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Writing

Each term:

Continue with handwriting instruction and practice as necessary.

Transcribe some of your favorite passages from this term's Shakespeare selection, or from Poetry Books. Two perfectly written lines every day.

[the programmes say “A New Handwriting by M. M. Bridges; teacher to study instructions: practice card 3. Transcribe, with card 6 as model, some of your favourite passages from Shakespeare’s As You Like It, or from Poetry Books set. Two perfectly written lines every day.”]

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Dictation

Each term:

Two pages at a time to be prepared carefully, then a paragraph from one of these pages to be written from dictation, or, occasionally, from memory.

Use the books set for reading and citizenship. Words not known to be visualized (see Home Education, pp 240-243).

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Composition

Each term: (from the programmes)

- Composition (written or oral narration daily after each lesson).
- Stories from work set in (a) History and Reading, or, (b) events of the day, etc, from well-written papers.
- Write verses on heroic deeds.
- Two written narrations at the end of two lessons each day (10 minutes).

Written narrations longer than 10 minutes should not be required. If your child still struggles with the physical act of writing, you may decrease this requirement at your discretion; however, you will still want to require oral narrations.

Though most written narrations should be from the lessons, occasionally write poetry on heroic deeds, or write narrations about current events if you are taking the Optional current events magazines. This could be simple narrations or more complex opinion pieces after discussion. Read this page from Charlotte Mason

Help about poetic narrations: [Poetic Narrations Demystified](#)

While Charlotte Mason did not advocate formal writing instruction at this age, we recognize that some will want to or be required to provide this. [Click here for suggested programs.](#)

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English Grammar

From the programmes: Parse and point out Subjects, Verbs, Objects, every week, making progress each term.

Poetry:

Not every poem should be analyzed, and you should allow plenty of time for each of these skills to be mastered. Don't try to make this a single lesson; skills should be practiced repeatedly.

- *Term 1:*

- [A Short Grammar of the English Tongue](#), p 164, Lesson 4: Kinds of Verse I

- Read samples of Iambic Verse of four and five feet (examples are listed in the Lesson). Try to identify other examples in your poetry reading.
 - Read samples of heroic and blank verse, and then try to identify others in your poetry reading.
 - Continue to identify iamboes, anapests, trochees, and dactyls from IIB.
 - Continue composing silly verses, but occasionally try your hand at composing verse about heroic deeds. Try to compose in a specific kind of verse (4xa or 5xa).

- *Term 2:*

- [A Short Grammar of the English Tongue](#), p 165, Lesson 5: Kinds of Verse II

- Continue as in Term 1: Read samples of the verses you are learning, and try to identify them in other poetry you read.
 - Continue to identify iamboes, anapests, trochees, dactyls, and

iambic, heroic, and blank verse.

- Continue composing verse in the styles you are learning about.
- *Term 3:*
[A Short Grammar of the English Tongue](#), p 165-166, Lesson 6: Head-rhyme
 - Switching gears, identify head-rhyme in poems you are reading.
 - Continue with previous skills.

[Optional — read *Woe Is I, Jr.* by Patricia O’Conner over the course of the year]

Grammar:

All terms:

[KISS Grammar](#)([click here for how to navigate the website](#)).

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US History

Note: if you don’t live in the U.S. see [History for Users from Other Countries](#)

Take a current events magazine for students.

- *Term 1*
 - The Landmark History of the American People by Daniel J Boorstin, Chapters 1-8 (available from Rainbow Resource or Sonlight Curriculum)
- *Term 2*
 - The Landmark History of the American People, Chapters 9-11
 - George vs. George by Rosalyn Schanzer

[Optional: Liberty’s Kids television series, available on dvd]

- *Term 3*

— The Landmark History of the American People, Ch 12-18

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Secondary History - British History

Note: if you don't live in the U.S. see [Users from Other Countries](#)

Please check the [Form II Options](#) page for a fuller discussion of other options.

- *Term 1:*

The Story of Britain: From the Norman Conquest to the European Union
by Patrick Dillon ([AMZ](#)) pages 135-162

- *Term 2:*

The Story of Britain: From the Norman Conquest to the European Union
by Patrick Dillon ([AMZ](#)) pages 163-190

- *Term 3:*

The Story of Britain: From the Norman Conquest to the European Union
by Patrick Dillon ([AMZ](#)) pages 191-228

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General History

Keep a Book of Centuries, putting in illustrations from all the history studied during the term (your country, neighboring country, general, and religious/philosophy if you are studying those).

