



# Charlotte Mason Method Schedule

Charlotte Mason parents will immediately see compatibility between the teaching approach of *History Revealed* and many of the elements with which they are already familiar.

There are two elements to education: "how" to teach and "what" to cover.

*History Revealed* does the work for you and gives you everything you'll need in the way of "what" to study and even provides much of the information. Both the Charlotte Mason method and Diana Waring's approach incorporate chronological order, original eyewitness

accounts, art, field trips, plays and costume-making, student illustrations, time lines, map work, and the always-important springboard to literary books. Both approaches use hands-on learning, avoid boredom, and make history come alive.

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## 🕒 Week 1

### MONDAY

Listen to Audio Recording

Select one child to narrate verbally

Identify age appropriate yet challenging spelling words to study from tomorrow's reading. Look for three words for children who are ten to eleven years old. Select eight words for students over the age of twelve. These will be tested in Week Three.

Locate painting of the period for Thursday's Art Appreciation or a book of the architecture of the period. Other valuable suggestions are provided in Phase Three in the Art Appreciation or Architecture section.

### TUESDAY

Read the article

Read the Scriptures

Make Book of the Centuries entries from daily reading and/or consider an entry from the Key People list and Key Events list provided in Phase One.

Create a simple Charlotte Mason style time-line to fill in as you go or follow the timeline format provided in Phase Two Timeline, which includes Key Events.

### WEDNESDAY

Group narration of all material covered so far or choose a group activity from the many ideas provided in Phase One of the Teacher's Guide listed under Recap Activity.

Decide whether to have a play including costumes or plan field trip if suitable. Several other creative ideas are included in Phase Four.

### THURSDAY

Study spelling words. Allow five minutes.

Art study. Student looks at print (of a masterpiece painting selected on Monday) and describes it verbally or in written form after print is removed from sight. Sketching of print is suggested for children over the age of thirteen. This is also done from memory. Many other useful suggestions are found in Phase Three in the Art Appreciation or Architecture section.

### FRIDAY

Use a written (or video) current travel log of the area and/or a current geography book with high quality photography. Consider the useful map work provided in Phase Three under Maps & Mapping.

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## 🕒 Week 2

### MONDAY

Springboard time. Many worthwhile suggestions for digging deeper and allowing time to pursue interesting side topics relating to primary material are provided in Phase Two under Research & Reporting. Have students locate original sources e.g. plays, architectural books, essays, letters of the period from the library or book stores. Suggestions provided in the Recommended Resources in Phase One.

### TUESDAY

Study spelling words. Allow five minutes. Continue digging deeper and pursuing interesting side topics.

### WEDNESDAY

Read original sources (library materials).

Older students work on written narration of reading material or use alternative methods and creative variations of reporting found in Phase Two under Motivating Suggestions in the Teacher's Guide.

Fill in simple time-line or make Book of Centuries entries

### THURSDAY

Map work with tracing paper. Phase Three provides many other creative activities for map work. See Maps & Mapping suggestions.

Study spelling words. Allow five minutes.

### FRIDAY

Group Narration of material covered. Creative alternatives are provided in Phase Two under Motivating Suggestions in the Teacher's Guide.

Art study. Student views, then describes. Other methods for art and architecture are suggested in Phase Three in Art Appreciation and Architecture.

Work on costumes if needed

Continue reading independently from spring boarding material acquired on Monday. Older students work on written narrations from the original sources, plays, essays and letters of interest.



### 🕒 Week 3

#### MONDAY

Study spelling words. Allow five minutes.

Map work with tracing paper. Phase Three provides many other creative activities for map work. See Maps & Mapping suggestions.

Locate painting of the period for Wednesday's Art Appreciation or a book of the architecture of the period. Other valuable suggestions are provided in Phase Three in the Art Appreciation or Architecture section.

#### TUESDAY

Use a written (or video) current travel log of the area and/or a current geography

book with high quality photography. Consider the useful map work provided in Phase Three under Maps & Mapping.

