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Volume 1



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Lesson Plans for Grades 1–12

by Sonya Shafer

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Enrichment Studies ***Volume 1***

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

by
Sonya Shafer

Enrichment Studies, Volume 1: 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 129.

Complete Year's Resources List

- Book of Centuries (one per family and older student)
- *Creating a Masterpiece: Pastels* video(s) of choice and materials
- *Enjoy the Poems of Robert Louis Stevenson*
- *Handicrafts Made Simple: Crochet* DVD and materials
- *Handicrafts Made Simple: Hand Sewing* 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: J. S. Bach*
- *Music Study with the Masters: Beethoven*
- *Music Study with the Masters: Chopin*
- *Picture Study Portfolio: Constable*
- *Picture Study Portfolio: Rembrandt*
- *Picture Study Portfolio: Velazquez*
- Scripture Memory Verse Pack 1
- *Shakespeare in Three Steps: A Midsummer Night's Dream* 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

- *The Trumpet of the Swan* by E. B. White
- *All-of-a-Kind Family* by Sydney Taylor
- *The Complete Tales of Winnie-the-Pooh* by A. A. Milne (contains both *Winnie-the-Pooh* and *The House at Pooh Corner*)
- *Five Little Peppers and How They Grew* by Margaret Sidney
- *The Wonderful Wizard of Oz* by L. Frank Baum
- *Mr. Popper's Penguins* by Richard Atwater
- *Pinocchio* by Carlo Collodi

Middle Group

- *The Pilgrim's Progress* by John Bunyan
- *Bambi: A Life in the Woods* by Felix Salten
- *The Story of the Treasure Seekers* by E. Nesbit
- *The Swiss Family Robinson* by Johann Wyss
- *My Side of the Mountain* by Jean Craighead George
- *Treasure Island* by Robert Louis Stevenson

Older Group

- *The Hobbit* by J. R. R. Tolkien
- *The Fellowship of the Ring* by J. R. R. Tolkien
- *The Two Towers* by J. R. R. Tolkien
- *The Return of the King* by J. R. R. Tolkien

- *Where the Red Fern Grows* by Wilson Rawls
- *The Innocence of Father Brown* by G. K. Chesterton

* 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 Robert Louis Stevenson*
- *Handicrafts Made Simple: Crochet DVD*
- *Handicrafts Made Simple: Hand Sewing DVD*
- *Journaling a Year in Nature* (one per person)
- *Laying Down the Rails for Children*
- *Music Study with the Masters: J. S. Bach*
- *Music Study with the Masters: Beethoven*
- *Music Study with the Masters: Chopin*
- *Picture Study Portfolio: Constable*
- *Picture Study Portfolio: Rembrandt*
- *Picture Study Portfolio: Velazquez*
- Scripture Memory Verse Pack 1
- *Shakespeare in Three Steps: A Midsummer Night's Dream* (and optional *The Arkangel Shakespeare* audio dramatization recording)
- *Singing the Great Hymns*

Cherrydale Press

(Select your preferred foreign language at cherrydalepress.com.)

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

Creating a Masterpiece

(Access their video library at creatingamasterpiece.com.)

- *Creating a Masterpiece: Pastels* video(s)

Public Domain

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

- *Bambi: A Life in the Woods* by Felix Salten (Middle Group)
- *Five Little Peppers and How They Grew* by Margaret Sidney (Young Group)
- *The Innocence of Father Brown* by G. K. Chesterton (Older Group)
- *The Pilgrim's Progress* by John Bunyan (Middle Group)
- *Pinocchio* by Carlo Collodi (Young Group)
- *The Story of the Treasure Seekers* by E. Nesbit (Middle Group)
- *The Swiss Family Robinson* by Johann Wyss (Middle Group)
- *Treasure Island* by Robert Louis Stevenson (Middle Group)
- *The Wonderful Wizard of Oz* by L. Frank Baum (Young Group)

