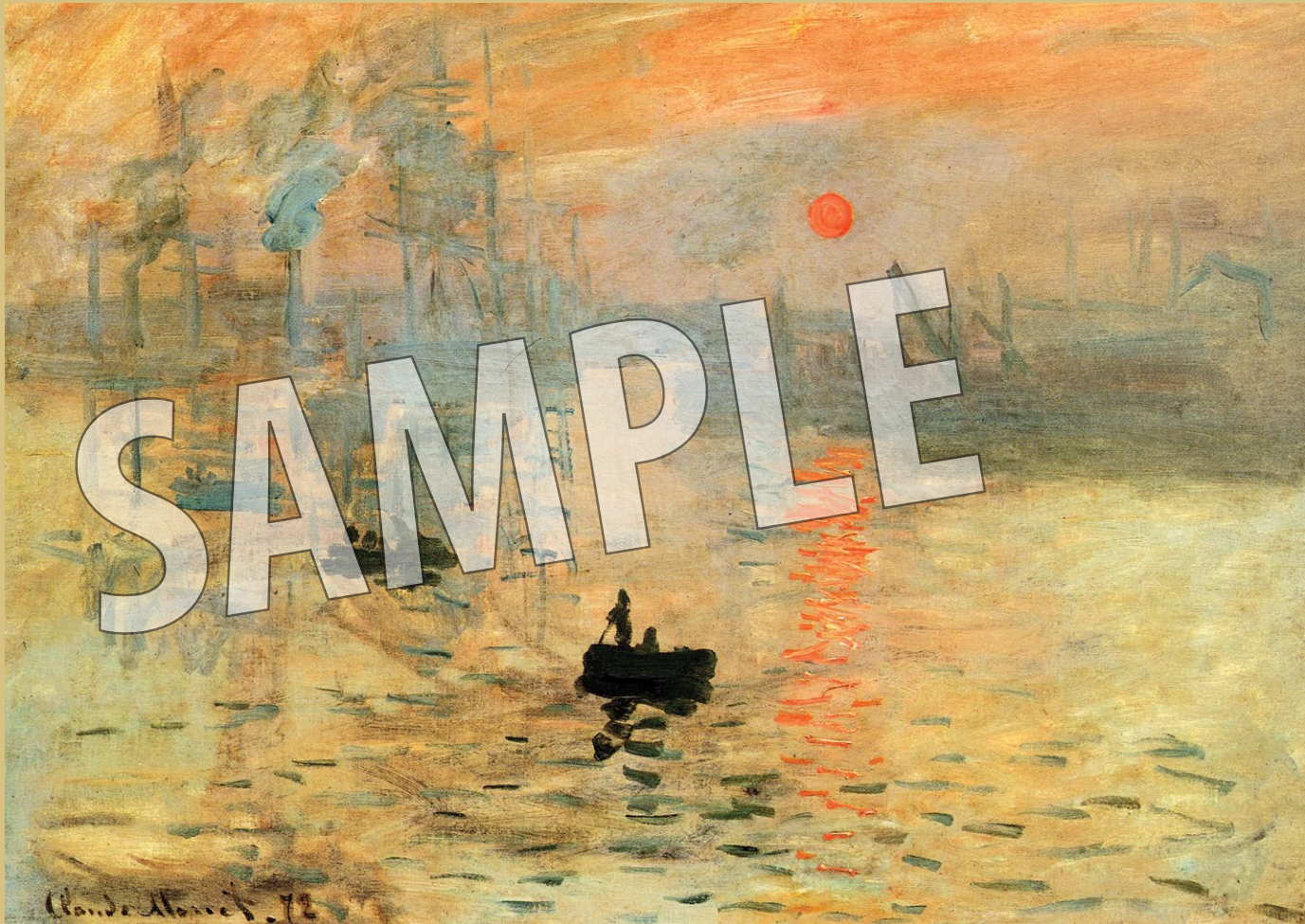


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Volume 3



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by Katie Thacker

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Enrichment Studies ***Volume 3***

*A Year of Lesson Plans
for Art, Music, Literature, and More
(Grades 1–12)*

by
Katie Thacker

Enrichment Studies, Volume 3: A Year of Lesson Plans for Art, Music, Literature, and More
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How to Use

This book of lesson plans contains resource suggestions and assignments to help you combine all of your students together to enjoy an enriching feast of subjects as a family. The feast includes:

- Picture Study
- Poetry
- Shakespeare
- Music Study
- Nature Study
- Hymn Study
- Scripture Memory
- Handicrafts
- Art Instruction
- Habit Training
- Foreign Language
- Literature (Family Read-Aloud)

Complete one lesson per day to finish these studies in a school year. The weekly schedule each Term details how your family can enjoy this wonderful variety of studies in just one hour per day.

