

*Simply Charlotte Mason presents*

# *Enrichment Studies*

## *Volume 2*



*A Year of Art, Music, Literature, & More*

*Lesson Plans for Grades 1–12*

*by Sonya Shafer*

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- Music Study
- Nature Study
- Hymn Study
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# ***Enrichment Studies*** ***Volume 2***

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

by  
Sonya Shafer

Enrichment Studies, Volume 2: A Year of Lesson Plans for Art, Music, Literature, and More  
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# Contents

<i>How to Use</i> .....	7
<i>Complete Year's Resources List</i> .....	8
<i>Suggestions for Where to Find the Resources</i> .....	10
<b>Term 1</b> .....	<b>13</b>
Lesson 1 .....	15
Lesson 2 .....	16
Lesson 3 .....	16
Lesson 4 .....	17
Lesson 5 .....	17
Lesson 6 .....	18
Lesson 7 .....	19
Lesson 8 .....	19
Lesson 9 .....	20
Lesson 10 .....	21
Lesson 11 .....	21
Lesson 12 .....	22
Lesson 13 .....	23
Lesson 14 .....	23
Lesson 15 .....	24
Lesson 16 .....	24
Lesson 17 .....	25
Lesson 18 .....	25
Lesson 19 .....	26
Lesson 20 .....	26
Lesson 21 .....	27
Lesson 22 .....	28
Lesson 23 .....	28
Lesson 24 .....	29
Lesson 25 .....	29
Lesson 26 .....	30
Lesson 27 .....	30
Lesson 28 .....	31
Lesson 29 .....	32
Lesson 30 .....	32
Lesson 31 .....	33
Lesson 32 .....	33
Lesson 33 .....	34
Lesson 34 .....	34
Lesson 35 .....	35
Lesson 36 .....	35
Lesson 37 .....	36
Lesson 38 .....	37
Lesson 39 .....	37
Lesson 40 .....	38
Lesson 41 .....	38

Lesson 42	39
Lesson 43	40
Lesson 44	40
Lesson 45	41
Lesson 46	41
Lesson 47	42
Lesson 48	42
Lesson 49	43
Lesson 50	43
Lesson 51	44
Lesson 52	45
Lesson 53	45
Lesson 54	46
Lesson 55	46
Lesson 56	47
Lesson 57	47
Lesson 58	48
Lesson 59	48
Lesson 60	49
<b>Term 2</b>	<b>51</b>
Lesson 61	53
Lesson 62	53
Lesson 63	54
Lesson 64	54
Lesson 65	55
Lesson 66	55
Lesson 67	56
Lesson 68	56
Lesson 69	57
Lesson 70	58
Lesson 71	58
Lesson 72	59
Lesson 73	59
Lesson 74	60
Lesson 75	61
Lesson 76	61
Lesson 77	62
Lesson 78	62
Lesson 79	63
Lesson 80	63
Lesson 81	64
Lesson 82	64
Lesson 83	65
Lesson 84	66
Lesson 85	66
Lesson 86	67
Lesson 87	67
Lesson 88	68

Lesson 89	68
Lesson 90	69
Lesson 91	70
Lesson 92	70
Lesson 93	71
Lesson 94	71
Lesson 95	72
Lesson 96	73
Lesson 97	73
Lesson 98	74
Lesson 99	74
Lesson 100	75
Lesson 101	75
Lesson 102	76
Lesson 103	76
Lesson 104	77
Lesson 105	78
Lesson 106	78
Lesson 107	79
Lesson 108	79
Lesson 109	80
Lesson 110	80
Lesson 111	81
Lesson 112	82
Lesson 113	82
Lesson 114	83
Lesson 115	83
Lesson 116	84
Lesson 117	84
Lesson 118	85
Lesson 119	85
Lesson 120	86

