

## Rhetoric Sample Lesson Plan for Week 21 of Year 2 Redesigned

On the following pages, you will find one set of sample lesson plan for Week 21. 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 21, 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* discipline, 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 Rhetoric 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. Because Rhetoric students are preparing to enter college, we do not recommend a half-pace approach for this learning level, so there is only a set of "regular pace" lesson plans. However, please note that Rhetoric Literature plans provide, on the *Loom* disc, charts that guide you in paring down Literature assignments for students who do not wish to have a full credit in Literature, but plan to combine Literature with Composition in one English Credit. (For more information on credits, see the *Loom* as well.) 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>The Age of Religious Wars, 1559-1715</i> , p. 103-151	<input type="checkbox"/> Read <i>The Age of Religious Wars, 1559-1715</i> , p. 208-212, 214-216	<input type="checkbox"/> Discussion	<input type="checkbox"/> Read <i>The Colonial Period: 1607-1750</i> , p. 101-110	<input type="checkbox"/> Read <i>The Colonial Period: 1607-1750</i> , p. 111-118
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"/> Find places in New England <input type="checkbox"/> Study climate of New England <input type="checkbox"/> Study crops of New England in Pilgrim times	<input type="checkbox"/> Do Jamestown/Plymouth worksheet <input type="checkbox"/> Study for quiz	<input type="checkbox"/> Answer any Week 22 thinking/ accountability questions possible <input type="checkbox"/> Quiz
Government			<input type="checkbox"/> Read <i>Mayflower Compact: A Model of Christian Charity; Massachusetts Body of Liberties</i>	<input type="checkbox"/> Answer government questions	<input type="checkbox"/> Discussion
Literature	<input type="checkbox"/> Read assignment in SAPs. <input type="checkbox"/> Read <i>Pilgrim's Progress</i> , p. 3-21. Answer questions as you go along.	<input type="checkbox"/> Read <i>Pilgrim's Progress</i> , p. 22-43. Answer questions as you go along.	<input type="checkbox"/> Read <i>Pilgrim's Progress</i> , p. 44-60. Answer questions as you go along.	<input type="checkbox"/> Read <i>Pilgrim's Progress</i> , p. 61-85 <input type="checkbox"/> Finish all questions.	<input type="checkbox"/> Discussion with teacher
Writing	<input type="checkbox"/> Grade 12: Read about character sketches	<input type="checkbox"/> Grade 9: Begin drafting lines for actors <input type="checkbox"/> Grade 10: Do any prewriting for essay <input type="checkbox"/> Grade 11: Begin rough draft of short story <input type="checkbox"/> Grade 12: Write a character sketch	<input type="checkbox"/> Grade 9: Continue drafting lines for actors <input type="checkbox"/> Grade 10: Do a rough draft of essay <input type="checkbox"/> Grade 11: Continue rough draft of short story <input type="checkbox"/> Grade 12: Write another character sketch	<input type="checkbox"/> Grade 10: Do any editing or revising of essay <input type="checkbox"/> Grade 11: Self-proof short story	<input type="checkbox"/> Grade 9: Finish drafting lines for actors <input type="checkbox"/> Grade 10: Complete final copy of essay <input type="checkbox"/> Grade 11: Teacher critique of short story draft <input type="checkbox"/> Grade 12: Write a third character sketch
Arts/ Activities	<input type="checkbox"/> Read <i>Music: An Appreciation</i> , p. 92-97				
World-view	<input type="checkbox"/> Read <i>Church History in Plain Language</i> , p. 291-296 (stop at "Attack Upon the Lord's Anointed") and answer questions	<input type="checkbox"/> Read <i>Worldly Saints</i> , Foreword, Preface, ch. 1-4 and answer questions	<input type="checkbox"/> Read <i>The Story of Philosophy</i> , p. 83-89	<input type="checkbox"/> Read <i>Pageant of Philosophy</i> supplement: <i>Descartes's Deductions</i>	<input type="checkbox"/> Discussion