

American Revolution

Teacher's Guide & Planner



American Revolution Teacher's Guide
Written by Lara Molettieri

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Welcome to Our Teacher's Guide & Planner

Hello, sweet friend!

In an effort to make Charlotte Mason Morning Time as open-and-go as possible, I was tasked with writing a Teacher's Guide and Planner. I have included brief descriptions of the Charlotte Mason methodology and short snippets on how to implement it for each subject and age group. My goal is to help you succeed with the least amount of stress possible.

Now that my own children are in high school grades, I look back and sometimes wonder how we managed to get this far. But I know it was through the help of homeschool mamas who had gone before me and were willing to encourage, share, and sometimes even correct. My hope is that within the pages of this guide you find everything you need to get started and be consistent.

The simple act of checking a box is a very powerful motivator for most people regardless of their age so there are lots of checkboxes to keep you and your students motivated. Planner pages to keep you on track are here, as well as pages you can print and fill out for your student's independent work.

Grab your library card (or Amazon cart) and collect the needed books, print out the resources you want to print, and you are ready to share an incredible learning experience with your children!

May all your days be filled with delight!

Lara



Lara Molettieri
Everyday Graces & Beautiful Life Community

Lara believes in the power of Truth, goodness and beauty facilitating a fertile mind and heart in our children. Through homeschooling her own children she worked to create a simple-to-follow morning time curriculum inspired by Charlotte Mason methodology.

Sharing these plans with friends and seeing their success is how The Homeschool Garden, now Charlotte Mason Morning Time, curriculum was born. Hundreds of homeschooling families have used these curriculums to enjoy delightful learning, and Lara is excited for how many more will be blessed through this new adventure!

You can find Lara at [Everyday Graces Homeschool](#) and co-leading the Beautiful Life Community.

How to Use These Plans

Introduction/Overview

The *Charlotte Mason Morning Time* curriculum offers far more than the traditional “morning time” beauty subjects. We’ve designed it as a family-style curriculum that makes your homeschool both delightful and doable. This teaching guide simplifies your weekly planning by providing scheduled readings for each grade level, all drawn from our recommended reading list.

Once purchased, these plans are yours to keep forever. We recommend following either a 4- or 6-year history rotation. When you cycle back through the plans, simply choose new books at the appropriate grade levels from the recommended reading list. Over time, your children will benefit from revisiting memory work, dictation passages, and art studies, as these refreshers help reinforce their learning.

To keep your children engaged, vary your daily lessons so you’re exercising different parts of their brains. Avoid placing two “heavy mental” subjects—like math and writing—back-to-back. Instead, scatter your subjects throughout the day in a way that works best for your family. Remember: no two days need to be identical. Think of your homeschool as offering a rich feast—each day’s “meal” should be varied, nourishing, and engaging.

Here’s an example from my own family (Lara): now that my children are older, we meet together in the morning for Bible and memory work, at lunch for a read-aloud while they eat, in the afternoon for tea and beauty subjects, and in the evening for a family read-aloud, Shakespeare audio, or Plutarch reading. Independent work is woven throughout the day, with physical activity to break up the mental work. For my high schoolers, the daily workload averages 4-5 hours, with occasional Saturday work if they need to catch up.

Lesson lengths should be short and age-appropriate:

- Young elementary: 10-20 minutes per subject
- Upper elementary / early middle school: 20-30 minutes per subject
- Upper middle / high school: 20-45 minutes per subject

We believe family studies are an essential part of home education. They strengthen sibling bonds, nurture parent-child relationships, and create shared memories. Even as older students take on more independent work, it’s worth finding regular times for family learning. This continuity keeps your homeschool connected—both in spirit and in purpose.

What You Will Need to Add

Charlotte Mason Morning Time curriculum does not include reading instruction, math, formal science, foreign language, or grammar.

For beginning reading instruction and early years math, we recommend the excellent resources from My Little Robins.

Because math is highly individual and families have such varied needs, we can't recommend a single program that works for everyone. However, many families (including ours) have found success with:

- Right Start Math
- CTC Math
- Teaching Textbooks
- Beast Academy / Art of Problem Solving
- Saxon Math

For formal science, if your state requires it—or if you have a science-minded child who wants more than Nature Lore and Natural History—we recommend Berean Builders for both elementary and high school. For students who are not pursuing a university track, living science biographies are a rich and engaging way to continue science studies through high school.

For foreign language, we suggest Cherrydale Press or ULAT. To study Latin and Greek roots, we recommend Word Up! from Compass Classroom, and for Latin, Visual Latin (also from Compass Classroom).

For formal grammar instruction, we recommend Easy Grammar Plus in grades 7–8. If you'd like a longer, more in-depth approach, you might begin the Michael Clay Thompson Grammar Island series in 4th grade. For high school students, MCT's Advanced Academic Writing books are excellent for building formal writing skills.

Charlotte Mason Narration: A Guide for Parents

Narration is a cornerstone of the Charlotte Mason method. It's far more than simply "telling back" what was read—it's a process of listening or reading attentively, mentally organizing ideas, and expressing them clearly. Narration trains the mind to focus, strengthens comprehension, and builds communication skills for life.

Expectations by Stage

Elementary Grades (Ages 6–9):

The primary focus is on oral narration. After hearing or reading a passage, children retell it in their own words—either immediately or after a short pause. This simple practice builds the habit of attention and lays the foundation for future written work.

Middle Grades (Ages 10–12):

Oral narration continues, but written narration is gradually introduced—often around 4th grade—once handwriting skills are fluent. The number of written narrations increases slowly over time, while oral narrations remain a regular part of the learning process.

Upper Grades (Ages 13+):

Written narration becomes more prominent, with multiple written narrations assigned each week. Oral narration is still used to spark discussion, check comprehension, and add variety.

Key Aspects of Narration

- **Oral Narration:** Builds comprehension, attention, and memory through verbal retelling.
- **Written Narration:** Deepens understanding while developing composition and writing skills.
- **Variety in Narration:** Narration can also take creative forms—drawing, acting out scenes, creating timelines, or other hands-on methods—allowing for diverse expression and deeper engagement.
- **Focus on Understanding:** Narration is about grasping ideas and presenting them logically, not simply memorizing facts. It fosters critical thinking, clarity of thought, and confident communication.
- **Progression & Flexibility:** The balance between oral and written narration should be adjusted to suit each child’s stage and abilities. Avoid forcing narration when a child is not ready, especially in the early years. Creative narration can be especially valuable for children with learning differences.

How to Direct Charlotte Mason Narration Across the Grades

Narration expectations will vary from student to student, depending on age, maturity, and ability. The following guidelines build on the previous section and give practical direction for each stage.

Elementary (Grades 1–3): Oral Narration

When to Start: As soon as your child can speak in complete sentences (often in the early years).

How It Works: After reading a short passage once, ask your child to “tell it back” in their own words. This simple habit lays the foundation for all future composition work.

Tips for Moms:

- Read with expression and clarity.
- Do not interrupt or correct mid-narration.
- If your child gets stuck, use gentle prompts:
 - *What happened first? What happened next?*
 - *Who was this about?*
- Keep sessions short—about 10 minutes per subject.

Goal: One narration per subject per day. Remind your child that their attention matters—there is no re-reading.

Middle Grades (Grades 4-6): Transition to Written Narration

When to Start: Around age 10, or when oral narration is fluent and confident.

How It Works: Begin with one written narration per week, increasing gradually as your child grows in skill and stamina.

Tips for Moms:

- Continue regular oral narrations while written narrations develop.
- Allow time to think before writing (“Tell it to yourself first”).
- In the beginning, accept spelling and grammar mistakes—focus on the content and flow of ideas.
- Use prompts to encourage deeper thinking:
 - What lesson can we learn from this?
 - Why do you think this happened?

Goal: By the end of Grade 6 or early Grade 7, aim for 2-3 written narrations per week.

Upper Grades (Grades 7-12): Developing Ideas and Style

How It Works: Written narrations mature into full compositions—essays, critiques, persuasive pieces, and more.

What to Add:

- Encourage thoughtful opinions: *Do you agree with this? Why or why not?*
- Experiment with different formats: diary entries, letters, newspaper articles, dialogues.
- Teach structure: introduction, supporting details, conclusion.

Tips for Moms:

- Start with light feedback focused on ideas and content, then gradually add corrections for form, grammar, and style.
- Let narration evolve naturally into high school-level writing assignments.

Goal: By high school, daily written narration serves as the foundation for essays, literary analysis, and research papers.

Charlotte Mason said, ***“Narrating is not merely a reproduction of facts, but a reflection of thought.”*** Trust the process. Narration develops the mind, strengthens language skills, and grows your child's ability to think clearly and communicate well.

