

TAPESTRY *of* GRACE

simple start guide



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An introduction to *Tapestry*

What is *Tapestry*?

Tapestry of Grace is a homeschool curriculum: a plan of study that helps parents provide a Christian, classical education using a guided unit study approach, with the history of the world as the core organizational theme. From Grades K–12, all students cycle through world history every four years, with all ages studying the same slice of history each week, each at their own learning level. Detailed lesson plans and discussion outlines enable parents to be their children’s primary teachers and mentors and to shape their students’ biblical worldviews.

Tapestry covers the humanities: history, church history, literature, geography, fine arts, government, philosophy, and writing & composition. *Tapestry* does not include a phonics program, science, math, grammar, spelling, or foreign language. Lampstand Press does, however, recommend and sell complementary logic, spelling, and grammar programs.

Week to week, *Tapestry* integrates all subjects: people, events, and movements are studied in the time period in which they were most influential. Lessons are presented from all modalities: visual, auditory, and tactile. For younger children, a variety of hands-on ideas are provided each week. A range of educational options are presented, from which students and parents choose the best content and quantity for their unique families. Although the teacher is in control of the students’ assignments, rich weekly studies are always provided for each individual family.

Philosophy of Education

Tapestry of Grace exists to help parents discern the threads and patterns in the *Tapestry* of time woven by God in ages past. Through the study and discussion of chronological history, we teach our children the facts, thoughts, and experiences of humankind in the order that they unfolded. This organizational framework encompasses most of what our children need to learn. After all, everything we want to teach them happened in history!

Using components of Classical Education, resources are arranged for learning levels — stages, not ages. This method moves busy teaching parents from solely administering their homeschools to becoming their children’s teachers; the crucial Christian worldview training, for which most parents embark on homeschool journeys, is put back where it always belonged — in their hands!

All subjects are interrelated (since they all come from the hand of God), but they need not all be studied at the same level at all times. God’s story is simultaneously simple and complex.

Parents can successfully teach humanities subjects to all of their children simultaneously because the content has been well organized. Also, remember that content is not the only thing — not even the primary thing — being taught. Parents are primarily seeking to make disciples of their children and secondarily to give them skills that will enable them to succeed at whatever God may call them to do in His service.

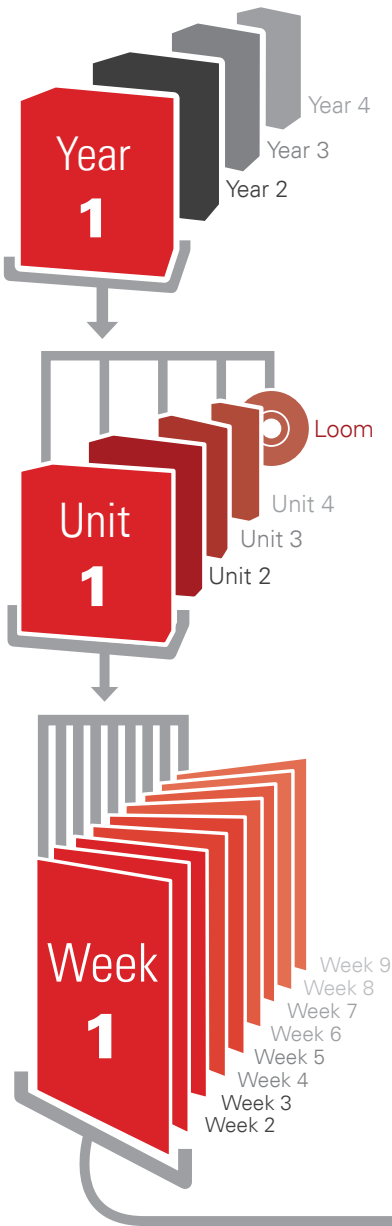
The structure of *Tapestry*

What is a year-plan?

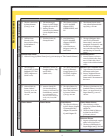
4 YEAR-PLANS take your family through the whole of recorded human history in a 4-year cycle, meaning that in a 12-year education, all of history is surveyed 3 times, at higher and higher levels of understanding.

4 UNITS & THE LOOM make up each year-plan of *Tapestry*. Units divide the year's work into more manageable amounts. The *Loom* is a collection of documents which contains materials that apply to the year-plan as a whole, such as the Introduction and forms and resources you'll find useful all year round.

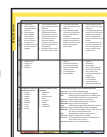
9 WEEK-PLANS make up most *Tapestry* units (some have 8 or 10). Week-plans are the actual weekly study plan and tools that your family will use to homeschool.



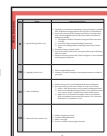
THREADS provide the main emphases of the week at a glance and offer the teacher objective goals so necessary to unit study. Threads also list page numbers for easy reference to teacher's notes within each week-plan.



READING ASSIGNMENT CHARTS are organized on four learning levels so that all students are reading about the same historical topic, but using resources specially chosen for their reading ability and level of comprehension.



WEEKLY OVERVIEW CHARTS show you the week at a glance for all suggested activities except reading. They are written to the students to encourage independent planning, but you are the teacher and will be able to guide the student's choices each week.



WRITING ASSIGNMENTS are organized into 12 levels to keep your students challenged at their own levels! Assignments cover a wide range of genres to give you a rich writing program, while remaining tied into the content of each week's history topic.



STUDENT ACTIVITY pages detail assignments mentioned in the Weekly Overview Pages. Activities, discussion questions, geography assignments and more are all spelled out here, and addressed to the student.



PAGEANT OF PHILOSOPHY is the unique way we approach philosophy throughout history ... and have fun doing it! Enjoying a play format, students and parents follow the adventures of Simplicio, the questioner, as he dialogues with the famous minds of the ages.



TEACHER'S NOTES supply detailed information by discipline. You learn in summary what your children are reading about in detail. Because you are "in the know," you can be the teacher every week while streamlining your preparation time.



SUPPLEMENTS contain bonus information that will benefit your student, and are not included in all weeks. They can include anything, from in-depth articles to extra instructions for extended projects.

What is the *Loom*?

The *Loom* is a collection of documents that apply to more than just one week-plan. On the *Loom*, you'll find...

- » **Summer reading list:** assignments for students to complete before starting the first unit of each year-plan
- » An important **Year-Plan Introduction**, with in-depth information about our philosophy of education and many useful tips for getting started with your new curriculum
- » Digital copies of all the **Student Activity Pages** in your printed manual, so that you can print out work pages, instructions, or student questions as many times as they are needed week to week or year to year
- » Digital copies of all **Supplements:** print and use as needed, or access digitally
- » Digital resources provide important helps for teaching rhetoric-level **Literature**
- » Extra **hands-on activity helps** for some projects
- » **Writing Level Overview:** a helpful tool for placing your students in the proper writing level at the start of the year.
- » Detailed information for figuring out how to give **high school credits** for *Tapestry* work, or write a transcript
- » The **Book Updates Index**, which offers information on replacement books in case the ones listed in your curriculum become unavailable, as well as updated reading assignment charts.

If your *Tapestry* plan is in development, your version of the *Loom* is available only at the *Tapestry* website until year-plan redesign is completed.

What is a week-plan?

What is a week-plan? It's a plan of study for one typical school week, based on the pace that a high school student must keep in order to cover all of world history, literature, church history, government, philosophy, and arts in a four-year time frame.

Remember, you are the teacher! *Tapestry* is your tool, not your master. Each week-plan presents a veritable educational buffet of options: reading assignments, activities, questions to answer, writing assignments, and more! What does all this mean? As with any buffet, you simply can't eat it all. You *must* customize this curriculum to *your* unique family. No one student will do all the suggested reading and activities.

