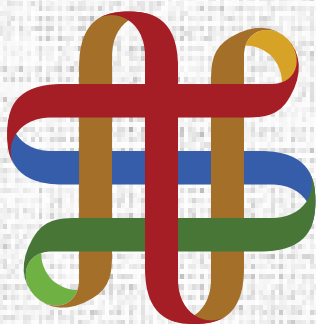


Tapestry *of* Grace



Simple Start Guide

Integrated

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An introduction to Tapestry

What is Integrated *Tapestry of Grace*?

Integrated *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 organized chronologically around the history of the world. All students cycle through world history every four years, and all ages study the same slice of history each week, each at their own learning level. Detailed lesson plans and discussion outlines help parents to be their children's primary teachers and mentors with the goal of shaping biblical worldviews.

Integrated *Tapestry of Grace* currently covers the humanities and arts: history, church history, worldview, literature, geography, fine arts, government, and philosophy, as well as writing prompts. You can also purchase our history-based English Grammar program. Tapestry does not currently include phonics, spelling, Latin, Logic, math, science, or foreign language. (We are working on science and math programs, but they are not yet complete for all levels.)

Week to week, Integrated *Tapestry* connects all subjects—people, places, ideas, events, and movements. These are presented in a variety of modalities: visual, auditory, and tactile, and we provide a variety of hands-on ideas each week for younger students. Teachers select content and quantity for their students from a range of educational options.

Philosophy of Education

Tapestry of Grace exists to help parents discern patterns of God's personality and works in the tapestry of time. Through the study and discussion of chronological history, we also teach our children the facts, thoughts, and experiences of humankind as they unfolded. This organizational framework encompasses most of what our children need to learn in the humanities because, after all, everything we want to teach them happened sometime in history!

Using elements of both Classical and Charlotte Mason educational approaches, we arrange resources for learning levels — stages, not ages. 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.

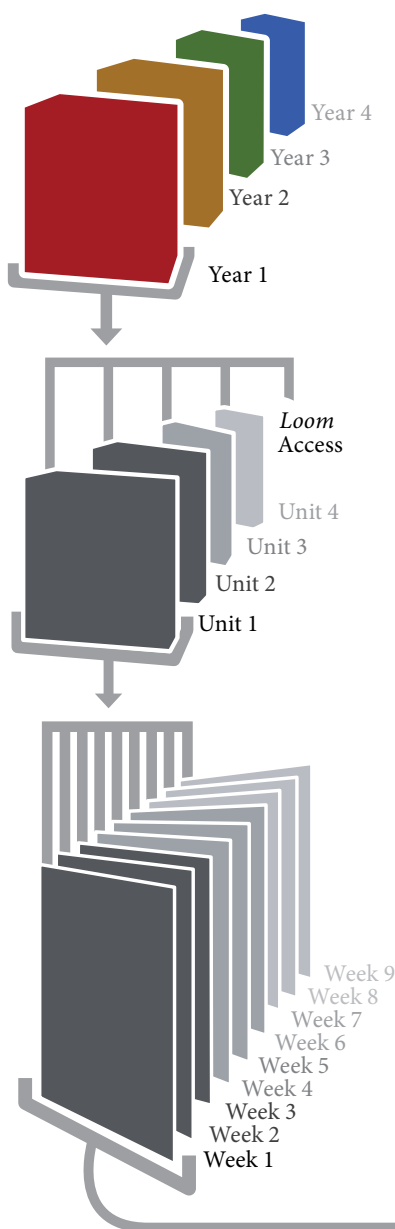
The Structure of *Tapestry*

What is a Year-Plan?

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

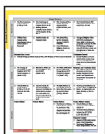
FOUR UNITS make up each year-plan of Tapestry. Units divide the year's work into more manageable amounts. The *Loom* is a digital resource which contains materials that apply to the year-plan as a whole, such as the Introduction and forms and resources you'll find useful all year round.

NINE WEEK-PLANS make up most Tapestry units (some have eight or ten). These are the weekly study plans and tools that your family will use to homeschool.

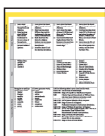




THREADS summarize the main topics of the week and offer the teacher objective goals. Threads also list page numbers for easy reference to Teacher's Notes within each week-plan.



READING ASSIGNMENT CHARTS are organized on four learning levels so that all students can read different and age-appropriate books while studying the same historical topic(s) . . . and graduate to increasingly complex books as they get older.



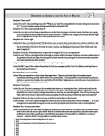
WEEKLY OVERVIEW CHARTS show you the week at a glance for all suggested activities except reading. They are written to the students to encourage independent planning, but you are the teacher and will be able to guide your student's choices each week.



