

# TEACHING WISDOM

## AIMING FOR A HEART OF WISDOM



The Heart of Wisdom Approach will teach you to:

- Develop a habit of daily Bible reading
- Read through the Bible with your family once a year
- Create a portfolio
- Create a Time Line Book
- Use Bible study tools (concordances, lexicons, and dictionaries)
- Know biblical history and geography
- Integrate writing and grammar skills with Bible studies
- Find the way to righteousness
- And more.

# THE HEART OF WISDOM TEACHING APPROACH

The H.O.W. approach is a combination of the teaching methods listed below

<b>Bible First</b>	The Bible is the center of education, and all subordinate studies should be brought into the circle of light radiating from the Bible. Academics play an important part, but they are secondary. Students spend a large portion of the school day studying God's Word, and the other half studying God's world in the light of His Word. See details in <i>Far Above Rubies: Wisdom in the Christian Community</i> .
<b>A Return to Biblical Hebraic Education</b>	The Bible outlines how we should teach our children. The ancient Hebraic aim of education was ethical and religious. Study is a form of worship. The method of instruction in the home was oral, and learning was accomplished by practice. The ancient Hebrew taught no distinction between sacred and secular areas of life. Every detail of life, therefore, must be set aside and consecrated to the glory of God. The primary purpose of education was to train the whole person for lifelong, obedient service in the knowledge of God (Prov.1:7; Eccl.12:13).
<b>Living Books Charlotte Mason's Philosophy</b>	Students should develop a love of learning by reading real books—literature—as opposed to twaddle, or “dumbed-down” literature. This method also incorporates copy work, narration (the assimilating of information), retelling (sorting, sequencing, selecting, connecting, rejecting, and classifying), creating a Time Line Book, and developing a “Nature Diary.”
<b>The 4 Step Lessons</b>	These four steps are a cycle of instruction based on the Four Learning Styles developed by Dr. Bernice McCarthy. This system is an organized method of using all of the approaches listed on this page.
<b>Integrated Unit Study</b>	The “unit” or “theme” part of the name refers to the idea of studying a topic as a whole instead of as several “subjects.” A unit study takes a topic and “lives” with it for a period of time, integrating science, social studies, language arts, and fine arts as they apply. This method is ideal for multi-level teaching.
<b>Lifestyle of Learning</b>	An approach outlined in <i>Wisdom's Way of Learning</i> by Marilyn Howshall. The emphasis is on parents relying on the Holy Spirit's guidance to provide the needed resources so that children can develop expertise in their fields of interest. Howshall explains how using these simple and natural tools (with the emphasis on the process of learning rather than the product of learning) will allow your children to begin to develop their own lifestyle of learning.
<b>Delight-Directed Learning</b>	Students acquire basic concepts of learning (reading, reasoning, writing, researching, etc.) during the process of examining the topic they are interested in. Education ought to be about building learners' abilities to do useful things. The focus is on the development of learning tools not gaining content.
<b>Writing to Learn</b>	Students think on paper—think to discover connections, describe processes, express emerging understandings, raise questions, and find answers; encouraging higher-level thinking skills. Students learn to Research, Reason, Relate, and Record.
<b>Notebook or Portfolio Method</b>	Students create a Bible Portfolio, Unit Study Portfolios, and Time Line Books. As the family re-reads through the Bible every year, each student creates a new Bible portfolio. The Unit Study Portfolios reflect the students collecting, reading, writing and projects on specific topics. Each year, the portfolios will reflect changes in the student's ability, depth, focus, and spiritual growth.

# AIMING FOR A HEART OF WISDOM

*Wisdom is the principal thing; therefore get wisdom:  
and with all thy getting get understanding.  
(Proverbs 4:7)*

**T**o teach true wisdom, a curriculum should spend a significant amount of time in God's Word. *For the word of God is quick, and powerful, and sharper than any two edged sword, piercing even to the dividing asunder of soul and spirit, and of the joints and marrow, and is a discerner of the thoughts and intents of the heart* (Hebrews 4:12).

The home-school movement has brought about (or restored) many superior, efficient, exciting teaching approaches. These methods verify, as explained in this book, that we need to renew our thinking concerning education. Not only must we renew our thinking about the context of what is taught but also about the method of what is taught (Joshua 24:23; Proverbs 3:5-6; Matthew 6:19-21; Romans 12:22).

David Mulligan explains the importance of Scripture-centered curriculum in a chapter of his book *Far Above Rubies: Wisdom in the Christian Community*. He also reveals the surprising hesitancy Christians feel about this approach to curriculum. He states:

The idea of spending a lot of school time on the study of Scripture may at first be disturbing. We are so used to dividing "religious" activities from the rest of our time it seems as if Bible study just does not fit, except in a minor way, in our regular school day. We think of Bible study as suitable for family devotions, church services, Sunday school classes, and if the study gets "deep," in the seminary. How much Bible can children get without detracting from other studies?

In asking this question we uncover in ourselves something of the tension that exists in the Western world between learning and religion. We know somehow the question is not right; we should be first giving place to Scripture, but can not quite let go of the other side of things. And rightly so! The other side, God's creation, is vastly important, but still Scripture should come first, and all other studies find their place in relation to it. We should turn the question around: "How many secular studies can a student pursue without detracting from his knowledge of God's Word?!"

...Christian education must be built upon a pattern that maintains Scripture at its center and bring all subordinate studies into the circle of light radiating from thence.

*And these words, which I command thee this day, shall be in thine heart: And thou shalt teach them diligently unto thy children, and shalt talk of them when thou sittest in thine house, and when thou walkest by the way, and when thou liest down, and when thou risest up. And thou shalt bind them for a sign upon thine hand, and they shall be as frontlets between thine eyes. And thou shalt write them upon the posts of thy house, and on thy gates.*

(Deuteronomy 6)

#### **THE HEART OF WISDOM APPROACH**

- The Bible is the main textbook.
- The portfolio is a chronicle of the lessons and concepts studied.
- Learning takes place as the portfolio is created.
- God's Word is the thematic focus out of which academics naturally flow.
- The lessons include several interrelated aspects:
  - spiritual training.
  - academic training.
  - character training.

The Bible passage home schoolers lean on, Deuteronomy 6, is not just a mandate to teach our children. It is a command to teach them God's Word. We also claim a wonderful promise in Malachi 4:6a: *And he shall turn the heart of the fathers to the children, and the heart of the children to their fathers...* but often forget that verse 4 tells us the promise will happen when we remember God's ways: *Remember ye the law of Moses my servant, which I commanded unto him in Horeb for all Israel, with the statutes and judgments.*

The ultimate desire for Christians should be for their children to have a heart of wisdom—true wisdom from God. The philosophy described throughout this book has progressed into a teaching approach called the Heart of Wisdom (H.O.W.) approach.

This chapter gives an overview of methods utilized by the Heart of Wisdom approach in an effort to motivate parents to make the Bible the main focus of the school day. The details of this philosophy will be explained in a book titled *The Heart of Wisdom Teaching Approach* (due to publish, Lord willing, in 2002). You can use this approach or adapt it to the methods and curriculum you are using. (This approach does not cover math.)

#### **HEART OF WISDOM TEACHING APPROACH**

The first goal of the Heart of Wisdom approach is to inspire students to become “hearers and doers” of God's Word and to encourage students to search the Scriptures and apply them to everyday situations. The second goal is to teach them a love of learning that will last a lifetime.

