**Classical Historian Teacher Newsletter**

**Week 2**

Dear Teachers of the Classical Historian,

Congratulations on making it to week 2!

**A Note on Homework:** You should be aware that during class this week, you will learn that some students have decided not to do their homework, and some parents have decided that it is alright if their children do not do their homework. If you are teaching at an established school that has consequences for not doing homework, then simply follow through with those consequences. However, if you are not at such a school, then I recommend that you don’t talk about it during class, but that you try to make the student feel welcome in your class. It may be harder for this student in your class all year long, as other students will learn more, know more, and feel more comfortable in class. However, the student who does not do homework will at least be learning as long as he or she is in your class.

**Teaching Tip for Week 2**

The easiest way I have found to help students feel comfortable in class and to eagerly participate in discussion, is to play games. In the Take a Stand! books are suggestions for games, such as the Word Game. My favorite game to have the students play is one of the games from the Classical Historian Go Fish Games. More on this is located at [www.classicalhistorian.com](http://www.classicalhistorian.com), including a video on how to play the games. From easiest to hardest, the games you can play with the card game is 1. Category Go Fish 2. Card Go Fish 3. Collect the Cards. If you meet for one hour and a half, the first part or the last part of class can be used for game playing. I like using twenty minutes for game playing.

**Student of the Week:** Use this part of your class every week to highlight a student’s positive classroom behavior, strong work ethic in completing the homework, positive discussion skills, and anything else you would like all students to exhibit. Highlighting the good is an excellent way to inspire students to be their best. If you can, give students a Certificate for their Student of the Week award.

**Classroom Management Tip for Week 2**

A smile and a friendly greeting is worth a great deal. In maintaining a friendly and efficient classroom, whether it is a home school class of two students or a classroom of 39, it is highly effective to sincerely smile and say a friendly greeting to your students. This is perhaps the second most important tip I have as a teacher of students in grades k-12.

**Classical Historian Parent Newsletter**

**Week 2**

Dear Parents!

Congratulations. Although it may not feel like it, you have started the wheels moving. The beginning of something is usually the most challenging, and the beginning is over. In this second week, if you have time, please talk with your child about what they are learning in history. Speaking with your child about what they are learning will help them a great deal. It is best to use open-ended questions, where your children have to explain something in greater detail. For example, asking your child, “Explain to me everything you know about \_\_\_\_\_\_” (whatever they are studying) is a much better question than, “Do you like history class?” In the first question, the student will have to think and share what they are learning. In the second question, the student may just say, “Yes,” or, “No.”

Helping students study the vocabulary, or, the “Grammar.” If a student knows the important words and terms in history, he will do well. One way to help your child study is to ask him to show you the vocabulary words that are important for the week. You then read the definition, and prompt your child to say the word out loud (without looking at the definitions). After you do this for the words, you can then read out loud the word and have your child tell you the definition. Doing this EVERY WEEK will help your child a great deal.

**Junior High Ancient Civilizations**

**Student of the Week:**

**History**

In week two, students review their homework from The Fertile Crescent and the Sumerians, and begin learning about another ancient civilizations from the Fertile Crescent, the Babylonians. Students also take their first five-question quiz at the beginning of class.

**History Thinking Skills Learned**

Students learn what kinds of facts they can use for supporting evidence when they are making an argument in history. This is an essential skill to understand, as students learn that opinions and feelings can not be used to support an argument. Understanding how to use supporting evidence helps students realize what they need to know in order to create an argument. A second skill students learn is how to read a primary and secondary source, and how to analyze both types of sources. Ask your children to explain these two history thinking skills!

**Homework**

1. Read Lesson Two, Babylonian Empire, from *World History Detective*, and answer all of the questions.

2. Study the Grammar from Weeks One and Two for next week’s five-question quiz.

3. Read the primary source document The Great Flood, The Epic of Gilgamesh, and “The Great Flood, From the Torah” located at this web address: <https://www.classicalhistorian.com/free-primary-sources.html> . Answer the questions at the end of the reading.

**Junior High Medieval Civilizations**

**Student of the Week:**

**History**

Students begin week 2 class by taking a quiz based on the grammar/vocabulary they studied. Students then reviewed their homework from World History Detective. In class, students then read a primary source document titled, “An Arab Traveler” and answered questions about the text. Students then studied the new Grammar for the week, that dealt with The Spread of Islam: The Caliphs. In this lesson, students learn how Islam spread through Arabia and North Africa primarily through conquest.