**Term 3** ..... **87**

Lesson 121	89
Lesson 122	89
Lesson 123	90
Lesson 124	91
Lesson 125	91
Lesson 126	92
Lesson 127	93
Lesson 128	93
Lesson 129	94
Lesson 130	94
Lesson 131	95
Lesson 132	95
Lesson 133	96
Lesson 134	96
Lesson 135	97

Lesson 136 .....	97
Lesson 137 .....	98
Lesson 138 .....	99
Lesson 139 .....	99
Lesson 140 .....	100
Lesson 141 .....	100
Lesson 142 .....	101
Lesson 143 .....	102
Lesson 144 .....	102
Lesson 145 .....	103
Lesson 146 .....	103
Lesson 147 .....	104
Lesson 148 .....	104
Lesson 149 .....	105
Lesson 150 .....	106
Lesson 151 .....	106
Lesson 152 .....	107
Lesson 153 .....	108
Lesson 154 .....	108
Lesson 155 .....	109
Lesson 156 .....	109
Lesson 157 .....	110
Lesson 158 .....	110
Lesson 159 .....	111
Lesson 160 .....	111
Lesson 161 .....	112
Lesson 162 .....	113
Lesson 163 .....	113
Lesson 164 .....	114
Lesson 165 .....	114
Lesson 166 .....	115
Lesson 167 .....	115
Lesson 168 .....	116
Lesson 169 .....	117
Lesson 170 .....	117
Lesson 171 .....	118
Lesson 172 .....	118
Lesson 173 .....	119
Lesson 174 .....	119
Lesson 175 .....	120
Lesson 176 .....	120
Lesson 177 .....	121
Lesson 178 .....	122
Lesson 179 .....	122
Lesson 180 .....	123

<b><i>Charlotte Mason Methods Used in These Lesson Plans.....</i></b>	<b>125</b>
<b><i>Suggestions toward Calculating Credits .....</i></b>	<b>128</b>



# 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 125.

# Complete Year's Resources List

- Book of Centuries (one per family and older student)
- *Creating a Masterpiece: Sculpture* video(s) of choice and materials
- *Creating a Masterpiece: Watercolor* video(s) of choice and materials
- *Enjoy the Poems of Henry Wadsworth Longfellow*
- *Handicrafts Made Simple: Knitting* DVD and materials
- *Journaling a Year in Nature* (one per person), pencils, watercolor paints, field guides
- *Laying Down the Rails for Children*
- *Music Study with the Masters: Haydn*
- *Music Study with the Masters: Mendelssohn*
- *Music Study with the Masters: Schubert*
- *Picture Study Portfolio: Millet*
- *Picture Study Portfolio: Michelangelo*
- *Picture Study Portfolio: Turner*
- Scripture Memory Verse Pack 3
- *Shakespeare in Three Steps: As You Like It* with (optional) *The Arkangel Shakespeare* audio recording
- *Singing the Great Hymns*
- *Speaking [Spanish] with Miss Mason and Francois* (Select your preferred language.)

## plus Family Read-Aloud Books (\*Select one group.)

### Young Group

- *Stuart Little* by E. B. White
- *Understood Betsy* by Dorothy Canfield Fisher
- *The Borrowers* by Mary Norton
- *Along Came a Dog* by Meindert DeJong
- *Charlotte's Web* by E. B. White
- *Alice's Adventures in Wonderland* by Lewis Carroll
- *A Little Princess* by Frances Hodgson Burnett
- *Five Children and It* by E. Nesbit
- *Black Beauty* by Anna Sewell

### Middle Group

- *Little Britches* by Ralph Moody (Be on the alert for some coarse "cowboy language" in the first book of the series and some swearing in the others. You can easily skip it as you read aloud.)
- *Man of the Family* by Ralph Moody
- *The Home Ranch* by Ralph Moody
- *Mary Emma and Company* by Ralph Moody
- *The Fields of Home* by Ralph Moody
- *Shaking the Nickel Bush* by Ralph Moody

