

School Leadership Academy



INSTITUTE FOR
CATHOLIC LIBERAL
EDUCATION

The Trivium: Curriculum Integration and Pedagogy

Rosemary Vander Weele

School Leadership Academy

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Webinar

OPENING PRAYER



Almighty God, you have generously made known to human beings the mysteries of your life through Jesus Christ your Son in the Holy Spirit. Enlighten my mind to know these mysteries which your Church treasures and teaches. Move my heart to love them and my will to live in accord with them. Give me the ability to teach this Faith to others without pride, without ostentation, and without personal gain. Let me realize that I am simply your instrument for bringing others to the knowledge of the wonderful things you have done for all your creatures. Help me to be faithful to this task that you have entrusted to me. Amen.



The Trivium

In relation to **Language**
(Curriculum):

- Grammar (Be!)
- Logic (Think!)
- Rhetoric (Speak!)



In relation to **Teaching**:

- Imitation
- Inquiry based
- Socratic discussion

What about Lecture?

In relation to **Learning**:

- The overlay in all disciplines
- Involves the Habits of Learning
- Works with the development of the child

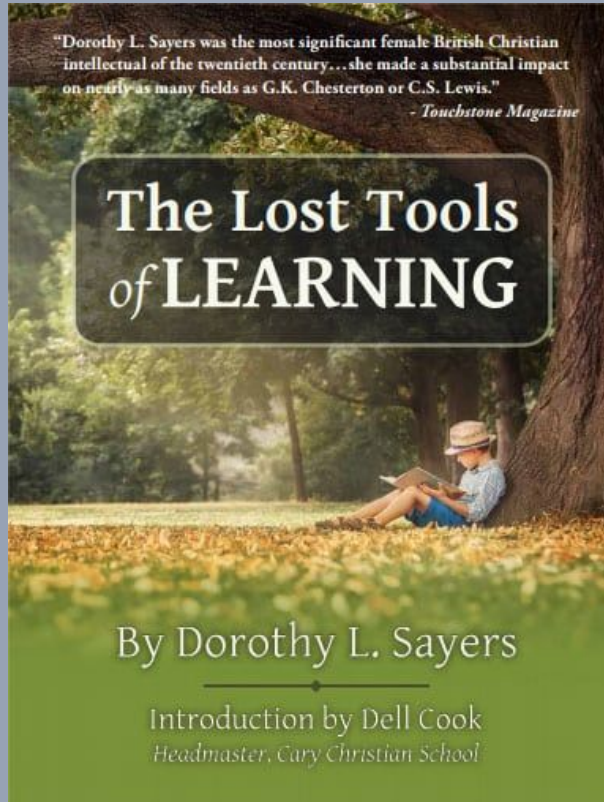
The Lost Tools of Learning

Dorothy Sayers (1893-1957)

- English author, poet, playwright and Christian.
- Delivered *The Lost Tools of Learning* in 1947 in Oxford during a Vacation Course in Education

The Lost Tools of Learning can ground discussion in pedagogy and curriculum and be a **starting** block of the vast depth of these topics.

- Pros and Cons of *The Lost Tools of Learning*



Catholic Schools Today...

Beauty in the Word

Rethinking the Foundations
of Education

Foreword by Anthony Esolen



Stratford Caldecott

“The ‘Catholicism’ in a Catholic school **cannot simply be *added on*** to an existing curriculum or atmosphere. Precisely because a religious faith affects everything, even changing the way we view the cosmos, it cannot be compartmentalized. Revelation subtly alters the way every subject is taught as well as the relationships between them...At that point, ***everything becomes interesting***. There are no ‘boring’ subjects- nothing can be ugly or pointless unless we make it so, turning our backs on the Giver of Being”

Stratford Caldecott, *Beauty in the Word*, page 14

Comparison of the Two Philosophies

Contemporary Education

- Ordered to material, temporal ends
- Fragmented, industrialized
- Focus on practical skills
- Emphasis on information
- One mile wide, one inch deep
- Lectures+testing = passive learning
- Susceptible to indoctrination

Catholic Liberal Education

- Ordered to eternal happiness
- Integration of subjects, knowledge, faith
- Restores meaning and purpose
- Formation; awakens wonder
- Cultivates habits of deep thinking
- Constant discussion = active learning
- Develops intellectual freedom

The Need for Writing *The Lost Tools*

“Modern education concentrates on *teaching subjects*, leaving the method of thinking, arguing and expressing one’s conclusions to be picked up by the scholar as he goes along; mediaeval education concentrated on first *forging and learning to handle the tools of learning* using whatever subject came handy as a piece of material on which to doodle until the use of the tool became second nature.”
Sayers, page 8



“By teaching them all to read, we have left them at the mercy of the printed word. We who were scandalised in 1940 when men were sent to fight armored tanks with rifles, are not scandalised when young men and women are sent into the world to fight massed propaganda with a smattering of “subjects”.” Sayers, page 9

The Trivium

“The whole of the Trivium was in fact intended to teach the pupil the proper use of the tools of learning before he began to apply them to “subjects” at all.

