

delightful information, feeds their minds with living ideas, and encourages a relationship with what is being learned. A simple topic of study has great power! Beyond the good foundation for all areas of study and the preparation the child receives to learn anything else they desire to learn, the study becomes theirs for life! It sticks! It leads to the next topic of study! As a result, not only do our children receive the very best education we can give them, but they are equipped to continue their education for their entire lives.

Sooo, What is the Difference in Teaching History The Easy Way???

I can imagine the flutter, or is that panic, in your heart! I remember that feeling as we began on this uncharted, untraveled journey. Quite frankly, I was terrified! This was a leap of faith. First, I had no patterns before me. Secondly, I was not educating just ANYONE. These children were MY CHILDREN! || May I confess that I had no idea that this would work? I had to step out in faith that God would not lead me so obviously in a direction that would ruin my children's lives.

So, I now, after all of these years and countless hours devouring people and events down through the ages, have to share that this REALLY works! Need some help? Want a map to help you along this path? Here are some quick tips that I hope will help to make teaching History EASY for you as well...

Take That First Step!

Yes! Stand up and just take a step...the rest will be easier! Well, actually if you are this far, you are already taking your first steps. So, now what? Begin. How? First, decide where you will begin. Oh, I know the debates that rage when we look at curriculum or go to workshops on how to teach History, the RIGHT WAY...

- Study chronologically?
- Try out unit studies?
- American History when they are young?
- Begin with Ancient History?
- Teach Providentially?
- Follow a Text?
- Follow an entire Scope and Sequence?

Are you thinking that it is now time for me to answer the question of all History questions once and for all, "WHICH IS BEST???"

Yep! I have the answer!! The BEST way is the way that YOU will actually do. The way that you find to be easy. The way that is fun and easy for you and your particular child. The way that best reaches your child.

Only YOU know your child. You know your child's interests. You know your child's maturity. You know how to teach a lesson so your child understands and remembers. There is no "professional" on earth that

can know your child like you do.

Where do you begin? Begin wherever you want! Take a look at the period that seems most interesting to you and your family and dig in! Let your children loose. Research! Discover! Share! Enjoy! You won't go wrong!

Stay Alert to the Hindrances of a "School" Mentality...

Few of us liked History in School. In fact, many of us resented it. We resented the—dull facts, lack of sense, isolated "subjects," and lack of purpose! Studies were divided in "subjects" without relation or continuity. Studies were shallow, we all remember learning brute facts, but few of us remember KNOWING those who made History.

Relate? Why not try the EASY Way??? Teaching History the Easy Way, all subjects can be taught together. In fact, History will make more sense because there is a flow of History in all areas: music, art, science, politics, literature, architecture, geography, medicine, on and on. We can teach by topics so our children will see how lives and events related to one another. We have the freedom to spend time getting to know people so they become friends, teachers, and mentors.

Sold? Why not jump into the past? Dig in! The more you dig, the more they will begin to love History and those that shaped it. Access all that is at your fingertips. Bring it all together. Enjoy!

Try Out the Old Paths...

"Thus saith the Lord: Stand by the roads and look; and ask for the eternal paths, where the good old way is; then walk in it, and you will find rest for your souls." Jeremiah 6:16

Wondering just WHAT are the old paths? Why not take a look at education from the past? What were the methods that were used to teach children? Need a little help? Here are a few that we have found to make teaching History EASY:

Great Literature...

Yes! BOOKS! MAGAZINES! JOURNALS! BOOKLETS! SPEECHES! SONGS! POEMS! Ahhh! Great Literature!

Think about it... Great Literature, in my most humble (and very addicted) opinion, is among the most reasonable resources that you can use (even FREE if you get them from the Library) to teach your children. They are more in depth. Imagine the difference between a phrase or even a paragraph in a textbook verses a whole book on a topic...you know which has more interesting information! They are more reliable. You probably have already noticed that every account of History has a different slant. There are probably as many slants as there are individuals. Reading a variety of books and other periodicals helps us to

gather all of the different perspectives, evaluate them all, then decide which we believe to be true and accurate. They are also real and living. They help us to develop a relationship with the period, people, and events that they bring back to life.

Wondering what resources you can use to find real History? Here are a few that come to my mind: the Bible, Church History resources, Biographies, Novels, Non-fiction, Poetry, Songs (Hymns, Patriotic Songs, Folksongs, etc.), Letters, Journals, Speeches, Sermons, Magazines, Articles, Essays, Booklets, Newspapers, Encyclopedias, Reference Books, Internet Sites, Audios...etc. Keep your eyes open. Let others know your need. You will be surprised where the greatest resources turn up!

SO, you have some books and resources in mind...how do you use them? I think that this is probably the biggest hindrance as we dig into any study. Having the resources and not knowing what to do with them. Far too many of us were schooled, but never taught how to study and make information our own. Great Literature can be used many, many ways. It can be used:

1. **To give a flow of history...**In our home, we document the flow of History on our Timelines. Sometime I have absolutely no idea of how our studies are going to weave together, yet I can rest as everything always falls into place as we see the interweaving of lives and the chain of events along the pages of our Timelines.
2. **To dig out priceless information:** facts, diagrams, pictures, and outlines for studies. For this, we usually hunt for great resource books for each period of time studied. It pulls together all of our read alouds and projects, while serving as an outline for our studies. Not to mention, those bits of information become jewels in our Notebooks that we develop along the way (more on that in a bit).
3. **To teach Language Arts...** Great Literature IS the product of great Language Arts. Therefore, there is no greater Language Arts teacher than the best literary works of all time. Our children can become the students of the best writers of all time while they learn simple History lessons through their Copywork, Dictation, Narration, Notebooking, and research projects. The narratives, poems, quotes, Bible verses, songs, and information fills their minds with living ideas, teaches History lessons naturally and easily, and helps them to practice and develop their Language Arts skills each and every day.
4. **For family read alouds...**Oh! Never underestimate the power of great books. They are not just for school lessons. They can be used to tie the bonds of family relationships. The memories of giggles into the wee hours of the night, the family jokes, the vocabulary that the WHOLE family picks up, the lessons along the way...all ties strong bonds that can never be broken.

Great literature may be an old path, but there is a **REAL** reason that it is still being used today—it can't be beaten! Well...except maybe...by **NOTEBOOKS!**

Notebooking...

Yes! Notebooking! What Great Literature does to feed the mind, Notebooking does to deepen the studies, teach research skills, and record the real education that your children are receiving. Old path? Yep! But not a path that has been overgrown.

Notebooking goes as far back as eternity. In Scripture, we find that the kings were trained and prepared for leadership by copying the law and keeping it in a book (isn't that too cute??). We find that **EVEN** God has a **Book of Remembrance** that He is keeping until that day that we join Him in heaven for that Heavenly read aloud time. Oh. Don't worry! His **Book of Remembrance** does not contain a list of sins and transgressions that we have committed that He wants to be sure not to forget. Instead, it is filled to overflowing with precious quotes of praises that His servants speak to one another (My **PERSONAL** goal is for Him to have **PLENTY** to quote from my life!).

Up until about a hundred years ago, Notebooking was used in the education of every child. But, something called textbooks and "progressive" education eliminated them from the education of children. With that elimination we find the need for more and more artificial methods of education. Well, until we find this old path.

My friend, of all the ideas I could share with you, this one is certain to change the atmosphere of your home while equipping your children to learn more deeply now **AND** more voraciously for the rest of their lives.

Although I cannot begin to do justice explaining Notebooking in the middle of an article on teaching History, I have to tell you a few perks (if you want more help in this area, take a look at my book **NOTEBOOKING! YES! YOU CAN BE A BINDER QUEEN TOO!**).

First of all, Notebooking encourages deeper research on topics of study. As my children have found a "place" to keep their special "finds" along the way, they have had more interest in hunting for more information on every topic they run across. They may think of this as a treasure hunt, but while they are having a blast finding great ideas, facts, and heirlooms, they are learning the skills of researching that will serve them all of their life. That is not all! While our children are building Notebooks on topics as they study, they are also learning how to record what they are really learning. Besides this relieving me of the pressure of keeping records of every minute of their day, this teaches them the skill of record keeping and keeps a more accurate account of what is being done each and every day. Oh, and need I mention, Notebooking also teaches our children Language Arts skills and techniques the **EASY WAY!**

So, how do you use this old path as you teach History the Easy Way? First, **find great resources** that can be used for building notebooks. I am constantly on the lookout for great resources with neat Copywork. My children began using Copywork when they were very little and **STILL** use Copywork for building their Notebooks in High School. There are many, many great resources (We have some offered this month through our monthly specials...stay tuned!). The very first thing we used was a large print edition of the Bible. It was easier for my young readers/writers to copy from. I also look for books with poems, quotes, narratives, songs, speeches, etc. As we travel, my children also look for special mementos to add to their Notebooks. Anything from art prints to recipes to maps to pictures of the people and events from History are game for their notebooks. The key is in having a "place" to keep the information that contributes to each and every study. That place is our Notebooks!

Second, **encourage your children to USE those Notebooks every day.** It is so easy to put projects on the shelf only to collect dust. It is also easy for us to let the children do work that we pile all of it away in a box to put away later for them. Notebooking is **NOT** another thing for **YOU TO DO!** Well, unless you are going to keep a notebook for your own studies. My dear friend, the greatest benefits come from our children doing the work for themselves. Sure, you may have gone to every local Scrapbooking crop in your city and state. But, this is not a contest for the most creative memory book, it is a discipline that we can pass on to our children so they can learn the skills of writing, researching, recording their own education, and collecting information in a logical and understandable way. Simply find some great resources for them to copy from...buy just **ONE NOTEBOOK** (3-ring binder) and sheet protectors (to keep their work stored nicely in each day)...and turn them loose! The fruit you gather along this old path is simply too good to miss!

Masterly Inactivity...

Uh-oh! A couple of words not heard in over one hundred years! You may have never heard these words, but you have probably seen the fruit of this old path as you have taken wobbly steps upon it along your Homeschool journey. Very simply, Masterly Inactivity is letting our children have direct contact mind-to-mind with the greatest thinkers of all History. We have access to the greatest minds all around us. There are no greater teachers. There are no easier lessons for us to teach and evaluate. What do I mean?

Take an art print, for example. Sit down on your sofa cuddled up as you would if you were settling in with a great book. Without any lectures or lessons plans, **LISTEN!** Ask your child what he sees? Again, I say **LISTEN!** You will hear the most profound lesson coming from the mind of the artist directly to your child. This can occur through the Bible... music... books... nature... poetry... and even people from all walks of life today. No need for tests....you will **HEAR** what they are observing and learning as it spills out!

Our tendency, due to the influence of our own education, is to want teacher's manuals complete with tests, questions, and answers. We may want the answers, but this is simply not possible for all that our children need to know. For this reason, I introduce you to Masterly Inactivity.

Masterly Inactivity leaves the children with time to interact with the authors, poets, artists, composers, theologians, inventors...the thinkers all throughout History. Those thinkers teach and challenge our children to reason, think, and relate to all areas of study and life.

What do you need? Time, humility, courage and faith! That is all it takes. What does this yield in the harvest time? Oh! Abundant harvest, my beloved!

Simply resist the temptation to believe that you need all of the answers. Learn the simple words, "I DON'T KNOW...LET'S LOOK IT UP" or "I DON'T KNOW...LET'S PRAY ABOUT IT." Give your children access to the very best materials available today. Everything from great literature to art prints, music, audio books and tapes, etc. Give them mind-to-mind access to people: grandparents, neighbors, librarians, local historians, local writers, preachers and evangelists, history re-enactors, museum curators, antique store owners, etc. Encourage relationships in your family so your children teach one another what they are learning along the way (Studies show that we learn 5% of what we hear, 10% of what we see, and 95% of what we teach. Imagine that **without** your own research and lesson plans, your children can learn at least 5% of the information as your family shares with one another...well, except that child that has researched and taught, he retains a whopping 95%! Go girl!) Give them time to ask questions and seek for answers. That is all you need to do...the rest just happens! It is that simple!

Can you trust it? Yes, my dear friend. Just like the other old paths (Oh! And there are many, many more if you will dig through educational methods of long ago!) this one has yielded the greatest thinkers of all time. It will work to instill the skills of learning that your children need to know and the love of learning that will insure that your children continue to learn for their entire lives. Why not give it a chance?

Ready? Step-By-Step Help For An EASY History Study...

Ready now? No idea on how to bring this together for a lesson plan? Have absolutely no idea of how to develop a lesson step-by-step? I won't leave you struggling! Here are EASY steps for developing a fun and easy study on any time period...

1. **Decide on a period to study...**Decide where you want to begin. No idea? Look at your children's interests...do you see any interests that would be a good starting point? Are they into sports? Why not begin with a biography on their favorite player? Do they love ballet? Why not begin with the story behind **The Nutcracker**? Whatever their interest... dig in and enjoy!
2. **No idea of how to develop?** Grab a great resource like **The Wallchart of World History**, a textbook or curriculum company's scope and sequence (often found in catalogs or furnished upon request), or even an encyclopedia. Collect and use resource lists such as **The Never-ending Rushton Reading List**, **Lessons from History**, **Lessons from His-**

tory: *The Art Part*, *What in the World's Going On Here?*, *Greenleaf Guides To...*, *TruthQuest History Guides*, etc. Make a list of information about the people that made history during that time... the literary works that preceded or were written around that period of time... the places that history took place...any battles, inventions, exploration, discoveries or government changes, etc. Just dig in!

3. **Use your list to research for resources about the period.** Hunt for read alouds, picture books, maps, art, biographies, speeches, hymns or music from the period, cookbooks, journals, games, videos, or any other resource that will help you and your children to dig into that period of time.
4. **Decide on activities and projects to coordinate with the study.** Activities and projects are priceless! They help to bring the children into the History periods. Decide which field trips, movies, crafts, videos, interviews with people, audios, or other activities that you will use to bring the study to life.
5. **Access FREE (or almost FREE) stuff!** This is where I think it gets simply TOO fun! (Am I just CHEAP???) I love finding resources that are out there waiting for us to devour! History resources are abundant. Hunt for them right where you are! Some great hide-a-ways are: local museums (they often have teacher/student packets that are available FREE upon request), the Internet (There is an abundance of free information, lessons plans on ANY topic, art prints, literary pieces, pictures, and music for any period.), Library (Anything from books to videos to audio books, etc! Make friends with your librarians, they are awesome resources!), cemeteries (neat quotes and rubbings... really!), coin, rock, Indian artifact, and gun shows, living history days, history re-enactments, historical societies, antique stores, field trips, interviews, documentaries, etc.
6. **Make a list of all resources needed, where to find them, and when you will need them during the study.**
7. **Dig into your study!** Don't do this by yourself! Let your whole family dig in! Now, here is where you need to know that there ARE going to be rabbit trails. Expect AND, prayerfully, HOPE for them! Wondering how you will study as a family? Let the whole family research the period. Your younger children will not find the same morsels that your older children dig up, but the fruit comes as your family functions as a family with each sharing information based upon their own interests and abilities. The deeper your family shares, the deeper the studies will be. But, there is more than that! The deeper the memories and tighter the family ties. So, let the whole family dig into the study. Read! Read as a family...read individually. Assign topics for each child to research and share

with the rest of the family. This deepens the studies while teaching your children how to research and share their findings with others. Discuss! Share over meals. Narrate (re-tell what is being learned). There is nothing quite like narration to prepare your children for composition, speaking, speeches, and even family life!

8. **Document the study all along the way in History Notebooks and Timelines!** This not only serves to keep records. Notebooks and Timelines are treasures for life! Anything and everything can be (and should be!!) kept along the way. Their History Notebooks can "keep" their History Copywork and Dictation exercises (need ideas see the resource list from this issue), their drawings and pictures, photos, mementos, maps, and any research. Their Timeline Notebooks can trace the lives, inventions, explorations, etc. that your children study in their lessons. Not only does this document those hard to record lessons, but it creates an heirloom that will last the rest of their lives.
9. **Pull in real life!** All of it! Real places make learning hands-on. Real people are perfect teachers as our children apprentice and get to know what their lives are really like. Real disciplines not taken out of real life not only teach the subjects, but also instill a lifestyle of real learning as the children learn to develop Unit Studies, write books, write plays, make notebooks, and research topics of interest. Make your entire life a classroom. You will find that real life is one of the most powerful learning tools used to teach History the Easy Way.
10. **Work on an end of study project or presentation night.** Some of our most precious memories through the years come from those moments around our homemade teepee eating real live Indian foods, when company dropped in for dinner! EEEK! Oh, and the castle that stayed in the children's room until it finally fell to pieces (Castles made from refrigerator boxes just do NOT hold up as long as the "old" days!) Oh, and forgive me for another OH! But, I simply cannot talk about History without remembering the Alamo! Really! Ending a huge Unit Study on Frontiersmen, we were blessed with a trip to San Antonio courtesy of my husband's job. When Matthew heard the plans, his only request was and I quote, "Oh, Mama, my heart's desire is to stand at the Alamo in my coon-skin hat and Davy Crockett clothes and musket for a picture..." Yes, I was mush. Something about "my heart's desire..." || Words do not express fully what it was like to see the gleam in Matthew's eyes every time that someone would pass by him and whisper (loudly, of course!), "Hey, I thought Davy was dead, but I am SURE that it's him!" Oh, and there was this year, after 7 years of deep and passionate study of the Civil War, when Matthew actually toured Gettysburg. Priceless! Although studies do not have to be FINISHED (as evidenced by the Civil War Study), planning a special project or presentation night can give a special sense of accomplishment. Anything will do: a family cele-

bration, a special History Day, a field trip, a camping trip, a movie night, a special meal/feast, etc. Let your imagination go!

Make Sweet Memories!

Inspired? Ready to get going? Oh, I pray that you are not just ready, but you KNOW that you can begin today, right where you are! Take what is in your hand at this time. Study as a family! Take advantage of the places you travel, those hobbies that you love doing together (metal detecting, antiques, re-enacting History...), even that special family time watching TV and Videos. Make and play games to reinforce the information being found along the way. Plan meals that can bring the past alive as you cook your way through History. Equip those little ones for their many adventures by studying the clothing, designing, and sewing period clothing. Gather and create accessories (we told the grandparents who all donated to a dress-up box filled with fun goodies that are perfect for ANY period we study). Turn them loose to play! You can be sure that your little ones will hold on to every word of your read alouds so they will "know what to play" that day!

Don't miss one memory! There is so much History in your own backyard. Make it yours! Interested in some far away place? See what you DO have! Get as hands-on as possible. Re-create as much as you can right where you are. Go there through books. Your whole family can travel together back in time and far, far away just through those moments you share in the middle of a great book!

Taking a vacation? Why not plan to see places that you have studied? OR why not plan a study of a place you will be visiting. Let your little History buffs plot the journey so you can see the chief spots of interest. When you get there, eat the food, feel the sand, smell the morning air, hear the talk, see the people, see the places! Collect postcards. Take pictures. Find mementos for those Notebooks. Seize each moment. Treasure each memory being made.

So...What Do You Think? EASY?

So, what do you think? I pray that you will enjoy your History lessons as never before. The whole world is before you. History is begging for you to dig in. How about giving the EASY WAY a try? You know where to begin...

"Come to Me, all you who labor and are heavy laden and overburdened, and I will cause you to rest, [I will ease and relieve and refresh your souls.] Take my yoke upon you and learn of me, for I am gentle (meek) and humble (lowly) in heart, and you will find rest (relief and ease and refreshment and recreation and blessed quiet) for your souls. For my yoke is wholesome (useful, good—not harsh, hard, sharp, or pressing, but comfortable, gracious, and pleasant), and My burden is light and easy to be borne."

Matthew 11: 28-30 (Amplified Bible)

Happy Homeschooling!

Tips for Making History Come Alive!

By Cindy Rushton



History has become a passion in our home! Was it all of those read alouds about the great men and women throughout history? Was it those stories that have been told over and over while sitting at the knees of Papaw? Was it the hours of play outside of our home as they set sieges...attacked the enemy...fought on the side of their greatly admired heroes? I am not quite sure what is to "blame" for the passion we have for history, but we certainly do approach history differently in our home. Our focus is on giving our little ones plenty of time and opportunity to make history come alive! The following are some tips on how you can also make history come alive in your home. Come join the adventure!

- ♥ **Read Lots of Biographies!** I read a while back a neat quote by Charlotte Mason, which confirmed our approach for learning about others. She said in her book *Home Education* the following profound quote, *"Let him...linger pleasantly over the history of a single man, a short period, until he thinks the thoughts of that man, is at home in the ways of that period. Though he is reading and thinking of the lifetime of a single man, he is really getting intimately acquainted with the history of a whole nation, for a whole age. Let him spend a year of intimacy with Alfred, 'the truth-teller,' with the Conqueror, with Richard and Saladin, or with Henry V. —Shakespeare's Henry V. —and his victorious army. Let him know the great people and the common people, the ways of the court and of the crowd. Let him know what other nations were doing while we were at home doing thus and thus. If he comes to think that the people of another age were truer, larger-hearted, simpler-minded than ourselves, that the people of some other land were, at one time, at any rate, better than we, why, so much the better for him."* Take the time to focus on the lives of men and women throughout history! This puts the story back into history and makes it come alive!
- ♥ **Get Out to See History as Much as Possible!** Our children simply devour Living History Days that are so common in our area. They beg to go to historical sites and museums! They will spend hours just listening to the stories of the guides or in reading the little signs! Their idea of real fun is to go to history reenactments and plays! Our area is rich in living history. We can go to Civil War reenactments or to plays about our own natives such as Helen Keller! We also can go to festivals in our area that celebrate time periods and events in history such as The Renaissance Fair and The Trail of Tears. This living history brings the past alive for my little history buffs!
- ♥ **Keep a History Notebook!** We have notebooks for almost every subject but history is perhaps one of our favorites! My son had so much in his History Notebook that he had to divide it up into specific

notebooks of information about General History, the Civil War and our Military. You can easily keep a History Notebook as well. All you need is a three-ring binder, plastic sleeve protectors for the pages to be slid into, and lots of memorabilia! We keep narrations of books that we read for History. We copy favorite quotes and poems from our history read alouds. We keep pictures of men and women throughout history. We keep our mementos from historical sites and reenactments. We even have postcards sent to us from others who live near historical sites! In other words, our History Notebook is full of gems that keep history alive for all of us!

- ♥ **Tap into Grandparents, Elderly, Family, and Friends!** Our family and friends have been a key source of finding out neat stories that are not recorded in the history books! Sitting at their feet, we have learned many details from history that would be long lost without the gift of story telling! The key to making this come alive is to listen and record their stories for your History Notebooks. Keep this part of history alive for you and for generations to come!
- ♥ **Find Treasures at Antique Stores!** I am amazed at the little treasures that we have come across at old antique stores. We have found wonderful journals, uniforms, books, money, so on, which all belong in museums. Antique stores are wonderful places to find dress up clothes and play gadgets to make history come alive!
- ♥ **Let the Little Ones Make up Their Own Costumes!** My children have always loved to make up costumes for their play as they read about various men and women in history. I used to make many of their costumes when they were little for times such as Frontiersmen, Knights and Queens, and Civil War. Now, they will go to real sources like GRANDPARENTS, Rummage Sales, and Friends to help them all clean out their closets! Anything will do for children thinking of adventures of long ago! They love old jewelry, strips of material, old uniforms, bonnets, aprons, dress clothes...anything is game! As they pull out the treasures, they pull out the imagination, which keeps history alive for them!
- ♥ **Let Them Make Doll Clothes!** We began a passion with my daughter several years ago that has continued for 4 years and will probably continue until she has her own grandchildren. I made her a wardrobe of clothes for her Kirsten doll from the American Girl Dolls. This started a collection and a tradition! Now, her Christmas wish list each year is the next doll with a wardrobe! Since we are now working on teaching her to sew, these doll clothes will be the perfect projects for her to practice on. This year she learned to smock by making her Itty Bitty Baby a bib. She had so much fun! This is unlimited since so many patterns are now available to put those little ones to work creating period costumes for their dolls! Try it and see if the passion does not hit as they make history come alive!
- ♥ **Make a Timeline!** We have had two different kinds of timelines in our home. We had a huge one that took up an entire wall in our old home. It was fascinating to watch the little ones as they would “review” and “test” each other on history as they went by! When we built our home, my husband had one request...NO MORE WALLS COVERED WITH TIMELINES! Simple request, huh? Well, what we did was even more fun and personal. We made up a History Timeline Notebook to in-

clude all of our history facts! Our Timeline Notebook records key events, people we study and their key events, and even our family's key events! The children have made it their own with illustrations which remind them of those historical figures and events, pictures that they have collected from books and trips that we have taken, information from our Computer Encyclopedias and Internet Sites, and even charts we have collected or made ourselves! This has been our way of making history more than just a bunch of dull facts...rather it has come alive for us!

I pray that this will help to give you some ideas that you can use in your home to bring history alive! Keep in mind that all of this works as we give our children time to get alone with those in History! Yes, it will work as they have time to lay sieges, carry on adventures, and live side-by-side their heroes as they go back in time! Let your children have those moments to drink in history deeply and you will find History coming alive for them! Happy History!



Excerpted From *Time for Tea Magazine*

Need more help with teaching History? See our *Make Your Own History Timeline...* audio workshop tape
History... The Easy Way!

Make Your OWN Timeline Notebook!

By Cindy Rushton

(Excerpted from our Make Your Own History Timeline Notebook reproducible pack. Copyright 2001 by Rushton Family Ministries. If you would like to obtain a ready-to-use packet, order through our online order form at our website www.cindyrushton.com or call our 24-hour order line at (256) 381-2529. Copies are \$18.95 each or bulk orders are eligible for discounts. See our product listing for more details!)



I have no idea if my enthusiasm is showing yet, but if you have had any doubt, this is where my enthusiasm WILL have to show! I absolutely LOVE our Timeline Notebooks that we have created over the years! Very few things seem to pull all of life together, but timelines pull all of our life and all of our studies together and into perspective! Timelines are great for giving an overview of history, but they are much more indispensable. They show continuity and interrelation of History. With timelines all of the subjects we study weave together for one great big picture.

If you are not sold yet, think about how versatile a Timeline Notebook is. ANYONE can use them, regardless of curriculum being used...or difficulty normally presented in documenting a study...or age, interest, or abilities of the student.

Ohhhh, and think of what a great teacher a timeline becomes. Those difficult dates become easy to review and remember. Those chains of events finally make sense. The children see real people and real events in perspective. Not only do they begin to treasure the past, but they are encouraged to treasure TODAY and TODAY'S EVENTS!

Soooo, why a notebook for a timeline?? Ohhhh, space (that commodity more precious than gold to the homeschool mom) is saved best by timelines being kept in a notebook. Not to mention, if the timeline is kept in a notebook, it can go ANYWHERE you go!

What Goes Inside a Timeline Notebook...

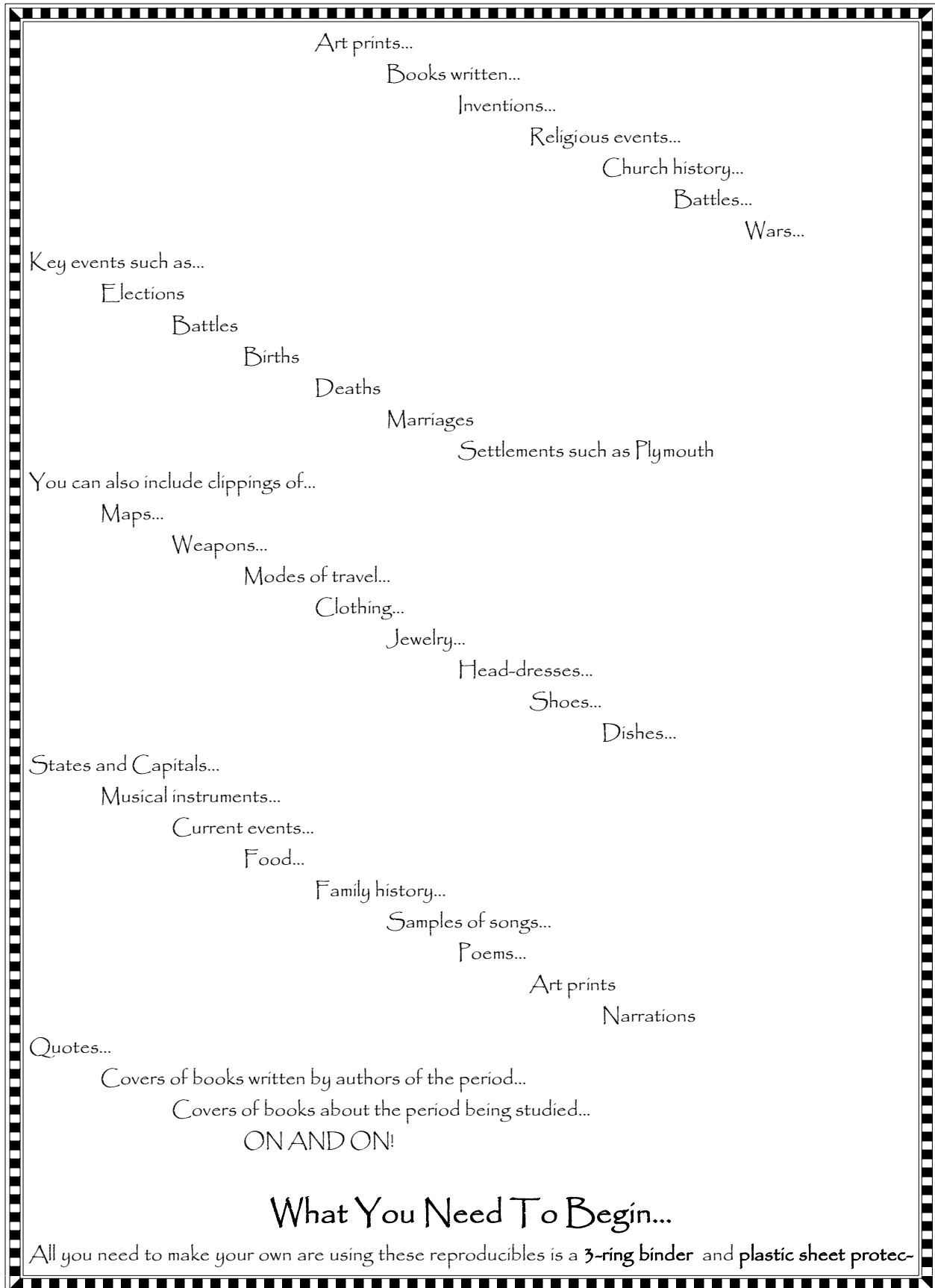
Ready? What is included? How do ya do it? The good news is that your imagination is the only limit! Anything goes inside a timeline:

Dates...

Pictures and drawings of people...

Explorations...

Discoveries...



tors. *(Of course, if you would like the forms, you can order ready-to-use forms through our ministry. Ours are 110lb Cardstock.)*

Begin With ONE Notebook Per Child...

Yep! It is this easy! Begin with just ONE notebook per child. You are welcome to reproduce these originals FOR YOUR OWN FAMILY. Please honor our work by not sharing with a friend without our permission. (this book is copyrighted.)

Our favorite notebooks are the 3-ring vinyl notebooks that have the clear pockets on the outside so the children can design their own covers. We usually choose the white notebooks (Either 2 or 3 inches thick notebooks.) and fill it full of plastic sheet protectors. Then, all our children have to do is label the dates on their sheets, slip the pages in a plastic sheet protector...then, add their work each day. (Another option if you were interested in possibly changing your forms later or changing figures around is to laminate the pages and the figures. Then you could use double-sided tape and change them around at any time you would like. Of course, this is a bit more expensive; but I would think it would be worth the expense just to have the convenience of changing the pages around. If you were to laminate the pages, I would suggest dating all of them first. We have dating suggestions below.)

Simply **order your pages** to fit your needs. We have purposely included extra pages JUST IN CASE there is a mistake. (Yes, I am a mother too!) We have also included all of the dividers (in bright cardstock) that we use and blank reproducibles that we use with our Timeline Notebooks. *(Special Note: We have our pages printed for our kits with the pages labeled at the top and the rest of the page blank. I found that all of the pages I had used in the past had lines on them. They did not work for us because we had so many figures, copies of art prints and books, and other things that we wanted on our pages that a lot of printed information was too much on the page. Now, we include that information in our History Notebooks or in our Narration Notebooks. Some of our History Notebooks for time periods now include a Time Line for that period in the front of our Notebook. With those Timelines, we usually include two pages per year (6 months for each page). Then we can have more space for information and details. Actually, if your child is "into" a period like Matthew is the Civil War, you could easily have a page per month and still have more information than room. I would recommend keeping that much detail on a separate Timeline rather than in your overall History Timeline Notebook. That is one reason that we published our History Timeline Notebook without dates...so it would have flexibility for those that simply devour History.)*

We begin at Creation with a page for events beginning with Scripture. We use 50 years for each page, making the two page spread cover an entire century, until we get to 1400 AD. At that point each page cover 25 years, with the two-page spread covering 50 years, until we get to 1700 AD. At that point, we only cover 25 years per two-page spread up until present day.

The order of our Timeline Notebooks is as follows...

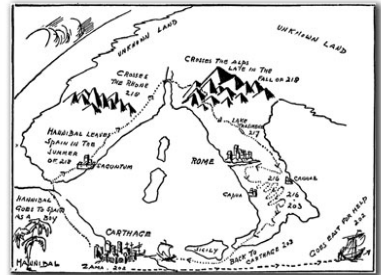
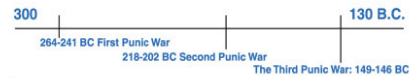
1. Cover designed by our children, slid into the front of the notebook
2. B.C. Page
3. Creation Page
4. Pages from 4000 B.C. up to 1 B.C.
5. B.C. Page
6. Life of Christ
7. A.D. Page
8. Pages from 1 A.D. up to present
9. My Family Tree
10. My Life
11. Maps
12. Narrations
13. Diagrams
14. My Keepsakes

Our pages are designed on 110lb. white cardstock, so they will be most durable. The cardstock is also better for adding glue, paint, or pressed specimens. We use a 110lb. cardstock in our children's favorite colors for dividing pages, such as at the beginning of the notebook, between BC and AD, and for extra sections such as maps, family tree, Narrations, articles, books read, diagrams...

All of our pages are slid into plastic sheet protectors and kept in 3-ring binders. We use a variety of figures for placing on our timelines. We began our first timeline when using KONOS unit studies. We LOVE those figures. They are laminated, so they seem to last FOREVER! We have also found other great resources with figures that work nicely in our notebooks such as...*Lessons from History, Geography Matters*, Old Encyclopedias, Old books and textbooks, library books (just make copies... we reduce ours to fit our timelines more nicely), computer encyclopedias, Websites, ETC! Be on the lookout!

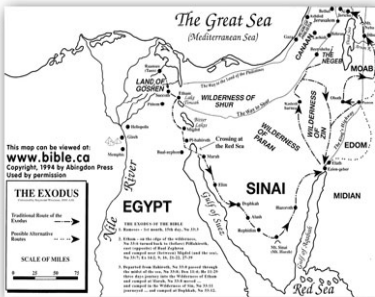
Quick Tips for Making and Using Your Timeline Notebook...

1. Use large 3-ring binders. They are expandable...and believe it or not, you will NEED to expand in no time at all!
2. Work as a family! YOU make one too! You will LOVE it!
3. Use while you read and study through every subject! Use as you study the Bible, travel, research! Mark authors, events, people! At the most bring your notebooks out each week to add new entries. We copy pictures, reducing them to a tiny size that is perfect for our pages.
4. Bring in YOUR style! EVERY notebook WILL look different! Soooo, make it work for you! We glue in pictures, write a bit about the person or event, etc.



5. **Try a little Scrapbooking!** You may want to add “frames” of bright colors behind the pictures of the people...or cut out the pictures with paper-edgers...or use neat pens for special emphasis... etc.! Once you begin, you **WILL** be hooked!

1453-1250
Moses, Passover, the Exodus
1235 B.C.
Wilderness Wanderings



6. **Have a special spot for your children to keep their binders.** If you want your children to use any of their notebooks, especially their *Timeline Notebooks*, they need to have easy access to the notebooks and supplies. Plus, IF there is a spot to keep their notebooks, it will be easier to keep the notebook nice and neat. Ohhhh, and if there is a special spot for the notebooks, the children can rest assured that their hard work will be safe from younger siblings and pets.

7. **Oh...Don't sweat the divisions!** There will always be an exception. Some time periods may actually become such a delight to study that your family needs to develop an entire notebook just for that study. Don't worry...just GO for it!

More Ideas...

Need some other ideas to fit your needs? There are as many variations for timeline notebooks as there are people! Here are some to consider...

“My Country Timeline”

“My State History Timeline”

---(Unit Study) Timeline...Space Exploration, Westward Expansion, The Vikings, Composers, American Artists...

---(Person) Timeline...Robert E. Lee, Thomas Edison...

---(Time Period) Timeline...American Revolution, Egyptian, Greek, Romans, Middle Ages...

“My Family Timeline”

“Famous Men of---“...Civil War, American Revolution...

“Battles of---“ The American Revolution, The Civil War, World War I, World War II, The Vietnam War, Desert Storm...

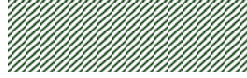
Have fun! Make LOTS of great memories!

Cindy



Excerpted From *Make Your Own History Timeline!*

Need more help?? Check out our ready to use *Make Your Own History Timeline Packets!* Plus! Elisabeth now produces packet with ready to use timeline figures! **TOO CUTE!**



Timeline Links You Are SURE To Love!



Our TIME FOR TEADiscussion List constantly features WONDERFUL posts that have REALLY helped me through the years to find great help for teaching my children. These links were shared by moms on the list. Remember the sites are CONSTANTLY changing, so some of these may be outdated or changed...but, hopefully they will be as great now as they have been for me!

<http://odur.let.rug.nl/~usa/D/index.htm> (Features Revolution to Reconstruction)

http://www.teacheroz.com/Maps_Flags_Timelines.htm#timelines

(Features Maps, Flags, Timelines)

<http://millennium.ns.sympatico.ca/timeline/index.html> (Interactive Timeline--Halifax, Nova Scotia, Canada)

<http://www.whitehouse.gov/kids/index.html> (White House)

<http://donnayoung.org/history/timeline-cw.htm> (Timeline book instructions)

<http://www.sbrowning.com/whowhatwhen/index.php3> (Who, What, When, Interactive Historical Timelines)

<http://www.humanities-interactive.org/splendors/timeline.htm> (Mexico: Splendors of Thirty Centuries - Timelines)

<http://www.ourtimelines.com/> (Our Timelines.Com Home Page)

<http://www.hfac.uh.edu/gl/gl7.htm>

http://www.vialarp.org/20s/20s_timelines.htm (1920's Interactive Literature Resources - History and Timelines)

<http://www.legacy98.org/timeline.html> (Women, and Women's Suffrage Timeline)

<http://www.glah.uh.edu/historyonline/timelines.cfm> (History Online: Timelines)

http://www.yahooligans.com/Around_the_World/Countries/United_States/History/Timelines/ - (Around the World: Countries: United States: History: Timelines. Multiple listings)

<http://home.cfl.rr.com/eaa/Languages.htm> (Computer Programming Language Timelines-- For the budding computer geeks! ©)

<http://www.gis.com/timeline/flash/index.html> (Timeline--interesting!)

<http://www.besthistorysites.net/AncientBiblical.shtml> (Best of History Web Sites: Ancient History)

<http://www.islandnet.com/~pjhughes/time.htm#Timelines> (The Telson Spur - Home Reference--scroll down to many listings)

<http://www.gti.net/mocolib1/kid/food.html> (The Food Timeline--No, they're not kidding!)

<http://www.metmuseum.org/toah/splash.htm> (The Metropolitan Museum of Art's Timeline of Art History)

<http://www.cbc4kids.cbc.ca/general/the-lab/history-of-invention> (History of Inventions, a timeline from Pottery to Computers)

<http://www.terryfoxrun.org/english/marathon/timeline/default.asp?s=1> (Terry Fox's cross-Canadian run with an artificial leg)

Homeschooling The Easy Way Manual

<http://collections.ic.gc.ca/potato/index.asp> (The Potato Then & Now)
<http://collections.ic.gc.ca/turner/tline1.html> (Timeline of War Events)
http://www.arts.okanagan.bc.ca/finearts/his_home.html (Important Moments in Canadian History)
<http://www.berwickacademy.org/lincoln/lincoln.htm> (Abraham Lincoln)
<http://www.geomatters.com/articles/heritage.shtml> (GeoMatters Articles: Family Heritage and Timelines)
http://www.dohistory.org/on_your_own/toolkit/timeline.html (How to Make a Timeline)
<http://www.geomatters.com/articles/timeline.shtml> (Articles from Cindy Wiggers: How Do I Make a Timeline?)
<http://oneonta.k12.ny.us/hs/Socialstudies.html> (Social Studies Web Sites)
<http://www.kie.berkeley.edu/people/alex/time.html> (Representations Of Time: Resources)
<http://www.historicaltimeline.com/> (Historical Timeline - Explore History Through Five Different Timelines)
http://www.madbbs.com/~rcw/US_History/WW1.htm (World War I)
<http://www.geocities.com/EnchantedForest/Pond/5526/Maps.html> (Terrie's Maps Flags Timeline)
<http://ci.columbia.edu/ci/subjects/history/classweb.html> (Columbia Interactive - Subjects: History. For the older students)
<http://www.cocc.edu/cagatucci/classes/hum211/timelines/htimelinetoc.htm> (African timeline)
<http://www.library.unt.edu/genref/quickref/time.htm> (Timelines: Quick Reference)
http://highered.mcgraw-hill.com/sites/0072549238/student_view0/timelines.html (Introducing Anthropology | Timelines)
<http://www.ehistory.com/wwii/timeline.cfm> (eHistory World War II: Articles)
<http://www2.canisius.edu/~emeryg/time.html> (Timelines! Wow... too many to mention here!)

Keep searching! There are COUNTLESS sites online that are LOADED with great helps! Keep on searching! These should keep you busy for a long time though!

Fine Arts... The EASY Way!

By Cindy Rushton



“Come to Me, all you who labor and are heavy laden and overburdened, and I will cause you to rest, [I will ease and relieve and refresh your souls.] Take my yoke upon you and learn of me, for I am gentle (meek) and humble (lowly) in heart, and you will find rest (relief and ease and refreshment and recreation and blessed quiet) for your souls. For my yoke is wholesome (useful, good—not harsh, hard, sharp, or pressing, but comfortable, gracious, and pleasant), and My burden is light and easy to be borne.” Matthew 11: 28-30 (Amplified Bible)

Come to Me...yes, Lord! We SO want to “come to God” for our plan for education...but, what REALLY is included in His educational plan for our children??? Ever wondered that same question? Well, let’s go back to the beginning and see the first instructions given to man and woman... In Genesis 1: 28 we read,

“And God blessed them and said to them, Be fruitful and multiply, and fill the earth, and subdue it [using all of its vast resources in the service of God and man]; and have dominion over the fish of the sea, the birds of the air, and over every living creature that moves upon the earth.”

We are all very familiar with the command to be fruitful and multiply to fill the earth. We are very committed to that command. But, what is the “extra stuff” here in this passage? What can it mean? How would this affect the education of our children?

Well, let’s look up some of these words. For example, subdue means, “to struggle against, to conquer, to contest.” We are not merely looking at tilling the ground or subduing the physical properties of the earth; there is much, much more! We are looking at the “contest” or, in my favorite analogy, the “battle” for God’s kingdom here on earth! There is a battle in our culture FOR OUR CULTURE! The greatest battle yet! That battle is not waged on a battlefield with opponents dressed in camo, carrying guns and other array, or driving tanks. This great battle is waged in the hearts, souls, and minds of all people. Part of our mandate from Genesis is to SUBDUE this earth. We are to use ALL within our means to conquer, contest, and struggle against evil and sin FOR the service of God and others!

Currently, in my opinion, the area of The Fine Arts has been simply GIVEN to the enemy. In fact, instead of battling to regain ground, many Christians simply “box” off the area of the Fine Arts as a “no zone” or “restricted area,” further leaving it in the enemy’s camp! What power we lose as a result! Rather than allowing our enemy to keep this ground, I challenge the body of Christ to step forward and regain this territory! We MUST “subdue” all areas...even the Fine Arts!

But, that is not the all! We find another reason that we must introduce our children to the Fine Arts and make this area an integral part of their education. Look again to the other phrase in the above passage: “and **HAVE DOMINION** over the fish of the sea, the birds of the air, and over every living creature that moves upon the earth.”

To “have dominion” means that “we have force, lordship, strength, might, manifested power, and authority; we complete; we perfect; we bring order; we rule over; we exercise authority.”

Again, we **MUST** take back this area for the kingdom of God. The reason that this area has become enemy territory is because somewhere along the way, this area was lost to the enemy and the order, reason, and perfection that God brings to all areas of life was separated from The Fine Arts. Those who bring God back into these studies are treated to a beauty and depth of understanding that is lost by many in the church and culture today. Yet, this need not be!

We can take back the ground that enemy has stolen and regain beauty in the education of our children! We can bring back this area that encompasses the most neglected of all studies. Of all studies in the home don't forget the great, beautiful, and truly excellent in life!

The Fine Arts nourish our souls and those of our children! They challenge us to virtue, honor, greatness, and heroism! They are a vital part of praising our Lord! Want to lighten the load? Melt away the cares? Breathe LIFE into the homeschool? Bring beauty into your home with Fine Arts!

Picture Studies... How To Study Art!

Have no idea where to begin covering The Fine Arts? I remember just how **OVERWHELMED** I was at the thought of teaching Art! I wondered how on earth to begin—I had no idea what to use, who **WAS** an artist (really!), or how to answer any questions that might pop up as my children studied. So, what did I do? Nothing! Absolutely nothing!

Several years of homeschooling went by. Still nothing, absolutely nothing! Well, maybe something—more procrastination! I just did not know anything about the teaching Art. I had no idea where to begin... so, I didn't! Until I met Charlotte Mason through her great books! She had such great advice for teaching art (well, every other subject too!) that I immediately had all of the help I needed to actually **BEGIN**! Here are a few of her helpful quotes...

“When children have begun regular lessons (that is, as soon as they are six), this sort of study of pictures should not be left to chance, but they should take one artist after another, term by term, and study quietly some half-dozen reproductions of his work in the course of a term...we cannot measure the influence that one or another artist has upon the child's sense of beauty, upon his power of seeing, as in a picture, the common sights of life; he is enriched more than we know in having really looked at even a single picture.”

“It will be noticed that the work done on these pictures is done by the children themselves. There is no talk about schools of painting, little about style; consideration of these matters comes in later life, but the first and most important thing is to

KNOW the pictures themselves. As in a worthy book, we leave the author to tell his own tale, so do we trust the picture to tell its tale through the medium the artist gave it. In the region of art as elsewhere, we shut out the middleman."

What does this look like in our home? We have made this very, very simple. We decided to begin Art Print Notebooks for each of our children many, many years ago. We buy them prints that we find along the way. For example, we found great prints at our local Walmart. They were in the "ready-to-frame" section (with picture frames). Walmart has prints all different sizes, but we found the 8.5 X 11 inch pictures that are perfect for our notebooks. These prints were also so reasonable (about \$1.00 each) that we were able to let the children choose their "own" artists and prints to study. We took those prints home, placed them on cardstock paper, slid them into sheet protectors, and added them to their notebooks.

Elisabeth LOVES to try to draw "like the artist" so she also has many original sketches that she has drawn as she "tried her hand" at copying the master! We added those to her notebook too! We have also found postcards, handouts, and mementos with great prints on them too. We add them to the notebooks too. Oh, that is not all! Most of my favorite art museums (The Louvre, The Metropolitan Art Museum, The Smithsonian, etc) have art "galleries" online. When we see great prints in their galleries, we simply clip and paste them into our Microsoft Word program so we can print out copies for our notebooks and thumbnails for our Timelines. I look for prints EVERYWHERE! You will see them now too! We don't have to spend a fortune to develop a nice collection that introduces our children to the art and the artists!

So, what do you do after you have a print? I had no idea myself. Again, Charlotte Mason said it best in her book, *School Education*...

"We attach a good deal of value to what we call picture talks, that is: a reproduction of a suitable picture, by Millet, for example, is put into the children's hands, and they study it by themselves. Then, the children of from six to nine describe the picture, giving all the details and showing by a few lines on the blackboard where is such a tree or a such a house; judging if they can the time of day; discovering the story if there be one. The older children add to this some study of the lines of composition, light and shade, the particular style of the master; and reproduce from memory certain details. The object of these lessons is that the pupils should learn how to appreciate rather than how to produce."

This is REALLY what a Picture Study is all about! Appreciation! Letting the children see! Letting the artist "speak" directly to the child! We do not have to plan the lessons. We do not have to ask (or answer!) the questions! All we have to do is introduce our children to the greatest minds and let the artist be the teacher! Let the children ask the questions! Let the print answer the questions! Easy? Oh, yes! Picture Studies... The Easy Way! Still not clear? Well, let me take you to OUR home so you can see how we teach Picture Studies, step-by-step...

Step-by-Step Teaching Picture Studies...

- **Review.** Begin by asking the children to "remember what their last picture-talk was about, and what

artist was famous for the painting..." (Charlotte Mason) It is amazing how much information the children will recall and be able to share with one another! Review information about the artist's life. My favorite resource for learning more about the lives of the artists is Barry Stebbing's book **God and The History of Art**. It is the most detailed resource available. Plus, Barry writes from a Christian Worldview—a priceless resource!

- **Show the children** (I teach my children all at the same time!) a print giving them plenty of time to look and enjoy. Curl up with the print like an old book! Make a memory! If each child is developing their own notebook, simply have a family time for each to share "their prints" and what they are learning from them!
- **Discuss the print with your children... DO NOT** lecture or explain! Charlotte Mason wrote in **Home Education**, "Give them the picture...to look at, and ask them to find out all they can about it themselves, and to think what idea the artist had in his mind, and what idea or ideas he meant his picture to convey to us." Let your children alone with the artist—you will be amazed at how perceptive children are **AND** how much can be learned by just letting the artist in direct contact with your children. If you do want to share more, you may want to read a biography or a short story about the artist and his life, but this is not necessary (only if you want to!). The main emphasis is to really **LOOK** at the print and **SEE DETAILS!** Charlotte Mason wrote in **Toward A Philosophy of Education**, "After a short story of the artist's life and a few sympathetic words about his trees or his skies, his river-paths or his figures, the little pictures are studied one at a time; that is, the children learn not merely to see a picture, but to **LOOK AT IT**, taking in every detail."
- **Turn the print over and let the child describe the details from memory.** This can be in the form of a Narration or drawing or discussion. Charlotte Mason describes how to do this and **WHY** to do this in **Toward A Philosophy of Education**, "Then the picture is turned over and the children tell what they have seen,— dog driving a flock of sheep along a road but nobody with the dog...Nothing is left out...there is enough for half an hour's talk and memory in this little reproduction of a great picture and the children will know it wherever they see it, whether a signed proof, a copy in oils, or the original itself in one of our galleries...In this way, children become acquainted with a hundred, or hundreds, of great artists during their school life and it is an intimacy which never forsakes them." Children are **REMARKABLY ATTENTIVE!** They see incredible details! This encourages them to notice even greater details. Give them a blank sheet of paper to let them have a chance to try to recreate the print themselves. Keep the drawings and Narrations in a notebook just for Art. If you have extra prints, you can even let the children have their own for their notebooks as well!
- **Turn the print back over to see how accurate they were!**
- **Leave the print out for the children to come back to it during the week.** At the end of the week, we usually discuss the painting and details that we have enjoyed from the print. If the print is religious in nature, we look up and read the Bible account in Scripture. (For example, when we studied

Rembrandt's **The Raising of the Cross**, we looked up the gospel account of the crucifixion. This adds to the emotion of the print and helps us to actually go back in time to Rembrandt's studio...as well as, the cross.)

- **Bring out certain prints at certain seasons.** We love bringing out prints like **The Raising of the Cross** by Rembrandt and Cimabue's **The Crucifixion** at Easter, Fabriano's **The Adoration of the Magi** and Duccio's **The Nativity** during Advent. They compliment our decorations and our festive moods! Also, I do this with music such as Handel's **Messiah** for Christmas every year.
- **Help the children to begin their OWN collection of fine art!** Great prints are all around us. Encourage your children to become art collectors from an early age. Then, their lifestyle can teach the lessons with very little preparation on your part. But, how? Look at your local Wal-Mart in the "picture frames" or "mats." Our local store has a whole island display with Beatrix Potter, Monets, etc. The 8 1/2 X 11 inch prints are only \$1.00 each. Each week you could invest in a print for your family. In only a year, the collection would fill an entire Notebook. We build our collections by using these and print books (We just found some gorgeous books for only \$3.00 each last week!) on different artists and all of their life works. We also collect postcards that we find at different museums and historical sites. A collection adds up quick and need not cost a fortune.
- **Read stories or biographical sketches about the artist!** There is nothing like a biography to pull you into the life of another person. Artists are no different. Their biographies are guaranteed to teach more than just about their lives. Your family will be introduced to the entire culture at the time.
- **Turn Your Children Loose!** It should be remembered that this is not just another thing for YOU to do! I love what Charlotte Mason wrote in her book, **Toward A Philosophy of Education...**

"It will be noticed that the work done on these pictures is done by the children themselves. There is no talk about schools of painting, little about style; consideration of these matters comes in later life, but the first and most important thing is to KNOW the pictures themselves. As in a worthy book, we leave the author to tell his own tale, so we trust the picture to tell its tale through the medium the artist gave it. In the region of art as elsewhere, we shut out the middleman."

What About ORIGINAL ARTWORK???

Inevitably, this is one of the most common questions that we first think about in regard to teaching Art. So, what about original art? Teaching drawing? Where do we begin teaching them the basics?

This was a VERY difficult area for me. I STILL struggle in this area. What did I do, especially since I wanted to ensure that my children had proper instruction in drawing? Well, first of all, I consider this area much like cooking or sewing. There are areas that I feel very "able" to teach to my children like Language, Spelling, Literature, Science, History, etc. However, Drawing is definitely NOT one of those areas! In fact, cooking and sewing were not areas for me for a long, long time. How did I fall in love with those subjects? How did I learn HOW to cook and sew? I first watched others who were good at it! Then, I bought the best books (and patterns) out there that could take me step-by-step through the process. Then, as