How to Utilize the Recommended Reading List

Each ***Charlotte Mason Morning Time*** session includes a rich, thoughtfully curated reading list connected to the topic of study. In addition to the books already scheduled in the plans, we recommend choosing at least 3-5 additional titles from the list—either as family read-alouds or independent reading for your students—during each study term.

Don't overlook picture books! They can be engaging and enriching for students of all ages, offering beautiful language and illustrations that enhance understanding of the topic.

When you've selected your study and begin planning your term with ***Charlotte Mason Morning Time***, review the list of needed books and place library holds as soon as possible. For your convenience, we've included links to public domain editions when available, helping to reduce costs if you need to purchase certain titles.

As you read through the term, consider marking the books your family especially enjoys. Over time, these favorites can become cherished additions to your home library.

Adapting the Plans for Multiple Ages

Bible

“The knowledge of God ranks first in importance, is indispensable, and most happy-making.”
— Philosophy of Education, p. 251

Charlotte Mason believed that the knowledge of God should hold the highest place in a child’s education. Bible lessons were reverently conducted through direct reading of Scripture followed by narration, reflection and discussion, and memory work.

Virtue is not cultivated by moralizing, but through exposure to inspiring ideas and the noble actions of others. As students grow, they naturally begin making connections between Scripture, right living, and the characters they encounter in history and literature.

How to Teach the Bible:

Early Years:

- Memorize short Scripture verses.
- Read the Bible aloud daily.
- Learn and sing hymns together.

Elementary Years (Grades 1-6):

- Continue daily Bible readings aloud.
- Invite oral narrations and gentle discussions.
- Incorporate Scripture memory work.

Middle Grades (Grades 6-8):

- Memorize a Scripture verse each week.
- Add time for silent reading and discussion.
- Begin written narrations from Scripture readings.

Upper Grades (Grades 9-12):

- Read and reflect on entire chapters.
- Explore Biblical characters in depth, connecting them to themes in current studies.
- Add commentary or devotional studies for deeper insight.

“We are limited to three educational instruments—the atmosphere of environment, the discipline of habit, and the presentation of living ideas.” — Home Education, p. 192

There is no other resource as “living” as the Word of God. By including it in our daily studies and fostering the lifelong habit of Bible reading and study, we give our children a wonderful gift.

Bible Recommended Resources

Bible Study Tools (Free) Online platform offering a wide range of study aids.

Matthew Henry Complete Bible Commentary online (Free online) A physical copy is a great investment and can often be found used for a good price.

Not Consumed Bible Studies Topical studies with age-appropriate formats, ideal for families wanting a structured approach.

The Story Bible (Concordia Publishing House) — A beautifully written and illustrated Bible storybook, perfect for younger children.

Encourage middle and upper grade students to keep a Bible study notebook. They can record narrations, copy favorite verses, and jot notes from their study. Any notebook or binder will work.

Citizenship

“The mind rejects insipid, dry, and unsavoury food...its pabulum should be presented in literary form... it is nourished upon ideas and absorbs facts only as these are connected with the living ideas upon which they hang. Children educated upon some such lines as these respond in a surprising way, developing capacity, character, countenance, initiative and a sense of responsibility. They are, in fact, even as children, good and thoughtful citizens.” — Charlotte Mason

Why We Teach Plutarch: *“Plutarch's Lives ... I think, stand alone in literature as teaching that a man is part of the State, that his business is to be of service to the State, but that the value of his service depends upon his personal character.” — Charlotte Mason, Parents Review*

Through the study of citizenship, students explore timeless questions:

- What qualities make both a good subject and a great leader?
- When is it right to stand against tyranny?
- How do people govern themselves—wisely and justly, or not?

In the **elementary grades** we use tales, fables, and biographies of heroic men and women to plant the seeds of citizenship and duty to community in our children. Charlotte Mason, referring to these seeds of inspiration, said, *“the stirring tales of service rendered to their several countries by great citizens throughout the ages. No boy reads ‘How Horatius kept the bridge in the brave days of old’ without secret resolves and dreamy eyes.”* (p. 011, as recorded in In Memoriam)

In **middle and upper grades** we begin to explore Plutarch’s lives (adapted for younger students for early middle grades) and choose biographies of virtuous and strong examples for our children to learn from. With so many resources available we may also include current events, political theory, and Christian worldview training resources.

Upper grades citizenship studies also include the reading of ***Ourselves***, Book 1: *Self Knowledge*, and Book 2: *Self Direction*, by Charlotte Mason, as well as books on economics, government, current events, and more.

Discussion and Examination

In keeping with Charlotte Mason's principles, exam and discussion questions should provoke thought rather than simply test facts. For example, here are Julius Caesar exam questions from *Ambleside Online*:

Years 4-6:

1. It is said that Caesar travelled continually and with great speed, and made little account of his diet. Tell two stories that illustrate this.
 2. Choose one:
 - a. "I had rather be the chiefest man here, than the second person in Rome."
 - b. "Fear not, for thou hast Caesar and his fortune with thee."
- On what occasions were these words spoken? Describe one of them.

Years 7-11:

1. Write about two of the following in connection with Julius Caesar:
 - a. "He was not kept as a prisoner, but rather as a prince."
 - b. On his reading the history of Alexander.
 - c. "He fell into many thoughts with himself" when he came to the Rubicon.
 - d. "[The soldiers at Brundisium] straight changed their complaints and minds."
2. "Now Caesar [him]self did breed the noble courage and life in them" (meaning his soldiers). Give a sketch of Caesar's character as shown:
 - a. In this connection.
 - b. In his dealings with Pompey.

Citizenship Recommended Resources

[Stories from the History of Rome by Emily Beesley](#)

[The Children's Plutarch Tales of the Greeks by Gould](#)

[The Children's Plutarch Tales of the Romans by Gould](#)

[Anne White's Plutarch guides are all available on Ambleside Online](#)

[Parents Review article: Citizenship and Literature by Miss Moore](#)

[World Watch News](#) (Christian worldview 10 minute news show)

[Awaken to Delight Membership: Missionary Biographies](#)

History

The fatal mistake is in the notion that he must learn 'outlines' of the whole history... instead of real and vivid ideas of a great number of historical persons.” — Home Education, p. 280

Charlotte Mason’s approach to history emphasized vivid, narrative-driven content rather than the dry recollection of facts. She encouraged students to read deeply about people and periods, form personal connections, and respond thoughtfully. Geography, biography, and map work were woven into history studies to help students form living connections in their minds.

Charlotte Mason Morning Time follows this same philosophy. We see history as a rearview mirror, a window, and a looking glass—helping us understand where we’ve been, where we are, and where we may be headed.

For younger students, living books such as picture biographies or story-based tales, both true and fables or folk tales, paired with narration are ideal. Folk songs, composer study, and art study also add to the richness of their education for the period or geographical area being studied. A family Book of Centuries is a helpful tool when teaching younger students.

Middle-grade students should begin to keep their own Book of Centuries and explore maps alongside living books that inspire their moral imaginations and engage their minds.

Upper students analyze primary documents, compare historical perspectives, and write reflective essays or discussions on causes and consequences of events being studied. A personal Book of Centuries should be kept all 4 years.

“Let him, on the contrary, linger pleasantly over the history of a single man, a short period, until he thinks the thoughts of that man.” — Philosophy of Education, p. 178

History Recommended Resources

Within the *Awaken to Delight* membership:

- Printable Book of Centuries
- American Patriotism Pack
- Line Map and Geography Book resources
- Country-Specific Public Domain Books (In the United States begin with *This Country of Ours*)

Using Living Books as Your History Spine

The Book of Centuries and How to Keep One Parents Review Article

Geography and Mapwork

Geography in a Charlotte Mason education began with the child's immediate surroundings and expanded into wider regions through stories, exploration, and maps. Mapwork was always tied to ideas and people rather than detached data.

"The peculiar value of geography lies in its fitness to nourish the mind with ideas, and to furnish the imagination with pictures." — Home Education, p. 272

In the American Revolution study:

Elementary students trace maps of the 13 colonies and follow key journeys like that of Paul Revere. Identify battle locations on a map.

Middle-grade students should be able to recreate a rough sketch of the 13 colonies map by the end of the study and identify battle locations or key journeys/marches on a map. Interesting observations about how geography affected outcomes should be recorded in either a geography notebook or a book of centuries.

Upper-grade students should use historical atlases and reflect on how geography influenced military and political decisions, be able to recreate a rough sketch of the 13 colonies, and record observations in their notebooks.

"Let them make mental pictures of the geography lesson, using a map afterward to verify their impressions." — Home Education, p. 274

Geography and Mapwork Recommended Resources

For the **early years**, map tracing and living geography books that inspire and teach basic geography skills are key. For map tracing, placing a map in a page protector or lamination sheet and tracing with a dry erase or china marker works very well.

