**Classical Historian Teacher Newsletter**

**Week 23**

Dear Teachers of the Classical Historian,

**Teaching and Classroom Management Tip 23**

There are various techniques to help students write better when you have a classroom. Here are a few:

1. Have students read out loud their written work, whenever possible. Students will be encouraged when you point out they wrote well, and when you have the student read her work out loud the other students will pay attention to good work. Also, if the written work of a student has some problems, you can ask other students to point out these problems.
2. Read student work first and choose the best writing sample. Make a copy for each student. Have each student read the sample and underline the thesis statement and topic sentences for each body paragraph. Have students circle historical evidence. Then, review with the students what they underlined and what they circled. Point out the good parts of the essay.
3. Color coding: Although I don’t ever do this because it requires students have colored pencils AND because this is an extra task that might throw off a student like I was, you can follow tip number 2 while using colored pencils. Underline the thesis statement with a red pen, underline the topic sentences with a blue pen, and underline the factual pieces of evidence with a black pen.

**Classical Historian Parent Newsletter**

Week Twenty-Three

Recognizing special accomplishments with a trip out to frozen yogurt or with a scoop of ice cream goes a long way with a young person (and an old one, too!). To do this right, plan an assignment or a group of assignments or an accomplishment like passing a test and announce to the student(s) that once they accomplish this task, the student will receive a treat. It will really help keep the student’s mood positive.

**Junior High Ancient Civilizations**

**Student of the Week:**

**History**

Students discussed Ancient China, the Qin and Han Dynasties, and began learning about Confucius.

**History Skills Learned or Practiced in Class**

Students had a Socratic discussion and wrote a reflection. They read a primary source and analyzed it.

**Homework**

1. Complete all questions in *World History Detective*, lesson 10. Ancient China: Qin and Han Dynasties.

2. Study the Grammar for the test on weeks Twenty-Two and Twenty-Three.

**Junior High Medieval Civilizations**

**Student of the Week:**

**History**

Students discussed the topics of liberty and religion in Medieval Europe and began to learn about the fall of medieval society.

**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 read and analyzed a primary source document.

**Homework**

1. Study all Medieval Europe Grammar for next week’s 20 question test.
2. Complete all activities for lesson 47 in *World History Detective.*

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

**Student of the Week:**

**History**

Students took a quiz on Industrialization and education in Early America and began studying the Texas War for Independence.

**History Skills Learned or Practiced in Class**

Students took a quiz, had discussions, and read.

**Homework**

1. Read chapters 46 and 47 and answer all questions.

2. Study the grammar for chapters 44-47 for next week’s quiz.

**High School American History**

**Student of the Week:**

**History**

Students discussed The New Deal and began learning about World War II in the Pacific.

**History Skills Learned or Practiced in Class**

Students had a Socratic discussion and wrote a reflection piece. They read and analyzed a primary source document.

**Homework**

1. Read chapter Seventeen of *A Patriot’s History of the United States.*

2. Choose ten words to define

3. Complete all activities of the Socratic discussion and prepare for the discussion.

**High School World History**

**Student of the Week:**

**History**

Students discussed thought and culture and began learning about the Age of Imperialism.

**History Skills Learned or Practiced in Class**

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

**Homework**

1. Read chapter 16.
2. Answer the Focus Questions for chapter 16.

3. Answer the open-ended question.

**Government and Economics**

**Student of the Week:**

**Academics**

After reviewing the homework and having a Socratic discussion on college costs and began learning about Socialism.

**Homework**

1. Read Book V of Butler’s Condensed Wealth of Nations. Summarize it.

2. Answer the study questions from lesson 15.

3. Watch three videos or more from [www.prageru.com](http://www.prageru.com) on Socialism.

Socratic Discussion Open-Ended Question

Does Socialism and Communism Go Against Human Nature?

What is Human Nature?