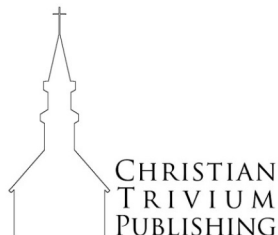


Later Knowledge Guide
A MODERN GUIDE TO A NOAH WEBSTER-STYLE GRAMMAR SCHOOL EDUCATION

2ND YEAR

ROBYN VAN ECK



Christian Grammar School at Home: 2nd Year Later Knowledge Guide
by Robyn van Eck

Library of Congress Control Number: 2020911355
ISBN 978-1-7332361-8-8

Christian Trivium Publishing
Honey Grove, Texas

Copyright ©2020 by Roel and Robyn van Eck.

Cover design by Roel van Eck.

Unless otherwise noted, Scripture taken from *The 1599 Geneva Bible*, copyright ©2010–2016 by Tolle Lege Press, available at <http://genevabible.com/>. Used by permission.

All rights reserved. No part of this publication may be reproduced, distributed, or transmitted in any form or by any means, including photocopying, recording, or other electronic or mechanical methods, without the prior written permission of the publisher, except in the case of brief quotations embodied in critical reviews and certain other noncommercial uses permitted by copyright law.

To contact us, learn more, or for permission requests, visit us online at:



grammarofgrace.com

The fear of the Lord is the **beginning** of knowledge:
but **fools** despise wisdom and instruction.

My son, **hear** thy father's instruction,
and forsake **not** thy mother's teaching.
For they shall be a comely ornament unto thine head,
and as chains for thy neck.

Proverbs 1:7-9

CONTENTS

| | |
|---|-----|
| INTRODUCTION | 7 |
| TIME COMMITMENT | 8 |
| WEEKLY ASSIGNMENTS | 11 |
| | |
| ASSIGNMENTS BY SUBJECT | 43 |
| Daily Bible Reading | 44 |
| Dictation | 46 |
| Reading Aloud | 48 |
| Latin | 50 |
| Greek | 52 |
| Lessons | 54 |
| Journal & Letters, Copywork, Natural Philosophy (Science) | 56 |
| Oral Interpretation, History Notebook, Geography | 57 |
| Hymns (Music) | 58 |
| English Grammar | 60 |
| Arithmetic | 62 |
| Literature & Biography Reading | 64 |
| History Reading | 66 |
| Life Skill | 68 |
| Worldview & Early Understanding | 70 |
| | |
| HOW TO CHECK YOUR CHILD'S WORK | 71 |
| Spelling | 73 |
| Punctuation & Grammar | 73 |
| Comprehension | 74 |
| Penmanship | 75 |
| Vocabulary | 75 |
| Dictionary Skills | 76 |
| | |
| ENGLISH GRAMMAR HELPS & EXERCISES | 77 |
| HOW TO BUILD YOUR LATIN NOTEBOOK | 101 |
| LATIN TRANSLATION EXERCISES | 113 |
| ARITHMETIC COPYWORK & TABLES | 117 |
| | |
| BIBLIOGRAPHY | 121 |
| Required 2 nd Year Materials | 123 |
| Booklist: Literature & Biography | 124 |
| Booklist: History | 127 |
| Free Reading | 128 |
| Notebook Organization | 139 |
| | |
| ANSWER KEY | 141 |
| WHY DO WE STUDY THESE SUBJECTS? | 164 |

INTRODUCTION

Welcome to Later Knowledge, 2nd Year! Let's begin, again, by looking at the old picture on the cover of this Guide. It's such a good reminder for us, as we begin a new year!

Remember that Noah Webster placed it at the beginning of his original *Blue Back Speller*, and it isn't a classroom; the children are not sitting in desks in rows; they aren't the same ages; and that instructor doesn't have any certification! A *mother* is teaching her children, of different ages, under a tree on a lovely day, and the cat and dog are even there, too. This method was written for *mothers*. Noah Webster believed mothers could give their children a classical grammar school-type education, and 200 years later, I believe it, too.

You can give your children a Christian classical grammar school education. You're already off to a great start. This Guide will walk you through the next steps, for this new year.