Living geography books for younger learners would include *Elementary Geography*, by Charlotte Mason, books like those by Holling C. Holling paired with maps, and engaging atlases.

For **both early and middle grades** physical geography skills like those learned in *Elementary Geography* or scouting are used on nature walks and outings to cement them into the child's mind.

For **middle grades and up**, the keeping of a personal geography notebook or including geography in the history notebook is a good way to help your students commit their lessons to memory. For older grades books like Halliburton's *Book of Marvels* or *Glorious Adventure* pair well with history, literature, and cultural studies.

We recommend every family have a Bible atlas and a modern atlas to assist in geography studies. A book on Scouting or survival skills may be more interesting for your children than some of the older publicly available titles.

Modern geography skills books:

- *The Lost Art of Reading Nature Signs*
- Vintage Boy Scout handbooks
- Books on Bushcraft
- Living books like *Carry On, Mr. Bowditch* can be used to inspire your students to learn about tools like sextants, compass navigation, chronometers. etc., but be careful not to turn every good living book into a “teaching moment”.

Literature & Poetry

Charlotte Mason placed literature and poetry at the heart of education. She believed children should read whole, living books—narratives filled with noble ideas and beautiful language. Likewise, poetry was read and recited regularly to cultivate imagination, rhythm, and a beautiful command of language.

“Poetry takes first rank as a means of intellectual culture.” — Home Education, p. 224

“A child’s intercourse must always be with good books, the best that we can find.” — Philosophy of Education, p. 51

In the **early years and elementary years**, literature is introduced through reading aloud with narration as a checkpoint for comprehension for academic readings. In the beginning, your child will need you to allow oral narration after 1-2 paragraphs and as they develop the habit of attention and the skill of narration, the passages will get longer and longer.

Poetry should be read with gusto—letting your children become accustomed to beautiful language, delightful rhythms, and poetic phrasing that paints pictures with words. It is not a subject to be dissected, but rather to be immersed in and enjoyed. When they are older and begin to recite poetry, the example you set when they are small will be their model. Aim for excellence of recitation and fun as you explore poetry with them in the early years.

Middle-grade students begin independent reading with books like *Ben and Me* or *The Courage of Sarah Noble*, and compose short narrations. A few chapters for each written narration is a good starting point. Once they have a good grasp on written narrations, they might prefer to narrate the entire book at once.

Upper-grade students study more complex works such as *1776*, by McCullough, or poetry by Phillis Wheatley, and respond with written reflections or brief literary analysis.

Optional narration methods might include Google slide presentations, comic strips, drawing pictures, or other creative endeavors to keep your child from growing a dislike of always having to write them out.

In order to simplify your work load as the educator, it is perfectly acceptable to choose one book to read aloud to your students during family learning time. A quality book slightly above the reading level of your youngest student should still have value for your oldest student. Even picture books, when well-written, hold gems of knowledge for the oldest students and parents.

Book selections may be rotated just like other subjects. E.g. Day 1: Worldview; Day 2: History; Day 3: Biography; Day 4: Natural History/Science; Day 5: Economics

Read-Aloud

The reading aloud of good books is foundational in Mason's approach. It is a time for shared experience, beauty, and the building of vocabulary and moral imagination. It also lays the groundwork for narration and deep listening.

Family style learning is perfect for including lots of read aloud time. As your older students become confident in reading aloud, allow them to have a turn during family reading. Family read alouds also provide wonderful relationship building conversations between siblings and parents.

"Children should have the joy of living in far lands, in other persons, at other times—through books."
— *Philosophy of Education*, p. 12

We include fables, fairy tales, historical tales, biographies, and a recommended reading list of titles for you to choose from in every **Charlotte Mason Morning Time** session. If your children are close in age, it simplifies the workload to read many of the books aloud and let each student narrate according to their ability level.

Read-Aloud Recommended Resources

- *The Enchanted Hour*
- *Tending the Heart of Virtue*
- Jim Trelease's *Read-Aloud Handbook*
- *Honey for a Child's Heart*
- *Before Austen comes Aesop*

How to Read a Book (great for mom to read when preparing for middle and upper grades, and for year 11 and 12 students to prepare for post-homeschool life education)

Grammar, Copywork, and Dictation

Charlotte Mason advocated for grammar instruction that arose naturally from good writing. Copywork and dictation were tools to train spelling, punctuation, and style—not busywork. Formal grammar was introduced gently and later.

“The child should transcribe favorite passages... to secure a good style and cultivate his taste.” — Home Education, p. 238

Elementary students copy sentences from Scripture or reading selections with a focus on good penmanship and correct copying.

Middle-grade students transition to studied dictation and begin exploring parts of speech from what they’ve read. 2-3 short written narrations a week is the goal for this age.

Upper-grade students refine their written expression through longer and more frequent narrations and essays of different varieties while also focusing on grammar and writing style. Focus on only 1-2 points of correction at a time and remember to encourage your older students just like you do your young ones. The goal is not to produce another Tennyson, but to have a competent communicator.

Modern Language

Charlotte Mason believed that children should learn foreign languages through listening and speaking first, just as they learned their mother tongue. Language acquisition began with oral lessons, songs, and short sentences before moving to reading and writing.

“The whole secret of learning languages lies in the early oral work.” — Philosophy of Education, p. 270

For **elementary children**, short lessons with songs and common phrases in Spanish or French are fun. **Middle-grade students** expand with conversation practice, narration in the target language, and labeling objects. **Upper-level students** may read simple stories, keep vocabulary notebooks, and use real-world language resources such as interviews, maps, or menus.

“Let the child learn French orally, by listening and repeating. Reading and writing may come later.” — Home Education, p. 300

Math

Mason emphasized short, focused math lessons that built understanding rather than rote memorization. Students used real objects to visualize concepts and moved gradually toward abstract thinking. Accuracy and neatness were highly valued.

“Mathematics are a necessary part of every man’s education; the child must understand the why of every process.” — Home Education, p. 255

Young children explore math using manipulatives and number stories. Middle students begin long multiplication, division, and simple geometry using clear diagrams and hands-on practice. Upper students apply math through business math and personal finance, algebra, or mapping connections to real life. Advanced maths are wonderful, but not necessary for every student so it is good to consider your child’s future path when choosing the upper grade courses.

Picture & Composer Study

In Mason’s schools, children studied one artist and one composer per term. Picture study involved observing and mentally reproducing fine art, while composer study included listening to works regularly and discussing impressions.

“We cannot measure the influence that one or another artist has upon the child's sense of beauty and power of expression.” — Philosophy of Education, p. 214

All students can enjoy picture study by spending 5-10 minutes observing a painting and narrating what they recall. Middle-grade students may write a few sentences and keep an art notebook. Upper students can explore themes, symbolism, and artist background.

Composer study follows a similar rhythm with a brief biography and weekly listening.

Nature Study

Nature Study was a cornerstone of Charlotte Mason’s approach. Students spent time outdoors daily and recorded their observations in nature notebooks using words and illustrations. This nurtured attention, reverence, and scientific curiosity.

Elementary students might draw leaves, birds, or insects and offer simple oral narrations. Middle students label their observations and add dates and short paragraphs. Upper students include Latin names, literary references, and detailed sketches, sometimes linking to natural history.

“We were all meant to be naturalists... this faculty, like all others, must be exercised by the actual seeing of the things.” — Home Education, p. 61

Week 1 Schedule

Subject	Day 1	Day 2	Day 3	Day 4	Day 5
<i>Prayer</i>	Pray Washington's Prayer for America.				
<i>Bible</i>	Romans 1	Romans 2	Romans 3	Romans 4	Romans 5
<i>Memory Work</i>	Scripture	Poetry	Scripture	Poetry	Review previous memory work
<i>Beauty & Nature Loop</i>	Hymn Study: I Sing the Mighty Power of God	Art Selection 1: Portrait of George Washington and William 'Billy' Lee, Read: John Trumbull bio	Folk Song: Yankee Doodle	Listen to: Solfeggietto in C minor, Aileen Aroon, Read: C.P.E. Bach bio	Nature Study 1
<i>History/ Geography</i>	TCOO: The Boston Tea Party		Read: The Thirteen Colonies		Enter notes into History/BOC Notebook
<i>Language Arts/ Citizenship</i>	Psalm 31:23-24 Copywork, Read: Phillis Wheatley bio	Declaration of Independence Copywork	Poetry: Liberty and Peace	Declaration of Independence Copywork	
<i>Read Aloud</i>	*Older students: George Washington's Secret Six Ch 1-2	*Johnny Tremain Ch 1, *Secret Six Ch 3	*Secret Six Ch 4	*Johnny Tremain Ch 2, *Secret Six Ch 5-6	*Secret Six Ch 7
<i>Afternoon Occupations</i>	Bake: Apple Tansey, Read: Longfellow's Paul Revere's Ride			Art Lesson: Betsy Ross Flag	*Nature journal *Nature walk

Week 1 Plans

Dictation Passages

Flawless His Heart, 1st part

Flawless his heart and tempered to the core
Who, beckoned by the forward-leaning wave,
First left behind him the firm-footed shore,
And, urged by every nerve of sail and oar,
Steered for the Unknown which gods to mortals gave,
Of thought and action the mysterious door,
Bugbear of fools, a summons to the brave:
Strength found he in the unsympathizing sun,
And strange stars from beneath the horizon won,
And the dumb ocean pitilessly grave:

Psalm 31:23-24

"Oh, love the Lord, all you His saints! For the Lord preserves the faithful, And fully repays the proud person. Be of good courage, And He shall strengthen your heart, All you who hope in the Lord."

