

Dialectic Sample Lesson Plan for Week 22 of Year 2 Redesigned

On the following pages, you will find one set of sample lesson plans for Week 22. If you have a copy of Year 2 Redesigned, we recommend that you print out this lesson plan and compare it with the Reading Assignment Chart (page 4) and the Weekly Overview Charts (pages 6-7). If you don't own Year 2 yet, you can access this week-plan's pages through the Sail to the New World CD or webpage and either print them out or look at them digitally.

For Week 22, we have taken the weekly assignments from *Tapestry* week-plan pages 4, 6, and 7 and broken them down into daily assignments. This is to show you how you might distribute assignments in a given week. Please note carefully the following:

- » Each family is different! You can always pick and choose, and tailor each week-plan to your family's individual needs.
- » We have only planned *Tapestry* subjects. You would need to add Math, Science, Logic, and Foreign Language lessons to your week, if desired.
- » We have listed *all possible* disciplines, but your family may not want to do many of them. *Tapestry* plans are educational buffets from which one fills a plate each week. NO ONE FAMILY DOES ALL THE POSSIBLE ACTIVITIES LISTED in our plans.

Layout

The sample lesson plans are written for you, the teacher, to read. We have left blank any squares where there is no *Tapestry* work given. Work that students can do independently is shown in **black ink**. Work that requires your direct supervision or participation is shown in **dark blue** ink. Well trained and diligent Dialectic students are fluent readers, and can do many hands-on activities independently. Teacher involvement mainly consists of helping the student plan his weekly schedule, providing appropriate resources and accountability, and holding a few periodic classes each week. As with all learning levels, weekly instruction in Writing and correction of papers is also an essential role for you with *Tapestry* studies.

Pacing

Tapestry plans are written such that a family with high school students can complete all of world history, geography, literature, church history, fine arts, etc. in one four-year rotation. Many families who do not yet have a high school student choose to slow the pace of *Tapestry* week-plans down to half-pace. Because Dialectic students are preparing to enter high school, we do not recommend a half-pace approach for this learning level, so there is only a set of "regular pace" lesson plans. If, for the sake of younger students or because of disabilities you wish to slow the pace, it is easy to do. Compare these lesson plans with the half-pace ones for Upper Grammar students, and you'll quickly see how easily it's done.

Please note that we suggest that you plan to go at the pace of your oldest student. Therefore, if you have a Rhetoric student that needs to earn a credit, he will need to go at regular pace, so we suggest that your younger students also proceed at regular pace. This will keep the whole family studying together, which is a major benefit of *Tapestry of Grace*.

	Monday	Tuesday	Wednesday	Thursday	Friday
History Reading	<input type="checkbox"/> Read <i>Our Island Story</i> , p. 459-474	<input type="checkbox"/> Read <i>Our Island Story</i> , p. 475-485 <input type="checkbox"/> Read <i>Courage and Conviction</i> , p. 195-208	<input type="checkbox"/> Discussion	<input type="checkbox"/> Read <i>This Country of Ours</i> , ch. XIX-XXI, XXXI, XXXIII	<input type="checkbox"/> Read <i>This Country of Ours</i> , ch. XXXVI-XXXIX, XLII, XLV
History Activities	<input type="checkbox"/> Answer any thinking/accountability questions possible	<input type="checkbox"/> Finish thinking/accountability questions <input type="checkbox"/> Add to timeline	<input type="checkbox"/> Read <i>Colonial Living</i> , p. 24-46 (stop at "Wool Production") <input type="checkbox"/> Find New England and Chesapeake Bay landforms <input type="checkbox"/> Locate early settlements	<input type="checkbox"/> Continue memorizing original 13 colonies <input type="checkbox"/> Study for quiz	<input type="checkbox"/> Answer any Week 23 thinking/accountability questions possible <input type="checkbox"/> Quiz
Literature	<input type="checkbox"/> Read <i>Dangerous Journey</i> , ch. 1	<input type="checkbox"/> Read <i>Dangerous Journey</i> , ch. 2	<input type="checkbox"/> Read <i>Dangerous Journey</i> , ch. 3	<input type="checkbox"/> Read <i>Dangerous Journey</i> , ch. 4	<input type="checkbox"/> Complete literature worksheet for <i>Dangerous Journey</i> <input type="checkbox"/> Discuss as necessary
Writing		<input type="checkbox"/> Grade 7: Do any prewriting for report <input type="checkbox"/> Grade 8: Do any prewriting for essay	<input type="checkbox"/> Grade 6 & 9: Discuss play with teacher <input type="checkbox"/> Grade 7: Do a rough draft of report <input type="checkbox"/> Grade 8: Do a rough draft of essay	<input type="checkbox"/> Grade 6 & 9: Edit and revise play using teacher's advice <input type="checkbox"/> Grade 7: Do any editing or revising of report <input type="checkbox"/> Grade 8: Do any editing or revising of essay	<input type="checkbox"/> Grade 6 & 9: Make any final revisions to play <input type="checkbox"/> Grade 7: Complete final copy of report <input type="checkbox"/> Grade 8: Complete final copy of essay
Arts/Activities	<input type="checkbox"/> Read <i>More Than Moccasins</i> , p. 9-16, 24-26 for project ideas <input type="checkbox"/> Choose project for the week and gather supplies.	<input type="checkbox"/> Continue long-term project	<input type="checkbox"/> Continue long-term project	<input type="checkbox"/> Make parfleche	<input type="checkbox"/> Look ahead to next week's activities and buy supplies over weekend
Worldview			<input type="checkbox"/> Read <i>The Church in History</i> , ch. 31 (sections 5-7) and answer questions	<input type="checkbox"/> Read <i>The Church in History</i> , ch. 32 (sections 1-7), ch. 39 (section 1), ch 41 (sections 5-6) and answer questions	<input type="checkbox"/> Discuss as necessary