**Classical Historian Teacher Newsletter**

**Week 5**

Dear Teachers of the Classical Historian,

**Teaching Tips for Week 5**

Should teachers give quizzes? If so, how often should teachers give quizzes?

In grades 6-12, teachers should give quizzes and they should give them once a week. A simple five-question quiz helps students be aware that they need to pay attention in class and lets them know that they are responsible for learning key grammar (vocabulary, terms, dates, events). The consistency of a once per week quiz is an aid to the student. Studying on a regular, consistent basis builds study skills. The student who studies a little every day will retain historical knowledge better than the student who “crams for a test” and then inevitably forgets what he learned. In addition, the once per week quiz puts the onus on the student to learn the material. Being a good student means being a mature student. Too often, students look to the teacher for everything, including all the answers. The once per week quiz trains the student to be mature.

**Classroom Management Tip for Week 5**

Reminding students the rules for the classroom is essential in running an effective classroom. Sometimes, the teacher feels as if the students do not pay attention or they do not care about the rules. But, usually, young students forget, or, they let their mood rule them one moment or one day. The favorite rule for me is the following, “If you want to speak, wait for the teacher to call on you.” This is my favorite rule as it guarantees that all students will be able to voice their opinion without being interrupted. It allows for a calm, orderly classroom and discussion. This rule I employ if I have a classroom of three students or 40 students.

**Classical Historian Parent Newsletter**

Week Five is upon us. Your school should have a routine by this time. Are you asking your child questions about history? Are you quizzing him on the grammar/vocabulary he is responsible for? Have you brought up the history he is studying at the dinner table? Many studies show that students who talk with their parents during dinner are exceptional students. Try this week to discuss a current event at the table, or try to talk about the federal holiday of the month (October-Columbus, November – Veteran’s Day, Thanksgiving).

**Junior High Ancient Civilizations**

**Student of the Week:**

**History**

In week five, students learn about Ancient Hebrews. The Ancient Hebrews are one of the key pillars of Western Civilization. Students learn the Grammar for Week Five and practice the new terms and words. Students are introduced to the open-ended question Ancient Hebrew, in their *Take a Stand!* book. In class, students discussed what Western Civilization means. Students discussed the open-ended question in class.

**History Skills Learned or Practiced in Class**

Students took turns reading out loud. This practices fluency. Students engaged in a Socratic discussion for the Ancient Hebrews.

**Homework**

1. If students were not able to, have them complete all activities for the Open-Ended history question, Ancient Hebrews.

2. Study the Grammar for Weeks One through Five. Prepare for the five-question quiz based on these Lessons.

**Junior High Medieval Civilizations**

**Student of the Week:**

**History**

Students read out loud quotes from the Koran that dealt with conquest and jihad, and students discussed the nature of Islam and the spread of Islam.

**History Skills Learned or Practiced in Class**

Students took turns reading out loud. This practices fluency. Students engaged in a Socratic discussion for the Ancient Hebrews.

**Homework**

1. **Direct students to complete all activities, except the Reflection piece, for both open-ended history questions on the Medieval Islamic Civilizations.**
2. **Study the Grammar for Weeks One through Four. Prepare for the ten-question test based on these Lessons.**

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

**Student of the Week:**

**History**

Students discussed The Age of Barbarians, The Christianization of Europe, and the Foundation of European Kingdoms. Students reviewed the primary source document, the journal of Christopher Columbus. They discussed the meaning of European colonization of America. Students also discussed the meaning of the Reformation and the Enlightenment in terms of the founding of America.

**History Skills Learned or Practiced in Class**

Students practiced discussing, reviewing how to infer from the text, how to read maps, and they learned the perspective of the author in terms of historical analysis. Students learned how to read a primary and a secondary source, and they learned how to use quotes in an argument. Students learned how to paraphrase.

**Homework**

Students should study the Grammar for chapters 5-11. Students should complete all map work for chapters 8-11, and they should complete the Rhetoric portion of the homework for these chapters. Because we are moving fast through these chapters, I do not want to assign them all the work in the workbook. Students should prepare for next weeks test on Unit II. Students should complete the Rhetoric work found in the Unit II activities, including the assignments on Christopher Columbus.

**High School American History**

**Student of the Week:**

**History**

Students began class discussing the importance of George Washington in founding the American Republic. They discussed the key events that led up to the American Revolution, and they discussed the importance of the different figures in the war. Students then read out loud the Declaration of Independence, which takes about 15 minutes.

**History Skills Learned or Practiced in Class**

Students had a Socratic discussion on George Washington. They then wrote a reflection piece on this topic. In this assignment, students are analyzing the relative importance of one person in history. This is a recurring theme in the study of history.

**Homework**

Complete all research activities and answers for the Socratic discussion #5.

**High School World History**

**Student of the Week:**

**History**

Students discussed Alexander the Great and the Hellenistic Age. They then were introduced to the Roman Republic. Time permitting, students read a primary source document on the Roman Republic.

**History Skills Learned or Practiced in Class**

Students had a Socratic discussion on whether Alexander was great. Students analyzed a primary source document.

**Homework**

1. Read chapter 4.
2. Answer the Focus Questions on page 72.
3. Answer the open-ended questions.

**Government and Economics**

**Student of the Week:**

**Academics**

Students focused on the philosophical underpinnings of the Constitution, reading part of John Locke’s Second Treatise on Civil Government. Students discussed the Federalist Papers and read part of Number 10. Students had a discussion on Madison’s view of human nature.

**History Skills Learned or Practiced in Class**

Students had a Socratic discussion on the nature of man and on liberty. Students analyzed a primary source document.

**Homework**

1. Read chapters 6 and 7 of Basic American Government.

2. Read Federalist Paper #10 and #51 located here: <https://www.classicalhistorian.com/free-primary-sources.html#/>

3. Complete both Socratic discussion open-ended questions.