**Classical Historian Teacher Newsletter**

**Week 16**

Dear Teachers of the Classical Historian,

**Teaching and Classroom Management Tip 16**

In teaching, modeling means when a teacher demonstrates something to his students. In turn, students are to follow the ideas, actions, and words of the teacher who is modeling. Modeling happens when the teacher intends it to happen, AND it happens when the teacher is not aware that it will happen. For example, when the teacher is quietly listening to a student express his thoughts and always responds in an encouraging manner, it is contagious and other students pick up on this behavior. Or, when a teacher greets his students outside of the classroom with a sincere smile and friendly greeting, students will begin to do this, as well. However, if a teacher is grumpy one day, or two days, he will notice that his students are grumpy, as well. Or, when a teacher is not well organized, he will notice that his students may be sloppier with their essay writing than they would have been had the teacher been more organized. Modeling occurs with behavior and with academic work.

**Classical Historian Parent Newsletter**

Week Sixteen: The following is an idea I shared with teachers, but it also applies to parents, as well….. In teaching, modeling means when a teacher demonstrates something to his students. In turn, students are to follow the ideas, actions, and words of the teacher who is modeling. Modeling happens when the teacher intends it to happen, AND it happens when the teacher is not aware that it will happen. For example, when the teacher is quietly listening to a student express his thoughts and always responds in an encouraging manner, it is contagious and other students pick up on this behavior. Or, when a teacher greets his students outside of the classroom with a sincere smile and friendly greeting, students will begin to do this, as well. However, if a teacher is grumpy one day, or two days, he will notice that his students are grumpy, as well. Or, when a teacher is not well organized, he will notice that his students may be sloppier with their essay writing than they would have been had the teacher been more organized. Modeling occurs with behavior and with academic work.

**Junior High Ancient Civilizations**

**Student of the Week:**

**History**

Students focused on Art, Architecture, and Mythology in Classical Greece.

**History Skills Learned or Practiced in Class**

Students practiced the skill of taking a quiz and learning about the foundation of Western Civilization. Students began work on a Socratic discussion on Ancient Greece.

**Homework**

Complete all research activities for the Ancient Greece open-ended question. Direct students to not write the Reflection Piece until after the discussion next week.

**Junior High Medieval Civilizations**

**Student of the Week:**

**History**

Students focused the spread of Christianity and Roman values into Barbarian Europe. Students also read a primary source document from one of the early Christian Church Councils.

**History Skills Learned or Practiced in Class**

Students took a quiz based on what they learned and read out loud. Students practiced vocabulary words. Students learned how society changes over time and they learned about the influence of religion.

**Homework**

1. **Study the Grammar from the Medieval Europe lessons for next week’s five-question quiz.**
2. **Direct students to answer all questions and activities for** lesson 36. The Spread of Christianity and Roman Values Into Barbarian Europe from *World History Detective.*

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

**Student of the Week:**

**History**

Students took a test on the Constitutional Convention and basic principles of the Constitution.

They began learning about the young United States of America.

**History Skills Learned or Practiced in Class**

Students learned about the ratification of the Constitution and how the structure of government affects the beginning and the people of a country.

**Homework**

1. Read chapters 31 and 32 and answer all questions.

2. Study the grammar from these chapters for next week’s five-question quiz.

**High School American History**

**Student of the Week:**

**History**

Students discussed the Reconstruction and began to learn about immigration.

**History Skills Learned or Practiced in Class**

Students had a Socratic discussion and wrote a reflection piece.

**Homework**

1. Complete the research activities for the open-ended Socratic discussion question.

2. Skim through the pertinent chapters of A Patriot’s History of the United States to address the open-ended question.

**High School World History**

**Student of the Week:**

**History**

Students discussed the Reformation and began learning about the Age of Exploration.

**History Skills Learned or Practiced in Class**

Students had a Socratic discussion. They practiced writing in history. Students read and analyzed a primary source document.

**Homework**

1. Read chapter 9 of *Western Civilization*.
2. Answer the Focus Questions on page 204.
3. Complete the Socratic discussion questions.

**Government and Economics**

**Student of the Week:**

**Academics**

Students learned and talked about bias in the media. Students looked at an article on the same topic from a leftist-biased news organization and from a right-wing-biased news organization.

**History Skills Learned or Practiced in Class**

Students learned how there are drastically different perspectives on current events and how news organizations report these events.

**Homework**

**Complete the Socratic discussion open-ended question.**