**Classical Historian Teacher Newsletter**

**Week 17**

Dear Teachers of the Classical Historian,

**Teaching and Classroom Management Tip 17**

How a teacher uses time is crucial. A teacher needs to take time into consideration when planning and implementing his lessons and his life outside of school. If time is not used wisely, then students and teacher will suffer. In a larger classroom, there are simple tricks to speed things up in the classroom. Here are a few:

1. As students walk into the classroom, have a task for them to accomplish on the board. Once the bell rings, acknowledge which students are following instructions. “Good job Jake!” “Way to pay attention, Maria.” While these positive comments are said, the teacher can be adding a plus next to the student’s name on the roster.

2. Passing out papers: If you are in a classroom with over 25 students, ask for a large number of volunteers to help pass out papers. Give students participation credit for helping out. Instead of one person handing out papers, have 17 hand out papers. The job will be done in no time.

3. Greeting students at the door speeds up the process of students getting their mind focused that class is beginning.

4. Five minutes left of class? Have a student lead the other students in playing one of the History Go Fish Games, using the Collect the Cards version.

5. Have a fun activity planned? Let students know of the fun activity, and give them a more challenging activity to accomplish before the fun activity starts.

6. Rest. Teaching is tiring. Make sure the teacher is getting regular sleep.

**Classical Historian Parent Newsletter**

Week Seventeen: The theme for this week’s lesson is using time wisely. Here are some suggestions for the classroom. Do the ideas below give you any idea in saving time at home? I’m reminded of the 1950 original movie “Cheaper by the Dozen,” a story of a family with 12 children. The father was a specialist in time-saving engineering and both he and his wife used various time-saving techniques to make life in a big family more manageable. This is a wonderful movie that I very strongly recommend for the whole family. Skip the 2003 movie and watch the 1950 movie…..

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**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 had a Socratic discussion on Ancient Greece.

**Homework**

Finish the open-ended question, except the Reflection Piece.

**Junior High Medieval Civilizations**

**Student of the Week:**

**History**

Students took a quiz on Medieval Europe and learned about the founding of Western Europe and the Founding of England and Ireland.

**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 about the founding of Western Europe.

**Homework**

1. Study all Grammar from Medieval Europe lessons for next week’s five-question quiz.
2. Answer question #10 and the Mind Maps for both lessons 37 and 38.

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

**Student of the Week:**

**History**

Students discussed the ratification of the Constitution and the nature and character of the American people at the turn of the 19th century.

**History Skills Learned or Practiced in Class**

Students took a quiz on vocabulary and discussed what Americans were like at the beginning of the country.

**Homework**

1. Read chapters 33 and 34 and answer all questions.

2. Study the grammar from these chapters for next week’s five-question quiz that will be on chapters 31-34.

**High School American History**

**Student of the Week:**

**History**

Students discussed immigration from 1865-1920 and began to learn about the “Wild West.”

**History Skills Learned or Practiced in Class**

Students had a Socratic discussion and wrote a reflection piece.

**Homework**

1. Complete all research activities for the Socratic discussions. Note: For the next few chapters, students will answer a number of open-ended questions per chapter.

2. Read chapter eleven in *A Patriot’s History of the United States*.

3. Prepare discussion for the three open-ended questions with this lesson.

4. Choose 10 words to define from chapter 11.

**High School World History**

**Student of the Week:**

**History**

Students discussed the Scientific Revolution and the Age of Enlightenment.

**History Skills Learned or Practiced in Class**

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

**Homework**

1. Read chapter 10. Answer the Focus Questions for chapter 10.
2. Complete the open-ended question.

**Government and Economics**

**Student of the Week:**

**Academics**

Students had a discussion about bias in the media. They then learned and discussed the idea of “Robinson Crusoe Economics.”

**History Skills Learned or Practiced in Class**

Students learned basic ideas about economics and libertarian thought.

**Homework**

1. Finish reading Lessons 3 and 4 if the lessons were not completed in class.

2. Commit to memory the vocabulary from Lessons 1-4. Next week will be a quiz on these vocabulary words.

3. What are the lessons we can learn from Robinson Crusoe Economics? Write your answer in the Reflection.