

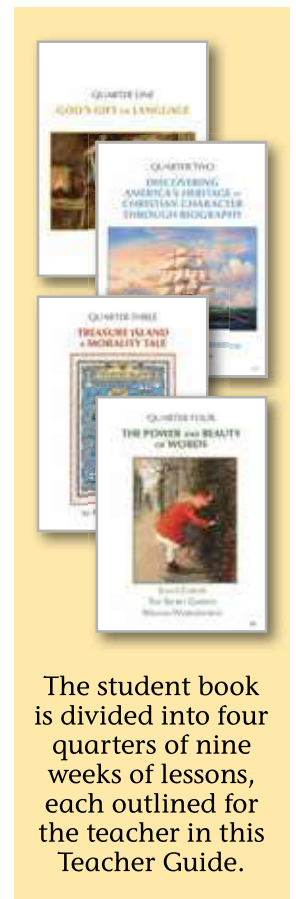
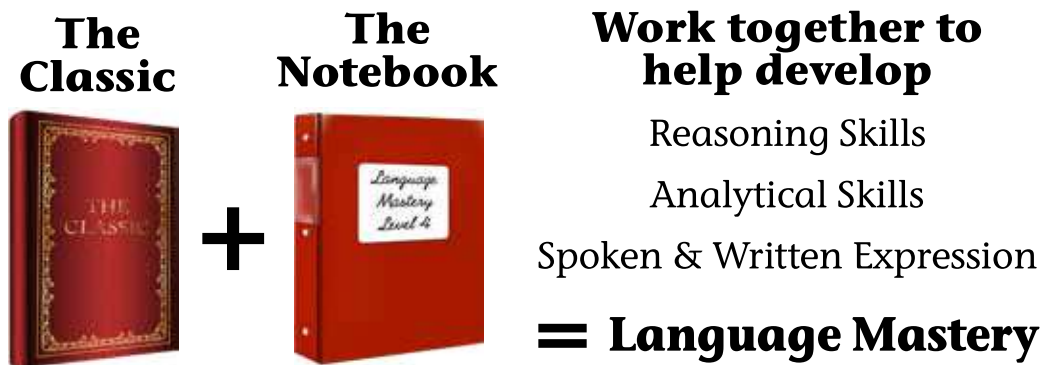
TO THE LANGUAGE MASTERY TEACHER¹

The *Language Mastery* program is based on Classic Grammar and The Noah Plan® Christian History Literature Program. The basic principle of the program is that children master language proficiently when immersed in the Bible and the classics—the earlier, the better. Most importantly, children cultivate a Biblical worldview as they enjoy the love of language, literature, and poetry at its best.

Tutorially, each child advances through discussion and reasoning, identifying language patterns, and practicing speaking and writing consistently to form confidence and competent skills. The use of language is a highly personal experience inadequately measured by a grade or ‘norm.’ The actual measure is the effective use of written and spoken language.

Language Mastery deepens the knowledge of God while cultivating wisdom and skills for a productive life. In simplest terms, the method is that the teacher reads the classic aloud and directs students to build a personal notebook record of the principles observed, the literary and grammatical patterns identified, and the composition of those principles and leading ideas in their own words.

How does this translate to the language classroom? The same simple and practical method is used throughout the grades:



The student book is divided into four quarters of nine weeks of lessons, each outlined for the teacher in this Teacher Guide.

The Students . . .

- are introduced to classic literature and guided through reasoning from principles and leading ideas, analyzing literary and grammatical patterns, composing individual expressions of the themes, principles, ideals, and lessons learned in these classics.
- build a notebook guided by their *Language Mastery* student book and the teacher.

The Teacher . . .

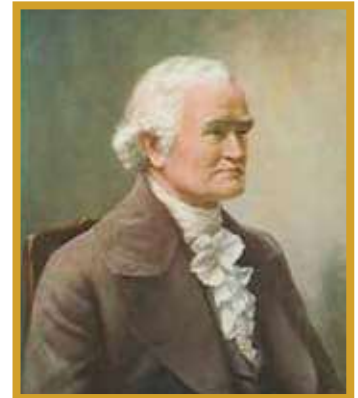
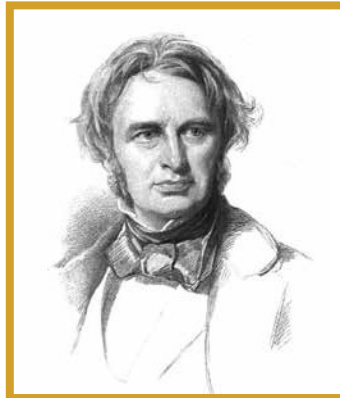
- engages students by reading aloud beloved classics suited to their age level to impart wisdom, build reasoning, and enrich experiences of life principles.
- governs the routines, methods and practices outlined in the student book so they are done consistently. These habits are crucial to the learning process.
- prepares by:
 - o learning the classics and supporting material well to be able to guide students effectively.
 - o practicing reading the stories in an engaging way so students will be drawn into the adventure!

The selected classics lead students into new and fascinating worlds of adventures to freely enjoy and delight in language and the Biblical life principles and ideals stories deliver.

QUARTER ONE GOAL

This quarter's goal is to enjoy language through literature as God's gift. We explore the nature of literature as a learning adventure with various kinds of poetry— some just for fun, some to inspire, some to instruct, and some to memorize to impact our own use of language. If you love literature, words, and language, your students will 'catch' that love and enjoy it with you.

The literature selections are well-known and loved poems and a selection from the book of Proverbs as a type of literature in the Bible. Each poem should be read aloud with expression, then re-read for meaning, then re-read for analysis. Poetry is written for the eye and the ear, to be heard and relished for its beauty, melody, imagery, and meaning.