#### **TWO-SIDED CURRICULUM BASE**

There are, from man's point-of-view, two distinct areas or realms of study: God's Word and God's world. Since our criteria for education must flow from Scripture as the highest and most authoritative source of knowledge, the two realms are approached in different ways. All studies involved with increased understanding of God's Word are designated “direct studies.” Since our knowledge of God's world must also be directed by Scripture and our principles of interpretation derive from God's Word, those courses that directly study God's world are designated “derived studies.” This gives us a two-sided curriculum base.

In this approach, the Bible is the main focus and the core of the curriculum, with the secondary focus dedicated to developing academic skills. Students spend half the school day studying God's Word (direct Bible studies) and the other half study-

ing God’s world (derived studies—history, science, etc. using a unit study approach). Language arts are practiced throughout the day along with Bible and academic studies. Although we use the term “one half the school day,” we don’t mean 3 hours Bible followed by 3 hours academics, because students work in the Bible in all studies (hence half the school day).

GOD’S WORD		GOD’S WORLD		
DIRECT STUDIES		DERIVED STUDIES		
BIBLE STUDY	GOD’S PLAN	GOD’S WORLD	GOD’S KINGDOM	
	HISTORY, CULTURE	SCIENCE	THEOLOGY, LAW, HUSBANDRY, ECONOMICS	
LANGUAGE ARTS				

To form a mental image of this approach, imagine four stacks of books: Stacks A, B, C, and D.

- ❖ Stack A includes Bible, Bible tools (Bible dictionary, atlas, customs and manners reference, Lexicons, etc.) and a writing handbook.
- ❖ Stack B includes books related to a history theme (reference books and literature).
- ❖ Stack C contains books related to a science theme (reference books, textbooks, and science project books).
- ❖ Stack D includes books related to life skills (self-help, marriage, parenting, interior design, car repair, etc.).

You will use the books from Stack A (Bible) exclusively the first hour or two of the school day (depending on your students’ ages). You will use Stacks A (Bible) and B (history) the second half of the school day for a number of weeks. Then, Stack C (science) replaces Stack B for a number of weeks. Stack D (life skills—used with Stack A) is not used until the high school years (when the school day is longer).

Writing, spelling, grammar, capitalization and punctuation, handwriting, vocabulary, phonics, and critical-thinking skills are not learned as separate subjects, but integrated into each study.

### BIBLE-FIRST PHILOSOPHY

The most important aspect of a Christian life is Bible Study. The Bible is God’s instruction book on how to live life. The core of the Heart of Wisdom Teaching Approach is reading the Bible through in one year and the creation of a Bible portfolio

### HEART OF WISDOM METHODS

1. Read the Bible daily.
2. Read through the Bible with the family once a year.
3. Develop the student’s writing skills:
  - a. context
  - b. form
  - c. mechanics
  - d. editing and revision
4. Develop students’ spelling skills by creating a personal spelling dictionary from student’s writings.
5. Develop students’ hand-writing skills by practicing writing Bible verses.
6. Develop students’ critical thinking skills:
  - a. managing and using information to solve problems
  - b. interrelating knowledge
  - c. effectively communicating learning outcomes.
7. Reinforce phonics instruction using Bible storybooks (younger children).
8. Develop students’ character through assignment completion:
  - a. attentiveness
  - b. commitment
  - c. confidence
  - d. decisiveness
  - e. efficiency
  - f. faithfulness
  - g. perseverance
  - h. promptness
  - i. responsibility
  - j. self-control

"In the Biblical sense, wisdom is the 'ability to judge correctly and to follow the best course of action, based on knowledge and understanding'"

—Lockyer, *Nelson's Illustrated Bible Dictionary* (p. 1103).

The Wisdom teachings of the Bible follow from the two great themes:

1. Ten Commandments
2. The Greatest Commandments of Jesus: love God and our neighbor

#### SEVEN STEPS TO ACQUIRING WISDOM

1. Seek wisdom. Proverbs 2:4; 8:17.
2. Meditate upon God's Word. Proverbs 2:1; 3:1; 4:20.
3. Obey principles of Scripture. Obedience is essential for wisdom. Proverbs 2:7; 8:33; 10:8.
4. Pray for wisdom. Proverbs 11:2; James 3:5-6.
5. Observe how God works in His world. Proverbs 6:6; Matthew 6:26; Proverbs 14:16.
6. Heed godly counsel. Proverbs 12:15; 19:20; 15:31.
7. Associate with wise people. Proverbs 1:10.

and a Time Line Book. This teaching can be the most important undertaking in your child's entire life.

As Christians we are expected by God to be knowledgeable in the Word of God. For example, Paul told the Ephesians, *do not be unwise, but understand what the will of the Lord is* (Eph. 5:17). We should strive just as much as the first-century Christians did to find and know God's will for mankind.

With the Bible First Philosophy, parents and students of all ages are active in an ongoing project based on reading through the Bible, every year. The Bible is studied daily as students compile a chronicle of the concepts and beliefs. Students learn to use Bible study tools, enabling them to embark on their own search for truth, preparing them to follow the mandate in 2 Timothy 2:15 *Study to shew thyself approved unto God, a workman that needeth not to be ashamed, rightly dividing the word of truth*. This important foundation (often neglected for academic studies) is the ultimate preparation a student needs for life. Not only will God's Word renew their mind, it will teach them to confront the idols of our time, as Al Greene explains, "to discern and recognize idols such as statism, materialism, technicism, scientism, and all the other "isms" where faith is placed in something other than God." (Language arts skills are practiced daily while completing assignments.)

As the family re-reads through the Bible every year, each student creates a new Bible portfolio and adds to their Bible Time Line Book. Each year, the portfolio will reflect changes in the student's ability, depth, and focus. The first year, a younger child's portfolio will contain drawings, handwriting samples, memory verses, dictated summary pages, photos of a play costume, pages from a Bible coloring book, etc., while older students' portfolios will contain character and event summaries, research papers, essays, computer printouts, time lines, maps, sketches, etc.

Instead of looking at state standards when teaching your children, seek God and ask Him what He would have you teach your children. Listen to the Holy Spirit. God promises us wisdom if we ask for it. Following God's guidance will not only lead you in what to teach your unique, individual child; you will learn to walk a surrendered life, by faith. Scripture should come first, and all other studies find their place in relation to it. The H.O.W. approach leads progressively to a renewed mind and to a self-chosen commitment to a life of intellectual and moral integrity. After all, the Bible is instruction for life.

All scripture is given by inspiration of God, and is profitable for doctrine, for reproof, for correction, for instruction in righteousness: *That the man of God may be perfect, thoroughly furnished unto all good works* (2 Timothy 3:16-17).

## A RETURN TO BIBLICAL EDUCATION

The frustrations of modern teaching methods have motivated Christian educators to return to better ways. Many have turned to the Greek classical methods—language and literature-focused studies. (Language and literature are important, but they should not be the foundation of life.) The Heart of Wisdom approach is also a return to better methods, but, like the Hebrews, we reject the Greek education model. Instead we desire a return to Hebraic teaching methods, which are Bible focused. Abraham Joshua Heschel summarized the differences between the two approaches by saying that “The Greeks study in order to understand while the Hebrews study in order to revere.”