### Older Group

- *Ivanhoe* by Sir Walter Scott
- *The Hound of the Baskervilles* by Arthur Conan Doyle
- *David Copperfield* by Charles Dickens
- *Watership Down* by Richard Adams

\* 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 Young Selection is geared toward approximately grades 1–4, Middle Selection for grades 5–8, and Older Selection 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 Henry Wadsworth Longfellow*
- *Handicrafts Made Simple: Knitting DVD*
- *Journaling a Year in Nature* (one per person)
- *Laying Down the Rails for Children*
- *Music Study with the Masters: Haydn*
- *Music Study with the Masters: Mendelssohn*
- *Music Study with the Masters: Schubert*
- *Picture Study Portfolio: Millet*
- *Picture Study Portfolio: Michelangelo*
- *Picture Study Portfolio: Turner*
- Scripture Memory Verse Pack 3
- *Shakespeare in Three Steps: As You Like It* (and optional *The Arkangel Shakespeare* audio dramatization recording)
- *Singing the Great Hymns*

## **Cherrydale Press**

(Select your preferred foreign language at [cherrydalepress.com](http://cherrydalepress.com).)

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

## **Creating a Masterpiece**

(Access their video library at [creatingamasterpiece.com](http://creatingamasterpiece.com).)

- *Creating a Masterpiece: Sculpture and watercolor videos*

## **Public Domain**

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

- *Alice's Adventures in Wonderland* by Lewis Carroll (Young Group)
- *Black Beauty* by Anna Sewell (Young Group)
- *David Copperfield* by Charles Dickens (Older Group)
- *Five Children and It* by E. Nesbit (Young Group)
- *The Hound of the Baskervilles* by Arthur Conan Doyle (Older Group)
- *Ivanhoe* by Sir Walter Scott (Older Group)
- *A Little Princess* by Frances Hodgson Burnett (Young Group)
- *Understood Betsy* by Dorothy Canfield Fisher (Young Group)

## **Your Local Library or Favorite Book Store**

- *Along Came a Dog* by Meindert DeJong (Young Group)
- *The Borrowers* by Mary Norton (Young Group)
- *Charlotte's Web* by E. B. White (Young Group)
- *Little Britches* series by Ralph Moody: *Little Britches; Man of the Family; The Home Ranch; Mary Emma and Company; The Fields of Home; Shaking the Nickel Bush* (Middle Group)

- *Stuart Little* by E. B. White (Young Group)
- *Watership Down* by Richard Adams (Older Group)



# Term 1

(12 weeks; 5 lessons/week)

## Term 1 Resource List

- Scripture Memory Verse Pack 3
- Book of Centuries
- *Creating a Masterpiece: Sculpture* video and materials
- *Picture Study Portfolio: Millet*
- *Enjoy the Poems of Henry Wadsworth Longfellow*
- *Music Study with the Masters: Haydn*
- *Journaling a Year in Nature* (one per person), pencils, watercolor paints, field guides
- *Singing the Great Hymns*
- *Speaking [Spanish] with Miss Mason and Francois*
- *Laying Down the Rails for Children*