WRITING ASSIGNMENTS are organized into twelve levels to keep your students challenged! Assignments cover a wide range of genres to give you a rich writing program, but they are still connected to each week's history topics.



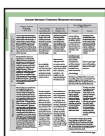
STUDENT ACTIVITY PAGES detail assignments mentioned in the Weekly Overviews. Activities, discussion questions, geography assignments, and more, are all spelled out here in language addressed to the student.



PAGEANT OF PHILOSOPHY offers a unique approach to philosophy throughout history! Using a play format with scripts, 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 week-plans. They can include anything from in-depth articles to extra instructions for extended projects.

What is the *Loom*?

The *Loom* is a crucial digital resource. It holds all kinds of downloadable digital documents that are useful throughout the entire year-plan, and it can be accessed via the *Tapestry of Grace* website. On the *Loom*, you'll find...

- Summer reading list: assignments for students to complete before starting the first unit of each year-plan
- Important Year-Plan Introduction documents, with in-depth information about our philosophy of education and many useful tips for getting started and set up with your new curriculum
- Overview documents for teaching Rhetoric Literature and Dialectic Literature
- Extra hands-on project helps for some activities
- Writing Level Overview: a helpful tool for placing your students in the proper writing level at the start of the year
- Detailed information about high school credits that can be earned for Tapestry work
- People and Vocabulary Glossaries
- Copies of Student Activity Pages content made up as full-year packets for each level

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 an educational buffet of options: reading assignments, activities, questions to answer, writing assignments, and more! However, as with any buffet, you simply can't eat it all. You must customize this curriculum to your individual 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 of Grace* 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 can be worth the effort!

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

Threads (Weekly Learning Objectives)

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:

Lower
Grammar

Upper
Grammar

Dialectic

Rhetoric

What Are Learning Levels?

Most Tapestry assignments are divided into four distinct learning levels. Each of these levels roughly correspond with a range of grades and ages so 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 4–6
- Enjoys exploring concrete, sequential facts and “fun facts”



DIALECTIC

- Reads to learn
- Approximately grades 7–9
- Enjoys exploring connections, comparisons, categories, and definitions



RHETORIC

- Reads the Great Books
- Approximately grades 10–12
- Enjoys analyzing and synthesizing ideas and arguments as well as discovering means of persuasion

Threads

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

1		DISSENTERS IN AMERICA AND THE AGE OF REASON		24
		TEACHING OBJECTIVES: CORE SUBJECTS		2
		Threads: History	Teacher's Notes, p. 28-45	
4	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. 		
5	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 Great 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. 		
	All Levels	Threads: Writing <div>Writing Assignment Charts, p. 8-10</div> <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 Writing Aids 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:

- The week-plan title and number are found here.
- 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!)
- Threads are divided by subject, so you can quickly see your goals for each discipline.
- Colors on the left show learning levels: red for lower grammar, gold for upper grammar, green for dialectic, and blue for rhetoric!
- 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. The **Primary Resources** provide families with all they will need for that week's reading assignments.