The Charlotte Mason methods you will use with this book are explained on page 133.

Complete Year's Resources List

- Book of Centuries (one per family and older student)
- *Brush Drawing: A Basic Course*
- *Charlotte Mason Version Craftsman Crate: The Rope Coiling Crate*
- *Creating a Masterpiece: Ink* video(s) of your choice and materials
- *Enjoy the Poems of Emily Dickinson*
- *Journaling a Year in Nature* (one per person), pencils, watercolor paints, and field guides
- *Laying Down the Rails for Children*
- (optional) *Laying Down the Rails* (referenced in *Laying Down the Rails for Children*)
- *Music Study with the Masters: Liszt*
- *Music Study with the Masters: Handel*
- *Music Study with the Masters: Schumann*
- *Picture Study Portfolio: Giotto*
- *Picture Study Portfolio: Titian*
- *Picture Study Portfolio: Monet*
- Scripture Memory Verse Pack 4
- *Shakespeare in Three Steps: The Taming of the Shrew* (We recommend this play for grades 6–12. If you have younger children, simply skip this study for them.)
- (optional) *The Arkangel Shakespeare* audio dramatization recording of *The Taming of the Shrew*
- *Singing the Great Hymns*
- *Speaking [Spanish] with Miss Mason and François* (Select your preferred language.)

Plus Family Read-Aloud Books (*Select one group:)

Younger Group (approximately 1st–4th grades)

- *Little Lord Fauntleroy* by Frances Hodgson Burnett
- *The Railway Children* by Edith Nesbit
- *Heidi* by Johanna Spyri
- *The Wind in the Willows* by Kenneth Grahame
- *At the Back of the North Wind* by George MacDonald
- *The Secret Garden* by Frances Hodgson Burnett
- *The Princess and the Goblin* by George MacDonald

Middle Group (approximately 5th–8th grades)

- *Laddie: A True Blue Story* by Gene Stratton-Porter
- *The Call of the Wild* by Jack London
- *A Christmas Carol* by Charles Dickens
- *Anne of Green Gables* by L. M. Montgomery
- *Island of the Blue Dolphins* by Scott O'Dell
- *Around the World in 80 Days* by Jules Verne
- *A Single Shard* by Linda Sue Park
- *Kidnapped* by Robert Louis Stevenson
- *Esperanza Rising* by Pam Muñoz Ryan

Older Group (approximately 9th–12th)

- *The Scarlet Letter* by Nathaniel Hawthorne

- *Through Gates of Splendor* by Elisabeth Elliot
- *Beowulf* by Anonymous (A New Verse Translation by Seamus Heaney)
- *Great Expectations* by Charles Dickens
- *Robinson Crusoe* by Daniel Defoe
- *Pride and Prejudice* by Jane Austen
- *The Screwtape Letters* by C.S. Lewis

*Three options are given for Family Read-Aloud books: a group of books for younger students, a group for middle students, and a group for older students. Select one of the groups to read aloud to your family—the one that best reflects the age range of most of your students. The Younger Selections are geared toward approximately grades 1–4, the Middle Selections for grades 5–8, and the Older Selections for grades 9–12. If you have a wide range of student ages to accommodate, you may want to select one group of books to read aloud and assign another group to older students to read independently.

