



Later Knowledge Guide

A MODERN GUIDE TO A NOAH WEBSTER-STYLE GRAMMAR SCHOOL EDUCATION

1ST YEAR

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Christian Grammar School at Home: 1st Year Later Knowledge Guide
by Robyn van Eck

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Through **wisdom** is an house built,
and with **understanding** it is established.
And by **knowledge** shall the chambers be filled
with all precious and pleasant riches.

Proverbs 24:3 4

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INTRODUCTION

Look closely at the old picture on the cover of this Guide. Noah Webster placed it at the beginning of his original *Blue Back Speller*. Is it a classroom? Are the children the same ages? Is a certified instructor teaching these children? But no, a mother is teaching her children, of different ages, under a tree on a lovely day, with the cat and dog along, to boot. Noah Webster believed mothers could give their children a classical grammar school-type education, and 200 years ago in this country, that's what mothers did.

You can give your children a Christian classical grammar school education. This Guide will help you do it. In the old days, mothers had gotten that education from their mothers; today, mothers are dazed and confused by the modern education we received. This Guide takes the old American classical education and lays it out for modern mothers in simple, step-by-step instructions.

The *1st Year Later Knowledge Guide* is a mix of real books, a few choice planned-out curriculums, and old-fashioned assignments. The instructions for each subject are on the Assignments By Subject pages, beginning on page 43. The required books you'll need to buy or borrow are listed in the Bibliography section. Your 1st Year later knowledge student should have his own copy of this book, so he can keep up with his assignments every day.

We found it helpful to follow this method with other families, in a co-op; the *Later Knowledge Guide* assignments are written in such a way that families can meet weekly and follow the curriculum together, or you can do it all independently. If you'd like ideas about starting a Christian classical co-op in your area, visit the Wisdom's Way page on our website at grammarofgrace.com/about/wisdoms-way.

Finally, here is a key thing to keep in mind throughout the year: You want to teach your child to *think*. The mind is just like a muscle in the body; if you want it to grow stronger, you have to push it—not too hard, so that you cause a strain, but enough to make the learner “sweat” a bit.

As you work with your child, continually ask him these questions:

What does that mean?

How do you know?

What does the Bible say about that?

Be patient; do not give him the answers, only ask guiding questions to help him figure out the answers; let him think.

And whatsoever ye do, do it heartily, as to the Lord, and not to men... .

Colossians 3:23

Above all, point him to our Lord and Savior. When it is difficult, pray and ask the Lord for help. You are helping your child's mind to develop, yes, but this entire endeavor should be used also to teach character and faith. When it is fun, praise the Lord. When it is hard, ask the Lord to help your child understand. Pray that you will not let all of these scriptures, hymns, and Christian biographies be merely an external show of godliness, but that parent and child's hearts will ever be tender toward the Lord our God.

TIME COMMITMENT

These are the target times for each daily assignment. There's some variation, but the daily assignments should be fairly consistent.

In total, the later knowledge coursework should take a bit less than 2 ½ hours a day of "classroom time", where the student is working with his parent; 2 hours a day of "homework time", the independent assignments; and 2 ½ hours of memory work and reading aloud, the *Grammar of Grace* assignments that you do with all of the children together.

The 1st Year of Later Knowledge is the year when, more than any other, mother should plan to spend a lot of time giving her student individual attention. Before this, most of the homeschool was done with all of the ages together. This year is the year when you teach your child how to do his academic work, and as you teach him what your expectations are and how to complete assignments correctly, he will, over time, be able to complete more and more of his assignments on his own, simply bringing you a finished product to check.

Compared to the 7 hours the average American child spends at school every day, and the 1 additional hour of homework that is typical for this age, the expected commitment for later knowledge students seems reasonable—especially when you consider that two hours of the "coursework" is sitting around as a family reading! (That would have been considered *recreation* in Noah Webster's day, but because it had such a profound impact on those children's intellectual development—and it is *not* a normal part of most of our modern lives—we count it in our homeschool time, for daily planning purposes.)