Your Local Library or Favorite Book Store

- *All-of-a-Kind Family* by Sydney Taylor (Young Group)
- *The Complete Tales of Winnie-the-Pooh* by A. A. Milne (contains both *Winnie-the-Pooh* and *The House at Pooh Corner*) (Young Group)
- *The Fellowship of the Ring* by J. R. R. Tolkien (Older Group)

- *The Hobbit* by J. R. R. Tolkien (Older Group)
- *Mr. Popper's Penguins* by Richard Atwater (Young Group)
- *My Side of the Mountain* by Jean Craighead George (Middle Group)
- *The Return of the King* by J. R. R. Tolkien (Older Group)
- *The Trumpet of the Swan* by E. B. White (Young Group)
- *The Two Towers* by J. R. R. Tolkien (Older Group)
- *Where the Red Fern Grows* by Wilson Rawls (Older Group)

Term 1

(12 weeks; 5 lessons/week)

Term 1 Resource List

- Scripture Memory Verse Pack 1
- Book of Centuries (one per family and older student)
- *Handicrafts Made Simple: Hand Sewing*
- *Picture Study Portfolio: Rembrandt*
- *Enjoy the Poems of Robert Louis Stevenson*
- *Music Study with the Masters: J. S. Bach*
- *Journaling a Year in Nature* (one per person), pencils, watercolor paints, field guides
- *Singing the Great Hymns*
- *Speaking [Spanish] with Miss Mason and Francois* (or your preferred language)
- *Laying Down the Rails for Children*

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

Young Group

- *The Trumpet of the Swan*
- *All-of-a-Kind Family*
- *The Complete Tales of Winnie-the-Pooh*

Middle Group

- *The Pilgrim's Progress*
- *Bambi: A Life in the Woods*
- *The Story of the Treasure Seekers*

Older Group

- *The Hobbit*
- *The Fellowship of the Ring*

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.) • Handicrafts (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

- Verse Pack 1
- *Laying Down the Rails for Children*
- *Picture Study Portfolio: Rembrandt*
- *The Trumpet of the Swan* OR *The Pilgrim's Progress* OR *The Hobbit*

Scripture Memory: Work on learning a passage from Verse Pack 1 and review previously memorized verses.

Tip: See page 129 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*.

Tip: See page 129 for more on habit training.

Picture Study: Read together the first half of "The Story of Rembrandt" from *Picture Study Portfolio: Rembrandt*, page 11 and part of 12, and ask for an oral narration. Be sure to show the students the portrait of Rembrandt on the cover of the book.

Tip: See page 129 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 *The Trumpet of the Swan*, chapter 1, "Sam."

Middle Selection: Read together *The Pilgrim's Progress*, "The Author's Apology for his Book."

Older Selection: Read together or assign as independent reading *The Hobbit*, the first half of chapter 1, "An Unexpected Party."

Lesson 2

Materials Needed

- Verse Pack 1
- *Singing the Great Hymns*
- *Enjoy the Poems of Robert Louis Stevenson*
- *Speaking [Spanish] with Miss Mason and Francois*
- *The Trumpet of the Swan* OR *The Pilgrim's Progress* OR *The Hobbit*

Book of Centuries
Timeline

Scripture Memory: Work on learning a passage from Verse Pack 1 and review previously memorized verses.

Hymn Study: Sing together all the stanzas of "I Sing the Mighty Power of God," pages 12 and 13 in *Singing the Great Hymns*.

Poetry: Read together "Summer Sun" from *Enjoy the Poems of Robert Louis Stevenson*, 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 *The Trumpet of the Swan*, chapter 2, "The Pond."

Middle Selection: Read together *The Pilgrim's Progress*, from the beginning ("As I walked through the wilderness of this world") through Christian's encounter with Obstinate ("And I will go back to my place, said Obstinate; I will be no companion of such misled, fantastical fellows.").

Older Selection: Read together or assign as independent reading *The Hobbit*, the last half of chapter 1, "An Unexpected Party."

