**Classical Historian Teacher Newsletter**

**Week 9**

Dear Teachers of the Classical Historian,

**Teaching Tip for Week 9**

One of the best things about teaching history is the opportunity to teach current events. It is true that current events are somewhat tricky because of the great bias there is in journalism. However, this great bias gives the teacher great opportunity to either show the bias or adversely, to write his/her own current event. The Classical Historian website has over 150 current event articles written for students. Or, the teacher can choose an interesting topic and article to present.

**Classroom Management Tip for Week 9**

Understanding and forgiveness are two important traits in being a fair disciplinarian. One year, I had a student, a young 11-year-old boy, who could not sit still in class. Always fidgeting, little “Daniel” always had to be moving. At first, his behavior irked me. However, I had read somewhere, and my wife told me, that many boys need to move while they are learning, and that sometimes moving helps them learn. So, I made a deal with Daniel. During my class, he could move, as long as his movement was silent and as long as it didn’t bother his classmates. Daniel figured a way how to move and his classmates weren’t negatively affected by his movement.

**Classical Historian Parent Newsletter**

Week Nine: Maintaining oneself, in areas of spirituality, academics, and health are key to being a great teacher or parent. Usually, around Halloween and Thanksgiving and Christmas, I put on a few pounds from overeating. During this time of year I consciously make the effort to not eat too much, to continue to exercise, and to continue to get enough sleep. Being physically healthy helps make me a better teacher. Watch your health so you can teach effectively.

**Junior High Ancient Civilizations**

**Student of the Week:**

**History**

Students took a test on all the Grammar from the Fertile Crescent lessons. Students then reviewed the test together. Students were introduced to the open-ended question: Mesopotamia, Egypt, and Kush.

**History Skills Learned or Practiced in Class**

Students practiced the skill of taking a test in history.

**Homework**

Finish all work for the open-ended history question, Mesopotamia, Egypt, and Kush.

**Junior High Medieval Civilizations**

**Student of the Week:**

**History**

Students took a ten-question test on Medieval China. They then reviewed their homework on the Mongols and the Ming Dynasty. Students were introduced to the Grammar for Week Nine, which is from Medieval Japan. They played the Word Game. Students began to read out loud.

**History Skills Learned or Practiced in Class**

Students practiced the skill of taking a test. They practiced the skill of reading out loud. They played the Word Game, which is an exercise in vocabulary and developing speaking skills in a game. Students also read out loud a primary source, “The Code of Bushido” and analyzed the primary source.

**Homework**

1. **Answer all questions from lesson 58. Medieval Japan from *World History Detective.***
2. **Study the Grammar from Medieval Japan for next week’s five-question quiz.**
3. **Complete all activities for the open-ended question on Medieval Japan.**

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

**Student of the Week:**

**History**

Students took a quiz on the grammar for chapters 12-18. Students reviewed their homework covering Life in the English Colonies, the Southern Colonies, and the New England Colonies. Students then began to preview the Grammar for chapters 19 The Middle Colonies and chapter 20 Early Indian Wars.

**History Skills Learned or Practiced in Class**

Students compared and contrasted the colonies: New England, Southern, and Middle. They discussed the commonalities and differences of these colonies.

**Homework**

1. Complete all work for chapters 19 and 20.

2. Study for the test for Unit III.

**High School American History**

**Student of the Week:**

**History**

Students had a Socratic discussion on the challenges to the young nation. They then wrote their reflection. Students then read an article about how the U.S. government may change the face of the $20 bill from Jackson to Tubman and they had a Socratic discussion on the topic.

**History Skills Learned or Practiced in Class**

Students discussed the idea of presentism. Presentism is judging the past by today’s standards and is full of problems. Students wrestled with this issue.

**Homework**

Complete all research activities for the open-ended discussion on big government, found in *Take a Stand!* week nine.

**High School World History**

**Student of the Week:**

**History**

Students had a Socratic discussion on Ancient China. They then wrote their reflection. Students read a primary source on Medieval Europe and discussed their answers.

**History Skills Learned or Practiced in Class**

Students learned about Ancient China and were introduced to Medieval Europe. They compared the differences between the two civilizations.

**Homework**

1. Read chapter 6 of Western Civilization.
2. Answer the Focus Questions for Chapter 6, found on pages 124 and 125.
3. Complete the Socratic discussion question.

**Government and Economics**

**Student of the Week:**

**Academics**

Students had a Socratic discussion on the judiciary. Students were then introduced to the Electoral College and read an article about the modern-day controversy involving the electoral college.

**History Skills Learned or Practiced in Class**

Students learned how an institution like the Electoral College can be misunderstood by people today. They learned how modern-day politicians can argue for change that might actually be bad for Americans. Students also learned about pros and cons of the Electoral College.

**Homework**

**1. Read chapter 13 of Basic American Government.**

**2. Summarize the various sections of chapter 13.**

**3. Read Federalist Paper Number 39, located here:** [**https://www.classicalhistorian.com/free-primary-sources.html#/**](https://www.classicalhistorian.com/free-primary-sources.html#/)

**4. Complete the open-ended question on the electoral college.**