First, he **learned a language**: not just how to order a meal in a foreign language, but the structure of language- *a* language- and hence the language itself- what it was, how it was put together and how it worked.

Secondly, he learned **how to use language**: how to define his terms and make accurate statements; how to construct an argument and how to detect fallacies in an argument. Dialectic, that is to say, embraced Logic and Disputation.

Thirdly, he learned **to express himself in language**: how to say what he had to say elegantly and persuasively.” Sayers, page 7

The Grammar Stage

In relation to Learning:

- Observation and *memory* are faculties that are most obvious and should be supported.
- Students are eager to learn and ask questions, teachers should understand this eagerness and foster their love and desire to learn.
- Latin should begin to foster an understanding of the English Language as well as begin weaving the thread of Latin throughout the various disciplines begin offered.



The Grammar Stage



Curriculum

- **English:** memorization and recitation of poetry, Bible verses, and stories. Foundations in phonics and early writing-focus on foundational concepts, rather than a push towards reading early.
- **History/ Geography:** memorization of dates, timelines and people in history. Be sure to present people within the story of *history*. Offer visuals of what people and places look like in the time period that is being studied.

The Grammar Stage

Curriculum

- **Science:** Focus on teaching observation, collection of specimens, natural history. Teach students to compare and illustrate the world around them.
- **Mathematics:** Number grouping and number sense. Offer students concrete ways to learn numbers and geometrical shapes. Basic math fact memorization through songs and chants.
- **Theology/ Catechism:** Students should become acquainted with the story of God and Man- through Bible stories, lives' of the Saints, learning and memorizing prayers.



The Grammar Stage



In relation to Teaching:

- Love of Christ above all.
- Teaching using comparisons and different types
- Animated by the joy of learning.
- Patience to experience new things alongside students
- Understanding and passion for beauty within the classroom.
- Maternal love and desire to correct students to learn proper habits.

The Logic Stage

In relation to Learning:

- The focus should be on discursive reason- *logic*
- Students desire to go deeper within the disciplines and ask for more details and proof.
- Students are eager to challenge and find mistakes, especially in parents and teachers.
- Students have a strong sense of justice.
- Finding truth and fallacy is the main focus- teaching students to argue well.



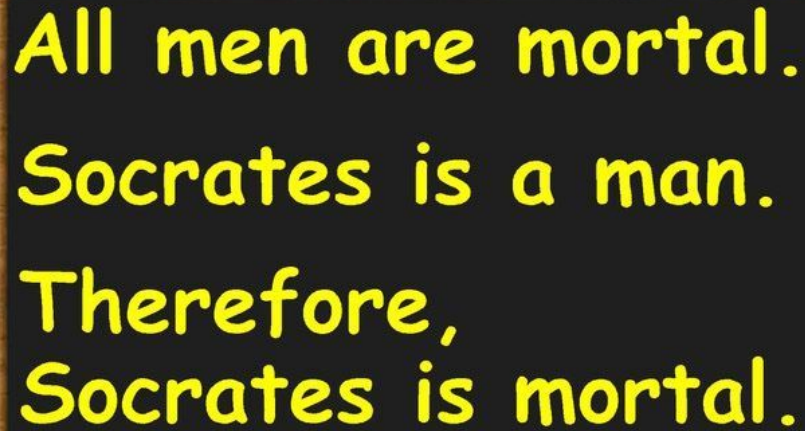
The Logic Stage

Curriculum:

- **English:** Constructing and arranging sentences. Reading should begin to include essays and arguments. Choral and individual recitations will advance and include dramatic plays/ readings of debate and argument.
- **History/ Geography:** Time periods studied will begin to ask ethical questions: *Should* George Washington have crossed the Delaware? Narrative stories of history will begin to go deeper towards the decisions surrounding the action. Places studies will turn from memorization to learning the cultures and ways of life.



The Logic Stage



All men are mortal.
Socrates is a man.
Therefore,
Socrates is mortal.