We all remember that in the old days, mothers had gotten American classical style education from *their* mothers. That's a gift that we modern mamas did not get, but *Grammar of Grace* and the *Later Knowledge Guides* aim to make up for that! You've been doing this for a year now, so let's take just a moment to review, before we dive into the 2nd Year of Christian Grammar School at Home.

The 2nd Year *Later Knowledge Guide*, like the 1st Year *Guide*, is a mix of real books, a few choice planned-out curriculums, and old-fashioned assignments. The Instructions for each Subject this year will again be found on the Assignments By Subject pages. The required books you'll need to buy or borrow are listed in the Bibliography section. Your 2nd Year later knowledge student should have his own copy of this book, so he can keep up with his own assignments every day.

Once again, here is a key thing to continue to keep in mind throughout the year: You want to teach your child to *think*. Remember that the mind is just like a muscle in the body, and 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?

Remember to be patient. As before, do not give him the answers, but instead ask guiding questions to help *him* figure out the answers. Let him *think*.

And above all else that you do, point your student to our Lord and Savior.

When the work is difficult, pray and ask the Lord for help. Remember that, more than even academics, you are aiming to teach your child Christian character and faith. Teach him to persevere; teach him to cry out to God for wisdom, who gives to those who ask.

If any of you lack wisdom, let him ask of God, which giveth to all men liberally,
and reproacheth no man, and it shall be given him.

James 1:5

When homeschool is fun, praise the Lord. Pray that you will not let all of these scriptures, hymns, and Christian biographies be a merely 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 of course, but the daily assignments are intended to be fairly consistent.

In total, the later knowledge coursework should take just over an hour every day for "classroom time", where the student is working with his parent; a bit more than 3 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.

So we're aiming for around 5 hours of schoolwork, plus 2 hours of sitting around as a family while mother reads aloud. (Remember that reading pleasant books as a family 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 remember our 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. I know you keep being confronted with the homeschool myth 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". We have experienced and enjoyed that with our children during the Early Knowledge days, and our children *do* have more time to do historically normal things like helping with chores around the house than their public school counterparts! But I will remind you again that if we want our children to be well-educated, particularly if we 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, and he will even have an hour or two extra for non-academic activities each day. Be satisfied with that; but don't expect that, just because you are using the word "homeschooling", your child will magically be educated without a serious time commitment from you. This thing takes work. But look at the Christian Grammar School at Home illustration again; please don't be intimidated; you can do this!

3. Each child is different, of course. If you, like me, have any late-bloomers, expect to spend even 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 (1 HOUR, 5 MINUTES) | |
| Dictation | 15 minutes |
| Reading Aloud | 5 minutes |
| Latin | 45 minutes |
| INDEPENDENT WORK (3 HOURS, 15 MINUTES) | |
| Lesson | 5 minutes |
| Copywork | 15 minutes |
| Oral Interpretation | 5 minutes |
| Music (Hymn Singing, not counting instrument practice, if applicable) | 5 minutes |
| English Grammar | 15 minutes |
| Arithmetic (about 30 minutes of instruction, & 30 minutes for practice) | 1 hour |
| 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)

As in 1st Year later knowledge, School Day (Day 1), each week, changes things up a bit. Of course, that's when you drill 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 performs his Oral Interpretation piece and is coached about a specific speaking skill. Other assignments from the past week are reviewed and discussed.

Remember that this day is designed to be fast-paced, and for parent and student to move quickly through the different subjects. Even if I'm just doing this at home with my own little family, I try to imagine that I'm on a rigid schedule and stick to it. That helps me prioritize the absolute most important elements to fit into my "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 keeps things fresh for the children (and mother!).

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 may spend about 30 minutes on his Journal and Letters assignment.

WEEKLY ASSIGNMENTS

Mother should give her 2nd Year later knowledge student his own copy of this Guide. As in the *1st Year Later Knowledge Guide*, 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 again on the Assignments By Subject pages, beginning on page 43. Even though much of this is familiar from last year, mother should still begin the year by reading through the instructions for every subject with her child, to remind him about what he may have forgotten, and also to ensure he understands the things that will be different this year.