Optional: Draw or create art project based on geography.

Older students work on written narration.

#### WEDNESDAY

Spelling test of words selected during first week.

Art study of art located on Monday. View and describe. Many other useful suggestions are found in Phase Three in the Art Appreciation or Architecture section.

Work on costumes for play if applicable.

#### THURSDAY

Field trip, if suitable.

Or read from original source books and make notations in Book of the Centuries/Time Line.

#### FRIDAY

Listen to music of the period, suggestions listed in Phase Three under Music.

Cook the food listed in the recipe in Phase Three.

Older students complete written narration and turn in.

### 🕒 Week 4

#### MONDAY

Get Creative time. Practice play. If no play was planned consider creating a board game or choose some other valuable ideas located in Phase Four.

Read from original accounts/travel logs or finish viewing travel videos.

From reading select age appropriate passage for dictation preparation. Choose one or two paragraphs for children who are ten or eleven. Select up to five paragraphs for students twelve and older. Select two or three pages for high school aged students.

Identify spelling words from dictation passage for study. Look for three words for children who are ten to eleven years old. Select eight words for students over the age of twelve. If too many spelling words are found, choose a shorter and easier passage.

Locate art for Thursday.

#### TUESDAY

Transcribe the dictation passage.

Practice play, or work on other idea from Phase Four.

#### WEDNESDAY

Prepare for dictation.

Work on spelling words from passage and test.

Map work with tracing paper. Phase Three provides many other creative activities for map work. See Maps & Mapping suggestions.

#### THURSDAY

Read prepared dictation passage and have students write it while you dictate to them.

Art study. View and describe

#### FRIDAY

Grand Finale: Have play. If not having play, have final verbal narrations, or present selected piece from Phase Four.

### 🕒 Further explanation:

Charlotte Mason parents will immediately see compatibility in many of the elements in which they are already familiar. The schedule will show how to easily incorporate the Charlotte Mason method while using the short lesson approach.

To review, short lessons are designed to be diverse and to bring variety to each day. By short we mean the entire lesson is approximately 15 minutes per day for children between six and

ten. For students between eleven and fourteen the short lesson time frame is increased to 30 minutes and the older student spends about 45 minutes at each subject.

Art Appreciation in the Charlotte Mason method is enjoyable and brief. The parent will locate a piece of art that correlates to one of the key people or the time period. These can often be found in large art books borrowed from the library. When

the schedule calls for Art Study have each student look intently at the art. It is that simple. No need to lecture or in any way explain or prepare. Remove the art from the student and have them describe what they saw. The parent may look at the art while listening to the description.

Charlotte Mason families are familiar with the Book of the Centuries and simple time lines which are both homemade. They are also familiar



with CM's unique spelling technique, the use of eyewitness accounts and narration. To quickly review the easily applicable narration technique simply cover the material and ask the student to tell you, in his own words, what he now knows about the topic. One student per narration is the way in homeschool. The classroom teacher may call upon several students per narration by starting and stopping each narrator in order to get four or five contributions. Verbal narrations are for any student who is six to eighteen. Written narrations are used for children ten and older. This practice helps to prepare students for essay

work ordinarily required for college applications and in other academic pursuits.

History Revealed recommends the key idea of doing your mathematics and other core subjects in the morning and leaving this history lesson for the end of the day's time table. This works well with the CM method two ways. First is that by using the schedule here you will be able to incorporate Art Study, spelling, narration (and much more) into your history lesson. The second reason is the ability to have history study spill over into the daily "free time" that is so vital in a CM

home. If the children are excited and engaged with some of the hands-on projects then taking further time with them would work well. This would be an extremely good use of time as many families struggle to find wholesome activities in the afternoons, evenings and weekends. It would be a simple matter to select an age appropriate section from the reading material for dictation practice for one of the four weeks. It would be equally simple to add that to the schedule and allow a small amount of time each day for preparation and have the dictation exercise on Friday.