Suggestions for Where to Find the Resources

Simply Charlotte Mason

- Book of Centuries (one per family and older student)
- *Enjoy the Poems of Emily Dickinson*
- *Brush Drawing: A Basic Course*
- *Journaling a Year in Nature* (one per person)
- *Laying Down the Rails for Children*
- (optional) *Laying Down the Rails* (referenced in *Laying Down the Rails for Children*)
- *Music Study with the Masters: Liszt*
- *Music Study with the Masters: Handel*
- *Music Study with the Masters: Schumann*
- *Picture Study Portfolio: Giotto*
- *Picture Study Portfolio: Titian*
- *Picture Study Portfolio: Monet*
- Scripture Memory Verse Pack 4
- *Shakespeare in Three Steps: The Taming of the Shrew*
- *Singing the Great Hymns*

Cherrydale Press

Select your preferred foreign language at cherrydalepress.com.

- *Speaking [Spanish] with Miss Mason and François*

Craftsman Crate

Access their special edition kit for all ages at simplycm.com/craftsman-crate.

- *Charlotte Mason Version Craftsman Crate: The Rope Coiling Crate*

Creating a Masterpiece

Access their special discounted video library at creatingamasterpiece.com/partners/simplycm.

- *Creating a Masterpiece: Ink*

Public Domain

You can probably download these books for free at <http://gutenberg.org>, <http://books.google.com>, or <http://archive.org>.

- *Little Lord Fauntleroy* by Frances Hodgson Burnett (Younger Group)
- *The Railway Children* by Edith Nesbit (Younger Group)
- *Heidi* by Johanna Spyri (Younger Group)
- *The Wind in the Willows* by Kenneth Grahame (Younger Group)
- *At the Back of the North Wind* by George MacDonald (Younger Group)
- *The Secret Garden* by Frances Hodgson Burnett (Younger Group)
- *The Princess and the Goblin* by George MacDonald (Younger Group)
- *Laddie: A True Blue Story* by Gene Stratton-Porter (Middle Group)
- *The Call of the Wild* by Jack London (Middle Group)
- *A Christmas Carol* by Charles Dickens (Middle Group)
- *Anne of Green Gables* by L. M. Montgomery (Middle Group)
- *Around the World in 80 Days* by Jules Verne (Middle Group)
- *Kidnapped* by Robert Louis Stevenson (Middle Group)

- *The Scarlet Letter* by Nathaniel Hawthorne (Older Group)
- *Great Expectations* by Charles Dickens (Older Group)
- *Robinson Crusoe* by Daniel Defoe (Older Group)
- *Pride and Prejudice* by Jane Austen (Older Group)

Your Local Library or Favorite Book Store

- *Island of the Blue Dolphins* by Scott O'Dell (Middle Group)
- *A Single Shard* by Linda Sue Park (Middle Group)
- *Esperanza Rising* by Pam Muñoz Ryan (Middle Group)
- *Through Gates of Splendor* by Elisabeth Elliot (Older Group)
- *Beowulf* by Anonymous (A New Verse Translation by Seamus Heaney) (Older Group)
- *The Screwtape Letters* by C.S. Lewis (Older Group)
- (optional) *The Arkangel Shakespeare* audio dramatization recording of *The Taming of the Shrew*

Term 1

(12 weeks; 5 lessons/week)

Term 1 Resources List

- Scripture Memory Verse Pack 4
- *Laying Down the Rails for Children*
- (optional) *Laying Down the Rails* (referenced in *Laying Down the Rails for Children*)
- *Picture Study Portfolio: Giotto*
- *Singing the Great Hymns*
- *Enjoy the Poems of Emily Dickinson*
- *Speaking [Spanish] with Miss Mason and François*
- *Music Study with the Masters: Liszt*
- *Brush Drawing: A Basic Course* and art supplies
- *Journaling a Year in Nature* (one per person), pencils, watercolor paints, and field guides
- *Book of Centuries* (one per family and older student)

Plus Family Read-Aloud Books (Select one group:)