**History Thinking Skills Learned**

Students learn what kinds of facts they can use for supporting evidence when they are making an argument in history. This is an essential skill to understand, as students learn that opinions and feelings can not be used to support an argument. Understanding how to use supporting evidence helps students realize what they need to know in order to create an argument. A second skill students learn is how to read a primary and secondary source, and how to analyze both types of sources. Ask your children to explain these two history thinking skills!

**Homework**

1. **Read Lesson 50 from *World History Detective*. Answer all the questions from this lesson.**
2. **Study the Grammar from Weeks One and Two for next week’s five-question quiz.**

**Junior High American History *The Story of Liberty***

**Student of the Week:**

**History**

Students took a five-question quiz on the first two chapters of *The Story of Liberty*, based on the Grammar. This week, students reviewed their homework concerning America’s ancient heritage from the Fertile Crescent and the Ancient Greeks, focusing on monotheism and the Hebrews and the political influences of Greece on the American Founding Fathers. In week 2, students focus on The Roman Republic and a review of Western Civilization, as founded in the ancient world. Students learn basic concepts that every American should know about America’s ancient heritage.

**History Thinking Skills Learned**

Through the homework, by completing the Logic and Rhetoric questions, students practice analytical skills tied to reading comprehension, inference reading and analysis, and drawing conclusions from evidence.

**Homework**

Students should complete chapters 3 and 4 of their text and in their Student Workbooks.

**High School American History**

**Student of the Week:**

**History**

In week 2, students review vocabulary words they learned from week 1. They then have a Socratic discussion on whether the United States should celebrate Christopher Columbus as a federal holiday. After this discussion, students are directed to read The Mayflower Compact, and are introduced to the founding of the English colonies in North America, Jamestown and Plymouth Plantation.

**History Thinking Skills Learned**

Students learn what kinds of facts they can use for supporting evidence when they are making an argument in history. This is an essential skill to understand, as students learn that opinions and feelings can not be used to support an argument. Understanding how to use supporting evidence helps students realize what they need to know in order to create an argument. A second skill students learn is how to read a primary and secondary source, and how to analyze both types of sources. Ask your children to explain these two history thinking skills.

**Homework**

1. Read Chapter Two of *A Patriot’s History of the United States*. Direct students to choose 10 words or terms to define.

2. Complete all work for the open-ended Socratic discussion question #2.

**High School World History**

**Student of the Week:**

**History**

Students reviewed the history they learned from The Earliest Civilizations, pondering about what the ancient peoples gave to future generations of the West. Students learned about the linguistic and cultural contributions of the Fertile Crescent. In this week, student begin to study the Ancient Hebrews, learning about the significance of monotheism for Western Civilization.

**History Thinking Skills**

Students learn what kinds of facts they can use for supporting evidence when they are making an argument in history. This is an essential skill to understand, as students learn that opinions and feelings can not be used to support an argument. Understanding how to use supporting evidence helps students realize what they need to know in order to create an argument. A second skill students learn is how to read a primary and secondary source, and how to analyze both types of sources. Ask your children to explain these two history thinking skills.

**Homework**

1. Read chapter 2 of Western Civilization.
2. Answer the Focus Questions for chapter 2 on page 23.
3. Complete all activities for the two open-ended questions except the Reflection.

**Government and Economics**

**Student of the Week:**

**Academics**

This week, students discuss if what Dr. Carson argues is true or not, “Is the U.S. in a political crisis?” Students argue if there is a Constitutional crisis due to the fact that for generations American political leaders have ignored the Constitution. Students discuss Federalist Paper #78.

In week two, students learn about the differing powers of the three branches, and students question if one branch has become stronger than the others. Students also read and analyze Federalist Paper No. 51.

**History Thinking Skills**

Students learn what kinds of facts they can use for supporting evidence when they are making an argument in history. This is an essential skill to understand, as students learn that opinions and feelings can not be used to support an argument. Understanding how to use supporting evidence helps students realize what they need to know in order to create an argument. A second skill students learn is how to read a primary and secondary source, and how to analyze both types of sources. Ask your children to explain these two history thinking skills.

**Homework for Week Two**

Read Chapter 2 from *Basic American Government.*

In writing, complete the activities below:

1. Make a separate list of the major powers of the three branches.

2. Write the importance of a written constitution.

3. Write how the U.S. government is a mix of a monarchical, aristocratical, and a democratic government.

4. Describe why the American founding fathers established a limited government.

5. Write which Bill of Rights may be the most important. Explain why you think this is the most important right.

6. Why did the American founding fathers create a Republic? Why didn’t they create a democracy?

7. Read Federalist Paper #51, found online.

8. Complete the Socratic Discussion Open-Ended Question #3.