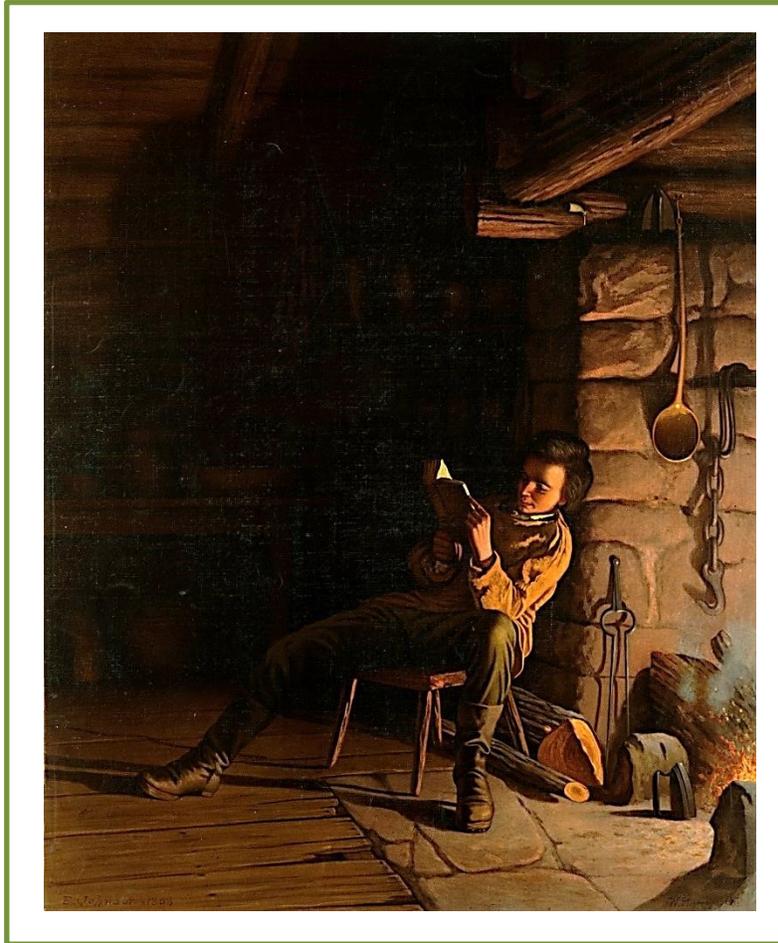


# Program 3

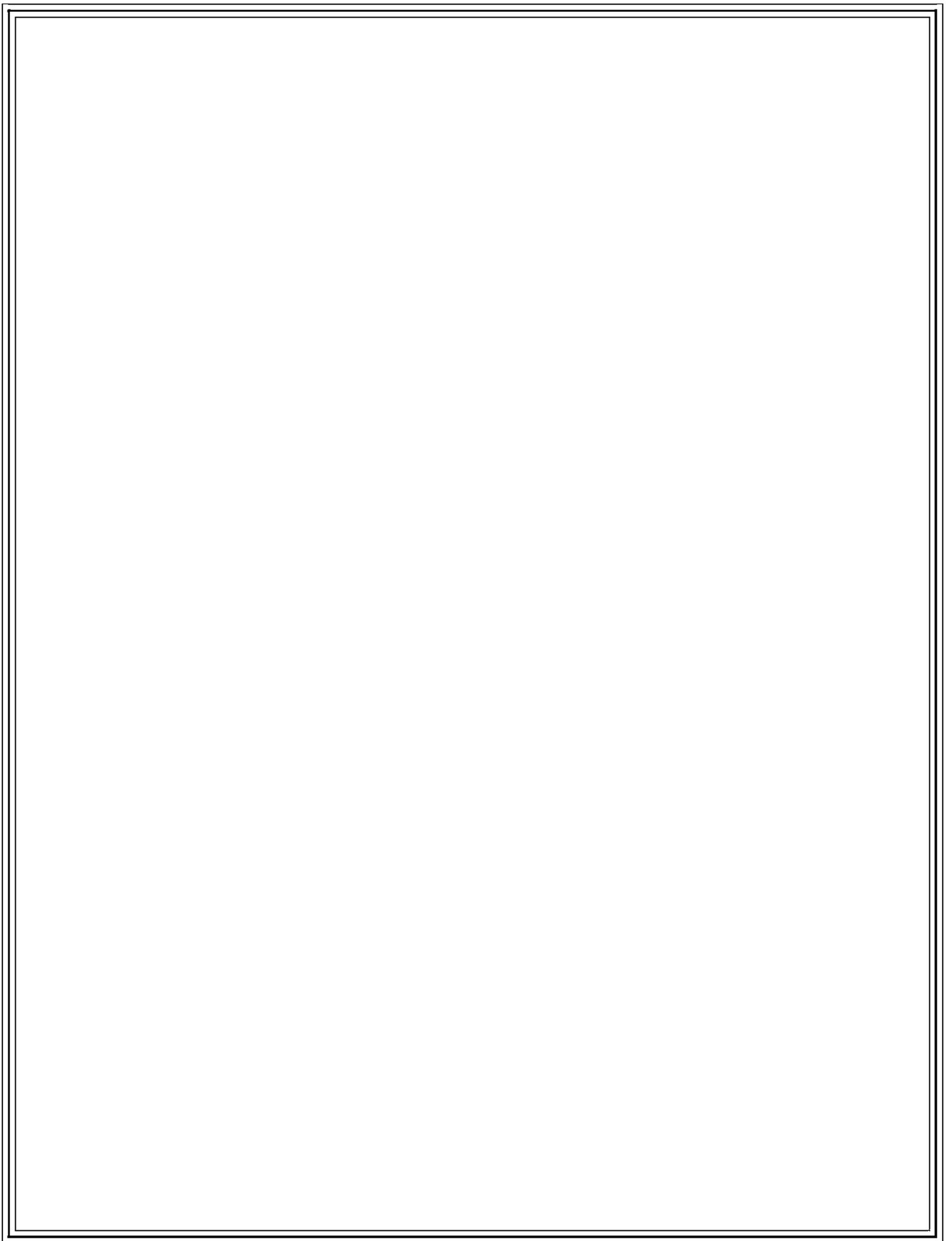


19<sup>th</sup> Century History



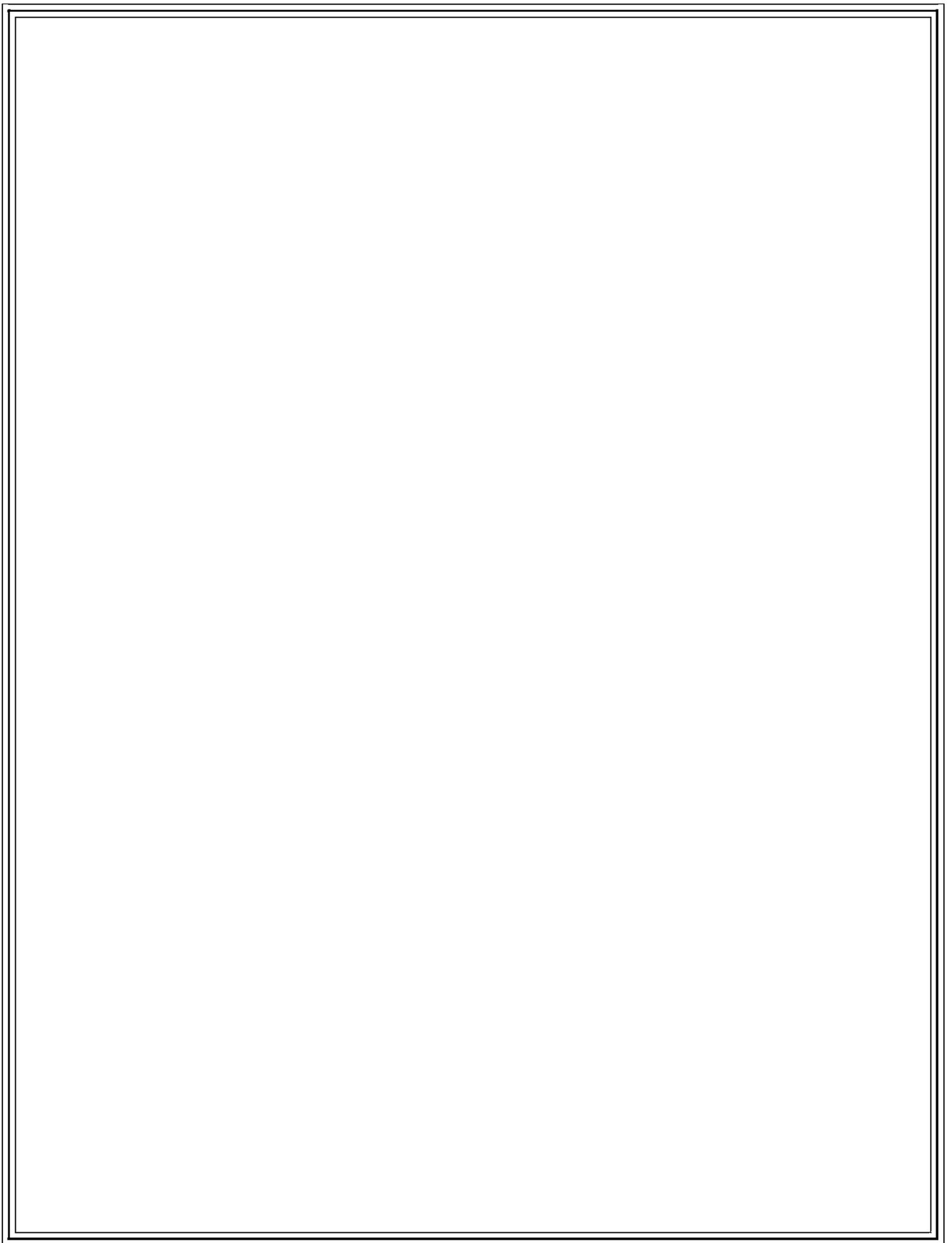
~The Outline Guide for Lower School A~

by Lisa Kelly



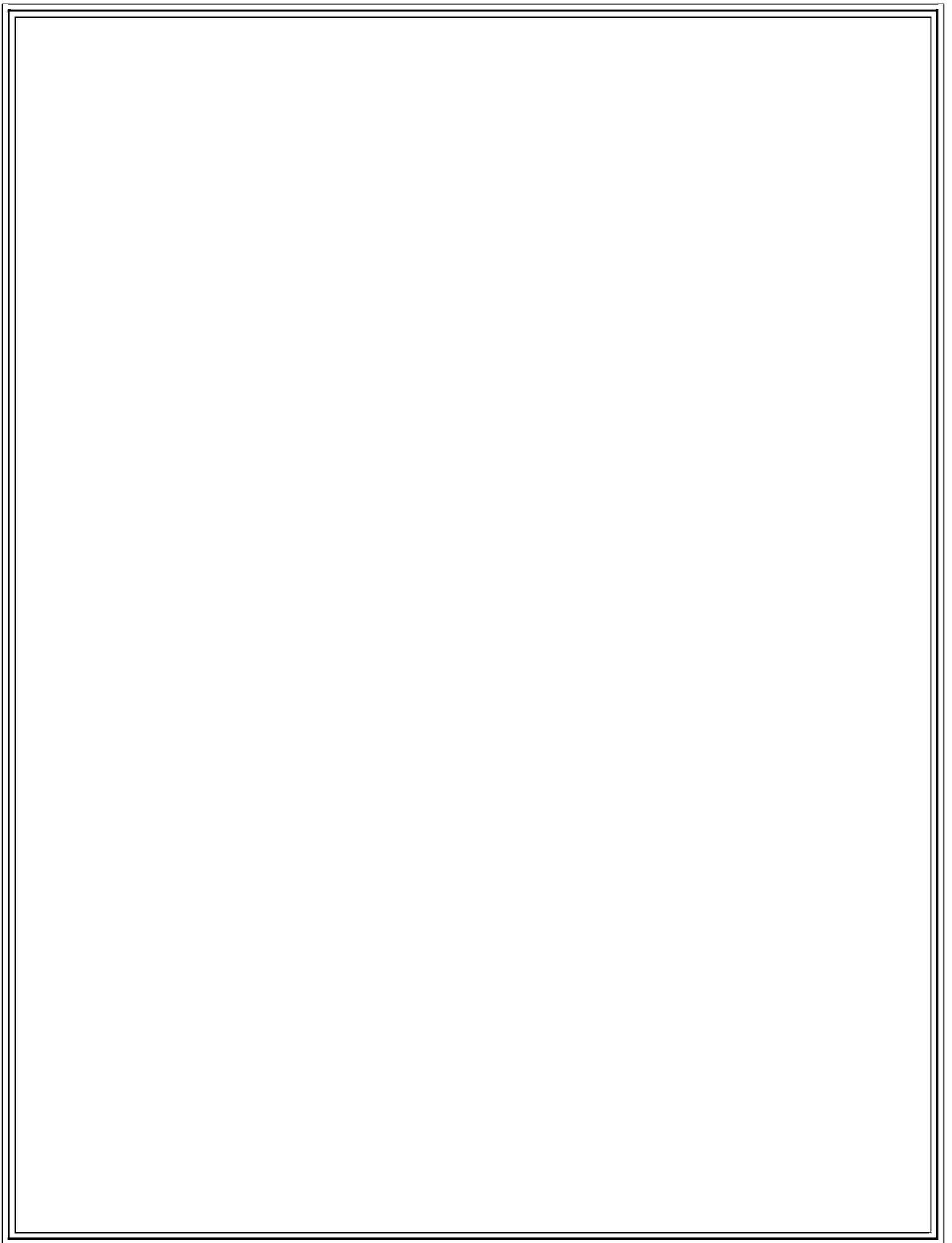
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# Program

Please note that approximately the first 20 pages of *Program 3: 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 3*  
*3 Terms; Lower School A; Years 5-6*

## ~19<sup>th</sup> 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 3 includes history from the 19<sup>th</sup> Century. 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 3 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 Year of the Horseless Carriage & Abe Lincoln's World* by Genevieve Foster + *Heart and Soul: The Story of American and African Americans* by Kadir Nelson (C1-6)

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

#### ~British History~

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

OPT - *Under the Hawthorn Tree* by Marita Conlon-McKenna or *Nory Ryan's Song* by Patricia Reilly Giff

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

#### ~Ancient History~

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

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

# Geography

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

Y5 –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.

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

# Citizenship

All –Read *The Story of the Gettysburg Address* by Kenneth Richards; Plutarch Studies - Paulus Aemilius

**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~

Y6/T1-2 –Read *The First Book of Botany* by Eliza A. Youmans & complete exercises

## ~Classification~

Y6/T3 –Read *The Kingdoms of Life: Classification* (World of Science: Come Learn With Me) by Bridget Anderson [This book is in print, but can also be borrowed at Internet Archive.]

## ~Biographies~

Y6 Only; Independently –Choose 1

*Archimedes and the Door of Science* by Jeanne Bendick, *Isaac Newton* by Harry Sootin [+ many more]

## ~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. Extend the LSB lessons as needed 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~

Y5 –Read *Tales of Troy and Greece* by Andrew Lang and Y6 –Read *Tales from Shakespeare* by Charles and Mary Lamb

**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 Adventures of Tom Sawyer* by Mark Twain

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

## ~Poetry~

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.

Or -All read from *Favorite Poems: Old and New* by Helen Ferris, reading 2-3 of your choice per week + historical poems and ballads + “Annabel Lee” and “The Raven” by Edgar Allen Poe and “Horatius at the Bridge” from *The Lays of Ancient Rome* by Thomas B. Macaulay

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

**Recitations** -See the following list for options: Recitations for Lower School A

## 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.

- *Midnight is a Place* by Joan Aiken
- *Tom’s Midnight Garden* by Philippa Pearce
- *December Rose* by Leon Garfield

### Lower School A –Independent Reading List

These *roughly* coordinate with 19<sup>th</sup> Century American History. You may also wish to consider books from LSB’s list.