Younger Group

- *Little Lord Fauntleroy*
- *The Railway Children*
- *Heidi*

Middle Group

- *Laddie: A True Blue Story*
- *The Call of the Wild*
- *A Christmas Carol*

Older Group

- *The Scarlet Letter*
- *Through Gates of Splendor*
- *Beowulf*

Suggested Weekly Schedule

Day 1 (approx. 1 hour)	Day 2 (approx. 1 hour)	Day 3 (approx. 1 hour)	Day 4 (approx. 1 hour)	Day 5 (approx. 1+ hour)
<ul style="list-style-type: none"> • Scripture Memory (10 min.) • Habits (10 min.) • Picture Study (10 min.) • Family Read-Aloud (20 min.) 	<ul style="list-style-type: none"> • Scripture Memory (10 min.) • Hymn Study (5 min.) • Poetry (5 min.) • Foreign Language (15 min.) • Family Read-Aloud (20 min.) 	<ul style="list-style-type: none"> • Scripture Memory (10 min.) • Habits (10 min.) • Music Study (10 min.) • Family Read-Aloud (20 min.) 	<ul style="list-style-type: none"> • Scripture Memory (10 min.) • Hymn Study (5 min.) • Foreign Language (15 min.) • Art (20 min.) • Family Read-Aloud (20 min.) 	<ul style="list-style-type: none"> • Scripture Memory (10 min.) • Nature Study (15+ min.) • Repetition: Poem (5 min.) • Family Read-Aloud (20 min.)

Lesson 1

Materials Needed

- Scripture Memory Verse Pack 4
- *Laying Down the Rails for Children*
- *Picture Study Portfolio: Giotto*
- *Little Lord Fauntleroy* OR *Laddie: A True Blue Story* OR *The Scarlet Letter*

Scripture Memory: Work on learning a passage from Verse Pack 4 and review previously memorized verses if any.

Tip: See page 133 for helpful notes on Scripture Memory, including a simple and effective way to review.

Habits: Select one habit from *Laying Down the Rails for Children* to focus on for the next six weeks. Read aloud one lesson from that habit in the book.

Tip: See page 134 for more on habit training.

Picture Study: Read together the first half of “The Story of Giotto” from *Picture Study Portfolio: Giotto*, pages 11–14, and ask for an oral narration. Be sure to show the students the portrait of Giotto on the cover of the book.

Tip: See pages 133 and 134 for an explanation of narration.

Family Read-Aloud: Select **one** family literature read-aloud book from the three options listed below, based on the age range of the students who will be listening, and read the pages indicated:

Younger Selection: Read together *Little Lord Fauntleroy*, chapter 1.

Middle Selection: Read together *Laddie: A True Blue Story*, the first half of chapter 1, “Little Sister,” through “so my protection was gone as soon as it left my hands.”

Older Selection: Read together or assign as independent reading *The Scarlet Letter*, the first part of the introduction, “The Custom House,” through “as frequent transplantation is perhaps better for the stock, need they consider it desirable to know.”

Tip: The introduction to The Scarlet Letter is divided into six lessons.

Tip: Feel free to do the different assignments at various times throughout the day. For example, you may want to do Scripture Memory at breakfast or save Poetry for a special treat at Tea Time or do your Family Read-Aloud at bedtime. Make your schedule your servant, not your master.

Lesson 2

Materials Needed

- Scripture Memory Verse Pack 4
- *Singing the Great Hymns*
- *Enjoy the Poems of Emily Dickinson*
- *Speaking [Spanish] with Miss Mason and François*
- *Little Lord Fauntleroy* OR *Laddie: A True Blue Story* OR *The Scarlet Letter*

Scripture Memory: Work on learning a passage from Verse Pack 4 and review previously memorized verses.

Hymn Study: Sing together all the stanzas of “And Can It Be?” pages 42 and 43 in *Singing the Great Hymns*.

Poetry: Read together “I’m nobody! Who are you?” from *Enjoy the Poems of Emily Dickinson*, page 9.

Foreign Language: Work on a series from *Speaking [Spanish] with Miss Mason and François* (or your preferred language).

Family Read-Aloud: Continue reading your selection below:

Younger Selection: Read together *Little Lord Fauntleroy*, chapter 2.

Middle Selection: Read together *Laddie: A True Blue Story*, the second half of chapter 1, “Little Sister,” beginning with “There was nothing but my feet to save me now.”

Older Selection: Read together or assign as independent reading *The Scarlet Letter*, the first part of the introduction, “The Custom House,” from “But the sentiment has likewise its moral quality” through “the moment that there was no longer any remedy.”