Education for people in the biblical world was more than a simple matter of memorizing information and passing tests. It was the search for the hidden plan and presence of God. Educational goals in Scripture always involved the whole person—amoral intellectualism did not exist. The ancient Hebrews taught that education which does not begin with the fear of the Lord leads to foolishness. An old Hebrew saying states **“One who acquires knowledge but knows not what to do with it is no more than a donkey carrying a load of books.”**

The primary purpose of education should be to train the whole person for lifelong, obedient service in this knowledge just as it was in Bible times. The Hebrews taught their children 613 commandments; 248 positive commands and 365 negative ones from the Torah (first five books of the Bible). These commands are instruction on how to live life; topics include: God, the poor, employers, employees, parents, children, animals, marriage, sex, family, food, business practices, holidays, judicial procedures, property, criminal laws, agriculture, taxes, worship, war, illness, etc. The 613 commands are instructions for life. (Not all 613 commands were for all people, some were specifically for priests, some for women, etc.)

The aim of education in Biblical times was ethical and religious. The education of youth was an obligation of the parents, and was intimately associated with the performance of ritual observances and with learning the Mosaic Law. In the educative process, both father and mother were

*Happy is the man that findeth wisdom, and the man that getteth understanding. For the merchandise of it is better than the merchandise of silver, and the gain thereof than fine gold. She is more precious than rubies: and all the things thou canst desire are not to be compared unto her. Length of days is in her right hand; and in her left hand riches and honour. Her ways are ways of pleasantness, and all her paths are peace. She is a tree of life to them that lay hold upon her: and happy is every one that retaineth her. The LORD by wisdom hath founded the earth; by understanding hath he established the heavens. By his knowledge the depths are broken up, and the clouds drop down the dew.*

(PROVERBS 3:13-20)

“Proverbs is a book of godly wisdom. Someone once described Proverbs as ‘the Ten Commandments in shoe leather.’ It often contains the very practical and homespun wisdom of secular Proverbs, such as ‘a stitch in time saves nine’ or ‘a fool and his money are soon parted.’ But the wisdom of Proverbs goes far beyond mere worldly wisdom. It contains the revealed truth of God, Creator of heaven and earth.”

—Bob Beasley,  
*The Wisdom of Proverbs*

“Discovery after discovery has established the accuracy of innumerable details [in the Bible], and has brought increasing recognition to the value of the Bible as a source of history.”

—W.F. Albright

“To pray for wisdom is to come to God in humility, acknowledging our need for His wisdom. The world often looks down on the one who acknowledges his weaknesses. God will never find fault in a prayer from a humble heart, for *God opposes the proud, but gives grace to the humble*. See Job 28:12-28; Proverbs 3:13-18; Romans 1:22; 16:27; and 1 Corinthians 1:17-21; 2:6-8.

“It is impossible to rightly govern the world without God and the Bible.”  
—George Washington

We must listen to the Word of God:

1. Eagerly
2. Attentively
3. Trustfully
4. Expectantly
5. Prayerfully
6. Humbly
7. Purposefully and
8. Joyfully

*But the natural man receiveth not the things of the Spirit of God: for they are foolishness unto him: neither can he know them, because they are spiritually discerned.*  
(1 CORINTHIANS 2:14)

“the Bible is the one supreme source of revelation, the revelation of the meaning of life, the nature of God and the spiritual nature and need of men. It is the only guide of life which really leads the spirit in the way of peace and salvation.”  
—Woodrow Wilson

equally concerned, and both were to be equally honored (the Fifth Commandment). The method of instruction in the home was for a long time oral, and learning by practice, and these methods were continued outside the home in gatherings and assemblies held for both worship and instruction. (Collier’s Encyclopedia)

Like a typical first-century rabbi, Jesus did not deliver formal sermons, but as he traveled the country with his disciples he commented upon situations such as Martha’s anxiety or the widow’s contribution of two small coins (Lk. 21:1-2). Jesus typically used such incidents as springboards for his teaching, prefacing his remarks with “I tell you,” and concluding with a pair of parables to illustrate and confirm the teaching. Jesus taught that only “one thing” is important. The “one thing” is to desire above all else God’s rule and salvation in our lives and in the lives of those around us (Matthew 6:33, Luke 12:31). (Read more about Biblical Education in Chapter 4 and 9.)

### MULTI-LEVEL UNIT STUDY

The Heart of Wisdom approach is designed for multi-level teaching. Students study the same topics, each on their individual level. The multi-level approach saves a tremendous amount of time in preparing, teaching, and correcting work.

A family of three using the traditional approach (textbooks and workbooks) must prepare, plan, teach, and correct work for 21 or more subjects (7 subjects for each child). This can be a nightmare for the teacher. In history, one child could be studying the American Revolution, another the Civil War, and another ancient Egypt. In science, one child could be studying animals, another planets, another physics. In Bible, one student could be studying the Ten Commandments, another the life of Christ, another creation.

With a multi-level unit study approach, all subjects except math and language arts can be taught together. Each child studies the topic at his or her own level. This saves over half of your teaching and preparing time. All children can go on field trips together, many projects can be done together, writing assignments and vocabulary words will be about the same topic, but on different levels. For example, while studying animals, a younger child may be able to classify birds, mammals, and insects, while an older child would classify animals in much more detail (arachnids, crustaceans, etc). The older child learns and helps to teach the younger while the younger

learns from the older.

Unit studies, sometimes called “thematic units” or “integrated studies,” are very popular with homeschoolers. The child learns by actually experiencing or discovering through different methods and activities, rather than by simply reading a chapter from a textbook. A unit study takes a topic and “lives” with it for a period of time, integrating science, social studies, language arts, math, and fine arts as they apply.

The “unit” or “theme” refers to the idea of studying a topic as a whole instead of several “subjects.” For example: most people think of water as a science subject. One way to look at water is as H<sub>2</sub>O—a chemistry subject—but, it is also art (a beautiful waterfall), history (the Red Sea), economics (water bill), theology (baptism), language arts (babbling brook), geography (the location of bodies of water), etc. When one studies the “whole” he can see how it relates to the Creator.

## GATES OF LEARNING

The process of the student as he matures under instruction moves through three stages of Knowledge, Understanding, and Wisdom. We cannot think of these as watertight compartments of intellectual development like the Greek stages of abstraction (they are far too interrelated for that) but rather as the emphases given in instruction that correspond to the way a child “sees things” as he matures in judgment and practice.

The Heart of Wisdom approach refers to “gates of learning” (gates because they are different ways to enter). These gates are built upon a biblical foundation. They liberally represent grade levels:

1. The Knowledge Gate roughly corresponds to traditional grades K-4. Emphasis is on rote learning and exposure to a wide range of experiences.
2. The Understanding Gate roughly corresponds to traditional middle grades 5-8. Students compare, contrast, make connections, and learn to discern.
3. The Wisdom gate roughly corresponds to traditional upper grades 9-12. This is where knowledge and understanding are put to use. The student makes evaluations of difficult situations and arguments. He is directed towards holiness, right relationships, fruitfulness, and productivity. He takes his place in the lifetime pursuit of more wisdom.

Wisdom is both an end and it means to an end. Knowledge, understanding, and wisdom are not setup like a three stage rocket

### KNOWLEDGE GATE

The knowledge stage is the age of learning by rote. The basic facts and skills that will culminate in practical wisdom have to be given and practiced until they are familiar. If one were to train as a cabinetmaker, he could not begin with furniture design or even the details of joinery; he must begin by being able to handle a hammer, square, and saw. The same is true with all education. The raw material has to go in before we can ask much to come back out.