Bible (All Grades)

Read the daily chapters aloud to your family, middle and upper grade students may also read to themselves, and upper grade students can add in study from the [commentary on Romans](#).

- Day 1 - Romans 1
- Day 2 - Romans 2
- Day 3 - Romans 3
- Day 4 - Romans 4
- Day 5 - Romans 5

Memory Work (All Grades)

Utilize recitation (reading the selection out loud with feeling and enunciation), the provided copywork, and any other memory aids that help your children.

- Day 1 - Psalm 31:23-24
- Day 2 - Flawless His Heart
- Day 3 - Psalm 31:23-24
- Day 4 - Flawless His Heart
- Day 5 - Review past memory work

Beauty and Nature Loop (All Grades):

- Day 1 - Read the history of I Sing the Mighty Power of God and sing the hymn. Focus on committing verse 1 to memory.
- Day 2 - Read the John Trumbull biography and study the art selection Portrait of George Washington and William "Billy" Lee
- Day 3 - Learn about and sing Yankee Doodle
- Day 4 - Read the C.P.E. Bach biography and listen to Solfegetio in C minor. Listen to the Colonial song Aileen Aroon (if you want to break up these two music lessons, either move Aileen Aroon to Day 5 or listen to it during tea time)
- Day 5 - Nature Study - read the two nature study cards from your lesson book and add them into your nature journal if desired

History and Geography

All Grades: Read the daily chapters aloud to your family, middle and upper grade students may also read to themselves.

- Day 1 - This Country of Ours: The Boston Tea Party
- Day 2 - *Optional picture book John, Paul, George, & Ben
- Day 3 - The Thirteen Colonies
- Day 4 - *Optional reading Ben & Me ch 1-3
- Day 5 - Enter notes into Book of Centuries

Middle Grades: Complete the daily readings and narrate as assigned

- Day 1 - A Spy Called James by Anne Rockwell
- Day 2 - Ethan Allen and the Green Mountain Boys by Brown, Ch. 1
- Day 3 - *Optional recording in history notebook
- Day 4 - Ethan Allen and the Green Mountain Boys Ch. 2
- Day 5 - *Optional recording in History Notebook

Upper Grades: Read the daily chapters and record assigned narrations.

- Day 1 - Benjamin Franklin: An American Life by Walter Isaacson Ch. 1
- Day 2 - Understanding the Constitution by David Gibbs Ch. 1, *History Notebook
- Day 3 - Benjamin Franklin: An American Life Ch. 2
- Day 4 - Understanding the Constitution Ch. 2
- Day 5 - Benjamin Franklin: An American Life Ch. 3. *History Notebook

Language Arts and Citizenship

Elementary:

- Day 1 - Primary copywork Psalm 31:23-24, Phyllis Wheatley biography
- Day 2 - Declaration of Independence primary copywork
- Day 3 - Poetry: Liberty and Peace
- Day 4 - Declaration of Independence primary copywork
- Day 5 - *Optional grammar instruction, *Biography or Plutarch for Children

Middle Grades:

- Day 1 - Cursive Copywork Psalm 31:23-24, Phyllis Wheatley biography
- Day 2 - Declaration of Independence cursive copywork or *Dictation
- Day 3 - Poetry: Liberty and Peace, add Wheatley to BOC
- Day 4 - Declaration of Independence Copywork or *Dictation
- Day 5 - *Grammar instruction, *Plutarch

Upper Grades:

- Day 1 - Transcribe Psalm 31:23-24, Phyllis Wheatley biography
- Day 2 - Transcribe Declaration of Independence or *Dictation
- Day 3 - Poetry: Liberty and Peace, write a short reflection on the poem
- Day 4 - Transcribe Declaration of Independence or *Dictation
- Day 5 - *Grammar or essay instruction, *Plutarch

Read Aloud - Family

Johnny Tremain

- Day 1
- Day 2
- Day 3
- Day 4
- Day 5

Read Aloud - Older Students

George Washington's Secret Six Young Readers Edition

- Day 1
- Day 2
- Day 3
- Day 4
- Day 5

Afternoon Occupations:

- Day 1 - Bake Apple Tansy, read Paul Revere's Ride
- Day 2 - *Trace Paul Revere's Ride on the 13 Colonies map
- Day 3 - *Handicrafts
- Day 4 - Betsy Ross' Flag art lesson
- Day 5 - *Nature walk, *Nature Journal

Week 1 Schedule

Subject	Day 1	Day 2	Day 3	Day 4	Day 5
<i>Student</i>					
<i>Math</i>					
<i>Modern Language</i>					
<i>Grammar</i>					
<i>Reading Instruction</i>					
<i>Latin</i>					
<i>Afternoon Occupations</i>					

Week One

Delights from this week:

Concerns and habits to work on:

Gather for Upcoming Week:

Elementary: Gather art & handicraft supplies/recipe ingredients, print copywork

Middle: Assign new dictation; prepare timeline and/or mapwork.

Upper: Review reading selections and prep written narration/essay topics.

Supplies Needed:

Pre-reading Notes:

Miscellaneous Notes:

Student Planner Week 1

Student: _____

Subject	Day 1	Day 2	Day 3	Day 4	Day 5

Week 2 Schedule

Subject	Day 1	Day 2	Day 3	Day 4	Day 5
<i>Prayer</i>	Pray Washington's Prayer for America.				
<i>Bible</i>	Romans 6	Romans 7	Romans 8	Romans 9	Romans 10
<i>Memory Work</i>	Scripture	Poetry	Scripture	Poetry	Review previous memory work
<i>Beauty & Nature Loop</i>	Hymn Study: I Sing the Mighty Power of God	Art Selection 2: Declaration of Independence, Review: John Trumbull bio	Folk Song: Yankee Doodle	Listen to: Corn Riggs are Bonny, Concerto for Harpsichord, Review: C.P.E. Bach bio	Nature Study 2
<i>History/ Geography</i>	TCOO: Paul Revere's Ride		TCOO: The First Thrust		TCOO: The War in Canada
<i>Language Arts/ Citizenship</i>	Review: Phillis Wheatley bio	Declaration of Independence Copywork	Poetry: Liberty and Peace	Declaration of Independence Copywork	Shakespeare: Measure for Measure
<i>Read Aloud</i>	*Secret Six Ch 8-9	*Johnny Tremain Ch 3, *Secret Six Ch 10	*Secret Six Ch 11	*Johnny Tremain Ch 4, *Secret Six Ch 12	*Secret Six Ch 13-14
<i>Afternoon Occupations</i>	Bake: Queen Cakes, Read: "Give Me Liberty or Give Me Death"				*Nature journal *Nature walk

* Indicates suggested, but optional activities

Week 2 Plans

Dictation Passages

Flawless His Heart, 2nd part

High-hearted surely he;
But bolder they who first off-cast
Their moorings from the habitable Past
And ventured chartless on the sea
Of storm-engendering Liberty:
For all earth's width of waters is a span,
And their convulsed existence mere repose,
Matched with the unstable heart of man,
Shoreless in wants, mist-girt in all it knows,
Open to every wind of sect or clan,
And sudden-passionate in ebbs and flows.

1 Timothy 2:1-3

"I urge, then, first of all, that petitions, prayers, intercession and thanksgiving be made for all people— for kings and all those in authority, that we may live peaceful and quiet lives in all godliness and holiness. This is good, and pleases God our Savior."

Bible (All Grades)

Read the daily chapters aloud to your family, middle and upper grade students may also read to themselves, and upper grade students can add in study from the [commentary on Romans](#).

- Day 1 - Romans 6
- Day 2 - Romans 7
- Day 3 - Romans 8
- Day 4 - Romans 9
- Day 5 - Romans 10

Memory Work(All Grades)

Utilize recitation (reading the selection out loud with feeling and enunciation), the provided copywork, and any other memory aids that help your children.

