

Rhetoric Sample Lesson Plan for Week 22 of Year 2 Redesigned

On the following pages, you will find one set of sample lesson plan 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* 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. 152-178 (stop at "France Under Louis XIV")	<input type="checkbox"/> Read <i>The Age of Religious Wars, 1559-1715</i> , p. 236-240 (stop at "Hobbes")	<input type="checkbox"/> Discussion	<input type="checkbox"/> Read <i>The Colonial Period: 1607-1750</i> , p. 119-129	<input type="checkbox"/> Read <i>The Colonial Period: 1607-1750</i> , p. 130-134
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 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
Government		<input type="checkbox"/> Read <i>Fundamental Orders of Connecticut; Petition of Right</i>	<input type="checkbox"/> Read <i>Abolition of the Star Chamber; English Bill of Rights</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. 85 (middle) – 103 (middle). Answer questions as you go along.	<input type="checkbox"/> Read <i>Pilgrim's Progress</i> , p. 103-120. Answer questions as you go along.	<input type="checkbox"/> Read <i>Pilgrim's Progress</i> , p. 121-137 (top). Answer questions as you go along.	<input type="checkbox"/> Read <i>Pilgrim's Progress</i> , p. 137-155 <input type="checkbox"/> Finish all questions.	<input type="checkbox"/> Discussion with teacher
Writing	<input type="checkbox"/> Grade 10: Read about writing biographies	<input type="checkbox"/> Grade 10: Choose subject for biography <input type="checkbox"/> Grade 12: Begin rough draft of historical fiction, researching as needed	<input type="checkbox"/> Grade 9: Discuss play with teacher <input type="checkbox"/> Grade 10: Decide type of biography and plan biography <input type="checkbox"/> Grade 11: Do any final edits to short story <input type="checkbox"/> Grade 12: Continue rough draft of historical fiction	<input type="checkbox"/> Grade 9: Edit and revise play using teacher's advice <input type="checkbox"/> Grade 10: Begin reading and taking notes for biography <input type="checkbox"/> Grade 11: Add any illustrations to story <input type="checkbox"/> Grade 12: Research	<input type="checkbox"/> Grade 9: Make any final revisions to play <input type="checkbox"/> Grade 10: Continue reading and taking notes for biography <input type="checkbox"/> Grade 11: Print clean copy of story and make cover <input type="checkbox"/> Grade 12: Finish rough draft of historical fiction
Arts/Activities	<input type="checkbox"/> Read <i>The Story of Painting</i> , p. 404-423	<input type="checkbox"/> Read <i>Music: An Appreciation</i> , p. 98-102 (stop at "Music in Baroque Society")	<input type="checkbox"/> Read <i>The Story of Architecture</i> , p. 78-85, 90-91		
World-view	<input type="checkbox"/> Read <i>Church History in Plain Language</i> , p. 296-299 and ch. 33 and answer questions	<input type="checkbox"/> Read <i>Worldly Saints</i> , p. 73-115 (middle) and answer any questions possible	<input type="checkbox"/> Read <i>Worldly Saints</i> , p. 115-155 and answer questions	<input type="checkbox"/> Read <i>Foxe's Book of Martyrs</i> , p. 297-314 <input type="checkbox"/> Read <i>Pageant of Philosophy</i> supplement: <i>Pascal's Wager</i>	<input type="checkbox"/> Discussion