### UNDERSTANDING GATE

The emphasis of understanding-is discernment and comprehension. The basic curricular departments remain the same, but the emphasis in each is changed. The student begins to grind understanding out of the grist of knowledge. It is not so much to complexity of the material that marks the progress (although the material will grow more complex) as it is the ability to approach material in a different way. Learning is taken on a new face - the student begins to understand that he knows and knowledge understanding grow together.

### WISDOM GATE

The root idea that wisdom is an actual application of truth. It arises from correct relationship to God.—The fear of the Lord is the beginning of wisdom —and is manifested by habitual obedience to God’s revealed will in complexities of daily life. True wisdom requires a right way of looking at things, right decisions concerning them, and right actions as we carry out our intentions.

—David Mulligan, *Far Above Rubies: Wisdom in the Christian Community*

"Karl Barth was once asked to sum up the thousands of pages of his dense theology in one sentence. He paused. Then he said, 'Jesus loves me! this I know, for the Bible tells me so.'

"When we study God's Word with a view toward obeying it, we become wholly submissive to God and can then walk in the Spirit, not in the flesh. In such a state, there is no condemnation to us, for the law of the Spirit of life in Christ Jesus has freed us from the law of sin and death (Romans 8:1,2)."

—John Garr  
*Restore!* magazine

"Upon the knowledge of these great matters—History, Literature, Nature, Science, Art—the Mind feeds and grows. It assimilates such knowledge as the body assimilates food, and the person becomes what is called magnanimous, that is, a person of great mind, wide interests, incapable of occupying himself much about petty, personal matters. What a pity to lose sight of such a possibility for the sake of miserable scraps of information about persons and things that have little connection with one another and little connection with ourselves!"

—Charlotte Mason, *The Original Homeschooling Series*, Vol. 4, p. 78

"A true intellectual life, is not achieved by exercising children's minds as if they were nothing but memory machines."

—Karen Andreola,  
Charlotte Mason Research  
and Supply Company, 1998

where each drops off as you are ready for the next stage. Rather they are three different ways of looking at the world. We see through the eyes of knowledge, through the eyes of understanding, and through eyes of wisdom. One absorbs and reacts with each other.

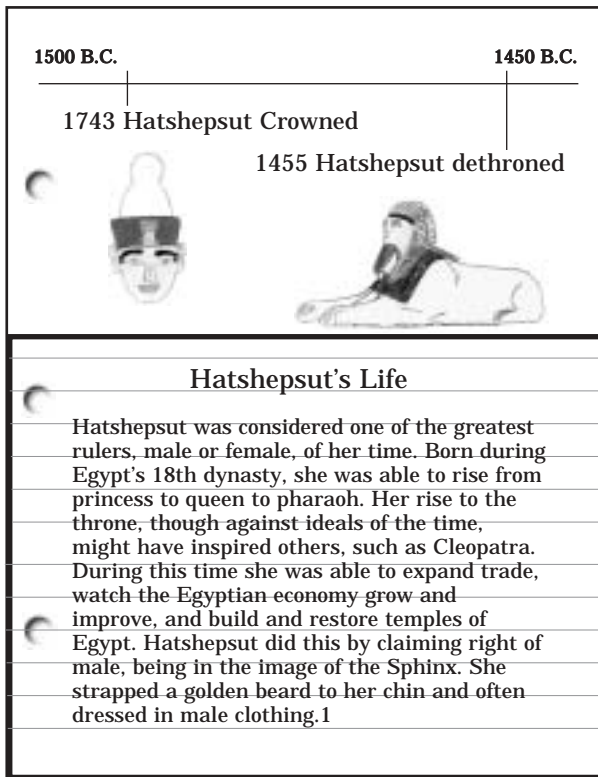
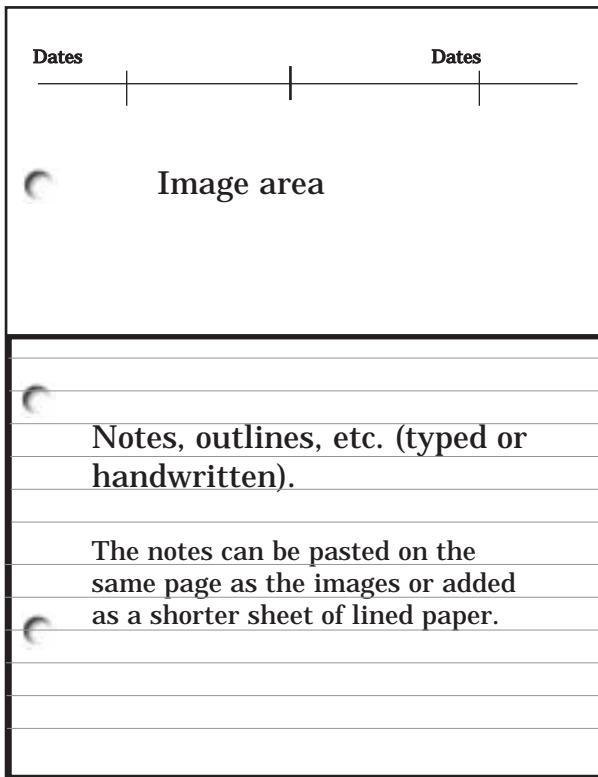
The Heart of Wisdom approach includes a suggested course of study that can begin at any age and is then repeated every four years (see page 140). The family with multiple ages will appreciate that they can jump in and start anytime. Students of all ages can study together in this setting, each studying the topic at his or her own level. The Bible is studied every year. History units are studied chronologically, and science units are studied in the order of creation. Practical life-skills studies are added during the high school years. All students complete 5-7 history units and 4-6 science units per year. This suggested course of study can be easily adapted to fit different families' needs.

### **LIVING BOOKS / CHARLOTTE MASON'S PHILOSOPHY**

Charlotte Mason was an educator in England during the nineteenth century, and her methods are currently experiencing a rebirth among American home schools. Mason believed that children should be educated through a wide curriculum using a variety of real, living books. "Twaddle" and "living books" are terms coined by Mason. "Twaddle" refers to dumbed-down literature; absence of meaning. "Living books" refers to books that are well written and engaging—they absorb the reader, while the narrative and characters "come alive"; living books are the opposite of cold, dry textbooks. Charlotte Mason's concern was for students to develop a lifetime love of learning. She based her philosophy on the Latin word for education, *educare*, which means "to feed and nourish." This method focuses on the formation of good habits, reading a variety of books, narration, copying work, dictation, keeping a nature diary, keeping a spelling notebook, and preparing a time line book.

### **Time Line Book**

Charlotte Mason's students created a Time Line Book (originally called a Museum Sketch Book; sometimes called a Book of the Centuries) to help them pull together seemingly unrelated information. As students learn historical facts, they make notes and sketches in their book on the appropriate page about famous people, important events, inventions, wars, etc. (See illustration on the next page).



Sample page from a Time Line Book.

See a sample page from a Bible Time Line Book in the next section

You can purchase a blank *Book of the Centuries* published by Small Ventures Press, available through most home-school suppliers, or make your own with the instructions below.

