**Classical Historian Teacher Newsletter**

**Week 4**

Dear Teachers of the Classical Historian,

**Teaching Tip for Week 4**

The younger the student is, the more important it is for the teacher to be sincerely interested in what the student likes to do outside of the classroom. When the student senses that the teacher sincerely cares about him or her, the student will pay more attention to the lesson. After teaching 22 years junior high students and five years of adults, this impression is the strongest it’s ever been for me. For a larger classroom, the teacher can write down the student’s hobby next to his name on the seating chart. When the teacher walks up and down the aisle, he can ask a student he knows to be a swimmer, “Hey! How is swimming going?” That child will light up and pay more attention to the lesson. This idea of identifying with your student and letting them know you care is golden. It also helps the teacher remember his students are not just academical robots, but humans with many interests.

**Student of the Week:** Use this part of your class every week to highlight a student’s positive classroom behavior, strong work ethic in completing the homework, positive discussion skills, and anything else you would like all students to exhibit. Highlighting the good is an excellent way to inspire students to be their best. If you can, give students a Certificate for their Student of the Week award.

**Classroom Management Tip for Week 4**

Consistency, consistency, consistency. Whatever the teacher decides to do, he needs to be consistent. Students will acclimate themselves to the rules of the teacher. If the teacher follows the same rules every day, students will understand their boundaries and will keep to them. If the teacher lets his emotions rule him, letting his good moods or bad moods influence his behavior, students will be confused and there will be problems.

**Classical Historian Parent Newsletter**

**Week 4**

Dear Parents!

Week 4 is here. That means that after this week, school will have been in session one complete month. Time is moving fast. After one month, it may be a good time for parents to review how their school year is going. Did you make any goals for this school year? Did you hope to achieve something, or have your children achieve something? How is the daily schedule operating? Are the children well-rested? Are they getting to bed at a decent time? These are good questions to ask to realize if any changes need to be made.

**Junior High Ancient Civilizations**

**Student of the Week:**

**History**

In week four, students review much of what they learned from weeks one through three, focusing on the polytheistic peoples of the Fertile Crescent. At the beginning of class, students took a five-question quiz. Ask your son or daughter how he or she did. Students reviewed their homework and held a short Socratic discussion. Focus of the reading for week four is on the Religious History of the Ancient Hebrews. The Hebrews were the world’s first monotheists, and because of this they play an important role in the founding of Western Civilization.

**Homework**

1. Study the Grammar for Weeks One through Four for the five-question quiz next week.

2. Read Lesson 4. from the *World History Detective* and answer all the questions.

3. Read the primary source document Genesis 7 and Genesis 8 found on this web address: <https://www.classicalhistorian.com/free-primary-sources.html>. Answer the questions at the end of the reading.

**Junior High Medieval Civilizations**

**Student of the Week:**

**History**

During class, students took a five-question quiz based on the Grammar for Weeks One through Three. Students reviewed their homework and had a short Socratic discussion. Students then played the Word Game for lessons one through four. Students began reading Lesson 53 from *World History Detective*, The Decline of the Islamic Empire. In this lesson, they learn how the Islamic Empires declined, and they ponder why they declined.

**Homework**

1. **Study the Grammar for Weeks One through Four for the five-question quiz next week.**
2. **Read Lesson 54, The Seljuk and Ottoman Turks, from the *World History Detective* and answer all the questions.**
3. **Direct students to go to this website:** [**https://www.classicalhistorian.com/free-primary-sources.html**](https://www.classicalhistorian.com/free-primary-sources.html) **, to read the article, “A Muslim Observes Hindus,” and to answer the questions at the end of the article.**

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

**Student of the Week:**

**History**

Students took the test for Unit 1 and reviewed their answers. They also had a Socratic discussion. This concludes students’ work on America’s Ancient Heritage. Students then began Unit II, America’s Medieval Heritage. Students learned the foundations of liberty in the medieval world. This week, students were introduced to chapters 5, 6, and 7 of *The Story of Liberty*. Students previewed these chapters: 5. The Age of Barbarians, 6. Civilizing Europe, and 7. Foundations of European Kingdoms. It is true that students will cover Unit II faster than Unit I.

**Homework**

Students should study the Grammar for chapters 5., 6., and 7. Also, for chapters 5., 6., and 7., students should answer all Logic questions, but, they do not need to copy the sentences that best helped them answer the questions. Students should also answer the Rhetoric questions for chapters 5, 6, and 7.

**High School American History**

**Student of the Week:**

**History**

Students had a Socratic discussion on the causes of the American Revolution. They then wrote a brief reflection on the causes. Students then read a biography on George Washington, and they read a few of Washington’s “Rules of Civility.”

**Homework**

1. Complete the work from the open-ended Socratic discussion #4.

2. Direct students to choose 10 words or terms from Chapter Four of *A Patriot’s History of America* to define.

**High School World History**

**Student of the Week:**

**History**

Students discussed answers they wrote to questions involving Ancient Greece. Students had a Socratic discussion on Ancient Greece. Students then wrote a brief reflection on Ancient Greece.

**Homework**

1. Read pages 62-71 in Western Civilization. Answer the Questions.
2. Answer the open-ended question.

**Government and Economics**

**Student of the Week:**

**Academics**

In week four, students review all of the work they did involving the Ancient and Medieval heritage to the American government. Students had a Socratic discussion. They then read an excerpt from John Locke’s “Second Treatise on Civil Government.”

**Homework**

1. Complete reading chapter five of *Basic American Government.*

2. Answer the following questions:

1. What were the main political changes of the 17th century in Great Britain?
2. Summarize the political writings of the following British writers
   1. Richard Hooker
   2. Thomas Hobbes
   3. John Milton
   4. John Locke
   5. Trenchard and Gordon
   6. Sir William Blackstone
   7. Adam Smith

3. Read an excerpt from John Locke’s Second Treatise on Civil Government at this website: <https://www.classicalhistorian.com/free-primary-sources.html#/>