Visit local museums. If you are near a large history museum, consider focusing on one area or time period this term.

- *Term 1:*

— Streams of History Ancient Greece by Ellwood Kemp (Yesterday's Classics version, edited by Lisa Ripperton) p 1-49 (Geography of Greece through A Visit to Athens)

▪ *Term 2:*

— Streams of History Ancient Greece p 50-end

-Streams of History Ancient Rome by Ellwood Kemp (Yesterday's Classics version, edited by Lisa Ripperton) p 1-25 (Geography of Rome through Rome in Her Infancy)

▪ *Term 3:*

— Streams of History Ancient Rome, p 26 to end

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Citizenship

Each term:

— [current term's life from Plutarch's Lives](#). Use a Classical Dictionary and Classical Atlas of your choice, as desired.

— [The Atlas of Ancient and Classical Geography by Samuel Butler](#)

— [Classical Dictionary by William Smith](#)

Because countries are set up differently, we need to use different books for citizenship. If you are not in the US/UK/Canada, try to find materials that cover citizenship for your own country.

U.S.

▪ *Term 1:*

The Young Citizen's Reader by Paul Reinsch, updated by Lisa Ripperton (Yesterday's Classics)Parts I-VI (p 3-35)

▪ *Term 2:*

Parts VII-XII (p 36-67)

- *Term 3:*

Parts XIII-XIX (p 68-104)

(optional: supplement with [The Citizen Reader by Forster](#))

Canada/U.K.

We recommend *The Citizen Reader* by Forster for its coverage of topics not normally found in citizenship books. This is an old book and has not been updated; be aware that there is colonialism in it and there may be wording we find offensive today. We recommend that you read this with your student and discuss the topics, not only because of its age but also to help further understanding and bring the topics to life with discussion and examples. Not everything will apply to Canadian families, but you should be able to extrapolate enough to make it worthwhile and explain the differences.

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Geography

Geography

6 map questions to be answered before each lesson (examples in [Form IIB](#)). Map questions to be answered from map and from memory *before each lesson*; then reading and narrations; children to make memory sketch maps. All Geography to be learned with a map.

[Optional: take the FACES magazine subscription]

- *Term 1*

- [The Wonderful Adventures of Nils Holgersson](#) by Selma Lagerlof Ch 16-end

- Richard Halliburton's *Marvels of the Orient*, ch I-VI (*The Travels of Demetrius to The Pyramids To-Day*) ([available from Living Books Press](#))

- *Term 2*

- [The Further Adventures of Nils Holgersson](#) by Selma Lagerlof, Ch 1-2
- Richard Halliburton's *Marvels of the Orient*, ch VII-X (The Labyrinth to Allah's Children)

- *Term 3*

- The Further Adventures of Nils Holgersson by Selma Lagerlof, Ch 3-6
- Richard Halliburton's *Marvels of the Orient*, ch XI-XV (The Enchanted Temple to Baalbek)

*Note: The Wonderful Adventures of Nils and The Further Adventures of Nils are available as a combination book. We read much of Wonderful Adventures in IIB, so if you are new to Wildwood this year, just buy Wonderful Adventures and start from the beginning. It's also available on archive.org

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Natural History

Each term:

- Keep a Nature Notebook.
- *Experiments must be done.* Use a simple science experiments book such as *Junk Drawer Physics* by Bobby Mercer.
- [Optional to read this year in leisure time: *Shanleya's Quest* by Thomas J. Elpel]

- *Term 1*

- [Life and Her Children](#) by Arabella Buckley, p 1-32
- Isaac Asimov's *Guide to Earth and Space*, sections 1-16
- Make special outdoor studies according to the season and climate, with drawings and notes, e.g. autumn tints (use *Countryside Rambles* by Furneaux, available in *Yesterday's Classics Nature Study Pack*, or another nature study book)

- *Term 2*

- Life and Her Children, p 33-66

- Isaac Asimov's Guide to Earth and Space, sections 17-33

- Make special outdoor studies according to the season and climate, with drawings and notes, e.g. animal tracks and sign

- *Term 3*

- Life and Her Children, p 66-102

- Isaac Asimov's Guide to Earth and Space, sections 34-51

- Make special outdoor studies according to the season and climate, with drawings and notes, e.g. visits of insects to plants, wildflowers that grow together

If you have not already covered this area, we recommend sex education and puberty books this year. We do not schedule them because every family's situation is different.