How do you choose? This is a question that many teachers ask. The answer is, "you just have to try it." While reviewing this Simple Start Guide will give you confidence to begin, you'll gain far more expertise at customizing *Tapestry* by simply starting school with your first week-plan and learning to tweak as you go! Be patient with yourself and your students. It takes time to learn new ways of doing school. But the rewards are worth the effort!

Colors have meanings! Look at the top of each page to check the section of the week-plan:

Threads

Overview/Reading Assignments

Writing Assignments

Student Activity Pages

Pageant of Philosophy

Teacher's Notes

Supplements

Look at the bottom of charts and Student Activity Pages to see learning level indicators:



The week-plan

What are learning levels?

Most *Tapestry* assignments are divided into four distinct learning levels. These levels roughly correspond with certain age ranges, but are broad enough that you can adjust your student up and down as suits his individual development.



LOWER GRAMMAR

- Non-fluent reader
- Approximately grades K–3
- Enjoys learning basic facts



UPPER GRAMMAR

- Independent reader
- Approximately grades 3–6
- Enjoys memorizing concrete, sequential facts



DIALECTIC

- Reads to learn
- Approximately grades 6–9
- Enjoys making connections and learning to debate



RHETORIC

- Reads the Great Books
- Approximately grades 9–12
- Enjoys analyzing and synthesizing ideas and arguments

The overlap of grade levels is intentional. Students develop at different rates, while traditional grade levels are tied to chronological ages. Remember, *Tapestry* is designed for **stages, not ages**.

Threads

The first two or three pages of each week-plan are designed to provide teachers with the main emphases of the week-plan. Threads offer objective goals for the week so that you are assured that you've covered the right amount of information for the week.

24	
DISSENTERS IN AMERICA AND THE AGE OF REASON	
TEACHING OBJECTIVES: CORE SUBJECTS	
Threads: History	Teacher's Notes, p. 28-45
Lower Grammar	<ul style="list-style-type: none"> Study the early histories of Pennsylvania and Delaware. Learn about the founder of Pennsylvania, William Penn. Read about Quakers and learn some basic information about their beliefs.
Upper Grammar	<ul style="list-style-type: none"> Study the early histories of Pennsylvania and Delaware. Learn about the founder of Pennsylvania, William Penn. Read about how the desire to worship God freely was one reason for the founding of Pennsylvania. Introduce James II and the Glorious Revolution.
Dialectic	<ul style="list-style-type: none"> Learn about the founding of the Quaker colony, Pennsylvania. Because this colony originally included land that became Delaware, learn also about the founding of Delaware. Read about the reigns of James II, William and Mary, and the Glorious Revolution. Learn how Scotland and England joined their Parliaments to become Great Britain during Queen Anne's reign. See how both countries were represented in a new flag.
Rhetoric	<ul style="list-style-type: none"> Learn about the founding of the Quaker colony, Pennsylvania. Because this colony originally included land that became Delaware, learn also about the founding of Delaware. Continue learning about Louis XIV of France, studying events in Europe up until Louis's death in 1715. Read about the reigns of James II, William and Mary, and Anne of Great Britain. Learn about the War of the Grand Alliance (the Nine Years' War, also called King William's War in America) and the War of the Spanish Succession (also called Queen Anne's War in America), both of which established a new balance of power in western Europe. Study the Great Northern War in eastern Europe, in which Leopold I, young Peter the Great, and the Swedish king, Charles XII, fought territorial wars to establish new hierarchies.
Threads: Writing	Writing Assignment Charts, p. 8-10
All Levels	<ul style="list-style-type: none"> Student assignments are found in the Writing Assignment Charts contained in this week-plan. Make sure your child writes every week! Teachers should consult <i>Writing Aids</i> or their choice of writing handbook each week for additional help in teaching the week's assignment.
Threads: Literature	Teacher's Notes, p. 45-52
All Levels	<ul style="list-style-type: none"> Teachers will find background information, discussion scripts, and answers to student worksheets or questions in the Teacher's Notes. Students should consult the Literature row of the Reading Assignment Charts for this week's recommended assignments. Optional worksheets for dialectic, upper grammar, and lower grammar students are found in the Student Activity Pages.

Note these key features:

- 1 The week-plan **title and number** are found here.
- 2 These colored page edges make **quick reference tabs**, so finding your place is easy once you learn the color codes (purple for Threads, yellow for Overview pages, etc!)
- 3 Threads are **divided by subject**, so you can quickly see your goals for each discipline.
- 4 **Colors on the left show learning levels:** red for lower grammar, gold for upper grammar, green for dialectic, and blue for rhetoric!
- 5 Quick lookup **page numbers** function as a table of contents for the Teacher's Notes in each week-plan. They mean you never need to go hunting for helps for teaching the week — we tell you just where to find them.

Reading Assignments

All students are reading about the same historical topic, but using resources specially chosen for their reading ability and level of comprehension. Weekly, the **Primary Page** provides families with all they will need for a week's reading assignments.

On the **Alternate or Extra Page** we list additional titles that may or may not be in print, in case you have trouble finding a recommended book or want to dig deeper into the subject matter. All of these books should be regarded as totally optional.