TO SET UP YOUR TIME LINE BOOK:

You will need:

- A three-ring notebook with a clear-plastic pocket cover
- Blank 8.5" x 11" pages
- Smaller lined pages (8.5 x 11 cut down to 8.5 x 9)
- A three-hole punch
- Glue sticks

Decide upon the units of time you will use (decades, centuries, etc.) to divide your time line into segments. A time line documenting the period from Adam to the Messiah will begin with Creation (before 2000 B.C.) and end with the resurrection of Christ (c. A.D. 30). (The nice thing about the notebook-style time line is that it's cumulative; every year's study can be added in. You can continue this time line as you study later periods by adding pages.) As you study each period, there will be times when you will document decades on one page, and other times when you will document several centuries on one page. Place the appropriate section of the time line across the top of each 8.5" x 11" page to represent increments. The shorter lined pages will go in between these pages to hold notes. If there is not room on your time line to include all of your chronology, cull some of the dates or add pages with larger segments that leave more room.

"We do not want our children to merely acquire a love of accomplishing academic goals. Our ultimate desire is for our children to develop a love of learning and a love of truth. Rather than the superficial gain of knowledge common to the experiences of today's youth, we want to encourage a true development of their intellect. We want to equip them with the tools of learning that will enable them to embark on their own search for truth. Most importantly, we desire our children to grow as individuals who will walk in God's purpose for their lives and are prepared to do His work."

—Marilyn Howshall,  
*Seasons: God's Time-Design*

#### PRAYING FOR WISDOM

Use this passage according to Ephesians 1:17-20, to pray for your children, spouse, or others needing wisdom:

"Dear God, Give unto \_\_\_\_\_ the spirit of wisdom and revelation in the knowledge. Let the eyes of \_\_\_\_\_ understanding being enlightened; that \_\_\_\_\_ may know what is the hope of his calling, and what the riches of the glory of his inheritance in the saints, And what is the exceeding greatness of his power to us-ward who believe, according to the working of his mighty power, Which he wrought in Christ, when he raised him from the dead, and set him at his own right hand in the heavenly places."

#### Narration

Narration is literally "telling back" what has been learned. Students are instructed to read a passage from the Bible, text from a suggested resource, or content from a Web site and "tell" what they have learned, either orally or in writing. This process involves sorting, sequencing, selecting, connecting, rejecting, and classifying. Narration increases the student's ability to remember, making review work unnecessary.

#### Copy Work and Dictation

Copy work and dictation are underrated. Both provide ongoing practice for handwriting, spelling, grammar, etc. Both are also good exercises for teaching accuracy and attention to detail. In copy work, students discover things about the text they are copying that they would be unlikely to notice otherwise. In dictation, the parent reads as the child writes. Students learn correct spelling, capitalization, punctuation, and other language mechanics when they compare their work to the original and correct mistakes.

#### LEARNING STYLES AND THE 4 Step Lessons

Scientific studies show that different people take in or perceive information differently and process information differently. The way we view the world is the way we perceive information. Some learners (1) need to "see" things concretely (through the five senses) to understand information. Other learners (2) can understand information abstractly (visually understand what cannot be seen). How we process what we learn is the way we use the information. Some learners (3) process reflectively while other learners (4) process actively. When you combine the ways in which one perceives and processes information, the results are four basic learning styles.

Studies show that 70 percent of children do not learn well the way the schools teach—lecture/textbook/test—most students need more. The 4 step lessons developed by Bernice McCarthy, is a way to teach to all four of the learning styles described above. It does not isolate one type of learning but, instead, teaches in all ways so that students relate to the subject in the way that is the most comfortable for them and discover how to learn in other ways.

There are four basic steps to this system. The amount of time necessary for each step will vary from a few minutes to a few days depending on the activities chosen. You can improve any Bible study, unit study, or even textbook curriculum by adapting it to these four steps, since the steps teach to all four

learning styles and both brain hemispheres. Studies show that this four-step method motivates students to comprehend the material better and retain the information longer.

**Step 1 Excite:** (This is a critical step which is skipped in school.) Create an interest. Motivate students by making the lesson meaningful to their lives. Many students need to know why a topic is necessary to learn before they will learn it. When I asked a room of several hundred home-school parents (including several public school teachers) this question, “Why does your student need to know that proper nouns must be capitalized?” The only answer given was, “Because it’s a rule.” If we first explain the reason that we capitalize proper nouns, students would remember the rule longer. We capitalize proper nouns to distinguish them from other words. For example, the word “mountain” refers to any mountain, but the “Rocky Mountains” are specific, so we use capital letters to show that they are a specific set of mountains. Therefore, in Step One of each lesson (Bible history, math, etc), discuss what the children may already know about the topic, why they should learn about it, and what they would like to find out. Use any of the following methods: Brainstorm, make lists, mindmap, outline, etc.

**Step 2 Examine:** Find out the facts. This is the traditional step used in schools with textbooks. We suggest several different resources (Bible, Bible reference books, Christian books, reference books, literature, living books, Internet sites, videos, etc.).

**Step 3 Expand:** Students do something with what was learned. The lesson is reinforced by completing an assignment or creating a project. Projects can be simple ten-minute activities or elaborate three-day endeavors. Studies show that students must do something with what is learned in order to retain the material.

**Step 4 Excel:** Pull everything together. The student shares what he has learned, through narration (verbally or in writing), a project, or sharing his time line or portfolio. When a student can teach someone else what he has learned, it is evident that he knows the subject.

#### **DELIGHT-DIRECTED LEARNING / LIFESTYLE OF LEARNING**

The Bible instructs parents to recognize that each child is a unique individual, with a “way” already established that needs to be recognized, acknowledged, and reckoned with by means of the truth of Scripture.

“The wisdom tradition was swallowed up by the Greek standards for education and culture. ‘Even Christian’ education is essentially secular education, preparing one for success in the world, or in the more traditional schools, to be civilized, a polished gentleman of the Western world. The challenge for Christian education is to replace and build on the tradition of Biblical wisdom, without destroying the good of western learning. That calls for a restructuring of the while model for education.”

—David Mulligan, *Far Above Rubies: Wisdom in the Christian Community*

“If we abide by the principles taught in the Bible, our country will go on prospering and to prosper; but if we and our posterity neglect its instructions and authority, no man can tell how sudden a catastrophe may overwhelm us and bury our glory in profound obscurity.”

—Daniel Webster

“Self-control is an everyday necessity. We need it every hour...children will not need arithmetic at all times in all places, but they will need this cardinal nature. It may be well for them to learn the bones of the human body, but it will be a vastly greater service for them to have their powers under complete control. They will need the latter, morning, noon and night, from this time until the close of life, while the former is used in certain times and places. It has been acclaimed that a man can govern a state more easily than himself. Self-control is an indispensable virtue.”

—William M. Thayer, *Gaining Favor with God and Man*

"Biblical Wisdom does not depend on Greek Intellectual knowledge or rationality. Wisdom ultimately rests in our relationship with Jesus Christ, in having the mind of Christ (1Cor 1 and 2). Biblical wisdom embodies a love for the author of wisdom and for what He enables us to know, and therefore supplies the knowledge with compassion and justice."

—Harro Van Brummelen,  
Steppingstones to  
Curriculum: A Biblical Path

"Nineteen wide centuries have come and gone and today He is the center-piece of the human race and the leader of the column of progress. I am far within the mark when I say that all the armies that ever marched and all the navies that ever were built, and all of the parliaments that ever have sat, and all the kings that ever reigned put together have not affected the life of man upon this earth as powerfully as has that one solitary life, Jesus of Nazareth."