- *The American Twins of 1812* by Lucy Fitch Perkins
- *Caddie Woodlawn* by Carol Ryrie Brink
- *The Elephant Thief* by Jane Kerr
- *Silent Thunder: A Civil War Story* by Andrea Pinkney

**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*.

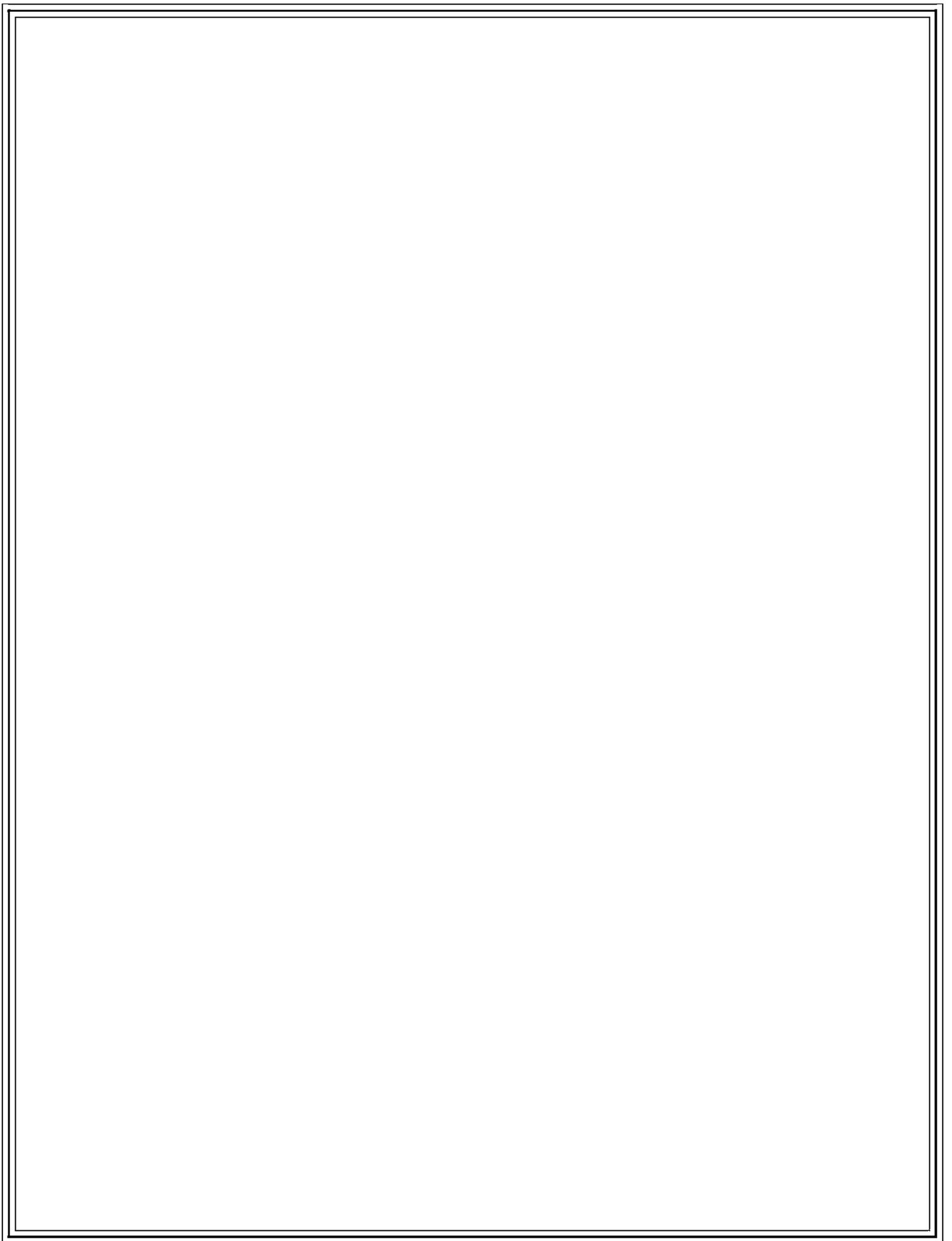
Religion –Add books as it best fits your family.

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 3 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 1”.