READING ASSIGNMENTS			
PRIMARY RESOURCES			
History Core <input type="checkbox"/> <i>The New Americans</i> by Remy Mastris (1970) p. 37-38 <input type="checkbox"/> <i>The Awakening of Europe</i> , by M.B. Sympie, chapters 18-43, 46-49 <input type="checkbox"/> <i>Making Thirteen Colonies</i> by Joy Hakim (1973) chapters 18-20, 28, 37	<input type="checkbox"/> <i>This Country of Ours</i> , by H.E. Marshall, chapters XXXV, XXXVII-XXXIV, and 32. <input type="checkbox"/> <i>Our Island Story</i> , by H.E. Marshall, chapters LXXXVI-LXXXIX. <input type="checkbox"/> <i>Anne Hutchinson: Religious Leader</i> by Beth Clark	<input type="checkbox"/> <i>The Colonial Period: 1607-1750</i> , edited by Brenda Stalcup (1973) p. 135-162. <input type="checkbox"/> <i>The Age of Religious Wars, 1519-1715</i> , by Richard S. Dunn (1940) p. 194 (second paragraph, on James II) - 198, 212-216 (stop at Religious Art), 242-246 (on Locke), and 258-269 (stop at "Press the Great")	<input type="checkbox"/> <i>Streams of Civilization, Volume 2</i> , by Garry I. Mace, p. 55-56 (section on Hobbes only), 105-107 (stop at "British-French Rivalry") <input type="checkbox"/> <i>Heritage of Freedom</i> , by Lewman, Thompson, and Grossendorf, p. 44-45 (stop at James Oglethorpe)
History in Depth <input type="checkbox"/> <i>William Penn: Founder of the Pennsylvania Colony</i> , by Bernadette L. Baczynski <input type="checkbox"/> <i>Freedom Seekers</i> , by George H. Swain	<input type="checkbox"/> <i>Our Island Story</i> , by H.E. Marshall, chapters LXXXVI-LXXXIX. <input type="checkbox"/> <i>Anne Hutchinson: Religious Leader</i> by Beth Clark	<input type="checkbox"/> <i>The Age of Religious Wars, 1519-1715</i> , by Richard S. Dunn (1940) p. 194 (second paragraph, on James II) - 198, 212-216 (stop at Religious Art), 242-246 (on Locke), and 258-269 (stop at "Press the Great")	<input type="checkbox"/> <i>Streams of Civilization, Volume 2</i> , by Garry I. Mace, p. 55-56 (section on Hobbes only), 105-107 (stop at "British-French Rivalry") <input type="checkbox"/> <i>Heritage of Freedom</i> , by Lewman, Thompson, and Grossendorf, p. 44-45 (stop at James Oglethorpe)
Suggested Read-Aloud <input type="checkbox"/> <i>Colonial Living</i> by Edwin Tunis (1917) p. 99-104 (stop at "The Coastal Colonies")	<input type="checkbox"/> <i>Blackburn Winter</i> by Douglas Wilson, chapters IX-XIII (Week 3 of 3) <input type="checkbox"/> <i>The Witch of Blackbird Pond</i> , by Elizabeth George Speare (IUV FICTON) chapters 1-5 (Week 1 of 5)	Government Executive <input type="checkbox"/> <i>Second Frontiers in Government</i> , by John Locke, chapters 1-3, and 5 (for Documents in Government Studies 2 C3)	<input type="checkbox"/> <i>Streams of Civilization, Volume 2</i> , by Garry I. Mace, p. 55-56 (section on Hobbes only), 105-107 (stop at "British-French Rivalry") <input type="checkbox"/> <i>Heritage of Freedom</i> , by Lewman, Thompson, and Grossendorf, p. 44-45 (stop at James Oglethorpe)
Language <input type="checkbox"/> <i>The Courage of Sarah Noble</i> , by Alice Dalgliesh (IUV FICTON) chapters 1-5 (Week 1 of 2)	<input type="checkbox"/> <i>Blackburn Winter</i> by Douglas Wilson, chapters IX-XIII (Week 3 of 3) <input type="checkbox"/> <i>The Witch of Blackbird Pond</i> , by Elizabeth George Speare (IUV FICTON) chapters 1-5 (Week 1 of 5)	Language and Comprehension Levels <input type="checkbox"/> "Age of Reason Framework" document on the Lower document on the Lower <input type="checkbox"/> Review "Medieval Framework" and "Renaissance Framework" documents on the Lower.	<input type="checkbox"/> <i>Streams of Civilization, Volume 2</i> , by Garry I. Mace, p. 55-56 (section on Hobbes only), 105-107 (stop at "British-French Rivalry") <input type="checkbox"/> <i>Heritage of Freedom</i> , by Lewman, Thompson, and Grossendorf, p. 44-45 (stop at James Oglethorpe)
Art and Activities <input type="checkbox"/> <i>Colonial Kids</i> , by Laurie Carlson (1973) p. 72-73, 78-79, 82-85, 103-108, 111-112. <input type="checkbox"/> <i>American Ready-To-Go</i> Introductory Lessons & Activities, by Della Bloom, sections 2.1, 2.2, 2.3, 2.4, 2.7, 2.9, 2.10, 2.11, 2.12, 2.13, 2.14, and 2.15	<input type="checkbox"/> <i>The Gift of Music</i> , by Jane Smith, chapter 3 <input type="checkbox"/> <i>More Than Moccasins</i> , by Laurie Carlson (1973) p. 103-108	<input type="checkbox"/> <i>The Story of Architecture</i> , by Jonathan Glazer (720) 86-87 <input type="checkbox"/> <i>Music: An Appreciation</i> , by Roger Kammen, p. 102-111, 132-144	<input type="checkbox"/> <i>Streams of Civilization, Volume 2</i> , by Garry I. Mace, p. 55-56 (section on Hobbes only), 105-107 (stop at "British-French Rivalry") <input type="checkbox"/> <i>Heritage of Freedom</i> , by Lewman, Thompson, and Grossendorf, p. 44-45 (stop at James Oglethorpe)
Church History <input type="checkbox"/> <i>The Church in History</i> by B.R. Kuiper, chapter 31 (sections 9-10), chapter 32 (section 8), and chapter 33	<input type="checkbox"/> <i>The Church in History</i> by B.R. Kuiper, chapter 31 (sections 9-10), chapter 32 (section 8), and chapter 33	Church History Executive <input type="checkbox"/> <i>Church History in Plain Language</i> , by Bruce Shelley, chapter 32 <input type="checkbox"/> <i>The Fox's Book of Martyrs</i> , by John Fox (1772 FICX) p. 275-297, 314-317	<input type="checkbox"/> <i>Streams of Civilization, Volume 2</i> , by Garry I. Mace, p. 55-56 (section on Hobbes only), 105-107 (stop at "British-French Rivalry") <input type="checkbox"/> <i>Heritage of Freedom</i> , by Lewman, Thompson, and Grossendorf, p. 44-45 (stop at James Oglethorpe)
Philosophy Executive <input type="checkbox"/> <i>Pageant of Philosophy</i> supplement: Locke's Experience <input type="checkbox"/> <i>The Story of Philosophy</i> , by Bryan Magee (180) p. 102-109	<input type="checkbox"/> <i>The Church in History</i> by B.R. Kuiper, chapter 31 (sections 9-10), chapter 32 (section 8), and chapter 33	Philosophy Executive <input type="checkbox"/> <i>Pageant of Philosophy</i> supplement: Locke's Experience <input type="checkbox"/> <i>The Story of Philosophy</i> , by Bryan Magee (180) p. 102-109	<input type="checkbox"/> <i>Streams of Civilization, Volume 2</i> , by Garry I. Mace, p. 55-56 (section on Hobbes only), 105-107 (stop at "British-French Rivalry") <input type="checkbox"/> <i>Heritage of Freedom</i> , by Lewman, Thompson, and Grossendorf, p. 44-45 (stop at James Oglethorpe)
Lower Grammar	Upper Grammar	Dialectic	Rhetoric