—Unknown

Proverbs 22:6 says *Train up a child in the way he should go, Even when he is old he will not depart from it.* This verse shows us that a parent's training must be based on knowing his or her child. The Hebrew text is written with the personal pronoun attached to the noun "way." It reads, "his way" and not simply "in the way he should go." "Way" is the Hebrew *derek*, "way, road, journey, manner." Parents need to recognize the way each of their children is bent by the way God has designed each of them. If parents fail to recognize this, they may also fail to help launch their children into God's plan for their lives.

All children love to learn—at least all children love to learn before they go to school. Forced learning can destroy the natural love for learning that our children are born with. Children locked into studying something they find boring are no different than adults locked into boring, irrelevant meetings. If adults cannot see the relevance of the material covered in a meeting, they will "tune out" or "drop out." If children do not understand how the subject will help to address the concerns of their lives, they will tune out. Would you, for example, read this page if it were titled "Basic Plumbing Concepts"? You might if you had a kitchen-sink leak or a basement full of water. In the same way, students need to have an interest in the topic they are learning.

Delight-directed learning places students in charge of their own learning, helping them to find something that they want to accomplish. The Heart of Wisdom approach uses natural curiosity to motivate the student. The student acquires basic concepts of learning (reading, reasoning, writing, researching, etc.) during the process of examining the topic of interest. Less control can lead to more learning.

Marilyn Howshall's Lifestyle of Learning approach is based on leaning on the Holy Spirit and delight-directed learning. She explains,

If the goal of your instruction is love from a pure heart (which will only come with an emptying of self) then you will provide a strong foundation of character in your children that will enable them with your help to acquire a strong and unique, God-designed education which will include creative vocational purpose. If you want godly fruit, you have to know God and do things His way. You won't learn what

His way is until you decide you want to know what it is and surrender your will to become completely teachable of the Holy Spirit.

## WRITING TO LEARN

One of the best ways for a student to understand a topic is to write about it. Students must comprehend the material, restructure the new information, and then share their new understanding. “Writing to Learn” is much more than an accumulation of report writing; it helps students think and learn carefully and completely. Writing assignments are about creating both ideas and learning. During writing assignments, students learn how to assess information and determine its appropriateness, and to evaluate and compare, analyze and discern, add their own feelings, organize information, and communicate conclusions. Through these processes, students learn to manage and use information to solve problems, interrelate knowledge, and effectively communicate learning outcomes. Students develop excellence in achievement by producing the required quality assignments; they develop diligence by continually practicing clarity, accuracy, relevance, prioritizing, consistency, depth, and breadth through writing activities.

Charlotte Mason’s narration methods for younger children involve “telling back” favorite stories read by parents. In later years, students progress to reading passages and “telling back” in verbal or written form what they have learned. “Talking it out,” whether aloud or on paper, helps students think.

Often, teachers use writing as a way of testing. They use it to find out what students already know, rather than as a way of encouraging them to learn. But the active processes of seeking information, compiling notes, and evaluating, analyzing, and organizing content, as well as the processes of personal reflection, choosing and constructing words, and expressing ideas in writing, are valuable learning tools which students will use the rest of their lives.

Catherine Copley explains in *The Writer’s Complex*:

Writing provides food for thought—it enables you to knead small, half-baked words and sentences into great big loaves of satisfying thought that then lead to more thoughts. Developing ideas involves getting some ideas-in whatever form—onto paper or screen so you can see them, return to them, explore them, question them, share them, clarify them, change them, and

“Believe me, sir, never a night goes by, be I ever so tired, but I read the Word of God before I go to bed.”

—Douglas MacArthur

“Almost every man who has by his life-work added to the sum of human achievement of which the race is proud, of which our people are proud; almost every such man has based his life-work largely upon the teachings of the Bible.”

—Theodore Roosevelt

“We need not labor to get children to learn their lessons; that, if we would believe it, is a matter which nature takes care of. Let the lessons be of the right sort and children will learn them with delight. The call for strenuousness comes with the necessity of forming habits; but here again we are relieved. The intellectual habits of the good life form themselves in the following out of the due curriculum in the right way. As we have already urged, there is but one right way, that is, children must do the work for themselves. They must read the given pages and tell what they have read, they must perform, that is, what we may call ‘the act of knowing.’ We are all aware, alas, what a monstrous quantity of printed matter has gone into the dustbin of our memories, because we have failed to perform that quite natural and spontaneous ‘act of knowing,’ as easy to a child as breathing and, if we would believe it, comparatively easy to ourselves. The reward is two-fold: no intellectual habit is so valuable as that of attention; it is a mere habit but it is also the hallmark of an educated person.”

—Charlotte Mason

## LOGIC AND REASONING

“Human reasoning is a reflection of God’s likeness in man. It is a gift from God that was not designed to function independently with Him. The Greek classical approach focuses on logic without moral absolutes.

The Hebrew position is one that acknowledges the need for objective leading from God. The mind of man without leading of God’s spirit, has limitations. God provides the signals and our job is to read them properly. The Hebrews were free to use their reasoning abilities making decisions and determining direction in life but they were obligated to stay within the borders provided by God’s Word. Reasoning without these borders leads to man’s reliance on his own understanding.

Man’s reasoning without God can man needs more than one wife because animals have more than one mate. Homosexuality is another example of man’s reasoning without God.

*Trust in the LORD with all thine heart; and lean not unto thine own understanding.* Proverbs 3:5

Studying the Bible is the ultimate lesson in reasoning skills. Teaching students to think critically as they confront different information resources is the core of resource-based learning. Christians don’t need expensive analogy workbooks. We have the depth of God’s Word: the parables Jesus taught, the foreshadows in Bible holidays, the significance in numbers, the symbolism, the types, and passages such as Isaiah 53 revealing Christ.

grow them. It really is almost like growing plants or kneading bread and waiting for the results: plant the seed, start the process, and then let your mind, including your unconscious, take over. Go to sleep and let your dreaming continue to develop your ideas. Humans were born to think; it’s almost impossible to stop us. Writing helps us to bring all that activity into consciousness, helps to clarify and direct our thinking, and generate more thinking. Writing, thinking, and learning are part of the same process.

With the H.O.W. approach parents correct spelling, capitalization, punctuation, grammar, sentence structure, subject/verb agreement, verb tense, and word usage in all writing by marking each error with a number that corresponds with a rule from a writing handbook. (We recommend any of the Write Source Handbooks: *Write One*, *Write Away*, *Writer Express*, *All Write*, or *Writers INC*—depending on grade level.)

## SUMMARY

The Heart of Wisdom teaching approach is for those who want to return to the biblical education method and make the Bible the focus of all learning. More details and resources for using this approach are available on our Web site and in the book *The Heart of Wisdom Teaching Approach* (due to print, Lord willing, in 2002). The next chapter gives ideas on how to implement this approach.

## RESOURCES

### BIBLE FIRST / RETURN TO BIBLICAL EDUCATION METHODS

*Far Above Rubies: Wisdom in the Christian Community*  
by David Mulligan

The Heart of Wisdom approach is heavily influenced by this book. Sections include:

- I. The Redemptive Setting: Examines overcoming the world, biblical thought system, taking the challenge of returning to biblical teaching, traditional methods— which tradition?
- II. The Historical Setting: Explores Ancient Greek and Roman education and how this philosophy integrated with Christian education during the Medieval Christendom.

