



# Narration: A Classical Guide

## with Jason Barney

### Lecture 9: The Narration Lesson and the Trivium

#### Outline:

##### The Narration Trivium Lesson

- Pre-Grammar – First Little Talk
  - This is preparing students for the act of grammar itself.
  - A good set up goal is for teachers to clear away difficulties in a student's path for understanding.
  - The Law of the Language: The language used in teaching must be common to teacher and learner (John Milton Gregory).
  - Express ahead of time what a few important words mean.
  - Students will narrate what they understand from a text.
  - If we explain a set of ideas to students ahead of time, that might avoid the errors of interpretation that some of them had.
- Grammar – Reading of a Rich Text
  - Grammar: The art of reading and interpretation.
  - The teacher reads aloud artfully to your students. Quintilian recommends this.
  - Quintilian also talks about the value of students learning to read beautifully.
  - Give children encouragement to read with drama and to pause appropriately in their reading.
  - In order to read aloud well, you have to understand (Quintilian).
  - This helps students develop a verbal imagination, where they can imagine the written word as spoken.
  - One of the goals of classical education is to give students a high literacy and a well-developed verbal imagination.
- Dialectic – Second Little Talk
  - The goal of dialectic is not to have all the right answers, but to ask the right questions (Clark and Jain).
  - Ask some good questions. Take the text and go further into all sorts of true ideas that might be derived from it.
  - This space, the dialectic, is a wonderful place to integrate subjects.
  - For Charlotte Mason, ideas are spiritual living entities that beget thought.
  - We are after the minds of children feeding upon living ideas.
  - We want the students to think great thoughts after the minds of great authors.
  - Elaborating is the goal of dialectic.



- Education is the science of relations, or the process of gathering wisdom holistically.
- Rhetoric – Response to new knowledge
  - Engage students in an imitative assignment.
  - Have them write a paragraph about an idea that you have discussed together.
  - Make sure that students have the knowledge to do the assignment that you are doing.