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 3

Materials Needed

- Verse Pack 1
- *Laying Down the Rails for Children*
- *Music Study with the Masters: J. S. Bach*
- *The Trumpet of the Swan* OR *The Pilgrim's Progress* OR *The Hobbit*

Scripture Memory: Work on learning a passage from Verse Pack 1 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: J. S. Bach* book to help you listen to and discuss *Brandenburg Concerto No. 2 in F Major*.

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 *The Trumpet of the Swan*, chapter 3, "A Visitor."

Middle Selection: Read together *The Pilgrim's Progress*, beginning where you left off last time through Pliable's return home ("And thus much concerning Pliable.").

Older Selection: Read together or assign as independent reading *The Hobbit*, the first half of chapter 2, "Roast Mutton."

Lesson 4

Materials Needed

- Verse Pack 1
- *Singing the Great Hymns*
- *Speaking [Spanish] with Miss Mason and Francois*
- *Handicrafts Made Simple: Hand Sewing* DVD and booklet
- *The Trumpet of the Swan* OR *The Pilgrim's Progress* OR *The Hobbit*

Scripture Memory: Work on learning a passage from Verse Pack 1 and review previously memorized verses.

Hymn Study: Sing together all the stanzas of "Like a River Glorious," pages 14 and 15 in *Singing the Great Hymns*.

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

Handicrafts: Watch session 1 of the *Handicrafts Made Simple: Hand Sewing* DVD and shop for supplies today or later this week.

Family Read-Aloud: Continue reading your selection below.

Young Selection: Read together *The Trumpet of the Swan*, chapter 4, "The Cygnets."

Middle Selection: Read together *The Pilgrim's Progress*, beginning where you left off last time through Christian's attempt at climbing the hill to Mr. Legality's house ("Here, therefore, he sweat and did quake for fear.")

Older Selection: Read together or assign as independent reading *The Hobbit*, the last half of chapter 2, "Roast Mutton."

Lesson 5

Materials Needed

- Verse Pack 1
- *Journaling a Year in Nature*, pencils, watercolor paints, field guides
- *Enjoy the Poems of Robert Louis Stevenson*
- *The Trumpet of the Swan* OR *The Pilgrim's Progress* OR *The Hobbit*

Scripture Memory: Work on learning a passage from Verse Pack 1 and review previously memorized verses.

Book of Centuries
Timeline

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 129 for an explanation of nature study.

Poem Repetition: Read aloud the poem "My Shadow" from *Enjoy the Poems of Robert Louis Stevenson*, page 10, and explain that the students will be learning this poem over the next few weeks.

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

Family Read-Aloud: Continue reading your selection below.

Young Selection: Read together *The Trumpet of the Swan*, chapter 5, "Louis."

Middle Selection: Read together *The Pilgrim's Progress*, beginning where you left off last time through Christian's arrival at the gate ("At last there came a grave person to the gate, named Good-will, who asked who was there? and whence he came? and what he would have?").

Older Selection: Read together or assign as independent reading *The Hobbit*, chapter 3, "A Short Rest."

Lesson 6

Materials Needed

- Verse Pack 1
- *Laying Down the Rails for Children*
- *Picture Study Portfolio: Rembrandt*
- Book of Centuries
- *The Trumpet of the Swan* OR *The Pilgrim's Progress* OR *The Hobbit*

Scripture Memory: Work on learning a passage from Verse Pack 1 and review previously memorized verses.

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

Picture Study: Ask students what they remember from last time's reading about Rembrandt. Read the rest of "The Story of Rembrandt" from *Picture Study Portfolio: Rembrandt*, pages 12–14, and ask for an oral narration. Enter Rembrandt in your Book of Centuries.

Tip: See page 130 for an explanation of the Book of Centuries.

Rembrandt van Ryn, artist
(1606–1669)

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 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 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.

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 1*, 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
- 1 art project completed
- 10 handicraft projects completed
- 6 hymns learned

Literature

- 1 Shakespeare play studied
- 1 poet and 24 of his poems studied
- 3 poems memorized and recited
- 2190 pages read in 6 books (Older Group of books)