**Classical Historian Teacher Newsletter**

**Week 3**

Dear Teachers of the Classical Historian,

**A Note on Homework:** Whenever assigning writing homework, such as a formal paragraph or essay, try to assign it in class. When students begin writing, they often have questions relating to how the teacher wants the essay written. With the teacher present, these questions can be immediately answered. This alleviates any miscommunication between the teacher and the student, and it keeps the student from telling the parent they are not sure what the teacher expects of them.

**Teaching Tip for Week 3**

“Steady as she goes” is an order for a helmsman to keep a ship’s course steady. For a teacher, it means to keep things calmly going in the right direction. When students feel that the teacher is consistent, calm, and on task, a sense of peace falls over the classroom. A teacher may feel, at times, that not all is calm, but exuding calmness very often helps all students continue on the right path.

**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 3**

This may not happen in your class, but at times there is a student who does not do what he is supposed to do and he becomes a distraction to others. In this case, it is vitally important the teacher keep the distracted student from interrupting others. Step one may be to explain to the student what he is doing is wrong, is distracting, and that he needs to stop it. If this does not work, then I warn the student that the next time he commits the distracting act, I will call his parent and have a discussion about his behavior. If the student persists, then the teacher needs to call the parent and have a conversation. Hopefully this solves the problem. If not, see Classroom Management Tip for Week 4.

**Classical Historian Parent Newsletter**

**Week 3**

Dear Parents!

Week 3 is upon us, and the year is in full swing. Are you tired? I am. Teaching is challenging work, and raising a child is even more challenging! Thank you for entrusting me to teaching your child. It is an honor and is very rewarding.

The paragraph below was in Week 2. I am keeping it here because it is one of the most important things you can do as a parent to support your child’s history class.

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. For those students in the high school courses, they have to create their own vocabulary list. I recommend at least 10 vocabulary words per chapter of the book they read.

After class, ask your child how he or she did on the five question quiz.

**Junior High Ancient Civilizations**

**Student of the Week:**

**History**

In class, students began with a five-question quiz. They then discussed their answers to the questions from the World History Detective book involving the Babylonian Empire. Time permitting, students began to read the next lesson, which is on the Hittites and Phoenicians. During these first few weeks of classes, students are learning about the polytheistic peoples of the Fertile Crescent, learning about the beginnings of civilization.

**History Thinking Skills Learned**

In class today, students learned how to use quotes in an argument, both in oral and written arguments. Students learned how they could cite individuals in history, using their words to strengthen arguments. This is an important skill in learning how to read and use primary source documents. Students also learned how to paraphrase. Paraphrasing is an important skill that teaches students how to read secondary source documents. Students learn that they need to read, think, and reword the history they are learning. This is crucial as it compels students to think about what they are reading.

**Homework**

1. Read Lesson Three from *World History Detective*, Hittites and Phoenicians, and answer all questions for this lesson.

2. Study the Grammar for Lessons One – Three for the five-question quiz next week.

**Junior High Medieval Civilizations**

**Student of the Week:**

**History**

During class, students took a five-question quiz based on the Grammar for Weeks One through Two. Students reviewed the homework for Week Two, discussing any disagreements they may have had with other students. Students discussed the Spread of Islam through conquest, and they began reading about Medieval Islamic science, math, business, and literature.

**History Thinking Skills Learned**

In class today, students learned how to use quotes in an argument, both in oral and written arguments. Students learned how they could cite individuals in history, using their words to strengthen arguments. This is an important skill in learning how to read and use primary source documents. Students also learned how to paraphrase. Paraphrasing is an important skill that teaches students how to read secondary source documents. Students learn that they need to read, think, and reword the history they are learning. This is crucial as it compels students to think about what they are reading.

**Homework**

1. Read Lessons 51 and 52 from *World History Detective*. Answer question 10 from Lesson 51 and answer all questions for Lesson 52.
2. Study the Grammar for Lessons One – Three for the five-question quiz next week.