Lesson 3

Materials Needed

- Scripture Memory Verse Pack 4
- *Laying Down the Rails for Children*
- *Music Study with the Masters: Liszt*
- *Little Lord Fauntleroy* OR *Laddie: A True Blue Story* OR *The Scarlet Letter*

Scripture Memory: Work on learning a passage from Verse Pack 4 and review previously memorized verses.

Habits: Read aloud one lesson from your selected habit in *Laying Down the Rails for Children*.

Music Study: Use the Listen and Learn notes on page 33 in the *Music Study with the Masters: Liszt* book to help you listen to and discuss *Vaterländische Künstlerverein Waltz Theme and Part II, Variation #24*.

Tip: You don't have to limit your listening to only scheduled Music Study times. Feel free to play the composer's music any time throughout the week. The more the students hear it, the more familiar it will become.

Family Read-Aloud: Continue reading your selection below:

Younger Selection: Read together *Little Lord Fauntleroy*, chapter 3.

Middle Selection: Read together *Laddie: A True Blue Story*, the first part of chapter 2, "Our Angel Boy," through "and fixed everything like it had been."

Older Selection: Read together or assign as independent reading *The Scarlet Letter*, the next part of the introduction, "The Custom House," from "Unless people are more than commonly disagreeable" through "with grass and alien weeds."

Lesson 4

Materials Needed

- Scripture Memory Verse Pack 4
- *Singing the Great Hymns*
- *Speaking [Spanish] with Miss Mason and François*
- *Brush Drawing: A Basic Course* and art supplies
- *Little Lord Fauntleroy* OR *Laddie: A True Blue Story* OR *The Scarlet Letter*

Scripture Memory: Work on learning a passage from Verse Pack 4 and review previously memorized verses.

Hymn Study: Sing together all the stanzas of "O Worship the King," pages 44 and 45 in *Singing the Great Hymns*.

Foreign Language: Work on a series from *Speaking [Spanish] with Miss Mason and François*.

Art: Spend 15–20 minutes working on the lesson cards in *Brush Drawing: A Basic Course*. Allow each student to progress at his own pace while always encouraging precise work. Be sure to give at least 5 or 10 minutes at the end of the lesson time for the students to create original designs.

Family Read-Aloud: Continue reading your selection below:

Younger Selection: Read together *Little Lord Fauntleroy*, chapter 4.

Middle Selection: Read together *Laddie: A True Blue Story*, the second part of chapter 2, "Our Angel Boy," from "At last Leon said: 'That's the time we got into something . . .'" through "if I could get him to coax mother to let me."

Older Selection: Read together or assign as independent reading *The Scarlet Letter*, the next part of the introduction, "The Custom House," from "Nevertheless, looking at the old warrior with affection" through "to offer the public the sketch which I am now writing."

Lesson 5

Materials Needed

- Scripture Memory Verse Pack 4
- *Journaling a Year in Nature* (one per person), pencils, watercolor paints, and field guides
- *Enjoy the Poems of Emily Dickinson*
- *Little Lord Fauntleroy* OR *Laddie: A True Blue Story* OR *The Scarlet Letter*

Scripture Memory: Work on learning a passage from Verse Pack 4 and review previously memorized verses.

Nature Study: Select and complete a nature study for this season from *Journaling a Year in Nature*.

Tip: Feel free to spend a good while outside. Charlotte Mason's students enjoyed a complete half-day in the fields every week. See page 133 for an explanation of nature study.

Poem Repetition: Read aloud the poem "The Grass" from *Enjoy the Poems of Emily Dickinson*, page 13, and explain that the students will be learning this poem over the next few weeks in order to recite it.

Tip: If you or your students would prefer to learn a different Dickinson poem, feel free to substitute one of your own selection.

Family Read-Aloud: Continue reading your selection below:

Younger Selection: Read together *Little Lord Fauntleroy*, the first half of chapter 5, through "The Earl's stern composure was quite shaken by this startling surprise."

Middle Selection: Read together *Laddie: A True Blue Story*, the last part of chapter 2, "Our Angel Boy," beginning with "Our church was quite new and it was beautiful."

Older Selection: Read together or assign as independent reading *The Scarlet Letter*, the next part of the introduction, "The Custom House," from "In the second story of the Custom-House" through "might flow out on the brightening page in many-hued description."