READING ASSIGNMENTS					
1	READING ASSIGNMENTS	PRIMARY RESOURCES			
		History Core	History In-Depth	Language	Art and Activities
2	READING ASSIGNMENTS	<ul style="list-style-type: none"> <i>The New Americans</i>, by Henry Mayhew (1779) p. 37-38 <i>William Penn: Founder of the Pennsylvania Colony</i>, by Hecate L. Baczynski 	<ul style="list-style-type: none"> <i>The Awakening of Barren</i>, by M.R. Symon, chapters 36-43, 44-49 <i>Making Thirteen Colonies</i>, by Joy Hakim (1779) chapters 18-20, 28, 37 <i>President Jackson</i>, by Conny Smith 	<ul style="list-style-type: none"> <i>This Country of Ours</i>, by H.E. Marshall, chapters XXXIV, XXXVII-XXXIX, and XL <i>Our Island Story</i>, by H.E. Marshall, chapters LXXXVI, LXXXIX <i>Anna Radcliffe: Religious Leader</i>, by Beth Clark 	<ul style="list-style-type: none"> <i>The Colonial Period: 1607-1750</i>, edited by Brenda Stalcup (1779) p. 135-142 <i>The Age of Religious Wars, 1550-1750</i>, by Richard S. Dunn (1945) p. 194 (second paragraph, on James II) -198, 212-214 (story at Religious Arts), 242-244 (on Locke), and 264-266 (story at "Enter the Crown")
		STUDENT READ-ALONG <ul style="list-style-type: none"> <i>Colonial Living</i>, by Edwin Tunis (1917) p. 99-104 (stop at "The Colonial Colonies") 		GOVERNMENT EXCERPT <ul style="list-style-type: none"> <i>Second Reading on Government</i>, by John Locke, chapters 1, 3, and 5 (Key Documents in Government Studies 2 CD) 	
3	READING ASSIGNMENTS	<ul style="list-style-type: none"> <i>The Courage of Sarah Noble</i>, by Alice Dalglish (1917) (FIC-TION) chapters 1-5 (Week 1 of 2) 	<ul style="list-style-type: none"> <i>Blackstone Wholes</i>, by Douglas Wilson, chapters 12-13 (Week 3 of 3) 	<ul style="list-style-type: none"> <i>The Witch of Blackbird Pond</i>, by Elizabeth George Spenser (1917) (FIC-TION) chapters 1-7 (Week 1 of 3) 	ROMANEO AND COMING OF AGE <ul style="list-style-type: none"> "Age of Reason Frameworks" document on the Lower Review "Medieval Frameworks" and "Renaissance Frameworks" documents on the Lower
		<ul style="list-style-type: none"> <i>Colonial Kids</i>, by Laurie Carlson (1779) p. 72-75, 76-79, 82-85, 103-106, 111-112 	<ul style="list-style-type: none"> <i>American Ready-To-Use Instructional Library Lesson of Activities</i>, by Della Bloom, sections 2-1, 2-2A and B, 2-3, 2-4, 2-5, 2-6, 2-7, 2-8, 2-9, 2-10, 2-11, 2-12, 2-13, 2-14, and 2-15 	<ul style="list-style-type: none"> <i>The Gift of Music</i>, by Jane Smith, chapter 3 <i>More Than Moccasins</i>, by Lucinda Carlson (1779) p. 163-181 	<ul style="list-style-type: none"> <i>The Story of Architecture</i>, by Jonathan Cleaver (1779) p. 87 <i>Music: An Appreciation</i>, by Roger Kamien, p. 102-111, 132-141
4	READING ASSIGNMENTS	CAROL HAZEN <ul style="list-style-type: none"> <i>The Church in History</i>, by R.K. Kolow, chapter 31 (sections 9-10), chapter 32 (section 4), and chapter 33 		CAROL HAZEN EXCERPT <ul style="list-style-type: none"> <i>Church History in Early Language</i>, by Bruce Shaffer, chapter 32 <i>The French Book of Martyrs</i>, by John Fox (1779) p. 275-287, 314-317 	
		PHILOSOPHY EXCERPT <ul style="list-style-type: none"> <i>Pageant of Philosophy supplement: Locke's Experience</i> <i>The Story of Philosophy</i>, by Bryan Magee (1947) p. 102-109 		PHILOSOPHY EXCERPT <ul style="list-style-type: none"> <i>Pageant of Philosophy supplement: Locke's Experience</i> <i>The Story of Philosophy</i>, by Bryan Magee (1947) p. 102-109 	
		Lower Grammar		Upper Grammar	
		Dialectic		Rhetoric	

4

Primary Resources

- Reading charts are divided horizontally by subject. You only need to assign books in disciplines that your student is covering!
- 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.
- Sometimes a chart block will have no assignment in certain subjects. This is fine!
- Here on the Primary Resources 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.

On the **Alternate or Extra Resources** we list additional titles that may or may not be in print, in case you have trouble finding a recommended book

DISSENTERS IN AMERICA AND THE AGE OF REASON				24
ALTERNATE OR EXTRA RESOURCES				READING ASSIGNMENTS
TOMBOLDS	1	<input type="checkbox"/> <i>The Story of the World, Volume 3</i> , by Susan Wise Brown, chapters 15 (sections two and three), chapter 21 (first section only)	<input type="checkbox"/> <i>Streams of Civilization, Volume 3</i> , by Curry J. Moss, p. 55-56 (section on Hobbes only), 105-107 (skip at "British-French Rivalry") <input type="checkbox"/> <i>Struggle of Freedom</i> , by Lawrence, Thompson, and Grossman, p. 44-45 (skip at James Chadwick)	<input type="checkbox"/> <i>Western Civilization (Coreland Edition)</i> by Jackson J. Spielvogel p. 422-425 (skip at Atlanticism), 437-440 (skip at European Culture), 473-474 (skip at Vietnam)
	2	<input type="checkbox"/> <i>The Hebrew Colonies</i> , by Herman Jansen, p. 25-28 <input type="checkbox"/> <i>Amish Home</i> , by Raymond H. (1973) <input type="checkbox"/> <i>Kings and Queens of England</i> , by John Gurn, p. 23-24	<input type="checkbox"/> <i>The Kings & Queens of England & Scotland</i> , by Margaret Somerset (1911) p. 144-145 <input type="checkbox"/> <i>A Shorter Life</i> , by Linda Ottman (1911)	<input type="checkbox"/> <i>Swiss Land of Liberty</i> , by Charles Coffin, chapters XV, XIX, XXII, XXIV-XXVI <input type="checkbox"/> <i>Birth of a New Physics</i> , by I. Bernard Cohen (1939) chapters 1-5 (Week 2 of 2)
HERITAGE	3	<input type="checkbox"/> <i>Just Plain Fancy</i> , by Patricia Polacco (JUV FICTION)	<input type="checkbox"/> <i>Modeling Your Community</i> , by Ethel C. Ruff (Week 3 of 3)	3
ARTS AND ACTIVITIES	4	<input type="checkbox"/> <i>Kids' America</i> , by Steven Casey (1965)	<input type="checkbox"/> <i>Native Americans (Native Work)</i> by Andrew Hudson (1970) p. 34-45 <input type="checkbox"/> <i>Galileo for Kids</i> , by Richard Panchyk (JUV ICH) chapter 4 <input type="checkbox"/> <i>Life as a Colonial</i> , by Bob Rybak, chapters 3-4	
WORLDVIEW	5		<input type="checkbox"/> <i>From Plato to Darwin</i> , by Everett Ruess and Walter Kaufman, selections on Locke <input type="checkbox"/> <i>A History of Christianity in the United States and Canada</i> , by Mark Noll, p. 60-71, 86 (start at "The Early Eighteenth Century") 80 <input type="checkbox"/> <i>Character of the Enlightenment</i> , by H. H. H. H., chapters 23-24 <input type="checkbox"/> <i>Path to the Age of Reason</i> , by Jonathan Hill, chapter 5	
ENRICHMENT		<input type="checkbox"/> <i>Whereas II</i> , by A.G. Smith (1912) p. 64-68	<input type="checkbox"/> <i>VIDEO: Man in the Iron Mask: Literary Masterpieces</i> (1977)	
Lower Grammar Upper Grammar Dialectic Rhetoric				

5

Alternate or Extra Resources

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

Weekly 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 Thread			
	Lower Grammar		Upper Grammar	
	Vocabulary/Key Word Dates		Dialectic	
1	<p>Learn about the founding of Pennsylvania and Delaware.</p> <p>Enjoy learning about William Penn and his involvement in the new colony of Pennsylvania. Read about some of the back stories of Quakers.</p>		<p>Learn about the founding of Pennsylvania and Delaware.</p> <p>Enjoy learning about William Penn and his involvement in the new colony of Pennsylvania. Read about some of the back stories of Quakers.</p> <p>Introduce James II and the Glorious Revolution.</p>	
2	<p>William Penn</p> <p>George Fox</p> <p>Quakers</p> <p>Charles II</p>		<p>James II</p> <p>William III and Mary</p> <p>Anne of Great Britain</p> <p>Duke of Marlborough</p> <p>William Penn</p> <p>Anne Hutchinson</p> <p>Cotton Mather</p>	
3	<p>Recognize or spell (or both) these words:</p> <p>Quaker</p> <p>freedom</p> <p>equality</p> <p>pacifist</p> <p>religion</p> <p>assembly</p> <p>trusty</p> <p>survey</p> <p>freedom</p>		<p>All lower grammar words, plus these:</p> <p>ambassador</p> <p>radical</p> <p>nonconformist</p> <p>banish</p> <p>emigrate</p> <p>evangel</p> <p>conspiracy</p> <p>unification</p>	
4	<p>Add the following dates to your timeline this week:</p> <p>1639-1722 Life of Duke of Marlborough</p> <p>1638-1705 Reign of Leopold I in Holy Roman Empire</p> <p>1681 Charles II grants Pennsylvania to William Penn, who then issues Delaware's first constitution.</p> <p>1682-1725 Reign of Peter I (the Great) of Russia</p> <p>1685-1730 Life of Johann Sebastian Bach, composer</p> <p>1685-1688 Reign of James II of England</p> <p>1688 Parliament triumphs in the Glorious Revolution.</p> <p>1689-1702 Reign of William III and Mary II of England</p> <p>1689-1697 War of the Grand Alliance (Seven Years' War in the colonies, King William's War)</p> <p>1691 Massachusetts makes a royal province.</p> <p>1697-1718 Reign of Charles XII (of Sweden)</p> <p>1703-1714 War of Spanish Succession (also called Queen Anne's War in the colonies)</p> <p>1702-1714 Reign of Anne of Great Britain</p>		<p>James II</p> <p>William III</p> <p>Queen Mary</p> <p>Anne of Great Britain</p> <p>Charles XII of Sweden</p> <p>Peter I (the Great)</p> <p>Leopold I (Holy Roman Emperor)</p> <p>William Penn</p> <p>Cotton Mather</p> <p>Anne Hutchinson</p> <p>Johann Sebastian Bach</p>	

First Page

- Student Threads are the weekly Threads rephrased for the benefit of your student.
- People introduces students to important historical figures they may encounter in the week's reading.
- 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.
- Older students are encouraged to add this short, weekly list of dates to a cumulative timeline 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.