DISSENTERS IN AMERICA AND THE AGE OF REASON 24			
ALTERNATE OR EXTRA RESOURCES			
Language <input type="checkbox"/> <i>The Thirteen Colonies</i> , by Brendan January, p. 25-28 <input type="checkbox"/> <i>Amish Home</i> , by Raymond Hall (1973) <input type="checkbox"/> <i>Kings and Queens of England</i> , by John Green, p. 22-24	<input type="checkbox"/> <i>The Story of the World, Volume 2</i> , by Susan Wiese Bruce, chapters 15 (sections two and three), chapter 21 (first section only) <input type="checkbox"/> <i>The Kings & Queens of England & Scotland</i> , by Margaret Somers Fry (1941) p. 144-155	<input type="checkbox"/> <i>Streams of Civilization, Volume 2</i> , by Garry I. Mace, p. 55-56 (section on Hobbes only), 105-107 (stop at "British-French Rivalry") <input type="checkbox"/> <i>Heritage of Freedom</i> , by Lewman, Thompson, and Grossendorf, p. 44-45 (stop at James Oglethorpe)	<input type="checkbox"/> <i>Western Civilization (Combined Edition)</i> by Jackson L. Spickard, p. 422-425 (stop at Abolition), 427-440 (stop at European Culture), 473-478 (stop at Voltaire)
<input type="checkbox"/> <i>Just Plain Fancy</i> , by Patricia Polacco (IUV FICTON)	<input type="checkbox"/> <i>A Humble Life</i> , by Linda Outman High (I 811)	<input type="checkbox"/> <i>Maddeline Takes Command</i> , by Ethel C. Brill (Week 3 of 3)	<input type="checkbox"/> <i>Sweet Land of Liberty</i> , by Charles Coffin, chapters XX, XXII, XXIV, XXVI <input type="checkbox"/> <i>Birth of a New Physics</i> , by I. Bernard Cohen (330) chapters 1-5 (Week 2 of 2)
<input type="checkbox"/> <i>Kid! America</i> , by Steven Casey (I 745)	<input type="checkbox"/> <i>Native Americans (Make It Work)</i> by Andrew Husson (I 970) p. 34, 45	<input type="checkbox"/> <i>Gallops for Kids</i> , by Richard Fanchy (IUV BEO) chapter 4 <input type="checkbox"/> <i>Life as a Colonist</i> , by Bob Rybak, chapters 3-4	<input type="checkbox"/> <i>From Plato to Derrida</i> , by Forrest Baird and Walter Kaufmann, selection on Locke <input type="checkbox"/> <i>A History of Christianity in the United States and Canada</i> , by Mark Noll, p. 65-73, 86 (start at "The Early Eighteenth Century") <input type="checkbox"/> <i>Characters of the Reformation</i> , by Hilaire Belloc, chapters 21-24 <input type="checkbox"/> <i>Faith in the Age of Reason</i> , by Jonathan Hill, chapter 5
<input type="checkbox"/> <i>Where am I?</i> , by A.G. Smith (I 912) p. 66-68	<input type="checkbox"/> <i>Where am I?</i> , by A.G. Smith (I 912) p. 66-68	<input type="checkbox"/> <i>VIBRO: Man in the Iron Mask: Literary Masterpieces</i> (1977)	<input type="checkbox"/> <i>Where am I?</i> , by A.G. Smith (I 912) p. 66-68
Lower Grammar	Upper Grammar	Dialectic	Rhetoric

Primary Page 4

Alternate or Extra Page

- 1 Reading charts are **divided horizontally by subject**. You only need to assign books in disciplines that your student is covering!
- 2 **Read-alouds** add interest and more information to your week. Designed for grammar and dialectic levels to hear together, these book choices do not answer questions found in the Student Activity Pages. They simply promote "couch time" and provide a bigger glimpse into the time frame at hand.

- 3 Sometimes a chart block will have **no assignment** in certain subjects. This is fine!
- 4 Here on the **Primary Page** we have tried to assign a reasonable amount for an average student on that learning level to read in a week. But, you are the teacher! Assign as much or as little as is right for your student.

- 1 Many **old favorites** are listed here: take a look in your public library if you wish to supplement the primary resources we list. You may also want to check your own home bookshelves — many titles listed here are popular among home-schooling families.
- 2 The **history supplement** row lists optional books that are not guaranteed to answer questions from the Student Activity Pages. Enjoy these optional books if you are expanding your week.

- 3 There are no worksheets or helps available for these titles, but they do provide **excellent alternatives** if you have already read the primary suggestions.
- 4 These **activity books** are easily substituted for those listed on the primary page.
- 5 Supplemental **world-view assignments** offer greater depth and help with church history studies or praying for unreached peoples.

Overview

Weekly, these two charts show the student all of his options (except reading and writing assignments) at a glance. They are written to the students to encourage independent planning, but you are the teacher and will be able to guide the student's choices each week.

WEEKLY OVERVIEW			
Student Tasks <input type="checkbox"/> Learn about the founding of Pennsylvania and Delaware. <input type="checkbox"/> Enjoy learning about William Penn and his involvement in the new colony of Pennsylvania. <input type="checkbox"/> Read about some of the basic beliefs of Quakers.	<input type="checkbox"/> Learn about the founding of Pennsylvania and Delaware. <input type="checkbox"/> Enjoy learning about William Penn and his involvement in the new colony of Pennsylvania. <input type="checkbox"/> Read about how the desire for religious freedom was one reason that Quakers settled in Pennsylvania. Introduce James II and the Glorious Revolution.	<input type="checkbox"/> Learn about the founding of Pennsylvania and Delaware. <input type="checkbox"/> Learn about the reigns of James II, William and Mary, and the Glorious Revolution. <input type="checkbox"/> Learn how Scotland and England joined their Parliaments to become Great Britain during Queen Anne's reign.	<input type="checkbox"/> Learn about the founding of Pennsylvania and Delaware. <input type="checkbox"/> Continue learning about Louis XIV of France and read about the reign of James II, William and Mary, and Anne in Great Britain. <input type="checkbox"/> Learn about the War of the Grand Alliance, the War of the Spanish Succession, and the Great Northern War.
1			
Project <input type="checkbox"/> William Penn <input type="checkbox"/> George Fox <input type="checkbox"/> Quakers <input type="checkbox"/> Charles II	<input type="checkbox"/> James II <input type="checkbox"/> William III and Mary II <input type="checkbox"/> Anne of Great Britain <input type="checkbox"/> Duke of Marlborough <input type="checkbox"/> William Penn <input type="checkbox"/> Anne Hutchinson <input type="checkbox"/> Cotton Mather	<input type="checkbox"/> James II <input type="checkbox"/> William III <input type="checkbox"/> Queen Mary <input type="checkbox"/> Anne of Great Britain <input type="checkbox"/> Charles XII of Sweden <input type="checkbox"/> Peter I (the Great) <input type="checkbox"/> Leopold I (Holy Roman Emperor) <input type="checkbox"/> William Penn <input type="checkbox"/> Cotton Mather <input type="checkbox"/> Anne Hutchinson <input type="checkbox"/> Johann Sebastian Bach	
2			
Vocabulary/Find List Dates Recognize or spell (optionally) these words: <input type="checkbox"/> Quaker <input type="checkbox"/> freedom <input type="checkbox"/> equality <input type="checkbox"/> pacifist <input type="checkbox"/> religion <input type="checkbox"/> assembly <input type="checkbox"/> treaty <input type="checkbox"/> survey <input type="checkbox"/> treason	All lower-grammar words, plus these: <input type="checkbox"/> ambassador <input type="checkbox"/> radical <input type="checkbox"/> masochist <input type="checkbox"/> fanatic <input type="checkbox"/> magistrate <input type="checkbox"/> friend <input type="checkbox"/> conspiracy <input type="checkbox"/> confirmation	Add the following dates to your time line this week: 1659-1722 Life of Duke of Marlborough 1658-1705 Reign of Leopold I as Holy Roman Emperor 1681 Charles II grants Pennsylvania to William Penn, who then leaves Delaware territories as well. 1682-1725 Reign of Peter I (the Great) of Russia 1685-1750 Life of Johann Sebastian Bach, composer 1685-1689 Reign of James II of England 1688 Parliament triumphs in the Glorious Revolution. 1689-1702 Reign of William III and Mary of England 1689-1697 War of the Grand Alliance (Seven Years' War) in the colonies, King William's War) 1691 Massachusetts is made a royal province. 1697-1718 Reign of Charles XII (of Sweden) 1701-1714 War of Spanish Succession (also called Queen Anne's War in the colonies) 1702-1714 Reign of Anne of Great Britain	
3			
Lower Grammar	Upper Grammar	Bioloistic	Rhetoric
6			

