**Classical Historian Teacher Newsletter**

**Week 13**

Dear Teachers of the Classical Historian,

**Teaching Tip for Week 13**

Game playing is a fantastic way to teach and learn history. My favorite history games for grades 6-12 is….. you guessed it, The Classical Historian Go Fish Games! For information how to purchase these games, go here: <https://www.classicalhistorian.com/games.html#/>

There are many variables to these games and many ways in how to teach playing them. In fact, I need to do a full-scale lesson in how to use these games in all the ways they can be used. But, simply put, start by playing the simple Categories Go Fish Game, then move up to the Individual Cards Go Fish Game, and then teach the paragraphs from the booklets, and while you are teaching these paragraphs, play the Collect the Cards game.

I like the card game for many reasons: 1. Students learn social skills. 2. Students learn how to lose and win graciously. 3. Students learn history with a game! 4. Students can learn without the teacher. 5. Students have fun playing the game.

**Classroom Management Tip for Week 13**

Positive reinforcement is the Name of the Game in Classroom Management. Try to focus on what is working by pointing it out to students. Say out loud what students are doing when it is good. Describe in detail a homework assignment well done. Describe good behavior when you see it. If there are any students who need to see what good behavior is, you are giving them a clear example by showing them students who are doing what you want them to do.

**Classical Historian Parent Newsletter**

Week Thirteen: Visit a museum of history with your child. After, take him out for a treat (hot chocolate while you enjoy a cappuccino?) and talk to him what he saw, what he was interested in, etc. The more experiences your children will have with museums the better.

**Junior High Ancient Civilizations**

**Student of the Week:**

**History**

Students took a five-question quiz on the Grammar for Lessons Ten-Twelve. Students read an excerpt from Pericles’ speech, “Athenian Democracy: A Golden Age.”

**History Skills Learned or Practiced in Class**

Students practiced the skill of taking a quiz and reading a primary source document.

**Homework**

1. Study all Grammar from Week 10 through 13 and prepare for a five-question quiz.

2. Complete all questions from *World History Detective*, lesson 18: Macedonians and Hellenistic Age.

**Junior High Medieval Civilizations**

**Student of the Week:**

**History**

Students took a quiz on the Grammar for Week Eleven. They were introduced to Medieval West African Empires and Economics.

**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 began preparing for a Socratic discussion in history.

**Homework**

1. **Complete all questions from lesson 63. Medieval West African Empires and Economics from *World History Detective*. Read lesson 64. Medieval East Africa and Zimbabwe and answer number 10.**
2. **Complete all work from the open-ended question Medieval Africa, except the Reflection.**
3. **Study all Grammar from the lessons on Africa.**

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

**Student of the Week:**

**History**

Students discussed the Declaration of Independence and the American Revolution. Students learned about the American Founding Fathers

**History Skills Learned or Practiced in Class**

Students took a quiz on chapters 21 through 26. They discussed the Declaration of Independence and the American Revolution. Students learned how to revise and document sources in a text. Students began working on the open-ended history question regarding George Washington and the question on the Declaration of Independence.

**Homework**

Read chapters 27 and study for the test for Unit IV. by studying all the grammar for this unit. Prepare to discuss the two open-ended questions found in the unit activities.

**High School American History**

**Student of the Week:**

**History**

Students discussed the Westward Movement and discussed the pros and cons of it. Students began to study sectionalism and learn about causes of the Civil War.

**History Skills Learned or Practiced in Class**

Students learned how to interpret events while pointing out the positives and negatives. Students had a Socratic discussion. Students wrote their reflection.

**Homework**

1. Read Chapter Eight of *A Patriot’s History of the United States.*

2. Choose ten words to define.

3. Complete all research activities for the open-ended question.

**High School World History**

**Student of the Week:**

**History**

Students discussed Medieval Asia. They then began their studies on Medieval Africa. They read out loud a primary source document from Medieval Africa.

**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**

Complete the Socratic discussion for Medieval Africa. Students will have to use their own sources to research this topic.

**Government and Economics**

**Student of the Week:**

**Academics**

Students discussed the New Deal and how it benefitted or hurt the United States of America.

**History Skills Learned or Practiced in Class**

Students discussed the New Deal and learned of the differing perspectives on Franklin Delano Roosevelt’s presidency. They began learning about the Supreme Court and Chief Justice Warren.

**Homework**

1. Using Chapter 18 of Basic American Government, summarize how each of the following influenced the Constitution:

1. 16th amendment
2. 17th amendment
3. Federal Reserve
4. Technology

2. How did the federal government get the power of granting money to the states?

3. The Warren Court and the “Warren Revolution.” Summarize how each of the following influenced the United States of America.

1. Segregation Decisions
2. Reapportionment Decisions
3. Criminal Prosecutions
4. Religion and Morality out of Public Life
5. Pornography, Vulgarity, and Obscenity

4. What is Dr. Carson’s opinion of how the American Government changed during the 1900s. Do you think he is correct?