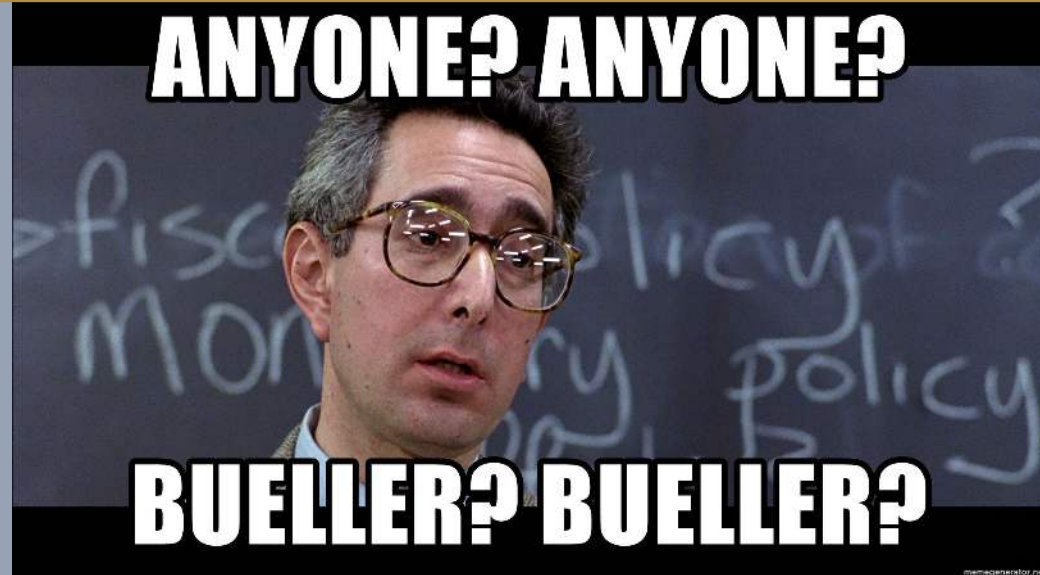
Curriculum:

- **Science:** Comparative lessons, continued observation studies, hands on labs to make hypothesis and decipher truth about experiments.
- **Mathematics:** Logic as applied to number and measurement. Advance math skills to go deeper into algebra and geometry.
- **Theology/ Catechism:** Continued learning of God's relationship with Man. Introduction to morality and ethics, using logic to understand objective truth.

The Logic Stage

In relation to Teaching:

- Love of Christ above all.
- Teaching using comparison, *should* questions, etc.
- Inquiry based learning.
- Patient and comfortable with students working through problems, not always offering the correct answer.
- Genuine, not sarcastic.
- Love of learning and discovering new things in lessons.
- Ability to ask the right questions.
- Understanding of logic and its place within the various disciplines.



The Rhetoric Stage



In Relation to Learning:

- Students desire freedom to express their own thoughts in relation to the experiences they have learned studied.
- Socratic discussions are rich and fruitful.
- Students learn to decipher their ideas, properly formulate them in rational dialogue, express them in a way that offers clarity and precision to their ideas.

The Rhetoric Stage

Curriculum:

- **English:** Reading and writing are directed towards learning to communicate eloquently and with clarity. Texts are more challenging and pose questions to the students that require reflection, comparison, and memory of what has been learned.
- **History/ Geography:** The cyclical nature of the way history is taught revisits events and timelines already taught but offers students more freedom in expressing their thought through opinions and ideas.



The Rhetoric Stage



Curriculum:

- **Science:** Looking at the bigger picture; Astronomy, Physics.
- **Mathematics:** Look at concepts behind the facts.
- **Theology:** Deep dive into morality, and ethics.

“The imagination-- usually dormant during the Pert Age-- will reawaken, and prompt them to suspect the limitations of logic and reason”

Sayers, 17

The Rhetoric Stage

In relation to Teaching:

- Love of Christ above all.
- Leads the students to discover the depth of what they have learned.
- With the sharpened tools of learning already prepared, the teacher acts as a guide through the student's ability to gather, organize, and articulate their thoughts in writing and speaking.
- Ability to facilitate Socratic discussion and engage students in this mode of learning.
- Help students to see unity in knowledge



The Tools of Learning...



“For the tools of learning are the same, in any and every subject; and the person who knows how to use them will, at any age, get the mastery of the new subject in half the time and with a quarter of the effort expended by the person who has not the tools at his command. To learn six subjects without remembering how they were learnt does nothing to ease the approach to a seventh; to have learnt and remembered the art of learning makes the approach to every subject an open door.” Sayers, page 19

Remember...