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

**Student of the Week:**

**History**

Students began class by reviewing the homework from chapters 3 and 4. Students reviewed the Grammar from lessons 1-4. As students have completed the first unit, class was spent primarily on completing Unit I activities. Students also prepared for Unit I test, which will be taken next week.

**History Thinking Skills Learned**

Students learned how to distinguish between fact and opinion, how to form historical judgment, how to analyze various historical arguments, and what kinds of evidence can be used to have supporting evidence. Students began work on their first Socratic discussion question, “What are the two most important contributions to the world made by the ancient civilizations of Mesopotamia, Egypt, and Kush?”

**Homework**

Students should complete all research activities for the open-ended assignment. Students should come to class prepared to discuss the question. Students should study the grammar for lessons chapters 1-4 for next week’s unit test.

**High School American History**

**Student of the Week:**

**History**

Students reviewed the words they chose from reading chapter two. They then has a Socratic discussion on the founding and nature of Jamestown and Plymouth Plantation. Students read an excerpt from Thomas Paine’s *Common Sense*.

**History Thinking Skills Learned**

In class today, students learned how to use quotes in an argument, both in oral and written arguments. Students learned how they could cite individuals in history, using their words to strengthen arguments. This is an important skill in learning how to read and use primary source documents. Students also learned how to paraphrase. Paraphrasing is an important skill that teaches students how to read secondary source documents. Students learn that they need to read, think, and reword the history they are learning. This is crucial as it compels students to think about what they are reading.

**Homework**

1. Read Chapter 3 of *A Patriot’s History of the United States.* This chapter deals with *Causes of the American Revolution.*

2. Complete all activities for the open-ended question #3.

**High School World History**

**Student of the Week:**

**History**

Students reviewed the Focus Questions from chapter 2 of *Western Civilization*, involving the Ancient Hebrews. Students then had Socratic discussions on the Ancient Hebrews and Western Civilization. Students previewed chapter 3, The Greeks. They read a primary source document from Ancient Greece and discussed answers to the questions on the reading. Students read another primary source reading from Ancient Greece.

**History Thinking Skills**

In class today, students learned how to use quotes in an argument, both in oral and written arguments. Students learned how they could cite individuals in history, using their words to strengthen arguments. This is an important skill in learning how to read and use primary source documents. Students also learned how to paraphrase. Paraphrasing is an important skill that teaches students how to read secondary source documents. Students learn that they need to read, think, and reword the history they are learning. This is crucial as it compels students to think about what they are reading.

**Homework**

1. Read chapter 3 of *Western Civilization* through page 61.
2. Answer the Focus Questions on pages 34 and 35.
3. Complete the open-ended question.

**Government and Economics**

**Student of the Week:**

**Academics**

In chapter 2, students learn how the American Republic is a mix of monarchical, aristocratical, and a democratic government. In week 3, students discuss answers to the questions they completed from chapter 2. They then begin to learn about the ancient and medieval heritage of political thought. Some of the questions they begin to discuss you can see in the homework section of this week.

**History Thinking Skills**

In class today, students learned how to use quotes in an argument, both in oral and written arguments. Students learned how they could cite individuals in history, using their words to strengthen arguments. This is an important skill in learning how to read and use primary source documents. Students also learned how to paraphrase. Paraphrasing is an important skill that teaches students how to read secondary source documents. Students learn that they need to read, think, and reword the history they are learning. This is crucial as it compels students to think about what they are reading.

**Homework**

1. Complete reading chapter three and four in Basic American Government.

2. From the reading, answer these questions:

a. What is the Judeo-Christian background to the American government?

b. What did the Greeks contribute to the formation of the American government?

c. What did the Romans contribute to the formation of the American government?

d. What was the impact of the Middle Age on the formation of the American government?

e. What was the impact of the Renaissance on the formation of the American government?

f. What was the impact of The Reformation on the formation of the American government?

g. What was the Age of Reason and how did it impact the formation of the American government?

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

3. Read George Washington’s Farewell Address, located here: <https://www.classicalhistorian.com/free-primary-sources.html#/>

List three main points of his address.