DISSENTERS IN AMERICA AND THE AGE OF REASON				24
Activities	<ul style="list-style-type: none"> Continue the Colonial America project that you have been working on. (Week 5 of 8) Read some or listen. Make a book cover. Make your own classroom by creating a calendar. Make a quilt you and ink. Craft an imitation horse-bush or shawl. Learn some basic embroidery stitches. Design your own book-plates. 	<ul style="list-style-type: none"> Continue the Colonial America project that you have been working on. (Week 5 of 8) Complete worksheets and activities from your resource book. 	<ul style="list-style-type: none"> Continue the Colonial America project that you have been working on. (Week 5 of 8) Design a petroglyph or a pictograph. Make a totem pole. Do some wood painting using sand or carvened. Draw symbols that represent each year of your life. Make a story stick. Describe a dream and create an "owner stick." Make some birch bark transparencies. 	WEEKLY OVERVIEW
	<ul style="list-style-type: none"> Continue the Colonial America project that you have been working on. (Week 5 of 8) Make a list of interesting projects. Make a quilt you and some ink. Craft an imitation horse-bush or shawl. Plan a field trip to an Amish, Mennonite, or Mennonite community. 	<ul style="list-style-type: none"> Continue the Colonial America project that you have been working on. (Week 5 of 8) Complete worksheets and activities from your resource book. 	<ul style="list-style-type: none"> Continue the Colonial America project that you have been working on. (Week 5 of 8) Learn some sign language and try to communicate with someone else. Communicate with other co-op members using signs from a flashlight. Use a "talking feather" to take turns during discussion time. Tell a story using a bag with props. 	
	<ul style="list-style-type: none"> Continue to memorize the original thirteen colonies. Learn the prominent geographical features of Pennsylvania and Delaware. 	<ul style="list-style-type: none"> Continue to memorize the original thirteen colonies. Learn the prominent geographical features of Pennsylvania and Delaware. 		
<div>Lower Grammar</div> <div>Upper Grammar</div> <div>Dialectic</div> <div>Rhetoric</div>				7

Second Page

- This first Activities row is designed to give students ideas for individual projects. Details are provided in related resources or the Student Activity Pages.
- The Group Activities row gives co-ops or families the opportunity to engage in team building or group interaction while enhancing learning.
- 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.



Lampstand Press sells a supplemental geography studies product called *Map Aids*. Print off as many custom-drawn, learning-level specific outline maps as you need each week. 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 twelve learning levels that correlate with normal grade levels. You are the teacher! You can mix and match, jumping between levels, weeks, and units. More choices mean total flexibility!

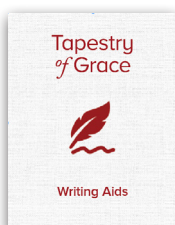
WRITING ASSIGNMENTS	LEVEL	GENRE	INSTRUCTIONS AND TOPICS
	9	1 □ Speech Writing (Week 1 of 9)	<ul style="list-style-type: none"> □ The ability to communicate something to a group of people is a valuable skill. Read about writing speeches in <i>Writing Aids</i> or your handbook. □ Start to plan your speech 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: Essential Teaching 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. □ File any notes that you take under "Work in Progress" in your Grammar and Composition Notebook.
	10	□ Biography (Week 3 of 6)	<ul style="list-style-type: none"> □ Write a rough draft this week. □ Continue to research, looking for interesting information to include in your paper.
	11	□ Essay of Definition	<ul style="list-style-type: none"> □ 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 to be free, personal, and spiritual man? □ 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 <i>Emancipation</i> and <i>Leviticus</i>? If so, what does that mean to a Christian? <i>2:17-20</i>
	12	□ Historical Fiction (Week 5 of 5)	<ul style="list-style-type: none"> □ Finalize and print your draft. □ 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.

You will need a handbook to implement our Writing program. We highly recommend *Writing Aids*, our

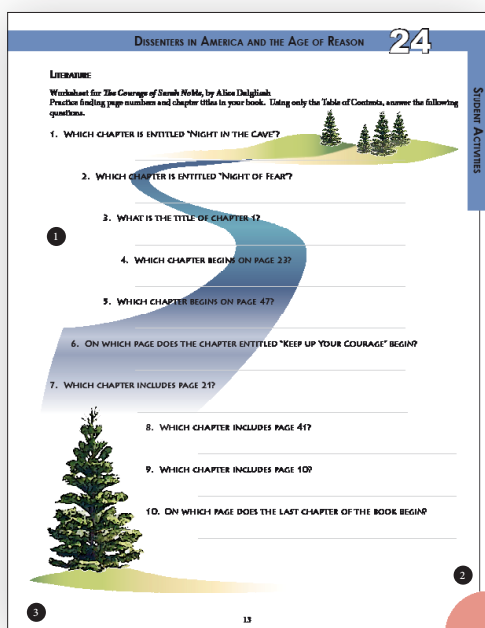


companion guide for students and teachers! This product is available in digital or digital plus a printout of the Teacher's Manual. It offers teacher summaries, teaching, and grading tools for all students, K–12, for the entire life of your homeschool.