When we integrate we are restoring the fragments and offering education as a *whole, not parts.*

Weaving together the threads of the various disciplines

Big Bucket items to integrate:

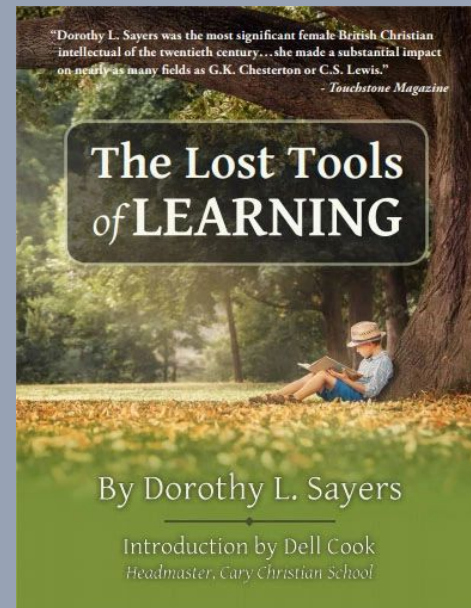
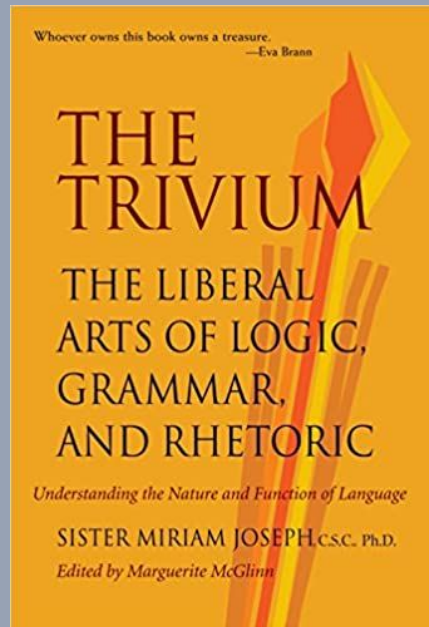
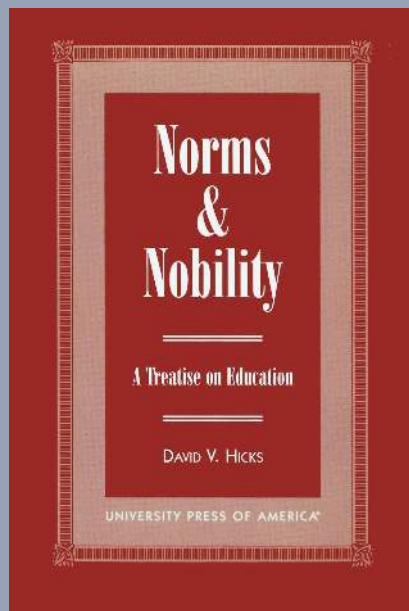
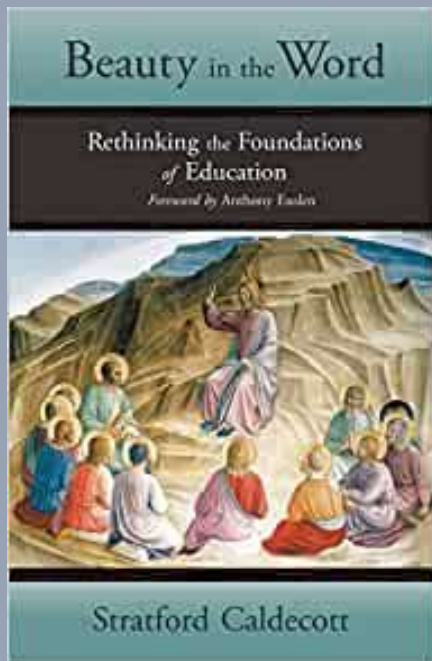
- Latin
- Writing
- History
- Theology
- Art
- Music

Art and Music are not after thoughts-- they are pivotal to the renewal and a direct access to BEAUTY

Practical Tips to Begin Integration:

- Language is the medium for thought, think through ELA program Offer teachers of different disciplines time to work together and plan lessons that bring in other disciplines.
- Teach His-story, move away from Social Studies
- Pick thoughtful poetry for students to memorize
- Begin with simple Latin
- Imitate the greats
- Select good literature
- Math should be a combination of rote memory and question based learning

References:



Assignment

- Read the introduction of *Beauty in the Word* and *The Lost Tools of Learning*
- Write a brief review of the introduction and how it fits into your renewal process.

Due November 30