III. The Wisdom Setting: Investigates what Christian education is, Scripture, nature and Christ, the call of wisdom, the wisdom tradition, models and sources for wisdom, wisdom and consecration.

IV. The School Setting: Explains the educational goals of Scripture, the Mashal (learning by analogy), the gates of learning, the two-sided curriculum base—God’s Word/God’s world, the pillars of wisdom, Christian curriculum.

Mulligan challenges Christian educators and parents to search out God’s purpose and standards for education. He explains that it is not enough simply to borrow a curriculum of the Western tradition and sprinkle it with Christian words. God in this world has appointed wisdom to the structure, method, and goal of our learning. Wisdom is far above all of these; all other educational goals, even a well-paying job or socialization, are casting to the shadow of divinity or vanity. We must return to the biblical standards for education if there is ever to be a holy generation, set afire by truth and inspired for our daily lives, bearing the power to turn the world upside-down again. Order from Messenger Publishing, P.O. Box 251, Marshfield, VT 05658, 802-426-4018.

***Our Father Abraham: Jewish Roots of the Christian Faith*** by Marvin R. Wilson

Many Christians are regrettably uninformed about the rich Hebrew heritage of the church. This volume delineates the link between Judaism and Christianity, and between Old and New Testaments, and calls Christians to examine their Hebrew roots. *Christian Century* magazine listed *Our Father Abraham* as an “all-time best seller” in its field. Touching on areas of history, and Jewish thought and tradition, this book seeks to help Jews and Christians better understand one another and attempt to build bridges regarding our sizable pool of common belief. Includes extensive information on understanding Hebrew thought, with excellent chapters on family and education in Bible times. April 1989, W.B. Eerdmans’ Pub. Co.; ISBN: 0802804233.

***Education in Ancient Israel: Across the Deadening Silence*** by James L. Crenshaw

A book about how knowledge was transmitted from generation to generation in biblical times. Crenshaw investigates the philosophical whys of education in ancient Israel and its surroundings. Knowledge was gained, according to Ecclesiastes and Proverbs, not only by patient observation and listening, but through communication with Wisdom. Drawing upon a

“The Bible is a book in comparison with which all others in my eyes are of minor importance.”

—Robert E. Lee

“The first and almost only book deserving universal attention is the Bible. I speak as a man of the world and I say to you, ‘Search the Scriptures.’”

—John Quincy Adams

## DELIGHT DIRECTED LEARNING

“Schools believe students have a basic interest in learning whatever it is schools decide to teach to them.

What kid would choose learning mathematics over learning about animals, trucks, sports, or whatever? Is there one? Good. Then, teach him mathematics. Leave the other children alone.

What we have learned from cognitive psychology research, above all else, is that children must be engaged and encouraged to participate in order to learn.

Education should have a pragmatic purpose. Education ought to be about building learners' abilities to do useful things. What is important to learn is whatever helps learners do things that they want to do or that they can be induced to want to do.

Students are more likely to learn a skill if it is one they have chosen, and if they have an aptitude for it. One of the primary goals of teachers should be to get students excited about and confident in their ability to learn.

Allowing students to choose which interests they will pursue is therefore crucial. As long as they are choosing in concert with a teacher who can judge that what they propose to do is worthwhile, we can be confident they are not wasting their time.”

—Engines for Education, The Institute for the Learning Sciences, 1994

broad range of sources, Crenshaw explores this religious dimension of education in ancient Israel, demonstrating how the practice of teaching and learning was transformed into the supreme act of worship. Education in ancient Israel was determinedly moral education. Crenshaw's project is historical, so his book stays neutral in contemporary education wars. It should be noted that this book is probably the most difficult to read of all the ones listed here. It is a compilation of his journal articles and is, at times, wordy. Hardcover - 320 pages 1 Ed edition (September 15, 1998) Doubleday; ISBN: 0385468911.

***Assumptions That Affect Our Lives*** by Christian Overman  
A comparison of ancient Greek and Hebrew culture. See description at the end of Chapter 2.

## LIVING BOOKS / CHARLOTTE MASON PHILOSOPHY

***A Charlotte Mason Education*** by Catherine Levison  
Charlotte Mason's original writing can be intimidating to modern readers. Catherine Levison explains CM's approach in an easy-to-understand, practical manner. An indispensable how-to manual for home educators, this guide is designed for easy referencing and will enable parents/teachers to implement Charlotte Mason's unique and effective method immediately. Levison draws together valuable information from all of Mason's original homeschooling series—plus other out-of-print resources—and categorizes the information by school subjects. Paperback - 96 pages New edition (March 1, 1999) Champion Press; ISBN: 1891400169.

***More Charlotte Mason Education*** by Catherine Levison  
“Quoting frequently from Mason's work, Levison explains and clarifies Mason's ideas while also adding her own ideas resulting from her years of experience teaching this way in a home school setting...offers broad advice about scheduling, selecting materials, teaching methods and philosophy of education. It also includes using the methodology with high schoolers, creating a “century book,” and lengthy, recommended-book lists. I found these books extremely practical and thoughtful.” - Cathy Duffy, author of the *Christian Home Educators' Curriculum Manuals*. Paperback - 208 pages New edition (October 15, 1999) Champion Press, Ltd.; ISBN: 1891400177.

***A Charlotte Mason Companion: Personal Reflections on The Gentle Art of Learning*** by Karen Andreola

This long-awaited book on Charlotte Mason's philosophy by well-known speaker and columnist Karen Andreola provides a wealth of insight, practical advice, and narratives illustrating

how the ideas of the famed nineteenth/twentieth-century educator actually work in “real life.” With warmth and humor, Karen weaves together her own stories of the joys and struggles of the educational life and Charlotte’s high ideals and firmly held principles. Her years of homeschooling “the Charlotte Mason way” are clear and compelling evidence that this method works! This book is 384 pages, brimming with 200 old-fashioned illustrations. Charlotte Mason Research & Supply Company; ISBN: 1889209023.

***Charlotte Mason Study Guide*** by Penny Gardner

Tina Crowder, home educator and author: “It was taking me forever to read through all of *Charlotte Mason’s The Original Homeschooling Series*. Then I came across Penny’s book. What a delight to read a condensation of Mason’s most important ideas! Most of all, I enjoyed the many hands-on articles to help me get started with ‘living’ books and narration. This is one book to read over and over.” Penny Gardner; ISBN: 1576360393.

***Charlotte Mason’s Original Homeschooling Series*** by Charlotte Mason

The complete works of the nineteenth/twentieth-century British educator, Charlotte Mason. The six-volume set includes over 2400 pages of the finest material ever written on education, child training, and parenting. Recognized as the pioneer in home education and major school reforms, Charlotte Mason conceived the practical methods that are as revolutionary today as when they were first written. These books are excellent but a bit overwhelming. The books listed above are concise, easy-to-understand overviews written for today’s parents. Paperback (July 1993) Charlotte Mason Research & Supply Company; ISBN: 1889209007.

***For the Children’s Sake*** by Susan S. MacAulay

A book about what education can be—for your child, in your home, and in your school. It provides a simple introduction to the works of Charlotte Mason, covering education and learning, children, authority/freedom, and integrating education and life. Paperback - 165 pages (October 1984) Good News Pub.; ISBN: 089107290X.