- It's So Amazing! By Robie H. Harris for a tasteful introduction to sex education

- The Body Book for Boys by Rebecca Paley

- Girl to Girl: Honest Talk about Growing Up and Your Changing Body by Sarah O'Leary Birmingham

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Picture Study

Follow [current term's choices for picture study](#), or choose your own artist to study.

Begin with biographical information and information on the artist's style (Impressionist, etc), given as an object lesson if there are no short books available.

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Arithmetic

Continue with your math program of choice. Emphasize word problems, and tables and rapid oral work.

Optional, to be read in leisure time throughout the year:

- The Adventures of Penrose the Mathematical Cat
- Further Adventures of Penrose the Mathematical Cat by Theoni Pappas.

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Latin

Begin Latin program of choice. We recommend Lingua Latina.

[Click here for our Latin page](#) with instructions and recommendations.

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French/German/Spanish

- Read Home Education for how to teach a second language.
- Use the program of your choice, as much oral as possible. (Consider The ULAT, which is inexpensive and completely oral for the first 2+ years. Parent's will likely need to monitor to make sure the student is repeating the words and actions and not simply watching the videos. The first 15 lessons are free.)

[Click here for other options](#)

- Read children's books and poems in the target language, translating with the children's help; children afterwards narrate in the target language.
- Listen to nursery rhymes and other children's songs in the target language. [Mama Lisa's World](#) is a good resource. Use recordings done by

native speakers if possible.

- Learn three songs per term in the language you are studying.
- [Mason's Living Languages](#) is a good website with information about Charlotte Mason's language approach

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Drawing

Teacher should consult Drawing with Children by Mona Brookes, and/or The Laws Guide to Nature Drawing and Journaling by John Muir Laws

Every term, the PNEU programmes had under Drawing to make a study of different topics. We encourage you to do the same, but instead of assigning things your student may have no interest in, we encourage you to come up with a list with your student. Some specifics that were in the PNEU programmes, to give you ideas:

- Simple sketches from nature
- Kitchen and garden utensils
- Objects and furniture in the schoolroom
- Objects in the house
- Knights on horseback
- Figures and horses
- Outdoor animals and pets
- Figures at work
- Children at play

Additionally:

- *Term 1:*

Six (a) wild fruits, (b) studies of animals, that you have been able to watch, in brushdrawing. Original brushdrawings from scenes in books set for reading. Memory drawings.

Pencil should not be used.

- *Term 2:*

Six twigs with leaf buds, in brushdrawing. Original brushdrawings from scenes in books set for reading. Memory drawings.

Pencils should not be used.

▪ *Term 3:*

Six wild flowers, in brushdrawing. Original brushdrawings from scenes in books set for reading. Memory drawings.

Pencils should not be used.

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Recitations

Concentrate on one poet per term, but also use an anthology of other poems for variety. We recommend Classic Poetry from Candlewick Illustrated Classics.

[Click here for full text of memorization selections.](#)

▪ *Term 1:*

- Focus Poet: Edward Lear (Poetry for Young People series)
- Memorize:
 - Count Your Blessings
 - Purpose of Life by Leo Rosten
 - No Man Is An Island by John Dunne
 - 1-2 poems of your student's choice
- Oration practice (does not need to be memorized):
 - a scene from this term's Shakespeare selection -or- 50 lines from your poetry anthology

▪ *Term 2*

- Focus Poet: Langston Hughes (Poetry for Young People series)
- Memorize:
 - Crying by Galway Kinnell
 - Dreams by Langston Hughes
 - All That is Gold Does Not Glitter by J. R. R. Tolkien
 - 1-2 poems of your student's choice

- Oration practice:
 - Choose one of the following: a scene from this term's Shakespeare selection -OR- 50 lines of a dramatic selection from your anthology of poetry
- *Term 3*
 - Focus Poet: Sara Teasdale (The Collected Poems of Sara Teasdale)
 - Memorize:
 - I Am Only One by Edward Everett Hale
 - Few Will Have the Greatness from Robert F. Kennedy
 - Hope Strengthens, Fear Kills quote
 - Best Motto for a Long March
 - 1-2 poems of your student's choice
 - Oration practice:
 - Choose one of the following: a scene from this term's Shakespeare selection -OR- 50 lines from your poetry anthology

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Reading (Including holiday and evening reading)

Books set for geography, history, and recitations should afford exercise in careful reading. Some new words to be visualized every day.