- Day 1 - Psalm 31:23-24
- Day 2 - Flawless His Heart
- Day 3 - Psalm 31:23-24
- Day 4 - Flawless His Heart
- Day 5 - review past memory work

Beauty and Nature Loop (All Grades):

- Day 1 - Review the history of I Sing the Mighty Power of God and sing the hymn. Focus on committing verse 2 to memory.
- Day 2: Review the John Trumbull biography and study the art selection
 - Declaration of Independence
- Day 3: Review and sing Yankee Doodle
- Day 4: Review the C.P.E. Bach biography and listen to Corn Riggs are Bonny, Concerto for Harpsichord (if you want to break up these two music lessons, either move Corn Riggs are Bonny to Day 5 or listen to it during tea time)
- Day 5: Nature Study - read the two nature study cards from your lesson book and add them into your nature journal if desired

History and Geography

All Grades: Read the daily chapters aloud to your family, middle and upper grade students may also read to themselves.

- Day 1 - This Country of Ours: Paul Revere's Ride
- Day 2 - *Optional picture book Thomas Jefferson and the Mammoth Hunt
- Day 3 - TCOO: The First Thrust
- Day 4 - *Optional reading Ben & Me ch 4-6
- Day 5 - TCOO: The War in Canada, *Enter notes into Book of Centuries

Middle Grades: Complete the daily readings and narrate as assigned

- Day 1 - Ethan Allen and the Green Mountain Boys by Brown, Ch. 3
- Day 2 - Traitor by Jean Fritz, Ch. 1-2
- Day 3 - Ethan Allen and the Green Mountain Boys by Brown, Ch. 4
- Day 4 - Traitor, Ch. 3-4
- Day 5 - Ethan Allen and the Green Mountain Boys by Brown, Ch. 5

Upper Grades: Read the daily chapters and record assigned narrations.

- Day 1 - Benjamin Franklin: An American Life by Walter Isaacson Ch. 4
- Day 2 - Understanding the Constitution by David Gibbs Ch. 3-4, *History Notebook
- Day 3 - Benjamin Franklin: An American Life Ch. 5
- Day 4 - Understanding the Constitution Ch. 5
- Day 5 - Benjamin Franklin: An American Life Ch. 6, *History Notebook

Language Arts and Citizenship

Elementary:

- Day 1 - Primary copywork Psalm 31:23-24, Review Phyllis Wheatley biography
- Day 2 - Declaration of Independence primary copywork
- Day 3 - Poetry: Liberty and Peace
- Day 4 - Declaration of Independence primary copywork
- Day 5 - *Optional grammar instruction, Shakespeare Measure for Measure

Middle Grades:

- Day 1 - Cursive Copywork Psalm 31:23-24, Review Phyllis Wheatley biography
- Day 2 - Declaration of Independence cursive copywork or *Dictation
- Day 3 - Poetry: Liberty and Peace, add Wheatley to BOC
- Day 4 - Declaration of Independence Copywork or *Dictation
- Day 5 - *Grammar instruction, Shakespeare Measure for Measure

Upper Grades:

- Day 1 - Transcribe Psalm 31:23-24, Review Phyllis Wheatley biography
- Day 2 - Transcribe Declaration of Independence or *Dictation
- Day 3 - Poetry: Liberty and Peace, *write a stanza in the same style
- Day 4 - Transcribe Declaration of Independence or *Dictation
- Day 5 - *Grammar or essay instruction, *Measure for Measure (Arkangel audio or watch main monologues on YouTube)

Read Aloud - Family

- Day 1
- Day 2
- Day 3
- Day 4
- Day 5

Read Aloud - Older students

- Day 1
- Day 2
- Day 3
- Day 4
- Day 5

Afternoon Occupations:

- Day 1 - Bake Queen Cakes, read Give Me Liberty speech
- Day 2 - *Follow Ethan Allen and the Green Mountain Boys on the 13 Colonies map
- Day 3 - *Handicrafts
- Day 4 - *Practice geography skills outdoors
- Day 5 - *Nature walk, *Nature Journal

Week 2 Schedule

Subject	Day 1	Day 2	Day 3	Day 4	Day 5
<i>Student</i>					
<i>Math</i>					
<i>Modern Language</i>					
<i>Grammar</i>					
<i>Reading Instruction</i>					
<i>Latin</i>					
<i>Afternoon Occupations</i>					

Week 2 Notes

Delights from this week:

Concerns and habits to work on:

Gather for Upcoming Week:

Elementary: Gather art & handicraft supplies/recipe ingredients, print copywork

Middle: Assign new dictation; prepare timeline and/or mapwork.

Upper: Review reading selections and prep written narration/essay topics.

Supplies Needed:

Pre-reading Notes:

Miscellaneous Notes:

Student Planner Week 2

Student: _____

Subject	Day 1	Day 2	Day 3	Day 4	Day 5

Week 3 Schedule

Subject	Day 1	Day 2	Day 3	Day 4	Day 5
<i>Prayer</i>	Pray Washington's Prayer for America.				
<i>Bible</i>	Romans 11	Romans 12	Romans 13	Romans 14	Romans 15
<i>Memory Work</i>	Scripture	Poetry	Scripture	Poetry	Review previous memory work
<i>Beauty & Nature Loop</i>	Hymn Study: I Sing the Mighty Power of God	Art Selection 3: Portrait of Alexander Hamilton, Narrate: John Trumbull bio	Folk Song: Yankee Doodle	Listen to: Menuet, String Quartet No.14 D minor, Narrate: C.P.E. Bach bio	Nature Study 3
<i>History/ Geography</i>	Review: The Thirteen Colonies		*Movie Study: Beyond the Mask		TCOO: The Birth of a Great Nation
<i>Language Arts/ Citizenship</i>	Narrate: Phillis Wheatley bio	Washington's Prayer Copywork	Poetry: An Hymn to the Morning	Washington's Prayer Copywork	
<i>Read Aloud</i>	*Secret Six Ch 15	*Johnny Tremain Chapter 5, *Secret Six Ch 16	*Secret Six Ch 17	*Johnny Tremain Ch 6, *Secret Six Ch 18	*Secret Six Ch 19-20
<i>Afternoon Occupations</i>	Bake: Molasses Cookies, Read: The Wolf & the House Dog				*Nature journal *Nature walk

Week 3 Plans

Dictation Passage

An Hymn to the Morning

ATTEND my lays, ye ever honour'd nine,
Assist my labours, and my strains refine;
In smoothest numbers pour the notes along,
For bright Aurora now demands my song.
Aurora hail, and all the thousand dies,
Which deck thy progress through the vaulted skies:
The morn awakes, and wide extends her rays,
On ev'ry leaf the gentle zephyr plays;
Harmonious lays the feather'd race resume,
Dart the bright eye, and shake the painted plume.
Ye shady groves, your verdant gloom display
To shield your poet from the burning day:
Calliope awake the sacred lyre,
While thy fair sisters fan the pleasing fire:
The bow'rs, the gales, the variegated skies
In all their pleasures in my bosom rise.
See in the east th' illustrious king of day!
His rising radiance drives the shades away--
But Oh! I feel his fervid beams too strong,
And scarce begun, concludes th' abortive song.

Bible (All Grades)

Read the daily chapters aloud to your family, middle and upper grade students may also read to themselves, and upper grade students can add in study from the [commentary on Romans](#).

- Day 1 - Romans 11
- Day 2 - Romans 12
- Day 3 - Romans 13
- Day 4 - Romans 14
- Day 5 - Romans 15

Memory Work (All Grades)

Utilize recitation (reading the selection out loud with feeling and enunciation), the provided copywork, and any other memory aids that help your children.

- Day 1 - Psalm 31:23-24
- Day 2 - Flawless His Heart
- Day 3 - Psalm 31:23-24
- Day 4 - Flawless His Heart
- Day 5 - Review past memory work

Beauty and Nature Loop (All Grades)

- Day 1 - Narrate the history of I Sing the Mighty Power of God and sing the hymn. Focus on committing verse 3 to memory.
- Day 2 - Narrate the John Trumbull biography and study the art selection
 - Alexander Hamilton
- Day 3 - Review and sing Yankee Doodle
- Day 4 - Narrate the C.P.E. Bach biography and listen to Menuet, String Quartet No.14 D minor
- Day 5 - Nature Study - read the two nature study cards from your lesson book and add them into your nature journal if desired

History and Geography

All Grades: Read the daily chapters aloud to your family, middle and upper grade students may also read to themselves.