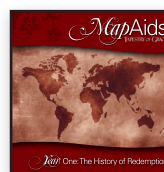
First Page

DISSENSERS IN AMERICA AND THE AGE OF REASON 24			
Activities <input type="checkbox"/> Continue the Colonial America project that you have been working on. (Week 3 of 8) <input type="checkbox"/> Plant corn or beans. <input type="checkbox"/> Make a book cover. <input type="checkbox"/> Make your own almanac by creating a calendar. <input type="checkbox"/> Make a quill pen and ink. <input type="checkbox"/> Craft an imitation horn-book or date. <input type="checkbox"/> Learn some basic embroidery stitches. <input type="checkbox"/> Design your own book-plates.	<input type="checkbox"/> Continue the Colonial America project that you have been working on. (Week 3 of 8) <input type="checkbox"/> Complete worksheets and activities from your resource book. 1	<input type="checkbox"/> Continue the Colonial America project that you have been working on. (Week 3 of 8) <input type="checkbox"/> Design a pettinglyph or a pictograph. <input type="checkbox"/> Make a story cube. <input type="checkbox"/> Do some sand painting using sand or cornmeal. <input type="checkbox"/> Draw symbols that represent each year of your life. <input type="checkbox"/> Make a story stick. <input type="checkbox"/> Decorate a doornail and create an "owner stick." <input type="checkbox"/> Make some book-back transparencies.	WEEKLY OVERVIEW
Group Activities <input type="checkbox"/> Continue the Colonial America project that you have been working on. (Week 3 of 8) <input type="checkbox"/> Make a list of interesting proverbs. <input type="checkbox"/> Make a quill pen and some ink. <input type="checkbox"/> Craft an imitation horn-book or date. <input type="checkbox"/> Plan a field trip to an Amish, Mennonite, or Moravian community	<input type="checkbox"/> Continue the Colonial America project that you have been working on. (Week 3 of 8) <input type="checkbox"/> Complete worksheets and activities from your resource book. 2	<input type="checkbox"/> Continue the Colonial America project that you have been working on. (Week 3 of 8) <input type="checkbox"/> Learn some sign language and try to communicate with someone else. <input type="checkbox"/> Communicate with other co-op members using signals from a flashlight. <input type="checkbox"/> Use a "talking feather" to take turns during discussion time. <input type="checkbox"/> Tell a story using a bag of props.	
Geography <input type="checkbox"/> Continue to memorize the original thirteen colonies. <input type="checkbox"/> Learn the prominent geographical features of Pennsylvania and Delaware.	<input type="checkbox"/> Continue to memorize the original thirteen colonies. <input type="checkbox"/> Learn the prominent geographical features of Pennsylvania and Delaware.	<input type="checkbox"/> Continue to memorize the original thirteen colonies. <input type="checkbox"/> Learn the prominent geographical features of Pennsylvania and Delaware.	
3			
Lower Grammar	Upper Grammar	Bioloistic	Rhetoric
7			

Second Page

- 1 Student Threads** are the weekly Threads rephrased for the benefit of your student.
- 2 People** introduces students to important historical figures they may encounter in the week's reading.
- 3** Younger students are given a set of **words that may appear** in the week's reading, and which may be used for vocabulary memorization, spelling words, or just as an easy way for you to familiarize them with words of the period.
- 4** Older students are encouraged to add this short, weekly list of dates to a cumulative **time line project**. This four-year activity can be started with any year-plan. This work will aid students in making connections between simultaneous events occurring across oceans.

- 1** This first **Activities** row is designed to give students ideas for individual projects. Details are provided in related resources or the Student Activity Pages.
- 2** The **Group Activities** row gives co-ops or families the opportunity to engage in team building or group interaction while enhancing learning.
- 3** The **Geography** row summarizes the student assignments that are expanded in the Student Activity Pages. Families will need age-appropriate atlases in order to complete the geography assignments.



You may want to purchase our supplemental product called **Map Aids**. Print off as many custom-drawn, learning-level specific outline maps as you need each week to allow your students to complete their geography assignments. Then, your students can check his answers with the provided teacher's maps!

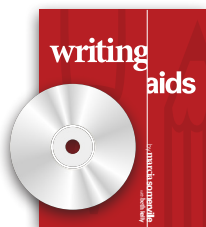
Writing Assignments

Writing assignments are found on pages 8–10 each week. There are **12 learning levels** that correlate with normal grade levels. You are the teacher! You can mix and match by jumping between levels, weeks, and units. More choices mean total flexibility!

Level	Genre	Instructions and Topics
9	Speech Writing (Week 1 of 4)	The ability to communicate something to a group of people is a valuable skill. Read about writing speeches in <i>Writing Aids</i> or your handbook. Start to plan your speech by choosing a topic with your teacher's help. Here are some suggested topics based on your historical and literary studies from this unit: <ul style="list-style-type: none"> The Pilgrims: Models of Christian Courage and Their Lessons for Us Today Lessons for Today from the Founding of Jamestown America's Founding Families: Inspiring Lessons from Colonial Times Decide how long your speech will be.
		If you need research resources for your speech, plan a trip to the library with your teacher. <ul style="list-style-type: none"> File any notes that you take under "Work in Progress" in your Grammar and Composition Notebook.
10	Biography (Week 3 of 6)	Write a rough draft this week. <ul style="list-style-type: none"> Continue to research, looking for interesting information to include in your paper.
11	Essay of Definition	Read in <i>Writing Aids</i> or your handbook about essays of definition. You may choose your own term to define, or write on one of these: <ul style="list-style-type: none"> Liberty: What does it mean in civil, personal, and spiritual sense? Slavery: Does the Bible teach that it's okay? If not, what does it mean to be a slave to Christ? Consider Jesus' words in Mark 10:44-45. Rights: Do we as Christians have rights? Were slaves and slaves given civil rights in Deuteronomy and Leviticus? If so, what does Paul mean in 1 Corinthians 7:17-24?
12	Historical Fiction (Week 5 of 5)	Finalize and print your draft. <ul style="list-style-type: none"> Consider adding illustrations. Make a cover page. Be sure to include a citation page if necessary.

- 1 Writing Assignments are summarized **by genre**, so you know at a glance what your student is working on this week.
- 2 **Instructions and topics** give specific, weekly direction for your student.
- 3 While roughly correlated to grade levels, we know that many students need **customized training**. Thus, you should feel free to adjust your student lower or higher depending on his skill level.

Many parents need a handbook to use along with our writing assignments. We highly recommend **Writing Aids**, our companion guide for students and teachers! This book/digital combination package offers teacher summaries, teaching, and grading tools for all students, K–12, for the entire life of your homeschool, as well as writing samples.



Student Activity Pages

Weekly, these pages provide worksheets, questions, or other assignments for students. The information is written to the student, but you will help him choose wisely so that he can learn through a variety of modalities — visual, tactile, or auditory.

DISSENTERS IN AMERICA AND THE AGE OF REASON **24**

LITERATURE

Worksheet for *The Courage of Sarah Noble*, by Alice Dalgliech
Practice finding page numbers and chapter titles in your book. Using only the Table of Contents, answer the following questions.

- WHICH CHAPTER IS ENTITLED "NIGHT IN THE CAVE"?
- WHICH CHAPTER IS ENTITLED "NIGHT OF FEAR"?
- WHAT IS THE TITLE OF CHAPTER 1?
- WHICH CHAPTER BEGINS ON PAGE 23?
- WHICH CHAPTER BEGINS ON PAGE 47?
- ON WHICH PAGE DOES THE CHAPTER ENTITLED "KEEP UP YOUR COURAGE" BEGIN?
- WHICH CHAPTER INCLUDES PAGE 21?
- WHICH CHAPTER INCLUDES PAGE 41?
- WHICH CHAPTER INCLUDES PAGE 10?
- ON WHICH PAGE DOES THE LAST CHAPTER OF THE BOOK BEGIN?