WEEK 4

HOW TO HANDLE FREEDOM

TEACHER PREPARATION

READ *Teaching and Learning*, pp. 219-221 for background on the character qualities of Brotherly Love and Christian Care. Nat exemplified these qualities in his life. Be prepared to lead students in a discussion on these qualities and how Nat was a model of them.

READ *Teaching and Learning*, pp. 236-237. What is the difference between “freedom” and “liberty?”

READ “The Word Study Defines a Biblical Worldview,” *NPEG*, pp. 136-137 to prepare to direct the Word Study of “character.”

Prepare to teach this week by learning the following navigation and geography terms: latitude, longitude, equator, sextant, celestial navigation, lunar, almanac

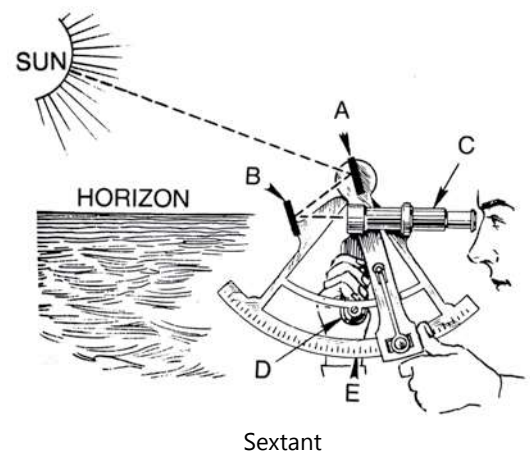
This YouTube video on using the sextant: [How to use a sextant](#)

GOALS

READ aloud chapters 10-12.

BACKGROUND

Bourbon is a small island located off the east coast of Madagascar in the Indian Ocean. The name was changed during the French Revolution to Réunion Island, and today it is a region of France. Nat and Captain Prince sailed, or “doubled,” the Cape of Good Hope to reach Bourbon. The island was known for coffee and sugar beets. (Refer to the map on p. 123 of the Student Handbook.)



WEEK 4

HOW TO HANDLE FREEDOM

REASONING FROM THE CLASSICS

Principles and Leading Ideas

ANALYSIS OF PATTERNS

Literary Analysis, Syntax,
Etymology, Prosody

EXPRESSION

Elocution, Discussion,
Composition

LEADING IDEA:

“Freedom” implies a status or condition and is found in kingdom or Christendom. “Liberty” means the power to discriminate, to make decisions. Liberty requires a sense of personal responsibility and self-restraint (self-government), or conscience. Freedom has value; liberty is priceless. Freedom is external; liberty is internal. Read “Life, Liberty, and Property,” T&L, p. 236-237 to understand this principle. Understanding this leading idea will require teacher direction. Nat gained freedom from the chandlery, but he created liberty at sea by learning about navigation, sailing, leadership, and enterprise (trading).

PRINCIPLE: Christian Character

Brotherly love and Christian care. “If another one be overtaken in fault...restore such a one in the spirit of meekness...” Galatians 6:1-5, T&L, p. 220. Nat learns the Biblical path to control his temper (p. 92).

ORTHOGRAPY

Continue weekly routines of spelling and penmanship.

ETYMOLOGY

testament, longitude, latitude, equator, chronometer

SYNTAX

Find the sentence patterns and diagram:

1. Monsieur Bonnefoy hurried on deck.
2. Nat handled their business quickly.
3. He showed Captain Prince his page of figures.
4. She was full of stories about the islands.
5. Nat hailed the lookout.
6. Nat hurried topside.

COMPOSITION

“How to Handle Freedom”

Complete the Word Study for “character” using the model in the Student Handbook.

ELOCUTION

Practice the verse chorally as a class. Memorize lines 8 and 9.

DISCUSSION

Review the “Reading Aloud Together” questions before each chapter and allow time for discussion after the reading.

Discuss the idea of property, what it means and how your individual scholarship is your property.

NOTES:

WEEK 1

WILLIAM SHAKESPEARE AND JULIUS CAESAR

INTRODUCING SHAKESPEARE AND JULIUS CAESAR

Draw students into the plot and characters of *Julius Caesar* through reading aloud from *Stories from Shakespeare*. Begin at the beginning and read up to the paragraph that begins with “Still, it is the murder of a friend that Brutus is contemplating...” pausing to rephrase the plot, etc., as needed.

REASONING FROM THE CLASSICS

Principles and Leading Ideas

- o *Julius Caesar* is one of Shakespeare’s most loved and widely read works.
- o Shakespeare is considered the greatest writer of plays and poetry in the English language.
- o Shakespeare’s characters portray human struggle with conscience and character.
- o He is often called the “Bard of the Bible” as he quotes or alludes to the Bible more than any other writer in English.
- o Shakespeare’s plays and poetry are so rich and well-known that they are quoted frequently by other writers.

ANALYSIS OF PATTERNS

Literary Analysis, Syntax, Etymology, Prosody

INTRODUCE

William Shakespeare’s *Julius Caesar* by discussing the “Reading Aloud Together” questions on page 186 to prepare students for listening.

BEGIN LITERARY SUMMARY

on the Chart provided in the appendix for Julius Caesar

WORD ANALYSIS

oratory, tragedy

SYNTAX

1. Cowards die many times before their deaths.
2. Friends, Romans, Countrymen, lend me your ears.
3. I come to bury Caesar not to praise him.

EXPRESSION

Elocution, Discussion, Composition

DISCUSS

the themes of envy and ambition

COMPOSITION

“The Greatest Writer in the English Language”

REFLECTION

the problem of envy

ELOCUTION

Choral reading of the “Brutus Speech” for memorization

NOTES:

