of Roundheads, and is trying to outride them and reach his own men at the town of Salisbury, five miles away. His chestnut mare Kate can outstrip both the roan and the gray that are following her.

It is almost dawn as the Cavalier starts. He hears the heavy hoofbeats of the roan, and the quicker tread of the gray. But Kate dashes off ahead of them, and her rider doffs his hat in mock courtesy and wishes his pursuers good-day. They splash through the mire and come to a gate. Kate clears it, but the others falter. The Cavalier gains a lead, but soon the Roundheads are close behind him again. He turns like a stag at bay, strikes a blow at the first pursuer and drops him from his horse; the second fires, but misses, and the Cavalier wounds him with a stroke of his sword. Then he fights his way through the others who have caught up, and dashes on. The enemy follow with sword and match-lock gun. They are almost on him when he reaches Salisbury gate. One long leap by the faithful chestnut steed, and he is safe within the town, leaving the Roundheads baffled of their prey.

The Cavalier calls them the “canting band” because the Roundheads were supposed to be religious zealots, and fond of cant and hypocrisy from the standpoint of the dashing Cavaliers.

~From *Historic Poems and Ballads* by Rupert S. Holland

The Cavalier's Escape

Trample! Trample! Went the roan,
Trap! Trap! Went the gray;
But pad! Pad! Pad! Like a thing that was mad,
My chestnut broke away.

It was just five miles from Salisbury town,
And but one hour to day.

Thud! THUD! Came on the heavy roan.

Rap! RAP! The mettled gray;
But my chestnut mare was of blood so rare,
That she showed them all the way.
Spur on! Spur on! — I doffed my hat,
And wished them all good-day.

They splashed through miry rut and pool, —
Splintered through fence and rail;
But chestnut Kate switched over the gate, —
I saw them droop and tail.

To Salisbury town — but a mile of down.
Once over this brook and rail.

Trap! Trap! I heard their echoing hoofs

Past the walls of mossy stone;
The roan flew on at a staggering pace,
But blood is better than bone.
I patted old Kate, and gave her the spur,
For I knew it was all my own.

But trample! Trample! Came their steeds,
And I saw their wolf's eyes burn;
I felt like a royal hart at bay,
And made me ready to turn.
I looked where highest grew the May,
And deepest arched the fern.

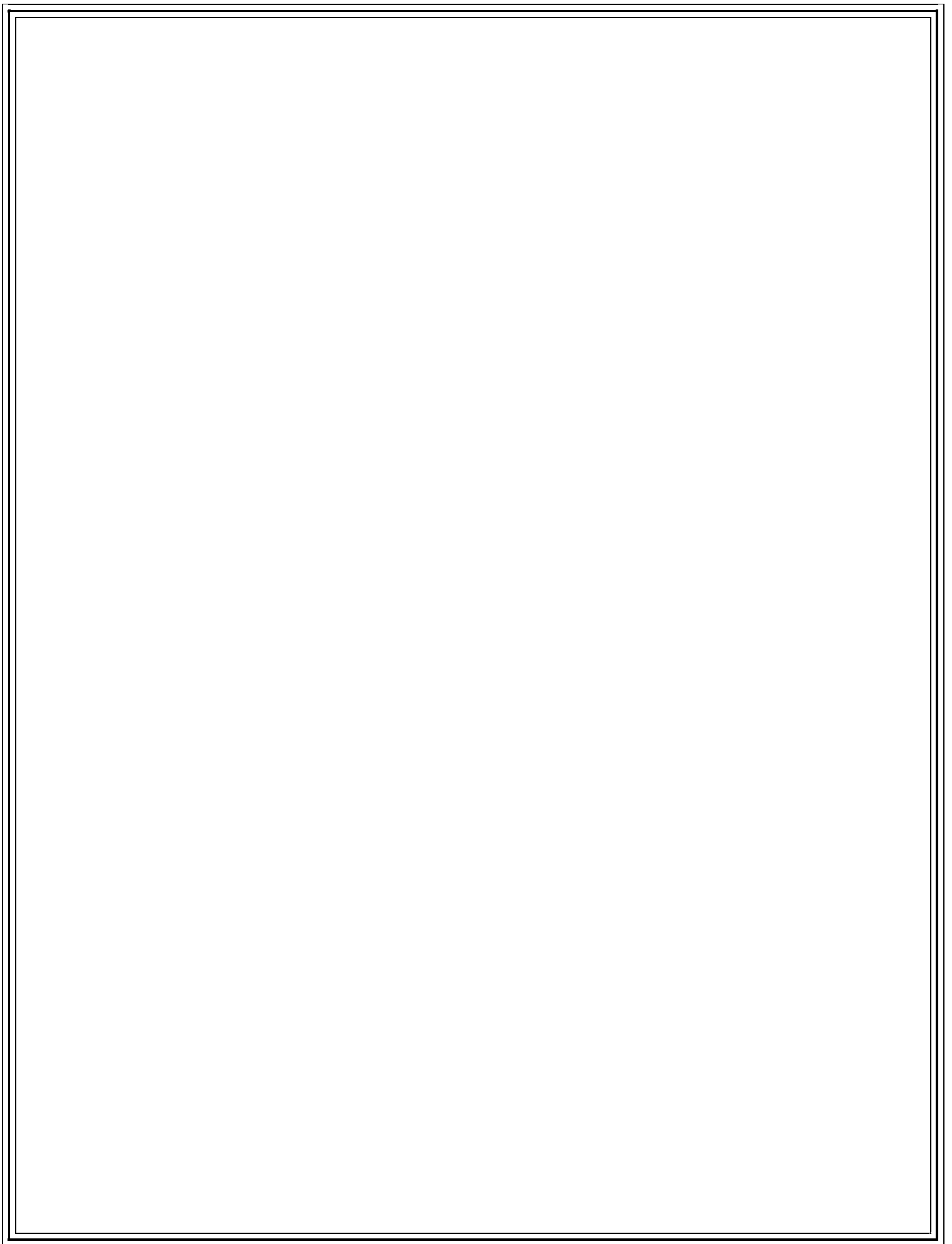
I flew at the first knave's sallow throat;
One blow and he was down.
The second rogue fired twice, and missed;
I sliced the villain's crown, —
Clove through the rest, and flogged brave Kate,
Fast, fast to Salisbury town!