Finally, Mother should read How to Check Your Child's Work for 2nd Year later knowledge, on pages 71-76, for the same reasons—to remind her about details *she* may have forgotten, and also to ensure *she* understands the things that will be different this year. Remember that this is the American classical style education version of an Answer Key, so it is important not to skip it!

WEEKLY ASSIGNMENTS

2ND YEAR
Week 1

| SUBJECT & ASSIGNMENT | DAY 1/ SCHOOL DAY ✓ | DAY 2 ✓ | DAY 3 ✓ | DAY 4 ✓ | DAY 5 ✓ |
|--|--|---|---|---|---|
| <i>before school</i> | | | | | |
| Daily Bible Reading | Genesis 1:1-13 <input type="checkbox"/> | Genesis 1:14-31 <input type="checkbox"/> | Genesis 2:1-14 <input type="checkbox"/> | Genesis 2:15-25 <input type="checkbox"/> | Genesis 3:1-13 <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 IX (p. 29-30) | luminary – allegory <input type="checkbox"/> | ceremony – intricacy <input type="checkbox"/> | inventory – prefatory <input type="checkbox"/> | purgatory – tributary <input type="checkbox"/> | peremptory – commentary <input type="checkbox"/> |
| Reading Aloud <i>Blue Back Speller</i> Fable VI (p. 94-95), Expl. (p. 150) | Introduce Subject <input type="checkbox"/> | Fable VI; <i>A comma...</i> <input type="checkbox"/> | Fable VI; <i>A comma...</i> <input type="checkbox"/> | Fable VI; <i>A comma...</i> <input type="checkbox"/> | Fable VI; <i>A comma...</i> <input type="checkbox"/> |
| Latin <i>Artes Latinae</i> Level 1, Book 2: Unit 16 | Frames 1-26 Tape: 0:00 <input type="checkbox"/> | Frames 27-52 Tape: 3:30 <input type="checkbox"/> | Fr. 53-78 Tape: 5:20 <input type="checkbox"/> | Fr. 79-103 Tape: 7:01 <input type="checkbox"/> | Fr. 104-130 Tape: 8:40 <input type="checkbox"/> |
| Greek <i>A Greek Alphabetarion & A Greek Hupogrammon</i> (GH) | p. 109-113 <input type="checkbox"/> | | | | |
| Worldview & Early Understanding | Proverbs 1 p. 4-5, 9 <input type="checkbox"/> | | | | |
| <i>independent</i> | | | | | |
| Lesson: Or unto governors, as unto them that are sent of him, for the punishment of evil doers, and for the praise of them that do well. 1 Peter 2:14 | <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. | My Jesus, I Love Thee <input type="checkbox"/> | My Jesus, I Love Thee <input type="checkbox"/> | My Jesus, I Love Thee <input type="checkbox"/> | My Jesus, I Love Thee <input type="checkbox"/> | My Jesus, I Love Thee <input type="checkbox"/> |
| English Grammar <i>Our Mother Tongue</i> Unit 2, Lesson 10 (p. 61-64) | Examples, Explanation <input type="checkbox"/> | Ex., Expl., Exerc. A, #1-5 <input type="checkbox"/> | Exercise A, #6-10 <input type="checkbox"/> | Kinds of Sentences <input type="checkbox"/> | Exercise B <input type="checkbox"/> |
| Arithmetic <i>Saxon Math 7/6</i> | Complete Addition Table <input type="checkbox"/> | Lesson 1 <input type="checkbox"/> | Lesson 2 <input type="checkbox"/> | Lesson 3 <input type="checkbox"/> | Lesson 4 <input type="checkbox"/> |
| Literature & Biography Reading | Introduce Subject <input type="checkbox"/> | Sedgwick c. 1-2 <input type="checkbox"/> | Sedgwick c. 3-4 <input type="checkbox"/> | Sedgwick c. 5-6 <input type="checkbox"/> | Sedgwick c. 7-9 <input type="checkbox"/> |
| History Reading | Introduce Subject <input type="checkbox"/> | Martyrdom ¶ I-II <input type="checkbox"/> | Martyrdom ¶ III-V <input type="checkbox"/> | Martyrdom ¶ VI-VIII <input type="checkbox"/> | Martyrdom ¶ IX-X <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"/> |
| Life Skill | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