- 1 For grammar and dialectic students, **colorful worksheets** provide reinforcement activities for the Literature selection students read.
- 2 Weekly, a **colored quarter circle** in the lower corner tells your student which pages are meant for him.
- 3 Additionally, in Student Activity Pages for grammar and dialectic levels are found **ideas for activities** and hands-on projects and geography assignments that make learning come alive for many young students.

Digital copies of Student Activity Pages are found on the *Loom* so that you can print them as needed.



For more great grammar-level activities, be sure to check out the Lampstand Press **Lapbooks** — available in digital or kit forms — and watch history unfold in your child's hands!

Pageant of Philosophy

Student Activity Pages continued

Pages for older students (dialectic and rhetoric levels) include questions that prepare them for discussions. These are divided into Accountability and Thinking Questions each week. Be sure to read the *Loom* supplement so you get the most out of these resources!

Tapestry helps you prepare your students to engage intelligently with other worldviews as they move into the world. Over the four years of rhetoric-level studies, our *Pageant of Philosophy* uses a play format to survey major philosophies throughout history.

DIALECTIC LEVEL

History

1

Accountability Questions

1. What changes occurred in New England colonial governments under King James II and King William?
2. What events led to the hysteria of the Salem Witch Trials?
3. In what year was Pennsylvania founded, and by whom?
4. What was the Glorious Revolution of 1688? What made it glorious?
5. Queen Anne was the last of the House of Stuart. Draw a simple family tree that shows all of the Stuart monarchs.
6. Why was a new flag adopted during the reign of Queen Anne of Great Britain? What does it symbolize?

Thinking Questions

1. Prepare to discuss the life and beliefs of Anne Hutchinson.
 - a. What were the core beliefs for which she stood?
 - b. Why were her beliefs troublesome to Puritan leaders in Massachusetts?
2. Use your concordance to find a biblical basis for the leaders of Salem Settlement to have been justified in putting people to death for witchcraft. Where, then, was their error?
3. What things does H. E. Marshall find to commend in the events that took place in Salem Settlement at the time of the Witch Trials (1688, *This Country of Ours*)? Do you agree with her? Why, or why not?
4. William Penn founded Pennsylvania as a Quaker haven. Think about the ways that his Quaker beliefs affected life in Pennsylvania. Prepare to discuss both strengths and weaknesses of Quaker practices.
5. Note in this week's readings the emphasis on names and what they mean. What did William Penn name his new colony's capital city, and what did the name mean? If you were to found a city, what would you name it, and why?

FINE ARTS AND ACTIVITIES

Choose a few of the following activities to complete this week.

1. Continue the Colonial America project that you have been working on. (Week 5 of 8)

From More Than Meets the Eye

2. Design a petroglyph or a pictograph.
3. Learn some sign language and try to communicate with someone else.
4. Make a totem pole. You might even want to learn how to carve a wooden one by hand. Because you will need special instruction for this, ask your teacher to help you find an appropriate resource person.
5. Try sand painting using sand or cornmeal.
6. Draw symbols that represent each year of your life since birth.
7. Use a flashlight to see if you can communicate with someone else, similar to Indian smoke signals.
8. Using a tongue depressor, make a story stick.
9. Decorate a dowel rod with your own unique design to create an "owner stick."
10. Make some birch bark transparencies like the ones Chippewa girls made. You will need construction paper and a hole punch. See how many different designs you can make.
11. Have a family or on-op discussion and use a "talking feather" to learn to avoid interrupting people while they are speaking.
12. Decorate a bag and put special props in it. Use these props to help you tell a story to your family or co-op.

DISSENSERS IN AMERICA AND THE AGE OF REASON 24

THE PAGEANT OF PHILOSOPHY 1

LOCKE'S EXPERIENCE

2 (Simplicio stands on a bare stage, holding a Bible, looking around. Locke enters with a sign, "John Locke, 1685-1753.")

Locke: Young man, are you looking for something?

Simplicio: I have been looking for truth, but I seem to be more confused than ever.

Locke: Really? Why is that?

Simplicio: I've talked to so many different people, with so many different ideas! Hobbes, for example, or Descartes—do you understand either of them?

Locke: Understand them, although I disagree with some of their methods and conclusions. I do agree with Descartes's thought that it is worth our while to search out the bounds between opinion and knowledge.¹

Simplicio: Yes, I remember him talking about that, trying to doubt everything so that he could find certainties. His conclusions were that once he knew that he existed, he could figure out everything else that mattered. But is that right? How much can we really know?

Locke: Not everything, by far—our understanding comes exceeding short of the vast extent of things—yet we shall have cause enough to magnify the bountiful Author of our being, for that proportion and degree of knowledge he has bestowed on us.²

Simplicio: Oh, are you a religious man, Mr. . . . I'm sorry, I don't even know your name! I'm Simplicio.

Locke: My name is John Locke, Simplicio, and yes, I am Christian. I see from your Bible that you are a believer, too!

Simplicio: (uncomfortably) Um, not quite. I'm a seeker, though. I'm trying to find the truth.

Locke: If you want truth, you have got the right book! I have written a couple of treatises on the reasonableness of Christianity.³

Simplicio: Christianity may be reasonable, Mr. Locke. It may even be true. But what I am really looking for are the things we can know for sure, not just the things we have to take on faith.

Locke: There are some things we can be sure of, Simplicio. **I think it is beyond question, that there is a clear idea of his own being; he knows certainly he exists, and that he is something. He that can do, whether he be anything or no, I speak not to, no more than I would argue with pure nothing.**⁴

Simplicio: Yes, that's what Descartes said. I won't argue with that—but what difference does that make?

Locke: Why, it makes a great difference! To show . . . that we are capable of knowing, i.e., being certain that there is a God, and how we may come by this certainty, I think we need go no further than ourselves, and that undoubted knowledge we have of our own existence.⁵

Simplicio: How so?

Locke: Think about it, my boy! Since we exist, we know there is some real being. But we know that nonentity cannot produce any real being. Therefore it is an evident demonstration, that from eternity there has been something since what was not from eternity had a beginning and what had a beginning must be produced by something else.⁶ And as being must come from being, so all power must come from some preexisting power; and all wisdom must come from some wise and knowing source.⁷ Thus, from the consideration of our own existence, we may be certain that there is a God, and that he is something.⁸

1 Locke, *An Essay Concerning Human Understanding*, Introduction, par. 3, accessed online Oct. 1, 2007, http://www.gutenberg.edu/introtext/phil02/texts/locke/locke_toments.html.

2 *Essay Concerning Human Understanding*, Introduction, par. 5.

3 *The Reasonableness of Christianity as Delivered in the Scriptures* (1695), *Verifications of the Reasonableness of Christianity* (1697).

4 *Essay Concerning Human Understanding*, Book IV, Ch. X, par. 2.

5 *Ibid.*, par. 1.

6 *Ibid.*, par. 3.

7 *Ibid.*, par. 4.

8 *Ibid.*, par. 5.

- 1 **Accountability Questions (AQs)** help students find and focus on the main ideas for each weekly history topic. Answers to AQs are found in books listed on the Primary Reading Assignment Chart.
- 2 **Thinking Questions (TQs)** are not typically factual in nature. Students must often extrapolate answers from their readings. They may not reach the full answer before discussion time, when you, the teacher, will help them connect the dots. The purpose

for these questions is to “prime the pump” for discussion time, where you lead your child by **Socratic questioning** to form his own Christian worldview.