But there are three caveats:

1. Laziness is a daily factor. The child should spend this amount of focused, diligent time every day on his grammar school subjects. On days when he is not working diligently, he may spend much longer "doing" these assignments (although he may be daydreaming or allowing himself to be distracted!). This is part of what you're training in your child. He needs his mother to teach him to work diligently, day after day. He will thank you for it, his entire life! You're teaching him the old Puritan work ethic. That said, very often, you may expect schoolwork to take longer than this, because children will be children.
2. Don't think that this is a small time commitment. There is a myth going around homeschool circles that homeschool takes hardly any time, compared to public school, because so much time is wasted in the large classroom environment; therefore, homeschool students can be involved in more activities, enjoy more family time, go on more field trips, and perform more service projects, while having many hours a day to play outside and "be children". While there is a lot of truth to this idea before age 10, the fact is that if you want your children to be well-educated, particularly if you have more than one or two children, it is a full-time commitment. The public schools are wasting lots of time every day, with the result that children are not being educated; you will use that time effectively, ensuring that your child *is* educated. Be satisfied with that. And look at the Christian Grammar School at Home illustration again; you can do this!
3. Each child is different, of course. If you, like me, have any late-bloomers, expect to spend more time helping those ones along; you are blessing them for a lifetime!

With those caveats in mind, the assignments are planned so that they should, typically, take about this long:

MOTHER WITH ALL CHILDREN TOGETHER (2 ½ HOURS)	Average Time Required
Grammar of Grace (memory work)	30 minutes
Read Aloud by Father or Mother	2 hours
Bible Reading—15 min.	
Poetry—5 min.	
Short Stories—20 min.	
History—30 min.	
Fiction & Biography—50 min.	
INDIVIDUAL ASSIGNMENTS WITH MOTHER (2 HOURS, 20 MINUTES)	
Dictation	15 minutes
Reading Aloud	5 minutes
English Grammar	15 minutes
Latin (less time in the beginning of the year, more toward the end)	45 minutes
Arithmetic (about 30 minutes of instruction, & 30 minutes for practice)	1 hour
INDEPENDENT WORK (2 HOURS)	
Lesson	5 minutes
Copywork	15 minutes
Oral Interpretation	5 minutes
Music (Hymn Singing, not counting instrument practice, if applicable)	5 minutes
Literature & Biography (about 30 minutes of reading, & 15 for summary)	45 minutes
History (about 15 minutes of reading, & 15 for summary)	30 minutes
History Notebook	5 minutes
Natural Philosophy (Science)	10 minutes

SCHOOL DAY (DAY 1)

School Day (Day 1), each week, changes things up a bit. Of course, that’s the day for drilling the new *Grammar of Grace* lessons for the week. Once-a-week assignments like Greek, Worldview, and Letter Writing are added, and the student gets a day off from most of the usual daily assignments. The student may perform his Oral Interpretation piece and is coached about a specific speaking skill. Other assignments from the past week are reviewed and discussed.

This day is intended to be fast-paced and for parent and student to move quickly through the different subjects. If you are doing this at home without a community, try to imagine that you are on a rigid schedule and stick to it. That helps you prioritize the absolute most important elements to fit into your “Grammar School” time and keep things moving along. Treating this day as special and different also breaks up the monotony that can creep into the daily homeschool routine, and helps keep things fresh for both you and your children.

BEFORE SCHOOL

In addition to the above, the student will do his Daily Bible Reading each day, which does not count toward school time, in my estimation; and on Day 1, he should probably spend about 30 minutes on his Journal and Letters assignment.

WEEKLY ASSIGNMENTS

Mother should give her 1st Year student his own copy of this Guide, and come alongside him, teaching him how to plan his time and take responsibility for completing his daily assignments.

The columns for each day contain all of the assignments the student should do, with little checkboxes for when each assignment is completed.

The Instructions for each Subject, and the assignments written out in more detail, are on the Assignments By Subject pages, beginning on page 43. Mother should begin the year by reading through the instructions for each subject with her child.

Finally, Mother should read How to Check Your Child's Work, on pages 69–74. This is the American classical style education version of an Answer Key.

