

LOST TOOLS OF LEARNING CHART

This chart was developed by Logos School who pioneered the resurgence of classical Christian education in America. It is drawn from Dorothy Sayers's essay, *The Lost Tools of Learning*, and illustrates the applications of the Trivium (grammar, logic, rhetoric) to the child at each stage of development so that teaching "cuts with the grain" of the predisposition of the child.

Beginning Grammar (Pre-Polly)	Grammar (Poll-Parrot)	Logic (Pert)	Rhetoric (Poetic)
Grades K-2	Grades 3-7.5	Grades 7.5-9	Grades 10-12
around ages 4-8	around ages 9-12	around ages 12-14	around ages 15-18
Student Characteristics			
<ol style="list-style-type: none"> 1. Obviously excited about learning 2. Enjoys games, stories, projects 3. Short attention span 4. Wants to touch, taste, feel, smell, see 5. Imaginative, creative 6. Likes to copy, imitate 	<ol style="list-style-type: none"> 1. Excited about new, interesting facts 2. Likes to explain, figure out, talk 3. Wants to relate own experiences to topics, or just tell a story 4. Likes collections, organizing 5. Likes chants, clever repetitious word sounds 6. Easily memorizes 7. Can assimilate another language well 	<ol style="list-style-type: none"> 1. Still excitable, but needs challenges 2. Judges, critiques, debates, critical 3. Likes to organize 4. Shows off knowledge 5. Wants to know "behind the scenes" facts 6. Curious about Why? 7. Thinks, acts as though more knowledgeable than adults 	<ol style="list-style-type: none"> 1. Concerned with present events, especially in own life 2. Interested in justice, fairness 3. Moving toward special interests, topics 4. Can take on responsibility, independent work 5. Can do synthesis 6. Desires to express feelings, own ideas 7. Generally idealistic
Teaching Methods			
<ol style="list-style-type: none"> 1. Guide discovering 2. Explore, find things 3. Use lots of tactile items to illustrate point 4. Sing, play games, chant, recite, color, draw, paint, build 5. Use body movements 6. Short, creative projects 7. Show and Tell, drama, hear/read/tell stories 8. Field trips 	<ol style="list-style-type: none"> 1. Sing, chant, and sound-off factual information 2. Use questions and answers (catechism) 3. Teach through imitation (especially writing and art) 4. Field trips/drama 5. Make collections, displays, models 6. Integrate subjects through above means 7. Categorize, classify 8. Drills and games 9. Presentations 	<ol style="list-style-type: none"> 1. Times lines, charts, maps (visual materials) 2. Debates, persuasive reports 3. Drama, reenactments, role-playing 4. Evaluate, critique (with guidelines) 5. Formal logic 6. Research projects 7. Oral/written presentations 8. Guest speakers, trips 9. Collaborative work and discussion in groups 	<ol style="list-style-type: none"> 1. Drama, oral presentations 2. Guide research in major areas with goal of synthesis of ideas 3. Many papers, speeches, debates 4. Give responsibilities, e.g. working with younger students, organize activities 5. In-depth field trips, even overnight 6. Worldview discussion/ written papers