Pad! Pad! They came on the level sward,
Thud! Thud! Upon the sand, —
With a gleam of swords and a burning match,

And a shaking of flag and hand;
But one long bound, and I passed the gate.
Safe from the canting band.

~by Walter Thornbury

Teaching Notes



Curriculum by Programs

Overview

What is A Mind in the Light?

A Mind in the Light offers a K-12 curriculum for those who wish to follow the principles of Charlotte Mason. It is currently a work in progress.

There are two scopes and sequences currently emerging. A scope and sequence includes the scope, which is the coverage of topics included in a curriculum, and the sequence, which is the arrangement of that coverage. Both the scope and the sequence of Curriculum by Years will differ slightly from Curriculum by Programs, but these differences will not be dramatically significant.

Both plans when completed will give teachers and parents a complete guide for each specific year and for each specific program. The guides of the lower years will include narration suggestions, teaching notes, exams, reading schedules and more in the subjects of history, science, natural history, geography, literature, art, citizenship and music. The upper years will turn to a humanities approach with regard to history, integrating literature, primary sources, geography, art history, citizenship and philosophy. The upper years will contain all that is included for the lower years, but will also include extensions in writing and Great Ideas Discussion prompts.

What is Curriculum by Years?

Curriculum by Years is the scope and sequence used by parents and teachers who do not wish to combine their children together in most lessons. This allows each child to progress at their own level from one year to the next with book lists and topics of study specific to the particular year they are studying. This is the curriculum for which Year One: The Complete Guide and Year Two: The Complete Guide has been completed. Year Three: The Complete Guide is currently underway.

What is Curriculum by Programs?

Curriculum by Programs is the scope and sequence used by parents and teachers who wish to combine their students together into groups, working more often under the same umbrellas of topics and history time periods, often using the same books. Now published: Foundations: Early School and Program I: Lower School B. The programs are modeled after the PNEU programs of which Ms. Mason was the founder, but with some alterations.

Who is Charlotte Mason?

Charlotte Mason (1842-1923) was a British educator whose ideas and methods focused on living ideas, the science of relations, habit training and so much more.

She became a teacher and then later established the House of Education, a training school for governesses. While teaching, she realized that the parents of children being educated would benefit from access to basic knowledge about children and education. The Parents' Educational Union or PEU was formed and later a periodical review was created to aid in this effort. In 1892, the word National was added to PEU and became PNEU, or Parents' National Educational Union.

She wrote a series of geography books and then later a six volume set of books setting forth her teaching ideas and methods of education.

Some of the terms and words which are most familiar to us in connection with Charlotte Mason include narration, living books, habit training, focused lessons, copywork, prepared dictation, nature study, handcrafts and artist and composer studies.

What was a PNEU program?

A PNEU (Parents' National Educational Union) school was a school which followed the principles of Charlotte Mason. The PNEU created programs which were issued each term and were sent out to enrolled schools and families. Each program listed the books (for both students and teachers) and instructional work meant to be taught/studied for the term as well as the needed exams for that term. Each program included the work expected for each Form.

What are forms?

Forms were how the educational years were grouped and divided in a Charlotte Mason curriculum. Form I included Years 1-3; Form II included Years 4-6; Form III included Years 7-8, Form IV included Year 9; Form V included Years 10-11 and Form VI included Year 12. This curriculum has slightly altered this arrangement.

Is this curriculum secular?

This curriculum is designed without religion, with the idea that those who wish to add it may do so as they wish. A couple of the fiction selections have a very Christian "feel" to them. These were included, since they are beautiful works of literature. The focus of this curriculum is to provide inspiring and imaginative literature to children. Some books have moved to either optional reading lists or to free additional reading lists that were known for being specifically unfair to other faiths. An attempt to balance the desire to not offend with the opportunity to teach new perspective has been made. Any questions or concerns can certainly be directed to the author through email.

How is Curriculum by Programs arranged?