Student Activity Pages

The week-plan

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.



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



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

More Student Activity Pages

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 from these resources!

STUDENT ACTIVITIES

DIAGNETIC LEVEL

HISTORY

1

Accountability Questions

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

Thinking Questions

- Prepare to discuss the life and beliefs of Anne Hutchinson.
 - What were the core beliefs for which she stood?
 - Why were her beliefs troublesome to Puritan leaders in Massachusetts?
- 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?
- 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 (238, *This Country of Ours*)? Do you agree with him? Why or why not?
- 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.
- 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.

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

From More Than Moccasins

- Design a petroglyph or a pictograph.
- Learn some sign language and try to communicate with someone else.
- 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.
- Try sand painting using sand or cornmeal.
- Draw symbols that represent each year of your life since birth.
- Use a flash light to see if you can communicate with someone else, similar to Indian smoke signals.
- Using a tongue depressor, make a story stick.
- Decorate a dried rod with your own unique design to create an "owner stick."
- Make some latch hook transparencies like the ones Chickpeas girls made. You will need construction paper and a hole punch. See how many different designs you can make.
- Have a family or co-op discussion and use a "talking feather" to learn to avoid interrupting people while they are speaking.
- Decorate a bag and put special props in it. Use these props to help you tell a story to your family or co-op.

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.

Pageant of Philosophy

The week-plan

Tapestry helps you prepare your students to engage intelligently with other worldviews as they move out 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.

DISSENTERS IN AMERICA AND THE AGE OF REASON

THE PAGEANT OF PHILOSOPHY

LOCKE'S EXPERIENCE

24

PAGEANT OF PHILOSOPHY

2 *(Simplexio stands on a bare stage, holding a Bible, looking around. Locke enters with a sign, "John Locke, 1683-1704.")*

Locke: Young man, are you looking for something?

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

Locke: Really? Why is that?

Simplexio: 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: I 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

Simplexio: 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 encompassing short of the vast extent of things—yet we shall have enough to magnify the beautiful Author of our being, for that proportion and degree of knowledge he has bestowed on us.²

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

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

Simplexio: 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, Simplexio. I think it is beyond question, that **3** *has a clear idea of his own being; he knows certainly he exists, and that he is something. He that can doubt whether he be anything or no, I speak not to; no more than I would argue with pure nothing.*⁴

Simplexio: 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! 'In 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

Simplexio: How so?

Locke: Think about it, my boy! Since we exist, we know there is some real being. But we know that immensity 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 preëxisting power;⁷ and all wisdom must come from some wise and knowing source.⁸ Thus, from the consideration of

1. Locke, *An Essay Concerning Human Understanding* (introduction, para 3, second edition Oct. 1, 1807) <http://www.constitutionalcourt.org/philosophy/locke/humanunderstanding/intro3>.
2. *Essay Concerning Human Understanding*, introduction, para 5.
3. *The Reasonableness of Christianity as Delivered in the Scriptures* (1690) <http://www.constitutionalcourt.org/philosophy/locke/reasonablenessofchristianity/0007>.
4. *Essay Concerning Human Understanding*, book IV, ch. 3, para 2.
5. *Ibid.*, para 1.
6. *Ibid.*, para 3.
7. *Ibid.*, para 4.
8. *Ibid.*, para 5.

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- 1 This is an elective 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-plans 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

In the *Pageturn 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 *Goverment* and the *Pageturn* for this week) and Isaac Newton (the philosopher of the Week 25 *Pageturn 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 bold, reasonable political idealist 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 other 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 *Pageturn 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 Reason¹

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 1600's and lasted until the late 1700's. 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 institutions.

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 sidebars 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 1700's. [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 Responses to the Age of Reason

Jeremiah 9:6
“You live in the midst of deceptions; in their deceit they refuse to acknowledge sin,” 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: “We catch the wise in their craftiness”; and again, “The Lord knows that the thoughts of the wise are futile.” So then, no more boasting about men! 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 you are of Christ, and Christ is of God.