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

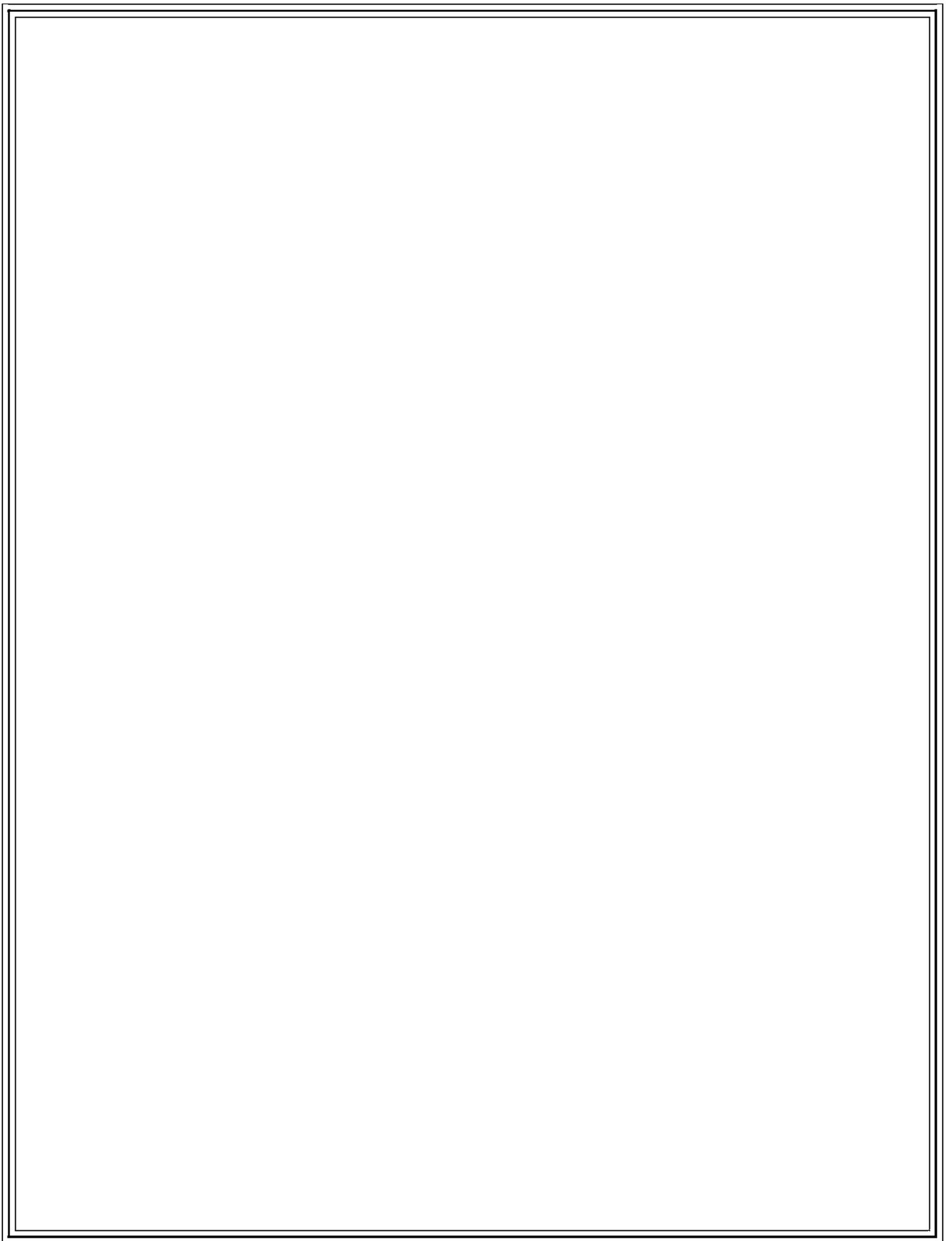
**Portions of this program are missing, since this is a sample only!**