## Plus Family Read-Aloud Books (Select one group.)

### Young Group

- *Stuart Little*
- *Understood Betsy*
- *The Borrowers*
- *Along Came a Dog*

### Middle Group

- *Little Britches*
- *Man of the Family*

### Older Group

- *Ivanhoe*
- *The Hound of the Baskervilles*

## 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"> <li>• Scripture Memory (10 min.)</li> <li>• Habits (10 min.)</li> <li>• Picture Study (10 min.)</li> <li>• Family Read-Aloud (20 min.)</li> </ul>	<ul style="list-style-type: none"> <li>• Scripture Memory (10 min.)</li> <li>• Hymn Study (5 min.)</li> <li>• Poetry (5 min.)</li> <li>• Foreign Language (15 min.)</li> <li>• Family Read-Aloud (20 min.)</li> </ul>	<ul style="list-style-type: none"> <li>• Scripture Memory (10 min.)</li> <li>• Habits (10 min.)</li> <li>• Music Study (10 min.)</li> <li>• Family Read-Aloud (20 min.)</li> </ul>	<ul style="list-style-type: none"> <li>• Scripture Memory (10 min.)</li> <li>• Hymn Study (5 min.)</li> <li>• Foreign Language (15 min.)</li> <li>• Handicrafts (20 min.)</li> <li>• Family Read-Aloud (20 min.)</li> </ul>	<ul style="list-style-type: none"> <li>• Scripture Memory (10 min.)</li> <li>• Nature Study (15+ min.)</li> <li>• Repetition: Poem (5 min.)</li> <li>• Family Read-Aloud (20 min.)</li> </ul>





## Lesson 1

### Materials Needed

- Verse Pack 3
- *Laying Down the Rails for Children*
- *Picture Study Portfolio: Millet*
- *Stuart Little* OR *Little Britches* OR *Ivanhoe*

**Scripture Memory:** Work on learning a passage from Verse Pack 3 and review previously memorized verses.

---

*Tip: See page 125 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 *Laying Down the Rails for Children*.

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*Tip: See page 126 for more on habit training.*

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**Picture Study:** Read together the first half of “The Story of Jean Francois Millet” from *Picture Study Portfolio: Millet*, pages 11–13, and ask for an oral narration. Be sure to show the students the portrait of Millet on the cover of the book.

---

*Tip: See page 125 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.

**Young Selection:** Read together *Stuart Little*, chapter 1, “In the Drain.”

**Middle Selection:** Read together *Little Britches*, chapter 1, “We Move to Colorado.”

---

*Tip: Be on the alert for some coarse “cowboy language” in the first book of the series and some swearing in the others. You can easily skip it as you read aloud.*

---

**Older Selection:** Read together or assign as independent reading *Ivanhoe*, chapter 1.

## Lesson 2

### Materials Needed

- Verse Pack 3
- *Singing the Great Hymns*
- *Enjoy the Poems of Henry Wadsworth Longfellow*
- *Speaking [Spanish] with Miss Mason and Francois*
- *Stuart Little* OR *Little Britches* OR *Ivanhoe*

**Scripture Memory:** Work on learning a passage from Verse Pack 3 and review previously memorized verses.

---

*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.*

---

**Hymn Study:** Sing together all the stanzas of “How Firm a Foundation,” pages 28 and 29 in *Singing the Great Hymns*.

**Poetry:** Read together “The Arrow and the Song” from *Enjoy the Poems of Henry Wadsworth Longfellow*, page 9.

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

**Family Read-Aloud:** Continue reading your selection below.

**Young Selection:** Read together *Stuart Little*, chapter 2, “Home Problems.”

**Middle Selection:** Read together *Little Britches*, chapter 2, “Neighbors.”

**Older Selection:** Read together or assign as independent reading *Ivanhoe*, chapter 2.

## Lesson 3

### Materials Needed

- Verse Pack 3
- *Laying Down the Rails for Children*
- *Music Study with the Masters: Haydn*
- *Stuart Little* OR *Little Britches* OR *Ivanhoe*

**Scripture Memory:** Work on learning a passage from Verse Pack 3 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 35 in the *Music Study with the Masters: Haydn* book to help you listen to and discuss *The Creation*:

Part I: Recitative: Die Vorstellung des Chaos (The Representation of Chaos).