- *Term 1*
 - Bulfinch's Mythology Ch I to first section (Juno) of Ch IV
 - The Lion, the Witch, and the Wardrobe by C. S. Lewis — OR — The Hobbit by J.R.R. Tolkien
 - The Witch of Blackbird Pond by Elizabeth George Speare (historical fiction)
 - This term's Shakespeare selection.
- *Term 2*
 - Bulfinch's Mythology Ch IV "Callisto" - VII
 - My Side of the Mountain by Jean Craighead George
 - The Story of Napoleon by L DuGarde Peach (avail from bookdepository.com)

- [Optional: Survivor Kid by Denise Long, a wilderness survival book as a companion to My Side of the Mountain]
- This term's Shakespeare selection.
- *Term 3*
 - Bulfinch's Mythology Ch VIII-XI
 - Kim by Rudyard Kipling — OR — Eagle of the Ninth by Rosemary Sutcliff
 - The Winter People [or, easier, The Arrow over the Door] by Joseph Bruchac (historical fiction)
 - This term's Shakespeare selection.

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Music

Continue instrument lessons. Learning from a teacher in-person is generally the best way, but we understand that many of us are unable to do this, whether due to budget or other constraints.

This page from Charlotte Mason Help has good ideas for how to learn an instrument on a limited budget: [Learn to Play Piano on a Shoestring](#)

Resources:

- [Faber Piano Adventures](#)
- [Hoffman Academy](#)
- Progressive (Piano, Guitar, Keyboard, etc) Method for Young Beginners
- [MusicTheory.net](#)
- Alfred and Hal Leonard both have a wide selection of self-teaching books for a variety of instruments
- [Piano Lessons with Christie Peery](#) (also multiple instruments with other teachers available at that site)

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Musical Appreciation

Use this term's selection from the [Composer Rotation](#), or choose your own to study.

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Singing

Learn this term's [selections of songs](#), or choose your own.

Remember to also learn three songs in your foreign language.

The PNEU programmes had resources for sight singing with the Curwen method, to be worked through slowly.

Go to our [Singing Sol-fa](#) page for more information and resources.

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Drill

Continue with yoga and drill in good manners.

If yoga is a sticking point for you, look at the [Form II Options page](#) for other ideas.

[Click here for a list of manners to drill](#), if you are stuck for ideas.

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Work

Helpful resources for all terms ([more resources here](#)):

Gardening Lab for Kids by Renata Brown

Martha Stewart's Favorite Crafts for Kids by the editors of Martha Stewart Living

Cooking with Children by Marion Cunningham

- *Term 1*

- Help in house or garden
- machine sewing: pillow case; book cover; tote bag
- Learn to cook this year
- make gifts for the winter holidays
- friendship bracelets or survival (paracord) bracelets
- (optional) [Cardboard Sloyd](#): 4 models

- *Term 2*

- Help in house or garden
- machine sewing: apply bias tape - cooking apron/tool apron; bound fleece blanket
- knitting: 4 needle socks
- Family craft: paper cutting (youngers make paper doll chains or simple snowflakes, olders make [woven snowflakes](#) or more [elaborate 3d snowflakes](#) and paper cutouts. For example, [these Star Wars](#) cutouts)
- (optional) [Cardboard Sloyd](#): 4 models

- *Term 3*

- Help in house or garden
- machine sewing: continue bias tape: Sorbetto top (girls) or knit t-shirt; roll up tool case
- Sharpie clothing art: [Sharpie tie-dye](#), or use a Sharpie to draw or stencil drawings onto white t-shirts [or regular tie-dye]
- [claymodelling](#)
- Service Project: Stuff new, (warm - depending on your climate) socks with water bottles and granola bars to give to homeless men and women you pass on street corners
- (optional) [Cardboard Sloyd](#): 4 models

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World Religions, Philosophy and Logic

Charlotte Mason's original curriculum included comprehensive Bible readings alongside optional Sunday readings. Wildwood encourages each family to include

books on their own spiritual traditions, and as those are so plentiful, it would be impossible for us to include them all. As an alternative, we offer some suggestions for those who may be interested in readings on [World Religions, Philosophy or Logic](#).

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N.B.(nota bene - take special note)

Taken directly from the PNEU programmes for Form II:

- In home schoolrooms where there are children in A as well as in B both Forms may work together, doing the work of A or B as they are able, but more work must be expected from A. Children will be two years in II.A. (ages, say, 10-12).
- In Grammar (English and foreign) and in mathematics there must be no gaps.
- For methods of teaching the various subjects see Home Education by C. M. Mason. [also, A Philosophy of Education]
- Members are asked to remember that an average child should cover the whole programme suitable for his age; also that provision is made for holiday and evening reading, occupations and hobbies.