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

~Year Six~

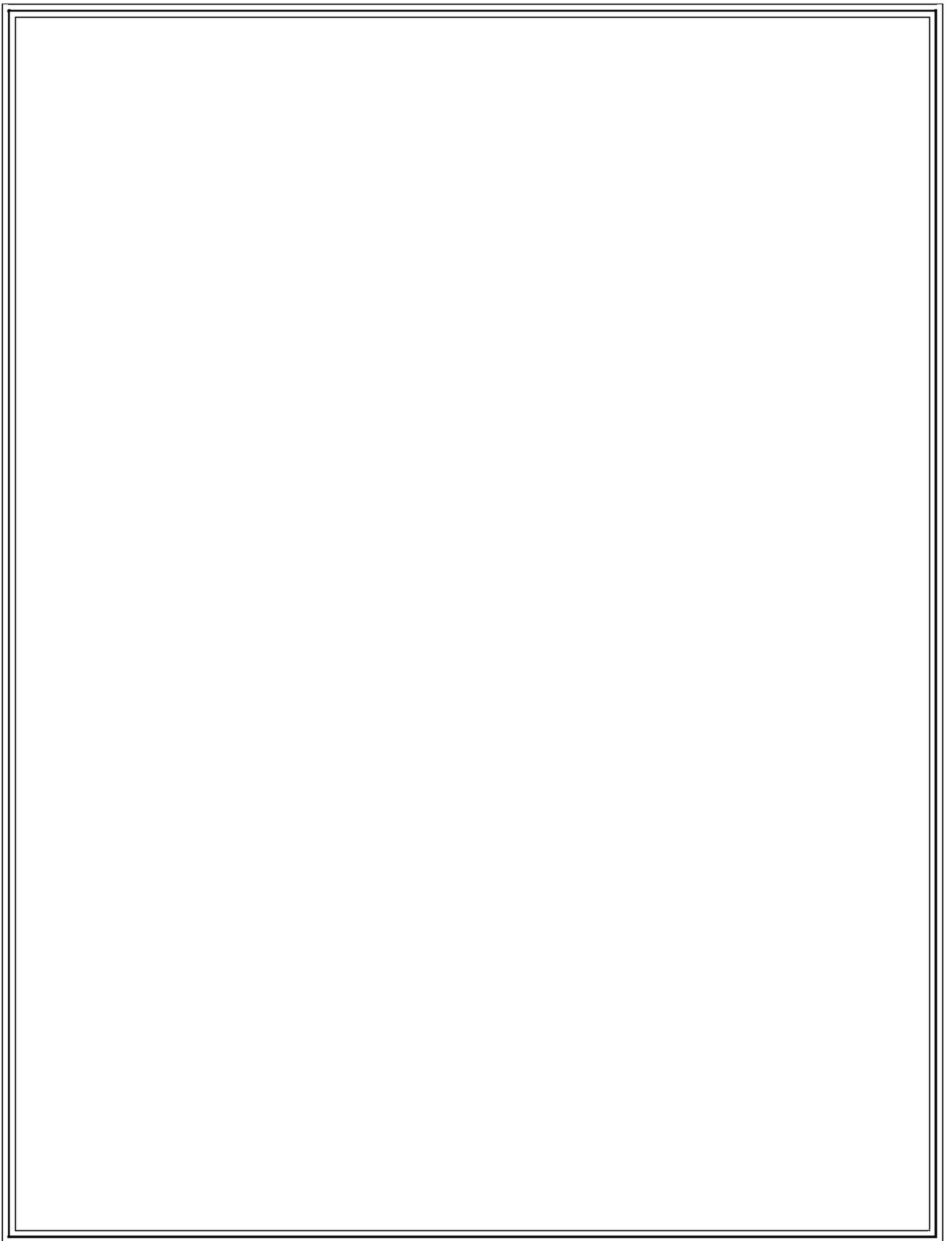
1. “If” by Rudyard Kipling

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



# Poems for Recitation

Lower School A –Year Five



# Crossing the Bar

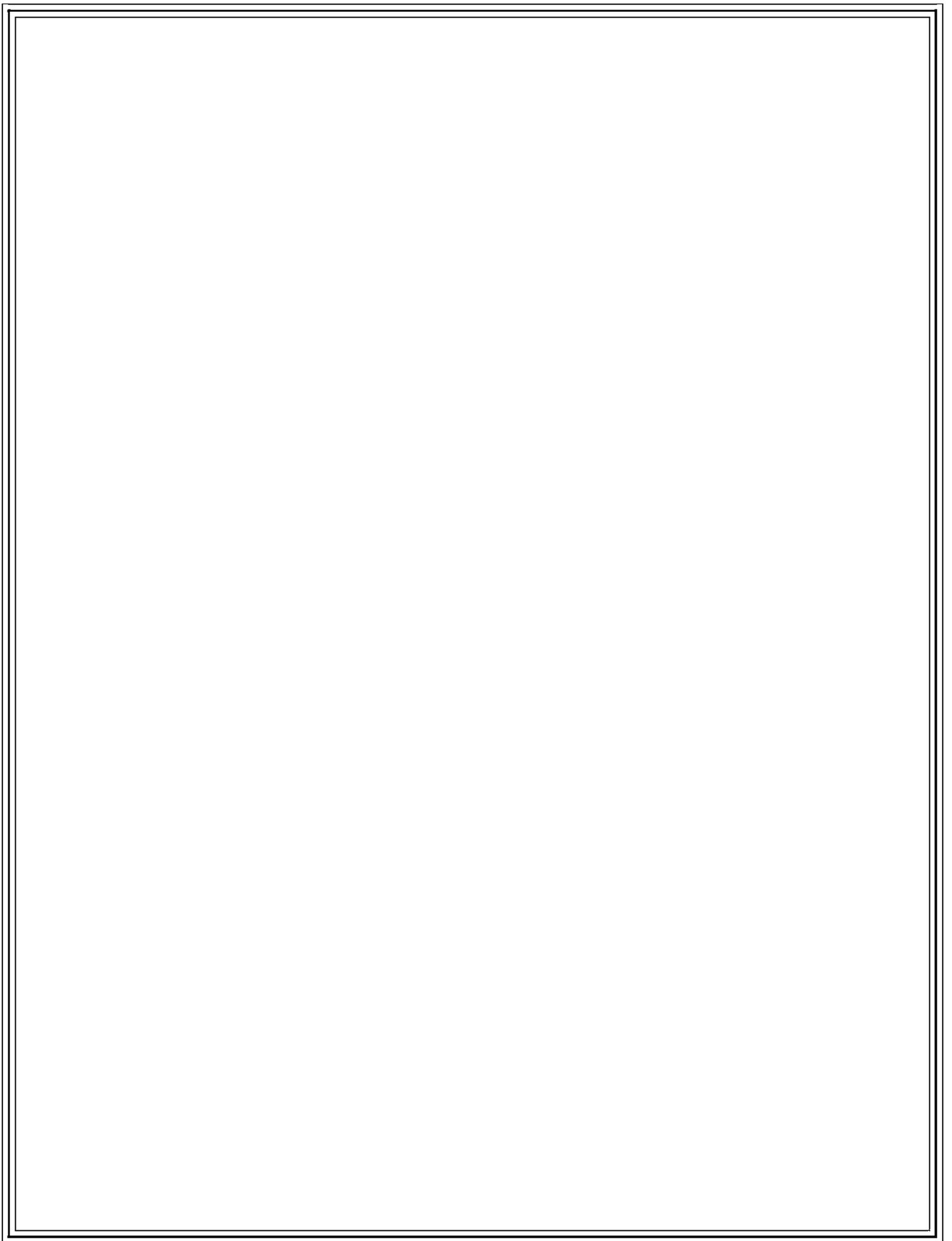
Sunset and evening star,  
And one clear call for me!  
And may there be no moaning of the bar,  
When I put out to sea,

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;