- 3 **Weekly, rhetoric Literature directions** lead older students through detailed analyses of the Great Books.

- 1 This is an **optional component**, and does not appear in every week-plan.
- 2 The **play format** is a fun way to explore complex philosophical concepts. Students read the role of a youth looking for truth. Parents can read the role of the week’s philosopher, and then use a discussion outline in the Teacher’s Notes to help students biblically analyze the philosopher’s views.
- 3 Weekly, statements from the *Pageant* script are **highlighted in blue**. The discussion outline in the Teacher’s Notes helps you to expand on these three points.
- 4 **Creative dialogue** makes philosophers approachable to the student. Direct quotations from the philosophers are in bold text, so there’s no confusion as to what’s real and what’s been creatively written to help your student understand.
- 5 **Footnotes reference the source** of any original quotation, making an interesting remark the perfect jumping-in point for a curious student who wants to read a philosopher’s thoughts in context.

Teacher's Notes

The heart of our week-plan are your “cheat sheets” where we supply detailed information by subject. You learn in summary what your children read about in detail. Because you are “in the know,” you truly can teach every week with minimum preparation time.

Teacher's Notes

3

In the *Pagant of Philosophy*, rhetoric students have already been studying some of the early, major philosophers of this intellectual movement in addition to Galileo—namely, Descartes, Pascal, and Hobbes. Rhetoric students' history readings for this week focus on two Englishmen: John Locke (who is featured in both *Government* and the *Pagant* for this week) and Isaac Newton (the philosopher of the Week 25 *Pagant* script). The importance of these two men cannot be overestimated. Both wrote at about the same time, and both were highly honored by their countrymen. Together, they solidified and popularized the Age of Reason, both in Great Britain and internationally. Locke was a philosopher and a laid, reasonable political apologist for the Glorious Revolution, while Newton was a brilliant mathematician who was able to explain many natural phenomena with elegantly simple formulas. (In fact, he invented a new mathematical system—calculus—in order to do it.) Some older students do not have time to study in detail the Age of Reason (or, the Enlightenment, as it came to be called as time went on) using our *Pagant of Philosophy*. For such students, we suggest that you use the article below to survey this important intellectual movement in the context of your history discussion. You can continue this thread in Week 26 and in Unit 4. Our focus this week is to connect the Scientific Revolution and the Age of Reason.

World Book on the Age of Reason

Age of Reason was a period in history when philosophers emphasized the use of reason as the best method of learning truth. The period of the Age of Reason began in the 1600s and lasted until the late 1700s. The Age of Reason is also called the **Enlightenment** or the **Age of Rationalism**. Its leaders included several French philosophers—the Marquis de Condorcet, René Descartes, Denis Diderot, Jean-Jacques Rousseau, and Voltaire—and the English philosopher John Locke. The leaders of the Age of Reason relied heavily on the scientific method, with its emphasis on experimentation and careful observation. The period produced many important advances in such fields as anatomy, astronomy, chemistry, mathematics, and physics. Philosophers of the Age of Reason organized knowledge in encyclopedias and founded scientific institutes. The philosophers believed that the scientific method could be applied to the study of human nature. (In this, they typically denied the biblical revelation of man's sinful state and God's active involvement in the lives of people, and instead sought only to employ their reason. Thus, they erred in many positions and conclusions. For Scripture that you can use as plumb lines while discussing their views, see the sidebar on this and the following page.) They explored issues in education, law, philosophy, and politics and attacked tyranny, social injustice, superstition, and ignorance. Many of their ideas were taken up as the ideals of the American and French revolutions during the late 1700s. (Even after these revolutions, they did not die away entirely. We will discern their echoes as we study history down to the present.)

The worship of reason. The philosophers of the Age of Reason believed that human beings have a unique advantage over all other creatures **because they can reason.** [The Bible teaches us to see this as part

Scriptural Response to the Age of Reason

Jeremiah 9:4
"You live in the midst of deception; in their deceit they refuse to acknowledge me," declares the Lord.

1 Corinthians 3:18-23
Do not deceive yourselves. If any one of you thinks he is wise by the standards of this age, he should become a "fool" so that he may become wise. For the wisdom of this world is foolishness in God's sight. As it is written: "I will catch the wise in their craftiness" and again: "The Lord knows that the thoughts of the wise are futile." So then, no one boasting about wisdom! All things are yours, whether Paul or Apollos or Cephas or the world or life or death or the present or the future—all are yours, and yours of Christ, and Christ of God.

1 Corinthians 3:28-35
Where is the wise man? Where is the scholar? Where is the philosopher of this age? Has not God made foolish the wisdom of the world? For since in the wisdom of God the world through its wisdom did not know him, God was pleased through the foolishness of what was preached for men who believe. Jesus demanded miraculous signs and wonders from wisdom, but no Greek Christian could offer a convincing link to Jesus and foolishness to wisdom, for in those whom God has called, both Jews and Greeks, Christ the power of God and the wisdom of God. For the foolishness of God is wiser than man's wisdom, and the weakness of God is stronger than man's strength.

Jeremiah 8:9
Why have these people turned away? Why does Jerusalem always turn away? They cling to deceit; they despise the word.
I have listened attentively, but they do not say what is right; they are opponents of the word, saying, "What have I done?" Each pursues his own course like a horse charging into battle.
Even the stork in the sky knows her appointed seasons, and the turtle dove and the quail observe the time of their migration. But my people do not know the requirements of the Lord.
"How can you say, 'We are wise, for we have the law of the Lord,' when actually you despise the word of the Lord, who kind of wisdom do you have?"

Proverbs 14:12
There is a way that seems right to a man, but in the end it leads to death.

Proverbs 16:9
In his heart a man plans his course, but the Lord determines his steps.

- 1 We pull **background information** together for you in the form of articles from *World Book* encyclopedia (indicated by cream-colored backgrounds behind the text) and also add our own commentary. Each discipline has its own section each week. This is one place that you can find answers to the Accountability Questions listed for dialectic and rhetoric students.
- 2 Often, sidebars contain **scripture references** that help parents bring biblical perspective to historical topics.
- 3 Weekly Socratic **discussion outlines** are offered so that you can help your dialectic and rhetoric students make crucial connections and/or analyses of the history, church history, literature, government, and philosophy readings that they may have done. There is a helpful overview of Socratic discussion methods on the *Loom*.
- 4 The **Glance Ahead** (at the end of each Teacher's Notes section) offers helpful information for preparing for the week ahead and warnings if there is questionable content in upcoming assignments.

What's the difference between Accountability Questions (AQs) and Thinking Questions (TQs)?

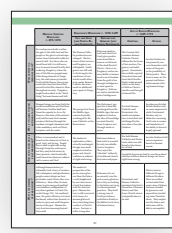
Answering AQs in written form can keep students focused on the lesson and train them to find the main ideas so that students are not at a loss when discussion time comes. Some AQ sections include instructions for filling in provided charts and other study aids.

The TQs help the student prepare to discuss the pith of the week's lesson, offering a chance to “limber up” for mental wrestling with profound issues during upcoming Socratic discussions.

Unlike AQs, TQs do not focus on factual information or the main ideas. Rather, these questions ask the student to begin on his own a process of either connecting facts (dialectic) or analyzing them (rhetoric) before class. As a result, many of the TQs won't be fully answered independently. Instruct your student to do his best at preparing to discuss them and anticipate that, during the Socratic discussion process, his comprehension of the material will increase.