- Day 1 - Review the 13 Colonies and map
- Day 2 - *Optional picture book Revolutionary Friends by Selene Castrovilla
- Day 3 - *Optional Beyond the Mask movie/study
- Day 4 - *Optional reading Ben & Me ch. 8-9
- Day 5 - TCOO: The Birth of a Great Nation, *Enter notes into Book of Centuries

Middle Grades: Complete the daily readings and narrate as assigned

- Day 1 - Ethan Allen and the Green Mountain Boys by Brown, Ch. 6
- Day 2 - Traitor by Jean Fritz, Ch. 5-6
- Day 3 - *Optional Beyond the Mask movie/study
- Day 4 - Traitor, Ch. 7
- Day 5 - Ethan Allen and the Green Mountain Boys by Brown, Ch. 7

Upper Grades: Read the daily chapters and record assigned narrations.

- Day 1 - Benjamin Franklin: An American Life by Walter Isaacson Ch. 7
- Day 2 - Understanding the Constitution by David Gibbs Ch. 6, *History Notebook
- Day 3 - *Optional Beyond the Mask movie/study
- Day 4 - Understanding the Constitution Ch. 7
- Day 5 - Benjamin Franklin: An American Life Ch. 8, *History Notebook

Language Arts and Citizenship

Elementary:

- Day 1 - Primary copywork Psalm 31:23-24, Narrate Phyllis Wheatley biography
- Day 2 - Washington's Prayer primary copywork
- Day 3 - Poetry: An Hymn to the Morning
- Day 4 - Washington's Prayer primary copywork
- Day 5 - *Optional grammar instruction, *Optional Children's Plutarch

Middle Grades:

- Day 1 - Cursive Copywork Psalm 31:23-24, Narrate Phyllis Wheatley biography
- Day 2 - Washington's Prayer cursive copywork or *Dictation
- Day 3 - Poetry: An Hymn to the Morning
- Day 4 - Washington's Prayer Copywork or *Dictation
- Day 5 - *Grammar instruction, *Optional Plutarch

Upper Grades:

- Day 1 - Transcribe Psalm 31:23-24, Narrate (written) Phyllis Wheatley biography
- Day 2 - Transcribe Washington's Prayer or *Dictation
- Day 3 - Poetry: An Hymn to the Morning, *write a reflection on the poem
- Day 4 - Transcribe Washington's Prayer or *Dictation
- Day 5 - *Grammar or essay instruction, *Continue Measure for Measure (Arkangel audio or watch main monologues on YouTube)

Read Aloud - Family

- Day 1
- Day 2
- Day 3
- Day 4
- Day 5

Read Aloud - Older students

- Day 1
- Day 2
- Day 3
- Day 4
- Day 5

Afternoon Occupations:

- Day 1 - Bake Molasses Cookies, read The Wolf and the House Dog
- Day 2 - *Locate places mentioned in The Secret Six on the 13 Colonies map
- Day 3 - *Handicrafts
- Day 4 - *Practice geography skills outdoors
- Day 5 - *Nature walk, *Nature Journal

Week 3 Schedule

Subject	Day 1	Day 2	Day 3	Day 4	Day 5
<i>Student</i>					
<i>Math</i>					
<i>Modern Language</i>					
<i>Grammar</i>					
<i>Reading Instruction</i>					
<i>Latin</i>					
<i>Afternoon Occupations</i>					

Week 3 Notes

Delights from this week:

Concerns and habits to work on:

Gather for Upcoming Week:

Elementary: Gather art & handicraft supplies/recipe ingredients, print copywork

Middle: Assign new dictation; prepare timeline and/or mapwork.

Upper: Review reading selections and prep written narration/essay topics.

Supplies Needed:

Pre-reading Notes:

Miscellaneous Notes:

Student Planner Week 3

Student: _____

Subject	Day 1	Day 2	Day 3	Day 4	Day 5

Week 4 Schedule

Subject	Day 1	Day 2	Day 3	Day 4	Day 5
<i>Prayer</i>	Pray Washington's Prayer for America.				
<i>Bible</i>	Romans 16	1 Cor. 7:22, 9:19; 2 Cor. 3:17	Galatians 5:1,13	1 Peter 2:16-17	Hebrews 2:14-15
<i>Memory Work</i>	Scripture	Poetry	Scripture	Poetry	Review previous memory work
<i>Beauty & Nature Loop</i>	Hymn Study: I Sing the Mighty Power of God	Art Selection 4: The Surrender of Lord Cornwallis, Discuss: John Trumbull	Folk Song: Yankee Doodle	Listen to: Ogni Dolce Aura, Cello Concerto in A minor, Discuss: C.P.E. Bach	Nature Study 4
<i>History/ Geography</i>	TCOO: The Darkest Hour		Narrate/Discuss: The Thirteen Colonies		TCOO: Burgoyne's Campaign (Bennington)
<i>Language Arts/ Citizenship</i>	Discuss: Phillis Wheatley	Flawless His Heart Copywork	Poetry: An Hymn to the Evening	Flawless His Heart Copywork	Shakespeare: Measure for Measure
<i>Read Aloud</i>	*Secret Six Ch 21	*Johnny Tremain Ch 7, *Secret Six Ch 22	*Secret Six Ch 23	*Johnny Tremain Ch 8, *Secret Six Ch 24	*Secret Six Ch 25-26
<i>Afternoon Occupations</i>	Bake: Johnny Cakes, Read: Molly Pitcher				*Nature journal *Nature walk

* Indicates suggested, but optional activities

Week 4 Plans

Dictation Passage

Isabella's monologue, Measure for Measure

To whom should I complain? Did I tell this,
Who would believe me? O perilous mouths,
That bear in them one and the self-same tongue,
Either of condemnation or approval;
Bidding the law make court'sy to their will:
Hooking both right and wrong to the appetite,
To follow as it draws! I'll to my brother:
Though he hath fallen by prompture of the blood,
Yet hath he in him such a mind of honour.
That, had he twenty heads to tender down
On twenty bloody blocks, he'd yield them up,
Before his sister should her body stoop
To such abhor'd pollution.
Then, Isabel, live chaste, and, brother, die:
More than our brother is our chastity.
I'll tell him yet of Angelo's request,
And fit his mind to death, for his soul's rest.

Bible (All Grades)

Read the daily chapters aloud to your family, middle and upper grade students may also read to themselves, and upper grade students can add in study from the [commentary on Romans](#).

- Day 1 - Romans 16
- Day 2 - 1 Cor. 7:22, 9:19; 2 Cor. 3:17
- Day 3 - Galatians 5:1, 13
- Day 4 - 1 Peter 2: 16-17
- Day 5 - Hebrews 2: 14-15

Memory Work (All Grades)

Utilize recitation (reading the selection out loud with feeling and enunciation), the provided copywork, and any other memory aids that help your children.

- Day 1 - Psalm 31:23-24
- Day 2 - Flawless His Heart
- Day 3 - Psalm 31:23-24
- Day 4 - Flawless His Heart
- Day 5 - review past memory work

Beauty and Nature Loop (All Grades)

- Day 1- Sing I Sing the Mighty Power of God. Focus on remembering the 1st verse.
- Day 2: Discuss John Trumbull biography and study the art selection The Surrender of Lord Cornwallis
- Day 3: Review and sing Yankee Doodle
- Day 4: Listen Ogni Dolce Aura, Cello Concerto in A minor, Discuss C.P.E. Bach
- Day 5: Nature Study - read the two nature study cards from your lesson book and add them into your nature journal if desired

History and Geography

All Grades: Read the daily chapters aloud to your family, middle and upper grade students may also read to themselves.

- Day 1 - TCOO: The Darkest Hour
- Day 2 - *Optional picture book The Star-Spangled Banner by Peter Spier
- Day 3 - Narrate/discuss the 13 colonies and what you've learned so far
- Day 4 - *Optional reading Ben & Me ch. 10-11
- Day 5 - TCOO: Burgoyne's Campaign (Bennington), *Dnter notes into Book of Centuries

Middle Grades: Complete the daily readings and narrate as assigned

- Day 1 - Ethan Allen and the Green Mountain Boys by Brown, Ch. 8
- Day 2 - Traitor by Jean Fritz, Ch. 8
- Day 3 - *Optional Drive Thru History: Discovering America's Founders Adams Family
- Day 4 - Traitor, Ch. 9
- Day 5 - Ethan Allen and the Green Mountain Boys by Brown, Ch. 9

Upper Grades: Read the daily chapters and record assigned narrations.