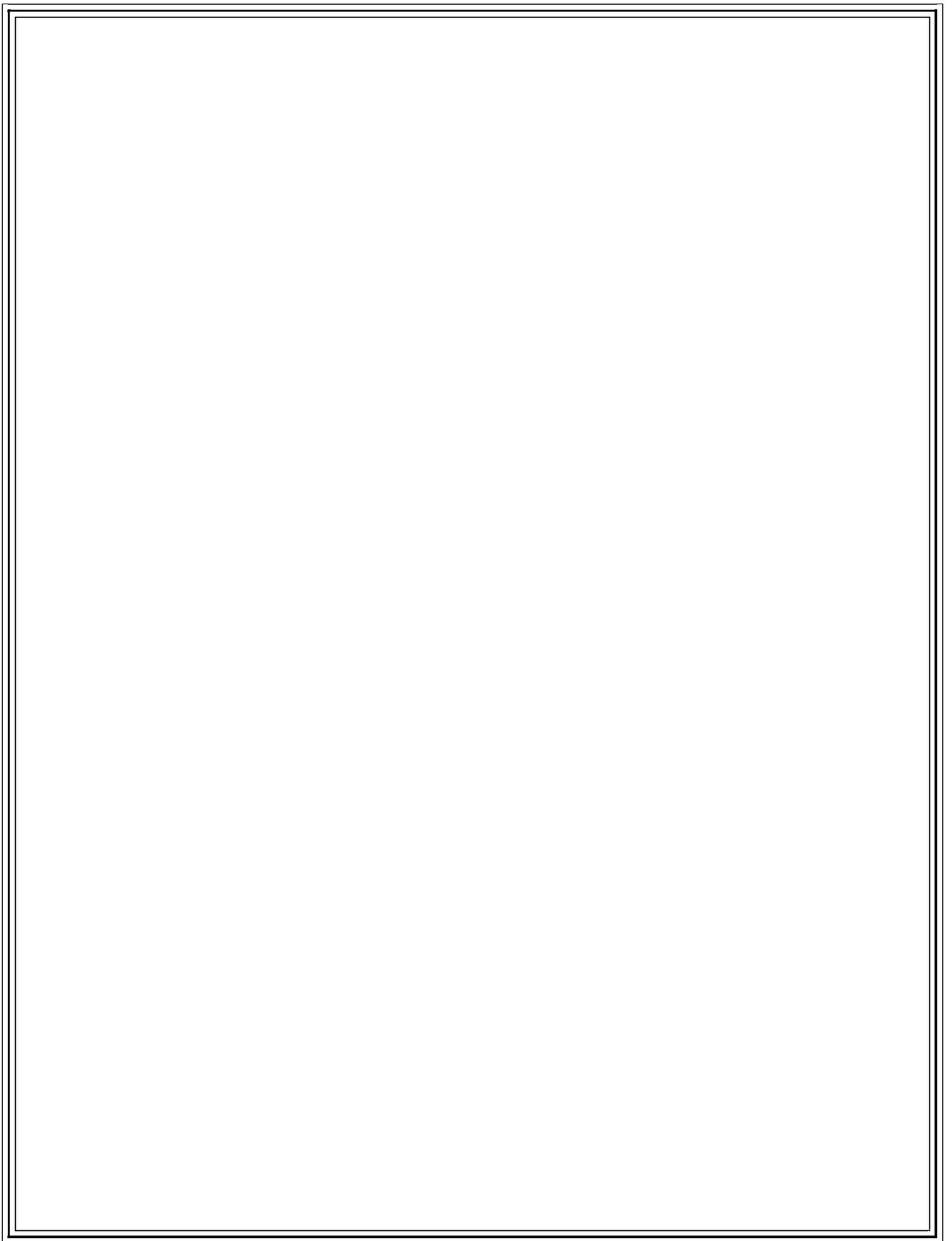
For tho' from out our bourne of Time and Place  
The flood may bear me far,  
I hope to see my Pilot face to face  
When I have crost the bar.

~by Alfred Lord Tennyson



# Ballads, Historical & Narrative Poetry

~Year Five & Year Six~



## Old Ironsides

The frigate *Constitution*, which had figured valiantly in the history of the United States navy, and had won the famous sea-fight with the English ship *Guerriere* in the War of 1812, was popularly called *Old Ironsides*, and had won a warm place in the hearts of the American people. On September 14, 1830, the *Boston Daily Advertiser* announced that the Secretary of the Navy had recommended that the *Constitution* be broken up, as no longer fit for service. As soon as he heard this Oliver Wendell Holmes wrote his poem *Old Ironsides*, which appeared two days later. It immediately became a battle-cry; was repeated all through the country; and caused such a wave of feeling for the time-scarred frigate that the plan of dismantling her was given up, and instead she was rebuilt, and given an honored place among the veterans of the country's navy.