1 Corinthians 1:20-25
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 to save those who believe. Jews demand miraculous signs and Greeks look for wisdom, but we preach Christ crucified—a stumbling block to Jews and foolishness to Gentiles, but to 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 8:5-9
Why then have these people turned away? Why does Jerusalem always turn away? They sling to death; they refuse to return. I have turned away secretly, but they do not say what is right. No one repents of his wickedness, saying, “What have I done?” Each pursues his own course like a horse charging into battle. From the east to the sky knows her appointed seasons, and the dove, the raven and the sparrow 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 the lying pen of the scribe has furnished it falsely?”
The wise will be put to shame; they will be dismayed and trapped. Since they have rejected the word of the LORD, what kind of wisdom do they 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 From a World Book article entitled *Age of Reason*. Contributor: James Smith, Ph.D., Professor of French and Italian, Miami University.

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- 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 students 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 students to begin 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 students to do their best preparation work, and anticipate that, during the Socratic discussion process, their 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 enliven your individual experiences, 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 students' 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 students reach that "Ohhhh!" moment, which indicates that they have worked through worldview issues and come to satisfying conclusions.

Supplements

Supplements contain bonus information such as in-depth articles, teacher versions of student charts, or extended project instructions, and are not included in every week-plan.

Setting Up

Choose Your Format

Tapestry of Grace is available first in a digitally downloadable PDF format, but you can add a printout to the basic license. The content is the same for both.

Digital

Integrated *Tapestry of Grace* is a set of downloadable digital products found on our website. You need an internet connection at least once to download it. These digital PDFs are searchable, safe, inexpensive, and fully updatable. It is sold under a family license, which means that the family who purchases it is entitled to access it forever, but that it cannot be transferred or resold outside of your immediate nuclear family.

Digital + Printout

You can purchase the Digital Integrated *Tapestry of Grace* and then have a Printout made for you at an additional cost. This reduces the time and trouble of printing for you. However, please note that any printout of digital Integrated *Tapestry* is purchased under the same license agreements as the base digital package, so the printouts cannot be resold, gifted to someone else, or transferred.

Four-Step Setup

1

Setup: Printed Units

Open your unit(s) and place them into binders. We recommend one 1.5" to 2" binder per unit (size depends on the unit). Many teachers choose to use this binder for their full unit and a smaller binder or folder for the week they're currently studying. If you bought our custom Tab Set, insert the tabs between the week-plans.

Setup: Digital

Go to our website, make sure you are logged in, then choose your year page and scroll down (to access *Loom* documents) or choose a unit page (to access all other curriculum documents). Decide what you will be accessing on the computer and what you'll be printing.

2

Read through introductory materials on the *Loom*

On the *Loom*, you'll find a number of helpful introductory materials, most notably the year introductions. On the same Year page, you can also find a Scope & Sequence, Supporting Links, and other goodies!

3

Check out your supplementary products

If you bought supplementary products such as *Writing Aids* or *MapAids*, take time to open them so that you will understand references to them in this guide and in your curriculum.

4

Start gathering resources

You will need to purchase and/or borrow books for your children's studies. You can find booklists on the *Loom*, and you can visit our Amazon store to browse! You'll want to consider whether it's better for your family to purchase unit-by-unit or for the whole year.

Supplementary Products

Evaluations

Weekly quizzes and tests, with both student and teacher versions, sample answers and answer keys, and unit tests for some levels. The subjects covered are history and (for some levels) literature. | Grades 1-12 | \$10 – \$15



Planning Aids

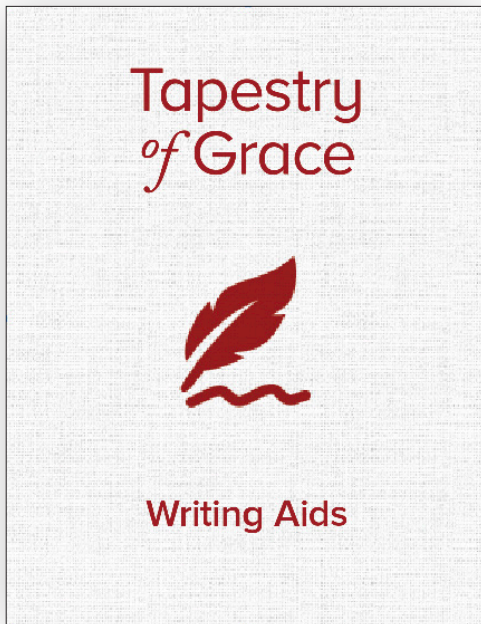
Reading assignments organized by day according to several different weekly schemes. | Years 1-4 | Grades 1-6 | \$12.50



Writing Aids

A comprehensive teacher's manual, grading rubrics, and student explanation pages for writing genres.

| Years 1-4 | Grades K-12 | \$40 – \$60



Shorter Works Anthology

Classic literary texts, primarily poems, short stories, and plays, reformatted and annotated for *Tapestry of Grace* students. | Grades 10-12 | \$25



