The power of literature...

...without the busy work.

CENTER FOR LIT
Schools
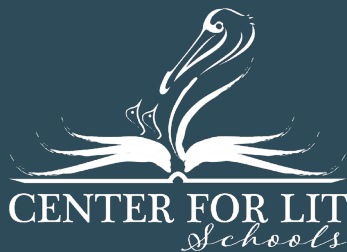
The task of a literature teacher should be nothing more than equipping students to carefully read and engage with great books. A student who can read with understanding and enter thoughtful conversation about an author's ideas in the classroom has successfully achieved a literary education. The problem is, this kind of education isn't necessarily measurable, quantifiable, recordable, or verifiable. In short, it's not deliverable. How do we prove it? How do we document it? How do we verify it, especially since the traditional methods – worksheets, book reports, and recall tests – often hinder our most important work, which is teaching good reading and instilling a love for the classics?

With CenterForLit Schools, we've developed a tool that will empower teachers to thrive without losing their sanity over administrative details. Teachers can be free to engage with their students, passing on not only their mastery of the subject, but their passion and enjoyment as well, aided in their work by a customizable course structure that allows any teacher, reading any book, to accomplish sound literary instruction in the classroom.

If you seek relief from the ceaseless pressure of making the art of classical teaching an administrative science, then we'd love to introduce you to CenterForLit Schools.

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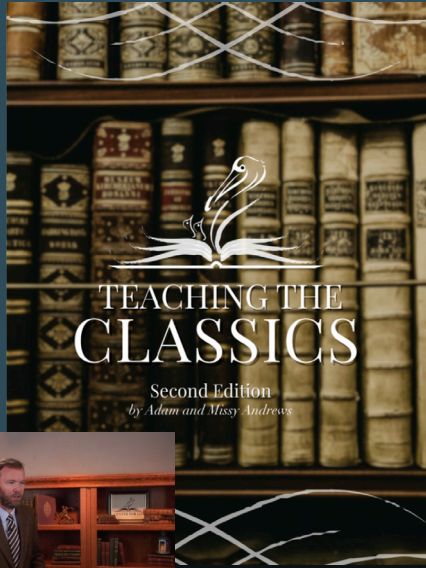
CenterForLit designed *Teaching the Classics* over 15 years ago as a way to guide homeschooling parents toward literary education using simple stories and the Socratic method. Now, we have made the *Teaching the Classics* method available to classroom teachers and English departments! *Teaching the Classics* is an eight-hour seminar introducing a powerful method for discussing literature that can be applied to any book at any grade level. It is the backbone of CenterForLit Schools.

CenterForLit Schools offers teachers a series of verifiable literary core skills and assignments that chart a student's progress through the

Grammar, Logic, and Rhetoric

stages of good reading. This curriculum model can unify any group of teachers, helping them build upon each other's work to provide a K-12 literary education. It also provides a trackable set of of daily lesson plans for individual teachers looking for step-by-step guidance in leading *Teaching the Classics*-style Socratic discussions.

Unlike the Common Core, our Literary Core Skills are a means to the end of good reading ...not an end in themselves!

Grammar Level Skills

Plot

G1. Define and review the definition of simple plot.

    G1.1   Recitation Exercise: Define Simple Plot

    G1.2   ID/Selection Exercise: Identify Simple Plots

G2. State the simple plots of various titles.

    G2.1   Single Sentence Exercise: State Sim

G3. Explain and review the stages of a plot.

    G3.1   Story Chart Exercise: Define Stages

Logic Level Skills

Plot

L1. Relate the plots of various titles to their main themes.

    L1.1   Recitation Exercise: Discuss Plot

    L1.2   Reading Quiz: 3-Sentence Quotation Categorizing Plot

    t Exercise: Relate Climax, Conflict, and Theme

    ver Exercise: Relate Exposition to Theme

    ver Exercise: Relate Rising action to Theme

    ver Exercise: Relate Climax to Theme

Rhetoric Level Skills

Poetry and Recitation

R1. Classify major poetic forms.

    R1.1   ID/Selection Exercise: Identify Poetic Forms

    R1.2   Multiple Choice Exercise: Analyze Sonnets

    R1.3   Multiple Choice Exercise: Analyze Poems

R2. Relate form of various poetic titles to their subjects.

    R2.1   Short Answer Exercise: Relate Poetic Form to Theme

R3. Compose a Shakespearean sonnet on assigned universal idea.

PLOTS

the following sentences are simple plots? Put a checkmark next to each

1. After a long and weary struggle, Odysseus returns home to defend his family against evil suitors.
2. The tale of Macbeth begins on a dark and stormy night.
3. Frances the badger longs for a blue china tea set.
4. Eeyore can't find his house.
5. Jack climbs a magic beanstalk and steals the treasure of a terrible giant.
6. Will Hamlet take revenge upon his uncle Claudius?
7. *The Cat of Bubastes* is a story about ancient Egypt.
8. St. George fights a fire-breathing dragon in order to save a beautiful princess.
9. Daniel is angry because the Romans killed his father.
10. Wilbur and Charlotte live in the Zuckerman's barnyard.

CHARACTERS: *Insert title here*

Create a "Cast List" of the story by giving each of the characters below a single sentence that describes his or her *primary motivation.*

1. *(Insert character name)*

   Student answer here
   _____
   _____
   _____

2. *(Insert character name)*

   Student answer here
   _____
   _____
   _____

3. *(Insert character name)*

   Student answer here
   _____
   _____
   _____

CONFLICT

Put a checkmark in the blank next to each sentence that describes a conflict.

1. _____ Frances takes her dolls to a tea party at Thelma's house.
2. _____ Mole goes to live with Rat at the riverbank.
3. _X_ Peter Rabbit gets lost in Mr. McGregor's garden.
4. _____ Red Riding Hood delivers a basket of buns through the wood grandmother's house.
5. _X_ Smaug the dragon terrorizes the people of Lake Town on the the Lonely Mountain.
6. _____ Jim Hawkins sets sail for Treasure Island aboard the *Hispani*
7. _X_ Tom Sawyer and Becky Thatcher cannot find their way back entrance of McDougal's cave.
8. _X_ Sherlock Holmes must prevent the evil Professor Moriarty fr committing another crime.
9. _____ Wendy Darling reads stories to Peter Pan and the Lost Boys.
10. _X_ Will Mike Mulligan and Mary Anne finish digging the cellar win the contest?

A subscription to CenterForLit Schools includes access to over **200 assignment templates**, keyed to the literary core skills and applicable to any book list. Unlike the sterile "worksheet" or "workbook" approach, these assignments work with the teacher to train students in the skills of good reading and good writing. Students encounter no busy work as they learn to engage thoughtfully with the text. Teachers encounter no busy work, either, since a set of deliverables and assessments applicable to any booklist has already been designed for them.

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title here

ce/paragraph/page), evaluate the thematic significance of this story's SOCIAL , explain how the author uses this structural element to emphasize the story's always, refer to the events of the story in your answer. For page-length answers, heet if necessary.

r here.
_____
_____
_____
_____

GENERAL THEME: *Insert title here*

On the lines below, answer the following question in a single (**sentence / paragraph**) Be sure to refer to the events of this story to explain your answer.

Are characters other than the protagonist ennobled, changed, saved, improved or otherwise affected by the events of this story? How? What do they learn?

Student answer here.
_____
_____
_____
_____
_____
_____
_____
_____

RECITATION: *Insert title here*

Recite the following passage from memory for your class or teacher. Do not write on the lines below. Turn in this sheet before you begin.

Insert citation, or description of passage here.

Make notes here as student recites:
Accuracy, poise, diction, volume, eye contact, etc.
Grade according to chosen rubric in the box at top.
_____
_____
_____
_____
_____
_____
_____

A subscription to
CenterForLit Schools includes:

- Access to the Literary Core Skills
  Document and over 200 editable
  assignment templates

- Annual and daily lesson planners

- Registration for monthly, live workshop
  webinars covering topics such as
  composition, daily work, lesson planning,
  and more

- Professional development training videos

- Our Quick Card library (short reference
  sheets outlining the major structural
  elements of individual titles) and Teacher
  Guide library (Teaching the Classics-style
  discussions modeled for individual titles)

- A lesson sharing forum where teachers
  can share ideas and inspiration

- Professional development credit reporting,
  trackable by teachers and administrators

Tour the CenterForLit Schools website at
www.centerforlitschools.com/tour
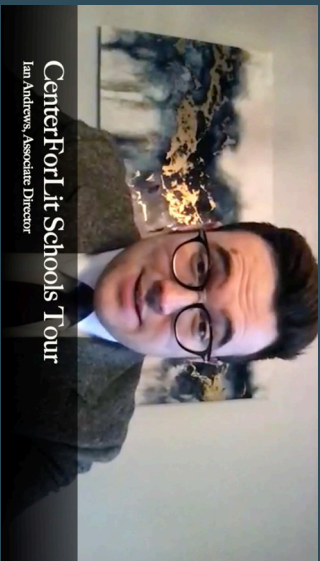
or schedule a private tour and
consultation by emailing Ian Andrews
at i.andrews@centerforlit.com.

CenterForLit Schools Tour
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