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

# Old Ironsides

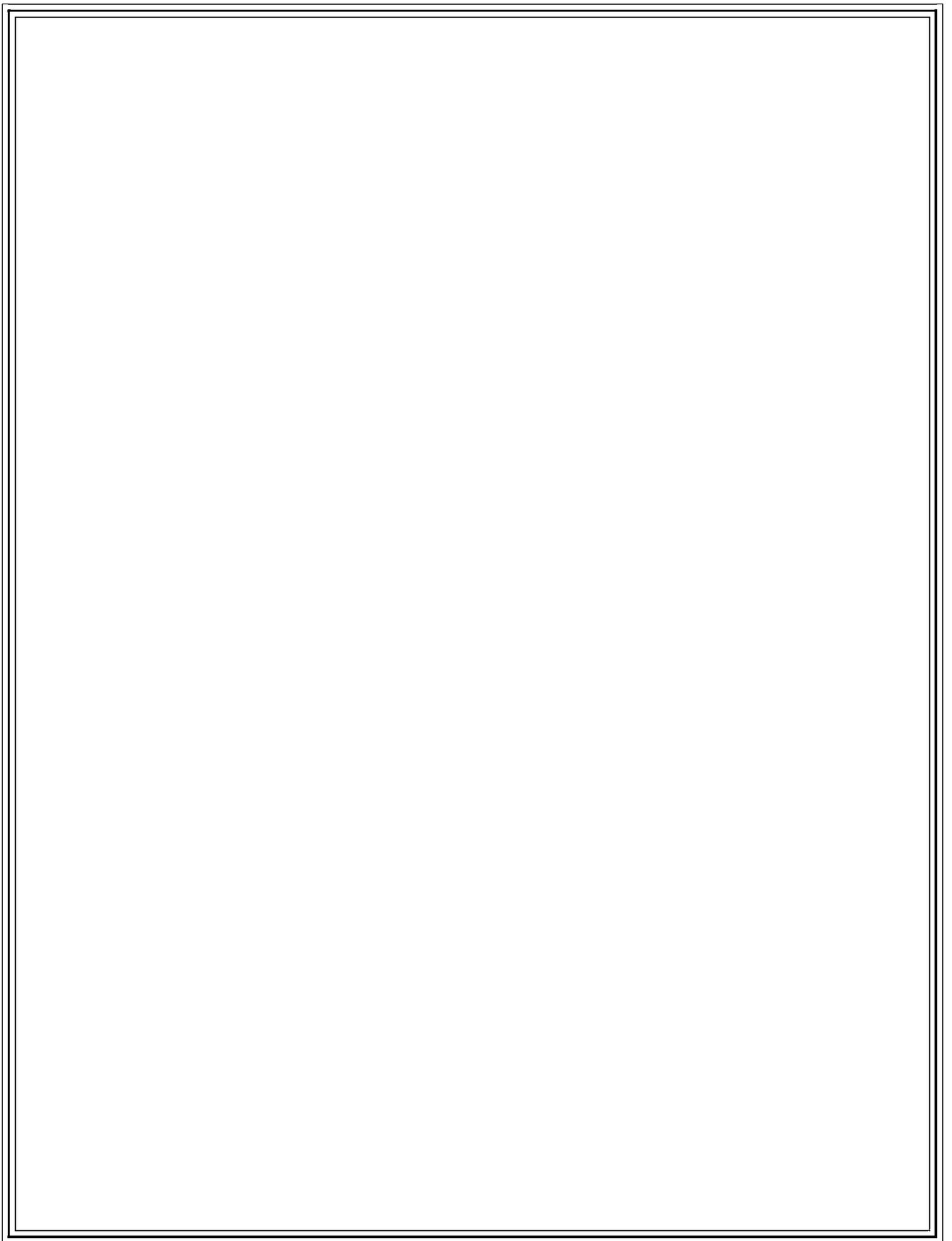
Ay, tear her tattered ensign down!  
    Long has it waved on high,  
And many an eye has danced to see  
    That banner in the sky;  
    Beneath it rung the battle shout,  
    And burst the cannon's roar;  
    The meteor of the ocean air  
    Shall sweep the clouds no more!

Her deck, once red with heroes' blood,  
    Where knelt the vanquished foe,  
When winds were hurrying o'er the flood  
    And waves were white below,  
No more shall feel the victor's tread,  
    Or know the conquered knee;  
The harpies of the shore shall pluck  
    The eagle of the sea!

Oh, better that her shattered hulk  
    Should sink beneath the wave;  
Her thunders shook the mighty deep,  
    And there should be her grave;  
    Nail to the mast her holy flag,  
    Set every threadbare sail,  
And give her to the God of storms,  
    The lightning and the gale!

~by Oliver Wendell Holmes

# 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-17<sup>th</sup> Century History
- Program II -16<sup>th</sup>-18<sup>th</sup> Century History
- Program III -19<sup>th</sup> Century History
- Program IV -20<sup>th</sup>+ 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.

# Transitioning from Oral to Written Narrations

Moving a narrator from oral to written narrations should be a gentle crossover, with the skills and needs of the narrator always the priority. A narrator will never leave oral narration completely behind, but as they progress through the years should add to them and replace the number of them with other variations of narration. For example, while a high school student still orally narrates sometimes, more often she writes narrations, essays and other papers as well as participates in deep discussions about what she has read.

## Important Points to Consider

1. Be sure that your oral narrator is fully ready to write. Your young student should be able to write a number of sentences without feeling any strain -physically or mentally. Oral narrations should be firmly established; they should be given confidently and should be reasonably full in their coverage.

2. Cut whatever was your typical amount of reading material for oral narrations down again. Remember, in the beginning, your very young child could not successfully orally narrate a full chapter. The chapters in the early years are divided into halves and are narrated in sections. Eventually, the child is able to narrate the entire chapter, depending on the length and type of book from which they are narrating. Moving from oral narrations to writing multiple pages for written narration will become overwhelming very quickly.

Here is an excerpt from an article from the *Parents' Review* on "We Narrate and then We Know":

Do regulate the length of the passage to be read before narration to the age of the children and the nature of the book. If you are reading a fairy story, you will find that the children will be able to remember a page or even two, if a single incident is described. With a more closely packed book, one or two paragraphs will be sufficient. Older children will, of course, be able to tackle longer passages before narrating, but here too, the same principles should be applied, that the length varies with the nature of the book.

3. Be sure that you are always preparing the reading selection ahead of the reading. For example, go over any words which your student may need help in defining or pronouncing. Map work for knowing and understanding any important locations should be done before reading books, especially those being used for history and geography. Ask your student to recall what events and people were important in the last chapter read.

Here is more from "We Narrate and then We Know":

Do always prepare the passage carefully beforehand, thus making sure that all the explanations and use of background material precede the reading and narration. The teacher should never have to stop in the middle of a paragraph to explain the meaning of a word. Make sure, before you start, that the meanings are known, and write all difficult proper names on the blackboard, leaving them there

throughout the lesson. Similarly any map work which may be needed should be done before the reading starts.

4.

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