---

**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.

**Young Selection:** Read together *Stuart Little*, chapter 3, "Washing Up."

**Middle Selection:** Read together *Little Britches*, chapter 3, "Fight, Molly!"

**Older Selection:** Read together or assign as independent reading *Ivanhoe*, chapter 3.

## Lesson 4

### Materials Needed

- Verse Pack 3
- *Singing the Great Hymns*
- *Speaking [Spanish] with Miss Mason and Francois*
- *Creating a Masterpiece: Sculpture* video and materials
- *Stuart Little* OR *Little Britches* OR *Ivanhoe*

**Scripture Memory:** Work on learning a passage from Verse Pack 3 and review previously memorized verses.

**Hymn Study:** Sing together all the stanzas of "Holy, Holy Holy," pages 30 and 31 in *Singing the Great Hymns*.

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

**Art:** Work on a sculpture project.

**Family Read-Aloud:** Continue reading your selection below.

**Young Selection:** Read together *Stuart Little*, chapter 4, "Exercise."

**Middle Selection:** Read together *Little Britches*, chapter 4, "My Character-House."

**Older Selection:** Read together or assign as independent reading *Ivanhoe*, chapter 4.

## Lesson 5

### Materials Needed

- Verse Pack 3
- *Journaling a Year in Nature*, pencils, watercolor paints, field guides
- *Enjoy the Poems of Henry Wadsworth Longfellow*
- *Stuart Little* OR *Little Britches* OR *Ivanhoe*

**Scripture Memory:** Work on learning a passage from Verse Pack 3 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 125 for an explanation of nature study.

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**Poem Repetition:** Read aloud the poem "The Village Blacksmith" from *Enjoy the Poems of Henry Wadsworth Longfellow*, pages 11 and 12, and explain that the students will be learning this poem over the next few weeks.

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

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**Family Read-Aloud:** Continue reading your selection below.

**Young Selection:** Read together *Stuart Little*, chapter 5, "Rescued."

**Middle Selection:** Read together *Little Britches*, chapter 5, "The Big Wind."

**Older Selection:** Read together or assign as independent reading *Ivanhoe*, chapter 5.

## Lesson 6

### Materials Needed

- Verse Pack 3
- *Laying Down the Rails for Children*
- *Picture Study Portfolio: Millet*
- Book of Centuries
- *Stuart Little* OR *Little Britches* OR *Ivanhoe*

**Scripture Memory:** Work on learning a passage from Verse Pack 3 and review previously memorized verses.

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

**Picture Study:** Read the rest of "The Story of Jean Francois Millet" from *Picture Study Portfolio: Millet*, pages 14–16, and ask for an oral narration. Enter Millet in your Book of Centuries.

---

*Tip:* See page 126 for an explanation of the Book of Centuries.

---

**Family Read-Aloud:** Continue reading your selection below.

**Young Selection:** Read together *Stuart Little*, chapter 6, "A Fair Breeze."

**Middle Selection:** Read together *Little Britches*, chapter 6, "We Become Real Ranchers."

Jean Francois Millet, artist  
(1814–1875)

# 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 Card 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](http://simplycm.com/scripture-memory) outlining an easy-to-use system that will help you and your children 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 children 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 children 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,

## Notes

essay-type form, such as “Tell all you know about \_\_\_\_” or “Describe \_\_\_\_.”

**Oral Narration with Many Children:** Usually it’s good to start with the youngest child, then work your way up the ages asking if each 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 by calling on any child at random to start the narration sometimes. 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 was already 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 doing narration, give him several weeks or months to get used to the idea and have some 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 written narrations. 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 individual. 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.

Books of Centuries can be as simple or elaborate as you desire. You can download a free Book of Centuries template at [simplycm.com/BOC](http://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 children. 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 the 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](http://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 children 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 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, Bible) with non-book subjects (such as music, art, nature, memory work, handicrafts), the students enjoy using different parts of their brains and do not over-fatigue 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 2*, I suggest that students should be awarded **1/4 credit for Fine Arts** and **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
- 2 art projects completed
- 4 handicraft projects completed
- 6 hymns learned

**Literature**

- 1 Shakespeare play studied
- 1 poet and 24 of his poems studied
- 3 poems memorized and recited
- 1940 pages read in 4 books (Older Group of books)