***Language Wars and Other Writings for Homeschoolers***

by Ruth Beechick

A collection of 25 favorite home-schooling articles. Some topics covered are: thinking, creativity, math, memory, ancient history, achievement testing, cures for dyslexia, and early childhood. A quote from the chapter titled, “The High Road to Learning”: “King David asked ‘What is man?’ In education we ask ‘What is mind?’ and it is almost the same question. Mind in its classic sense, as people have used it for centuries, is the

same as soul, or man himself. Whoever holds this high view of mind travels the high road to learning. Behaviorists and others with a lower view hold theories of learning that do not work as well as ours." Paperback - 71 pages (September 1988) Mott Media; ISBN: 0880621524.

***You Can Teach Your Child Successfully: Grades 4-8***

by Ruth Beechick

This classic gives nitty-gritty help for each subject in each grade. Become an informed, confident teacher, free from rigid textbooks. Learn how to individualize spelling, how to use "real books" in history, reading, and other studies, how to make arithmetic meaningful, how to avoid the "grammar treadmill," how to develop advanced reading skills, and much more. No homeschooler should be without it. Paperback 2 edition (December 1992), Arrow Pr; ISBN: 0940319047.

**LIFESTYLE OF LEARNING / DELIGHT-DIRECTED APPROACH**

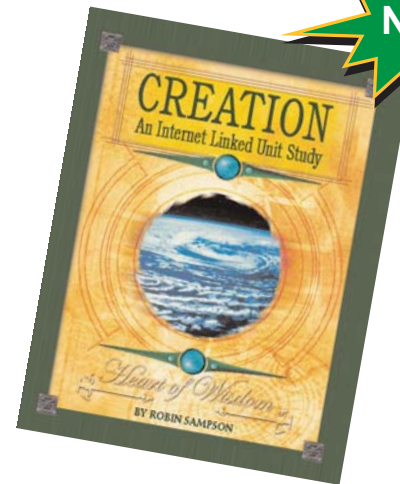
***Wisdom's Way of Learning*** by Marilyn Howshall

These books, first published as one large comb-bound volume, are now four small books that challenge us to create a way of life that naturally nourishes learning and equips children to be lifelong learners. The HOW approach does not incorporate all Howshall's teachings but we admire her writings and are in agreement with her delight directed learning philosophy. Book One: *The Science, Art, and Tools of Learning* explains Howshall's Bible-focused educational philosophy. Book Two: *The Unit-of-Life Learning Model* illustrates practical ways that you can implement a Lifestyle of Learning. Book Three: *The Life Message Learning Model* explains how to develop your curriculum using a more formal approach for older students. Book Four: *Seasons: God's Time-Design* includes directions for planning an educational framework. Lifestyle of Learning, P.O. Box 145, Bedford, VA 24523. Email: LOLearning@aol.com.

See our web site at [HomeschoolUnitStudies.com](http://HomeschoolUnitStudies.com) for more resources and links to articles.

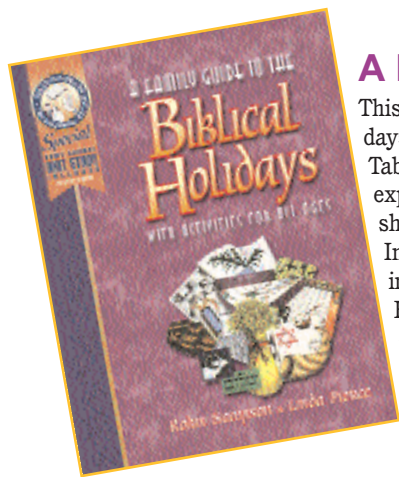
We hope you enjoyed the sample pages from Heart of Wisdom.

Want to see more? Click on any book below to read more!



## Creation: An Internet Linked Unit Study

**“This is more than a study of Creation --This is a study of Christianity versus humanism”**This new unit study is a multi-level (grades 4-12) Bible focused, study utilizing the Charlotte Mason approach (living books, narration, etc.), lifestyle of learning methods, and the Internet! All Biblical doctrines of theology, directly or indirectly, ultimately have their basis in the book of Genesis. Therefore, a believing understanding of the book of Genesis is a prerequisite to an understanding of God and His meaning to man. **Price includes password Internet access** to updates, and links to hundreds of sites that correlate with the study.

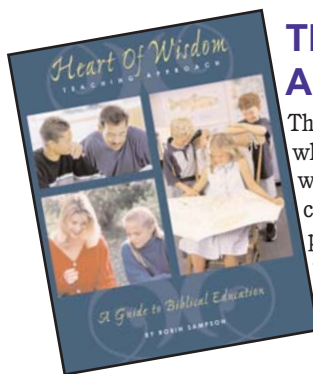
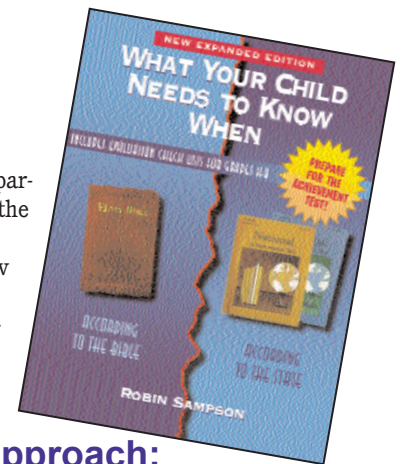


## A Family Guide to the Biblical Holidays

This giant, 585-page telephone-size book gives an extensive look at the nine annual holidays: Passover, Unleavened Bread, Firstfruits, Pentecost, Trumpets, Day of Atonement, Tabernacles, Hanukkah, Purim and the weekly holiday--the Sabbath! This book explains the historical, agricultural, spiritual, and prophetic purposes of each holiday, showing how each points to Christ and creative ways to teach them to your children! Includes projects, crafts, recipes, games, and songs for celebrating each holiday. Also includes instructions for a weekly Bible study and instructions using the Special Home School Section to incorporate the teaching of the biblical holidays with the academic school subjects! Excellent, fascinating information about the true New Testament Church and our Hebrew roots also included! ISBN 0-9701816-0-4. [Read Excerpts at BiblicalHolidays.com](http://BiblicalHolidays.com)

## What Your Child Needs to Know When

Revised 2001. This is long-time homeschool best seller. Concerned homeschooling parents are always asking, "Am I doing enough?" This book is the answer. It includes the checklist for academic evaluation for grades K-8 and explains why children need to obtain not just academic knowledge but, more important, the Godly wisdom to know how to use the knowledge! Includes chapters on true Biblical education methods (compared to classical Greek) and the Heart of Wisdom teaching approach! ISBN 0-9701816-1-2. 312 p.



## The Heart of Wisdom Teaching Approach: A Guide to Biblical Education

This book provides you with the methods, program, and resources for a 12-year course of study where students spend half the school day studying God's Word and the other half studying God's world (academics). Students study history chronologically and science in the order of the days of creation. This book will instruct you, step by step, how to give your child an Bible focused, comprehensive education from preschool through high school; one that will train him or her to read, to study, to understand, to love to learn and most importantly to desire and seek true wisdom. The Heart of Wisdom teaching approach is a beautiful, exciting blending of Bible first philosophy, the Charlotte Mason approach, Hebraic education, Delight Directed learning, 4 Step Lessons, and more.