Lesson 6

Materials Needed

- Scripture Memory Verse Pack 4
- *Laying Down the Rails for Children*
- *Picture Study Portfolio: Giotto*
- Book of Centuries
- *Little Lord Fauntleroy* OR *Laddie: A True Blue Story* OR *The Scarlet Letter*

Charlotte Mason Methods Used in These Lesson Plans

Notes

Scripture Memory

Charlotte Mason's students memorized a lot of Scripture—both shorter passages and longer passages. The Verse Pack recommended in this book contains a variety of passages ranging from single verses to whole psalms.

The method is simply this: once or twice each day, read aloud the passage you are memorizing. As the words become familiar, the family members should join in saying the parts they know. Continue the one or two readings a day until all family members can recite the Scripture together with confidence.

It doesn't matter how long the passage is. Simply once or twice each day read the entire passage through until everyone can recite it together. Don't worry about how many days it takes for everyone to memorize the selected Scripture. Hiding God's Word in your heart is not a race; it's a lifelong habit.

You will find instructions and a video at simplycm.com/scripture-memory outlining an easy-to-use system that will help you and your students review and retain hundreds of verses in just five or ten minutes a day.

Nature Study

Time outside—getting to know God's creation up close and for yourself—lays a solid foundation for science studies, cultivates a habit of close observation, and gives everyone a nice break from indoor school work. Charlotte's students spent one half-day every week in the fields, observing the changing of the seasons and becoming familiar with their local flowers, trees, birds, weather, insects, and more.

Try to get outside with the whole family at least once each week. Give every family member a nature notebook in which to record their observations. Their entries could be made as pencil sketches, written descriptions, or watercolor paintings. Encourage the students to draw what they see, not what they think something should look like. Help them research to learn the names of what they see and label their entries. You can use field guides—printed or electronic—to help identify their findings.

Happily, nature study can be enjoyed your entire lives. You and your students don't have to identify everything you see all at once. Simply identify a few things each year and get to know them well. As you develop a relationship with God's creation, your knowledge and enjoyment of nature will grow.

Narration

When you ask a child to narrate, you're asking him to tell back in his own words what he just saw, heard, or read. Because the child must think through the information and determine how to present it, mixed with his own opinion and impressions, this method of evaluation requires a much higher thinking

level than mere fill-in-the-blank or answer-the-posed-question-with-a-fact methods. When requesting a child to narrate, word the question in an open, essay-type form, such as “Tell all you know about ____” or “Describe ____.”

Oral Narration with Multiple Children: Usually it’s good to start with the youngest then work your way up the ages asking whether each child has anything to add. However, if you use this approach every single time, the older ones might get complacent. (“No, nothing to add.”) So you can mix things up a little sometimes by calling on any child at random to start the narration. Not knowing who will be selected to give the oral narration keeps everybody alert and listening. The key is to have one child start the narration and then have the others add to it, not repeat it. That mental exercise of remembering what has already been mentioned and searching through your mind for something new to talk about is also a plus!

Written Narration: Older children can be expected to take the next step and write their narrations. If your older child is not used to narrating at all, give him several weeks or months to get used to the idea and practice narrating orally first. It’s harder to keep your train of thought when you have to also think about the mechanics of writing, punctuating, capitalizing, and all such trappings, so make sure your child is adept and successful with organizing and expressing his thoughts orally before adding the writing aspect. Once he is an “old pro” at oral narrations, you can ease him into the written narrations. The lessons in this book will give suggestions for some of those. You can determine which of your students can handle those assignments.

Book of Centuries

A Book of Centuries is like a timeline in a notebook. As its name suggests, each two-page spread in the book is devoted to one hundred years—a century—of history. Each student creates his or her own book, recording historical events and names of importance, along with pictures, poems, quotes, and anything else that makes the book personal. You can also add written narrations, illustrations from the Internet, or titles of books you’ve read that are set in that time period. As they add more history to the book, the students begin to make relations between people who lived in the same era. Most entries will come from history lessons, but the artists, composers, and poets studied in this book will add opportunities for even more connections.

We recommend each student in grades 7–12 create his own Book of Centuries. If your students are not yet old enough to take on the responsibility of their own Books of Centuries, you could create one together as a family. Watch for helpful dates in the timeline column throughout the lessons in this book.