- Day 1 - Benjamin Franklin: An American Life by Walter Isaacson Ch. 9
- Day 2 - Understanding the Constitution by David Gibbs Ch. 8, *History Notebook
- Day 3 - Benjamin Franklin: An American Life Ch. 10
- Day 4 - Understanding the Constitution Ch. 9
- Day 5 - Benjamin Franklin: An American Life Ch. 11, *History Notebook

Language Arts and Citizenship

Elementary:

- Day 1 - Discuss Phyllis Wheatley's biography and poetry
- Day 2 - Flawless His Heart primary copywork
- Day 3 - Poetry: An Hymn to the Evening
- Day 4 - Flawless His Heart primary copywork
- Day 5 - *Optional grammar instruction, Children's Shakespeare Measure for Measure

Middle Grades:

- Day 1 - Discuss Phyllis Wheatley's biography and poetry
- Day 2 - Flawless His Heart cursive copywork or *Dictation
- Day 3 - Poetry: An Hymn to the Evening
- Day 4 - Flawless His Heart Copywork or *Dictation
- Day 5 - *Grammar instruction, Shakespeare Measure for Measure

Upper Grades:

- Day 1 - Read His Excellency George Washington and write a narration
- Day 2 - Transcribe Flawless His Heart or *Dictation
- Day 3 - Poetry: An Hymn to the Evening, *write a reflection on the poem
- Day 4 - *Transcribe Flawless His Heart or *Dictation
- Day 5 - *Grammar or essay instruction, *continue Measure for Measure (Arkangel audio or watch main monologues on YouTube)

Read Aloud - Family

- Day 1
- Day 2
- Day 3
- Day 4
- Day 5

Read Aloud - Older students

- Day 1
- Day 2
- Day 3
- Day 4
- Day 5

Afternoon Occupations:

- Day 1 - Bake Johnny Cakes, read Molly Pitcher
- Day 2 - *Locate Rome, Corinth, and Galatia on a Bible atlas map
- Day 3 - *Handicrafts
- Day 4 - *Practice geography skills outdoors
- Day 5 - *Nature walk, *Nature Journal

Week 4 Schedule

Subject	Day 1	Day 2	Day 3	Day 4	Day 5
<i>Student</i>					
<i>Math</i>					
<i>Modern Language</i>					
<i>Grammar</i>					
<i>Reading Instruction</i>					
<i>Latin</i>					
<i>Afternoon Occupations</i>					

Week 4 Notes

Delights from this week:

Concerns and habits to work on:

Gather for Upcoming Week:

Elementary: Gather art & handicraft supplies/recipe ingredients, print copywork

Middle: Assign new dictation; prepare timeline and/or mapwork.

Upper: Review reading selections and prep written narration/essay topics.

Supplies Needed:

Pre-reading Notes:

Miscellaneous Notes:

Student Planner Week 4

Student: _____

Subject	Day 1	Day 2	Day 3	Day 4	Day 5

Week 5 Schedule

Subject	Day 1	Day 2	Day 3	Day 4	Day 5
<i>Prayer</i>	Pray Washington's Prayer for America.				
<i>Bible</i>	1 John 1	1 John 2	1 John 3	1 John 4	1 John 5
<i>Memory Work</i>	Scripture	Poetry	Scripture	Poetry	Review previous memory work
<i>Beauty & Nature Loop</i>	Hymn Study: I Sing the Mighty Power of God	Art Selection 5: <i>General George Washington Resigning his Commission</i>	Folk Song: Yankee Doodle	Listen to: Quartet in G Major, Wq 95, H539 Discuss: C.P.E. Bach	Nature Study 5
<i>History/ Geography</i>	TCOO: Burgoyne's Campaign (Bemis Heights)		TCOO: Brandywine - Germantown - Valley Forge		TCOO: War on the Sea
<i>Language Arts/ Citizenship</i>		On Virtue Copywork	Poetry: On Virtue	On Virtue Copywork	
<i>Read Aloud</i>	*Secret Six Ch 27	*Johnny Tremain Ch 9, *Secret Six Ch 28	*Secret Six Ch 29-30	*Johnny Tremain Ch 10, *Secret Six Ch 31	*Secret Six Ch 32-33
<i>Afternoon Occupations</i>	Bake: Spoon Bread, Read: America: A Prophecy				*Nature journal *Nature walk

* Indicates suggested, but optional activities

Week 4 Plans

Dictation Passage

1 John 1: 5-10

5 This is the message we have heard from him and proclaim to you, that God is light, and in him is no darkness at all. 6 If we say we have fellowship with him while we walk in darkness, we lie and do not practice the truth. 7 But if we walk in the light, as he is in the light, we have fellowship with one another, and the blood of Jesus his Son cleanses us from all sin. 8 If we say we have no sin, we deceive ourselves, and the truth is not in us. 9 If we confess our sins, he is faithful and just to forgive us our sins and to cleanse us from all unrighteousness. 10 If we say we have not sinned, we make him a liar, and his word is not in us.

Bible (All Grades)

Read the daily chapters aloud to your family, middle and upper grade students may also read to themselves, and upper grade students can add in study from the [commentary on 1 John](#).

- Day 1 - 1 John 1
- Day 2 - 1 John 2
- Day 3 - 1 John 3
- Day 4 - 1 John 4
- Day 5 - 1 John 5

Memory Work (All Grades)

Utilize recitation (reading the selection out loud with feeling and enunciation), the provided copywork, and any other memory aids that help your children.

- Day 1 - Psalm 31:23-24
- Day 2 - Flawless His Heart
- Day 3 - Psalm 31:23-24
- Day 4 - Flawless His Heart
- Day 5 - Review past memory work

Beauty and Nature Loop (All Grades)

- Day 1 - Sing I Sing the Mighty Power of God. Focus on remembering the 2nd verse.
- Day 2 - Discuss John Trumbull biography and study the art selection General George
 - Washington Resigning His Commission
- Day 3 - Review and sing Yankee Doodle
- Day 4 - Listen to Quartet in G Major, Wq 95, H539 Discuss C.P.E. Bach
- Day 5 - Nature Study - read the two nature study cards from your lesson book and add them into your nature journal if desired

History and Geography

All Grades: Read the daily chapters aloud to your family, middle and upper grade students may also read to themselves.

- Day 1 - TCOO: Burgoooyne's Campaign (Bemis Heights)
- Day 2 - *Optional picture book The Boston Tea Party by Russell Freedman
- Day 3 - TCOO: Brandywine, Germantown, Valley Forge
- Day 4 - *Optional reading Ben & Me ch. 12-13
- Day 5 - TCOO: War on the Sea, *Enter notes into Book of Centuries

Middle Grades: Complete the daily readings and narrate as assigned

- Day 1 - Ethan Allen and the Green Mountain Boys by Brown, Ch. 9
- Day 2 - Traitor by Jean Fritz, Ch. 10
- Day 3 - *Optional Drive Thru History: Discovering America's Founders Benjamin Franklin
- Day 4 - Traitor, Ch. 11
- Day 5 - Ethan Allen and the Green Mountain Boys by Brown, Ch. 10

Upper Grades: Read the daily chapters and record assigned narrations.

- Day 1 - Benjamin Franklin: An American Life by Walter Isaacson Ch. 12
- Day 2 - Understanding the Constitution by David Gibbs Ch. 10, *History Notebook
- Day 3 - Benjamin Franklin: An American Life Ch. 13
- Day 4 - Begin preparing for exams
- Day 5 - Benjamin Franklin: An American Life Ch. 14, *History Notebook

Language Arts and Citizenship

Elementary:

- Day 1 - Practice recitation for exams.
- Day 2 - On Virtue primary copywork
- Day 3 - Poetry: On Virtue
- Day 4 - On Virtue copywork
- Day 5 - *Optional grammar instruction, *Children's Plutarch

Middle Grades:

- Day 1 - Practice recitation for exams
- Day 2 - On Virtue cursive copywork or *Dictation
- Day 3 - Poetry: On Virtue
- Day 4 - On Virtue copywork or *Dictation
- Day 5 - *Grammar instruction, *Plutarch

Upper Grades:

- Day 1 - Read His Excellency George Washington and write a narration
- Day 2 - Transcribe On Virtue or *Dictation
- Day 3 - Poetry: On Virtue, *write a reflection on the poem
- Day 4 - *Transcribe On Virtue or *Dictation
- Day 5 - *Grammar or essay instruction, *Continue Plutarch

Read Aloud - Family

- Day 1
- Day 2
- Day 3
- Day 4
- Day 5

Read Aloud - Older students

- Day 1
- Day 2
- Day 3
- Day 4
- Day 5

Afternoon Occupations:

- Day 1 - Bake Spoon Bread, read America: A Prophecy
- Day 2 - *Watch animated version of Ben & Me
- Day 3 - *Handicrafts
- Day 4 - *Practice geography skills outdoors
- Day 5 - *Nature walk, *Nature Journal

Week 5 Schedule

Subject	Day 1	Day 2	Day 3	Day 4	Day 5
<i>Student</i>					
<i>Math</i>					
<i>Modern Language</i>					
<i>Grammar</i>					
<i>Reading Instruction</i>					
<i>Latin</i>					
<i>Afternoon Occupations</i>					

Week 5 Notes

Delights from this week:

Concerns and habits to work on:

Gather for Upcoming Week:

Elementary: Gather art & handicraft supplies/recipe ingredients, print copywork

Middle: Assign new dictation; prepare timeline and/or mapwork.