Handwriting

Print and cursive practice pages using history vocabulary words. | Years 1-4 | Grades K-3 | \$5 – \$15



English Grammar

History-based grammar lessons and exercises, with answer keys, that can be used either to teach or review English Grammar at any age. | Years 1-4 | Grades 4-6 | \$15 – \$30



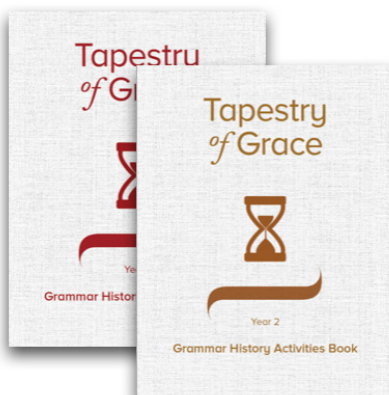
Lapbooks

A colorful nine-week hands-on activity available as digital or printed kits | all sixteen units | Grades K-6 | \$15 – \$65



Grammar History Activities

Coloring, connect-the-dots, matching, sequencing, mazes, and some mapwork, covering most weeks in Years 1 and 2. | Grades 1-6 | \$15 - \$20



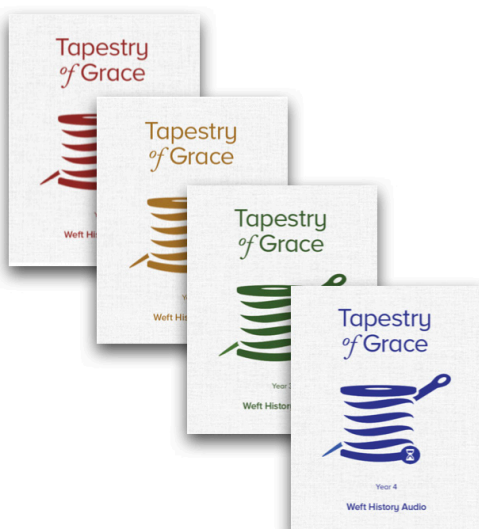
Map Aids

Student maps and teacher answer key maps that can be purchased as a supplement for Integrated but come for free with the corresponding levels of Spools Geography or Spools Full Rack. | Years 1-4 | Grades K-12 | \$10 – \$35



Weft History Audio

A history audio overview with funny voices and characters. | Years 1-4 | Grades K-6 | \$10 – \$35



Key Documents in Government Studies

Excerpts from primary source documents in political theory and history. These documents are often required reading in Integrated *Tapestry of Grace* | Years 1-4 | Grades 10-12 | \$15



Pop Quiz

Short audio overview of all Tapestry subjects for fathers, with short discussion questions | Years 1-4 | Grades K-12 | \$15 – \$50



Planning

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:

- 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 headings 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 on the *Loom* 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.

Rhetoric Electives

If your high school student is earning credits in specific disciplines, you may also need to purchase these:

- *Poetics*: Used in all four year-plans, your student who is earning either English or Literature credits cannot get by without this product.
- *Shorter Works Anthologies*: Buy this for your rhetoric Literature students who are working through either Year 2 or Year 3.
- *Key Documents in Government Studies*: If your student is earning a Government credit in any of the year-plans, this product will save hours in looking for specific original source documents. There is one to purchase for each year plan.

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, avoiding troublesome content in some books, and managing your work load.

Find Your Books

- Find the Booklists for your student's levels on the *Loom!* These include links to both WorldCat (for library searches) and our Amazon store (for shopping).
- Alternatively, you can use links on the year pages to go directly to our Amazon store and browse options arranged by year, learning level, and subject.
- Some of our primary books may already be on your family bookshelves. Be sure to check there before making purchases.

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 plan to teach. (Remember that for Print customers, 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.
-

Scheduling

There's so much to do in any given week in a busy homeschooling 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.

If desired, you can also access our online planning video via our website's Planning page.

Involving Your Children

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 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.

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.

Tapestry plans offer all levels at all times, which means ultimate flexibility for you. 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

Online Support

On our website—tapestryofgrace.com—you will find a variety of support options:

- **Community Page:** Accessible from the Menu, this page offers links to Presentation Specialists (with whom you can schedule a free tour or consultation), Facebook Groups, a Groups Directory, and personal ads (which we run for you free of charge).
- **Newsletters and Announcements Page:** Our mostly-monthly newsletter is packed with information, and we post all of it on our website's Announcements page as well.
- **Help Button:** This button, located in the bottom right-hand corner of each webpage on our site, will allow you to access both the Knowledge Database (which you can search for articles) and the Help Tickets (which you can use to send us a direct message, schedule a phone call, or schedule an online meeting).