AQs and TQs work towards the Socratic discussion. Rather than a more traditional Q&A parroting session, or a dull game of educational ping-pong, our discussion outlines attempt to enable your individual experiences to infuse your discussion with vitality, producing memorable learning. As a result, you will not find a quick “answer key” to the AQs and TQs in our discussion outlines, and your goal is not to “check your student's answers.” Our Teacher's Notes taken as a whole constitute each week's “answer key.” The goal of each week's discussion is to help your student to reach that “Ohhhh!” moment, which indicates that the student has worked his way through worldview issues and come to a satisfying conclusion.

Supplements



Supplements contain bonus information. They can contain anything from in-depth articles to extended project instructions and are not included in every week-plan.

Planning *Tapestry*

Planning your year

Set Up Student Notebooks

Many newcomers ask us how to set up their student notebooks. As with all things homeschool, it's a matter of personal preference. Here are some popular options from which you may wish to choose:

- » Use Lampstand Tab Sets to divide the student notebook into 36 weeks. Then, have your student file all completed work behind each tab.
- » Use dividers purchased at an office supply store to divide up your student's notebook by subjects. Thus, he would file geography work in a "Geography" section, and class notes in a "Class Notes: History" section. Obviously, you need to determine the subject readings for each individual student
- » Some students have one notebook per subject. We suggest that students make a separate one for Grammar & Composition, and some students prefer to have dedicated time line notebooks, too. See the curriculum directions for details on this idea.

Read the Year-Plan Introduction

On the *Loom*, there is a detailed introduction to your year-plan. It is important to your success that you take time to understand the goals and philosophy behind *Tapestry*. Though it is not immediately apparent, *Tapestry* may be truly different than any other program you have yet used, so please do read this introduction.

Look at High School Credits

Many high school students are looking towards college. According to a cohesive four-year plan, determine which credits your high school student needs to earn this year. On *The Loom* there is information about options for giving students various credits for this year's *Tapestry* studies.

Determining the Year's Content

- » Based on the needs of your oldest students, think about which of the subjects offered in *Tapestry* you plan to teach this year.
- » Write out a master plan for each student that lists the subjects he will do this school year (don't forget to include math, science, and foreign languages in each plan where age-appropriate).
- » Plan to spend the bulk of your teaching time with your non-readers. They will need you to sit with them in order for lessons to be completed, but their lessons are usually brief: not more than ½ hour each.
- » As you are able, work towards teaching your fluent readers to become independent learners. This takes time and training, but yields great dividends.
- » With all of your independent readers, plan to have periodic (i.e. not daily) lessons with them. For instance, schedule science lessons for Tu/Th, and math lessons for M, W, and F. Independent readers can work towards class time, often doing two or three published lessons that you can then go over in one sitting.
- » Plan where you will fit in read-aloud sessions and weekly discussions with older students.

Planning your unit

Browse the entire unit

- » Whichever unit you are starting to use, read the **Unit Introduction** thoroughly to get the big picture of what you are trying to teach.
- » Look closely at the **Reading Assignment Charts**, particularly page 4 of each week-plan (the Primary Reading Assignment Chart) to see how reading assignments work together, and how often specific books are used in each unit.
- » Notice that each week-plan has the **Glance Ahead** which gives you valuable information about combining resources, saving money, and avoiding troublesome content in some books.

Secure your books

- » Browsing and buying at *Tapestry's* sister company, **www.bookshelfcentral.com** is fast, easy, and affordable: use a custom search engine to help you shop.
- » Peruse your library, via a visit or online. Many recommended *Tapestry* resources are found there.
- » Some of our primary books may already be on your family bookshelves. Be sure to check there before making purchases.
- » Feel free to plan further out, but we do recommend strongly that you purchase resources for a single unit at a time.

Print supplemental materials

- » Look through each week-plan and print from your supplemental *Tapestry* products (such as *Writing Aids*, *Map Aids*, Lapbooks, and *Evaluations*) any maps, graphic organizers, rubrics, quizzes, etc. that will be needed for you or your students for the subjects you planned to teach. (The *Loom* has digital copies of Student Activity Pages for easy printing.)
- » You can place all these materials into your students' notebooks or file system before the unit begins, and thus get a running start.

Planning your week

Scheduling

There's so much to do in any given week in a busy home-schooling family! We highly recommend that you take the time to write out individual schedules for each of your students. Though in many cases you will not stick to the schedule you write, drafting one gives you the confidence to feel that—barring unforeseen interruptions—you can fit it all in.

On the *Loom* we offer suggested schedules for families with multiple levels that are too detailed to print here, so be sure to access those as you get time.

Involving your kids

In the year-plan introduction, we strongly suggest that students be involved in planning their work week to week. We offer various blank charts on the *Loom* that help you do this. Plan to have a weekly meeting with your students at your kitchen table. Weekly, help them to understand what you have determined their week's tasks-to-be and how to record them for themselves in the age-appropriate one-page chart. See more suggestions for this process in your year-plan introduction.

Ready, set, go!

Many newcomers ask, "How do I make choices from the educational buffet that is *Tapestry*?" Our answer is, "It depends!" Only you can assess your students' capacity for reading, writing, and discussion. We suggest that you look over the *Tapestry* lesson plans, make your best guess, and then begin. So many people have written to tell us that, though they planned and planned, they never really got their minds around *Tapestry* until they had used it for a few weeks. So our best advice is, "Begin!"

Another well-loved strategy is to begin by using only part of the program, and then add elements in after a week or two of gaining momentum into the year. For instance, you might do only History assignments for the first week, then add in Literature readings in the next, then start requiring Geography or Vocabulary work.

You really cannot lose by trying! *Tapestry* plans offer all levels at all times, which means ultimate flexibility for you. In-flight adjustments are a breeze! If you have questions about where to place your student in reading or writing assignments, again, we recommend, "Try and see!" You can so easily adjust things up or down if you guess wrong.

Note that this is the reason that our Writing assignments start very slowly in the first few week-plans of each *Tapestry* year-plan. Our goal is to facilitate the start-up process for each year. Taken as a whole, each year-plan's writing program is very full. Your student loses nothing by working slowly in Unit 1 and then spending more and more time on writing assignments as the year progresses.

More support

We're here to help!

1-800-705-7487 (M–F, 10–4, Eastern)

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Gaithersburg, MD 20879

Online Support

We offer a number of venues for online support for our users. Here are a few places to find one that's just right for you. Our www.lampstandpress.com/community web page is the homepage for conversation on our website. From here, you can access pages such as:

- » **The Forum:** links to our online bulletin board with over fifty separate forums to help you find what you need to know quickly and easily.
- » **Emailgroups:** a listing of the unofficial email groups (mostly hosted through yahoo.com) that you can join to find support for your homeschool.
- » **Find a Friend:** offers a national map that helps you quickly and easily find others who are using *Tapestry* in your area. Don't see anyone nearby? Try registering yourself and see who contacts you!
- » **Tech Support:** get the answers you need quickly! Go to www.tapestryofgrace.com/de — you'll find many questions already answered, and the contact information you need to get in touch with live support right away.

Phone Support

We answer our phones from 10 AM to 4 PM (Eastern time) every Monday–Friday, except on holidays. Our friendly support staff will be more than happy to help you order curriculum or books, answer questions about the curriculum, or direct you to other means of support.

Monthly Newsletter

Lampstand Press offers a monthly e-newsletter. Create a free account at www.lampstandpress.com/store and you will receive the Lampstand Press newsletter. We typically send these out around the middle of each month. Because we are a young and dynamic company with lots of news and special offers, our newsletter is not junk mail!