Upper: Review reading selections and prep written narration/essay topics.

Supplies Needed:

Pre-reading Notes:

Miscellaneous Notes:

Student Planner Week 5

Student: _____

Subject	Day 1	Day 2	Day 3	Day 4	Day 5

Week 6 Schedule

Subject	Day 1	Day 2	Day 3	Day 4	Day 5
<i>Prayer</i>	Pray Washington's Prayer for America.				
<i>Bible</i>	2 John	3 John	Jude	Psalms 119:45, John 8:32, 36	Isaiah 61:1, Acts 13:39
<i>Memory Work</i>	Scripture	Poetry	Scripture	Poetry	Review previous memory work
<i>Beauty & Nature Loop</i>	Hymn Study: I Sing the Mighty Power of God	Art Selection 6: <i>The Death of General Warren at the Battle of Bunker's Hill</i>	Folk Song: Yankee Doodle	Listen to: Quartet in A Minor, Wq 93: II. Largo e sostenuto, Discuss: C.P.E. Bach	Nature Study 6
<i>History/ Geography</i>	TCOO: The Battle of Monmouth		TCOO: The Story of a Great Crime		TCOO: A Turning Point in the World's History
<i>Language Arts/ Citizenship</i>		On Imagination Copywork	Poetry: On Imagination	On Imagination Copywork	
<i>Read Aloud</i>	*Secret Six Ch 34	*Johnny Tremain Ch 11, *Secret Six Ch 35-36	*Secret Six Ch 37	*Johnny Tremain Ch 12, *Secret Six Ch 38	*Secret Six Ch 39-40, Afterward
<i>Afternoon Occupations</i>	Bake: Blackberry Fool, Read Aloud: A Fine Dessert			Handicraft: 9 Men's Morris Game	*Nature journal *Nature walk

Week 6 Plans

Dictation Passage

“Preamble” of the Declaration of Independence

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed. That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shown that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same Object evinces a design to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security.

Bible (All Grades)

Read the daily chapters aloud to your family, middle and upper grade students may also read to themselves, and upper grade students can add in study from the [commentary on 1 John](#).

- Day 1 - 2 John
- Day 2 - 3 John
- Day 3 - Jude
- Day 4 - Psalm 119:45, John 8:32, 36
- Day 5 - Isaiah 61:1, Acts 13:39

Memory Work (All Grades)

Utilize recitation (reading the selection out loud with feeling and enunciation), the provided copywork, and any other memory aids that help your children.

- Day 1 - Psalm 31:23-24
- Day 2 - Flawless His Heart
- Day 3 - Psalm 31:23-24
- Day 4 - Flawless His Heart
- Day 5 - Review past memory work

Beauty and Nature Loop (All Grades)

- Day 1- Sing I Sing the Mighty Power of God. Focus on remembering the 3rd verse.
- Day 2: Discuss John Trumbull biography and study the art selection Death of General
 - Warren at the Battle of Bunker's Hill
- Day 3: Review and sing Yankee Doodle
- Day 4: Listen to Quartet in A Minor, Wq 93: II. Largo e sostenuto
- Day 5: Nature Study - read the two nature study cards from your lesson book and add them into your nature journal if desired

History and Geography

All Grades: Read the daily chapters aloud to your family, middle and upper grade students may also read to themselves.

- Day 1 - TCOO: The Battle of Monmouth
- Day 2 - *Optional picture book Early American Christmas by Tomie dePaola
- Day 3 - TCOO: The Story of a Great Crime
- Day 4 - *Optional reading Ben & Me ch. 14-15
- Day 5 - TCOO: A Turning Point of the Worlds History, *Enter notes into Book of Centuries

Middle Grades: Complete the daily readings and narrate as assigned

- Day 1 - Ethan Allen and the Green Mountain Boys by Brown, Ch. 11
- Day 2 - Traitor by Jean Fritz, Ch. 12
- Day 3 - *Optional Drive Thru History: Discovering America's Founders Other Founders
- Day 4 - Discussion in preparation for exams or exams
- Day 5 - Exams

Upper Grades: Read the daily chapters and record assigned narrations.

- Day 1 - Benjamin Franklin: An American Life by Walter Isaacson Ch. 15
- Day 2 - Understanding the Constitution: Conclusion, *History Notebook
- Day 3 - Benjamin Franklin: An American Life Ch. 16
- Day 4 - Prepare for or begin exams
- Day 5 - Benjamin Franklin: An American Life Ch. 17-18, *History Notebook

Language Arts and Citizenship

Elementary:

- Day 1 - Practice recitation for exams.
- Day 2 - On Imagination primary copywork
- Day 3 - Poetry: On Imagination
- Day 4 - On Imagination copywork
- Day 5 - *Optional grammar instruction, *Narrate Children's Shakespeare

Middle Grades:

- Day 1 - Practice recitation for exams
- Day 2 - On Imagination cursive copywork or *Dictation
- Day 3 - Poetry: On Imagination
- Day 4 - On Imagination Copywork or *Dictation
- Day 5 - *Grammar instruction, *Narrate Shakespeare Measure for Measure

Upper Grades:

- Day 1 - Read His Excellency George Washington and write a narration
- Day 2 - Transcribe On Imagination or *Dictation
- Day 3 - Poetry: On Imagination, *Write a reflection on the poem
- Day 4 - *Transcribe On Imagination or *Dictation
- Day 5 - *Grammar or essay instruction, *Continue Measure for Measure

Read Aloud - Family

- Day 1
- Day 2
- Day 3
- Day 4
- Day 5

Read Aloud - Older students

- Day 1
- Day 2
- Day 3
- Day 4
- Day 5

Afternoon Occupations:

- Day 1 - Make Blackberry Fool, read *A Fine Dessert
- Day 2 - *prepare for exams
- Day 3 - *Handicrafts
- Day 4 - *Make 9 Men's Morris travel game
- Day 5 - *Nature walk, *Nature Journal

Week 6 Schedule

Subject	Day 1	Day 2	Day 3	Day 4	Day 5
<i>Student</i>					
<i>Math</i>					
<i>Modern Language</i>					
<i>Grammar</i>					
<i>Reading Instruction</i>					
<i>Latin</i>					
<i>Afternoon Occupations</i>					

Week 6 Notes

Delights from this week:

Concerns and habits to work on:

Gather for Upcoming Week:

Elementary: Gather art & handicraft supplies/recipe ingredients, print copywork

Middle: Assign new dictation; prepare timeline and/or mapwork.

Upper: Review reading selections and prep written narration/essay topics.

Supplies Needed:

Pre-reading Notes:

Miscellaneous Notes:

Student Planner Week 6

Student: _____

Subject	Day 1	Day 2	Day 3	Day 4	Day 5

6-Weeks End Exam Questions

Elementary (Grades 1-3)

- Tell a story from the life of George Washington.
- What happened at the Boston Tea Party?
- Recite a poem or Scripture you memorized this term.
- Draw and label a plant or animal you studied in nature study.
- Copy a favorite sentence from your reading book.
- Tell what you remember about the Declaration of Independence.
- Tell a story from Johnny Tremain.
- Sing a verse from Yankee Doodle.

Middle Grades (Grades 4-7)

- Describe your favorite picture study this term. Draw a part of the picture.
- Describe the events at Lexington and Concord.
- What led to the signing of the Declaration of Independence?
- Write a written narration from your literature reading.
- Explain what you learned in geography/mapwork about the colonies.
- Compare two Revolutionary War battles and their outcomes.
- Choose a handicraft activity you enjoyed and demonstrate it.
- Write a dictation from a passage chosen by your parent

Upper Grades (Grades 8-12)

- Write an essay comparing the perspectives of Loyalists and Patriots.
- Write a reflection on how a virtue studied this term applies to today.
- Analyze how geography influenced the outcome of the Revolutionary War.
- Narrate a key scene from your literature or biography reading.
- Write a reflection on a Bible passage studied this term and its application to liberty.
- Discuss the influence of the composer or artist studied this term.
- Present a short research paragraph on a Revolutionary leader not covered in readings.
- Translate a short phrase from your modern language studies and explain its meaning.
- Tell 3 major events of Ben Franklin's life.
- Explain the concept that "government was God's idea" and how it relates to the founding of America.

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