WEEKLY ASSIGNMENTS

1ST YEAR
Week 1

SUBJECT & ASSIGNMENT	DAY 1/ SCHOOL DAY ✓	DAY 2 ✓	DAY 3 ✓	DAY 4 ✓	DAY 5 ✓
<i>before school</i>					
Daily Bible Reading	Matthew 1:1-5 <input type="checkbox"/>	Matthew 1:6-11 <input type="checkbox"/>	Matthew 1:12-17 <input type="checkbox"/>	Matthew 1:18-25 <input type="checkbox"/>	Matthew 2:1-8 <input type="checkbox"/>
Journal & Letters	<input type="checkbox"/>				
<i>all ages together</i>					
Grammar of Grace	Drill Week 1 <input type="checkbox"/>	Review Week 1 <input type="checkbox"/>	Review Week 1 <input type="checkbox"/>	Review Week 1 <input type="checkbox"/>	Review Week 1 <input type="checkbox"/>
Read Aloud By Father or Mother Bible, Poetry, Short Story, History, Literature		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>with mother</i>					
Dictation <i>Blue Back Speller</i> Table II (p. 17)	bag - gig <input type="checkbox"/>	pig - dug <input type="checkbox"/>	hug - wen <input type="checkbox"/>	cap - pit <input type="checkbox"/>	sit - can <input type="checkbox"/>
Reading Aloud <i>Blue Back Speller</i> Table XIII (p. 43)	Introduce Subject <input type="checkbox"/>	Lesson I <input type="checkbox"/>	Lesson I <input type="checkbox"/>	Lesson II <input type="checkbox"/>	Lesson II <input type="checkbox"/>
English Grammar <i>Our Mother Tongue</i> Unit 1, Lesson 1 (p. 7-9)	8 Parts...; Ex. & Expl <input type="checkbox"/>	Ex. & Expl.; find in Ps. 63 <input type="checkbox"/>	Historia Ex. A, #1-3 <input type="checkbox"/>	Ex. A, #4-8 <input type="checkbox"/>	<i>Blue Back</i> Lesson II <input type="checkbox"/>
Latin <i>Artes Latinae</i> Level 1, Book 1: Unit 1	Frames 1-45 <input type="checkbox"/>	Frames 46-92 Tape: 0:00 <input type="checkbox"/>	Fr. 93-140 Tape: 3:49 <input type="checkbox"/>	Fr. 141-187 Tape: 8:53 <input type="checkbox"/>	Fr. 188-233 Tape: 11:06 <input type="checkbox"/>
Arithmetic <i>Saxon Math 6/5</i>	Number Copywork <input type="checkbox"/>	Lesson 1 <input type="checkbox"/>	Lesson 2 <input type="checkbox"/>	Lesson 3 <input type="checkbox"/>	Lesson 4 <input type="checkbox"/>
Greek <i>A Greek Alphabetarion and A Greek Hupogrammon</i>	GA p. 13-21 <input type="checkbox"/>				
Worldview & Early Understanding <i>What Does the Bible Say about That?</i>	p. 8-13 Q. 1-10 <input type="checkbox"/>				
Life Skill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>independent</i>					
Lesson: PETER an Apostle of JESUS CHRIST, to the strangers that dwell here and there throughout Pontus, Galatia, Cappadocia, Asia and Bithynia, 1 Peter 1:1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Copywork		<i>Gr. of Grace</i> Copybook <input type="checkbox"/>	<i>Gr. of Grace</i> Copybook <input type="checkbox"/>	<i>Gr. of Grace</i> Copybook <input type="checkbox"/>	<i>Gr. of Grace</i> Copybook <input type="checkbox"/>
Oral Interpretation	Speaking skills <input type="checkbox"/>	Practice selection <input type="checkbox"/>	Practice selection <input type="checkbox"/>	Practice selection <input type="checkbox"/>	Practice selection <input type="checkbox"/>
Music Singing and (if applicable) musical instrument practice.	What a Friend We Have in... <input type="checkbox"/>	What a Friend We Have in... <input type="checkbox"/>	What a Friend We Have in... <input type="checkbox"/>	What a Friend We Have in... <input type="checkbox"/>	What a Friend We Have in... <input type="checkbox"/>
Literature & Biography Reading	Introduce Subject <input type="checkbox"/>	Walton c. 1 <input type="checkbox"/>	Walton c. 2 <input type="checkbox"/>	Walton c. 3 <input type="checkbox"/>	Walton c. 4 <input type="checkbox"/>
History Reading	Introduce Subject <input type="checkbox"/>	Genesis c. 1-3 <input type="checkbox"/>	Ussher ¶ 1-11 <input type="checkbox"/>	Genesis c. 4-6 <input type="checkbox"/>	Ussher ¶ 12-33 <input type="checkbox"/>
History Notebook	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>
Natural Philosophy (Science)		Read <i>Answers Magazine</i> <input type="checkbox"/>	Read <i>Answers Magazine</i> <input type="checkbox"/>	Read <i>Answers Magazine</i> <input type="checkbox"/>	Read <i>Answers Magazine</i> <input type="checkbox"/>

