**Classical Historian Teacher Newsletter**

**Week 7**

Dear Teachers of the Classical Historian,

**Teaching Tip for Week 7**

Much time is spent on how to read a primary source document, but more time should be spent on learning how read a secondary source document. In reading a textbook, students need to be reminded that a textbook is much different than a novel. A good textbook author attempts to paint a narrative of an event in such a way that the student can see the event happening. At the same time, the author is careful not to add falsehoods to the event. In reading a textbook, a student should have his pencil or pen handy, writing notes of important points, underlining words or phrases, making a record of what he is reading directly in the book. This “active reading” helps the reader pay attention to what the author is writing.

**Classroom Management Tip for Week 7**

What is your classroom discipline plan? Do you have consequences for negative behavior clearly stated? Do your students know what the expectation of behavior is and what is the consequence for not following those expectations? Are you, the teacher, prepared to follow through on the consequences you’ve written down? If you’ve answered, “Yes,” to all of these questions, then most likely your classroom runs smoothly. Have a written set of classroom rules posted. Have clear consequences for inappropriate student behavior. Be ready to implement these consequences.

**Classical Historian Parent Newsletter**

Week Seven: Consistency is key. Stay consistent with your students. You’ve made a plan. Now, see it through. Does it work perfectly? No. But remember, nothing is perfect. Your students are younger than you and need help staying on task.

**Junior High Ancient Civilizations**

**Student of the Week:**

**History**

Students had a Socratic discussion on the important figures of the Ancient Hebrews. They then wrote a reflection piece based on their research and the discussion. Students were introduced to the Grammar for Assyrian and Chaldean Empires. Students read lesson 6 from *World History Detective* in class.

**History Skills Learned or Practiced in Class**

Students thought and discussed about Judaism. They practiced the Socratic discussion in class.

**Homework**

1. Direct students to complete all work from the *World History Detective*, lesson 7. Persian Empire.

2. Have students study all Grammar lessons from weeks one though seven for a five-question quiz next week.

**Junior High Medieval Civilizations**

**Student of the Week:**

**History**

Students took a quiz on the Grammar for Week Six. They reviewed the homework. Students read out loud two primary sources for Ancient China found on this website: <https://www.classicalhistorian.com/free-primary-sources.html>

**History Skills Learned or Practiced in Class**

Students read and answered questions on two primary source documents. They then discussed their answers.

**Homework**

**Do the research and answer the questions for the two open-ended question on China. Be prepared for the Socratic discussion.**

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

**Student of the Week:**

**History**

Students reviewed their homework from lessons 12 and 13, reviewing Native Americans and European colonization of North America. Students read about Jamestown and Plymouth Plantation. They learned about the founding of American exceptionalism.

**History Skills Learned or Practiced in Class**

Students discussed the various perspectives on the Native Americans and the European colonization. Students learned about the role the free market played in the founding of America.

**Homework**

1. Complete all work in chapters 14 and 15.

2. Study the Grammar for chapters 12-15.

**High School American History**

**Student of the Week:**

**History**

Students discussed the branches of the U.S. Constitution, arguing which branch was strongest. Students then wrote their reflection. Students were introduced to the role Washington played in founding the American Republic. They then read two primary source documents from George Washington.

**History Skills Learned or Practiced in Class**

Students learned how a document can be read and interpreted over time.

**Homework**

**Students need to complete the activities from the open-ended Socratic discussion question.**

**High School World History**

**Student of the Week:**

**History**

Students had a Socratic discussion on why the Roman Empire adopted Christianity after initially persecuting Christians. Students then wrote their reflection. Students were then introduced to the discussions on Ancient India.

**History Skills Learned or Practiced in Class**

Students learned about the role of religion in society *over time*. They saw how radically the Roman Empire changed, even if that change took over 300 years.

**Homework**

Complete the Socratic discussion open-ended assignments. Students will have to use their own sources to research this topic.

**Government and Economics**

**Student of the Week:**

**Academics**

Students focus on the governments of Thomas Jefferson and Andrew Jackson. They ponder the similarities and differences of these two governments. The government of Jefferson is representative of a limited government. Jackson’s government, however, expanded the power of the government.

**History Skills Learned or Practiced in Class**

Students learned how to compare and contrast two presidents.

**Homework**

**1. Read chapters 10 and 11 in Basic American Government.**

**2. Complete the Socratic discussion work.**