A Book of Centuries can be as simple or elaborate as you desire. You can download a free Book of Centuries template at simplycm.com/BOC or purchase a pre-printed, more detailed one in the Simply Charlotte Mason online bookstore.

Habit Training

Habits form character; therefore, one of the most important jobs you have as a parent and an educator is to instill good habits in your students. Success

in cultivating good habits depends on two things: repetition and motivation. Look through the list of habits in *Laying Down the Rails* and choose one to be your focus for six to eight weeks. Every day look for opportunities to practice doing that good habit you are trying to instill. That constant repetition will help get the new habit firmly embedded. Once or twice a week, gather everyone together and read a lesson in *Laying Down the Rails for Children*. (The lesson plans in this book will give you a reminder twice a week. You can adjust that frequency based on how many lessons are provided for the habit you selected and which ones you want to include.) The Scripture passages, stories, poems, and quotes in *Laying Down the Rails for Children* are designed to keep everyone focused on the same goal and motivated toward cultivating that habit.

For more on habit training, download the free e-book, *Smooth and Easy Days*, at simplycm.com/habits.

Short Lessons

Most subjects included in these lesson plans take twenty minutes or less to complete. Short lessons help students cultivate the habit of full attention. You can accomplish much in a short amount of time if everyone is paying attention. You can also accomplish much by doing a little bit regularly. Frequent small portions can add up to a considerable amount.

Wide Variety

Charlotte Mason believed in giving students a wide variety of subjects. Variety keeps the day's work enjoyable, which makes it easier to pay full attention. Providing a broad curriculum also insures that the students receive a balanced education and are introduced to many different ideas. They are respected as individual persons and given opportunities to explore and discover any natural talents or interests they may have outside the three *R*'s. Their minds and hearts are nourished with beauty, and their tastes are cultivated toward what is worthy.

On a practical level, a wide variety of subjects provides the teacher with many tools for planning the day's schedule of work. By alternating book-heavy subjects (such as history, literature, science, and Bible) with non-book subjects (such as music, art, nature, memory work, and handicrafts), the students enjoy using different parts of their brains and do not over-fatigue any one part. Be sure to use this principle to your (and your students') advantage. Each day's assignments can be completed in any order and at any times of the day.

Suggestions toward Calculating Credits

Keeping track of high school credits is always a challenge but not that hard once you get the hang of it. You can calculate the credits based on actual time spent interacting with the material, or you can calculate credits based on the amount of work involved. Most authorities agree that if you are calculating based on actual time spent, a credit is awarded for every 120–180 hours spent on task, with 150 being average.

For the completion of assignments in Enrichment Studies, Volume 3, I suggest that students should be awarded $\frac{1}{4}$ **credit for Fine Arts** and $\frac{1}{2}$ **credit for Literature**.

Below are details demonstrating how the credit suggestions for this study were calculated. The calculations for Hours Spent are an estimated average. The calculations below for the Course Work Detail assume the student completed all the readings and assignments for older students given in these lesson plans.

Hours Spent

Fine Arts—1/4 Credit

(If you continue similar Enrichment studies through all four years of high school, the student will earn 1 full credit of Fine Arts.)

- Music Study, 10 min. per week x 36 weeks = 6 hours
 - Picture Study, 10 min. per week x 36 weeks = 6 hours
 - Art Instruction & Handicrafts, 20 min. per week x 36 weeks = 12 hours
 - Hymn Study, 10 min. per week x 36 weeks = 6 hours
- Total = 30 hours

Literature—1/2 Credit

- Shakespeare, 20 min. per week x 12 weeks = 4 hours
 - Poetry, 10 min. per week x 36 weeks = 6 hours
 - Literature Books, 100 min. per week x 36 weeks = 60 hours
- Total = 70 hours

Course Work Detail

Fine Arts

- 3 composers and 24 of their works studied
- 3 artists and 24 of their works studied
- At least 2 art projects completed
- At least 1 handicraft project completed
- 6 hymns learned

Literature

- 1 Shakespeare play studied
- 1 poet and 26 of her poems studied
- 3 poems memorized and recited
- 1,740 pages read in 7 books (Older Group of books)