WEEKLY ASSIGNMENTS

1ST YEAR
Week 2

SUBJECT & ASSIGNMENT	DAY 1/ SCHOOL DAY ✓	DAY 2 ✓	DAY 3 ✓	DAY 4 ✓	DAY 5 ✓
<i>before school</i>					
Daily Bible Reading	Matthew 2:9-15 <input type="checkbox"/>	Matthew 2:16-23 <input type="checkbox"/>	Matthew 3:1-6 <input type="checkbox"/>	Matthew 3:7-12 <input type="checkbox"/>	Matthew 3:13-17 <input type="checkbox"/>
Journal & Letters	<input type="checkbox"/>				
<i>all ages together</i>					
Grammar of Grace	Drill Week 2 <input type="checkbox"/>	Review Weeks 1-2 <input type="checkbox"/>	Review Weeks 1-2 <input type="checkbox"/>	Review Weeks 1-2 <input type="checkbox"/>	Review Weeks 1-2 <input type="checkbox"/>
Read Aloud By Father or Mother Bible, Poetry, Short Story, History, Literature		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>with mother</i>					
Dictation <i>Blue Back Speller</i> Table II (p. 17)	pan - had <input type="checkbox"/>	lad - did <input type="checkbox"/>	lid - get <input type="checkbox"/>	let - melt <input type="checkbox"/>	felt - sand <input type="checkbox"/>
Reading Aloud <i>Blue Back Speller</i> Table XIII (p. 43-44)	Recite Lessons for Tutor <input type="checkbox"/>	Lesson III <input type="checkbox"/>	Lesson IV <input type="checkbox"/>	Lesson V <input type="checkbox"/>	Lesson VI <input type="checkbox"/>
English Grammar <i>Our Mother Tongue</i> Unit 1, Lesson 1 (p. 9-10)	"Landing of the Pilgrim..." <input type="checkbox"/>	Ex. B, #1-2 <input type="checkbox"/>	Ex. B, #3-4 <input type="checkbox"/>	Exercise C <input type="checkbox"/>	Teddy's Father's Story <input type="checkbox"/>
Latin <i>Artes Latinae</i> Level 1, Book 1: Unit 2	Fr. 1-46 Tape: 0:00 <input type="checkbox"/>	Fr. 47-92 Tape: 2:20 <input type="checkbox"/>	Fr. 93-142 Tape: 7:09 <input type="checkbox"/>	Fr. 143-184 Tape: 12:29 <input type="checkbox"/>	Fr. 185-231... Tape: 16:29 <input type="checkbox"/>
Arithmetic <i>Saxon Math 6/5</i>	Complete Addition Table <input type="checkbox"/>	Lesson 5 <input type="checkbox"/>	Lesson 6 <input type="checkbox"/>	Lesson 7 <input type="checkbox"/>	Lesson 8 <input type="checkbox"/>
Greek <i>A Greek Alphabetarion and A Greek Hupogrammon</i>	GA p. 22-23 GH p. 14-17 <input type="checkbox"/>				
Worldview & Early Understanding <i>What Does the Bible Say about That?</i>	p. 14-19 Q. 11-19, Ex. <input type="checkbox"/>				
Life Skill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>independent</i>					
Lesson: Elect according to the foreknowledge of God the Father unto sanctification of the Spirit, through obedience and sprinkling of the blood of Jesus Christ: Grace and peace be multiplied unto you. 1 Peter 1:2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Copywork		<i>Gr. of Grace</i> Copybook <input type="checkbox"/>	<i>Gr. of Grace</i> Copybook <input type="checkbox"/>	<i>Gr. of Grace</i> Copybook <input type="checkbox"/>	<i>Gr. of Grace</i> Copybook <input type="checkbox"/>
Oral Interpretation	Speaking skills <input type="checkbox"/>	Practice selection <input type="checkbox"/>	Practice selection <input type="checkbox"/>	Practice selection <input type="checkbox"/>	Practice selection <input type="checkbox"/>
Music Singing and (if applicable) musical instrument practice.	What a Friend We Have in... <input type="checkbox"/>	What a Friend We Have in... <input type="checkbox"/>	What a Friend We Have in... <input type="checkbox"/>	What a Friend We Have in... <input type="checkbox"/>	What a Friend We Have in... <input type="checkbox"/>
Literature & Biography Reading	Read + discuss summaries <input type="checkbox"/>	Walton c. 5 <input type="checkbox"/>	Walton c. 6 <input type="checkbox"/>	Walton c. 7 <input type="checkbox"/>	Walton c. 8 <input type="checkbox"/>
History Reading	Read + discuss summaries <input type="checkbox"/>	Genesis c. 7-9 <input type="checkbox"/>	Ussher ¶ 34-42 <input type="checkbox"/>	Genesis c. 10-11 <input type="checkbox"/>	Ussher ¶ 43-71 <input type="checkbox"/>
History Notebook	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>
Natural Philosophy (Science)		Read <i>Answers Magazine</i> <input type="checkbox"/>	Read <i>Answers Magazine</i> <input type="checkbox"/>	Read <i>Answers Magazine</i> <input type="checkbox"/>	Read <i>Answers Magazine</i> <input type="checkbox"/>