Romance-Precision-Generalization: The Rhythm of Learning
Alfred North Whitehead, The Aims of Education

The Rhythm of Learning is the way people learn naturally. This pattern can guide the individual lesson, unit, and also should guide the development of learning across years. This example emphasizes the development of inferential thinking.

Stage	Examples
ROMANCE Learners start with interest. They care. They are not pressured to "cover" a topic but are invited to explore. Questions and activities are divergent—open-ended opportunities to think.	• *Find a painting you like.* • *What do you like about it?*
PRECISION In this stage, learners gain knowledge and skills because they are interested and need this development. *But the Romance is maintained. The stage of Precision emphasizes the acquisition of knowledge and skills but continues to sustain interest. And it includes application.*	• *List things you find in the painting.* • *Choose one that you think is important to the painting. Infer why the artist included it.* • *Complete this chart with a partner.* <table><tr><td>*Part of the painting*</td><td>*What it shows about America*</td></tr><tr><td>*Include 5 things.*</td><td>*Infer what each tells about America.*</td></tr></table> • *What does this painting tell you about what was important to people at the time it was painted?*
GENERALIZATION Learners synthesize what they have learned with what they knew and apply it in new contexts. Generalization applies knowledge and skills of precision and is a return to Romance with added competence.	• *What have you learned from interpreting this painting?* • *What would you put into a painting that shows the United States today?*