With Curriculum by Programs, children in Pre-Preparatory, Preparatory and Year One will begin the Early School level in Foundations and will remain at this level for three years or until each student has been deemed ready to move on to Lower School B. This foundation level does not fit within the

historical divisions laid out for the remaining levels. Only when your student has moved to Lower School B, will students begin to work through the programs according to historical time period divisions.

- Program I –Pre-17th Century History
- Program II -16th-18th Century History
- Program III -19th Century History
- Program IV -20th+ Century History

American, World and British History follow these divisions, while Ancient History begins in Year Five and follows its own divisions.

This arrangement allows children to spend more time in one specific group before moving on to the next. This will make combining children together a little easier and will compare to grade levels less specifically. Children can move into and out of groups based on their needs rather than based on the typical year-to-year movement.

Year One fit best in Early School, since Year One students were typically receiving a more specific but gentle year of their own anyway. Year One students did not study history within the same time periods as the rest of the school generally did. This makes their year more unique and was better aligned with children in their beginning years. Year Four, too, typically had their own introductory year and better aligned with children in Lower School B. This allows them to share in many books, resources and lessons, yet, as the oldest in their group, receive extensions to their study.

What does a program include?

Each program will be designed for a 3 term/36 week year*. The programs have been divided into two parts: an outline guide and the corresponding lesson guide(s). The outline guide will include the complete books lists, a suggested schedule, teaching notes, recitation selections and suggestions for picture study, music appreciation, songs and handcrafts. The lesson guide will include the lesson plans for all of the main books for its suggested level (s) as well as exams. Subjects included are history, citizenship, natural history & science, geography, literature and poetry.

*Typical PNEU programs were designed for one term, but these programs will be designed for the entire year.

Can my student wait until Year Five to study World History?

Students can omit the World History stream (which uses *A Child's History of the World* by V. M. Hillyer) when using the Curriculum by Program's scope and sequence, if you prefer. You would then pick up ancient history in Year Five as it was traditionally added in PNEU programs. You would have completed one full history rotation (4 years) of American History and would have begun British History (which uses *Our Island Story* by H. E. Marshall) in Year Four.

There is certainly enough room in the schedule to complete both streams of history (American and World). It is designed to be included in the final year of Foundations and the first two years of Lower School B, so studying both streams simultaneously should not be overwhelming for your students. This option is included for those families who feel strongly about beginning with American History only.

Commonplace Books

It is very helpful to read with a commonplace book or reading-diary, in which to put down any striking thought in your author, or your own impression of the work, or of any part of it; but not summaries of facts. Such a diary, carefully kept through life, should be exceedingly interesting as containing the intellectual history of the writer; besides, we never forget the book that we have made extracts from, and of which we have taken the trouble to write a short review. -

Mason, Vol. 5 p. 260

What is a commonplace book?

Charlotte Mason expected older students to keep a commonplace book, or reading diary. This book served, in a sense, as a companion to the many books read in the upper years of the PNEU programs. In the above quote, Mason expressed that keeping one acted in some ways as narration does. Once a student has made an effort to connect with the words, then the words become part of them and their base knowledge. Today, students should continue this activity, keeping a commonplace book as a record of meaningful quotes, passages and verses as they read, even carrying on with this tradition throughout their life.

At what age or level do most students begin keeping a commonplace book?

PNEU programs show that typically students began keeping a commonplace book in Forms V and up; this correlates to Years 10-12. For the purposes of this curriculum, students can begin a commonplace book around age 12 or 13, depending on their readiness.

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

Historical poems and ballads were included in every term program, because they share connections with literature, citizenship and history, capture the imagination, show the beauty of words, build skills in recitation and train the ear and mind for higher ideas and language.

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

Geography

Keeping a Map Record

Many books included for geography in a Charlotte Mason curriculum will consist of travel and exploration books. These living books follow the adventures of famous people and the descriptions of the new lands they encounter along their journey. Ideally, students should keep a map record of these journeys or voyages.

In *Home Education*, Charlotte Mason wrote “Maps must be carefully used in this type of work, -a sketch-map following the traveller’s progress, to be compared finally with a complete map of the region; and the teacher will exact a description of such and such a town, and such and such a district, marked on the map, by way of testing and confirming the child’s exact knowledge” (275).

Here are some ideas for keeping a map record:

- Print out a blank outline map of an area which includes the main portion of the journey or voyage and have students fill in and color the map as they read.
- Students will need access to a good atlas to label and mark their maps correctly.
- Some explorers traveled extensively across the world and for these people a world map may serve better.

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

Creating and Keeping a Book of Centuries

The preceding page is a format page to be used with a blank book in creating a **Book of Centuries**.

Components of a Book of Centuries

- A two-page spread should cover a century.
- The first page will be for words or short phrases for each year of the century. It is not necessary to include an entry for every year: the important events are all that are needed. Use the format guide included on the previous page for organization. The bottom of each left side page will have some lines underneath for any additional notes.
- The second page (on the right) is blank for simple drawings of archeological objects significant to the century covered.
- The main focus should be on giving students their own personal journal as they learn about history. They should choose what they consider most important to draw and what dates, words and phrases are included.

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