**Classical Historian Teacher Newsletter**

**Week 26**

Dear Teachers of the Classical Historian,

**Teaching and Classroom Management Tip 26**

Ask you students to share what they liked, haven’t liked, what has worked and what hasn’t worked so far this year. One way I’ve done this is I’ve given students strict guidelines, such as, “Write three things that you think have helped you learn this year and three things you think haven’t helped you learn.” This narrow focus helps students think specifically about what has helped them learn and what hasn’t. Their answers should remain anonymous and you should tell them it will remain so.

**Classical Historian Parent Newsletter**

Week Twenty-Six

Keeping a clean and tidy room is an important habit for a student to have. Students who have a clean and tidy room will be accustomed to having things in their proper place. For a student, classwork, homework, books, pens and pencils and all school materials should be in their proper place, as well. Keeping all things tidy and in their proper place helps a student be efficient with time and work. It is up to the parent to remind and enforce that the child keeps his room and school materials in order.

**Junior High Ancient Civilizations**

**Student of the Week:**

**History**

Students discussed the the Roman military and the Phoenician Wars and began learning about the decline of the Roman Republic.

**History Skills Learned or Practiced in Class**

Students had a quiz, had Socratic discussion and wrote a reflection. T

**Homework**

1. Direct students to study all Grammar for the Roman Republic for next week’s test.

2. Direct students to read lesson 25. Decline of the Roman Republic, in the *World History Detective* book and answer all questions.

3. Direct students to complete all activities for the open-ended question The Roman Republic.

**Junior High Medieval Civilizations**

**Student of the Week:**

**History**

Students discussed the Reformation and began learning about the Scientific Revolution.

**History Skills Learned or Practiced in Class**

Students took a quiz on the Reformation. They had a Socratic discussion.

**Homework**

1. **Study the Grammar from Week Twenty-Six for next week’s five-question quiz.**
2. **Complete all activities for the open-ended history question.**

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

**Student of the Week:**

**History**

Students had a Socratic discussion on the Westward Movement and learned about sectionalism as it applied to the North and the South.

**History Skills Learned or Practiced in Class**

Students had a Socratic discussion.

**Homework**

1. Read and answer all questions for chapters 52 and 53.

2. Study the grammar for chapters 50 – 53 for Unit IX Test.

**High School American History**

**Student of the Week:**

**History**

Students discussed the Cold War in the U.S. and began learning about the atomic bombs and the end of World War II in the Pacific.

**History Skills Learned or Practiced in Class**

Students had a Socratic discussion and wrote a reflection piece.

**Homework**

1. Read chapter 18 of *A Patriot’s History of the United States.*

2. Prepare for the Socratic discussions.

**High School World History**

**Student of the Week:**

**History**

Students discussed of World War I and began to learn about totalitarianism in the 1930s.

**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 18.
2. Read the Communist Manifesto.
3. Answer the Focus Questions for chapter 19.
4. Complete the Socratic discussion work.

**Government and Economics**

**Student of the Week:**

**Academics**

After reviewing the homework and having a Socratic discussion on fascism and socialism students began learning about price controls.

**Homework**

1. Read lesson 17 and answer the study questions.

2. Watch the Prager University video, Capitalism v. Socialism, located here: <https://www.classicalhistorian.com/free-primary-sources.html#/>

1. What is the speaker’s main point?
2. What evidence does he offer for his claim?
3. What is your opinion of what he argues?