WEEKLY ASSIGNMENTS

2ND YEAR
Week 2

| SUBJECT & ASSIGNMENT | DAY 1/ SCHOOL DAY ✓ | DAY 2 ✓ | DAY 3 ✓ | DAY 4 ✓ | DAY 5 ✓ |
|---|--|---|---|---|---|
| <i>before school</i> | | | | | |
| Daily Bible Reading | Genesis 3:14-24 <input type="checkbox"/> | Genesis 4:1-15 <input type="checkbox"/> | Genesis 4:16-26 <input type="checkbox"/> | Genesis 5:1-17 <input type="checkbox"/> | Genesis 5:18-32 <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 IX, X (p. 30) | contumacy – communicant <input type="checkbox"/> | community – gratuity <input type="checkbox"/> | historian – propreity <input type="checkbox"/> | security – adversity <input type="checkbox"/> | adultery – calamity <input type="checkbox"/> |
| Reading Aloud <i>Blue Back Speller</i> Fable VII (p. 96), Expl. (p. 150) | Recite Lessons for Tutor <input type="checkbox"/> | Fable VII; () [] - ' <input type="checkbox"/> | Fable VII; () [] - ' <input type="checkbox"/> | Fable VII; () [] - ' <input type="checkbox"/> | Fable VII; () [] - ' <input type="checkbox"/> |
| Latin <i>Artes Latinae</i> Level 1, Book 2: Unit 16 | Fr. 131-159 Tape: 9:31 <input type="checkbox"/> | Fr. 160-181 Tape: 10:50 <input type="checkbox"/> | Fr. 182-208 Tape: 11:02 <input type="checkbox"/> | Fr. 209-234 Tape: 12:54 <input type="checkbox"/> | Fr. 235-261 Tape: 14:15 <input type="checkbox"/> |
| Greek <i>A Greek Alphabetarion & A Greek Hupogrammon</i> (GH) | p. 114-117 <input type="checkbox"/> | | | | |
| Worldview & Early Understanding | Proverbs 1 p. 6-8 <input type="checkbox"/> | | | | |
| <i>independent</i> | | | | | |
| Lesson: For so is the will of God, that by well doing ye may put to silence the ignorance of the foolish men. As free, and not as having the liberty for a cloak of maliciousness, but as the servants of God. 1 Peter 2:15-16 | <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. | My Jesus, I Love Thee <input type="checkbox"/> | My Jesus, I Love Thee <input type="checkbox"/> | My Jesus, I Love Thee <input type="checkbox"/> | My Jesus, I Love Thee <input type="checkbox"/> | My Jesus, I Love Thee <input type="checkbox"/> |
| English Grammar <i>Our Mother Tongue</i> Unit 2, Lesson 10 (p. 65-66) | Review Imperative <input type="checkbox"/> | Exercise C, #1-2 <input type="checkbox"/> | Exercise C, #3-5 <input type="checkbox"/> | Exercise D <input type="checkbox"/> | Review Questions <input type="checkbox"/> |
| Arithmetic <i>Saxon Math 7/6</i> | Complete Multipl. Table <input type="checkbox"/> | Lesson 5 <input type="checkbox"/> | Lesson 6 <input type="checkbox"/> | Lesson 7 <input type="checkbox"/> | Lesson 8 <input type="checkbox"/> |
| Literature & Biography Reading | Read + discuss summaries <input type="checkbox"/> | Sedgwick c. 10-11 <input type="checkbox"/> | Sedgwick c. 12-14 <input type="checkbox"/> | Sedgwick c. 15-17 <input type="checkbox"/> | Baldwin c. 1-4 <input type="checkbox"/> |
| History Reading | Read + discuss summaries <input type="checkbox"/> | Martyrdom ¶ XI-XII <input type="checkbox"/> | Martyrdom ¶ XIII-XIV <input type="checkbox"/> | Martyrdom ¶ XV-XVI <input type="checkbox"/> | Martyrdom ¶ XVII-XVIII <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"/> |
| Life Skill | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |