

CYCLE 1: COLUMBUS, CONQUESTS, & COLONIES

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*A Gentle Feast*

# Morning Time



*Option 1 Beauty Loop*

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**THANK YOU FOR PURCHASING THE CYCLE 1 MORNING TIME PACKET. I PRAY YOUR MORNINGS WILL BE RICHLY FULL OF BOOKS, BEAUTY, AND BIBLICAL TRUTH.**

*Blessings,  
Julie Ross*



## *An Explanation of Forms in A Gentle Feast*

In Charlotte Mason's Parent's National Education Programmes, students were divided into Forms rather than our traditional American Grades or British Years. The benefit of this is great for families with multiple aged children, allowing for more shared learning among siblings. This also gives you, as the parent, more flexibility to select work that is up or down in other forms, depending on your child's (children's) educational needs and academic ability.

I have adjusted Miss Mason's forms into four groupings for greater simplicity.

The chart below explains the levels in **A Gentle Feast**. As you move through the cycles, you will follow the lesson plans for the form your child is in that current year.

	<b>LOWER ELEMENTARY</b>	<b>UPPER ELEMENTARY</b>	<b>JUNIOR HIGH</b>	<b>SENIOR HIGH</b>
<b>AGF FORMS</b>	I	II	III	IV
<b>US GRADES</b>	1-3	4-6	7-9	10-12
<b>PNEU FORMS</b>	I a and I b	II a and II b	III and IV	V and IV



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*"There is no way of escape for parents; they must needs be as 'inspirers' to their children, because about them hangs, as its atmosphere about a planet the thought-environment of the child, from which he derives those enduring ideas which express themselves as a life-long 'appetency' towards things sordid or things lovely, things earthly or divine."*

*-Charlotte Mason, Parents and Children, p.37*

# What is morning time?

Morning Time is simply a focused, daily ritual that brings the entire family together to share in the feast of books, beauty, and Biblical truth. This practice builds a family culture around these shared experiences. In *A Gentle Feast*, morning time consists of two parts: Bible Time and a Beauty Loop. Suggested Bible Readings and memory verses are included. Weekly plans and poetry selections are given in this packet as well.

## WHAT ELSE DO I NEED TO PURCHASE?

1. Then Sings My Soul: 150 of the World's Greatest Hymn Stories by Robert Morgan (optional, you can find information on the hymns online)
2. Pick from the following Fables/Tales based on your child's age or just pick one level to read to all your children

### FORM I (GRADES 1-3)

Aesop Fables (any version)

Dangerous Journey: The Story of Pilgrim's Progress by Oliver Hunkin

### FORM II (GRADES 4-6)

Norse Myths by D'Aulaire

Viking Tales by Hall

### FORM III (GRADES 7-9)

Tales from Shakespeare by Charles and Mary Lamb

### FORM IV (GRADES 10-12)

Galileo's Daughter by Dava Sobel

The Life of Columbus by Hale

## HOW LONG SHOULD MORNING TIME LAST?

This really depends on your family, but here is a general time frame. Bible Time - Readings and narrations (15 minutes), Prayer, Beauty Loop (5-20 minutes depending on the day). So in less than a half hour, your family can enjoy truth, beauty, and goodness together.

## Part 1: Bible

Gather the entire family for devotions, prayers, spiritual readings, or whatever else your family uses for religious studies. Four days of Bible readings are given. The other days can be specific to your denomination. You could include saint stories, catechism questions, missionary biographies, or habit-training, character-building lessons.



## HOW WAS BIBLE APPROACHED IN MISS MASON'S PROGRAMMES?

1. Bible readings are to come directly from the Bible and not a children's adaptation.

"We are apt to believe that children cannot be interested in the Bible unless its pages be watered down- turned into the slipshod English we prefer to offer them.... It is a mistake to use paraphrases of the text; the fine roll of Bible English appeals to children with a compelling music, and they will probably retain through life their first conception of the Bible scenes, and also, the very words in which these scenes are portrayed,"- Charlotte Mason, Home Education, p. 248-49

2. By age nine, children will have read "the simple (and suitable) narrative portions of the Old Testament, and say, two of the gospels," - Charlotte Mason, Home Education, p. 249

3. Episodes are read and the children narrate these.

"Read aloud to the children a few verses covering, if possible, an episode. Read reverently, carefully, and with just expression. Then require the children to narrate what they have listened to as nearly as possible in the words of the the Bible." - Charlotte Mason, Home Education, p. 251

4. After narrations, the teacher can emphasize points from the lesson.

" Before the close of the lesson, the teacher brings out such new thoughts of God or new points of behavior as the reading has afforded, emphasizing the moral or religious lesson to be learnt rather by a reverent and sympathetic manner than by any attempt at personal application." - Charlotte Mason, A Philosophy of Education, p. 163

5. Older students were to read through the entire Old Testament on their own. They would also read the NT, pairing Miss Mason's Savior of the World poetry

collection with the Bible passages. The Epistles and Revelation were saved until the end of high school.

6. Bible recitations help children memorize larger passages of scripture in a natural manner.

"The learning by heart of Bible passages should begin while the children are quite young, six or seven....The whole parable should be read to them in a way to bring out its beauty and tenderness; and then, day by day, the teacher should recite a short passage, perhaps two or three verses, saying it over some three or four times until the children think they know it. Then, but not before, let them recite the passage. Next day the children will recite what they have already learned, and so on, until they are able to say the whole parable." - Charlotte Mason, Home Education, p. 253

## HOW IS THE BIBLE APPROACHED IN A GENTLE FEAST?

In A Gentle Feast, Bible is done as a family in Morning Time. A four- year rotation is given that covers episodes in the Old and New Testament in chronological order. This is similar to what Miss Mason recommended. In addition, the Psalms and Proverbs are read as it is my belief that the rich language and deep truths contained in these books greatly benefit students. Students do not need to narrate the readings from Psalms and Proverbs. Older students are encouraged to have personal devotions before school reading through the remainder of the Bible. Study Bibles, commentaries, and inductive studies can help older students understand what they are reading. You can access the four- year Bible rotation on the Membership page. Longer portions of scripture are memorized by and by like Miss Mason recommended. The same verse is learned over a twelve week period.

# Part 2: Beauty Subjects

If options are provided, do the first option during your first time through the cycle, and the second option during your second time through.

## 1. PICTURE STUDY OR COMPOSER STUDY

### *Steps to a Picture Study*

In Home Education (pages 310-311), Miss Mason gives these steps for a "Picture-Talk"

Objects:

1. To continue the series of Landseer's pictures the children are taking in school.
2. To increase their interest in Landseer's works.
3. To show the importance of his acquaintance with animals.
4. To help them to read a picture truly.
5. To increase their powers of attention and observation.

She goes on to explain in detail:

**Step I.**--Ask the children if they remember what their last picture-talk was about, and what artist was famous for animal-painting. Tell them Landseer was acquainted with animals when he was quite young: he had dogs for pets, and because he loved them he studied them and their habits--so was able to paint them.

**Step II.**--Give them the picture 'Alexander and Diogenes' 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.

**Step III.**--After three or four minutes, take the picture away and see what the children have noticed. Then ask them what the different dogs suggest to them; the strength of the mastiff representing Alexander; the dignity and stateliness of the bloodhounds in his rear; the look of the wise counselor on the face of the setter; the rather contemptuous look of the rough-haired terrier in the tub. Ask the children if they have noticed anything in the picture which shows the time of day: for example, the tools thrown down by the side of the workman's basket suggesting the mid-day meal; and the bright sunshine on the dogs who cast a shadow on the tub shows it must be somewhere about noon.

**Step IV.**--Let them read the title, and tell any facts they know about Alexander and Diogenes; then tell them Alexander was a great conqueror who lived B.C. 356-323, famous for the battles he won against Persia, India, and along the coast of the Mediterranean. He was very proud, strong, and boastful. Diogenes was a cynic philosopher. Explain cynic, illustrating by the legend of Alexander and Diogenes; and from it find out which dog represents Alexander and which Diogenes.

**Step V.**--Let the children draw the chief lines of the picture, in five minutes, with a pencil and paper.

### *Composer Study*

On the first day of the term, read the composer biography ahead of time and paraphrase it for your children. You can also read the optional composer biography book a little bit each time or listen to the podcast from **Classics for Kids** (linked in the Resources if available). Links to the musical selections are provided in the Resources. Each week, you will simply listen to and enjoy the piece.

## DAY 2: POETRY RECITATION

Students will recite the poems included in their student packet. Form IV students have speeches/Shakespeare. Each poem is listed for 4-6 weeks, but work at your child's pace. Have your child focus on speaking eloquently. They may memorize the poem by and by, but the focus of recitation is on speaking clearly and with emotion. Poetry selections are given in the student packet for each level.

"She told me that her niece could repeat to me any of those poems that I liked to ask for, and that she had never learnt a single verse by heart in her life. The girl did repeat several of the poems on the list, quite beautifully and without hesitation; and then the lady unfolded her secret. She thought she had made a discovery, and I thought so too. She read a poem through to E.; then the next day, while the little girl was making a doll's frock, perhaps, she read it again; once again the next day, while E.'s hair was being brushed. She got in about six or more readings, according to the length of the poem, at odd and unexpected times, and in the end E. could say the poem which she had not learned. "I have tried the plan often since, and found it effectual. The child must not try to recollect or to say the verse over to himself, but, as far as may be, present an open mind to receive an impression of interest. Half a dozen repetitions should give children possession of such poems as—'Dolly and Dick,' 'Do you ask what the birds say?' 'Little lamb, who made thee?' and the like" (Vol. 1, pp. 224, 225)

## DAY 3: POET STUDY

During this time, you will read a selection from the term's poet. Poems are included in the Morning Time Packet. In the Green Year, the poems are from Elizabethan era. If you only have a Form I child, they may be too intense. You can substitute selections from the book, [Sing a Song of Popcorn: Every Child's Book of Poems](#), edited by Jan Carr, or [A Child's Garden of Verses](#) by Robert Louis Stevenson. Each year's poets correspond to the time period studied each year.

"Poetry reveals to us the loveliness of nature, brings back the freshness of youthful feelings, reviews the relish of simple pleasures, keeps unquenched the enthusiasm which warmed the springtime of our being, refines youthful love, strengthens our interest in human nature, by vivid delineations of its tenderest and softest feelings, and through the brightness of its prophetic visions, helps faith to lay hold on the future life." - William E. Channing

## DAY 4: FABLES AND HERO TALES/ BIOGRAPHIES

Read these to your Form I children during this time. Older students can read independently. Forms III and IV will probably need to find additional time to finish their weekly readings other than Morning Time. If you prefer, you can chose just one fables book to read to the entire family.

## DAY 5: HYMN

Read the background information in [Then Sings My Soul](#). You can use the lyrics from the book or find them in the morning packet. I recommend making a copy of the lyrics for each child. Sing through this hymn for six weeks during this loop time. Hymns are chosen to correspond with the time period being studied. Hymns links are provided on the website.

# MORNING TIME

*Term 1*





# TERM 1 BIBLE MEMORY PASSAGE

## *Ephesians 6:10-20*

**10** Finally, be strong in the Lord and in the strength of his might. **11** Put on the whole armor of God, that you may be able to stand against the schemes of the devil. **12** For we do not wrestle against flesh and blood, but against the rulers, against the authorities, against the cosmic powers over this present darkness, against the spiritual forces of evil in the heavenly places. **13** Therefore take up the whole armor of God, that you may be able to withstand in the evil day, and having done all, to stand firm. **14** Stand therefore, having fastened on the belt of truth, and having put on the breastplate of righteousness, **15** and, as shoes for your feet, having put on the readiness given by the gospel of peace. **16** In all circumstances take up the shield of faith, with which you can extinguish all the flaming darts of the evil one; **17** and take the helmet of salvation, and the sword of the Spirit, which is the word of God, **18** praying at all times in the Spirit, with all prayer and supplication. To that end, keep alert with all perseverance, making supplication for all the saints, **19** and also for me, that words may be given to me in opening my mouth boldly to proclaim the mystery of the gospel, **20** for which I am an ambassador in chains, that I may declare it boldly, as I ought to speak.

# TERM 1 PLANS

BIBLE	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
<b>DAY 1 BIBLE READING NT</b>	Luke 1:5-25	Luke 1:26-38	Matt 1:18-24	Luke 1:39-56	Luke 1:57-80	Luke 2:1-20
<b>DAY 2 BIBLE READING OT</b>	Gen 1:1-31	Gen 2:1-10, 15-25	Gen 3:1-24	Gen 4:1-16	Gen 4:25-26, 5:1-8	Gen 5:5-22
<b>DAY 3 BIBLE - PSALMS</b>	Psalm 1	Psalm 2	Psalm 3	Psalm 4	Psalm 5	Psalm 6
<b>DAY 4 BIBLE - PROVERBS</b>	Proverbs 1:1-19	Proverbs 1:20-33	Proverbs 2	Proverbs 3:1-12	Proverbs 3:13-35	Proverbs 4
<b>DAY 5 CHOICE</b>						
<b>BIBLE MEMORY</b>	Ephesians 6:10-20	Ephesians 6:10-20	Ephesians 6:10-20	Ephesians 6:10-20	Ephesians 6:10-20	Ephesians 6:10-20
<b>OPTIONAL MIDDLE/HIGH DEVOTIONAL READING</b>	Genesis 1-4 Matthew 1	Genesis 5-7 Matthew 2	Genesis 8-10 Matthew 3	Genesis 11-16 Matthew 4	Genesis 17-19 Matthew 5	Genesis 20-22 Matthew 6
BEAUTY LOOP:	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
<b>HYMN STUDY</b>	All Creatures of Our God and King	All Creatures of Our God and King	All Creatures of Our God and King	All Creatures of Our God and King	All Creatures of Our God and King	All Creatures of Our God and King
<b>POETRY RECITATION FORM I</b>	Autumn Greeting	Autumn Greeting	Autumn Greeting	Autumn Greeting	An Evening Hymn	An Evening Hymn
<b>POETRY RECITATION FORM II</b>	A Fairy Song Shakespeare	A Fairy Song Shakespeare	A Fairy Song Shakespeare	A Fairy Song Shakespeare	God is Like This	God is Like This
<b>POETRY RECITATION FORM III</b>	America For Me	America For Me	America For Me	America For Me	America For Me	America For Me
<b>POETRY RECITATION FORM IV</b>	On Virtue	On Virtue	On Virtue	On Virtue	On Virtue	On Virtue
<b>PICTURE/ COMPOSER STUDY</b>	DaVinci Biography*	Henry Purcell Biography*	DaVinci: The Last Supper	Funeral of Queen Mary	DaVinci: Mona Lisa	Come, Come Ye Sons of Art
<b>POET STUDY</b>	Shakespeare Biography*	Sonnet 15	Sonnet 18	Sonnet 19	Sonnet 30	Sonnet 32
<b>FABLES/TALES FORM I</b>	Aesop's Fables: The Crow and the Pitcher	Aesop's Fables: The Fox and the Grapes	Aesop's Fables: The City Mouse	Aesop's Fables: The Swallow and the Crow	Aesop's Fables: The Goose Who Laid Golden Eggs	Aesop's Fables: The Mouse and the Frog
<b>FABLES/TALES FORM II</b>	Norse Myths: The First Gods and Giants	Norse Myths: The Creation of the World	Norse Myths: The Creation of Man	Norse Myths: Yggdrasil	Norse Myths: Asgard	Norse Myths: Odin
<b>FABLES/TALES FORM III</b>	Tales From Shakespeare: Ch. 1 (first half)	Tales From Shakespeare: Ch. 1 (second half)	Tales From Shakespeare: Ch. 2 (first half)	Tales From Shakespeare: Ch. 2 (second half)	Tales From Shakespeare: Ch. 3 (first half)	Tales From Shakespeare: Ch. 3 (second half)
<b>FABLES/ BIOGRAPHIES FORM IV</b>	Galileo's Daughters Ch.1	Galileo's Daughters Ch.2	Galileo's Daughters Ch.3	Galileo's Daughters Ch.4	Galileo's Daughters Ch.5	Galileo's Daughters Ch.6

\*see resources



# Poems for Recitation

## RECITATION

### *An Autumn Greeting*

by unknown

"Come," said the Wind to the Leaves one day.  
"Come over the meadow and we will play.  
Put on your dresses of red and gold.  
For summer is gone and the days grow cold."

### *An Evening Hymn*

by Thomas Ken

All praise to thee, my God, this night,  
For all the blessings of the light;  
Keep me, O keep me, King of Kings,  
Beneath thy own almighty wings.

Forgive me, Lord, for thy dear Son,  
The ill that I this day have done;  
That with the world, myself, and Thee,  
I, ere I sleep, at peace may be.

O may my soul on Thee repose,  
And may sweet sleep my eyelids close:  
Sleep that may me more vigorous make  
To serve my God when I awake.

### *Above the Bright Blue Sky*

by Albert Midlane

There's a Friend for little children  
Above the bright blue sky,  
A Friend who never changes  
Whose love will never die;  
Our earthly friends may fail us,  
And change with changing years,  
This Friend is always worthy  
Of that dear name he bears.

There's a home for little children  
Above the bright blue sky,  
Where Jesus reigns in glory,  
A home of peace and joy;  
No home on earth is like it,  
Nor can with it compare;  
And everyone is happy,  
Nor could be happier there.

# RECITATION

## *A Fairy Song*

by Shakespeare

Over hill, over dale,  
Thorough bush, thorough brier,  
Over park, over pale,  
Thorough flood, thorough fire!  
I do wander everywhere,  
Swifter than the moon's sphere;  
And I serve the Fairy Queen,  
To dew her orbs upon the green;  
The cowslips tall her pensioners be;  
In their gold coats spots you see;  
Those be rubies, fairy favours;  
In those freckles live their savours;  
I must go seek some dewdrops here,  
And hang a pearl in every cowslip's ear.

## *God is Like This*

by Rowena Bennet

I cannot see the wind at all  
Or hold it in my hand;  
And yet I know there is a wind  
Because it swirls the sand.  
I know there is a wondrous wind,  
Because I glimpse its power  
Whenever it bends low a tree  
Or sways the smallest flower.  
And God is very much like this,  
Invisible as air,  
I cannot touch or see Him,  
yet I know that He is there  
Because I glimpse His wondrous works  
And goodness everywhere.

## *Children Poem*

by Longfellow

Come to me, O ye children!  
For I hear you at your play,  
And the questions that perplexed me  
Have vanished quite away.

Ye open the eastern windows,  
That look towards the sun,  
Where thoughts are singing swallows  
And the brooks of morning run.

In your hearts are the birds and the sunshine,  
In your thoughts the brooklet's flow,  
But in mine is the wind of Autumn  
And the first fall of the snow.

Ah! what would the world be to us  
If the children were no more?  
We should dread the desert behind us  
Worse than the dark before.

What the leaves are to the forest,  
With light and air for food,  
Ere their sweet and tender juices  
Have been hardened into wood, --

That to the world are children;  
Through them it feels the glow  
Of a brighter and sunnier climate  
Than reaches the trunks below.

Come to me, O ye children!  
And whisper in my ear  
What the birds and the winds are singing  
In your sunny atmosphere.

For what are all our contrivings,  
And the wisdom of our books,  
When compared with your caresses,  
And the gladness of your looks?

# RECITATION

## *America For Me*

by Henry Van Dyke

'Tis fine to see the Old World and travel up and down  
Among the famous palaces and cities of renown,  
To admire the crumbly castles and the statues and kings  
But now I think I've had enough of antiquated things.

So it's home again, and home again, America for me!  
My heart is turning home again and there I long to be,  
In the land of youth and freedom, beyond the ocean bars,  
Where the air is full of sunlight and the flag is full of stars.

Oh, London is a man's town, there's power in the air;  
And Paris is a woman's town, with flowers in her hair;  
And it's sweet to dream in Venice, and it's great to study Rome;  
But when it comes to living there is no place like home.

I like the German fir-woods in green battalions drilled;  
I like the gardens of Versailles with flashing fountains filled;  
But, oh, to take your hand, my dear, and ramble for a day  
In the friendly western woodland where Nature has her sway!

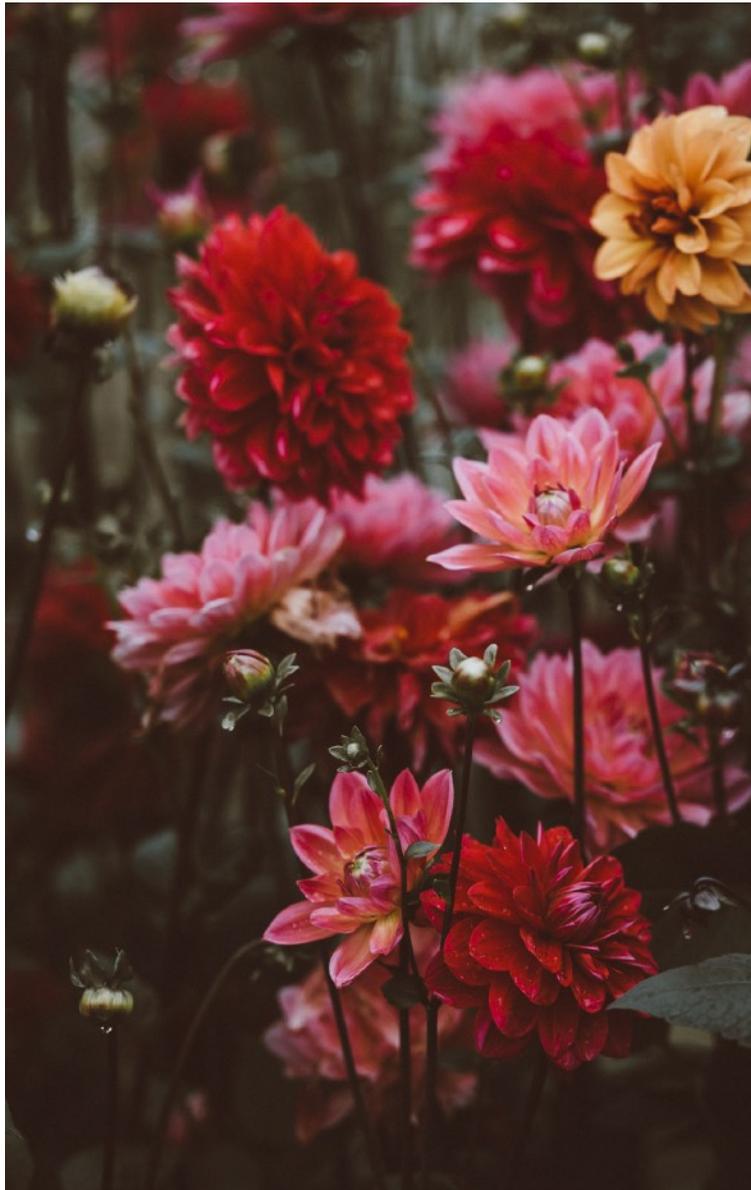
I know that Europe's wonderful, yet something seems to lack!  
The Past is too much with her, and the people looking back.  
But the glory of the Present is to make the Future free--  
We love our land for what she is and what she is to be.

Oh, it's home again, and home again, America for me!  
I want a ship that's westward bound to plough the rolling sea,  
To the blessed Land of Room Enough, beyond the ocean bars,  
Where the air is full of sunlight and the flag is full of stars.

## *How Do I Love Thee?*

by Elizabeth Barrett Browning

How do I love thee? Let me count the ways.  
I love thee to the depth and breadth and height  
My soul can reach, when feeling out of sight  
For the ends of being and ideal grace.  
I love thee to the level of every day's  
Most quiet need, by sun and candle-light.  
I love thee freely, as men strive for right.  
I love thee purely, as they turn from praise.  
I love thee with the passion put to use  
In my old griefs, and with my childhood's faith.  
I love thee with a love I seemed to lose  
With my lost saints. I love thee with the breath,  
Smiles, tears, of all my life; and, if God choose,  
I shall but love thee better after death.





## RECITATION

### *On Virtue*

by Phillis Wheatley

O thou bright jewel in my aim I strive  
To comprehend thee. Thine own words declare  
Wisdom is higher than a fool can reach.  
I cease to wonder, and no more attempt  
Thine height t'explore, or fathom thy profound.  
But, O my soul, sink not into despair,  
Virtue is near thee, and with gentle hand  
Would now embrace thee, hovers o'er thine head.  
Fain would the heaven-born soul with her converse,  
Then seek, then court her for her promised bliss.  
Auspicious queen, thine heavenly pinions spread,  
And lead celestial Chastity along;  
Lo! now her sacred retinue descends,  
Arrayed in glory from the orbs above.  
Attend me, Virtue, thro' my youthful years!  
O leave me not to the false joys of time!  
But guide my steps to endless life and bliss.  
Greatness, or Goodness, say what I shall call thee,  
To give an higher appellation still,  
Teach me a better strain, a nobler lay,  
O Thou, enthroned with Cherubs in the realms of day!

### *By Night when Others Soundly Slept*

by Anne Bradstreet

By night when others soundly slept  
And hath at once both ease and Rest,  
My waking eyes were open kept  
And so to lie I found it best.

I sought him whom my Soul did Love,  
With tears I sought him earnestly.  
He bow'd his ear down from Above.  
In vain I did not seek or cry.

My hungry Soul he fill'd with Good;  
He in his Bottle put my tears,  
My smarting wounds washt in his blood,  
And banisht thence my Doubts and fears.

What to my Saviour shall I give  
Who freely hath done this for me?  
I'll serve him here whilst I shall live  
And Loue him to Eternity.

## COMPOSER STUDY

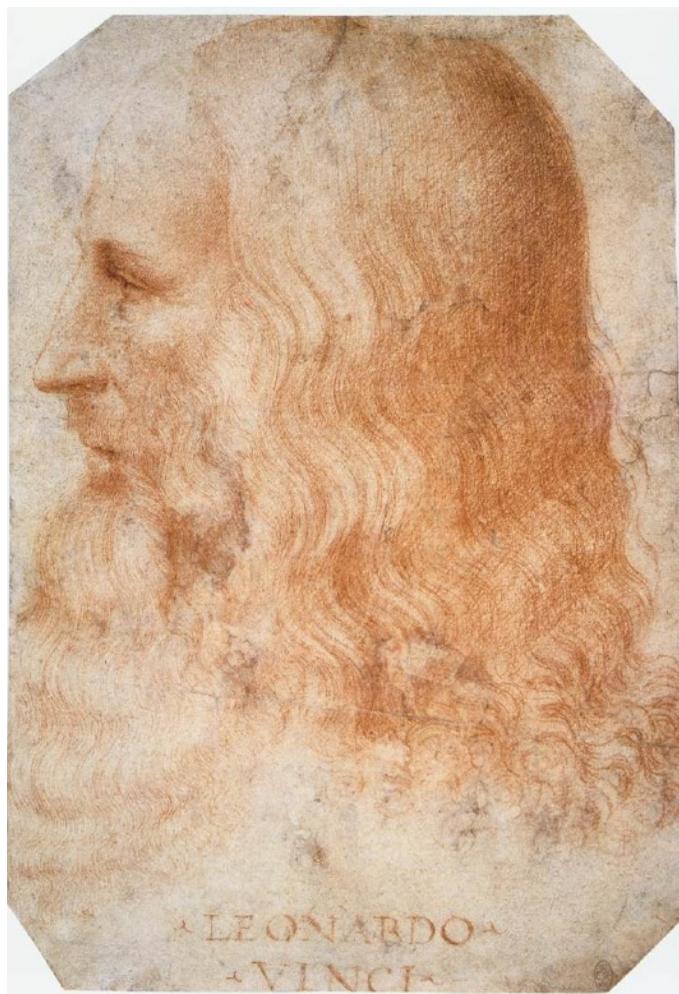
*Henry Purcell*



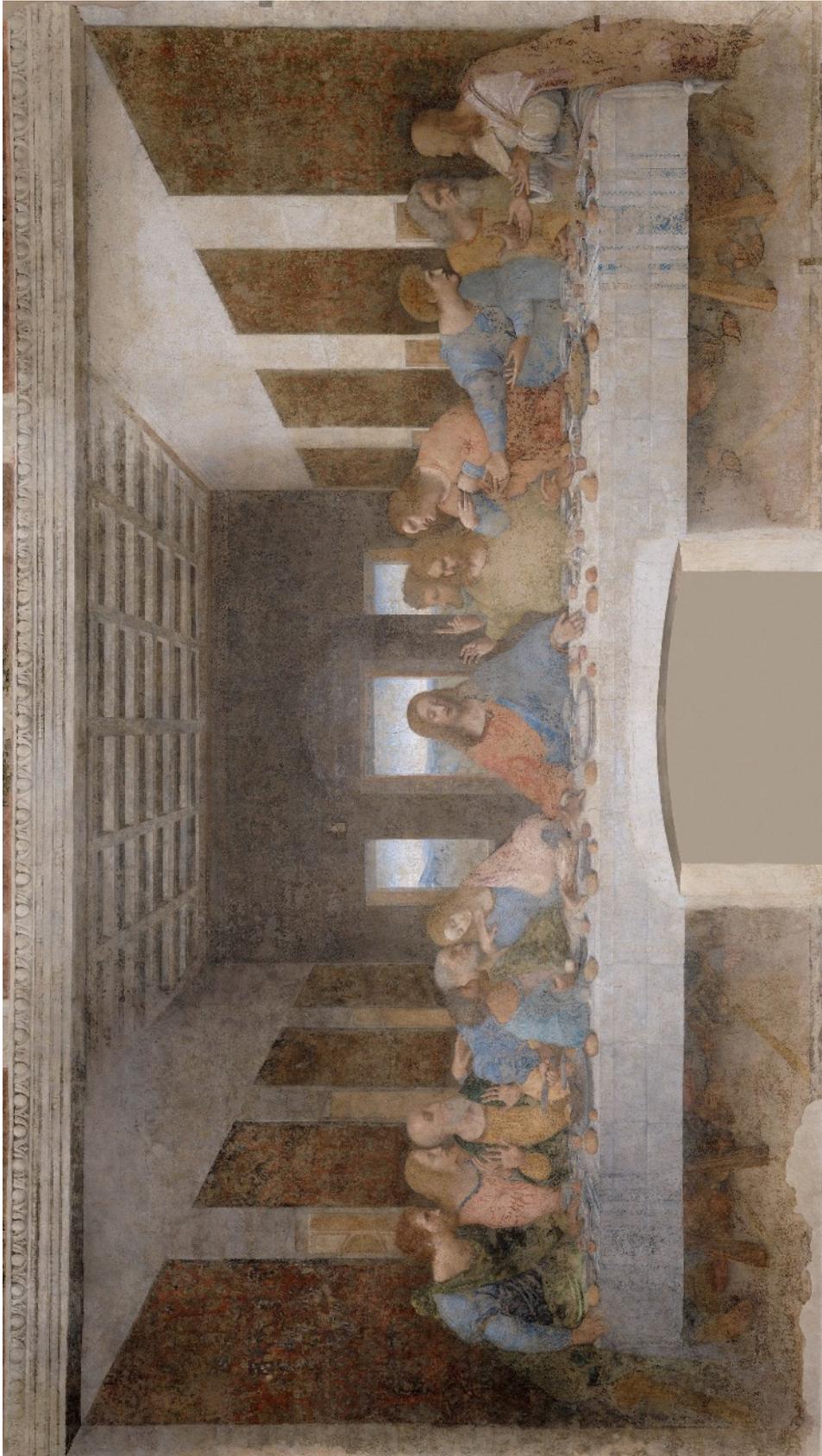
See online resources for biography and playlist.

## ARTIST PICTURE STUDY

*Leonardo Da Vinci*



See online resources for biography.



*The Last Supper C. 1498*